# EDEE 636: Field Experience II
## Spring 2015

| Meeting Time and Place: | Wednesdays, 8:00 – 10:45 a.m.  
ECTR #218 |
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<tr>
<td>Instructor:</td>
<td>Reid Adams, Ph.D.</td>
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| Office Hours:          | Tuesday 12:00 – 2:00  
Thursday 12:00 – 2:00 |
| Office Location:       | Office #329  
School of Education, Health, and Human Performance  
86 Wentworth Street |
| Phones/Email:          | adamsrl@cofc.edu  
919-638-5618 |
| Co-requisite:          | EDEE 615 |
| Course Description:    | A supervised program of orientation, observation, and experience with pre-kindergarten, kindergarten, or early elementary school children. Includes related seminar participation. Candidates teach individual students, small groups of students, and provide flexible grouping for whole class instruction. Candidates plan for the effective use of curriculum, instruction and assessment. Candidates will complete a minimum of 30 hours of field experience in an appropriate early childhood classroom and 12 hours of seminar. |
| NAEYC Standards:       | **Standard 1. Promoting Child Development and Learning.** Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.  
  a. Knowing and understanding children’s characteristics and needs.  
  b. Knowing and understanding the multiple influences on learning and development.  
  c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.  
**Standard 2. Building Family and Community Relationships.** Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support
and empower families, and to involve all families in their children’s development and learning.

a. Knowing about and understanding family and community characteristics
b. Supporting and empowering families and communities through respectful, reciprocal relationships

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.

a. Understanding the goals, benefits, and uses of assessment
b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
c. Understanding and practicing responsible assessment
d. Knowing about assessment partnerships with families and other professionals

Standard 4. Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

a. Connecting with children and families. Candidates know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.
b. Using developmentally effective approaches. Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children’s development and learning.
c. Understanding content knowledge in early education: Candidates understand the importance of each content area in young children’s learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.
d. Building meaningful curriculum: Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all
young children.

**Standard 5. Becoming a Professional.** Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

- a. Identifying and involving oneself with the early childhood field.
- b. Knowing about and upholding ethical standards and other professional guidelines.
- c. Engaging in continuous, collaborative learning to inform practice.
- d. Integrating knowledgeable, reflective, and critical perspectives on early education.

**SOEEHHP Conceptual Framework:**

All teacher education 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’s conceptual framework and guide both what you will learn and how your learning will be assessed. Each course provides opportunities for you to develop the knowledge, skills and dispositions needed to become an even more effective teacher.

**Course Outcomes:**

**Outcomes related to understanding and valuing the learner:**

1. Recognize and apply developmentally appropriate behavior (SOE Standard I; NAEYC 1)
2. Recognize and describe how culture, class, gender, communication patterns, and disability influence all areas of development (SOE Standard I; NAEYC 1,4)
3. Recognize and describe how curriculum and the learning context change in relation to students' developmental needs and individual differences (SOE Standards I & II, III; NAEYC 1,3,4)

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

4. Use systematic observation and reflection as tools to promote student learning (SOE Standard III, VI; NAEYC 3)
5. Develop and implement integrated, developmentally appropriate
learning experiences based on curriculum standards that employ methods and materials that are appropriately matched and challenging to children's individual skill levels (SOE Standards I, III, VI, NAEYC 1, 3, 4)

6. Apply knowledge of classroom management and classroom environments to the design of learning experiences for young children including those with different learning styles and special needs (SOE Standard I & III); NAEYC 1 and 3)

7. Utilize effective assessment strategies, results, reflection, and feedback to monitor and adjust lesson plans to improve student learning. (SOE Standards III and VI; NAEYC 1, 3 and 4)

8. Arrange an optimum physically safe and healthy learning environment in which all children can be actively and independently engaged in social interaction and continuously encourage and facilitate this environment (SOE Standards II and III, NAEYC 1, 3, 4)

9. Analyze how and why academic content areas are taught to young students in the manner observed (SOE Standards I,II,III, NAEYC 4)

10. Identify the role of the SC Curriculum Standards in planning, teaching, and assessment (SOE Standards I,II,III; NAEYC 1,4,5)

