<table>
<thead>
<tr>
<th>Course:</th>
<th>Syllabus for EDEE 416, Curriculum, Instruction, and Assessment: Grades 2-6, Fall 2012, College of Charleston</th>
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</thead>
</table>
| Meeting Time and Place: | Thursdays, North Campus  
Chicora Elementary and North Charleston Elementary |
| Course Schedule: | Course schedule is provided to students. This includes due dates and assignments. |
| Instructors’ Names: | Patricia Schaffer and Molly Young |
| Phone/ Email: | Patricia Schaffer  
Cell: 813-3308  
email: schaffersp@cofc.edu  
Molly Young  
Cell: 327-4955 or Home: 556-4526  
youngmb@cofc.edu |
| Course Prerequisites | EDEE 382 |
| Course Description: | This course provides candidates an opportunity to teach multiple subjects to diverse elementary school learners. Candidates examine the elementary school teacher’s role in establishing and maintaining a positive learning environment in the classroom, and they learn to assess their own performance and that of other teachers using the South Carolina teacher evaluation instrument, ADEPT. |
| Course Materials/Resources: | ADEPT Handbook  
Core Curriculum and SC Curriculum Standards:  
http://www.myschools.com/tracks/Educators/#Curriculum%20Standards  
http://ed.sc.gov/agency/se/Teacher-Effectiveness/Sta...  
Selected articles on poverty and how it relates to literacy and learning.  
3 Ring-Binder Field Notebook and tabs |
| Course Outcomes: | All teacher preparation programs in the School of Education, Health and Human Performance are guided by a commitment to Making the Teaching and Learning Connection.  
Teachers who make the teaching and learning connection:  

- ETC 1--- Understand and value the learner.  
- ETC 2--- Know what and how to teach and assess and to create.  
- ETC 3---Understand themselves as professionals.  

These three elements of teacher competency are at the heart of the School of Education, Health and Human Performance conceptual framework and guide what candidates will learn and how the learning will be assessed. Each course in the early childhood, elementary and middle grades programs provides opportunities for candidates to develop the knowledge, skills and dispositions needed to become an effective teacher.  
Below are specific outcomes for EDEE 416 related to the three elements of teacher competency. Standards are listed in parentheses following each outcome. These refer to standards developed by the School of Education, Health and Human Performance and professional organizations. |
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 and Association for Childhood Education International (NCATE/ACEI) standards define expectations for elementary teachers, and the National Middle School Association (NMSA) standards define expectations for middle grades teachers.

Outcomes related to understanding and valuing the learner (ETC1):

1. Identify individual learning needs and design and implement instruction to meet these needs. (SOE Standards I, II, VI; NAEYC 1a; NCATE/ACEI 1, 3b; NMSA 1.2, 6, 4.7; EEDA 4)

Outcomes related to knowing what and how to teach and assess and how to create an environment in which learning occurs (ETC2):

2. Identify and discuss current research in interdisciplinary inquiry and apply the learning to classroom settings. (SOE Standards I, II, III; NAEYC 4a; NCATE/ACEI 2i; NMSA 2.1, 2.4, 5.1, 5; EEDA 4)

3. Plan activities that integrate content from multiple disciplines. (SOE Standards I, II, III; NAEYC 4b; NCATE/ACEI 2i, 3a; NMSA 2.4, 3.2, 4.2, 4; EEDA 4)

4. Evaluate assessments that evaluate integrated disciplines. (SOE Standards I, III, V; NAEYC 4b, 4c; NCATE/ACEI 3e; NMSA 3.8, 4.4, 5.7; Iste 2)

5. Integrate technology to meet diverse student learning needs. (SOE Standards I, III, V; NAEYC 4b, 4c; NCATE/ACEI 3e; NMSA 3.8, 4.4, 5.7)

6. Identify family or family involvement issues in (SOE Standards V, VII; NAEYC 2a, 2c; NCATE/ACEI 1; NMSA 1.7, 6)

7. Evaluate strategies for organizing classrooms and promoting responsible student engagement in learning. (SOE Standards I, III, V, VII; NAEYC 1c, 4d; NCATE/ACEI 3d; NMSA 5.8)

Outcomes related to understanding self as a professional (ETC3):

8. Use the ADEPT teacher evaluation system as a self reflection and peer assessment tool. (SOE Standards IV, V, VI; NAEYC 3b, 3d; NCATE/ACEI 8a; NMSA 7.8)

