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 Readings: Selected articles on middle school and rural education

Additional Course Materials/Resources: SC Curriculum Standards

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 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)

Course Assignments:

1. Teaching Assignment and ADEPT Assessments: You will teach three lessons and use the ADEPT Observation Form for Semester III to assess your own teaching and a fellow candidate’s teaching. Your supervisor will conduct an assessment as well. Each lesson plan needs to be reviewed and signed off by your classroom teacher before it is taught. You will receive feedback if there is a problem. You are to make changes and send the revised plan to the cooperating teacher by Wednesday morning. You must have the signed off lesson plan available for your supervisor the day of your scheduled observation or you will not be allowed to teach. You must make sure you are prepared to teach the plan you have written. After you teach you lesson, you should reflect on your practice (Lesson Analysis), take the feedback you have been provided by your peer, cooperating teacher, or me and reflect on the following.:

   ♦ What did you learn?
   ♦ What did the students learn?
   ♦ How do you know what the students learned?
   ♦ What would you change to make it better? You must include ADEPT Standard here that you would like to work on (i.e. classroom management)
Lesson Plan Template

I. Standard

II. Resources and Materials

III. Objective(s) The student will…

IV. Assessment The teacher will…
Note- if more than one objective, you need more than on assessment

Formative
Summative

V. Details of Instruction (total time)
   A. Introduction/Motivational Set (time)

   B. Procedures (time)

   C. Conclusion (time)

VI. Addressing Individual Differences
   1. Early Finishers- Explain what children will do if they complete the assignment early (remember different, not more).
   2. Struggling Students- What you will do if a child does not complete the assignment.
   3. Special Education- How you plan to accommodate for specific special needs of at least one student in your class.
   4. English Language Learners and Culturally Diverse- How your lesson was linguistically and culturally diverse students (visuals aids, word wall, cooperative grouping).
# Rubric for Lesson Analysis

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization, Presentation and Grammar</strong></td>
<td>Lesson analysis is presented in an easy to follow format with the paragraphs and thoughts flowing easily. Each of the 4 questions are typed up and responded to. There are no grammatical errors.</td>
<td>Lesson analysis is clear and easy to follow. There are grammatical errors.</td>
<td>Analysis is not as clear and easy to follow. There are grammatical errors.</td>
<td>Analysis in not clear and easy to follow. Organization is lacking and grammatical errors are evident and frequent.</td>
</tr>
<tr>
<td><strong>Content</strong> (X2)</td>
<td>All 4 questions are responded to in great detail. The responses demonstrate understanding of feedback and self-analysis of the performance dimensions and the lesson. Feedback and self-analysis are part of the content.</td>
<td>One out of the four questions is not responded to in great detail. Responses demonstrate some understanding but not self-reflection and understanding of the performance dimensions.</td>
<td>Two out of four questions are not responded to in great detail.</td>
<td>All questions are not addressed adequately.</td>
</tr>
<tr>
<td><strong>Analysis and Reflection</strong> (X2)</td>
<td>Response is thoughtful and analysis is insightful and demonstrates deep understanding</td>
<td>Response includes some reflection but analysis does not show deep understanding. Addresses Performance Dimensions</td>
<td>Response includes some reflection but analysis does not show deep understanding. Minimally addresses Performance Dimensions</td>
<td>Responses lack understanding and reflection and do not reflect the Performance Dimensions.</td>
</tr>
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</table>

Total Points ______________________ /20
2. **Reading Reflections:** You will develop reflections based on individual reading assignments. These reflections provide an opportunity for candidates to synthesize their understandings and share insights learned from the readings. Candidates will provide 5 quotes from each reading as well as reflect on how these quotes and new insights affect their thinking about teaching and learning and future practices. The candidate will provide specific quotes from the articles or book passages with page numbers for the first half of the reading reflection and pair them with insights gained in the second half of this reading reflection. Quotes should come from sections throughout the beginning, middle or end of the readings with no two quotes coming from one section entirely. These reflections will be a minimum of one page in length not to exceed two pages.

3. **Teacher Introduction Letter/Student Survey:** You will write a teacher introduction letter that includes expectations for behavior and academic standards as well as rewards and consequences. In addition, you will attach a student survey that parents will fill out for you to get to know their child better (i.e. likes, dislikes, allergies, study habits, parent’s goals, students’ goals, fears, social issues). You will need to include a parent’s signature line as well as student’s signature line that would be returned to you after it is read.

