

**Orientation to Education  
ED 1050, 001: Spring 2024**

**2 credit hours**

**Room: Tilman 317**

**Class Meetings**

Wednesday, 10:10-11:00am

Students are to wait 15 minutes if the instructor is late

### **Instructor**

Dani Larson, M. Ed.

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Phone: 864-729-2924

Zoom Meeting Room: <https://clermson.zoom.us/my/danilarson>

Office Hours: Wednesdays 11 am - 1 pm and by appointment

*You are always welcome to talk to me before or after class. Please email me to schedule a meeting since I do not have a physical office.*

### **College of Education Mission**

The College of Education is a transformative leader in systemically improving education, beginning at birth. Our mission is to engage our students in high quality applied research, professional learning, and immersive experiences. We prepare culturally competent scholar practitioners who promote the growth, education, and development of all individuals, with emphasis on underperforming schools and underserved communities across the state and nation.

### **Course Description**

Introduction to Teaching addresses basic program requirements, College of Education Conceptual Framework, state evaluation system, the nature of the diverse and multicultural classroom, standards and practices of professional conduct and requirements in teaching. A field experience involving tutoring in a P-12 classroom is required.

### **Course Modality**

This course will meet face-to-face, unless otherwise noted by the instructor.

### **Learning Outcomes**

- Observe and participate in the learning process in public schools.
- Learn about South Carolina's Expanded ADEPT evaluation system for teachers and the South Carolina Teaching Standards.
- Create an awareness of diversity, equity, and inclusion in the classroom.
- Understand and practice standards and practices of professional conduct in teaching.
- Understand the Education and Economic Development Act (EEDA) and its connections to teaching, learning, and teacher evaluation.
- Examine the historical and philosophical foundations of education.
- Consider the role of standards and curriculum in the teaching profession.
- Examine testing and accountability in the classroom.
- Reflect on field placement learning experiences.
- Determine if a career in the field of education is the best choice for you.

## Prerequisites

None

## Field Placement

The purpose of the field experience is to give students the opportunity to observe, participate, and reflect upon authentic public-school experiences. Through focused assignments, students will consider questions and concepts from their courses while situated in actual practice. Field experiences provide students with experiences that contextualize ideas and spur discussion in their courses. *All students are required to log a minimum of 10 hours in their field placement over the course of the semester.*

## Accreditation and Assessment

Clemson University and the College of Education are required to collect candidate performance data for national, regional, and state accreditation. Anthology is a required purchase for all education majors. This web-based assessment data management tool is used by the College of Education in multiple ways and students will experience seamless assessments using embedded links in Canvas.

## Required Text/Materials

Chalk&Wire/Anthology (5-year account). Anthology is the College of Education's web-based assessment management system for continuous improvement efforts and accreditation reporting. This system collects assessment results and helps provide a clear and efficient method for evaluating learning outcomes in specified programs. Anthology is a one-time purchase through the Clemson University bookstore of a 5-year account. Please visit the Clemson University bookstore for specific information about associated costs. For support or questions regarding Anthology, please email [coecw@clemson.edu](mailto:coecw@clemson.edu).

## Attendance Policy & Participation

You are expected to attend every class and participate in all in-class and online discussions. You are responsible for all work, even if absent. For this course, you can miss up to **one** class meeting without penalty. More than one absence, excused or unexcused, *will result in the loss of one letter grade per additional absence on your final grade.* For example, a student who misses three classes but otherwise has enough points to have a final grade of an A will instead have a final grade of a C. Two tardies (10 minutes late) will count as one absence. Leaving class early (10 minutes before the end of class) will count as a tardy. Should you miss a class, it is your responsibility to meet with your instructor *within three days* of your absence to deliver any written excuses and receive any make-up, if applicable. You are not allowed to make-up in-class assignments if you are absent. If there are extenuating circumstances, contact your instructor immediately. Students are required to use the Notice of Absence process to inform instructors of their inability to attend in-person classes due to isolation or quarantine. Students who are not able to attend class due to illness and who contact the instructor prior to the absence may be able to attend class virtually via Zoom or meet with the course instructor via Zoom.

## Student Accessibility Services

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the instructor know and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing [studentaccess@lists.clemson.edu](mailto:studentaccess@lists.clemson.edu), or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen, if at all possible, but there could be a significant wait due to scheduled appointments. Students who have accommodations are strongly encouraged to request, obtain and send these to their instructors through their AIM portal as early in the

semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information at the [Student Accessibility website](#). Other information is at the university's [Accessibility Portal](#).

