MEETING TIME/PLACE: Wednesday 8:00 a.m.-10:45 a.m.
North Charleston Campus, Room 231 and Field Site

INSTRUCTOR: Dr. Kendall D. Deas

OFFICE HOURS: Wednesday and Thursday, Main Campus, Room 335; 12p.m.-2p.m. (by appointment)

OFFICE LOCATION: 86 Wentworth Street (Education Building); Room 335

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COURSE DESCRIPTION:
This course provides candidates seeking elementary grades certification an opportunity to observe and teach small groups of students and whole classes. Candidates observe how subject area content is taught, and practice planning for instructing, and assessing elementary grade students.

COURSE MATERIALS:
- **Required Text:** Payne, Ruby K. (2013). *A Framework for Understanding Poverty: A Cognitive Approach*. Highlands, TX: aha! Process, Inc. (Text is available in main campus bookstore on Calhoun Street and also can be ordered via Amazon)
- Access to OAKS and CofC email
- Supplementary Readings and journal prompts will be posted on OAKS
- Field experience folder with ADEPT forms
- Notebook for collecting artifacts, recording ideas, and taking notes
- Portfolio (electronic or hard copy)
COURSE OUTCOMES:

- Following the guidelines in the School of Education’s Elements of Teacher Competency, each candidate will:
  1. Understand and value the learner
  2. Know what and how to teach and assess
  3. Establish an environment in which learning occurs
  4. Understand themselves as professionals

- Aligning those competencies with standards developed by the Association of Childhood Education International, each candidate will:
  1. Analyze how and why academic content areas are taught in the manner observed in conjunction with ADEPT, South Carolina, and Common Core Standards. (ETC 2, ACEI 2.1-2.7)
  2. Work effectively with the entire class and small groups of students. (ETC 2, ACEI 3.1-3.5)
  3. Plan for teaching four (4) lessons and develop appropriate assessments. (ETC 2, ACEI 3.1, 4.0)
  4. Recognize and describe the role of SC & Core Curriculum Standards in planning, teaching, and assessment (ETC2, ACEI 2.1-2.7, 4)
  5. Use technology as a planning and teaching tool (ETC2, ACEI 3.5)
  6. Recognize and address the learning needs of diverse students (ETC1, ACEI 1.0)

- Demonstrating the School of Education’s Dispositions, each candidate will:
  1. Verify his/her belief that all students can learn
  2. Value and respect individual differences
  3. Value positive human interactions
  4. Exhibit and encourage intellectual curiosity and enthusiasm about learning
  5. Demonstrate a dedication to inquiry, reflection, and self-assessment
  6. Value collaborative and cooperative work
  7. Develop sensitivity toward community and cultural contexts
  8. Engage in responsible and ethical practices
  9. Develop professional mastery over time

COURSE REQUIREMENTS:

1. Complete all assignments on time and professionally
2. Utilize OAKS, word processing, and CofC email
3. Be on time and dress professionally
4. Plan, conference about, and adjust all four lessons in advance of implementation
5. Submit a revised hard copy of the lesson plan, along with the ADEPT form, before the observation
6. Reflect thoughtfully about personal performance
7. Alert supervisor and cooperating teacher if a problem arises
8. Arrange to make up any time missed
9. Turn in a minimum of four (4) completed ADEPT copies

**EVALUATION CRITERIA:**

Responses to journal prompts and assigned articles...............................75pts
Letter To My Younger Self.........................................................................25pts
Midterm Performance Assessment...............................................................50pts
Artifact Collection/Portfolio........................................................................100pts
Final Presentations (Activity Sharing/Role Playing/Artifact Evaluation).........100pts
Attendance & Professional Attitude..............................................................50pts
ADEPT Evaluations (2-Supervisor; 2-Cooperating Teacher)..........................100pts (25 each)
Total...........................................................................................................500pts

**Journals:** OAKS Dropbox will be open for journal responses from 12:00 noon each Wednesday until midnight Friday. Half credit for late submissions. Dropbox will be permanently closed when successive response is due the following week.

**Letter To My Younger Self:** You will write a letter giving advice to your elementary school self. (See detailed prompt in OAKS). We will share these Week 2 and they will be collected.

**Midterm Performance Assessment:** You will be asked to role play in several scenarios using strategies and methods you have learned, discussed, or utilized in the classroom.

**Research and Discussions:** Research for tools, strategies, lessons, artifacts, etc. will be ongoing in this class. Your final presentation should reflect your research and will include the sharing of a portfolio and best practice (See OAKS for detailed description).

**ADEPT Assessments:** You will teach four (4) lessons, one in each subject if possible. Your supervisor will assess two (2), and the Cooperating Teacher will also assess two (2) lessons. All lesson plans must be approved by your Cooperating Teacher and revised according to his/her recommendations and the recommendations of your methods teachers. Supervisors must receive a copy of your final lesson plans before you teach. (White copies of all assessments get turned in to your Supervisor at the end of the field experience).

**PROFESSIONALISM: Attendance** is mandatory every Wednesday morning from 8:00 a.m. until 10:45 a.m. If you miss one field session and have provided acceptable written documentation, you must make up the session. This additional session must be arranged with the
college supervisor and the classroom teacher and documented. Since attendance is critical in field placements, you cannot earn above a “C” in this course if you do not make every effort to make up a missed field session. If you are going to be absent or tardy, call the school, your cooperating teachers, and college supervisor before 7:30 a.m. Failure to make contact regarding a field experience absence or tardiness will be noted in your professional disposition evaluation. Professional dress is required. (You will be sent home if you are dressed inappropriately). Acceptable business professional attire is the guideline here. In addition, your conversation and behavior must be professional also at all times. (See guidelines in OAKS).

ADA ACCOMODATION NOTICE: If you have a disability that may prevent you from meeting the course requirements, contact the instructor before the end of the first week to file a student disability statement and to discuss a reasonable accommodation plan. Course requirements will not be waived but accommodations may be made to assist you to meet the requirements provided you are timely in working with the instructor to develop a reasonable accommodation plan.

HONOR SYSTEM: Academic honesty and integrity are highly regarded in this class. As a student at the College, 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 of Charleston in field experience and clinical practice situations. Violations to the Code of Conduct on pages 10-11 in the Student Handbook will be reported to the Honor Board.

EVALUATION SCALE:

A  93-100
A -  91-92
B +  89-90
B   86-88
B -  84-85
C +  82-83
C   79-81
D +  75-76
D   72-74
D -  70-71
F  69 and below