

Experiencing Education
ED 4380: 2019-2020
2 Credit Hours

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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.

Accessibility: 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 professor 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, 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 receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors 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 here: <http://www.clemson.edu/camus-life/campus-servicesds/>.

College of Education Commitment to Diversity: The College of Education is committed to providing all candidates with purposeful, challenging, and diverse experiences. It is through a range of diverse, carefully constructed, and challenging classroom-based instruction and field-based experiences that candidates will recognize the inherent dignity and value of all individuals, promote equity in education, and advocate on behalf of children, families, and communities.

Academic Integrity Policy: “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.”

Accommodations for Students with Disabilities: Student Disability Services coordinates the provision of reasonable accommodations for students with physical, emotional, or learning disabilities. Accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students are encouraged to consult with the Disability Services staff early in the semester, preferably prior to the first day of class.

Current documentation of a specific disability from a licensed professional is needed. Additional information or appointments are available from Student Disability Services, G-23 Redfern Health Center, 656-6848. Details on policies and procedures are available at www.clemson.edu/ads.

If you have a documented disability that requires accommodation, you must notify the professor in writing during the first week of classes. “It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation.”

Emergency Guidelines from Clemson University Police Department: All students and employees should be familiar with the following guidelines. For additional information about safety see <http://www.clemson.edu/cusafety/preparedness/>.

Evacuation:

- When evacuating buildings, do not use elevators as they may lose power, stranding riders.
- Familiarize yourself with the locations of stairwells and exits.
- Individuals needing assistance evacuating should move to a stairwell away from the hazard, dial 911, and provide the Dispatcher with their exact location and what they need regarding evacuation.
- When evacuating follow the instructions provided by Public Safety personnel to reach a safe place.
- To seek “Tornado Safer Places,” get to the lowest level of the building time allows, stay away from areas with windows and glass, and put as many walls as you can between yourself and the outside. In public buildings, bathrooms typically have an additional wall.

Active Shooter:

- Always call 911 as soon as you possibly can.
- Run away from the area, if it is safe to do so, time allows and the gunman is not nearby.
- Hide if the gunman is too close to your location. Find a safer place, lock and barricade doors, turn lights out and cell phones off or to vibrate.
- Fight. As a last resort, resolve to fight the intruder with everything you have at your disposal.

A short video prepared and presented by the Department of Homeland Security can be found at the following link: [dhs.gov/video/options-consideration-active-shooter-preparedness-video](https://www.dhs.gov/video/options-consideration-active-shooter-preparedness-video).

Title IX: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of 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 policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 110 Holtzendorff Hall, 864.656.3184 (voice) or 864.656.0899 (TDD).

Course description: This course is a study of the history, development, organization, and practices of preschool, elementary, and secondary education. It is partially funded through Education Improvement Act initiatives and operates under an agreement between the school site and the Center for Educator Recruitment, Retention, & Advancement (CERRA) located in Rock Hill, South Carolina. For a minimum of **20 visits/ hours**, students assist teachers, observe, and tutor students in public schools.

Standards addressed: All standards of the Teacher Cadet Curriculum, Experiencing Education, Eleventh Edition are addressed in this course.

Course rationale: To orient and introduce students to the field of education.

Required Text:

Course Text: Experiencing Education: Teacher Cadet Student Guide
Curriculum Resources: Experiencing Education (11th ed.); SAY, MAY, FLAY curricula; various novels and films related to the teaching profession
Suggested Notebook: 1.5” binder with clear plastic insert cover

Instructional strategies employed: Lecture, group work, class discussion.

Laboratory and/or field experience: Observation, Tutoring, Teaching and Classroom assistance in public schools. Students are required to complete a minimum of **20 visits/ hours** field experience in a public school.

Technology required: Computer: Microsoft Word.

Attendance and make-up policy: Attendance is mandatory. Unexcused absences will result in a failing grade or being dropped from the course. An absence may be excused with a valid, written medical or school excuse. The student has one week to make-up any assignments missed due to an excused absence. **Late assignments will be penalized three (3) points per day late.**

Special note on course credit transfer: This course will count as three credit hours of elective credit at Clemson University. This course **may or may not** transfer as university credit to other institutions of higher education.

Course Objectives:

1. Identify characteristics of self as a learner (e.g., learning styles, multiple intelligences).
2. Explain the concept of self-esteem regarding the learner.
3. Identify and explain the stages of human growth and development.
4. Identify the components of effective groups.
5. Recognize barriers to learning and develop methods of dealing with these problems effectively.
6. Distinguish between effective and ineffective teaching.
7. Explain and demonstrate the process of teaching.
8. Identify and utilize various methods of instruction.
9. Participate in an extended field experience assisting a teacher with individual tutoring, group monitoring, tutoring, and whole class instruction.
10. Research the history and development of education in the public schools.
11. Distinguish between various alternatives to public education—private and home schools, etc.
12. Explain the structure/organization of a school and a school district.
13. Research on the Internet and debate in various educational issues.
14. Explain how individuals and schools react to and handle the need for change.
15. Develop one’s own vision of the transformation of education.

