Course Description
This course provides candidates an opportunity to teach multiple subjects to diverse elementary school learners. Candidates examine the elementary school teachers’ 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.

Course Text
- South Carolina State Standards- http://ed.sc.gov/agency/offices/cso/
- ADEPT Observation Forms

Course Outcomes
All teacher preparation programs in the School of Education 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 how to create
ETC 3 Understand themselves as professionals.

These three elements of teacher competency are at the heart of the School of Education conceptual framework and guide what you will learn and how your learning will be assessed. Each course in the early childhood, elementary and middle grades programs provides opportunities for you to develop the knowledge, skills and dispositions needed to become an effective teacher. Below are specific outcomes for EDEE 416 and 417 related to the three elements of teacher competency. You will note that standards are listed in parentheses following each outcome. These refer to standards developed by the School of Education 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.

Outcomes related to understanding and valuing the learner (ETC1):
1. 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)
Outcomes related to knowing what and how to teach and assess and how to create an environment in which learning occurs (ETC2):

2. 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
3. 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)
4. Evaluate assessments that evaluate integrated disciplines (SOE Standards I, II, III); NAEYC 3b, 3c, 3d ; NCATE/ACEI 4 ; NMSA 3.7)
5. 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)
6. Identify family or family involvement issues in (SOE Standards V, VII ); NAEYC 2a,2c; NCATE/ACEI 1; NMSA 1.7:6)
7. 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)

Outcomes related to understanding self as a professional (ETCR3):

8. 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 )
9. Speak and write clearly, persuasively, and skillfully (SOE Standard V: NCATE/ACEI 3E; NAEYC 5; NMSA 6.4:7.1.3)
10. Examine how the School of Education dispositions of effective teachers are manifested in professional behavior.

Announcements, Assignments, & Students Responsibilities:

The schedules and reading assignments contained in this syllabus may be subject to change. You are responsible for all announcements concerning changes in the course outline, reading assignments, exams, and other matters made during class periods whether or not you are in attendance when announcements are made.

Reading assignments for each class period are listed on the course outline. Students are expected to read this material before coming to class. Class attendance is strongly recommended.

Academic Misconduct:
Purdue University has published explicit guidelines concerning academic conduct (see Mortar or University Regulations Reference Book). Students who do not follow the guidelines will be penalized or referred to the office of the Dean of Students.

Attendance
Unexcused absences will result in a 5% deduction from your final grade. I must be notified, by phone BEFORE any absence in the field as well as e-mail before 7:00 a.m. of the day you are teaching. You are responsible for making arrangements for any work you miss. Absences are not an excuse for a late assignment-all work is still due on the specified due date unless arrangements are made before the due date.
Assignments and Exams
Lesson Plans  3 @ 15   45
Lesson Reflections  3@ 5   5
ADEPT Observation Forms  3 required  (one from peer; CT and Instructor)
Field Journal  10
Interviews  2 @ 10   20
Professional Portfolio  20

Lesson Plans (3 @ 15%)
Lesson planning is critical for all teachers. As part of this course, you will be expected to plan, revise, and teach three lesson plans that are appropriate for your grade level. Please see the attached format for lesson plans.
All lesson plans must follow the following:
- Be appropriate for class/grade level and meet South Carolina state Standards
- Be turned in to the professor and cooperating teacher, via e-mail, by Monday at 12:00 pm the week the lesson is to be taught. (-10% if late)
- Send revised lesson with feedback from your CT to instructor by Wednesday at 5:00 p.m.
- Revised lesson plans and supporting materials must be given to instructor at the time of an observation or an observation cannot be completed.
- Once the lesson has been taught, you will need to reflect on the teaching and learning experience.

Lesson Reflections: All teachers need to be able to reflect on the classroom experience, including teaching and learning. This is how we continue to grow and develop as teachers. For this course, you must keep a reflective field journal to reflect on your experiences in the classroom. You reflections should cover the following ideas:
- Getting to know your students
- Planning for each student
- Students meeting lesson goals and objectives
- How the lesson goals were assessed?
- Achieving balance with mixed-ability groups
- Your strengths and areas of concern
- Lesson reflections are due by Monday after the taught lesson (-10% if late)

Field Journal (10 %)  Each week write a lesson teaching goal and reflect on each days experiences. (see above list for information to reflect on). Journal entries will be turned in at the end of each field experience.
Teacher and Student Interview (10 points each)
As part of thinking about the role of the teacher, you will be asked to interview a teacher and a student during the semester. This will be due after the first two weeks of field experience. Generate 10 questions to ask during the interviews. Type the questions and the answers and reflect what you gained from the experience. Please think about what you would most like to know or what will best help you think about your role as a teacher.

Professional Portfolio (20%)
Part of becoming a professional educator is being able to maintain a portfolio that reflects you and your ideas and abilities as a teacher. Professional portfolios include a resume, teaching philosophy, lesson plans, technology, etc. An instruction sheet will be given for this assignment during the second week of class.

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>

Attendance Policy
Attendance is extremely important. You are responsible for all content and assignments for each class. This is a 3-hour class. When you miss one class, it is like missing a whole week of one-hour classes. It is not recommended that you miss class. More than 1 unexcused absence will result in one full letter grade being docked in the course. More than 2 absences will result in a WA/F. This means that even one absence has a negative impact on your learning.
More than two (2) absences will result in WA/F.
1. If you are tardy three times, (i.e. arrival 10 minutes after class starts) it will equal one absence.
2. Arrival more than 10 minutes after class starts equals an absence.
3. Leaving before class ends equals an absence.

Absences from field are not acceptable and may result in a lowered grade for the course.

Professional Dispositions
Academic honesty and integrity are highly regarded in this class and are assessed on several levels. As a student of the College of Charleston, you have agreed to uphold the policies outlined in the Student Handbook: A Guide to Civil and Honorable Conduct. Violations to the Code of Conduct will be reported to the Honor Board. Also, as a student in the School of Education, disposition characteristic of good teaching should guide your work and interaction with others.
You must provide evidence that you:

- Believe that all students can learn.
- Value and respect individual differences.
- Value positive human interactions.
- Exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas.
- Are committed to inquiry, reflection, and self-assessment.
- Value collaborative and cooperative work.
- Are sensitive to community and cultural contexts.
- Engage in responsible and ethical practice.

Your will also be expected to be professional in other ways.

- You must turn off your cell phone before class starts.
- Breaks are provided each class. Unless it is an emergency, do not leave class before or after the break.

Teachers are held to a higher professional and personal code of conduct, simply because of their chosen career. As a member of this class and of the education profession, please keep this in mind and conduct yourself accordingly when on campus and in classrooms.

**Technology Statement**

Enrollment in the course requires you utilize the following computer applications:

- Internet, including e-mail
- Word Processing

**Performance Data**

Performance data will be collected on candidates enrolled in the undergraduate program using rubrics. These data will be collected from assignments to demonstrate competence. These data will be reported to our accreditation organization in aggregate form only.