Instructor: Dr. Rénard Harris
Time: 1:40 - 3:55 THURS ECTR 215
Office: School of Education, 86 Wentworth St, Room 327
Contact information: harrisr@cofc.edu
953-0897 (office)
Office hours: Tuesday 2 - 4:30 and Wednesday 9:30 - 12:00

Course Prerequisites
Enrollment in this course requires candidates to utilize the following computer applications: 1. Internet research. 2. Microsoft PowerPoint. 3. Microsoft Word.

Course Description
This course introduces students to all facets of the 2–8 social studies experiences needed to guide students on the path to responsible citizenship. The course will focus on the highly integrative and multidisciplinary nature of social studies. Particular emphasis is placed on appropriate curricula, methods, and materials for social studies.

Course Text Materials / Articles:


South Carolina State Department of Education Social Studies Support Documents
K-2, Grades 3-5, Grade 6, Grade 7, Grade 8

OUTCOMES FOR CANDIDATES: All teacher preparation programs in the School of Education are guided by a commitment to Making the Teaching and Learning Connection. Teachers who make the teaching and learning connection: 1. understand and value the learner; 2. know what and how to teach and assess and how to create an environment in which learning occurs, and 3. understand themselves as professionals. These three elements of teacher competency are at the heart of the School of Education conceptual framework and guide what you will learn for you to develop the knowledge, skills and dispositions in these three areas that you need to become an effective teacher. Below are EDEE 373’s specific outcomes related to the three elements of teacher competency. These refer to standards developed by the School of Education that are based on the National Council for the Social Studies (NCSS) Standards and the South Carolina Academic Social Studies Standards. The National Association for the Education of Young Children (NAEYC) standards define expectations for early childhood teachers, the National Council for the Accreditation of Teacher Education (NCATE) standards define expectations for elementary teachers, and the National Middle School Association (NMSA) standards define expectations for middle
grades teachers.

OUTCOMES RELATED TO KNOWING AND VALUING THE LEARNER:
Outcome 1: Candidates will demonstrate their knowledge of child and adolescent development and culture. They will coordinate that knowledge with their knowledge of their own development and culture. NMSA 1; NCATE 1, 2a, 2e, 2i, 3a; NAEYC 1, 4a, 4b
Outcome 2: Candidates will apply knowledge, skills, and dispositions from the social studies to organize, and provide developmentally appropriate, integrated instruction for the study of major concepts, themes, and modes of inquiry drawn from academic fields that address culture; time, continuity, and change; people, places and environment; individual development and identity; individuals, groups and institutions; power, governance, and authority; production, distribution, and consumption; science, technology, and society; global connections; civil ideals and practices. NCATE 2a, 2e, 2i, 3a; NAEYC 4a, 4b; NMSA 1, 2

OUTCOMES RELATED TO KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE AN ENVIRONMENT IN WHICH LEARNING OCCURS:
Outcome 3: Candidates will demonstrate an understanding of the areas of social studies that include history, geography, the social studies (anthropology, archaeology, economics, political science, psychology, and sociology) and other related areas such as humanities, law, philosophy, religion, mathematics, science, and technology. NCATE 1, 2a, 2e, 2i, 3a; NAEYC 1, 4a, 4b; NMSA 4
Outcome 4: Candidates will design experiences to help elementary students learn about the historical development of democratic values. NCATE 2e, 2i, 3a; NAEYC 4a, 4b; NMSA 3
Outcome 5: Candidates will design experiences to help elementary students learn about the basic principles of government and citizenship in a democratic republic. NCATE 2e, 2i, 3a; NAEYC 4a, 4b; NMSA 3
Outcome 6: Candidates will design experiences to help elementary students learn about the development of nations, institutions, economic systems, culture, and cultural diversity. NMSA 3, 4
Outcome 7: Candidates will create experiences to help elementary students learn about the humanities. NCATE 2a, 2e, 2i, 3a; NAEYC 4a, 4b, NMSA 3, 4
Outcome 8: Candidates will demonstrate an ability to help students read, write, listen, discuss, speak, and research to build background knowledge; utilizing a variety of sources (primary and secondary sources, maps, statistical data, and electronically technology-based information). NCATE 1, 2a, 2e, 2i, 3a; NAEYC 1, 4a, 4b, NMSA 3, 4
Outcome 9: Candidates will demonstrate an ability to use formative and summative assessments in planning and implementing instruction. NCATE 1, 2a, 2e, 2i, 3a, 4; NAEYC 1, 3, 4a, 4b; NMSA 3, 5
Outcome 10: Candidates will demonstrate an ability to use the South Carolina Social Studies Academic Standards to design and implement effective instructional plans.