11. Teach sequential, developmentally appropriate lessons (SOE Standards I,II,III; NAEYC 1,4)

12. Use technology as a teaching tool (SOE Standards III,V; NAEYC 3,4)

13. Work effectively with small groups of young students (SOE Standards III,IV; NAEYC 1,4)

14. Communicate effectively with diverse students (SOE Standards V,VII; NAEYC 1,2,4)

Outcomes related to understanding self as a professional:

15. Identify the duties and characteristics of effective early childhood teachers (SOE dispositions, Standard I-VII; NAEYC 5)

16. Examine how the School of Education dispositions of effective teachers are manifested in professional behavior (NAEYC 5)

17. Speak and write clearly, persuasively, and skillfully (SOE Standard V, NAEYC5)

### Professional Dispositions:

As a student in the School of Education, dispositions characteristic of good teaching should guide your work and interaction with others both at the College and in public schools. **You will be assessed on these dispositions by your cooperating teacher and field supervisor at the end of the semester.**

These dispositions include:

- Belief that all students can learn.
- Value and respect individual differences.
- Value positive human interactions.
- Intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas.
- Commitment to inquiry, reflection, and self-assessment.
- Value collaborative and cooperative work.
- Sensitivity to community and cultural contexts.
- Responsible and ethical practice.

**Course Texts and Related Materials:**


ADEPT Information: [http://www.scteachers.org/ADEPT/index.cfm](http://www.scteachers.org/ADEPT/index.cfm)


**Course Assignments:**

**Class Participation and Readings:** Quality, excellence, and depth are expected in your work and in your interactions with classmates, faculty, and school staff. Consistent preparation and attendance are expected, as is active participation and engagement in class discussions and activities, as well as in your field classroom. Members of the class and people you meet in the schools will bring a rich diversity of backgrounds, interests, and experiences. Much can be learned by listening to others’ ideas, questioning those ideas and sharing your own. **In order to receive full participation points each week, you must arrive on time and be present for the whole class, as well as participate actively (see below).**

Reading assignments for each week are included on the course schedule. You are expected to complete the reading - thoughtfully engaging with and making connections between your own schooling, your experiences in the field, and the text. (42 points - 3 points per class)

<table>
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<tr>
<th>Exceeds Target 3</th>
<th>Target 2</th>
<th>Below Target 1</th>
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<td>Actively supports, engages, and listens to peers and/or coop teacher; arrives on-time and is fully prepared; plays an active role in discussion and/or field classroom; group dynamic is consistently better because of the</td>
<td>Actively supports, engages, and listens to peers, coop teacher(s), and field students; Participates in discussion and field classroom; Arrives between 5-15 minutes late or leaves early</td>
<td>Makes little effort to interact with peers, coop teacher or students; arrives not fully prepared; Makes little to no relevant comments or seems unwilling to assist teacher/peers/field students as needed</td>
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Reading Response & Six Word Memoir: In OAKS Discussion Board you will write a weekly “Six Word Memoir”. You will be expected to write a six word memoir and reading response entry once a week and will be given up to 5 points for each entry you write. Reading responses will come from assigned chapters from The Water is Wide and your Six Word Memoir will be drawn from your experiences in the field. Your Six Word Memoir can be about your experience or it can be used to describe the experience of the students in your field class or the cooperating teacher. Specific instructions will be given regarding Six Word Memoirs that are written before field experiences begin. Entries must be posted to OAKS no later than 5:00 p.m. each Sunday night to receive full points for the week. In addition to writing your own original entries, you will also be responsible for reading and responding thoughtfully to each other’s entries. You should make at least ONE comment on a classmate’s entry each week. Each comment will be worth 2 points. A comment adds onto and furthers the thinking of another classmate’s original entry. IT IS NOT MERELY A COMMENTARY OF SUPPORTIVE REMARKS.

