Instructor: Dr. Emily Skinner
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843-953-0831 (office)
Please use email as a primary form of contact
Office hours: On campus: Tuesdays: 1:30-2:30; Thursdays 9:00-10:30; 1:30-2:30
Virtual office hours through email contact M-F
By appointment

Scope: This course provides a study of the fundamentals of literacy, including reading, writing, listening, speaking, viewing, and designing relevant to learners from PreK through 3rd grade. It emphasizes the literacy process, factors affecting that process, and the principles and skills involved in the development of literacy within young children. (NCATE 1, 2b, 3a-e; NAEYC/EC 1, 4, 4a-c & 3; ACEI 2.1)

This course is intended to push you outside your comfort zone. It is not intended to confirm what you know. It has been created so as to help you question what you know and to force you to be able to articulate what you learn about RECOMMENDED PRACTICE in literacy instruction. This course will also push you to create projects in formats that you’ve not used before, which will push you to think differently.

Course Outcomes: All teacher preparation programs in the School of Education (SOEHHP) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency, which are at the heart of the SOEHHP Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

Course outcomes are derived from the standards set forth by several organizations. The standards listed in parentheses at the end of each course outcome relate to those of the SOEHHP (School of Education, Health and Human Performance), IRA (International Reading Association), NAEYC (National Association for the Education of Young Children), ACEI (Association for Childhood Education International), NCATE (National Council for the Accreditation of Teacher Education), and the required South Carolina Standards (EEDA- South Carolina Education and Economic Development Act- SC 4), Safe Schools Climate Act/Bullying - SC 6), and ISTE (International Society for Technology in Education).

These standards define, respectively, expectations for the School of Education Health and Human Performancy, early childhood teachers, and literacy instruction. The following outcomes are organized by the Elements of Teacher Competency:

UNDERSTANDING AND VALUING THE LEARNER:
- Demonstrate knowledge and understanding of first and second language development to design emergent literacy programs and strategies that build on students’ skills and backgrounds and are effective (NCATE 1, 2b & 3a-e; NAEYC/EC 1, 4 & 4a-c; SOEHHP Standard I, II, III).

- Demonstrate an understanding of the different preconceptions, miscue patterns, and misconceptions that student may exhibit and how these should be addressed instructionally (NCATE 1, 2b, 4; NAEYC/EC 1, 4b, 3; SOEHHP Standard V).

Knowing what and how to teach and assess and how to create environments in which learning occurs:

- Model effective use of the English language (NCATE 2b; NAEYC/EC 4b; ACEI 2.1; SOEHHP Standard V).

- Demonstrate a thorough knowledge of the developmental process of emergent literacy and all the factors involved in it (NCATE 1, 2b & 3a-e; NAEYC/EC 1, 4, 4a-c; SOEHHP Standard II; SC 4).

- Demonstrate an ability to use effective instructional strategies, technologies, and varied language activities (including the use of children’s literature) to help students become strategic beginning readers and respond to what they have read (NCATE 2b & 3a-e; NAEYC/EC 4 & 4a-c; ACEI 3.1; IRA 1; SOEHHP Standard III; ISTE).

- Demonstrate a thorough knowledge of the lexicon, syntax, history, varieties, literature, and processes of the English language/Language Arts (NCATE 2b & 3a-e; NAEYC/EC 4 & 4a-c; ACEI 2.1; SOEHHP Standard II; SC 4).

- Demonstrate knowledge of all major approaches to reading and an ability to teach students using a balanced reading program that includes emphasis on the use of phonemic relationships, context, and text that has meaning for the students (NCATE 2b & 3a-e; NAEYC/EC 4b & 4a-c; ACEI 2.1; SOEHHP Standard II; SC 4).

- Demonstrate the ability to communicate with, guide, and assist parents in fostering early and continued growth in literacy (NCATE 5b & 5c; NAEYC/EC 5 & 2; ACEI 5.3; SOEHHP Standard V).

- Design formative and summative assessments to determine the level of students’ competence in their understanding and use of language and use the results of such assessments to design beginning instruction (NCATE 4 & 3a-c; NAEYC/EC 3 & 4a-4b; ACEI 4; IRA 3; SOEHHP Standard VI).

- Demonstrate the ability to organize and manage a classroom climate within which all students have the desire to learn and to engage in emergent and early literacy (NCATE 3a-e & 5b, 5d; NAEYC/EC 4a-c & 5, 2; ACEI 1, 3.2; IRA 2 and 4; SOEHHP Standard III & VI; SC 6).

Understanding self as a professional:

- View professional development as a career-long effort and responsibility (IRA 5; SOEHHP Standard IV, V, VII).

