EDEE 614 Field Experience II: Literacies Assessments in Grades 2-6

1) North Charleston Campus (Rm 113)
   (1/14: 8 a.m.; 1/21: 8:30 a.m.; 4/22)
2) Elementary School (7:30*-11:30 a.m.)

Instructor: Dr. Jennifer Barrett-Tatum
Email: barrettmynesj@cofc.edu
Cell: 865-405-8266 (Please text prior to calling)
Office Hours: Tuesday/Thursdays (main campus) 9:30-10:30; Wed (Field Placement) 10:30-11

*Please plan to be in your assigned classroom ready to participate by 7:30 a.m.

Course Description:
Candidates will observe, practice planning, and teach multiple subject areas to diverse elementary aged learners. Candidates will learn to administer and analyze a variety of literacy assessments to inform successful instruction of diverse learners. Candidates will examine teachers’ roles in establishing and maintaining a positive classroom learning environment, and learn to assess teacher performance using the South Carolina teacher evaluation instrument.

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:

• ETC 1 Understand and value the learner;
• ETC 2 Know what and how to teach and assess and how to create
• ETC 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 specific outcomes for EDEE 416 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.

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 1.3.b ; 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, 2.2, 2.4; 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; NMSA 3.2; EEDA 4

4. Evaluate assessments that evaluate integrated disciplines (SOE Standards I, II, III); NAEYC 3b, 3c, 3d; NCATE/ACEI 4; NMSA 3.7)

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; Iste 2)

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 (ETCR3):
8. Use the PADEPT 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 dispositions of effective teachers are manifested in professional behavior.

Professional Course Goals:
Students will:
- Articulate their beliefs about language, literacy and learning (evidenced in weekly discussion board, personal reflections, and end reflection);
- Make solid predictions and pose new questions (evidenced in lesson planning and case study assessment and reflection);
- Theorize from descriptions of exemplary practices (evidenced in weekly observation notes, weekly reflections, and reflections); and
- Understand, create, and implement practices that reflect student theory (lesson planning and reflection).

Course Texts (Download from OAKS as listed in the weekly calendar of assignments)

Course Materials/Resources:
Online videos and Modules within Oaks
ADEPT Forms: Please get these from Marcella Davis on the 2nd floor of the SOEHHP.

Course Requirements:
I. Assessment Modules and Reflections: (14 points)
a. Each week will contain a module concerning a literacy assessment. The module may include a reading, a video, and literacy sources. These will all be found on Oaks. You will read/watch/interact with each week’s module.

b. Reflection for the module will take place in an online asynchronous discussion board with the module’s main topic as the header. Please be sure to make comment on each module 24 hours prior to class. Please be sure to revisit the discussion board to add further comments and questions to peer discussion. Failure to post comments/questions that pertain to the module will result in the loss of reflection points. Each comment/question must add substantive meaning to the discussion (i.e. “I agree. I see that happening in my class too” would not be counted as adding to the discussion.) Providing more description of “how” you see this in your class or “how” you think it influences teaching/learning would be considered adding to the discussion.

II. Field Notebook (27 Points):
Your field notebook will include:
- Weekly observation notes. (1 point per week= 12 points)
- 3 Lessons, Lesson Reflections, and ADEPT forms that correspond to lessons (lesson, Adept, and reflection=15 total)
- Work samples/documentation
- Case study assessment data

III. Lessons and Reflections (points included in field notebook)
You will teach three lessons. Each lesson plan is due to your content-area professor and cooperating teacher a week prior to your assigned teaching date.
Feedback from your instructor and cooperating teacher will be used to make changes to your plan. The revised plan will be emailed to the cooperating teacher and professor as soon as possible. It must be approved by both your professor and your cooperating teacher prior to the day you are teaching. You may not seek approval the day of your lesson.

