Course title: EDEE 415 Curriculum, Instruction, and Literacy Assessment
(Field Experience)
North Campus room 244 and North Charleston Elementary School

Instructor: Jane F. Mitchell, M.Ed., Adjunct Professor

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843-852-3096

Course Prerequisites: EDEE 382

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:

Provided by instructor in class:

Download from OAKS:


Resources:


Choose and purchase or check out from library one relevant to grade level placement:
Lucy Calkins Field Experience Grade Level Narrative Recommended Mentor Text:

Kindergarten: *Creek Said the Bed* by Phyllis Root or *One Hot Summer Day* by Nina Crews
1st grade: *Night of the Veggie* by George McClements or *Rollercoaster* by Marla Frazee
2nd grade: *Owl Moon* by Jane Yolen or *Let’s Get a Pup* said Kate by Bob Graham
3rd grade: *Come On, Rain!* by Karen Hesse
4th grade: *Pecan Pie Baby* by Jacqueline Woodson or *Fireflies* by Julie Brinckloe
5th grade: *Eleven and Papa Who Wakes Up Tired in the Dark* by Sandra Cisneros or *Fireflies* by Julie Brinckloe
6th grade: *Eleven and Papa Who Wakes Up Tired in the Dark* by Sandra Cisneros or *Fireflies* by Julie Brinckloe

Book Club Book:
Choose one of the following texts to purchase or check out from library and read with a small group.


Chapters, articles, videos and podcasts related to poverty and literacy assessment.

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

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 2.1,2,4,5,1.5;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 selfreflection 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 Requirements:

I. Teaching Assignment and ADEPT Assessments: 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 and 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) email by 6 AM the Monday before your teaching round on Thursday. When you receive feedback email from each, you are to make changes and send the revised plan to the co-op teacher and professor as soon as possible.
- At times, situations arise where plans need to be turned in late. However, your co-op teacher and professor need to have time to review the plan and you need to have time to make revisions. For this reason, a deadline must be set. If the original plan has not been turned in by the end of the day on Tuesday before it is taught, you will not be able to teach the lesson.
- You must also give a hard copy of the lesson to your observer each morning you are to teach or you will not be allowed to teach. (It is our responsibility to make certain that you are fully prepared to instruct the children in the class. We do not have the right to allow you to teach when you are not fully prepared.)
- You must make sure you are prepared to teach the plan you have written.
- After you teach you lesson, you should reflect on your practice, look at post assessment data, take the feedback you have been provided by your peer, cooperating teacher, or field instructor and make revisions to your plan.
  - For these revisions, you must start with the version of the plan you taught and use blue and green fonts to indicate changes: blue highlights will indicate deletions and green, additions. You will use the comment feature to give a rationale for changes. All revisions must be indicated in some way.
  - A week after teaching, each student will turn in their lesson plan, ADEPT forms, revised lesson and reflection.
II. Literacy Assessment Portfolio
You will implement a battery of grade level appropriate literacy assessments (i.e. running record/miscue analysis, on-demand writing sample, spelling inventory) with a small group of students in your field placement classroom during the first two weeks in the field placement before you teach. You will analyze the assessments and make recommendations for instruction.

III. Family, Community and Diverse Experiences Book Club (12 points)
You will select and read one of the books below. These are adolescent/adult books and are not meant for reading with elementary school children. The intention is to experience through novel reading some perspectives and experiences of students and families from diverse backgrounds. Please explore the books on goodreads.com before the 2nd week of class and be prepared to make your reading selection during the 2nd week of class. You will participate in an online OAKS discussion group while we are in the field and you are in the process of reading and then discuss in person at our final class meeting when everyone will have completed their books.

Choose one of the following texts to read with a small group.