## **Clemson University's Title IX Statement Regarding Non-Discrimination**

The Clemson University Title IX statement: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate based on race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This [Title IX policy](#) is located on the Campus Life website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 223 Brackett Hall, 864.656.0620. Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

## **Academic Integrity**

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. All infractions of academic dishonesty by undergraduates must be reported to Undergraduate Studies for resolution through that office. In cases of plagiarism, instructors may use the Plagiarism Resolution Form. See the [Undergraduate Academic Integrity Policy](#) website for additional information and [the current catalog](#) for the policy.

## **Emergency Procedures**

Emergency procedures have been posted in all buildings and on all elevators. Students should be reminded to review these procedures for their own safety. All students and employees should be familiar with guidelines from the Clemson Police Department. [Visit here for information about safety](#). Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

1. Ensure you are signed up for [emergency alerts](#)
2. Download the [Rave Guardian app](#) to your phone (<https://www.clemson.edu/cusafety/cupd/rave-guardian/>)
3. Learn what you can do to [prepare yourself](#) in the event of an active threat (<http://www.clemson.edu/cusafety/EmergencyManagement/>)

## ED 1050: Topical Outline Spring 2024

**NOTE:** Unless otherwise stated, assignments must be submitted to Canvas (or Anthology via Canvas) by 11:59 pm the **day before** each class meeting. For example, you should purchase Anthology by 11:59 pm January 16. Weekly discussion posts are due Sunday at 11:59 pm and replies are due by Tuesday at 11:59 pm.  
*Assignments and due dates are tentative and may be changed by the course instructor.*

Week	Date	Topics	Assignments Due
1	January 10	<p>Course and syllabus review: expectations for course and field experience</p> <p>Anthology: Purchasing and using</p> <p>Completing required field placement forms</p> <p>Getting to know your colleagues (activity)</p>	Pre-course survey
2	January 17	<p>Professionalism and The Field Placement <i>(SCTS: Professionalism domain)</i></p> <p><a href="#">OFCPO</a> Professionalism presentation</p> <p>Complete Field Placement Survey (in-class assignment)</p> <p>Complete FERPA release form, Prior Disclosures form, Handbook Verification form in class, if not already submitted (in-class assignment; all forms due January 31)</p>	<p>Purchase Anthology</p> <p>Read: Field Placement Professionalism Document</p> <p>Weekly Discussion Post</p>
3	January 24	<p>Anthology Support with <a href="#">Mr. Ellison</a></p> <p>Introduction to Teaching: What makes a good teacher?</p>	<p>Read: <i>Lessons from Teachers</i></p> <p>Reminder: Complete field placement forms (due no later than January 31 to ED 1051 Canvas course)</p> <p>Weekly Discussion Post</p>
4	January 31	<p>Expanded ADEPT and the South Carolina Teaching Standards Rubric: How do these standards connect to your field placement?</p> <p>Professional Communication</p> <p>Field &amp; Clinical Experiences Handbook</p> <p>Email cooperating teacher to set field placement schedule (in-class assignment; placement begins next week)</p>	<p>Teaching Statement – submit to Canvas</p> <p>Review the South Carolina Teaching Standards (SCTS) rubric</p> <p>Weekly Discussion Post</p> <p>Required Field Placement Forms: TB test results, SLED background check, FERPA release form, Prior Disclosures form, Handbook Verification form - submit to ED 1051 Canvas course</p>

			Optional: Attend Tiger Paw on January 26: Student Engagement for 5 pts extra credit
5	February 7*	<a href="#">Call Me MiSTER</a> Presentation  The historical and philosophical foundations of education	Read: <i>Democratic Education: What Would Dewey Say</i>  Weekly Discussion Post  Placements begin Submit time log to Anthology (due by 11:59 pm Friday)  Optional: Attend *virtual* Tiger Paw on February 7: Classroom Management for 5 pts extra credit
6	February 14*	Curriculum and standards: What are they and who decides what should be taught? <i>(SCTS: Standards and Objectives, Teacher Content Knowledge, Instructional Plans, Assessment)</i>	Review the standards and support documents for your grade level/content area  Read: <i>What Curriculum Could Be: Utopian Dreams amidst a Dystopian Reality</i>  Weekly Discussion Post  Submit time log to Anthology (due by 11:59 pm Friday)
7	February 21*	Diversity, equity, and inclusion in the classroom: Learners and the environment <i>(SCTS: Motivating Students, Teacher Knowledge of Students, Expectations, Environment, Respectful Culture)</i>	Read: <i>Capitalizing on Funds of Knowledge to Support Family Engagement and Culturally Sustaining Pedagogy A Needed Change in Stance, Terminology, and Practice</i>  Weekly Discussion Post  Connect with your group about the Connecting to the Field Experience: Group Presentation  Submit time log to Anthology (due by 11:59 pm Friday)
8	February 28*	The aims of a democratic education	Read: <i>Can Education Transform the World?</i>  Optional Reading: <i>Teaching in an Increasingly Polarized Society</i>  Weekly Discussion Post  Submit time log to Anthology (due by 11:59 pm Friday)
9	March 6*	Testing, Teacher Accountability, and Lesson Planning <i>(SCTS: Instructional Plans, Student Work, Assessment)</i>	Read: <i>Accountability for Learning and Summative and Formative Assessments: And Educational Polarity</i>

