EDEE 377
Teaching Literacies in Grades 2-8
Fall 2013
T/TH 10:50-12:05 EDCTR 215

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Office hours: Tuesdays and Thursdays 8:30-10:30
Virtual office hours through email contact M-Th.
Will respond within 24 hours.
By appointment

Course description:
This introductory course provides a study of the fundamentals of literacies, including reading, writing, listening, speaking, viewing, and designing relevant to learners in grades 2-8. Course topics include literacy processes, factors affecting those processes, and the principles and skills involved in the development of literacies from grades 2-8. Definitions and conceptualizations of “reading,” “literacy,” and of “text” will be explored, as well as the relationships between and among identity, teacher, and the teaching of literacies. This course intends to challenge your assumptions in these areas: diverse students, the process of literacy, characterizations and components of literacy instruction, and the roles/responsibilities of students’ and teachers’ teaching and learning. This course also intends to PUSH you outside your comfort zone. It is not intended to confirm what you know. It has been designed 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 works in conjunction with EDEE 382 and 384, providing opportunities for observation, participation, and teaching literacies across the content areas.

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 NAEYC (National Association for the Education of Young Children), ACEI (Association for Childhood Education International), IRA (International Reading Association) Standards for Reading Professionals, NCATE (National Council for the Accreditation of Teacher Education), ISTE (International Society for Technology in Education), SC (SC Teacher Education Standards), and EHHP (School of Education, Health, and Human Performance). These standards define the expectations for highly qualified teachers of 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 literacy programs and strategies that build on students’ skills and various backgrounds
and are effective (NCATE 1, 2b & 3a-e; IRA 1, 2, 4; ACEI 3.2; EHHP I, II, III; SC 4 [EEDA]; ISTE 1).

- 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; IRA 2; SC 3 & 4 [EEDA]; EHHP V).
- Identify and use children’s own literacies as a means of developing knowledge of diverse cultures, lifestyles, occupations, and ways of being (NCATE 4; IRA 4,5; ACEI 2.1, 3.4; EHHP III & VII).
- Observe, record, and collect data concerning students’ literacy behaviors in a school setting (IRA 3; EHHP VI).
- Describe modifications of methodologies, technologies, techniques, materials, and activities for teaching literacies to children with special needs. (IRA 2, 3; ACEI 3.2; EHHP VI)

**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; IRA 1, ACEI 2.1; 3.3; EHHP V).
- Demonstrate a thorough knowledge of the developmental process of literacy acquisition and all the factors involved in it (NCATE 1, 2b & 3a-e; IRA 1; HPP II).
- Demonstrate the integration of language/reading activities throughout the curriculum to extend achievement and interest in all phases of learning. (ACEI 3.3, 3.4; IRA 2; EHHP III)
- 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 readers and respond to what they have read (NCATE 2b & 3a-e; IRA 2,5; ACEI 2.8; EHPP III, ISTE 1&2).
- Demonstrate a thorough knowledge of the lexicon, syntax, history, varieties, literature, and processes of the English language/Language Arts (NCATE 2b & 3a-e; IRA 1,4; ACEI 2.1; EHPP 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; IRA 1, 2; EHPP III).
- Demonstrate the ability to communicate with, guide, and assist parents in fostering early and continued growth in literacy (NCATE 5b & 5c; ACEI 5.3; IRA 6; EHPP V; ISTE 3&4).
- Design formative and summative assessments to determine the level of students’ competence in their understanding and use of language and use the results of such assessments to design instruction (NCATE 4 & 3a-e; IRA 3; EHPP VI; ISTE 3 &4).
- Specify multiple techniques for determining the reading competencies and needs of students. (ACEI 2.1, 4; IRA 2,3; EHPP VI)
- Demonstrate the ability to organize and manage a classroom climate within which all students have the desire to learn and to engage in literacy activities (NCATE 3a-e & 5b, 5d; IRA 4, 5; EHPP III & VI, ISTE 3&4).

**Understanding self as a professional:**

- View professional development as a career-long effort and responsibility (IRA 5; EHHP IV, V, VII; SC 4; ISTE 5).

