MEETING TIME/PLACE: Thursday 8:00 a.m.- 12:00 p.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

TELEPHONE: 404-754-1043 (cell & text); 843-953-2003 (office)

EMAIL: deaskd@cofc.edu

COURSE DESCRIPTION:
This graduate level field experience course provides opportunities to observe and teach. Graduate students who are teaching candidates will connect data with both theory and practice.

COURSE MATERIALS:
- ADEPT Forms
- SC Standards: [http://www.myscschools.com](http://www.myscschools.com)

COURSE OUTCOMES:
- All teacher preparation programs in the School of Education, Health, and Human Performance (SOEHHP) are guided by a commitment to Making the Teaching and
Learning Connection through three Elements of Teacher Competency which are at the heart of the SOEHHP Conceptual Framework:

1. ETC 1: Understand and value the learner
2. ETC 2: Know what and how to teach and assess and to create an environment in which learning occurs
3. ETC: Understand self as a professional

- These three competencies underlie all learning experiences and assessments in this course. They help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

- **Course Objectives Related to Understanding and Valuing the Learner (ETC 1)**

1. Observe and analyze the classroom community from the perspective of diverse students (i.e. rules, procedures, routines) (SOEHHP Standards I, II, III; ACEI 1, 3.2)
2. Observe and analyze teaching and learning from the perspective of diverse students (i.e. accommodations for exceptional students, differentiation, assessment) and design and implement a series of lessons to meet their needs (SOEHHP Standards I, II, III; ACEI 1, 3.2)
3. Explain the variety of ways in which children’s lives outside of school, especially focusing on families, affect students in the classroom (SOEHHP Standards I, VII; ACEI 1, 5.3)

- **Course Objectives Related To Knowing What and How To Teach and Assess and How To Create An Environment in Which Learning Occurs (ETC 2)**

4. Create, implement, and evaluate a series of lessons designed to develop an understanding of big ideas that cut across several disciplines and accommodate diverse learners (SOEHHP Standards II, III; ACEI 2.8; 3.1-3.5)
5. Create, implement, and evaluate diagnostic, formative, and summative assessments consistent with learning objectives and that accommodate diverse learners (SOEHHP Standards I, VI; ACEI 1, 4)
- **Understanding Self as a Professional (ETC 3)**

6. Use the ADEPT teacher evaluation system as a self-reflection and peer assessment tool (SOEHHP Standards IV, VI; ACEI 5.1, 5.2, 5.4)
7. Speak and write clearly, persuasively, and skillfully (SOEHHP V; ACEI 3.5, 5.1, 5.4)
8. Use technology as a communication tool and in instruction (SOEHHP V; ACEI 3.5; 5.4)
9. Examine how the SEHHP dispositions of effective teachers are manifested in professional behavior (SOEHHP dispositions; ACEI 5.1 – 5.4)

**COURSE ASSIGNMENTS:**

1. Lesson plans with differentiation opportunities
2. Diagnostic, formative, and summative assessments
3. Letter To My Younger Self assignment
4. Reflective journals
5. ADEPT observations
6. Research paper assignment
7. Final exam

**ASSIGNMENT WEIGHTING:**

1. Lesson plans with accommodations……………………………………………………3@20pts= 60pts
2. Diagnostic, formative and summative assessments……………………………………3@20pts=60pts
3. Reflective journals and questions…………………………………………………………6@10pts=60pts
4. ADEPT observations…………………………………………………………………………3@20pts=60pts
5. Research paper assignment…………………………………………………………………30pts
6. Final Exam………………………………………………………………………………………..30pts

**TOTAL POINTS…………………………………………………………………………………………300pts**

**ATTENDANCE POLICY:**

- Students must have acceptable excuses for missing a field experience. Any absence in the field must be made up in consultation with your professor and cooperating teacher
- Students must call the cooperating teacher and professor prior to class when an absence is expected
EVALUATION SCALE:

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
<td>Superior</td>
</tr>
<tr>
<td>B +</td>
<td>88-92%</td>
<td>3.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>C +</td>
<td>78-82%</td>
<td>2.5</td>
<td>Fair</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
<td>2.0</td>
<td>Acceptable</td>
</tr>
<tr>
<td>F</td>
<td>&gt;74%</td>
<td>0.0</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

ADA ACCOMMODATIONS:

- In compliance with the American 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 master’s degrees and recommends candidates for teacher certification, professors reserve the right to document violations that would impact candidate certification (i.e. attendance problems, professionalism in schools, etc.)

PROFESSIONAL DISPOSITIONS:

**Demonstrations of SEHHP Dispositions and How They are Expressed in this Course:**

- Belief that all students can learn (attitudes expressed about the students and their families)
- Value and respect for individual differences (insights drawn from observations and accommodations made to lessons for student differences)
- 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, and performance in journals)
- Dedication to inquiry, reflection, and self-assessment (performance on journals, final exam, and class participation)
- Value of collaborative and cooperative work (respectful behavior in field experiences; taking initiative to help students and teachers; work with colleagues in class assignments)
- Sensitivity toward community and cultural contexts (family involvement assignment; insights in journals; respectful behavior in schools and classrooms)
• Engagement in responsible and ethical practice (respectful behavior in schools and classrooms; timely completion of all assignments; arriving on time for all class meetings; assuming responsibility to obtain notes for missed classes and for making up missed field experiences; professional attire)
• Development of professional mastery over time (attitude toward constrictive criticism on assignments; commitment to continuous improvement)

TECHNOLOGY EXPECTATIONS:

*Enrollment in this course requires you to utilize the following computer applications:*

• Internet
• Word processing
• Email via CofC accounts

Note: All of the above computer applications are available in the College of Charleston managed computer labs in JC Long, the Library, and other campus locations. Please consult me or a classmate if you have problems accessing internet.

PERFORMANCE DATA:

• Performance data will be collected this semester as part of the SEHHP program and unit assessment system. Data are reported to accreditation agencies in aggregate form only.

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.