			<p>Weekly Discussion Post</p> <p>Submit time log to Anthology (due by 11:59 pm Friday)</p>
10	March 13*	Self-Care and Social Emotional Learning	<p>Read <i>What Does Evidence-Based Instruction in Social and Emotional Learning Actually Look Like in Practice?</i> <b>and</b> Read: <i>Social and Emotional Learning and Teachers</i> <b>OR</b> <i>Black Teachers' Affirmations on the Social-emotional And Mental Health Needs of Learners: a Transnational Examination</i></p> <p>Revise Teaching Statement (based on learning and observations); be prepared to share in class</p> <p>Weekly Discussion Post</p> <p>Connect with your group about the Connecting to the Field Experience: Group Presentation</p> <p>Submit time log to Anthology (due by 11:59 pm Friday)</p> <p>Optional: Attend Tiger Paw on March 9: Building Routines for 5 pts extra credit</p>
11	March 20	Spring Break: No Class/Field Placement	
12	March 27*	The Education and Economic Development Act (EEDA) ( <i>SCTS: Motivating Students, Activities and Materials, Teacher Knowledge of Students, Thinking</i> )	<p>Explore EEDA information and resources on SCDE website</p> <p>Weekly Discussion Post</p> <p>Connect with your group about the Connecting to the Field Experience: Group Presentation</p> <p>Submit time log to Anthology (due by 11:59 pm Friday)</p>
13	April 3*	Prepare for group presentations	<p>Weekly Discussion Post</p> <p>Submit time log to Anthology (due by 11:59 pm Friday)</p>
14	April 10*	The Model Code of Ethics ( <i>SCTS: Professionalism</i> )	<p>Read: <i>Model Code of Ethics for Educators (CEE)</i></p>

			<p>Weekly Discussion Post</p> <p>Connect with your group about the Connecting to the Field Experience: Group Presentation</p> <p>Submit time log to Anthology (due by 11:59 pm Friday)</p>
15	April 17*	Connecting to the Field Experience: Group Presentations	<p>Connecting to the Field Experience: Group Presentation – submit to Canvas</p> <p>Verification of Exposure to South Carolina Standards – submit to Anthology via Canvas</p> <p>Submit time log to Anthology (due by 11:59 pm Friday)</p>
16	April 24	<p>Connecting to the Field Experience: Group Presentations</p> <p>Upcoming education requirements: field placement, Read to Succeed</p>	<p>South Carolina Assurances Form – submit to Anthology via Canvas</p> <p>Work on your Field Experience Reflection</p> <p>Optional: Attend Tiger Paw on April 20: Lessons Learned by Student Teachers and Teacher Residents for 5 pts extra credit</p>
17	May 1	Exam Week (No Class)	Field Experience Reflection – submit to Canvas

\*You should complete a minimum of one hour in your field placement during these weeks, for a minimum number of 10 hours over the course of the semester. **NOTE:** *Students who do not complete the minimum of 10 hours in their field placement may not pass the course and may not be recommended for licensure upon graduation.*

## Course Assignments

Due Date	Assignment Name	Possible Points
January 16	Purchase Anthology	20
Ongoing	Weekly Discussion Posts and replies (submit to Canvas)	180
January 30	Teaching Statement (submit to Canvas)	50
January 31	Required Field Placement Forms: TB test results, SLED background check, FERPA release form, Prior Disclosures form, Handbook Verification form (submit to ED 1051 Canvas course) (20 points/form)	100
Ongoing, due no later than May 1	Completing field placement time logs in Anthology (20 points/week submitted) (submit in Anthology)	200

April 16	Verification of Exposure to South Carolina Standards (submit in Anthology via Canvas)	20
April 16	Connecting to the Field Experience: Group Presentation (submit in Canvas)	200
April 23	South Carolina Standards Assurances Form (submit in Anthology via Canvas)	50
May 1	Field Experience Reflection (submit in Canvas)	100
Ongoing	Participation	80
<b>Total</b>		<b>1,000</b>

### Grading Policies

Final grades will be based on the following scale.

