Instructor: Terri S. Siders, Ph.D.
Office: School of Education, Health, and Human Performance, Room 314
Email Address: Siderst@CofC.edu
Office Hours: Friday 12:30-1:30

Course Description:
This course provides candidates an opportunity to teach multiple subjects to diverse elementary school learners. Candidates examine the elementary school teacher’s role in establishing and maintaining a positive learning environment in the classroom, and they learn to assess their own performance and that of other teachers using the South Carolina teacher evaluation instrument, ADEPT.

Required Text:
A Framework for Understanding Poverty by Ruby K Payne, Aha Processes Inc., 2005
Learning While Black: Creating Educational Excellence for African American Children by Janice Hale, 2001

Course Materials/Resources:
ADEPT Handbook
South Carolina State Department of Education Evaluating Educators (http://ed.sc.gov/agency/programs-services/50/EvaluatingEducators.cfm)
South Carolina Mathematics Standards 2-6 (online: http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/Mathematics.cfm)
Common Core Standards for mathematics 2-6 (online http://www.corestandards.org/Math)
NCTM Standards (both process and content) for 2-6 (online http://nctm.org/standards)
SC site aligning SC Standards with Common Core Standards (online http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/ELAandMathematicsCrosswalks.cfm)
SCETV's Career Aisle Elementary Career Awareness (K-5)
http://knowitall.scetv.org/careeraisle/students/elementary/index.cfm

Selected articles on poverty and how it relates to literacy and learning. Electronic Field Notebook

Course Outcomes:
All teacher preparation programs in the School of Education, Health and Human Performance are guided by a commitment to Making the Teaching and Learning Connection.

Teachers who make the teaching and learning connection:
• ETC 1--- Understand and value the learner.
• ETC 2--- Know what and how to teach and assess and to create.
• ETC 3--- Understand themselves as professionals.

These three elements of teacher competency are at the heart of the School of Education, Health and Human Performance conceptual framework and guide what candidates will learn and how the learning will be assessed. Each course in the early childhood, elementary and middle grades programs provides
opportunities for candidates to develop the knowledge, skills and dispositions needed to become an effective teacher.

Below are specific outcomes for EDEE 416 related to the three elements of teacher competency. Standards are listed in parentheses following each outcome. These refer to standards developed by the School of Education, Health and Human Performance and professional organizations.

The National Association for the Education of Young Children (NAEYC) standards define expectations for early childhood teachers, the National Council for the Accreditation of Teacher Education and Association for Childhood Education International (NCATE/ACEI) standards define expectations for elementary teachers, and the National Middle School Association (NMSA) standards define expectations for middle grades teachers.