9. Speak and write clearly, persuasively, and skillfully (SOE Standard V: NCATE/ACEI 3E; NAEYC 5; NMSA 6.4, 7.1, 3)

10. Examine how the School of Education, Health and Human Performance dispositions of effective teachers and how they are manifested in professional behavior.
<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Teaching Assignment and ADEPT Assessments:</th>
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<tbody>
<tr>
<td></td>
<td>Candidates will teach three lesson rounds of increasing complexity and length that build on one another.</td>
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<td>The ADEPT Observation Form will be used to assess strengths and to identify targets for growth in instruction as it relates to the performance standards and for self-reflection of the lessons.</td>
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<td></td>
<td>The cooperating teacher, peer, and professor will also conduct observations.</td>
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<td>Important points to remember:</td>
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<tr>
<td>• Submitting lesson plans: The lesson plan is due to the co-operating teacher by 6:00 a.m. the Monday before the teaching round on Thursday.</td>
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<td>Make changes in the lesson plan based on feedback received and send a revised lesson plan to the co-op teacher and course instructor as quickly as possible.</td>
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<tr>
<td>• Late lesson plans: Situations may arise and plans are turned in late. Note that the co-op teacher and professor must have time to review the lesson plan and provide feedback so that the candidate can make revisions and meet the submission time deadline.</td>
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<td></td>
<td>For the exceptions...If the original lesson plan has not been turned in by 6:00 a.m. on the Wednesday before it is taught, the candidate will not be approved to teach the lesson.</td>
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<td></td>
<td>Note: These exceptions should be avoided!</td>
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<tr>
<td>• Quality Instruction: It is the instructors’ responsibility to assure that candidates are fully prepared to provide high-quality instruction to students. The instructor does not have the right to allow candidates to teach unprepared. The candidate must be prepared to teach the lesson plan submitted and approved.</td>
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<tr>
<td>• Documentation: The candidate must provide a hard copy of the REVISED lesson plan to the co-op teacher and the observer on the morning the lesson is taught. If the hard copy is not provided the candidate will not be allowed to teach.</td>
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<td>• Reflection: The candidate is required to reflect on the instruction presented to self-evaluate the delivery of instruction. Feedback provided by the co-op teacher, the peer observer, and the professor should be used to make revisions in the lesson plan.</td>
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• **Final Revisions:** Final revisions of the lesson plan are made based on the self-reflection and feedback from observers.

  The final revision of the lesson plan is due to the professor by 6:00 a.m. of the Thursday after the lesson is taught.

  - **How to make final revisions:** Start with the version of the plan taught. Use red and green fonts to indicate changes in the lesson plan. The red font will indicate deletions and the green font will indicate additions. Any other kinds of revisions can be shown with italics.
  - **Final revisions should be added to documentation notebook.**

• **Field Notebook Documentation:** Each lesson plan taught must be in the field notebook with accompanying assessment (ADEPT form) and revised lesson plan for documentation. This is required in the course.

  The Field Notebook serves as a “toolkit” for the teacher candidate. It will contain the lesson plans, revisions, ADEPT forms, and any other items expected by the instructor. (A list of these items will be provided to the teacher candidates at the beginning of the course.)

• **Course Required Assignments:** All assignments should be kept in the Field Notebook in the tabbed sections.

  **Textbook Assignments:** Teacher candidates will read *A Framework for Understanding Poverty* by Dr. Ruby K. Payne and other assigned readings on poverty and the impact it has on learning.

  Candidates are expected to come to class prepared to participate in activities involving content knowledge, analysis, and synthesis of the knowledge of the culture of poverty gained from the readings.

  Question responses on the Ruby Payne book and selected readings are to be handed in by hard copy to the instructor.

  Due dates are found in the course schedule and questions are listed on a separate page. and due dates for answers

  **Family Involvement Fact Sheet:** The teacher candidate will prepare a family fact sheet using essential information and references related to a relevant issue for families of the children in the candidate’s assigned school.

  (The attached rubric clarifies scoring and expectation for the Fact Sheet.)
<table>
<thead>
<tr>
<th>Scoring for Assignments:</th>
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<tbody>
<tr>
<td><strong>Readings (5)</strong></td>
<td></td>
</tr>
<tr>
<td>10 points each</td>
<td>50 points Total</td>
</tr>
<tr>
<td><strong>Class Schedule</strong></td>
<td>15 points Total</td>
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<tr>
<td><strong>Reflections</strong></td>
<td>15 points Total</td>
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<tr>
<td><strong>Formal Observation</strong></td>
<td>20 points Total</td>
</tr>
<tr>
<td><strong>Lessons (3 rounds)</strong></td>
<td></td>
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<tr>
<td>Lesson Plan</td>
<td>10 points</td>
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<tr>
<td>ADEPT</td>
<td>10 points</td>
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<tr>
<td>Reflection</td>
<td>10 points</td>
</tr>
<tr>
<td>Revised Lesson Plan</td>
<td>10 points</td>
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<tr>
<td><strong>Notebook Format</strong></td>
<td>10 points Total</td>
</tr>
<tr>
<td><strong>Final Reflection of Teaching</strong></td>
<td>20 points Total</td>
</tr>
<tr>
<td><strong>Exam Project</strong></td>
<td>50 points Total</td>
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<tr>
<td>(Family Fact Sheet and Presentation)</td>
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<tr>
<td><strong>Course</strong></td>
<td>300 points Total</td>
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<tr>
<th>Grading Scale:</th>
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<tbody>
<tr>
<td><strong>A</strong></td>
<td>(93-100%)</td>
</tr>
<tr>
<td><strong>A-</strong></td>
<td>(91-92%)</td>
</tr>
<tr>
<td><strong>B+</strong></td>
<td>(89-90%)</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>(86-88%)</td>
</tr>
<tr>
<td><strong>B-</strong></td>
<td>(84-85%)</td>
</tr>
<tr>
<td><strong>C+</strong></td>
<td>(82-83%)</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>(79-81%)</td>
</tr>
<tr>
<td><strong>C-</strong></td>
<td>(77-78%)</td>
</tr>
<tr>
<td><strong>D+</strong></td>
<td>(75-76%)</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>(72-74%)</td>
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<tr>
<td><strong>F</strong></td>
<td>(0-69%)</td>
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<tr>
<th>Attendance Policy:</th>
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**Attendance at class meetings and field placements are required.** Students are responsible for all content and assignments for each class. Missing field placement hour reflect badly not only on the candidate, but on the College of Charleston.