Required Readings:


**Primary Units of Study for Writing Workshop (Reading and Writing Project)**

**Required technology:**
OAKS
Word
Understanding and use of digital storytelling applications such as *PhotoStory, imovie, MovieMaker,* or *VoiceThread.*

**Assignments:**

**Exams** (10 points each = 20 points)
Two exams will cover information learned over the course. All examinations are content-based (from readings, in-class discussions, class notes) and cumulative. They require that you use your knowledge of *research, theory, and practice* of information specific to EDEE 375 in an application-type scenario analysis (much like what you’ll have to do on the literacy portion of Praxis II exam). *NEITHER STUDY GUIDES NOR MAKE-UP EXAMS WILL BE GIVEN.*

Please leave cell phones in book bags during examinations. No exceptions.

**TENTATIVE Dates:** Feb. 26, April 23

**Attendance, Preparedness and Participation** (15 points)
Literacy and teaching are a social process. This class is a hands on class and much of the learning you do will take place during class. As such, I believe you should be credited for your participation during class. You will be expected to come to each class prepared (arriving on time having read and reflected upon assigned readings and completed designated assignments) and actively participate in class through synthesizing your learn, sharing your experiences and responding to and building upon your classmates’ ideas.

You will receive credit for every class you attend, are clearly prepared for and participate during the 15 week course. You can earn ½ point for each class. Everyone will receive a bonus point as there are only 28 classes. I will take attendance at the beginning of class. Class will start promptly at 10:50. If you are not present when I take attendance or if you have to leave early, you will receive ¼ point. If you are absent, no matter what the reason, you will not receive credit for attending class.

**ATIs** (12.5 points):
At the end of each chapter of *LB* is a section entitled “Applying the Information.” After reading each chapter, you will use this section to analyze a hypothetical case study (ATI) using the weekly template provided on OAKS. All ATI TYPED assignments are due as a hard copy using the provided template at the beginning of class on the date noted on the
syllabus. Print assignment BEFORE class begins. Your response should demonstrate your application of the chapter's content in relation to the scenario. You may only email me these assignments if you are absent that day.

Phonics Workbook (5 points):
An important part of teaching early childhood literacy is extending and being able to articulate your understanding of phonics development so that you can teach this component of literacy learning with children effectively. This workbook will provide comprehensive explanations of phonics and provide the opportunity for you to synthesize and practice your learning in a hands-on workbook format. You will receive up to 5 points based on your completion of all practice, reviews, and pre-and post-test workbook sections.

Literacy lesson plan (12.5 points):
Your lesson plan must comply with the lesson plan format used in this class. Lesson plan development will be discussed extensively in class. Time is built in for you to submit and to receive feedback on your lesson plan before teaching it. You must include a copy of any assessments and handouts you will use. I will give you feedback in process on your lesson plans and you will likely need to make at least two rounds of revisions. Your final lesson plan must be approved two days before you are scheduled to teach. I do not plan to stay up late the night before you are teaching waiting for final revisions of your lesson plans.

You must have signed approval from your cooperating teacher and from me THAT YOU SUBMIT TO YOUR FIELD SUPERVISOR before teaching your lesson. You must submit your final approved lesson plan and any accompanying assessments used, samples of students’ work, proof of approval from your cooperating teacher and from me, and a final reflection of your lesson plan within 24 hours of teaching. Your lesson plan must be taught and formally evaluated using ADEPT.

You will be graded on your planning and reflections.

Due: Feb. 22 (initial draft), final lesson plan MUST be approved by the Monday before you teach, March 21 & 28 (final lesson plan and reflections).

Case Study Literacy Assessment (12.5 points):
You will conduct an age appropriate Early Childhood Literacy Assessment with a child (your case study student) in your field placement or you may find your own case study student (Kindergarten-Grade 3). You will assess your case study student’s literacy development using a battery of level appropriate assessments. Drawing upon your selection of assessments, you will write an evaluation of your case study student’s literacy learning. We will discuss this assessment portfolio project further in class.

Due: Separate assessments to be conducted on designated field experience dates and brought to the following classes. Assessment portfolio (all assessments, artifacts and summative evaluation) due Thursday, February 28th.
Digital Storytelling Children’s Literature Review (10 points):

For this project, you will make an annotated children’s literature bibliography in the form of a digital story (software or website of your choosing - Photostory, iMovie, VoiceThread, etc. and must be submitted for grading by uploading as a link to YouTube (you may keep the link private). You will select: 1) a focus for your annotated children’s literature bibliography (e.g. author study, writing workshop mentor texts, content area children’s literature, etc.); 2) a particular literacy stage or stages to situate your focus; and, 3) 10 texts within that focus area to present in your digital story. We will discuss this project further in class.

Due: Tuesday, April 9.

