College of Charleston
EDEE 382 Application of Curriculum and Instruction: Grades 2-6
Spring 2013

Meeting Time and Place: Wednesdays 8:00 AM – 10:45
Instructor: Susan Flynn
Office Hours: Tuesday 2:30 to 3:30 p.m., @ silcox, Wednesday 11:00-12:00 @ NC campus, Friday 12-1 p.m. @ office or by appointment
Office Location: Room 229, 86 Wentworth Street
Phone/Email Office: 843-953-0815, Email: flynns@cofc.edu

Course Description: The course provides candidates seeking elementary grades certification an opportunity to observe and teach small groups of students and whole classes. Candidates observe how subject area content is taught and practice planning for, instructing, and assessing elementary grades students.

The course is closely aligned to the EHHP conceptual framework, addressing all three elements of teaching competency with its focus on understanding and valuing upper elementary students (ETC1), knowing what and how to teach and assess and create an environment in which learning occurs for grades 2-6 (ETC2) and understanding self as a professional upper elementary teacher (ETC3).

Course Text/Materials:
Readings will be posted on OAKS
ADEPT overview
http://www.scteachers.org/Adept/evalpdf/ADEPTStandards.pdf
Bring a two pocket, 3-prong folder to be used for your cooperating teacher.
One spiral 5X7 or larger notebook for journal writing.

Course Outcomes: All teacher preparation programs in the School of Education are guided by a commitment to Making the Teaching and Learning Connection. This commitment is summarized in our Elements of Teacher Competency:
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.
3. Understand themselves as professionals.
The ETCs align with standards developed by the Association of Childhood Education International (ACEI), the organization that evaluates our elementary education programs. As indicated below, the course outcomes align with the ETCs and the ACEI standards.
1. Analyze how and why academic content areas are taught in the manner observed in conjunction with ADEPT and South Carolina standards (ETC 2, ACEI 2.1-2.7)
2. Work effectively with the entire class and small groups of students (ETC 2, ACEI 3.1-3.5)
3. Plan for teaching four (4) lessons and develop appropriate assessment. (ETC 2, ACEI 3.1, 4.0)
4. Recognize and describe the role of SC Curriculum Standards in planning, teaching, and assessment. (ETC 2, ACEI 2.1-2.7, 4)
5. Use technology as a planning and teaching tool (ETC 2, ACEI 3.5)
6. Recognize and address the learning needs of diverse students. (ETC 1, ACEI 1.0)

**Course Requirements**

Demonstration of SOE Dispositions and how students express them in this course:

- Belief that all students can learn (attitudes expressed about students and learning)
- Value and respect for individual differences (participation in class discussions and respectful behavior in the classroom)
- Value of positive human interactions (participation in class discussions and engagement in positive interactions in the classroom)
- Exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas (willingness to accept constructive suggestions on teaching)
- Dedication to inquiry, reflection, and self-assessment (support and encouragement of divergent ideas, reflection on teaching)
- Value of collaborative and cooperative work (productive relationship with cooperating teacher)
- Sensitivity toward community and cultural contexts (insights expressed in class discussions and fair treatment of all students in classroom)
- Engagement in responsible and ethical practice (professional behavior in classroom settings)
- Development of professional mastery over time (demonstration of willingness to learn and grow as a teacher)

Students are responsible for:

- Completion of all assigned readings and projects on time
- Responsibility for being prepared to teach three lessons
- Responsibility for arranging to make up missed observation days
- Utilization of internet, word processing, email and OAKS
- Being on time and professionally dressed
- Communicating any problems with professor and cooperating teacher.

**Description of Projects/Assignments and Evaluation Criteria**

**Lesson plans** (4 @ 75 pts) 300 pts:

You will teach four lessons during the field experience. You will develop the lesson plans in conjunction with your methods instructor and cooperating teacher. Email your methods professor (cc your 382 field professor) the lesson plan for approval. **Lesson plans are due in the OAKS drop box in PDF form by Fridays at 5:00 p.m. before you teach.** Once you receive feedback from your methods professor and your field professor make corrections and resubmit your final lesson plan in PDF form, smartboard presentation and LP materials including assessments into the drop box. A hard copy of your final lesson plan is due the day you teach.

- A 15% deduction for lessons not in the OAKS dropbox by Friday’s at 5:00 p.m.
- 5% deduction if a hard copy of your lesson is not provided on the day you teach.