OUTCOMES RELATED TO UNDERSTANDING THEMSELVES AS PROFESSIONALS:
Outcome 11: Candidates will demonstrate an ability to help students acquire and manipulate data, analyze points of view, and formulate well supported oral and written arguments, policies, and positions. NCATE 2a, 2e, 2i, 3a; NAEYC 4a, 4b; NMSA 6, 7

Outcome 12: Candidates will create in students an awareness of current issues and opportunities related to social education and enable informed opinion and professional action. NCATE 2e, 3e 5a-d; NAEYC 2, 4, 4b, 5; NMSA 6, 7

C of C Undergraduate Grading Scale:
93-100 = A
91-92 = A-
89-90 = B+
86-88 = B
84-85 = B-
82-84 = C+
79-81 = C
77-78 = C-
75-76 = D+
72-74 = D
70-71 = D-
Below 69 = F

COURSE REQUIREMENTS AND EVALUATION CRITERIA:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Unit Plan Outline Week 1</td>
<td>10 %</td>
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<tr>
<td>Unit Plan Outline Week 2</td>
<td>10 %</td>
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<tr>
<td>Unit Plan Outline Week 3</td>
<td>10 %</td>
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<tr>
<td>Unit Plan Outline Week 4</td>
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<tr>
<td>Unit Plan Outline Week 5</td>
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<td>Unit Plan Outline Week 6</td>
<td>10 %</td>
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<tr>
<td>Participation Values and Practice</td>
<td>10 %</td>
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<tr>
<td>Circle of Inheritance Lesson Plan</td>
<td>10 %</td>
</tr>
<tr>
<td>Final Support Documents TEST</td>
<td>15 %</td>
</tr>
<tr>
<td>Final Unit Plan Outline Presentation</td>
<td>5 %</td>
</tr>
</tbody>
</table>

Total 100 %

LATE ASSIGNMENTS: DROP ONE LETTER GRADE

Unit Plan Outline Weeks 1-6: Each student will create an on-going unit plan outline that will be modified throughout the semester. The original unit plan outline and modifications will be shared on Google Drive. The assigned modifications will be based on the
class lectures. The assignments will be specific and after each lecture students will have an opportunity to start/practice the assignment during class.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A 100</th>
<th>A 96</th>
<th>A- 92</th>
<th>B+ 90</th>
<th>B 86</th>
<th>B- 84</th>
<th>C+ 82</th>
<th>C 79</th>
<th>C- 77</th>
<th>D+ 75</th>
<th>D 72</th>
<th>D- 70</th>
<th>F Below 69</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed</td>
<td>Project(s) is/are thorough and well detailed; progression is clear; dynamic</td>
<td>Project(s) is/are acceptable, but lean toward being basic and general, i.e. has minimal dynamics</td>
<td>Project(s) is/are adequate and meets a common standard, i.e. no particular highs or lows</td>
<td>Project(s) lacks focus; Needs more attention</td>
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**Circle of Inheritance:** Circle of Inheritance examines the prehistoric and colonial history of South Carolina in four segments produced by South Carolina ETV. Each student will create a lesson plan for the third of four segments.