<table>
<thead>
<tr>
<th>Outcomes related to understanding and valuing the learner (ETC1):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Identify individual learning needs and design and implement instruction to meet these needs. (SOE Standards I, II, VI; NAEYC 1a; NCATE/ACEI 1,3.b ; NMSA 1.2; .6;4.7); EEDA 4</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Outcomes related to knowing what and how to teach and assess and how to create an environment in which learning occurs (ETC2):</th>
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<tr>
<td><strong>2.</strong> Identify and discuss current research in interdisciplinary inquiry and apply the learning to classroom settings. (SOE Standards I, II, III; NAEYC 4a ; NCATE/ACEI 2i; NMSA 2.1,2;4;5.1,5; EEDA 4</td>
</tr>
<tr>
<td><strong>3.</strong> Plan activities that integrate content from multiple disciplines. (SOE Standards I, II, III); NAEYC 4b ; NCATE/ACEI 2i, 3a; NMSA 2.4;3.2;4.2,4); EEDA</td>
</tr>
<tr>
<td><strong>4.</strong> Evaluate assessments that evaluate integrated disciplines. (SOE Standards I, II, III); NAEYC 3b, 3c, 3d ; NCATE/ACEI 4 ; NMSA 3.7)</td>
</tr>
<tr>
<td><strong>5.</strong> Integrate technology to meet diverse student learning needs. (SOE Standards I, III, V; NAEYC 4b, 4c ; NCATE/ACEI 3e; NMSA 3.8;4.4;5.7); Iste 2</td>
</tr>
<tr>
<td><strong>6.</strong> Identify family or family involvement issues in (SOE Standards V, VII ); NAEYC2a,2c; NCATE/ACEI 1 ; NMSA 1.7;6)</td>
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<tr>
<td><strong>7.</strong> Evaluate strategies for organizing classrooms and promoting responsible student engagement in learning. (SOE Standards I, III, V, VII); NAEYC 1c,4d; NCATE/ACEI 3d ; NMSA 5.8)</td>
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<tr>
<th>Outcomes related to understanding self as a professional (ETCR3):</th>
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<tr>
<td><strong>8.</strong> Use the ADEPT teacher evaluation system as a self reflection and peer assessment tool. (SOE Standards IV, V, VI); NAEYC 3b,3d; NCATE/ACEI 8a; NMSA 7.8 )</td>
</tr>
<tr>
<td><strong>9.</strong> Speak and write clearly, persuasively, and skilfully (SOE Standard V: NCATE/ACEI 3E; NAEYC 5; NMSA 6.4;7.1,3)</td>
</tr>
<tr>
<td><strong>10.</strong> Examine how the School of Education, Health and Human Performance dispositions of effective teachers and how they are manifested in professional behavior</td>
</tr>
</tbody>
</table>
Course Requirements:
Teaching Assignment and ADEPT Assessments:
Candidates will teach three lesson rounds of increasing complexity and length that build on one another. The ADEPT Observation Form will be used to assess strengths and to identify targets for growth in instruction as it relates to the performance standards and for self-reflection of the lessons.

The cooperating teacher, peer, and professor will also conduct observations.

Content Area Teaching Schedule: Science, Math, Literacy, Social Studies

Important points to remember:

- **Submitting lesson plans:** The lesson plan is due to the co-operating teacher 1 week (7 days) before the teaching round on Thursday.
  - Make changes in the lesson plan based on feedback received and send a revised lesson plan to the co-op teacher and course instructor as quickly as possible.

- **Late lesson plans:** Situations may arise and plans are turned in late. Note that the co-op teacher and professor must have time to review the lesson plan and provide feedback so that the candidate can make revisions and meet the submission time deadline.
  - For the exceptions...If the original lesson plan has not been turned in 1 week (7 days) before it is taught, the candidate will not be approved to teach the lesson.

- **Note:** These exceptions should be avoided!

- **Quality Instruction:** It is the instructors’ responsibility to assure that candidates are fully prepared to provide high-quality instruction to students. The instructor does not have the right to allow candidates to teach unprepared. The candidate must be prepared to teach the lesson plan submitted and approved.

  Content Area Teaching Schedule: Science, Math, Literacy, Social Studies

- **Documentation:** The candidate must provide a hard copy of the REVISED lesson plan to the co-op teacher and the observer on the morning the lesson is taught. If the hard copy is not provided the candidate will not be allowed to teach.

- **Reflection:** The candidate is required to reflect (TT3: Reflection on Instruction and Student Learning) on the instruction presented to self-evaluate the delivery of instruction. Feedback provided by the co-op teacher, the peer observer, and the professor should be used to make revisions in the lesson plan.

- **Final Revisions:** Final revisions of the lesson plan are made based on the self-reflection and feedback from observers. The final revision of the lesson plan is due to the professor 1 week (7 days) after the lesson is taught. - How to make final revisions: Start with the version of the plan taught. Use red and green fonts to indicate changes in the lesson plan. The red font will indicate deletions and the green font will indicate additions. Any other kinds of revisions can be shown with italics.
- Final revisions should be added to documentation notebook.

- **Field Notebook Documentation:** Each lesson plan taught must be in the field notebook with accompanying assessment (ADEPT form) and revised lesson plan for documentation. This is required in the course. The Field Notebook serves as a “toolkit” for the teacher candidate. It will contain the lesson plans, revisions, ADEPT forms, and any other items expected by the instructor. (A list of these items will be provided to the teacher candidates at the beginning of the course.)