**Required texts:**

Phonics packet provided in pdf online on course google site (PP)

YA texts to be provided to you on Kindle:

Small group readings of several children’s picture books throughout the semester. (These will be loaned to you.)

Outside readings related to Multimedia Text Set project

**Required technology:**
Access to google sites course at https://sites.google.com/site/edee377/home
Working email address through CofC
Springpad.com
Weebly.com

**Assignments**

**Exams:** 40 points total: Midterm: 15 points; Final: 15 points; Final phonics test: 10 points
Cumulative exams will cover information learned over the course. The midterm and final exams are content-based analyses exams (from readings, in-class discussions, class notes) and require you use your knowledge of research, theory, and practice of information specific to EDEE 377. The phonics final will include multiple choice, short answer, and matching. NEITHER STUDY GUIDES NOR MAKE-UP EXAMS WILL BE GIVEN.

**Literacy lesson plans:** 10 points (Due when noted on syllabus)

Two parts

**PART A:** You will observe your cooperating teacher teach a reading/writing lesson. You will transcribe the lesson observed, and then you will analyze it by putting into the lesson plan format for this class. You must submit it to me, typed, and to your cooperating teacher for feedback on accuracy of information included. Submit it in your student work folder.

**PART B:** (individual or partnered lesson plan). You will teach a reading/writing lesson that the teacher gives you to teach. You must format the lesson plan according to this course’s lesson plan template. You must gather feedback from various folks before you teach your lesson. Drafts with written and SIGNED feedback must be obtained from your helpful professor and your cooperating teacher before you teach the lesson. Your lesson plan must be taught and formally evaluated using ADEPT.

Within a week of teaching you must submit IN HARD COPY the final information your grading (in the order listed below):
1. final approved lesson plan with document of teacher sign off
2. completed ADEPT form (by cooperating teacher or field supervisor)
3. assessments used
4. samples of students’ work (can be copies or photos)  
5. one-two paragraph typed reflection of your lesson plan, including discussion of what went well and what you’d change in the future. These will be graded on form and content.

**Literature Organizations Project:** 20 points  
To become familiar with young children’s literature and to experience how different literacy organizations work in classrooms, you will participate in 4 literature configurations including directed reading, book club/literature circles, literature focus unit on bullying, and reading/writing workshop. These texts will be read on course-issued Kindles. You will be given assignments throughout the semester related to your work in these configurations. You must keep a Lit Org project notebook, divided into the four components noted. Assignments given in class must be kept in the notebook. Content related to each component will be due throughout the semester.

**Multimedia Text Set (MTS):** 20 points  
This project allows you to demonstrate your understanding of (1) a broadened definition of literacy and text and (2) connections between identity, literacy, and pop culture.

The MTS project may be completed individually or with a partner.

It includes the following:

1. Analysis of Wonderopolis.org website for a variety of components. A criteria list for text set construction will be given to you.

2. Creation of your own wondering that would be of interest to an age group of students you’d like to teach. The wondering will be posed in question format.

3. Research using a variety of multimedia sources to answer the question. (You must use Springpad.com to show this work of at least 20 texts—both print and nonprint). Your text set should include the following:

   Kinds of books: 5 chapter books, 5 picture books, 2 Newspaper or magazine article, 3 reference materials for adults, 2 websites, 3 visual texts

   Formats: At least three parent resource texts, Fiction, Non-fiction, Print, Nonprint, Websites Video game/applications, Movies and/or television show, Youtube video

4. Completion of Digital Literacy plan (see template online).

5. Creation of your own Wonderopolis wondering using weebly.com website.

6. Completion of annotated bibliography of your text set (see template online).

**Teaching of comprehension strategy using nonfiction texts:** 10 points (scored by both peers and professor).  
Due one of the days noted as “strategy group instruction”

Working with a partner, you will prepare a 25-minute lesson using one of the strategies described in Inside Words and related to the area you’ve chosen (pre, during, post literacy). **Your lesson plan must**
be written and approved for teaching ONE WEEK in advance of your instruction.