- You must let me know what time you will be teaching so that I can plan accordingly.
- You must also give a hard copy of the lesson to your observer each morning you are to teach. Have a seat in the classroom prepared for your observer with printed lesson.
- All materials and resources must be prepared to teach prior to entering school the day you are to teach. Do not request prep time the day of your instruction. When you are there you must be observing and supporting teacher instruction and student learning.
- After you have concluded your lesson please take 10 minutes to sit reflect prior to meeting with your instructor. What are your initial thoughts about the lessons? What went well? What is an area for improvement?
- You will meet and debrief with me following your teaching or at some point during the field that morning or between 11:30-12:30.
- After you examine your post assessment data, take the feedback you have been provided by your peer, cooperating teacher, or field instructor, please write a 1-2 page reflection on your teaching. This may include goals for your next lesson.
- Your lesson plan, ADEPT form, and reflection are due prior to class the following week.

IV. Literacy Assessment Student Portfolio (50 Points)
You will implement a battery of grade level appropriate literacy assessments (i.e. running record, miscue analysis, on-demand writing sample, story retell, comprehension assessment, spelling inventory) with a student in your field placement classroom prior to teaching lesson plans. You will analyze the assessments and make recommendations for instruction. Your analysis must define student’s current literacy development levels as evidenced by the data and supported by professional literature. Your plans for instructional recommendations must be detailed so that another could follow plan and supported by professional literature. For example, if you suggest paired readings to improve fluency, you must address what literacy development it is meant to promote alongside your plan for enacting the paired reading and the literature that supports this as a strategy.

V. Video Lesson and Reflection (5 points)
Please have your partner set up a video camera/ipad/digital device to record the lesson that you will teach for your partner. Your partner will score the ADEPT form. Prior to seeing your partner’s ratings, watch your lesson and score a ADEPT form yourself. Write a 1-2 page reflection on the areas of strength and the areas for growth using your ADEPT score and that of your partner. Please share your instructor the video file to secure all 5 points. Your instructor will not watch the video, but use it to credit you for the assignment and to offer as evidence to the department that you have participated in professional self-reflection.

VI. Professional Reflection (15 points)
Please select 3 of the highest rated and 3 of the lowest areas on the ADEPT for reflection. Consider what factors led to the high ratings and how helpful strategies from these sections may be used across the ADEPT. Examine the 3 lowest areas. How have you worked to improve these areas across the semester? Set a goal for your next semester field place for improving these 3 areas. Detail a plan for how you might improve these areas in your future instruction and planning. Use your literacy theory (founded in Lang. Dev. and Field 1 Literacy courses) to guide your reflection. How does your performance match up with your language and literacy theory for learning? How are meeting your own theoretical goals? How can work to align practice with theoretical ideals?

VII. Professionalism and Attendance (14 points)
Attendance at class meetings and field placements are required. Missing field placement hours or being tardy to field placements reflects badly on the candidate as well as 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. A professionalism point will be deducted for each tardy. Please apply to policy #1.
2. Three tardies equals one absence. Following the above tardy policy.
3. Arrival in your field placement classroom after 7:30 a.m. is considered tardy. Arriving at the school or front office at 7:30 is not considered on time.
4. Students may not leave placement schools before noon.
5. If you miss one field session and have provided acceptable written documentation, you are required to make up the session. This session must be arranged with the college supervisor and the cooperating teacher. Since attendance is critical in field placements, you will receive an incomplete if you have not made every effort to make up missed field placement hours.
6. Call the cooperating teacher, the college supervisor and your school about your absence or
tardiness before 7:30 a.m. If you do not call the teacher and/or the college professor in advance if you are going to be absent for a field session, you will be rated low on at least three dispositions and this will reflect poorly on your professionalism.

7. Absences and tardies influence your Dispositions scores which go into your SOE portfolio.

8. Failure to post in the weekly discussion board 24 hours prior to class as defined above, will result in the loss of a professionalism point for the week.

