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


Additional required 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, SC 6 SSCA)
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, 2, 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; NAEYC 1, 2, 3, 4; SC 6 SCA)

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 Papers:** A reflection of 2-3 double-spaced pages should include a brief summary of the assigned readings (on OAKS and at http://developingchild.harvard.edu/resources/reports_and_working_papers/). 5 points each = 15 point total

2. **Book Review & Activity:** With your partner, create a fun and engaging activity that will teach one or more practical applications from your assigned book. Feel free to present major themes from the book but be sure to leave time for a creative, unique, engaging, and interactive activity. Examples may include role playing, jeopardy games, creative writing activities, or any other activities you identify. Plan for a 15 minute presentation and activity. 15 points.

3. **CLASS Video Presentation:** Videotape yourself in a teaching scenario (either during field, in an after-school setting, or other opportunities available to you—I can help plan this). Watch your video several times (this will be painful!) Using the language introduced by the CLASS, describe areas of your teaching where you were effective and describe areas for growth, across all ten dimensions and three domains (Emotional Support, Classroom Organization, Instructional Support). Assign a score for yourself based on the CLASS scoring system and justify your score with a brief summary of interactions you observed. In a summary at the end, 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 on the day your video presentation is due. In class, prepare a short clip (5 minutes or less) to share with the class
and initiate a discussion about areas of strength and areas for growth. Your presentation should be 15 minutes. **20 points.**

4. **Midterm Evaluation:** The midterm evaluation will consist of multiple choice questions, case studies, and classroom video observations and ratings. **20 points.**

5. **Final Exam Project:** Choose from one of the two options below. You will submit your final exam project on OAKS and you will prepare a brief 5 minute summary of your findings.
   a. **InCLASS Observations and reflection:** Choose one child in your field placement, teaching experience, after-school setting who stand out to you. Conduct an InCLASS observation on 3 occasions and rate the child by the dimensions and domains indicated in your InCLASS training.
   b. **Banking Time Journal:** Choose one child in your field placement, teaching experience, after-school setting 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? The journal should be approximately 5 pages double-spaced and include descriptions for Banking Time sessions. Also include before and after STRS questionnaires and comment on any changes in scoring. **20 points.**

6. **Active Participation and Completion of Minor Assignments.** Daily attendance, participation in discussions, active engagement, and completion of minor assignments contribute to 10% of your final grade. However, active participation will also determine consideration of special requests and circumstances. **10 points.**
Grading Scale

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

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<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
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<tr>
<td>A-</td>
<td>91 – 92%</td>
<td>3.7</td>
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<td>B+</td>
<td>89 – 90%</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>86 – 88%</td>
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<td>B-</td>
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<td>C+</td>
<td>82 – 83%</td>
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<td>C</td>
<td>79 – 81%</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
<td>72 – 74%</td>
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<td>D-</td>
<td>70 – 71%</td>
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<td>F</td>
<td>0 – 69%</td>
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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 (i.e., two or more classes), 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, an email is expected before missing any class.

3. MAKE-UP EXAMINATIONS AND QUIZZES: Repeating or rescheduling an exam will be considered based on individual circumstances.
4. **DUE DATES:** Due dates for course assignments, as well as scheduled quizzes and exams, are listed in the syllabus schedule. Any changes will be announced in class and noted on OAKS. Students can expect a 10% grade deduction for each day the assignment is late.

5. **FINALEXAMS:** 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.)

* 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 (6th 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. See [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php) for greater detail of ethical conduct.

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

College of Charleston
School of Education
Charleston, South Carolina 29424
http://www.cofc.edu/SchoolofEducation
## Class Schedule and Deadlines

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics &amp; Activities</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>8.19</td>
<td><strong>Syllabus</strong></td>
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<td>Developing a Philosophy and Principles</td>
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<td>Evidence-Based Practices</td>
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<td>Teacher Beliefs Q-Sort</td>
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<td>“Note to Future Self” Philosophy, Beliefs, and Priorities</td>
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<td>8.26</td>
<td><strong>Emotional Support</strong></td>
<td>Reflection # 1: Children Develop in an Environment of Relationships</td>
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<td>Emotional Consistency</td>
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<td>Teacher-Child Relationships</td>
<td>CLASS: Read CLASS introduction, Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Student Perspectives Dimensions</td>
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<td>Closeness and Conflict</td>
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<td>Banking Time</td>
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<td>9.2</td>
<td><strong>Embedding Social and Emotional Learning in Academic Instruction</strong></td>
<td>Book Review &amp; Activity # 1: Teaching Children to Care</td>
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<td>Facilitating Peer Relationships</td>
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<td>Building a Sense of Community</td>
<td>Book Review &amp; Activity # 2: Building Community</td>
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<td>Articulating Classroom Goals</td>
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<td>Emotional Support Quiz</td>
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<td>9.9</td>
<td><strong>Classroom Organization</strong></td>
<td>Book Review &amp; Activity #3: The First Six Weeks of School</td>
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<td>The first 6 weeks of school</td>
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<td>Transitions and Non-Instructional Time</td>
<td>Book Review &amp; Activity # 4: Classroom Spaces that Work</td>
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<td>CLASS: Read Behavior Management, Productivity, Instructional Learning Format Dimensions</td>
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<td>9.16</td>
<td><strong>Creating Rules</strong></td>
<td>Book Review &amp; Activity #5: Rules in School</td>
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<tr>
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<td>Section</td>
<td>Activities/Readings</td>
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| 9.23  | Applying Consequences                 | Reactive Behavior Management Strategies  
Conflict Resolution  
Classroom Management Quiz  
Book Review & Activity #6: Tools of the Mind |
| 9.30  | Instructional Support                 | Academic Choice  
Individualized Instruction  
Book Review & Activity #7: Solving Thorny Behavior Problems  
Book Review & Activity #8: Montessori Today |
| 10.7  | Motivation, Engagement, and Language  | The Power of our Words  
Instructional Support Quiz  
Understanding and Addressing Problem Behaviors  
Environmental and Genetic Risk Factors  
Temperament  
Perspective-Taking and Hostile Attribution Bias  
Reflection # 2: Choose report or working paper from the Center for the Developing Child Web page—readings also on OAKS |
| 10.14 | Midterm Evaluations                   | Classroom video observations  
CLASS: Read Concept Development, Quality of Feedback, and Language Modeling Dimensions |
| 10.21 | Parents and Teachers Working Together | Parent Communication and Family Involvement  
Parent Conferences  
Written and Electronic Contact  
Reflection # 3: Choose report or working paper from the Center for the Developing Child Web page—readings also on OAKS  
Book Review & Activity # 11: Parents and |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Class Video Reflections</th>
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<tbody>
<tr>
<td>10.28</td>
<td><em>Darkness to Light Training in Alumni Center</em></td>
<td>(6) Teachers Working Together</td>
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<tr>
<td>11.4</td>
<td><em>Election Day-CofC Closed</em></td>
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| 11.11 | *Child-Level Observations*  
InCLASS framework | (4) CLASS Video Reflections |
| 11.18 | *Child-Level Observations*  
InCLASS framework | (4) CLASS Video Reflections |
| 11.25 | *Review Day and CLASS presentations*  
Return to Note to Future Self and Teacher Q Sort  
Mock Interviews  
PLT Praxis Test Prep | (8) CLASS Video Reflections |
| 12.2  | *Reading Day* | |
| 12.9  | *Final Exam 8:00-11:00am* | Individualized Case Study |