You will teach this lesson for the class, demonstrating your (1) knowledge of the nonfiction material and (2) application of the strategy as if you were working with your designated age group (2-6) or (6-8). Your demonstration of strategy instruction MUST model using at least one nonfiction text and connect meaningfully to both pop culture and content area texts appropriate for a standard to be taught.

Assignment Submissions

Finally, you will have a Student Folder on the gsite. Please submit all work for the following projects there:

1. Lesson Plan Part A named your last name-LPPARTA  
   Due after week 5 or 6 (see syllabus)
2. Lesson Plan Part B named your last name-LPPARTB  
   Due after week 11 or 12 (see syllabus)
3. Comprehension Strategy Lesson Plan and related materials- see syllabus for various due dates
4. Multimedia Text Set Annotated Bibliography named your last name-MTS-whatever your topic is

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 will be allowed; assignments due upon absence may be submitted prior to any planned absence. Upon a fourth absence, the student will automatically be withdrawn from a course with the grade of WA. WA becomes an F on a transcript.
- If a student exceeds allowable absences due to extenuating circumstances beyond the student’s control, a panel of professors will review the circumstances and make a final decision about the student’s continuation in the course.
  - SNAP students 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 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 our 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.

Please 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 PDA), copying from another’s exam, fabricating data, and giving unauthorized assistance.

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.

**Grading**

Any written assignment submitted is considered a final product to 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.

**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 you the first time.

Please be attentive to the environment and print responsibly.

Class always begins with Announcements. Please wait until class starts and share questions and comments during this allotted time.
**Bring Inside Words to class every week beginning Week 2**

<table>
<thead>
<tr>
<th>Week</th>
<th>YA Lit Focus</th>
<th>Date</th>
<th>Topic covered on this date</th>
<th>Assignment due on this date</th>
</tr>
</thead>
</table>
| Week 1     |              | Aug. 20  | Introductions and course overview                                                        | L21: Ch. 1 **SKIM**  
|            |              | Aug. 22  | What’s the difference between teaching reading and teaching literacies?                  | IW: Introduction  
|            |              |          | Common Core State Standards                                                               | Take phonics pre-assessment in class (ungraded)                                         |
|            |              |          | Read CCSS pp. 1-33 (ELEM) pp. 34-end (MG) (see link in Resources tab on gsite)           |                                                                                           |
| Week 2     | Directed Reading of whole group: *Frindle* | Aug. 27  | Overview of literacy organizations                                                       | L21: Ch. 10 “Goodbye Round Robin Reading” article-**SKIM FOR GIST** (posted on gsite in week 2) |
|            |              | Aug. 29  | Introduction to *Frindle*                                                                 | Read Kindle Users Guide (on Kindle)                                                       |
|            |              |          | Teaching reading and writing processes                                                   | L21: Ch. 2  
|            |              |          |                                                                                         | Read Larson article (in Wk 2 folder)                                                     |
|            |              |          |                                                                                         | *Frindle*: Ch. 1-4                                                                        |
| Week 3     |              | Sept. 3  | Foundations of literacies: Setting up for success                                         | L21: Ch. 4  
|            | *Frindle*    | Sept. 5  |                                                                                         | Phonics packet: Part 1 and 2                                                             |
|            |              |          |                                                                                         | VB & phonemes                                                                             |
|            |              |          |                                                                                         | *Frindle*: Ch. 5-7                                                                        |
|            |              |          |                                                                                         | L21: Ch. 5  
|            |              |          |                                                                                         | Phonics packet: Part 3 (Phonics VB & Phonemes)                                            |
|            |              |          |                                                                                         | *Frindle*: Ch. 8-11                                                                       |
| Week 4     |              | Sept. 10 | Word recognition                                                                        | L21: Ch. 9  
<p>|            |              | Sept. 12 | Explicit comprehension instruction                                                       | Finish <em>Frindle</em>                                                                           |
|            |              |          |                                                                                         | <em>Lit Org: Directed Reading component due</em>                                                   |
|            |              |          |                                                                                         | Review lesson planning documents online                                                   |
|            |              | Sept. 17 | Lesson planning                                                                        | Complete analysis of wonderopolis.org for class.                                          |
|            |              | Sept. 19 | Introduce Multimedia Text Set Project                                                    | Peruse Springpad.com and Weebly.com                                                       |
|            |              |          | Review of Springpad.com and Weebly.com                                                  |                                                                                           |
|            |              |          | Model prereading strategy for <em>Lemonade War</em>                                             |                                                                                           |</p>
<table>
<thead>
<tr>
<th>Week 6</th>
<th><strong>Complete LP Part A</strong></th>
<th><strong>Reading/Writing Workshop</strong> (whole group): <em>Lemonade War</em></th>
</tr>
</thead>
</table>
| Sept. 24 | Teaching vocabulary | L21: Ch. 7  
Phonics Packet: Part 7-9  
*Lemonade War* Ch. 1-4  