Foundational/New Literacies Case Study Instructional Project (12.5 points):
Drawing upon what you have learned from your observations and assessments of your case study student, you will construct an instructional plan in which you make specific recommendations for instruction based on what you have learned in this class about teaching literacy in conjunction with what you have learned about your case study student’s popular culture and digital literacies interests. We will discuss further in class.

Due: At time of final exam as scheduled by the college.

Assignments/Grading Breakdown:

- Exam 1 10
- Exam 2 10
- Attendance, Preparedness & Participation 15
- ATT’s 12.5
- Phonics workbook completion 5
- Literacy Lesson Plan 12.5
- Case Study Literacy Assessment Project 12.5
- Digital Storytelling Children’s Literature Review 10
- New and Foundational Literacies Case Study Literacy Instructional Plan 12.5
- Total 100

Attendance Policy
- Class attendance is expected. Students are responsible for all content and assignments for each class. Four absences for any reason are allowed, but you WILL NOT receive participation credit for that class (no matter what the reason for your absence). **Upon a fifth absence, the student will be automatically withdrawn from a course with the grade of WA. WA becomes an F on a transcript.**
- Students who qualify for SNAP must see the professor within the first two weeks of the course if they wish special accommodations.
- **Athletes** who will miss class due to athletic events must see the professor within the first two weeks of the course and submit the 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.
Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of the College of Charleston Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student’s actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

It is important for students to remember that unauthorized collaboration—working together without permission—is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a cell phones), copying from another’s exam, fabricating data, and giving unauthorized assistance.

Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Students can find a complete version of the Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html

Grading

ASSIGNMENTS SHOULD BE TURNED IN COMPLETE AND ON TIME. UNDER EXTEMUATING CIRCUMSTANCES, IF YOU ARE APPROVIED TO TURN IN AN ASSIGNMENT LATE, COPY IT FOR YOURSELF SO YOU MAY USE IT TO STUDY FOR EXAMS AND/OR TO COMPLETE PROJECTS. DO NOT EMAIL ME ASSIGNMENTS THAT ARE SUPEPOSED TO BE PRINTED AND BROUGHT TO CLASS. ASSIGNMENTS ARE CONSIDERED LATE IF THEY ARE NOT WITH YOU WHEN CLASS BEGINS.

Any written assignment submitted is considered a final product that will be graded on both what is written (clarity, depth, insight) and how it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, adherence to assignment guidelines, and neatness will affect your grade. As an educator, you will be expected to demonstrate competency not only in verbal but also in written communication with parents, administrators, and other educators. Please use the resources
around you to proofread and to edit your work. The Writing Lab also provides FREE, INDIVIDUALIZED help on all parts of the writing process. See www.cofc.edu/~csl/ for further information.

### Course Calendar

<table>
<thead>
<tr>
<th>Week (Field course requirements)</th>
<th>Date</th>
<th>Topic to be discussed</th>
<th>Assignment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Jan. 10</td>
<td>Introduction &amp; course overview</td>
<td>Peruse online &amp; post your definition of literacy on OAKS in discussion thread.</td>
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<td></td>
<td>Jan. 17</td>
<td>Put Reading First; NCTE/IRA Standards; South Carolina ELA Standards; Common Core State Standards Overview: Understanding children’s literacy development</td>
<td>If you have laptop or tablet, please bring to class to refer to as we become familiar with various sets of standards in class.</td>
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<td></td>
<td></td>
<td>Overview: Phonics in relation to literacy development</td>
<td>LB: LB: Read Preface &amp; Ch. 1; ATI Due</td>
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<td></td>
<td>Jan. 17</td>
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<td>SPP: Chs. 1-3</td>
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<tr>
<td>Week 2</td>
<td>Jan. 15</td>
<td>Birth to age three: Beginner stage Phonemic awareness and alphabet knowledge; Share favorite children’s literature from field experience</td>
<td>LB: Ch. 2 &amp; ATI</td>
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<tr>
<td></td>
<td>Jan. 24</td>
<td></td>
<td>SPP: Chs. 4-5</td>
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<td></td>
<td>Jan. 29</td>
<td>Ages three to five: Novice stage</td>
<td>LB: Ch. 3 &amp; ATI</td>
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</table>
|                                  | Jan. 31| ASYNCHRONOUS CLASS/ASSIGNMENT Go to library or book store to explore children’s picture books. Will discuss assignment in class beforehand. | SPP: Chs. 6-7
|                                  |        | Email assignment to me by Saturday morning (Feb. 2), 11 a.m.                           |
### Teaching the Learner