**OPTIONAL**
Individual or group submissions
$1,000.00 scholarship awarded during the Spring 2015 award ceremony

**Lesson Plan Rubric**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>A 100</th>
<th>A 96</th>
<th>A- 92</th>
<th>B+ 90</th>
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<th>B- 84</th>
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<th>C 79</th>
<th>C- 77</th>
<th>D+ 75</th>
<th>D 72</th>
<th>D- 70</th>
<th>F Below 69</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>Standard is included and aligns with stated objective</td>
<td>Standard is included but does not align with stated objective</td>
<td>No standard is included</td>
<td>Overall Lesson Plan lacks focus; Needs more attention</td>
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<tr>
<td>Objective</td>
<td>Objective describes skill or content student will master. Objective is behavioral</td>
<td>Objective is a mix of objective and activities. Objective is not behavioral</td>
<td>Objective describes activities students engage in during instruction</td>
<td>Overall Lesson Plan lacks focus; Needs more attention</td>
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<tr>
<td>Assessment</td>
<td>Aligns with the lesson objective and procedure</td>
<td>Aligns with either the objective or procedure, but not both.</td>
<td>Doesn’t align with the objective or procedure.</td>
<td>Overall Lesson Plan lack focus; Needs more attention</td>
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<tr>
<td>Procedures</td>
<td>Thoroughly and completely describes how to implement the lesson so a substitute could successfully teach it. The lesson is introduced in a logical and engaging manner so that students know what to expect and what is expected of them.</td>
<td>The lesson is introduced in manner that may be somewhat confusing to students in order to know what to expect and what is expected of them. Procedures are vague, lacking detail required for a substitute to follow the lesson.</td>
<td>Provides little guidance leaving a substitute to make multiple assumptions concerning implementation. The lesson is poorly introduced. Procedures are unclear and difficult to follow.</td>
<td>Overall Lesson Plan lack focus; Needs more attention</td>
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<tr>
<td>Close</td>
<td>Includes procedures for closing the lesson. Key points of the lesson are clearly articulated.</td>
<td>Includes procedures for closing the lesson. Key points of the lesson are included, but poorly articulated</td>
<td>Includes vague procedures for closing the lesson. Key points of the lesson are missing.</td>
<td>Overall Lesson Plan lack focus; Needs more attention</td>
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</tbody>
</table>

**PARTICIPATION VALUES AND PRACTICE** - Each student will write a 6-8 page paper regarding his/her values and teaching practice as it relates to the support document discussions in class

<table>
<thead>
<tr>
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<th>A 100</th>
<th>A 96</th>
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<th>D+ 75</th>
<th>D 72</th>
<th>D- 70</th>
<th>F Below 69</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed</td>
<td>Target</td>
<td>Acceptable</td>
<td>Adequate</td>
<td>Unacceptable</td>
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**Body:**

*Flow of the report*

*Unacceptable*
The report appears to have no direction, with subtopics appearing disjointed.

**Adequate**
There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.

**Acceptable**
There is a basic flow from one section to the next, most sections or paragraphs follow in a natural or logical order.

**Target**
The report goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs.

**Clarity of writing and writing technique**

**Unacceptable**
It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident.

**Adequate**
Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive.

**Acceptable**
Writing is generally clear; few unnecessary words are occasionally used. Meaning is sometimes clear.

**Target**
Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. The use of pronouns, modifiers, parallel construction, and non-sexist language are appropriate.

**SUPPORT DOCUMENTS TEST** – primarily objective questions: vocabulary and significant dates found in the South Carolina Support Documents. A review of vocabulary and dates will be given prior to the test