A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	0% - 59%

**All assignments must be submitted by 11:59 pm the day before each class meeting.** Late assignments will be subject to a point deduction per day late (see specific assignment descriptions below for point deductions for late assignments). The instructor will round up when grading if a grade contains a decimal of 0.5-0.9.

### Participation (80 points)

Participation involves working with partners/groups, asking and answering questions, and completing in-class assignments. We meet 15 times this semester, so each class is worth 5 points (75 points). The pre-course survey is worth 5 participation points.

### Weekly Discussion Posts (180 points, 15 points each)

My goal for the discussions is to provide a space for you to discuss the readings, apply what you are learning to your field placement, make connections, and share any additional thoughts you have. Please think critically about the readings. If you have a question about something or do not agree with an aspect of the reading, respectfully state your view within your discussion post. There will be questions to guide your responses according to the readings and what we have learned in class. Weekly discussion posts are due every Sunday at 11:59 pm and you must reply to at least two peers each Tuesday by 11:59 pm. Late assignments will result in a 3-point deduction per day late.

### Teaching Statement (50 points)

Why do you want to teach? Who do you want to be as a teacher? What experiences do you need to consider more fully your WHY? You should reflect on what type of teacher you want to be and create a series of mini goals that will help you realize your goal of becoming a teacher. Your statement about why you want to teach, and the series of mini goals will comprise your Teaching Statement. Statements should be between 2-3 paragraphs and should include at least 3-5 mini-goals. Mini goals can be related to things you need to learn (i.e., how to help students transition between lessons or how to assess student learning) or things you need to experience (i.e. observe a teacher leading an inquiry-based lesson or help a teacher lead a whole group discussion). Mini goals should be things you can accomplish this semester in your field placement. For example, the following is NOT a mini goal: I want to be the best teacher for my students; however, "I want to talk with my Cooperating Teacher about their classroom management strategies" is a mini goal. This assignment will help you begin to shape your ideas about teaching. Teaching statements should be typed, 12 point, Times New Roman font, double-spaced. You should submit this assignment as



a PDF. This assignment should be uploaded to Canvas by the assigned due date. Late assignments will result in a 10-point deduction per day late.

	Exemplary (14-16)	Proficient (9-13)	Approaching Proficient (5-8)	Unsatisfactory (0-4)	Total
<b>Purpose Statement</b>	Clearly states reasons for wanting to enter the teaching profession <i>and</i> the type of teacher you want to emulate; an overall clear teaching goal is identified	Clearly states reasons for wanting to enter the teaching profession <i>or</i> the type of teacher you want to emulate; an overall clear teaching goals is identified	Teaching statement is not clearly articulated, the reader may not understand the writer's reasons for wanting to enter the teaching profession; an overall teaching goal is identified but is not clear	A teaching statement is not included; an overall teaching goal is not identified	/16
<b>Mini-Goals</b>	Clearly identifies 3-5 mini goals that are clear, realistic, obtainable, and connect to overall teaching goal	Identifies 3-5 mini goals but goals may not be clear, realistic, obtainable, or connect to the overall teaching goal	Identifies fewer than 3 mini-goals; min-goals may not be clear, realistic, obtainable, or connect to the overall teaching goal	Does not identify mini goals that connect to the overall teaching goal/teaching statement	/16
<b>Structure</b>	Teaching statement is at least 2-3 fully developed paragraphs, typed, 12-point font, double spaced	Teaching statement is at least 2-3 fully developed paragraphs but may not be typed, 12-point font, or double spaced	Teaching statement paragraphs are not clear or fully developed	Teaching statement paragraphs are not clear or fully developed, is not typed, 12-point font, or double spaced	/16
<b>On Time</b>				Teaching statement is submitted on time	/2

