College of Charleston
EDEE 382 Application of Curriculum and Instruction: Grades 2-6
Spring 2011
Three (3) Credits

Meeting Time and Place: Wednesdays 8:00 AM – 10:45
Instructor: Susan Flynn
Office Hours: Monday 12:30 to 1:30 PM Tuesday 2:30 to 3:30
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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 are the same as for EDEE 374
ADEPT overview
http://www.scteachers.org/Adept/evalpdf/ADEPTStandards.pdf

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.

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 three (3) 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 diverse 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

Assignments

Lesson plans and ADEPT evaluations (3 @ 50 pts)  Points 150
You will teach three lessons during the field experience. You will develop the lesson plans in conjunction with your methods instructor and cooperating teacher. Be sure that I have a copy of each lesson plan prior to teaching. (Due on Mondays before you teach via email/A hard copy of your lesson is due the day you teach). Your cooperating teacher, a colleague, 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 due at the end of the semester.

Self-Assessment (3 @ 15 points)  Points 45
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. Due one week following your lesson

Journal Reflections (10 @ 15 pts.)  Points 150
Provide a small lined notebook to use as your journal. Each week you will write a new teaching 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 on block plan calendar)

POINTS
Lesson Plans 3 @ 50 pts  150  (38%)
Self-Assessments 3 @ 15 pts  45  (11%)
Reflections 10 @ 15 pt  150  (38%)
OAKS Discussion 4 @ 5 pts  20  (5%)
Organized folder with lessons and ADEPT forms  25  (6%)
Philosophy presentation  10  (2%)

TOTAL: 400
TOTAL
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.”)