**Final: UNIT PLAN OUTLINE PRESENTATIONS**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A 100</th>
<th>A 96</th>
<th>A- 92</th>
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<th>C- 77</th>
<th>D+ 75</th>
<th>D 72</th>
<th>D- 70</th>
<th>F 69</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation of overall purpose</td>
<td>Purpose is clear; strong evidence of personal identity and values influencing projects</td>
<td>Purpose is clear; Acceptable evidence of personal identity and values influencing projects, i.e. many of the points made seem to be driven by common ways of doing and creating</td>
<td>Purpose is clear; Adequate evidence of personal identity and values influencing projects, i.e. explaining purpose and values lead to a very general explanation</td>
<td>Purpose is somewhat unclear; too general and unspecific</td>
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<tr>
<td>Ability to specifically Point out and articulate Evidence in project related to purpose</td>
<td>Strong evidence of knowing the projects he/she created and strong evidence of being able to connect purpose values and projects</td>
<td>Acceptable evidence of knowing the projects he/she created and acceptable evidence of being able to connect purpose values and projects, i.e. many of the points made seem to be driven by common ways of doing and creating</td>
<td>Adequate evidence of knowing the projects he/she created and adequate evidence of being able to connect purpose values and projects, i.e. explaining purpose and values as they related to projects lead to a very general explanation</td>
<td>Ability to specifically Point out and articulate Evidence in project related to purpose needs attention; no sound relationship was articulated</td>
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<tr>
<td>Ability to answer questions related to purpose and projects</td>
<td>Solid answers; great responses, and strong articulation of how he/she comes to social studies at this point in his/her practice</td>
<td>Acceptable answers and responses, and acceptable articulation of how he/she comes to social studies at this point in his/her practice, i.e. slightly more than usual common responses</td>
<td>Adequate answers and responses, and adequate articulation of how he/she comes to social studies at this point in his/her practice, i.e. common responses</td>
<td>Ability to answer questions related to purpose and Projects needs A great deal of attention</td>
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### TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TEXT / ARTICLE</th>
<th>Due</th>
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</table>
| Jan 7 | Class Format, Syllabus, Assignments  
  CIRCLE OF INHERITANCE lesson plan |       |
| Jan 14| Ch 1 Contemporary Elementary Social Studies  
  Ch 2 Social Studies Curriculum  
  SUPPORT DOCUMENTS K-2nd Grade |       |
| Jan 21| Chapter 4 Planning Social Studies Instruction  
  SUPPORT DOCUMENTS 3rd Grade | Unit Plan Outline  
  Week 1 Due  
  Outline, rationale, and vision |
| Jan 28| Chapter 12 Lesson Plans for Elementary Social Studies  
  SUPPORT DOCUMENTS 4th Grade |       |
| Feb 4 | Chapter 7 Social Studies and Diverse Learners  
  SUPPORT DOCUMENTS 5th Grade through 5-3 | Unit Plan Outline  
  Week 2 Due  
  Web and Lesson |
<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter/Unit Plan Details</th>
<th>Plan Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 11</td>
<td>Chapter 5 Assessment and Evaluation SUPPORT DOCUMENTS 5th Grade through 5-6</td>
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<tr>
<td>Feb 18</td>
<td>Ch 3 Character Education and the Development of Attitudes, Values, and Decision Making SUPPORT DOCUMENTS 6th Grade through 6-3</td>
<td>Unit Plan Outline Line Week 3 Due Perspectives and your “other” Content and Assessment Circle of Inheritance Lesson Plan Due</td>
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<tr>
<td>Feb 25</td>
<td>Chapter 10 Drama, Role Play, and Simulation in Social Studies SUPPORT DOCUMENTS 6th Grade through 6-6</td>
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<tr>
<td>Mar 3</td>
<td>Chapter 8 Social Studies and the acquisition of Skill SUPPORT DOCUMENTS 7th Grade through 7-3</td>
<td>Unit Plan Outline Line Week 4 Due What would ? do Creating a Drama</td>
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<tr>
<td>Date</td>
<td>Subject</td>
<td>Details</td>
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<td>Mar 10</td>
<td>Spring Break March 6-13</td>
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<tr>
<td>Mar 17</td>
<td>Chapter 11 Technology and Media in Social Studies</td>
<td>Participation Reflection and Practice assignment due march 20</td>
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<td>SUPPORT DOCUMENTS 7th Grade through 7-6</td>
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<tr>
<td>Mar 24</td>
<td>Chapter 6 Reading and Writing in Social Studies</td>
<td>Unit Plan Outline Week 5 Due</td>
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<td>SUPPORT DOCUMENTS 8th Grade through 8-4</td>
<td>Story maps, character, character cost, Tech Image perspective quest</td>
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<tr>
<td>Mar 31</td>
<td>Chapter 9 Critical Thinking and Problem Solving</td>
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<td>SUPPORT DOCUMENTS 8th Grade through 8-7</td>
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<tr>
<td>Apr 7</td>
<td>Final Exam Review</td>
<td>Unit Plan Outline Week 6 Due</td>
</tr>
<tr>
<td></td>
<td>Student Evaluations</td>
<td>Summary, poetry, Prioritizing problems</td>
</tr>
<tr>
<td>Apr 14</td>
<td>Support Documents Test</td>
<td></td>
</tr>
<tr>
<td>Apr 21</td>
<td>Break Bread (Bring food!)</td>
<td>Food</td>
</tr>
</tbody>
</table>
SOE DISPOSITION:
PROFESSIONAL BEHAVIOR/DISPOSITIONS: Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behavior consistent with the following dispositions:
• The belief that all students can learn. • Value and respect for differences. • Value of positive human interaction. • Intellectual curiosity and willingness to gain new knowledge.