- **Course Required Assignments:** All assignments should be kept in the Field Notebook in the tabbed sections.

Textbook Assignments: Teacher candidates will read *A Framework for Understanding Poverty* by Dr. Ruby K. Payne.

Textbook Assignments: Teacher candidates will read *Learning While Black: Creating Educational Excellence for African American Children* by Dr. Janice Hale

And other assigned readings about minorities and students living in poverty.

Candidates are expected to come to class prepared to participate in activities involving content knowledge, analysis, and synthesis of the knowledge of educating students in different social classes (the culture of poverty) gained from the readings.

Question responses on the Ruby Payne book, the Janice Hale book and selected readings are to be posted in OAKS. Students should also bring a hard copy (for themselves) for class discussions. Due dates are found in the course schedule and questions are listed on a separate pages.

Family Involvement Fact Sheet: The teacher candidate will prepare a family fact sheet using essential information and references related to a relevant issue for families of the children in the candidate’s assigned school. (The attached rubric clarifies scoring and expectation for the Fact Sheet.)

**Scoring for Assignments:**

**Reading Assignments and Responses (ETC # 1, 2, 3; Outcomes #1-7)**

Reading assignments are included on the course schedule. You are expected to complete the reading before class — thoughtfully engaging with and making connections between your field experience and the text. Readings listed in the syllabus should be completed BEFORE coming to class on the date listed. Four (4) reactions to the readings (Payne 3-Page, Hale 3-Page, and 1-Page summary for each article) will be due over the course of the semester. Guiding questions will be provided for each. (70 points)

**Family Involvement Assignment (ETC #3 Outcomes #7 and 9)**

Create a one page, double-sided “fact sheet” including essential information and references related to an issue relevant to families in the classroom you are working in this semester. These will be presented in class as if presented to an audience of parents. See “Family Involvement Assignment” handout and rubric for more information. (25 points)

**Teaching Assignments and Field Notebook (ETC #2 Outcomes # 3-6 and ETC#3 Outcome #8)**

You will be expected to plan and conduct three lessons in your assigned classroom across the semester. You will be expected to turn in a field notebook with the original lesson plan, ADEPT Evaluation form, Submit a TT3: (Reflection on Instruction and Student Learning) and revised lesson plan for feedback for each of the three teaching experiences. Before teaching, your lesson plan must be reviewed and approved by both
the course instructor and your cooperating teacher. Therefore, you may not teach a lesson before
receiving feedback/approval on your lesson plan from the cooperating teacher and instructor. Plans must
be received by the instructor by 8:00 a.m. the Monday prior to your scheduled lesson. If revisions are
needed, you must revise and re-submit your lesson plan to the cooperating teacher and course instructor
by Wednesday at 8:00 a.m. See “Field Notebook” handout and rubric for more information. (150 points)

Final Exam/ S³ K-8 Mathematics Curriculum Project (ETC #1 Outcome #1 ETC2 Outcome #7)
The Standards Support System initiative brings together in one place three key elements of a standards-
based instructional support system: standards and supporting documents, curriculum, and professional
development services. (http://www.s2temsc.org/s3curriculum/k8mathematics)

The S³ Curriculum was developed so that any district, school, or classroom teacher has access to
curriculum in English language arts, mathematics, science, and social studies that is aligned with the
South Carolina standards.( http://www.s2temsc.org/s3curriculum/k8mathematics)

*Instructions will be given out at a later date.
(55 Total Points-40 Points TT2 & 15 Points for Final Presentation)

S³ K-8 Mathematics Curriculum
http://www.s2temsc.org/s3curriculum/k8mathematics or South Carolina State Department of Education
S³ Curriculum

Total points possible…300
279-300 … A
272-278 … A-
267-271 … B+
257-266 … B
251-256 … B-
245-250 … C+
236-243 … C
230-235 … C-
224-229 … D+
215-223 … D
209-214 … D-
208 and below … F

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>
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<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>
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<tr>
<td>D+</td>
<td>75-76%</td>
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<td>D</td>
<td>72-74%</td>
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<tr>
<td>D-</td>
<td>70-71%</td>
<td>0.7</td>
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<tr>
<td>F</td>
<td>0-69%</td>
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</table>
Attendance Policy:
Attendance at class meetings and field placements are required.