IV. Teacher as a Professional Project

GRADES:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Breakdown</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Assessments</td>
<td>Three assessments and analyses each worth 10 points (i.e. running records/miscue analysis, on-demand writing analysis, spelling inventory)</td>
<td>30</td>
</tr>
<tr>
<td>Field Notebook</td>
<td>1st round: 20 points</td>
<td>90</td>
</tr>
<tr>
<td>Overall Final Reflection of Teaching</td>
<td>2nd round: 30 points 3rd round: 40 points</td>
<td>15</td>
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<tr>
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<td>---------------------------------</td>
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</tr>
<tr>
<td>Family Involvement Fact Sheet</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Participation and Attendance</td>
<td>Each of 14 classes is worth 2 points including preparation and attendance</td>
<td>28</td>
</tr>
<tr>
<td>Book Club Reading, Discussion and Reflection</td>
<td>Select book to read on 2nd meeting at North Campus, contribute 3 discussion posts on OAKS (3 points each= 9 points) prior to final class meeting/book club (3 points)</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>200</td>
</tr>
</tbody>
</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91 - 92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89 - 90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86 - 88%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>84 - 85%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82 - 83%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>79 - 81%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>77 - 78%</td>
<td>1.7</td>
</tr>
<tr>
<td>D</td>
<td>75 - 76%</td>
<td>1.3</td>
</tr>
<tr>
<td>D+</td>
<td>72 - 74%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>70 - 71%</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0 - 69%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**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 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 undergraduate 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.

<table>
<thead>
<tr>
<th>Date and Location</th>
<th>Tentative Course Schedule</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Location</td>
<td>Activity</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>August 28</td>
<td>Class, North Campus</td>
<td>ADEPT&lt;br&gt;Literacy Assessment: Running Records &amp; Miscue Analysis&lt;br&gt;Corridor of Shame Screening&lt;br&gt;Details about field placement</td>
</tr>
<tr>
<td>September 4</td>
<td>North Charleston Elementary School</td>
<td>Observe, assist teacher, exchange contact info, talk with the teacher about your literacy assessment and teaching assignments and record the daily schedule for Thursdays. Ask teacher to recommend three students for small group spelling assessment and get reading level for one of the students to bring appropriate running record text to implement on September 11. Literacy Assessment: Take digital photos of three students' on-demand writing samples (should be three students teacher has recommended for spelling).</td>
</tr>
<tr>
<td>September 11</td>
<td>North Chas. Elem.</td>
<td>Implement spelling inventory for three students; Implement running record with one student (recommended by teacher); Observe how teacher builds upon lessons, makes transitions. Assist teacher.</td>
</tr>
<tr>
<td>September 18</td>
<td>North Chas. Elem.</td>
<td>Assist teacher and talk about first round of lessons.</td>
</tr>
<tr>
<td>September 25</td>
<td>North Chas. Elem.</td>
<td><strong>Round 1, Student A teaches (1st lesson of the day)</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Location</td>
<td>Activity</td>
</tr>
<tr>
<td>--------------</td>
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<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>October 2</td>
<td>North Chas. Elem.</td>
<td><strong>Round 1, Student B teaches (1st lesson of the day)</strong></td>
</tr>
<tr>
<td>October 9</td>
<td>North Chas. Elem.</td>
<td><strong>Round 2, Student A teaches (1st and 2nd lesson of the day)</strong></td>
</tr>
<tr>
<td>October 16</td>
<td>North Chas. Elem.</td>
<td><strong>Assist cooperating teacher discuss topics for next round of teaching</strong></td>
</tr>
<tr>
<td>October 23</td>
<td>North Chas. Elem.</td>
<td><strong>Round 2, Student B teaches (1st and 2nd lesson of the day)</strong></td>
</tr>
<tr>
<td>October 30</td>
<td>North Chas. Elem.</td>
<td><strong>Round 3, Student A teaches (1st, 2nd, 3rd lesson of the day)</strong></td>
</tr>
<tr>
<td>November 6</td>
<td>North Chas. Elem.</td>
<td><strong>Round 3, Student B teaches (1st, 2nd and 3rd lesson of the day)</strong></td>
</tr>
<tr>
<td>November 13</td>
<td>North Chas. Elem.</td>
<td>Last day in the field, make ups, thank cooperating teachers and students, meet with principal</td>
</tr>
<tr>
<td>November 20</td>
<td>North Campus</td>
<td>Exam Presentation of Family Fact Sheet</td>
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<tr>
<td></td>
<td></td>
<td>Field discussion and book clubs</td>
</tr>
</tbody>
</table>
EDEE 415 Field Notebook Description, Statement, and Rubric

