Course Description

Course Prerequisites: Semester 2 courses
This course focuses on how teachers create collaborative and inclusive communities of learners. Supportive, preventative, and corrective teaching practices and management strategies are emphasized.

Course Text
Readings will be assigned and provided throughout the semester and can be located on the OAKS course website or through classroom distribution

Course Outcomes
After taking this course, you will be able to:

1. Make decisions regarding the learning community based on:
   - A research-based philosophy of management,
   - Knowledge of students’ basic psychological needs,
   - Developmentally appropriate practice,
   - An understanding of strategies for developing collaborative learning communities,
   - Thoughtful development of classroom organization and routines, and
   - Research-based strategies for evaluating and correcting unproductive behavior.
     (SOE I, III, V, VII; NCATE 1, 3B, 3C, 3D, 3E; NMSA 8.D5, D6; NAEYC 1,4,4A; ACEI)

2. Design physical environments that support curriculum and individual needs and interests of children. (SOE I, II, III, VI; NCATE 1,3A, 3B, 3C, 3D, 3E; NMSA 1.K3, 1.P3, 1.P8; NAEYC 1, 3, 4, 4A, 4b, 4C; ACEI)

3. Describe and plan for learning environments that promote:
   - Diversity,
   - Communication,
   - Mutual respect,
   - Collaboration and cooperation, and
   - Family and community involvement.
     (SOE I, II, V, VII; NCATE 1,2I, 3A, 3B, 3E, 5C; NMSA 8.P2, 1.P10; NAEYC 1, 2, 4, 4A, 4B; ACEI)

4. Develop a research-based classroom management approach that is
preventative, supportive, and corrective. (SOE I, II, V; NCATE 1, 3B, 3D, 3E, 5C; NMSA 1.P7; NAETC 1, 2, 3, 4)

5. Develop an effective filing and record keeping system. (SOE I, VI; NCATE 1, 3B, 3E, 4, 5B, 5C, 5D; NMSA 2.P3; NAEYC 1, 2, 3, 4, 5)

Course Requirements
It is expected that you stay current with all readings, group projects, and individual assignments. Class discussions based on readings and assignments will be used to evaluate learning goals.

1. **Thought Paper:** This reflection of 2-3 double-spaced pages should include a brief autobiography; an understanding of the concept of reciprocal interactions; attributes about you that might influence your interactions with students (e.g., temperament, early influences, preferences); and an example of how reciprocal interactions have caused a relationship to go one way or another. **5 points.**

2. **Chapter Review & Discussion:** Each week we will read chapters from the book “Teaching Children to Care” by Ruth Charney. We will have a discussion based on the readings and think about ways to apply the Responsive Classroom Principles and Practices to our own teaching. **10 points.**

3. **Long-Range Plan: Classroom Management Plan:** Following the readings in Teaching Children to Care and our weekly discussions, you will draft a Classroom Management Plan following the Long-Range Plan guidelines for clinical practice. **15 points.**

4. **CLASS Quizzes:** 3 multiple choice quizzes will be available on OAKS until the due date. Make-up quizzes are not available beyond the due date. Each quiz is comprised of 15 multiple-choice questions. You may take the quiz a second time if you are not satisfied with your grade. You may use any resources available to you, including peers. **10 points.**

5. **CLASS Video Presentation:** With permission and help from your classroom teacher, distribute a video consent form one week before you videotape. Alone or with a partner, videotape a 10 minute observation of you conducting a lesson with students. Watch your video several times. Using the dimensions and language introduced by the CLASS, describe areas of your teaching where you were effective and describe areas for growth, across all three domains (Emotional Support, Classroom Organization, Instructional Support). Describe other salient observations. For example, in thinking about your relationships with children and observing your interactions with children, do you notice whether you treat children differently? Did you have less frequent interactions with shy children? Write a +3 page paper that
assigns a score for all ten CLASS dimensions and describes behavioral observations that fall under each dimension. Upload your 3 page paper and video by midnight the Sunday before your presentation. Rubric describes evaluation procedures for presentation. Missed presentations are not rescheduled. **20 points.**

6. **WINGS Choice Time Curriculum:** With your grade-level group create a nine week Choice Time curriculum based on a minimum of two volunteer visits to the WINGS after school program. Information about Choice Time Curriculum can be found in the Rubric, on the WINGS website and during the WINGS Guest Speaker visit the second week of class. Your group will turn in your Choice Time Curriculum electronically by uploading it to the OAKS locker space. In turn, another group will evaluate your curriculum and you will evaluate another group’s curriculum. You will have two additional weeks to revise your curriculum before submitting in a final copy in the OAKS drop box. **20 points.**

