Meeting Time/Place:
Tuesdays; 8:00 – 10:45 AM; School Sites; TBA

Instructor's Name: Reid Adams
Office Hours: Tuesdays 1:00 – 3:00; Wednesdays 1:00 – 4:00
Office Location: Room 329, 86 Wentworth Street
Email: adamsrl@cofc.edu

Course Prerequisites:
EDFS 201

Course Description:
This course provides candidates an opportunity to develop observational skills in three settings: early childhood, elementary, and middle school. Through guided field experience, candidates examine how curriculum, instruction, and the learning context change as children and youth develop.

Course Texts:
Textbooks and Readings:

Field Guide


Early Childhood


Elementary


Middle School

- National Middle School Association (2003). This we believe: Successful schools for young adolescents. Westerville, OH.
- TBA
Websites:
Professional organization websites:
Early childhood = http://www.naeyc.org/;
Elementary = http://www.acei.org/, and
Middle grades = http://www.nmsa.org/.
State Department of Education website:
ADEPT = http://www.scteachers.org/Adept/index.cfm

Course Outcomes: 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 and how your learning will be assessed. Each course in the early childhood, elementary, and middle grades programs provides opportunities for you to develop the knowledge, skills and dispositions needed to become an effective teacher. Below are EDEE 327’s specific outcomes related to the three elements of teacher competency. You will note that standards are listed in parentheses following each outcome. These refer to standards developed by the School of Education 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.

ETC 1-Outcomes related to understanding and valuing the learner:
1. Recognize and describe developmentally appropriate and inappropriate learner behavior (SOE Standard I; NCATE/ACEI 1; NAEYC 1; NMSA 1)
2. Recognize and describe how culture, class, gender, communication patterns, and disability influence all areas of development (SOE Standard I; NCATE/ACEI 1, 3B; NAEYC 1,4; NMSA 1)

ETC 2-Outcomes related to knowing what and how to teach and assess and how to create an environment in which learning occurs:
3. Recognize and describe how curriculum and the learning context change in relation to students’ developmental changes (SOE Standards I & II; NCATE/ACEI 1; NAEYC 1,3; NMSA 3-5)
4. Use systematic observation and reflection as tools to promote student learning (SOE Standard III, VI; NCATE/ACEI 4; NAEYC 3; NMSA 5)
5. Assess the appropriate use of technology in a variety of classrooms (SOE Standard III & V; NCATE/ACEI 3E; NAEYC 5; NMSA 5)
6. Recognize and describe the influence of individual differences among students on the teaching and learning process (SOE Standard I & III; NCATE/ACEI 3B; NAEYC 4; NMSA 1, 3, 5)

ETC 3-Outcomes related to understanding self as a professional:
7. Identify the duties and characteristics of effective early childhood, elementary, and middle grades teachers (SOE dispositions, Standard I-VII; NCATE/ACEI 5; NAEYC 5; NMSA 2,7)
8. Examine how the School of Education dispositions of effective teachers are manifested in professional behavior.
9. Speak and write clearly, persuasively, and skillfully (SOE Standard V: NCATE/ACEI 3E; NAEYC 5; NMSA 7)

Course Requirements: At the end of this course students will be evaluated by the instructor in relationship to the School of Education 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 field studies and papers)
- dedication to inquiry, reflection, and self-assessment (performance on field studies and papers; 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 field studies and papers; respectful behavior in schools and classrooms)
- engagement in responsible and ethical practice (performance on field studies and papers; respectful behavior in schools and classrooms)
- development of professional mastery over time (performance over time on all assignments)

Students are responsible for:
- 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
- Utilization of internet, word processing and email. Computer applications are available in the CofC managed computer labs located in JC Long, Library, and other campus sites. Please consult with instructor to arrange tutoring if you are unfamiliar with any of these applications.

Course Assignments: Reading Guides: For each certification level a reading guide with appropriate questions will be provided. Students are expected to complete the questions by the assignment due date electronically via email attachment and bring a hard copy to the relevant seminar.

Observation Forms: After each observation, you must complete an observation form and respond to 3 reflection questions. Each response should be one paragraph. It
must be submitted electronically by 8:00am the Friday following an observation.

**Certification Level Paper:** Using the paper outline and rubric provided, candidates will synthesize observations and readings into one paper based on their chosen certification level. The paper should be 3-5 pages typed and double spaced. Do not use names of teachers or students in your papers. Papers are due on the date of the final via email attachment and in hard copy.

**Professional Standards Documentation:** Students will select artifacts to illustrate their understanding of the professional standards.

**Poster and Statement of Commitment:** The poster will be a digitally produced visual that clearly illustrates the use of the DECODE model to explain your certification level decision. (More details will be provided in class.)

<table>
<thead>
<tr>
<th>Evaluation Scale</th>
<th>A = 93-100</th>
<th>A- = 91-92</th>
<th>B+ = 89-90</th>
<th>B = 86-88</th>
<th>B- = 84-85</th>
<th>C+ = 82-83</th>
<th>C = 79-81</th>
<th>C- = 77-78</th>
<th>D+ = 75-76</th>
<th>D = 72-74</th>
<th>D- = 70-71</th>
<th>F = 0-69</th>
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</table>

Reading Guides – 4@ 30 points = 120 points  
Observations/reflections – 9 @ 10 points - 90 points  
Certification Level Papers - 1@ 300 points - 300 points  
Poster and Statement of Commitment – 80 points  
590 - Total Possible Points.

