Instructor: Dr. Margaret Hagood  
Office: School of Education, 86 Wentworth St, Room 332  
Contact information: hagoodm@cofc.edu  
843-953-3377 (office)  
Please use email as a primary form of contact as I sporadically check office voicemail  
Office hours: Tuesdays and Thursdays 10:45-11:45; Wednesdays 1:15-2:45  
Virtual office hours through email contact M-Th  
Will respond within 24 hours  
By appointment


Scope: This course provides a study of the fundamentals of literacy, including reading, writing, listening, speaking, and viewing 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 BEST 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 (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) 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 areas. The standards listed in parentheses at the end of each course outcome relate to those of the SOE, IRA (International Reading Association), NAEYC (National Association for the Education of Young Children), ACEI (Association for Childhood Education International), and NCATE (National Council for the Accreditation of Teacher Education). These standards define, respectively, expectations for the School of Education, 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; SOE 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; SOE 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; SOE 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; NAECY/EC 1, 4, 4a-c; SOE Standard II).
• 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; NAECY/EC 4 & 4a-c; ACEI 3.1; IRA 1; SOE Standard III).
• Demonstrate a thorough knowledge of the lexicon, syntax, history, varieties, literature, and processes of the English language/Language Arts (NCATE 2b & 3a-e; NAECY/EC 4 & 4a-c; ACEI 2.1; SOE Standard II).
• 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; NAECY/EC 4b & 4a-c; IRA 2 and 4; SOE Standard III).
• Demonstrate the ability to communicate with, guide, and assist parents in fostering early and continued growth in literacy (NCATE 5b & 5c; NAECY/EC 5 & 2; ACEI 5.3; SOE Standard V).
• 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; NAECY/EC 4a-c & 5, 2; ACEI 1, 3.2; IRA 2 and 4; SOE Standard III & VI).

UNDERSTANDING SELF AS A PROFESSIONAL:
• View professional development as a career-long effort and responsibility (IRA 5; SOE Standard IV, V, VII).

Required Readings:


Selected videos and articles located online

Required technology:

Internet access for course content online. You have been invited via your email address on Cougar Trail to join this online workspace.

Internet access for grades on WebCT.

Understanding and use of applications such as google docs, PhotoStory, and Voice Thread.

Assignments:

Exams (40 points total- Test 1: 15 points; Test 2: 10 points; Test 3: 15 points)
Three 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 bookbags during examinations. No exceptions.

**ATI:** (10 points total) Due throughout the first-half of the semester

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). All ATI assignments are due in class on the date noted on the syllabus and will be graded on both form and content.

Each of these chapters in *LB* ends with case studies that apply the information from the chapter in a hypothetical scenario. After reading chapters 1-5, use the template provided for the chapter under the folder labeled ATI in the wiki and answer the question posed in no longer than one single-spaced typed page, demonstrating your application of the chapter’s information to the scenario. Submit your printed paper during class the date it’s due.

**Discussion Postings** (10 points): Due throughout the semester

The study of early childhood literacy includes many content-specific terms. To assist in your growing knowledge and use of these terms as educators, you will be expected to post ideas from the chapters read in an online learning community. These ideas could include the following: clarification of definitions, application of terminology to your own learning experiences, or connections to field experiences with young children. They might include pictures you upload and describe about literacies you’ve documented.

- **Original Posting:** AT LEAST THREE POSTS (6 points)
  
  An original idea is a posting that begins a new thread of discussion and assists others in understanding, synthesizing, and/or analyzing material that has been read.

- **Response Posting:** AT LEAST TWO POSTS (4 points)
  
  A response is a posting that adds onto and furthers the thinking/comments of an original idea posting. IT IS NOT A COMMENTARY OF SUPPORTIVE REMARKS.

Discussion postings will be graded on relevancy, accuracy, helpfulness, and contribution to the learning community OVER THE SEMESTER. Please note that **QUESTIONS** POSED (both Original and Response Postings) are important BUT DO NOT COUNT TOWARD THE TOTAL NUMBER OF POSTINGS.

**Literacy lesson plan** (10 points):

EACH person will develop ONE lesson plan that will be sequenced with your partner intern’s lesson and taught in your field experience ON THE SAME DAY. The writing and teaching of this literacy lesson plan must specify and focus on AT LEAST ONE of the five areas of reading instruction pertinent to NCLB and Reading First Act: phonics/decoding, vocabulary, fluency, comprehension, phonemic awareness. Your lesson plan must comply to the lesson plan format used in this class. Lesson plan development will be discussed extensively in this course. Time is built in for you to submit and to receive feedback on your lesson plans online before teaching them. It is expected that you will gather feedback from various folks before you teach your lesson.