### Anthology Time Log (20 points/week, total of 200 points)

You are responsible for submitting your time log in Anthology each week. Prior to submitting your time log, you should capture the time spent in your field placement that week (minimum of one hour per week, ***a minimum of 10 hours total***) and the tasks you engaged in (this can be a brief bulleted list). Time logs should be submitted in Anthology no later than 11:59pm on Friday of each week you are in your field placement. If a time log is not submitted by the deadline, 20 points/time log will be deducted from your total grade for not submitting the weekly time log. If there are extenuating circumstances and you must miss a week in your field placement, it is your responsibility to notify your cooperating teacher and course instructor immediately to determine if the field placement can be made-up. ***Failure to complete the required hours could jeopardize your ability to pass this course and your eligibility for certification upon graduation.***

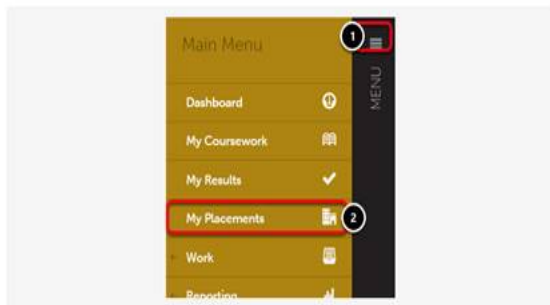
#### Directions for completing a time log in Anthology

You will have to log in directly to Anthology to complete your weekly time log.

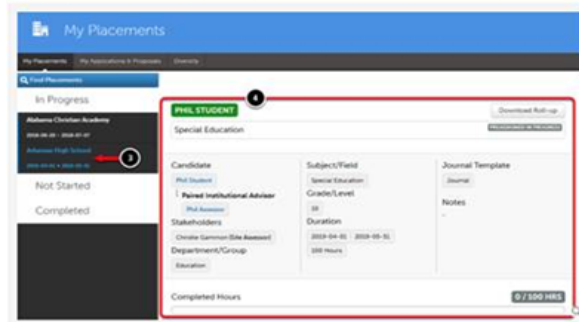
[https://ep.chalkandwire.com/ep2\\_clemson/login.aspx?cus=440](https://ep.chalkandwire.com/ep2_clemson/login.aspx?cus=440) (Links to an external site.) You will need to reset your password.

Once you have logged in, you should select “My Placements” under the Main Menu and select the “Journal Entry” you want to complete. Please note: Anthology calls this a journal entry; however, you only need to enter your hours in your field placement and a brief bulleted list of tasks you’ve completed. You do not need to enter a reflection or a journal entry. Your time log (hours spent in the field) and lists of tasks completed count as your “journal entry”.

**Step 1: Access Placements**



1. Click on the **Main Menu** icon.
2. Select **My Placements**



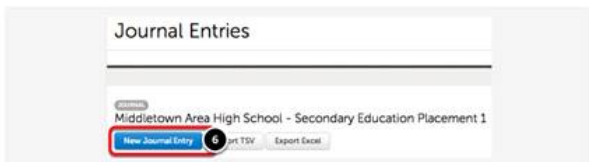
- You will see a list of your Placements on the left side of the screen.
3. Select the placement you wish to work on by clicking it.
  4. You can view an overview of the placement details at the right of this screen.

**Step 2: Complete Journal Entries Associated with the Placement**



There may be a journal template associated with your Placement to allow you to track your hours and experiences.

5. To access and add entries, click on the placement's **Name**.



6. Click **New Journal Entry**.

6. Click **New Journal Entry**.



Complete the journal template. Once you have finished, click **Save** at the bottom of the template, followed by **Close** at the top of the template.

**Required Field Placement Forms (20 points/form, 100 points total)**

The following forms must be submitted to the ED 1051 Canvas course prior to beginning the field placement: TB test results, SLED background check, FERPA release form, Prior Disclosures form, Handbook Verification form. You will be given a score of zero for each form you do not submit by the due date. Once forms are received by the field placement office, you can earn your points back. For example, if you submit all but your TB test results by the due date, you will have a score of 80. Once you submit the final form and your TB test results, you will have a score of 100. You will not be allowed to begin your field placement until ALL forms are on file with the field placement office.

**NOTE:** *Students who do not complete a minimum of 10 hours in the field placement, may not pass this course. The following assignments will NOT be graded until the field placement is completed: Connecting to the Field Experience: Group Presentation and the Field Experience Reflection. Students who do not complete the field placement will earn zeros on these assignments.*

**Verification of Exposure to South Carolina Standards (20 possible points)**

During the last three weeks of the course, students must initial each assurance statement. Links to resources are provided under each assurance statement. Late assignments will result in a 10-point deduction per day late.