Attendance Policy:
Attendance is vital in this course. If you have to miss class for an emergency or illness, please let the instructor know as soon as possible. If you miss more than 2 classes you will be dropped with a WA. Prompt arrival is also extremely important. Three tardies or leaving early count as one absence. These strict policies are based on the professionalism required of teachers.

Electronic devices: Prohibit use of electronic devices for issues outside of the classroom. If the issue is important, please leave the classroom to respond.

Program Requirements:
To be enrolled in this course you must meet the following four requirements.
1. Officially accepted into the School of Education and have received letter of acceptance from the Office of Student Services.
2. Passed all sections of Praxis I and have submitted passing scores to the Office of Student Services.
3. An overall G.P.A of 2.5 or higher.
4. A G.P.A 3.0 or higher for all education course work.

If you have not met all of these requirements you must inform the instructor. Failure to do this will result in you being immediately dropped from the class.

College of Charleston Honor Code and Academic Integrity:
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 also are 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.

Students can find the complete Honor Code and all related processes in the Student Handbook at [http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm).

**ADA Statement:**
In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.

**MAKE-UP EXAMINATIONS, PRESENTATIONS, AND QUIZZES:**
If an examination, presentation, or quiz (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 session. It is the responsibility of the student to contact the professor within 48 hours and make arrangements for the make-up. This is to be done as soon as possible after the missed examination, presentation, or quiz.

**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. (Students who have more than two finals scheduled on the same day may arrange for an alternate time for one final exam through the Office of the Undergraduate Dean).

**PAPERS:** Papers will be word processed using the style of the Publication Manual of the American Psychological Association (Fifth Edition, 2001). The College of Charleston does have a writing lab that can help you. They have a useful handout for using the APA Handbook. The hours of the lab are M-H 9-9 and F 9-12.

**ADA Accommodations:**
In compliance with the American with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed.

**Required Technology:**
Enrollment in this course requires you to utilize the following computer applications: PowerPoint, Excel, Internet/WWW, WebCT via Internet, e-mail, and Word Processing. It is expected that you can utilize the above listed computer applications. These computer applications are available in the College of Charleston managed computer labs located in JC Long, the Library, and various other campus locations. If you do not have reliable access to these applications you should plan to use the campus computer laboratories.

**School of Education 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. In pursuit of this mission, faculty and students will demonstrate: intellectual curiosity and rigor; reflective, research-based practice; collaboration and consensus building; field-oriented service and community outreach; and cultural sensitivity and understanding.

MAKE THE TEACHING AND LEARNING CONNECTION

Element of Teacher Competency

1: Understand and value the learner.

Standard I: Evidence theoretical and practical understanding of the ways learners develop.

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 area.

Standard III: Evidence a variety of strategies that optimize student learning.

Standard IV: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning.

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.

Center for Student Learning: I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.