Developmental Case Study: You will select a case study child to focus on this semester and will study this child in great depth (in comparison to the case study you completed in EDEE 510). You will spend time observing the child and will individually assess the child in literacy and/or math using 2-3 different methods. You will also need to arrange time to meet with one of his/her family members. This can be done in person (with the permission of the cooperating teacher), via e-mail, over the phone, or through a questionnaire sent home with the child – whatever the teacher/school is most comfortable with and/or is easiest for the family member. Your case study should include four parts. In the first section, you will provide a brief description of the child you are studying and the classroom setting in which you observed the child. In the second section you will provide a thorough description of how you communicated with the child’s family and discuss what you learned about the child and his/her family and how that influences the child’s learning and development. In the third
In the final section, you will develop an action plan in which you will identify appropriate developmental goals based on your assessment of the child’s needs and describe what action you would recommend the cooperating teacher (or parent) take in helping the child to make progress toward achieving these goals. This case study should be done as a paper. (100 points)

**Teaching Assignments and Field Notebook:** You will be expected to plan and conduct four lessons in your assigned classroom across the semester. You will be expected to turn in a field notebook with the original lesson plan, ADEPT Evaluation form, a 1-2 page lesson reflection, and a revised lesson plan for each of the four teaching experiences. You should also include a signed disposition form completed by the cooperating teacher and a final summary reflection in which you reflect on your performance across the semester in relation to NAEYC standards 3 and 4. **Before teaching, your lesson plan must be reviewed and approved by both the course instructor and your cooperating teacher.** Therefore, you may not teach a lesson before receiving feedback/approval on your lesson plan from the cooperating teacher and instructor. **Plans must be received by the instructor by 8:00 a.m. the Monday prior to your scheduled lesson.** If revisions are needed, you must revise and re-submit your lesson plan to the cooperating teacher and course instructor no later than Tuesday at 12:00 p.m. See “Field Notebook” handout and rubric for more information. (155 points)
### Evaluation Scale:
Each project or assignment for the course will have an associated assessment (rubric) for evaluation of your work. **It is highly recommended that you review these rubrics before completing each assignment to help you understand how the assignment will be evaluated.**

The grading scale is:
- **A** 93-100%, 437 and above
- **B** 83-92%, 390-436
- **C** 74-82%, 348-389
- **F** 73% or lower, 347 and below

### Attendance policy:
Attendance is vital in this course. If you miss more than two classes you will receive a WA/F in the course. Prompt arrival at all field placements and on-campus courses is also extremely important; tardiness is unacceptable. You are expected to arrive at all class sessions and/or be in your classroom at **8:00 A.M.** If you arrive between 8:00 and 8:15 you are considered tardy. Three tardies are counted as one absence. Arriving after 8:15 AM is unacceptable and you will be marked absent.

*If you are absent from a field session, you must make up the assignments and field time. Makeup sessions must be scheduled with the cooperating teacher AND college supervisor. In addition, you must call the school before 8:00 am to inform the cooperating teacher and the college supervisor about your absence.*

### 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 so I can make the appropriate accommodations.
Section I: Context
Please provide a brief description of the child you are studying and the classroom setting in which you observed the child. Use the following questions as a guide:
- Why did you select this child for your case study?
- What are the child’s unique characteristics, developmental strengths, and needs?
- What aspects of the classroom environment influence this child’s learning and development?
- What developmental theory(ies) provides a framework for working with this child?

Section II: Family Involvement
Please provide a thorough description of how you communicated with the child’s family. Discuss what you learned about the child and his/her family and how that influences the child’s learning and development. Use the following questions as a guide:
- How did you establish a relationship with and/or communicate with the child’s family?
- What approach did you use to better understand the child’s family, their community, values, and culture? If your approach was not successful initially, discuss how you modified it?
- What did you learn about the child’s family? What sources did you learn from?
- What family factors might influence this child’s learning and development?
- What goals does this family have for their child?
- What insights into the child’s development and learning needs did you gain from your relationship with the child’s family?
- Were you able to provide support to the family? If so, how? Did you provide information on any school or community resources?

Section III: Assessment and Analysis
Please provide a description of the 2-3 assessment tools used in identifying the child’s needs and describe your rationale for choosing them. Discuss what you learned about the child from the assessments you used. Use the following questions as a guide:
- What informal and/or formal observation strategies were used? How were the observations conducted and recorded?
- What other forms of assessment were used and why?
- What did you learn about the child’s developmental and learning needs in relation to each of the five domains: physical, social, emotional, cognitive, and language and literacy development?