You can copy/paste the below statements, with your initials, directly into Anthology (via Canvas) or you can print, initial, scan, save as a PDF, and upload the statements with your initials.

1. I provide assurance that I have been exposed to and have emerging knowledge of Professional Dispositions for Teaching. See **Disposition Survey questions, SCTS Professionalism Domain, SC Code of Conduct**

Student Initials: \_\_\_\_\_

2. I provide assurance that I have been exposed to and have emerging knowledge of **Expanded ADEPT standards.**

<https://ed.sc.gov/educators/educator-effectiveness/south-carolina-teaching-standards-4-0/>

<https://www.ed.sc.gov/educators/educator-effectiveness/measuring-student-growth/slo/>

Student Initials: \_\_\_\_\_

3. I provide assurance that I have been exposed to and have emerging knowledge of **Education and Economic Development Act standards.**

<https://ed.sc.gov/instruction/career-and-technical-education/education-and-economic-development-act-eda/>

Student Initials: \_\_\_\_\_

4. I provide assurance that I have been exposed to and have emerging knowledge of **South Carolina Teaching Standards.**

<https://ed.sc.gov/instruction/standards/>

Student Initials: \_\_\_\_\_

This assignment will be scored using the following scale.

<b>20 points:</b> Excellent	The student initials each assurance statement, acknowledging exposure to each of the topics.
<b>0 points:</b> Poor	The student does not initial each assurance statement.

### South Carolina Assurances Form (50 possible points)

During the last three weeks of the course, students should respond to each of the four prompts found below. Each response should be 1-2 paragraphs in length, 12 font, Times New Roman, single or double-spaced. Responses should be submitted as a PDF to Anthology (via Canvas) by the assigned due date. Late assignments will be deducted 10 points per day late.

1. What aspects of this course have helped you determine if a **career** in the field of education is the best choice for you?
2. What course information helped you gain an awareness of the **diverse, multicultural classroom** in which you must be prepared to teach?
3. What have you learned about applying standards and practices of **professional conduct** in teaching?
4. In what ways did you engage in **reflective practices** based on course content and field experiences?

Students' responses will be scored using the following rubric.

	<b>Exemplary (11-12.5)</b>	<b>Proficient (8-10)</b>	<b>Approaching Proficient (4-7)</b>	<b>Unsatisfactory (0-3)</b>	<b>Total</b>
<b>Career reflection (#1)</b>	Student's response to the question is thoroughly addressed; reflection is complete and clear	Student responds to the prompt; includes a superficial reflection	Student does not respond completely to the prompt and reflection is superficial	Student does not respond to the prompt	/12.5
<b>Diverse, Multicultural Classroom reflection (#2)</b>	Student's response to the question is thoroughly addressed; reflection is complete and clear	Student responds to the prompt; includes a superficial reflection	Student does not respond completely to the prompt and reflection is superficial	Student does not respond to the prompt	/12.5
<b>Professional Conduct reflection (#3)</b>	Student's response to the question is thoroughly addressed; reflection is complete and clear	Student responds to the prompt; includes a superficial reflection	Student does not respond completely to the prompt and reflection is superficial	Student does not respond to the prompt	/12.5
<b>Reflective Practices reflection (#4)</b>	Student's response to the question is thoroughly addressed; reflection is complete and clear	Student responds to the prompt; includes a superficial reflection	Student does not respond completely to the prompt and reflection is superficial	Student does not respond to the prompt	/12.5

### **Connecting to the Field Experience: Group Presentation (200 points)**

You will be assigned to work with 2-4 other people on a final group presentation. The final group presentation is an oral presentation. The presentation should include visuals (PowerPoint, Prezi, other) that illustrate all group members' reflections on the field experience as related to topics addressed in class, and on each group member's Teaching Statement and mini goals (commonalities, differences, progress made, etc.). Specifically, the presentation should connect SCTS indicators to field experience observations and group members' ideas about teaching/Teaching Statement mini goals. For example, your group might choose to focus on the "Standards and Objectives" indicator by connecting members' learning about the standards and support documents to what you have observed in the field and to your understanding of the standards and the ways in which this is helping one or more group member better realize the "why" discussed in the Teaching Statement.

Each group member is responsible for ensuring parts of their narrative from their Teaching Statement and/or Field Experience Reflection is included. Ties to course topics must be clear. Group presentations should last no more than 10 minutes. *Each group member should upload the group presentation to Canvas by the assigned due date.* Each group member must submit the presentation to Canvas. There will be a 20-point deduction per day for late assignments. This point deduction will apply to all group members.