7. **Banking Time Journal:** Choose one child in your field placement with whom you have high conflict or low closeness. Conduct an STRS questionnaire for this child and describe both the child’s relationship with you and your relationship with the child. Ask your lead teacher permission to set-up a minimum of 3 Banking Time sessions following all Banking Time Guidelines. Following each session: document what took place, how the child’s behavior differed from classroom behavior, what you learned about the child, and what you learned about your behavior toward the child. The week following the last session, complete a second STRS and notice any changes. Overall, did Banking Time help you appreciate the child’s perspective? Did Banking Time improve your relationship? Did Banking Time improve the child’s classroom behavior or behavior towards you? What else could you do to improve your relationship with this child? Journal should be at least 5 pages double-spaced and include dates and descriptions for Banking Time sessions. Also include before and after STRS questionnaires (dated) and STRS scores in Excel format. **20 points.**

**Assignment Criteria and Evaluation Scale**

**Quality Criteria:**
Each task is explained in the syllabus. Information about project evaluation criteria can be found in the corresponding rubrics for each major project. Information about how to complete assignments can be found in corresponding OAKS checklists. Details about assignment deadlines can be found on the syllabus schedule document and corresponding sign-up sheet. It is imperative that you look at the syllabus schedule and use it as a guide for your completion of assignments. It is also important for you to ask questions before the assignment is due to clarify any questions you may have. The syllabus and grading rubrics include key quality information that you will be held
accountable for. You are expected to turn in original work. Plagiarism will result in a failure in the course and a report filed with the College of Charleston.

Criteria for Turning in Assignments:
Due dates are clearly indicated on the syllabus schedule or corresponding sign-up sheet. All assignments are due on the scheduled day by the time class begins, or on midnight the Sunday before class, depending on the assignment. All assignments will be uploaded to the OAKS drop box. There are no exceptions: do not send them through email as attachments. Always double-check to make sure you have uploaded the correct assignment. If you upload an assignment that will not open or that is not your final copy, you will be graded on what is turned in. Assignments must be in Microsoft Word format. One letter grade reduction can be expected for each day an assignment is late. Presentation projects cannot be rescheduled if you are absent.

Grading Scale
Thought Paper = 5%
Chapter Review & Discussion = 10%
Long-Range Plan Classroom Management Plan = 15%
CLASS Quizzes (3) = 10%
CLASS Video Presentation = 20%
WINGS Choice Time Curriculum Project = 20%
Banking Time Journal = 20%

Total = 100%
*Perfect Attendance = Bonus 2% added to final grade*

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<td>A-</td>
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** A grade of 76 or below is considered a failing grade for all graduate courses. No D’s are given in graduate classes.
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 equivalent to missing a whole week of one-hour classes. As such, even one absence has a negative impact on your learning. It is not recommended that you miss class. More than 2 absences will result in a WA/F.
If you are tardy three times, (i.e. arrival 10 minutes after class starts) it will equal one absence.
1. Arrival more than 10 minutes after class starts equals one tardy.
2. Arrival more than 10 minutes after break ends equals one tardy.
3. Leaving before class ends equals one tardy.

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 (2003/2004). Violations to the Code of Conduct outlined on pages 10-11 in the Student Handbook 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.

You will also be expected to be professional in other ways.
- You must turn off your cell phone before class starts and may not leave class to make or take a call.
- Texting, Tweeting, and checking Facebook status are prohibited during class.
- Breaks are provided each class. Unless it is an emergency, do not leave class before or after the break.
- You must be respectful of your peers and your instructor. Only polite responses and comments will be tolerated. Differences of opinions are appreciated but must be shared respectfully.

You are expected to initiate arrangements to collect notes and other materials if you are absent from class. You are held accountable for all information and assignments completed in any class you were unable to attend.
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.

A note on plagiarism
Academic honesty is expected from all students. Please be careful to site any and all sources you use for any assignment, including web pages. If you have any questions about this, please see me before you turn in any assignment. Plagiarism is grounds for failure of this course.

Technology Statement
Enrollment in the course requires you utilize the following computer applications:
- Internet
- OAKS website
- Microsoft Word 2010
- Microsoft Excel 2010
- Video camera

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.

POLICIES AND PROCEDURES FOR COURSES IN THE SCHOOL OF EDUCATION*

1. 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.

2. 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. If you are going to miss a class, you must let the professor know before the beginning of class. With the
exception of emergencies, a telephone call, e-mail, or text, is expected before missing any class.

3. **MAKE-UP EXAMINATIONS AND QUIZZES:** Because quizzes are available on OAKS from the first day of class until the deadline. Moreover, you have two opportunities to complete each quiz. As such, there will not be an option for make-up quizzes for this course.

4. **DUE DATES:** Due dates for course assignments, as well as scheduled quizzes and exams, are listed in the syllabus schedule and sign-up sheet. Any changes will be announced in class and noted on OAKS. Consequences related to late materials are assignment specific.

5. **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 PEHD teacher education courses above the 200 level.

   Revised and approved by SOE faculty 3/31/06

6. **PAPERS:** Papers will be word processed using the style of the Publication Manual of the American Psychological Association (current edition). There are a number of websites that can help you with this. I also recommend *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success* by Charles Lipson. This is a relatively inexpensive book, available on-line and at bookstores, that is very helpful in navigating APA.

7. **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.

8. **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

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