1. More than two (2) absences (i.e., one absence from a college session and one from a field session) will result in WA/F.
2. Three tardies (i.e. arrival between 8:00 and 8:10 AM equals one absence.
3. Arrival after 8:10 AM equals an absence.
4. Leaving before 10:45 AM equals an absence.
5. If you miss one field session and have provided acceptable written documentation, the candidate is required to make up the session on one of the designated make up days. This session must be arranged with the college supervisor and the cooperating teacher. Since attendance is critical in field placements, the candidate cannot get above a C in this course if every effort is not made to make up a missed field session.
6. Notify the cooperating teacher, the college supervisor and the school about an absence or tardiness before 7:30 a.m. Failure to notify the teacher and/or the college supervisor in advance if you are going to be absent for a field session will be result in low ratings on at least three dispositions and will reflect poorly on professionalism of the teacher candidate.
### Professional Dispositions:

Demonstration of SOE Dispositions and how they are expressed in this course:

- belief that all students can learn (attitudes expressed about students and learning)
- value and respect for individual differences (insights drawn from observations)
- value of positive human interactions (participation in class discussions and respectful behavior in schools and classrooms)
- exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas (participation in class discussions; inquisitiveness in field experiences; performance on journals and field studies)
- dedication to inquiry, reflection, and self-assessment (performance on journals and field studies; active participation in class discussions)
- value of collaborative and cooperative work (respectful behavior in field experiences; taking initiative to help students and teachers)
- sensitivity toward community and cultural contexts (insights in journals and field experiences; respectful behavior in schools and classrooms)
- engagement in responsible and ethical practice (performance on journals and field studies; respectful behavior in schools and classrooms)
- development of professional mastery over time (performance over time on all assignments)
- Completion of all assigned readings and projects on time
- Responsibility for all course content (lecture, text, outside reading, handouts, research)
- Responsibility for all missed assignments/notes from someone in class, not the instructor

### Academic Honesty and Integrity

The School of Education, Health and Human Performance dispositions encompass academic honesty and integrity, which are highly regarded in this class and are assessed on several levels.

**Assessment includes:**

- Completion of a Disposition Assessment form at the end of the semester.
- As a student at the College of Charleston students have agreed to uphold the policies outlined in the Student Handbook: A Guide to Civil and Honorable Conduct [ht://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm) both in coursework and as a representative of the College of Charleston in field experiences and clinical internship.
- Violations to the Code of Conduct in the Student Handbook will be reported to the Honor Board.

As EDEE provides coursework toward Bachelor’s degrees and recommends candidates for teacher certification, professors reserve the right to document violations that would impact candidate certification (e.g., attendance problems in field
experiences and clinical practice, professionalism in schools, etc.).

**Important Point to Remember:**
Appropriate dress is expected for the field experience and during clinical internship. Dress expectations will be clarified during the first class of the semester.

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

- Internet (www)
- E-Mail
- Word Processing
- PowerPoint

All computer applications are available in the College of Charleston managed computer labs located in JC Long, the Library, and various other campus locations.

Therefore, if the candidate does not have reliable access to the above computer application he/she should use campus laboratories.

Support and/or tutorials in the computer applications can be arranged by the course instructor.

Note: If you have repeated problems submitting work through email your grade will be lowered.

**Performance Data:**
Performance data will be collected on candidates enrolled in the undergraduate program using rubrics.

Data will be collected from assignments to demonstrate competence.
Note: Data will be reported to accreditation organization in aggregate from only.

**Honor System:**
Candidates are expected to adhere to the “College of Charleston’s Student Handbook: A Guide to Civil and Honorable Conduct”. See [http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm)

**Accommodations:**
If there is a student in this class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services/SNAP (Students Needing Access Parity), please come and discuss this with me during my office hours.