**NOTE:** *Students who do not complete a minimum of 10 hours in the field placement, may not pass this course. The following assignments will NOT be graded until the field placement is completed: Connecting to the Field Experience: Group Presentation and the Field Experience Reflection. Students who do not complete the field placement will earn zeros on these assignments.*

<b>Criteria</b>	<b>Exemplary (31-40 points)</b>	<b>Proficient (21 - 30 points)</b>	<b>Approaching Proficient (11 - 20 points)</b>	<b>Unsatisfactory (0 - 10 points)</b>	<b>Total</b>
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<b>Field experiences connected SCTS indicators</b>	Content demonstrates a clear understanding of SCTS as related to field experiences of all group members.	Content demonstrates some understanding of SCTS as related to field experiences of group members.	Content demonstrates little understanding of SCTS as related to field experiences.	Content shows no connection to SCTS indicators	/40
<b>Field Experiences Connected to mini goals</b>	Content clearly demonstrates the group's reflection upon field experiences as related to mini goals of all group members.	Content demonstrates the group's reflection upon field experiences as related to mini goals.	Content demonstrates little reflection upon field experiences as related to mini goals.	Content shows no connection to mini goals	/40
<b>Organization</b>	Presentation is well organized and flows smoothly. Details are in logical order.	Presentation is organized. Details are in logical order.	Presentation shows little organization with details not logically ordered.	Presentation is disorganized and difficult to follow.	/40
<b>Visual presentation</b>	Visual presentation is well designed, aesthetically pleasing with appropriate use of white space, and minimal text. Free from errors (grammar, punctuation, spelling, etc.).	Visual presentation is aesthetically pleasing with appropriate use of white space and some errors (grammar, punctuation, spelling, etc.).	Visual presentation does not appropriately use white space. Significant errors (grammar, punctuation, spelling, etc.) are found in the presentation.	Visual presentation is not present.	/40
<b>Oral Presentation</b>	Highly effective delivery of a well-polished oral presentation within the time limit (10 minutes total). All group members presented equally. Preparation was strongly evident.	Effective delivery within the time limit (10 minutes total). All group members presented equally. Preparation was evident.	Presentation did not meet the time limit for the group to present (10 minutes total). Some group members presented. Little preparation was evident.	There was no oral presentation.	/40

### Field Experience Reflection (100 points)

Throughout the semester, we have discussed the South Carolina Teaching Standards (SCTS) rubric. You will have numerous opportunities to learn about these standards during subsequent field experiences and your career. This assignment is designed to help you think more critically about 4 indicators included in the SCTS rubric. This will be a two-part reflection.

1. Select two indicators from the **Instruction** domain. These indicators should represent an area your cooperating teacher **excels in** (score of 3 or 4). You will NOT assign a score; rather, you will focus on how your observations aligned to the rubric. (NOTE: you should not be critical of your cooperating teacher, especially given your limited observations of the teacher and your limited teaching experience). If you have not had ample time to observe your cooperating teacher, select indicators that you believe represent your own strengths and areas of growth.
2. Select two indicators from the **Environment** domain. These indicators should represent an area your cooperating teacher **excels in** (score of 3 or 4). You will NOT assign a score; rather, you will focus on how your observations aligned to the rubric. (NOTE: you should not be critical of your cooperating teacher, especially given your limited

observations of the teacher and your own limited teaching experience.) If you have not had ample time to observe your cooperating teacher, select indicators you believe represent your own strengths and areas of growth.

You should discuss why you chose the specific indicators and provide detailed explanations about your observations/thoughts about your own strengths. You should reference notes you have taken during your observations and/or conversations with your cooperating teacher to inform your explanation, providing specific examples of what you observed (behaviors), NOT opinions of what happened in the classroom.

You should connect your field placement observations and reflections to your Teaching Statement and the mini goals you included in your Teaching Statement. In what ways have your observations and your reflection on the four SCTS indicators helped you make progress toward your mini goals? In addition, you should discuss your major takeaways from your field experiences and the reflection you provided, as related to the four SCTS indicators and your progress towards addressing your mini goals.

Your reflection must be a minimum of 3-4 pages in length, double-spaced, using typed, 12-point, Times New Roman font. This assignment must be uploaded as a PDF to Canvas by the assigned due date. Late assignments will result in a 20-point deduction per day.

