Course title: EDEE 415 Curriculum, Instruction, and Literacy Assessment
CofC North Campus
Midland Park Primary (Field Experience)

Instructor: Reid Adams, PhD – Assistant Professor

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Office Hours: Tuesday: 10:00 – 12:00; Wednesday: 10:00-12:00

Office Location: EHHP Building, Rm 329

Course Prerequisites: EDEE 380

Course Description:
Candidates will teach multiple subjects to diverse elementary aged learners. Candidates will learn to administer and analyze 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 performance using the South Carolina teacher evaluation instrument.

Course Texts:

Download from OAKS:


Resources:

Course Materials/Resources:
ADEPT forms- Please get these from Marcella Davis on the 2nd floor of the SOEHP.

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 an environment in which learning occurs;
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;4;5,1,5;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;3.2;4.2,4);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 ADEPT 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.

Course Assignments:

I. Teaching

You will teach three rounds of increasing complexity and length that build on one another. The ADEPT Observation Form for Semester III will be used to assess your teaching. Your cooperating teacher, professor and peer will evaluate your teaching. Here are some important points to remember:

- Each lesson plan is due to your professor and co-operating teacher in the same email (both names on same email) by 7:30 AM the Monday before your teaching round on Thursday. When you receive feedback, you are to make changes and email the revised plan to the co-op teacher and professor as soon as possible.
- You must make sure you are prepared to teach the plan you have planned.

II. Field Notebook

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 and 415, students teach a total of 7 lessons. 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 or EDEE 415 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
- Seven 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.

• **Rubric Available in OAKS**

**III. Literacy Assessment Portfolio**
You will implement a battery of grade level appropriate literacy assessments (i.e. running record/misuse analysis, on-demand writing sample, spelling inventory) with a small group of students in your field placement classroom during the prior to teaching lesson plans. You will analyze the assessments and make recommendations for instruction.

**IV. Teacher as Professional Project**
The “Teacher as Professional” project is designed to help you understand your professional role in the lives of young children and their families, including your role in advocating for the needs of the children and families you serve.
You will first identify an issue of importance that children and families face that is of interest to you and that is connected to your own work in the field. This issue should be meaningfully selected and reflect the needs of children and families you have worked with (including those with special needs, developmental delays, and disabilities). Examples include childhood obesity, asthma, access to high-quality child care, or second-language learners.

You will then research this topic in depth in order to educate yourself about it (NAEYC 6c and d). You should use 8-10 sources from peer-reviewed, academic journals, synthesizing them into a 5-7 page research paper. You will also need to interview an early childhood professional to get their perspective on your topic. For example, you might choose to interview a principal, guidance counselor or social worker. The interview will enable you to further identify with the field as you see connections across different disciplines and professions with whom you may collaborate (NAEYC 6a and 6c).

Finally, using what you’ve learned from the research and interview, you will advocate on behalf of the issue in the form of a letter to the editor or to a legislator (NAEYC 6e). Research, theory and field experiences should be integrated within the letter in order to meaningfully and effectively advocate on behalf of the issue.

• Rubric available in OAKS

Grading Scale:

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>91 – 92%</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>89 – 90%</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>86 – 88%</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>84 – 85%</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>82 – 83%</td>
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<tr>
<td>C</td>
<td>79 – 81%</td>
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<tr>
<td>C-</td>
<td>77 – 78%</td>
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<tr>
<td>D+**</td>
<td>75 – 76%</td>
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<td>D</td>
<td>72 – 74%</td>
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<tr>
<td>D-</td>
<td>70 – 71%</td>
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<td>F</td>
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Attendance:

Attendance at class meetings and field placements are required. Students are responsible for all content and assignments for each class. Missing field placement hours reflect badly not only on the candidate, but on 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.
2. Three tardies equals one absence.
3. Arrival after 8:10 am is considered tardy. Arriving between 8:00 and 8:10 more than one time is considered a tardy.
4. Leaving before 12:00 is considered a tardy.
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 cannot get above a C in this course if you do not make every effort to make up this missed field session.
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. Dispositions scores will go into your SOE portfolio.

**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](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