**Teacher Introduction Letter Rubric**

Points are assigned as follows:

<table>
<thead>
<tr>
<th>Superior</th>
<th>Good</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

- Description of self with background
- Overall Description of Content –Key Ideas (What you will teach and how you will teach it)
- Discussion of teaching style and expectations
- Behavior management plan- and overview with consequences and rewards
- Accuracy of grammar and spelling, ideas and paragraphs flowing and all components complete (student and parent signature)

Total Points ____________________________________________
Survey Rubric

Points are assigned as follows:

<table>
<thead>
<tr>
<th>Superior</th>
<th>Good</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Content/ questions are age and grade appropriate

Questions are insightful and informative

Questions provide information to aid the teacher in making educational decisions (home issues, allergies, learning problems, Strengths like and dislikes, hobbies, Social concerns)

Parent goals and students goals for learning socialization

Grammar and spelling are accurate

Total Points_______________________________________

4. Final Exam: PowerPoint Presentation of Reflections you have learned about yourself as a teacher. The student will present a 7 slide PowerPoint presentation listing and reflecting on three insights that were positive aspects of his/her teaching and three aspects that he/she would like to improve on as well as one slide containing general practices he/she learned that he/she will apply to future practice. **Each slide needs to contain the ADEPT Standard that addresses the aspect of teaching presented.**

5. Attendance Log: A log of attendance and activities conducted (i.e. working with small groups, grading papers, teaching, etc.) for every field day will be collected and signed off weekly by the teacher and turned in to the college supervisor on the day of the final for grading.

**Course Assessments:**

1. Teaching Assignment: 4 written lesson plans with pre and post assessment analysis, presentations, and revisions

   lesson plan 1 +analysis (peer) 40 points
   lesson plan 2 +analysis (supervisor) 40 points
   lesson plan 3 +analysis (self) 40 points

2. Teacher Introduction Sheet 10 points
3. Student Survey 10 points
4. Final Exam Presentation 20 points
5. Reading Reflections (2 readings @5 each) 10 points
6. Attendance Log 5 points

**Evaluation 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 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 also on the College of Charleston. More than two (2) absences (i.e., one absence from a college session and one from a field session) will result in WA/F. Three tardies (i.e. arrival between 8:00 and 8:10 AM equals one absence. Arrival after 8:10 AM equals an absence. Leaving before 10:45 AM equals an absence.

*If you miss one field session and have provided acceptable written documentation, you are 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, you cannot get above a C in this course if you do not make every effort to make up this missed field session. Call the school and leave a message for the cooperating teacher and the college supervisor about your absence or tardiness before 8:00 a.m. If you do not call the teacher or I at least an hour in advance if you are going to be absent for a field session, you will be rated low on at least three dispositions and this will reflect poorly on your professionalism.

**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

Written and Oral Communication: You are expected to use correct grammar at all times. Points will be deducted on written assignments for grammatical errors. All references must follow the American Psychological Association (APA) Guidelines for Term Papers. Electronic guidelines may be found on WebCT. The Writing Lab is located on the first floor of Addlestone Library (M-R: 9 to 9 and F: 9 to noon). Further, it is imperative that you use correct grammar in all oral communication, especially during field experience. Classroom teachers, your student peers and I will all collaborate to eliminate all oral grammatical errors, using an approach of constructive criticism.

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

ADA Accommodations: In compliance with the Americans 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. 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.).
Tentative Course Schedule

January 21

Class- On Campus
Discuss Field Placements and Assignments
Discuss Introduction Letter Assignment

Introduction Letter and Survey due February 18

January 28

Reading Reflection #1 Due
Field 1

Observe how teacher accommodates ability and developmental levels, backgrounds, needs, and interests of students and how these are addressed in planning, teaching, assessing, and managing the learning environment. Provide teacher with needed forms and ask to see plans used by classroom teacher. Reflect upon how teacher builds upon lessons and makes transitions. Assist teacher(s) and children

February 4

Field 2
Observe

February 11

Field 3
Small groups

February 18

Field 4
Teach Lesson 1-3

February 25

Class- On campus
Sign up for observation
Reading Reflection #2 Due
Introduction Letter and Student Survey Due

March 4

Field 5
Teach Lesson 1-3

March 11

C of C Spring Break

March 18

Field 6
Teach Lesson 1-3

March 25

Field 7
Teach Lesson 1-3

April 1

Field 8
Teach Lesson 1-3
April 15  
Field 9 (Last day in field)  
Teach Lesson 1-3

April 22  
Class- On campus  
Attendance Log Due  
Final Exam Presentation