Sept. 26 | Facilitating Student Comprehension: Reader Factors | L21: Ch. 8  
Read Larson-B article (in Wk 6 folder)  
*Lemonade War* Ch. 5-8  

| Week 7 | **Differentiating reading/writing instruction** | 
**Video: Subprocesses of Comprehension** |
|--------|---------------------|-------------------------------------------------|
| Oct. 1 | | L21: Ch. 11  
*Lemonade War* Ch. 9-12  

Oct. 3 | Complete subprocesses chart in class | **LP PART A DUE**  

| Week 8 | **MIDTERM** |  
**Compile texts for Multimedia Text Set Project** |
|--------|------------|------------------------------------------------------------------------------|
| Oct. 8 | | Multiliteracies text set small group discussions  
Finish *Lemonade War* (including Ten Tips)  
Lit Org: Rdg/wr wkshop component due  

Oct. 10 | | Prefixes: pre/post, dis=not  

| Week 9 | **Submit ELA lesson to Hagood for approval** |  
**Literature Focus Unit: Bullying (Small group)**: *Boy in the striped PJs* |
|--------|--------------------------------------|-------------------------------------------------|
| Oct. 17 | Introduction to Focus Unit- Bullying  
Hagood model comprehension strategy (IW) | Peruse [http://www.stopbullying.gov](http://www.stopbullying.gov) and bring 3 points of information to class that are new to you about the topic  
Read the SC State Safe Schools Climate Act:  
Prefixes: mono/poly, uni/bi  
Book club mtg: determine pages to be read  
Prefixes: co/com, contra/couner  
MTS: Completed Springpad.com draft of text set due (invite me at hagoodm@cofc.edu)  
Prefixes: sub=under, super/sur  
Comprehension strategy LP draft due for group 1  

| Week 10 | **Teach ELA LP (submit final LP w/i one week)** |  
**Pre, During, Post strategies** |
|--------|---------------------------------------|-------------------------------------------------|
| Oct. 22 | | Book club mtg: of determined pages  
Comprehension strategy LP draft due for group 2  
Prefixes: un=no, inter/intra  

Oct. 24 | | Book club mtg: of determined pages  
READ PICTURE BOOKS ASSIGNED
| Week 11 | Nov. 5 | Content Area/disciplinary instruction | L21: Ch. 12
Wonder: Group 3: DURING strategy group instruction-IW
Homonyms: Two/too/to – surprise/separate |
| Week 12 | Nov. 5 | Wonder |
| Week 13 | Nov. 12 | Assessing literacies | L21: Ch. 3
Read Names Test article (on google site)
| Week 14 | Nov. 19 | Motivation | Read Goldilock’s article online (in wk 14 folder)
Finish Wonder
Lit Org: Lit Circle component due |
<table>
<thead>
<tr>
<th>Week 15</th>
<th>Nov. 26</th>
<th>Revisit: Who are effective literacy teachers?</th>
<th>Phonics Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 21</td>
<td>Sharing MTS projects in class</td>
<td>Phonics Rules: “End with AGE” – “STLE ending”</td>
<td>Multimedia Text Set Due</td>
</tr>
</tbody>
</table>

Tuesday, December 10 8:00-11:00 AM
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
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http://www.cofc.edu/SchoolofEducation