Section IV: Action Plan
Please discuss how the child’s needs would best be met. Identify appropriate developmental goals based on your assessment of the child’s needs and describe what action you (in addition to the cooperating teacher) could take in helping the child to make progress toward achieving these goals. Use the following questions as a guide:
- What are two immediate developmental goals that are appropriate for this child? How did you arrive at these goals?
- How can the classroom environment be set up to support attainment of these goals? How can the family support the child in reaching these goals?
• What specific, immediate actions could you take to promote this child’s learning and development in the areas identified? What long-term actions could the teacher take? Explain what standards, developmentally appropriate practices, and research serve as a basis for these actions.
• How will the child’s continued progress be measured?

**RUBRIC**

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<thead>
<tr>
<th>Section A</th>
<th>Knowing and understanding the child’s characteristics and needs (1a)</th>
<th>Candidate’s knowledge seems weak or non-existent</th>
<th>Candidate work reflects knowledge of the child’s specific needs and provides examples of interrelationships among developmental areas.</th>
<th>…and is grounded in developmental theory and research and provides rich examples to describe child’s characteristics and needs</th>
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<td>Knowing and understanding the multiple influences on development and learning (1b)</td>
<td>Candidate’s knowledge and understanding are weak or non-existent</td>
<td>Candidate describes the nature of influences on the child</td>
<td>…and has thorough knowledge of possible interactions among these influences; and cites relevant theory and research</td>
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<td>Section B</td>
<td>Knowing and understanding family characteristics (2a)</td>
<td>Candidate’s descriptions are weak or non-existent</td>
<td>Candidate’s work describes significant family characteristics</td>
<td>…in an especially in-depth way</td>
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<td>Supporting and empowering the family through a respectful, reciprocal relationship (2b)</td>
<td>Evidence of a relationship seems weak or non-existent</td>
<td>Candidate uses knowledge of family/community to build relationship and/or communicate with family; suggests at least one resource appropriate for family (educational or community)</td>
<td>…and reflects knowledge of family’s goals, language and/or culture, characteristics to deepen relationships; and suggests multiple resources for specific purposes</td>
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<td>Involving the family in child’s development and learning (2c)</td>
<td>Family involvement is weak or non-existent</td>
<td>Candidate articulates the philosophy that the family is child’s primary teacher; uses input from or knowledge of family to inform decisions</td>
<td>…and demonstrates skill in interpreting and sharing results in light of family characteristics</td>
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<td>Section C</td>
<td>Understanding the goals, benefits, and uses of assessment (3a)</td>
<td>Candidate’s understanding and use of assessment is weak, inappropriate, or non-existence</td>
<td>Candidate shows knowledge of important goals of assessment, and explains benefits and potential harm of assessments considered and selected</td>
<td>…and shows how assessments selected align with goals, curriculum, and teaching strategies of the classroom/student</td>
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<td>Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</td>
<td>Candidate’s knowledge and skills in this area are weak or non-existence</td>
<td>Candidate shows basic competence in implementing tools and approaches selected; work reflects skill in interpreting and using results</td>
<td>…and goes beyond to show in-depth knowledge and high level of skill in using the approaches selected with the child, given the child’s unique characteristics</td>
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<td>(3b)</td>
<td>Section D</td>
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<td>**Using developmental knowledge to create healthy, respectful,</td>
<td>Candidate fails to envision and describe appropriate actions resulting from the project</td>
<td>Candidate describes developmentally-based suggestions to create an effective learning environment for the child; describes how the environment will help the child and/or challenge the child to gain new competencies</td>
<td>… and does so in an in-depth way</td>
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<td>supportive, and challenging learning environments** (1c)</td>
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<td>Candidate’s knowledge and skills in this area are weak or non-</td>
<td>Candidate shows basic competence in implementing tools and approaches selected; work reflects skill in interpreting and/or using results</td>
<td>…and goes beyond to show in-depth knowledge and high level of skill in using the approaches selected, given unique special needs</td>
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<td>existence (3b)</td>
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<td><strong>Format; Writing Conventions</strong></td>
<td>Writing has multiple errors that interfere with readability.</td>
<td>Writing contains a few spelling and/or grammatical errors.</td>
<td>Writing is clear and error-free.</td>
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