You must collaborate with your cooperating teacher and field partner to determine the outline of the lesson plan. The cooperating teacher MUST sign off on your lesson plan before I see it.
You and your partner will work together and develop your sequenced plan via the online course space. You must make appropriate changes to your lesson plan per your partner’s recommendations. Once your lps are complete and have been approved by your cooperating teacher, you must submit them to me for approval. You must include a copy of any assessments you will use. You MUST provide documentation that you collaborated on your sequenced lesson plans when you submit them to me. I will only work with you on your lesson plan once I have seen that you have worked cooperatively with your partner.

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 own work and on your attention to your duties as a peer reviewer.

**Literacy Assessment and Report** (10 points):
You will conduct an appropriate Early Childhood Literacy Assessment to a child in your field placement. You will assess using the Preschool Assessment (Appendix B in LB) or a Kindergarten child (Appendix C in LB) or a battery of determined assessments if you are in grades 1-3. You will write a report to share with the child’s teacher. The report must include the following:

1. An overview of the child’s literacy strengths
2. An overview of the areas for concentration
3. Recommendations to assist the child in developing (a) phonemic awareness, (b) letter and sound recognition (where appropriate), (c) concepts of print, (d) comprehension of text.
4. A copy of the child’s performance on the assessment

**Digital Recording of Children’s Picture Book** (10 points):
You will choose an age appropriate book to read aloud and record. The book you choose should have merit and significance. All texts must be preapproved before recording. (see LB Appendix A for text recommendations.) Using media equipment, you will digitally record the book—both the pictures and your reading of the text. Software to be used may include Photostory, imovie, Movie Maker or Voice Thread (and must be submitted for grading by uploading to the online community in an mp4 format). This project will be graded on presentation of the text, use of media, inclusion of background sounds (music and/or sound effects) and reading fluency.

**Multiliteracies/Pop culture project** (10 points):

This project allows you to demonstrate your understanding of (1) a broadened definition of literacy and text and (2) the way that the literacy is closely tied to identity and to the relations between identity, literacy, and pop culture.

After conducting some observational work in your field placement, you will choose one pop culture text that is well liked among children. Then you must research this text and explore how children use the text to construct identities for themselves and how they develop their literacies (reading, writing, listening, speaking, viewing) through the text. Use the interactive technological tools in your life (internet, fb, twitter, television, radio, etc.) to delve deeply into the children’s meanings and uses of this text.

You must present your findings in a multimedia format: a video (no longer than 7 minutes), a montage, zine, etc. NO POWERPOINT PRESENTATIONS ACCEPTED.
General tidbits:

**EDEE Attendance Policy**
- Class attendance is expected. Students are responsible for all content and assignments for each class. Students arriving to class 10 or more minutes late will not be allowed to enter and will be considered absent. Leaving class prior to dismissal is considered an absence. Three absences for ANY reason are allowed. Students may not submit assignments if absent, although students may submit an assignment early. Upon a fourth 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](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html)

**Grading**
**Late submissions of assignments are unacceptable** under normal circumstances. Please do not attempt to submit any assignments after the due date. I will NOT accept any late work.

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.

**Miscellaneous**

I do not hear very well. So if you ask me a question and I don’t answer, please ask again. Likely it is because I didn’t hear it the first time.

Please be attentive to the environment and let’s all print responsibly. Please use recycled paper to print your papers. By this I mean use the back of papers already printed upon.

Class always begins with Announcements. Please wait until class starts and share questions and comments during this allotted time.