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Field Experience:</th>
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<tbody>
<tr>
<td>(1) Conduct literacy assessments (e.g. interview, read aloud, collect writing sample)</td>
<td>Feb. 5</td>
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<tr>
<td>(2) Observe assessments in classroom</td>
<td>Feb. 7</td>
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<tr>
<th>Week 6</th>
<th>Field Experience:</th>
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<tr>
<td>(1) Conduct literacy assessments w/ case study student (e.g. collect writing sample, running record)</td>
<td>Feb. 12</td>
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<td>Feb. 14</td>
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<tr>
<th>Week 7</th>
<th>Field experience:</th>
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<tbody>
<tr>
<td>(2) Conduct literacy assessments w/ student (e.g. running record)</td>
<td>Feb. 19</td>
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<tr>
<td></td>
<td>Feb. 21</td>
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</tbody>
</table>

**LB:** CH. 4 & ATI  
**SPP:** Chs. 8-9  
**LB:** Appendix B and C and other assessment docs on OAKS  
**LB:** Ch. 5 & ATI  
**IPiT:** Preface & Ch. 1  
Skim and bring key overview concepts to class  
Bring text that you plan to use with your literacy lesson.  
Bring case study assessments to class.  
Email me draft of your literacy lesson plan by 11:00 a.m. on Friday, Feb. 22nd.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 8</td>
<td>Feb. 26</td>
<td>EXAM 1</td>
<td>I will let you know by Wednesday evening (Feb. 27) whom I plan to confer with on Thursday, Feb. 28</td>
</tr>
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<td></td>
<td>Feb. 28</td>
<td>Lesson plan conferences</td>
<td>Due: Literacy Assessment Portfolio</td>
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<tr>
<td>Spring Break</td>
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<td>Have Fun!</td>
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<tr>
<td>Week 9</td>
<td>March 12</td>
<td>Supporting literacy in preschool</td>
<td>LB: Ch. 7 &amp; ATI</td>
</tr>
<tr>
<td></td>
<td>March 14</td>
<td>Phonemic Awareness</td>
<td>WIS: Ch. 2</td>
</tr>
<tr>
<td>Week 10</td>
<td>March 19</td>
<td>Supporting literacy in Kindergarten</td>
<td>LB: Ch. 8 &amp; ATI</td>
</tr>
<tr>
<td></td>
<td>March 21</td>
<td>Early word identification</td>
<td>Due: Final lesson plan including reflections and student assessments</td>
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<td></td>
<td></td>
<td></td>
<td>WIS: Ch. 3</td>
</tr>
<tr>
<td>Week 11</td>
<td>March 26</td>
<td>Supporting literacy in First grade</td>
<td>LB: Ch. 9 &amp; ATI</td>
</tr>
<tr>
<td></td>
<td>March 28</td>
<td>Phonics: Moving from alphabet/sound to patterns</td>
<td>Due: Final lesson plan including reflections and student assessments</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>WIS: Ch. 4 &amp; 5</td>
</tr>
<tr>
<td>Week 12</td>
<td>April 2</td>
<td>Supporting literacy in Second through Fourth grades</td>
<td>LB: Ch. 10 &amp; ATI</td>
</tr>
<tr>
<td></td>
<td>April 4</td>
<td></td>
<td>WIS: 6</td>
</tr>
<tr>
<td>Week 13</td>
<td>April 9</td>
<td>Writing Workshop</td>
<td>Due: Digital Storytelling Children’s Literature Anthology</td>
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<tr>
<td></td>
<td>April 11</td>
<td>Writing Workshop</td>
<td>Read one of Calkins Units of Studies for Teaching Writing in the Primary Grades (1/2 of class borrows book)</td>
</tr>
<tr>
<td>Week 14</td>
<td>April 16</td>
<td>Writing Workshop</td>
<td>Read one of Calkins Units of Studies for Teaching Writing in the Primary Grades (1/2 of class borrows book)</td>
</tr>
</tbody>
</table>
April 18
English Language Learners; Fluency Development; Vocabulary

Week 15
April 23 (Last day of classes)
EXAM 2 (based on Common Core State Standards)

Final Exam (Foundational/New Literacies Case Study Instructional Plan Due):
Section 1: Due Tuesday, April 30, 9:30 a.m.
Section 2: Due Thursday, May 2, 12 p.m.

POLICIES AND PROCEDURES FOR COURSES
IN THE SCHOOL OF EDUCATION*

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>
</tr>
<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>
</tr>
<tr>
<td>D+**</td>
<td>75 – 76%</td>
<td>1.3</td>
</tr>
<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.
   • 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 or on the google site. 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 the Undergraduate Dean.) Graduate students have their own schedule and they need to go through the Graduate Dean for changes.

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 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 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
Charleston, South Carolina 29424
http://www.cofc.edu/SchoolofEducation