**NOTE:** *Students who do not complete a minimum of 10 hours in the field placement, may not pass this course. The following assignments will NOT be graded until the field placement is completed: Connecting to the Field Experience: Group Presentation and the Field Experience Reflection. Students who do not complete the field placement will earn zeros on these assignments.*

	<b>Exemplary (20- 25)</b>	<b>Proficient (13-19)</b>	<b>Approaching Proficient (6-12)</b>	<b>Unsatisfactory (0-5)</b>	<b>Total</b>
<b>Connection to Teaching Statement</b>	There is a clear connection between the Teaching Statement, mini-goals, and field placement observations/ experiences; major take-aways from the field placement are identified and discussed and are connected to the four SCTS indicators selected	There is a clear connection between the Teaching Statement, mini-goals, and field placement observations/ experiences; major take-aways from the field placement are shared but not discussed in detail and/or may not connect to the four SCTS indicators selected	The connection between the Teaching Statement, mini-goals, and field placement observations/ experiences is not clear; major take-aways from the field placement are shared but not discussed in detail and/or may not connect to the four SCTS indicators selected	There is no connection to the Teaching Statement, mini-goals, or field placement observations/ experiences; major take-aways are not identified, are not discussed in detail, and do not connect to the four SCTS indicators selected	/25
<b>Instruction Domain reflection</b>	Two indicators are selected and the connection to observations is detailed, clear, complete and focuses on areas of strength and growth; notes and specific examples are referenced; scores are	Two indicators are selected and the connection to observations is detailed, clear, complete and focuses on areas of strength and growth; scores are not assigned but a	Two indicators are selected but the connection to observations is not detailed, clear, or complete; a connection to areas of strength and growth may not be fully developed; a connection to rubric	Two indicators are not selected; the connection to observations is not detailed, clear, or complete; there is a lack of a connection to areas of strength and/or growth; scores may be assigned and/or	/25

	not assigned but a connection to rubric descriptors is clear	connection to rubric descriptors is clear	descriptors may not be clear	the connection to rubric descriptors is not clear	
<b>Environment Domain reflection</b>	Two indicators are selected and the connection to observations is detailed, clear, complete and focuses on areas of strength and growth; notes and specific examples are referenced; scores are not assigned but a connection to rubric descriptors is clear	Two indicators are selected and the connection to observations is detailed, clear, complete and focuses on areas of strength and growth; scores are not assigned but a connection to rubric descriptors is clear	Two indicators are selected but the connection to observations is not detailed, clear, or complete; a connection to areas of strength and growth may not be fully developed; a connection to rubric descriptors may not be clear	Two indicators are not selected; the connection to observations is not detailed, clear, or complete; there is a lack of a connection to areas of strength and/or growth; scores may be assigned and/or the connection to rubric descriptors is not clear	/25
<b>Structure</b>	Reflection is at least 3-4 fully developed pages, typed, 12-point font, or double spaced; free or almost free of spelling, grammar and writing errors	Reflection is at least 3-4 fully developed pages but may not be typed, 12-point font, or double spaced; some grammar, spelling or writing errors are present but these do not distract from the meaning	Part of the reflection is unclear or not fully developed; has many grammar, spelling or writing errors distract from the meaning	Reflection is not clear or fully developed, is not typed, 12-point font, or double spaced; Multiple writing errors obscure the meaning and make the paper difficult to read.	/25

### Course Readings: Reference List

- Connors, C. B. (2021). Summative and formative assessments: An educational polarity. *Kappa Delta Pi Record*, 57(2), 70-74. 10.1080/00228958.2021.1890441
- Delpit, L. (2006). Lessons from teachers. *Journal of Teacher Education*, 57(3), 220-231. DOI: 10.1177/0022487105285966
- Seabolt, S. (2018). Capitalizing on funds of knowledge to support family engagement. *Kappa Delta Pi Record*, 54(3), 130-134. 10.1080/00228958.2018.1481660
- Tienken, C. H. (2018). Accountability for learning. *Kappa Delta Pi Record*, 54(2), 56-59. 10.1080/00228958.2018.1443645
- Tienken, C. H. (2020). Democratic education: What would Dewey say? *Kappa Delta Pi Record*, 56(1), 35-41. DOI: 10.1080/00228958.2020.1696093
- Westheimer, J. (2020). Can education transform the world? *Kappa Delta Pi Record*, 56(1), 6-12. 10.1080/00228958.2020.1696085