Students are responsible for all content and assignments for each class. Missing field placement hour reflect badly not only on the candidate, but on the College of Charleston.

1. More than two (2) absences (i.e., one absence from a college session and one from a field session) will result in WA/F.
2. Three tardies (i.e. arrival between 8:00 and 8:10 AM equals one absence.
3. Arrival after 8:10 AM equals an absence.
4. Leaving before 10:45 AM equals an absence.
5. If you miss one field session and have provided acceptable written documentation, the candidate is required to make up the session on one of the designated make up days. This session must be arranged with the college supervisor and the cooperating teacher. Since attendance is critical in field placements, the candidate cannot get above a C in this course if every effort is not made to make up a missed field session.
6. Notify the cooperating teacher, the college supervisor and the school about an absence or tardiness before 7:30 a.m. Failure to notify the teacher and/or the college supervisor in advance if you are going to be absent for a field session will be result in low ratings on at least three dispositions and will reflect poorly on professionalism of the teacher candidate.
7. Dispositions scores will go into teacher candidate’s SOE portfolio.

Professional Dispositions:
Demonstration of SOE Dispositions and how they are expressed in this course:

• belief that all students can learn (attitudes expressed about students and learning)
• value and respect for individual differences (insights drawn from observations)
• value of positive human interactions (participation in class discussions and respectful behavior in schools and classrooms)
• exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas (participation in class discussions; inquisitiveness in field experiences; performance on journals and field studies)
• dedication to inquiry, reflection, and self-assessment (performance on journals and field studies; active participation in class discussions)
• value of collaborative and cooperative work (respectful behavior in field experiences; taking initiative to help students and teachers)
• sensitivity toward community and cultural contexts (insights in journals and field experiences; respectful behavior in schools and classrooms)
• engagement in responsible and ethical practice (performance on journals and field studies; respectful behavior in schools and classrooms)
• development of professional mastery over time (performance over time on all assignments)
• Completion of all assigned readings and projects on time
• Responsibility for all course content (lecture, text, outside reading, handouts, research)
• Responsibility for all missed assignments/notes from someone in class, not the instructor
Charleston County School District Dress Code Policy

*All Students enrolled in EDEE 416 shall adhere to this policy or be sent home by the instructor.*

Purpose: To establish the basic structure for a dress code for employees.

District/School personnel should consider themselves as professionals and should always dress to gain respect from those with whom they come in contact. Administrators/Supervisors are expected to make sure staff members are appropriately dressed at all times.

- Jeans, T-shirts, wind suits, and shorts are acceptable dress for Charleston County School District personnel at the discretion of the principal or immediate supervisor and only on paydays and for special events.
- Skirts, dresses, and shorts should not be shorter than three inches above the knee.
- Physical education teachers and career and technology educators should wear attire appropriate for their instructional environment.
- Custodial/maintenance/food service/nursing staff and bus drivers should wear attire appropriate for their work environment.

The following will not be acceptable at any time from any employee.

- frayed, torn and/or extremely faded pants
- excessively form-fitting or revealing clothing
- exercise clothing (allowed for PE teachers only)
- flip-flop or beach style shoes (soft bottoms)
- halter tops
- leggings
- overalls
- sheer clothing
- spaghetti straps
- sweat suits (allowed for PE teachers only)
- jogging/warm-up suits (allowed for PE teachers only)
- visible body piercings that serve as a distraction in the judgment of the principal or immediate supervisor.

Tattoos that display inappropriate language or images should be covered. The principal’s decision is final.