Your cooperating teacher, a classmate, and your college supervisor will each evaluate at least one of your lessons. Include a copy of the ADEPT evaluation form with your lesson plan. **Organize these in your class folder, which is due at the end of the semester.**
Self-Assessment (4 @ 10 points) 40 pts:
It is important that teachers learn to self-assess their teaching performance. In reflecting on your lesson, pay particular attention to the degree to which students were attentive and engaged and demonstrated learning. The lesson reflection is to be typed one page single spaced and turned in as a hard copy. **Due one week following your lesson (to be turned in @ the school in the class folder)** 15% deduction for late reflections.

Journal Reflections (8 @ 5 pts.) 40 pts: Provide a 5X7 or larger lined notebook to use as your journal. Each week you will write a new goal expressing something you strive to do better as a teacher. Provide observation information about your morning at the school and write a reflection to the weekly question. (listed below) The journal entry is a reflection and should be well thought out and reflect what you have learned from the days observation and/or teaching experience.

Philosophy presentation 35 pts: 5-7 minute presentation about yourself and teaching philosophy (Due second class meeting) In addition, the INTRODUCE YOURSELF discussion one on OAKS must be completed to earn all 35 pts. (due by week two) You can use technology (prezi, smartboard, powerpoint, etc) but this is not required. Be creative.

Discussion Readings: (4 @ 15 pts) 60 pts: Topics are related to the readings and classroom experience.

Organized folder 25 pts: Organize neatly a three ring binder with your lessons, assessments, sample of students work, adapt forms, journal entries to be turned in by April 10th.

**POINTS**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Lesson Plans</td>
<td>4 @ 75 pts 300 (60%)</td>
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<tr>
<td>Self-Assessments</td>
<td>4 @ 10 pts 40 (8%)</td>
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<tr>
<td>Journal Reflections</td>
<td>8 @ 5 pt 40 (8%)</td>
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<tr>
<td>Discussion readings</td>
<td>4 @ 15 pts 60 (12%)</td>
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<tr>
<td>Organized folder with lessons and ADEPT forms</td>
<td>25 (5%)</td>
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<tr>
<td>Philosophy presentation</td>
<td>35 (7%)</td>
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<td><strong>TOTAL:</strong></td>
<td><strong>500 (100%)</strong></td>
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**Evaluation Scale:**

- A= 93-100 C = 79-81
- A- = 91-92 C- = 77-78
- B+ = 89-90 D+ = 75-76
- B = 86-88 D = 72-74
- B- = 84-85 D- = 70 - 71
- C+ = 82-83 F = 0-69

Class attendance and punctuality are expected professional behaviors.

**Excessive absences (i.e., more than 15% (5.25 hours/2 classes) may result in receiving a “WA/F.”**
Journal Reflection Questions: Each week write the date, your teaching goal for the week.
Examples: Learn the names of 5 children and something special about them, make an effort to speak with each child in the classroom etc. Each week our goal should be different and as you progress should reflect on strategies you have read in the readings. Writing “to teach your lesson” is not an acceptable goal. Also reflect on how you met that goal.

Write the question below in your journal before you write your reflection. You may type the question and answer then print it and staple in your journal. These reflections are to be done weekly and will be checked each week. Your journal is to be with your lesson on the day you are observed.

January 30th & February 6th: Observations week one and two: Provide at least 5 things you learned about your class, cooperating teacher and/or the school.

Reflection #1 (Feb 13th): Provide what you learned about the characteristics and developmental skills of the children in the classroom and about the class structure, teacher's management strategies, unique lesson ideas and what you gained from being in the classroom observing.

Reflection #2 (February 20th): What strategies and skills do you see your CT using to teach the lesson objectives? What types of evidence do you see used to assess students knowledge of the lesson?

Reflection #3 (February 27th): What have you learned from the classroom observations and your cooperating teacher to help you encourage accomplishment in your students?

Reflection #4 (March 13th): What have you learned from the classroom to help you encourage engagement in your students? Provide details about successful strategies used by your CT or classmate to engage the children.

Reflection #5 (March 20th): What forms of assessment have you seen in the classroom and which ones do you think have been most effective? Explain why you think some are more effective than others.

Reflection #6 (March 27th): What were unexpected challenges? What was your most difficult situation? What strategies were used to transition between subjects.

Reflection #7 (April 3rd): What did you learn about planning? What are your planning strengths and areas to improve.

Reflection #8: What have you and your CT been using to keep students focused and on task? What did you learn about yourself and or your teaching needs?