Assignment Description: In each of the time blocks you are teaching, you will develop lesson plans that you will subsequently teach during your field placement. Each lesson is to be approved prior to teaching by both the 416 instructor and your cooperating teacher. **No unapproved lessons will be accepted.** You will be observed teaching each of these lessons at least once by your cooperating teacher, once by your teaching partner, and at least once by your 416 instructor. After each lesson, you will be expected to write 1-2 page reflection and a revised lesson plan highlighting your changes and using comment feature to comment on changes.

Due to the importance given to the practical application of teaching in determining program advancement, students must earn a C- (77%) or better in this course to move on in the program. Students may only take EDEE 416 twice. If a grade of C- (77%) or better is not earned in the second attempt, the student will be counseled out of the Elementary Education Program.

Format requirements:

- Small 3-ring binder
- Cover sheet (see attached)
- Rubrics and papers for all lessons (rubric, lesson plan, ADEPT, written reflection, revised lesson)
- Three tabbed sections (one for each lesson)

For each lesson/section, please include:

1. The original lesson plan
2. The rubric
3. The ADEPT form used to evaluate the lesson with **all signatures complete.**
4. 1-2 page written reflection
   a. Describe the extent to which the objectives of your lesson were achieved and how this is justified with specific evidence from your assessment(s).
   b. Identify and discuss the strengths and weaknesses of your teaching performance during the lesson and how that was related to both student learning and to the ADEPT standards.
c. Identify what steps you will take to improve the next lessons you teach.

Final Reflection—completed at the end of the semester. Reflect on your teaching experiences throughout the semester. Discuss your strengths and weaknesses in terms of the ADEPT standards.

**Field Notebook Evaluation Statement**

The aim of evaluation is to:

- assist the student in realistically viewing their strengths and weaknesses as a potential teacher; and
- provide a final evaluation in EDEE 416 and determine a student's progression in the required course of study.

The EDEE 416 Field Notebook evaluation is an attempt to state quantitatively and qualitatively the degree to which students are acquiring the pedagogical knowledge and skills necessary to become a qualified and competent teacher. The evaluation process for the EDEE 416 field notebook is based heavily on the South Carolina’s Assisting, Developing and Evaluating Professional Teaching (ADEPT) program. In short, the ADEPT evaluation system measures and evaluates the practical application of pedagogy.

**EDEE 415 Format for Three Teaching Rounds**

**Description of Assignment:**

The purpose of your field experience this semester is to provide you with the opportunity to plan for and implement increasingly longer blocks of teaching time in the classroom, in preparation for the kind of planning you will be doing next semester during Clinical Practice.

**Round ONE:** Plan for and teach one lesson.

**Round TWO:** Plan for and teach two lessons with a transition activity prepared in between.

**Round THREE:** Plan for and teach three lessons with a transition activity prepared in between each of the three lessons.

This semester, you will be responsible for teaching on THREE separate occasions, coordinating your planning with your cooperating teacher to follow the plan she/he would ordinarily have in place.

For example, your teacher may begin the instructional day with opening exercises that include review of the calendar and weather, a morning message, sharing time, daily oral language/math. For your first lesson (Round 1) you would write a lesson plan and you would be responsible for the first lesson
on the day of your first scheduled teaching day. Continuing with this example, say your teacher normally follows the above lesson with a transition that includes a stretching activity, which leads into a reading lesson. For your second lesson (Round 2) you would write a plan that describes the first lesson, the transition activity, and the second lesson. You would be responsible for leading those activities on the day of your second scheduled teaching lesson.

In Round Three, you will continue with this pattern.