EDEE 380
Application of Curriculum and Instruction: Grades Pre-K-3
College of Charleston
Spring 2013

Instructor: Barbara A. Veal, vealba@cofc.edu (cell: 697-1167)

Meeting Time and Place: Wednesday, 8:00 a.m. - 10:45 a.m.
North Area Campus and assigned school

Course Description:
This course provides early childhood candidates an opportunity to observe how teachers teach various subjects areas to young students. 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.

Course Outcomes:
1. Analyze how and why academic content areas are taught in the manner observed in conjunction with ADEPT and South Carolina standards. (PD 1 & 6)
2. Work effectively with the entire class and small groups of students. (PD 5, 7, & 8)
3. Plan four lessons and develop appropriate assessments. Teach the approved; developmentally appropriate lessons in the field placement classroom. (PD 2-7)
4. Recognize and describe the role of SC Curriculum Standards in planning, teaching, and assessment. (PD 1, 2, & 3)
5. Use technology as a planning and teaching tool. (PD 5 & 6)
6. Recognize the learning needs of diverse students. (PD 5, 6, 7, & 8)

Course prerequisite: EDEE 327

Course Requirements:

1. Attendance (20 points)

2. Written responses to chapters read from Unequal Childhoods, (Larueau, 2003).
Each week you will be responsible for reading and responding to an assigned chapter(s) from our text. 20 points each x 12 reading assignments= (260 points).

3. Field Experience Notebook. Your notebook should be a 3-ring notebook in tabbed sections as listed on the next page. You will be expected to plan and conduct four lessons in your assigned classroom during the semester. At the end of the semester you will be expected to turn in a field notebook with your lesson plans, ADEPT Evaluation forms, a 1 to 2 page lesson reflection from each lesson, and a revised lesson plan. Your lesson plans must be reviewed and approved by the content area course instructor AND cooperating teacher prior to teaching them. Therefore, you may not teach a lesson before receiving feedback/approval on you lesson plan from the content area instructor and cooperating teacher. The lesson plan should be e-mailed to the field instructor before the day that the lesson is being taught. (80 points)

*See the next page on notebook requirements

4. Lesson Plans and ADEPT feedback for four lessons. (160 points)

5. Self-reflections
Self-assessment is key as you fine-tune your teaching practice. Reflection on the teaching, planning, and learning is the vehicle for self-improvement. Pay attention to the degree to which students were attentive, engaged, and demonstrated the learning. Use the ADEPT performance standards as you reflect on instruction for your write-ups. (20 x 4 = 80 points)
6. **Four revised lessons** completed after teaching based on your feedback and reflection from the lesson plan. For the revised lesson plans, please use the original word processing document and **highlight deletions in red and additions in green.** (10 x 4 = 40 points)

7. **Final Exam (65 points)**

Exam topics will be provided for students to make project choices. Students will opt to work with a partner or work alone. Your choice.

8. **A FINAL SUMMARY/REFLECTION** in which you discuss what you have learned this semester in relation to the ADEPT Performance Standards. This reflection should include a description of your strengths and weaknesses and a plan for improving your areas of need. **This should be e-mailed to the instructor after 4/18 and before 4/26.** (20 points)

9. **Disposition forms signed by the classroom and supervising teachers.**

At the completion of each lesson- your lesson plan, ADEPT yellow copy, self-reflection, and your revised lesson plan must be turned in to the field instructor. After the field instructor checks all four then will she give them back to the student. **Use your red lesson plan folder when you turn in all three items from your lesson you have taught. You will turn in your last lesson when your field notebook is due.**

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<th>Grading Scale</th>
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<tr>
<td><strong>Points Earned</strong></td>
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<td>707-725</td>
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<td>690-706</td>
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<td>Participation/Attendance</td>
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<td>Field Experience Notebook</td>
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<td>Lesson plans</td>
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<td>Revised lesson plans</td>
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<td>Self-reflections</td>
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<td>Final summary/reflection</td>
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<td>Final exam project</td>
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Class Expectations:

1. Embrace learning in the field assignment.
2. **Complete all written assignments on time.**
3. Maintain a professional demeanor including appropriate dress and conversation.
4. Turn your cell phone off while in the classroom. Do not use your cell phone in the classroom at all.
5. Be respectful of the learning community. Be positive! Refrain from sharing experiences on blogs, Facebook or Twitter.
6. 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 extremely important. Try not to be tardy. If you are tardy or absent, you must text the instructor and let her know what is going on. Do this before **8:00 a.m.**
EDEE 380/636 and EDEE 415/682
Field Notebook
Assignment Description and Rubric

**Purpose:** The Field Notebook is designed to evaluate the degree to which students have acquired the content knowledge and pedagogical skills necessary to become qualified and competent teachers. The evaluation is based heavily on the NAEYC Standards for Early Childhood practitioners and on South Carolina’s Assisting, Developing and Evaluating Professional Teaching (ADEPT) program.

**Description:** As part of the field experience requirements for EDEE 380/636 and 415/682, students teach a total of 8 lessons (4 each semester). Across semesters, students teach one lesson in each of the major content areas (literacy, math, science and social studies) and **at least** one lesson that integrates the arts (music, creative movement, dance, drama, or visual arts), one lesson that integrates physical activity, physical education, or health and safety content, and **at least** one lesson that integrates technology.

For each lesson taught, the notebook should include the original lesson plan (approved by the cooperating teacher and professor), completed ADEPT evaluation, and 1-2 page written reflection. At the conclusion of each field course, students will write a final reflection to thoughtfully evaluate their progress and set goals for the next semester.

***Due to the importance given to the practical application of teaching in determining program advancement, students must earn a C- or better on this assignment to move on in the program. Students may not take EDEE 380/636 or EDEE 415/682 more than twice. If a grade of C- or better is not earned in the second attempt, the student will not be allowed to move on in the program.***

**Format requirements:**
- Small 3-ring binder
- Blank rubric
- Eight tabbed sections (one for each lesson)
  - Originals of all documents

**For each lesson/section, please include:**

1. The original lesson plan (with **documentation** of approval prior to teaching)
   - Please include copies of relevant teaching materials when possible (i.e. worksheets, anchor charts).
2. The ADEPT form used to evaluate the lesson with **all signatures complete**.
   - Please include samples of student work and/or any student assessment data collected during the lesson.
3. 1-2 page written reflection
· Describe the extent to which the objectives of your lesson were achieved and how this is justified with evidence from your assessment(s).
· Discuss how the assessment data collected would inform your teaching. What did you learn about the students? Would they need remediation or are they ready to move on?
· Identify and discuss the strengths and weaknesses of your teaching performance during the lesson and how that was related to the ADEPT standards. Also, discuss how your strengths and weaknesses impacted student learning in this lesson.
· Using insights gained from your own reflection and ADEPT evaluation, suggest how you would change the lesson if you were to teach it again. Be as specific as possible.
· Identify what steps you will take to improve future lessons you teach.

In the **FINAL reflection** (2-3 pages), please reflect on your knowledge of and performance in the field in regards to NAEYC standards 4, 5 and 6. Cite specific examples from your coursework and teaching experiences that demonstrate your understanding of each of the standards and sub-standards. Include a description of your major strengths and weaknesses as a teacher candidate and develop a concrete plan of action for improving your practice next semester.