Everyone is busy. Let’s all do our parts to stay positive and supportive of one another and not spend valuable time complaining about lack of time.
<table>
<thead>
<tr>
<th>Week (field course requirements)</th>
<th>Date</th>
<th>Topic to be discussed</th>
<th>Assignment due</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Jan. 12</td>
<td>Introduction &amp; course overview</td>
<td>Peruse online &amp; post your definition of literacy</td>
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<td>Jan. 14</td>
<td>Put Reading First; NCLB; IRA Standards Multiliteracies &amp; pop culture</td>
<td>Skim PRF, NCLB, IRA standards</td>
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<td><em>WIS</em>: Preface Reading online</td>
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<tr>
<td><strong>Week 2</strong> (field: <strong>Understanding the Learner</strong>)</td>
<td>Jan. 19</td>
<td>Overview: Understanding children’s literacy development;</td>
<td><em>LB</em>: Ch. 1 &amp; <strong>ATI</strong></td>
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<td>Jan. 21</td>
<td>Overview: Phonics in relation to literacy development</td>
<td><em>WIS</em>: Ch. 1 Skim and bring key overview concepts to class</td>
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<td></td>
<td></td>
<td>Digital storytelling overview</td>
<td>View:</td>
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<td><a href="http://www.youtube.com/watch?v=I4EsU87ty">http://www.youtube.com/watch?v=I4EsU87ty</a></td>
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<td></td>
<td>Watch video of wmv formats on PC.</td>
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<td>Read DST directions online.</td>
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<td><strong>Week 3</strong> (field: observe pop culture in classroom)</td>
<td>Jan. 26</td>
<td>Birth to age three: Beginner stage</td>
<td><em>LB</em>: Ch. 2 &amp; <strong>ATI</strong></td>
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<td></td>
<td>Jan. 28</td>
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<td>Bring book for approval for DST- see LB</td>
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<tr>
<td><strong>Week 4</strong> (field: observe phonics use in classroom)</td>
<td>Feb. 2</td>
<td>Ages three to five: Novice stage</td>
<td><em>LB</em>: Ch. 3 &amp; <strong>ATI</strong></td>
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<td></td>
<td>Feb. 4</td>
<td>Phonemic awareness and alphabet knowledge</td>
<td>Take phonics assessment in class (ungraded)</td>
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<td></td>
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<td>Bring book for approval for DST- see LB</td>
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*Field course requirements*
<table>
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<tr>
<th>Week 5</th>
<th>Feb. 9</th>
<th>Ages five to seven: Experimenter stage</th>
<th>(LB): CH. 4 &amp; (ATI)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Feb. 11</td>
<td>Literacy Assessment Overview</td>
<td>(LB): Appendix B and C and other docs online</td>
</tr>
<tr>
<td>Week 6</td>
<td>Feb. 16</td>
<td>Ages six to eight: Conventional stage</td>
<td>(LB): Ch. 5 &amp; (ATI)</td>
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<td></td>
<td>Feb. 18</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>Feb. 23</td>
<td>Lesson planning</td>
<td>Bring draft of written lesson standard, objective, and asst</td>
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<td></td>
<td>Feb. 25</td>
<td>Lesson planning</td>
<td><strong>Sequenced LP draft due</strong> – must have approval from cooperating teacher and from field partner</td>
</tr>
<tr>
<td>Week 8</td>
<td>Mar. 2</td>
<td>EXAM 1</td>
<td>DST project due-uploaded as mp4 to online space</td>
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<td></td>
<td>Mar. 4</td>
<td>Assessment</td>
<td><strong>Lesson plan must be approved by today</strong></td>
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<tr>
<td>Week 9</td>
<td>Mar. 16</td>
<td>Supporting literacy in preschool</td>
<td>(LB): Ch. 7</td>
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<tr>
<td></td>
<td>Mar. 18</td>
<td>Phonemic Awareness</td>
<td>(WIS): Ch. 2</td>
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<tr>
<td>Week 10</td>
<td>Mar. 23</td>
<td>Supporting literacy in Kindergarten</td>
<td>(LB): Ch. 8</td>
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<td></td>
<td>Mar. 25</td>
<td>Early word identification</td>
<td>(WIS): Ch. 3</td>
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<td></td>
<td><strong>Literacy Assessment Report DUE</strong></td>
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<tr>
<td>Week 11</td>
<td>Mar. 30</td>
<td>Supporting literacy in First grade</td>
<td>(LB): Ch. 9</td>
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<tr>
<td></td>
<td>Apr. 1</td>
<td>Phonics: Moving from alphabet/sound to patterns</td>
<td>(WIS): Ch. 4 &amp; 5 Appendix A &amp; B</td>
</tr>
<tr>
<td>Week 12</td>
<td>Apr. 6</td>
<td>Supporting literacy in Second through Fourth grades</td>
<td>(LB): Ch. 10</td>
</tr>
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<td></td>
<td>Apr. 8</td>
<td>Fluency development;</td>
<td>(WIS): 6</td>
</tr>
<tr>
<td>Week 13 (field: submit literacy assessment report to cooperating teacher)</td>
<td>Apr. 13</td>
<td>EXAM 2 (inclusion of phonics knowledge)</td>
<td>Reading: to be determined &amp; posted online</td>
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<td>Apr. 15</td>
<td>Pop culture/multiliteracies project</td>
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<td>Week 14</td>
<td>Apr. 20</td>
<td>Literacy-rich classrooms and Diverse learners</td>
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<td>Apr. 22</td>
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**Final Exam:** Th., April 29 8-11 am
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. 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.

* Applies to all EDEE and EDFS courses and all HHP teacher education courses above the 200 level.
Revised and approved by SOE faculty 3/31/06

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