All assigned readings and projects must be completed on time. Daily point deductions (- 5 points per day) will occur for late work. Work will not be accepted one week after the assigned due date.

Attendance is vital in this course. If you miss two sessions you will be dropped with a WA. Prompt arrival at all field placements and on campus courses is also extremely important; tardiness is unacceptable. You are expected to be in your classroom at 8:00 AM. If you arrive between 8:00 and 8:10 you are considered tardy. Three tardies are counted as one absence. If you arrive after 8:10 or leave before 10:30 you are considered absent. If you exceed the allowable absences due to extenuating circumstances beyond your control, a panel of education professors from semester I will review the circumstances and make a final decision. If you miss an observation you must make it up.

Absences:
- Go to 67 George Street (white house next to Stern Center) to discuss absences and fill out the appropriate forms.
- Forms are online at:  
  [http://www.cofc.edu/studentaffairs/general_info/absence](http://www.cofc.edu/studentaffairs/general_info/absence) and they also can be faxed to the office at 953-2290.
- You will need documentation for health, personal or emergency situations.
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.).

Technology Expectations: Enrollment in this course requires you utilize the following computer applications: Internet (www), Word processing, Readplease.com

All of the above listed 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 you do not have reliable access to the above computer application you should plan to use the campus computer laboratories. It is expected that you can utilize the above listed computer applications. If you do not know how to use one or more of the above listed, computer applications please consult with the course instructor to arrange tutoring. If you have repeated problems submitting work electronically your grade will be lowered.

Honor Code: Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.
Students can find the complete Honor Code and all related processes in the Student Handbook at [http://www.cofc.edu/generaldocuments/handbook.pdf](http://www.cofc.edu/generaldocuments/handbook.pdf)

Incidents where the instructor determines the student’s actions are clearly related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student will be forwarded to the Dean of Students and placed in the student’s file.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
<th>Location</th>
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<tbody>
<tr>
<td>Aug. 24</td>
<td>Introduction, Syllabus Course assignments</td>
<td>Development of observation and reflection skills.</td>
<td>TBA</td>
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<tr>
<td>Aug. 31</td>
<td>ADEPT teacher evaluation system</td>
<td>Read Posner pp. 1 – 105 Posner Reading Guide Due in class in hardcopy and electronically.</td>
<td>TBA</td>
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<td></td>
<td><strong>Early Childhood Block</strong></td>
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<td>Sept. 7</td>
<td>Early childhood field experience</td>
<td>OR1-Field Observation/Reflection by 9/10, (8 a.m.)</td>
<td>School site</td>
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<td>Sept. 14</td>
<td>Early childhood field experience</td>
<td>OR2-Field Observation/Reflection by 9/17, (8 a.m.)</td>
<td>School site</td>
</tr>
<tr>
<td>Sept. 21</td>
<td>Early childhood field experience</td>
<td>OR3- Field Observation/Reflection by 9/24, (8 a.m.)</td>
<td>School site</td>
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<tr>
<td>Sept. 28</td>
<td>Early Childhood Seminar</td>
<td>Early Childhood Reading Guide Due in Class and Electronically. Responses based on EC readings.</td>
<td>TBA</td>
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<tr>
<td>Oct. 5</td>
<td>Elementary field experience</td>
<td>OR4-Field Observation/Reflection by 10/8, (8 a.m.)</td>
<td>School site</td>
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<td>Oct 12</td>
<td>Fall Break</td>
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<td>Oct. 19</td>
<td>Elementary field experience</td>
<td>OR5- Field Observation/Reflection by 10/22, (8 a.m.)</td>
<td>School site</td>
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<td>Oct. 26</td>
<td>Elementary field experience</td>
<td>OR6-Field Observation/Reflection by 10/29, (8 a.m.)</td>
<td>School site</td>
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<tr>
<td>Nov. 2</td>
<td>Elementary Seminar</td>
<td>Elementary Reading Guide Due in Class and Electronically. Responses based on elementary readings.</td>
<td>TBA</td>
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<tr>
<td>Nov. 9</td>
<td>Middle grades field experience</td>
<td>OR7-Field Observation/Reflection by 11/12, (8 a.m.)</td>
<td>School site</td>
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<td>Nov. 16</td>
<td>Middle grades field experience</td>
<td>OR8-Field Observation/Reflection by 11/19, (8 a.m.)</td>
<td>School site</td>
</tr>
<tr>
<td>Nov. 23</td>
<td>Middle grades field experience</td>
<td>OR9-Field Observation/Reflection by 11/24, (8 a.m.)</td>
<td>School Site</td>
</tr>
<tr>
<td>Nov. 30</td>
<td>Middle Grades Seminar</td>
<td>Middle School Reading Guide Due in Class and Electronically. Responses based on Middle School readings.</td>
<td>TBA</td>
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<td>TBA</td>
<td>Final Certification Level Paper and Final Project Due</td>
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<td>TBA</td>
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