Cell Phones and Communication Devices (Charleston County School District Code of Conduct 2012-2013)

No student may use a cell phone or portable communication device on school property during the school day. During school hours cell phones and/or communication devices must remain in vibrate mode and stored out of sight. Using a cell phone and/or communication device may include but not be limited to text messaging, taking pictures or videos, playing games, receiving and/or sending calls, and use of Social Media. Students may not activate video cameras at any time unless they are acting pursuant to the express instructions of a teacher or administrator. Students may use social media or other applications for instructional purposes only as defined by the teacher with prior approval from the principal.

*All Students enrolled in EDEE 416 must have cell phones turned off and out of sight during the school day.*
**Academic Honesty and Integrity:**
The School of Education, Health and Human Performance dispositions encompass academic honesty and integrity, which are highly regarded in this class and are assessed on several levels.

**Assessment includes:**
- Completion of a Disposition Assessment form at the end of the semester.
- As a student at the College of Charleston students have agreed to uphold the policies outlined in the Student Handbook: A Guide to Civil and Honorable Conduct [http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm) both in coursework and as a representative of the College of Charleston in field experiences and clinical internship.
- Violations to the Code of Conduct in the Student Handbook will be reported to the Honor Board.

As EDEE provides coursework toward Bachelor’s degrees and recommends candidates for teacher certification, professors reserve the right to document violations that would impact candidate certification (e.g., attendance problems in field experiences and clinical practice, professionalism in schools, etc.).

**Important Point to Remember:**
Appropriate dress is expected for the field experience and during clinical internship. Dress expectations will be clarified during the first class of the semester. Enrollment in this course requires candidates to utilize the following computer applications:
- Internet (www)
- E-Mail
- Word Processing
- PowerPoint

All computer applications are available in the College of Charleston managed computer labs located in JC Long, the Library, and various other campus locations.

Therefore, if the candidate does not have reliable access to the above computer application he/she should use campus computer laboratories. Support and/or tutorials in the computer applications can be arranged by the course instructor.

**Note:** All assignments must be posted to OAKS on time. Late work will not be accepted.

**Honor System:**
Candidates are expected to adhere to the “College of Charleston’s Student Handbook: A Guide to Civil and Honorable Conduct”. See [http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm)

**Accommodations:**
If there is a student in this class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services/SNAP (Students Needing Access Parity), please come and discuss this with me during my office hours.
EDEE 416
Family Involvement Assignment

Description of assignment: Each student will create a one-page, double-sided, 8 ½ x 11 “fact sheet” that includes essential information and selected references about an important issue for families at your assigned school. To identify an important family issue at your school it is recommended you talk with your cooperating teacher, school guidance counselor, and/or PTA member. Examples might include, but are not limited to – the importance of reading to children in the home, how to access special needs services for children below school age, or importance of dental hygiene for young children.

On the front, make sure to include a rationale for why this issue is relevant for families at your school. However, please DO NOT include the names of real people on your “fact sheet”. Your “fact sheet” should also include a summary (or list) of important things for families to know about the issue and a list of relevant resources (websites, phone numbers, centers, materials, etc.) for children and families associated with the issue. Prepare the “fact sheet” as if it were being presented to an audience of family members from your assigned school. Please be sure to include graphics, color, special fonts, etc. to make the sheet attractive and attention-getting!

* Make sure to include your name, the instructor’s name, course # and title on the back.

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Exceeds Target 23-25 points</th>
<th>Target 20-22 points</th>
<th>Below Target 18-19 points</th>
<th>Unacceptable Below 18 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format is followed and includes several extra features such as color, graphics, clip art, etc. Sheet is attractive and attention-getting. Writing is error-free.</td>
<td>Format is followed; minimal extra features are included. Writing has few errors.</td>
<td>Fact sheet is completed, but without following format requirements. Writing has quite a few errors.</td>
<td>Fact sheet is messy or incomplete. Writing has many errors.</td>
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</table>

| Content | Issue is relevant and clearly identified. Issue is presented appropriately for a family audience and references are accurate and up-to-date. | Relevant issue is identified. Writing could be more family friendly. A majority of facts are accurate. References are mostly up-to-date. | Issue is not relevant or information presented is out-of-date. Information is not presented in a family friendly way or is not accurate. Most references are over five years old and not helpful. | Issue is not relevant. Information is not presented in a family friendly way. References are not included or are not at all accurate and are out-of-date. |
## *Tentative Course Calendar*