VII. Extra Credit: Attend a Seminar/Webinar/Workshop related to literacy instruction or literacy development. (5 points)

Instructor will forward opportunities to students as they arise throughout the semester but students may self-select professional development opportunities they find as long as they are pre-approved by instructor. Student must provide the class with a 5-10 minute summary of what he/she learned from the PD opportunity.

GRADES:

Literacy Assessment Portfolio (50 points)
Field Notebook (27 points)
Professionalism (14 points)
Weekly Discussion Posts (14 points)
Professional Reflection (15 points)
Video Reflection (5 points)

Total 125

Grading Scale:

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

Attendance: (See Professionalism and Attendance section above)

Academic Honesty and Integrity:

The School of Education dispositions encompass academic honesty and integrity, which are highly regarded in this class and are assessed on several levels. One means of assessment is completion of a Disposition Assessment form at the end of the semester. As a student at the College you have agreed to uphold the policies outlined in the Student Handbook: A Guide to Civil and Honorable Conduct http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html both in your coursework and as a representative of the College of Charleston in field experiences and clinical practice situations. 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.). Enrollment in this course requires you familiarize and utilize technologies including but not limited to: mobile device (e.g. iPad, cell phone) for
collecting students’ writing samples, internet access, OAKS, Google Drive (i.e. file sharing, document and presentation creation and commenting features, etc.), etc. 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 through email your grade will be lowered.

**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

**Performance Data:**
Performance data will be collected on candidates enrolled in the Elementary program using rubrics. These data will be collected from assignments to demonstrate competence. These data will be reported to our accreditation organization in aggregate from only.

**Tentative Course Schedule Assignments**

<table>
<thead>
<tr>
<th>Date</th>
<th>Objective/Topic</th>
<th>Reading or Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/14</td>
<td>Review Syllabus and ADEPT form</td>
<td></td>
</tr>
<tr>
<td>01/21</td>
<td>Compare and Contrast</td>
<td>1) Windows into Literacy: Principles of Literacy</td>
</tr>
<tr>
<td>Date</td>
<td>Assessment Types</td>
<td>Assessment</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>02/04</td>
<td>Fluency: WPM/Running Records</td>
<td>Read Running Record article and watch video</td>
</tr>
<tr>
<td>02/11</td>
<td>Fluency and Comprehension Strategies: Miscue Analysis/Retroactive</td>
<td>Reading Miscue Analysis article and watch video</td>
</tr>
<tr>
<td>02/18</td>
<td>Fluency</td>
<td>Fluency Assessments and Reflection Due</td>
</tr>
<tr>
<td>02/25</td>
<td>Comprehension: Story Retell and Bloome’s Taxonomy</td>
<td>Read: <em>Techniques for Comprehension Assessment</em> (Windows into Literacy) and watch video of story retell (Orrin storybasket)</td>
</tr>
<tr>
<td>03/04</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>03/11</td>
<td>Comprehension</td>
<td>Story retell and comprehension questions results and reflection Due</td>
</tr>
<tr>
<td>03/18</td>
<td>Spelling Assessment</td>
<td>-Read Baer’s spelling dev. stages -Spelling Inv. Guide, and Spelling Inv. Directions for primary and elementary</td>
</tr>
<tr>
<td>03/25</td>
<td>Spelling Sample</td>
<td>Spellings Sample and Reflection Due</td>
</tr>
<tr>
<td>04/01</td>
<td>Writing Assessments</td>
<td>Read article and examine writing samples -Examine on demand writing directions and rubrics</td>
</tr>
<tr>
<td>04/08</td>
<td>Writing Sample</td>
<td>Writing Sample and Reflection Due</td>
</tr>
<tr>
<td>04/15</td>
<td>Self-Reflection</td>
<td>Video, ADEPT, Reflection Due</td>
</tr>
<tr>
<td>04/22</td>
<td>Professional Self-Reflection</td>
<td>Field Notebook Due</td>
</tr>
</tbody>
</table>