Assessment strategies: Attendance (class & field placement); successful completion of Being a Teacher Hollywood Style, South Carolina Assurances Form, Dispositions Survey, Verification of Exposure to South Carolina Standards, and Teacher Cadet Portfolio; additional assignments as determined by the Teacher Cadet Instructor.

Evaluation: To receive a grade of “C” or higher for this class you must complete **ALL** assignments (field and classroom) and earn a total of **1,050** points or more on the assignments below.

Assignment Name	Points Possible
Being a Teacher Hollywood Style	200
South Carolina Standards Assurances Form	100
Verification of Exposure to South Carolina Standards	100
Dispositions Survey	100
Teacher Cadet Portfolio	1,000

Grading policy: This class is graded with a point scale to determine grades A, B, C, D and F. Grade points will be determined from student performance on required assignments. The grading scale for the portfolio is shown below.

Evaluation	Final Grade
1350-1500	A (90%-100%)
1200-1349	B (80%-89%)
1050-1199	C (70%-79%)
900-1049	D (60%-69%)
899 and below	F (0%-59%)

Topics/units: See Teacher Cadet Curriculum, Experiencing Education, Eleventh Edition

Attendance

Attendance is **MANDATORY**. If you miss a class, it is your responsibility to meet with your instructor to receive a make-up assignment.

Field Assignments and Responsibilities

A minimum of **20 visits/hours** spent at your assigned school assisting, tutoring, teaching and/or observing is required. If the school is not in session on a day that you go, it is your responsibility to make up the missed time.

You are only to go to the school assigned by your teacher cadet instructor.

School visits begin the week designated by your Teacher Cadet Instructor.

If you are ill and cannot make it to your school, you **MUST** call the school and leave a message with the contact person. It is your responsibility to make up the missed time. Remember these young people are counting on you!

Class Schedule

To be Published by your Teacher Cadet Instructor

Being a Teacher Hollywood Style (200 possible points)

This activity can be found in Chapter 6 of Experiencing Education (11th edition, pages 259-265).

The rubric found on page 256 of Experiencing Education, 11th edition, should be used to score this assignment. Students score should be multiplied by 40 (x40) to arrive at the total point value for this assignment (50 total possible points).

South Carolina Assurances Form (100 possible points)

During the last three weeks of the Teacher Cadet course, students should respond to each of the four prompts found below.

1. Did you gain information that will enable you to determine if a career in the field of education is the best choice for you?
2. Did you gain an awareness of the diverse, multicultural classroom in which you must be prepared to teach?
3. Did you learn about and apply standards and practices of professional conduct in teaching?
4. Did you engage in reflective practices based on course content and field experiences?

Responses should be scored using the following scale.

50 points-Excellent	Student responds to each prompt is thoroughly addressed; reflections are complete and clear
40 points-Good	Student responds to each prompt; most responses include reflections that are complete
30 points-Average	Student does not respond to each prompt and/or reflections are not complete
20 points-Poor	Student does not respond to each prompt and reflections that are provided are not complete
10 points or fewer-Unsatisfactory	Student does not complete the assignment

Dispositions Survey (100 possible points)

During the last three weeks of the Teacher Cadet course, all students must complete the College of Education’s Disposition survey. The Teacher Cadet instructor will be sent a link to the survey from the College Partner. The College Partner can verify students who complete the Disposition Survey.

This assignment should be scored using the following scale.

50 points-Excellent	The student completes the disposition survey.
0 points-Poor	The student does not complete the disposition survey.

Verification of Exposure to South Carolina Standards (100 possible points)

During the last three weeks of the Teacher Cadet course, students must initial each assurance statement. Links to resources are provided under each assurance statement.

1. As a student in the first Teacher Cadet course, I provide assurance that I have been exposed to and have emerging knowledge of **Professional Dispositions for Teaching**.
See Disposition Survey questions.

Student Initials: _____

2. As a student in the first Teacher Cadet course, I provide assurance that I have been exposed to and have emerging knowledge of **Expanded ADEPT standards**.
[https://ed.sc.gov/scdoe/assets/File/educators/teacher-evaluations/9297-1%20South%20Carolina%20QA%20FINAL%20V2%2010-3-16%20\(2\).pdf](https://ed.sc.gov/scdoe/assets/File/educators/teacher-evaluations/9297-1%20South%20Carolina%20QA%20FINAL%20V2%2010-3-16%20(2).pdf)

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

Student Initials: _____

3. As a student in the first Teacher Cadet course, I provide assurance that I have been exposed to and have emerging knowledge of **Education and Economic Development Act standards**.
<https://ed.sc.gov/scdoe/assets/File/educators/educator-preparation/educator-units/PerformancebasedStandards.pdf>

Student Initials: _____

4. As a student in the first Teacher Cadet course, I provide assurance that I have been exposed to and have emerging knowledge of **South Carolina Teaching Standards**.
https://ed.sc.gov/scdoe/assets/File/educators/teacher-evaluations/SC%204_0%20Rubric%20Printable%20FINAL.pdf

Student Initials: _____

This assignment should be scored using the following scale.