<table>
<thead>
<tr>
<th>Date</th>
<th>Seminar/Field</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/10</td>
<td><strong>Seminar:</strong> ADEPT &amp; dispositions; professionalism General development of course and syllabus; Intro to texts;</td>
<td>Dr. Ruby Payne chapters 1-4</td>
</tr>
<tr>
<td>1/17</td>
<td><strong>Seminar:</strong> Lesson planning; Effective Classroom Management, Discussion of readings;</td>
<td>Dr. Ruby Payne chapters 5-9</td>
</tr>
<tr>
<td>1/24</td>
<td><strong>Seminar:</strong> Discussion of readings; Review demographics of School (School Report Card, CCSD handbook and Burns (handbook); Schools and partner Assignments</td>
<td>Reading Response #1 Due</td>
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<td><strong>Field:</strong> ORIENTATION TO FIELD SITE Get involved in your class. Talk to your teacher about scheduling your teaching assignments and get her contact info. Complete “Daily Schedule”.</td>
<td>Dr. Janice Hale chapters 1-4</td>
</tr>
<tr>
<td>2/7</td>
<td><strong>Field:</strong> Assist Teacher as Needed</td>
<td>Family Involvement Assignment Topic Due</td>
</tr>
<tr>
<td>2/14</td>
<td><strong>Field:</strong> Round #1 - Student A</td>
<td>Beneath the Apathy (Gail Thompson) Black and Latino students Reading Response #3 Due</td>
</tr>
<tr>
<td>2/21</td>
<td><strong>Field:</strong> Round #1 - Student B</td>
<td>Student A – Submit lesson 1 TT3: (Reflection on Instruction and Student Learning) and revised lesson plan for feedback</td>
</tr>
<tr>
<td>2/28</td>
<td><strong>Field:</strong> Round #2- Student A</td>
<td>Student B – Submit lesson 1 TT3: (Reflection on Instruction and Student Learning) and revised lesson plan for feedback</td>
</tr>
<tr>
<td>3/7</td>
<td><strong>COFC SPRING BREAK</strong></td>
<td><strong>COFC SPRING BREAK</strong></td>
</tr>
<tr>
<td>3/14</td>
<td><strong>Field:</strong> Round #2 - Student B</td>
<td>Student A – Submit lesson 2 TT3: (Reflection on Instruction and Student Learning) and revised lesson plan for feedback</td>
</tr>
<tr>
<td></td>
<td><strong>Field:</strong> Round #3 - Student A</td>
<td>Student B – Submit lesson 2 TT3: (Reflection on Instruction and Student Learning) and revised lesson plan for feedback</td>
</tr>
<tr>
<td>3/21</td>
<td><strong>Seminar:</strong> (PASS Testing CCSD)</td>
<td>Culturally Responsive Differentiated Instructional Strategies Reading Response #4 Due</td>
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<tr>
<td>3/28</td>
<td><strong>Field:</strong> Round #3 - Student B</td>
<td>Family Involvement Assignment Due</td>
</tr>
<tr>
<td>4/4</td>
<td><strong>Seminar:</strong> (Spring Break CCSD)/Work Session for Final</td>
<td>Reading Response #5 Due</td>
</tr>
<tr>
<td>4/11</td>
<td><strong>Field:</strong> Last Day Make sure to thank teacher, students and principal. (Thank You Card)</td>
<td>Student A /Student B – Submit lesson 2 TT3: (Reflection on Instruction and Student Learning) and revised lesson plan for feedback</td>
</tr>
<tr>
<td>4/18</td>
<td><strong>Seminar:</strong> Curriculum Presentations</td>
<td><strong>Field Notebooks Due</strong> (Include electronic version also)</td>
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</tbody>
</table>