50 points-Excellent	The student initials each assurance statement, acknowledging exposure to each of the topics.
0 points-Poor	The student does not initial each assurance statement.

Teacher Cadet Portfolio (1,000 possible points)

This assignment must be typed with the exception of the lesson plans and the room drawing; use a standard 12 point font. Parts of the lesson plan and the room drawing may be neatly written in blue or black ink; do not write on the back of these documents. Turn in everything in a file folder (folder provided by your instructor).

Essay Section—600 points

Everyone writes essays 1, 2, 3, 4, and 7. Choose either 5 or 6. Word limit—200 word minimum.

1. Environment essay: What is the room like? Concentrate on physical description and from that infer or conclude how the physical surroundings impact the mood/attitude of students. Include a floor plan drawing.
2. Class profile: Describe the students. Male? Female? Minority? Disabilities? Economic status? Academic level? Hyperactive? English Language Learners? Provide a detailed description of the class; make the class come to life. Include a seating chart. You may want to profile a few students in detail, who had a positive or negative impact on you with their behavior or classroom performance. Include your ideas for working with these students.
3. Teacher profile: Describe your teacher. Make me see him/her. Concentrate on teaching methods. How does your teacher engage the students in learning and manage classroom behavior?
4. School profile: Overall description of your school. Include population and facilities. May use information from the district or school web pages. If possible, interview your principal; this demonstrates that you are willing to go the extra mile to turn in an excellent essay.
5. Worst experience during your field experience.
6. Best experience during your field experience.
7. Overall summary of your field experience: Include what you learned and give me suggestions for future teacher cadets. How has the experience changed or affected you, your attitudes, ideas, etc. Have your attitudes about teachers and teaching changed as a result of this experience? If so, how have they changed? Did you have any preconceived notions about students, teachers and teaching that were challenged during this experience?

All essays will be graded on the following:

1. essay structure: 10 points (clear, concise, logically sequenced)
2. grammar: 10 points (few or no grammatical errors)
3. spelling: 10 points (few or no spelling errors)
4. punctuation: 10 points (few or no punctuation errors)
5. conclusion(s): 10 points (logically and clearly stated)
6. content:
 - 50 points for excellent (essay thoroughly addresses all content requirements)
 - 45 points for good (essay thoroughly addresses most content requirements)
 - 40 points for average (essay addresses some content requirements)
 - 35 points for poor (essay addresses few content requirements)
 - 34 points or fewer for unsatisfactory (essay addresses no content requirements)

Daily Journal Section—100 points

You must provide reactions, inferences, conclusions, and impressions in your daily journals to get full credit. You must write at least **20 journals**. You may do more to earn extra credit points. **This assignment is due to your Teacher Cadet instructor as you check in each day after the first day of your field experience.** Put your name, the date, your teacher's name in the upper left hand corner. In each journal entry cover what was being taught, what the teacher did, what the students did, what you did, your reactions, impressions, conclusions, and other inferences. You may use some of these journal entries as rough draft material for your essays.

Documentation Section—200 points

You must include a minimum of two lesson plans. Include the one your Teacher Cadet instructor observes you teach. Include a self-evaluation of the observed lesson as well. Your instructor will give you a form to follow for the self-evaluation. Also, include any evidence of work you have done for your class. Evidence may include tests, worksheets, study guides, sketches or photos of a bulletin board, pictures, etc. If you hand it out, there should be a copy of it in this section. Many students have had their class fill out a survey. This survey also helps you to get to know your students. Your teacher may even let you interview each student individually.

Philosophy of Education essay—100 points

This essay should reflect your personal beliefs about what should be emphasized and valued by good teachers and what teachers should do to enable all students to learn. Use the **Teaching Priority Checklist** in the handouts for this syllabus to guide you in the crafting of this essay. Select at least one item from each category on the checklist. The Philosophy of Education essay must have a minimum of 200 words.

Teaching Priority Checklist

Directions: All the following are GOOD things. But check only those statements that best reflect YOUR teaching values and emphasis.

Learning Objectives:

- Students should learn to solve problems.
- Students should think creatively.
- Students should apply theory.
- Students should learn to be skeptical.
- Students should become life-long learners.
- Students should become activists.
- Students should analyze, synthesize, and justify their opinions.
- Students should be critical thinkers.
- Students should be aware of current events.
- Students should improve their oral communication skills.
- Students should improve their ability to communicate through writing.
- Students should tolerate differing attitudes and values.
- Students should develop professional ethics.
- Students should grow emotionally as well as cognitively.
- Students should do service activities.
- Students should appreciate diversity.
- Students need to be shown HOW to learn as well as WHAT to learn.

Teaching Strategies:

- Class should begin with an introduction that sets the stage.
- Teachers should make learning occur during class time.
- Teachers should ask the students questions.
- Teachers should make the class enjoyable.
- Students should be active during the class period.
- Students need to practice a skill in class before doing outside work.
- Students should feel that they can ask questions for clarification.
- Different things motivate different students.
- Students should be given an outline or incomplete notes of the lecture.

- Students should be told the objectives of the lesson.
- Teacher should use cooperative learning or small group work.
- Teachers should use a variety of teaching techniques.
- Teachers should make use of the latest technology.
- Teachers should be enthusiastic about the content.
- Teachers should vary presentation style.
- Teachers should use examples that are meaningful for the students.
- Teachers should communicate the relevance of the content.
- Shared decision-making is critical to the learning process.
- Students are individuals, and they learn in different ways.
- Teachers should encourage study groups.

Student-Teacher Interaction:

- Teachers should be available outside the classroom.
- Teachers need to motivate their students.
- Students need to feel important and respected.
- Students are responsible for seeking the teacher's assistance when needed.
- Teachers should encourage values-clarification.

Assessment:

- Teachers should identify what students already know before teaching.
- Teachers should get daily feedback about what is being understood and what isn't.
- Teachers should use a variety of student assessment methods.
- Teachers should expect excellence from their students.
- Teachers should orchestrate student success to stimulate further success.
- Students need timely feedback on exams and assignments.

Teacher Professionalism:

___ Teachers should seek personal growth and renewal in their teaching.

___ Teachers should be advocates for their students.

___ Teachers should exhibit professional demeanor and behavior.

Record of Field Experience

ED 4380 Student Name: _____

Field Experience School: _____

*You must complete a minimum of **20 visits/hours** spent at your assigned school assisting, tutoring, teaching and/or observing.*

Session	Date	Beginning Time	Ending Time	Teacher Signature
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

I certify that the above visits have been completed as shown.

Signature of Ed 4380 Student _____ Date _____

Signature of Cooperating Teacher _____ Date _____

Ed 4380 Field Experience Reminders

Remember to take:

A positive and professional attitude
An appreciation for their time
A smile
Contact person's name
Directions to the school & telephone number
Paper & pen/pencil

Don't be late or absent:

If there is an emergency, contact the school to notify them and arrange another meeting time.

If you ride with someone:

Call ahead of time to schedule a meeting place and time
Be on time
Offer to help with gas money

Most of all: Have fun and enjoy the experience!!

Tutoring Methods

There is no best method of tutoring. Whatever works, is best for the student and it is important to know that each student's learning style is different. This will require a lot of creative energies on your part.

The best place to start is covering material that the students enjoys and does well. This will build their confidence before tackling the more difficult items. It may be difficult to determine this initially because some students are non-verbal. You will need to watch for signs of interest. This is where the parent and the teacher can be most helpful.

Learning can be a slow process. Be realistic about what your expectations are for yourself and the student. Keep your goals simple and realistic.

The following is a list of suggestions that may be helpful. There isn't a set pattern with which the suggestions should be used. Ultimately you will establish your own way of encouraging academic growth.

- Start by telling the student something about yourself, your family, your hobbies and interests.
- Try to establish a warm, friendly, and relaxed atmosphere in which communication flows freely.
- Call the student by their name.
- Listen attentively.
- Use good eye contact.
- Sit next to them.
- Share experiences that may stimulate their interest.
- Be sensitive to the feelings and actions of a student who is performing poorly in school.
- Be positive and provide encouragement and support for even the smallest success. Every session should have an element of success.
- Have all materials ready prior to the session.
- Encourage readiness and preparedness with paper, pencils, as well as mentally ready to learn.
- Ensure that each session starts and ends on time.
- Get them to focus on the task at hand.
- Remember students learn best from meaningful experiences. Utilize books, pictures, rocks, coins, shells, etc.
- Create lessons around their interests and limit the amount of material covered.
- Make directions clear and simple.
- Each session should include speaking, reading, and writing.
- Plan time intervals for varied activities during a single session.
- Encourage use of good study habits and organizational skills.
- Encourage questioning.
- Reinforce material by practicing repetition.
- Give the student a chance to answer.
- Try spending the last 5 minutes reviewing the major points of the lessons.
- Review the completed work before the session is over to ensure it is sufficient and correct.