Course title: EDEE 416 Curriculum, Instruction, and Literacy Assessment, Grades 2-6 (Field Experience)

North Charleston Campus-Room 245 (8/21: 8 a.m.; 8/28: 8:30 a.m.; TBD: 11/20)
Sanders Clyde Elementary School (7:30-11:30 a.m.)

Instructor: Emily Skinner, Associate Professor

Phone/Email: Email: skinnere@cofc.edu
Cell: 843.860.9864

Office Hours: Tuesday: 11:30-3:30 (main campus); 11:30-12:30 (Field Locale)

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:

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 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
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 Requirements:**

**I. Field Notebook (Includes 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, 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 AM the Monday before your teaching round on Thursday. When you receive feedback email from each, you are to make changes and email the revised plan to the co-op teacher and professor as soon as possible.

• You must let me know what time you will be teaching so that I can plan accordingly. I may not be present for the entire lesson depending on scheduled observations.

• You must also give a hard copy of the lesson to your observer each morning you are to teach.

• You must make sure you are prepared to teach the plan you have planned.

• You will meet and debrief with me immediately following your teaching or at some point during the field that morning or between 11:30-12:30.

• 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 write reflections on your teaching.

• A week after teaching, you will turn in their lesson plan, ADEPT forms, 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 student in your field placement classroom prior to teaching lesson plans. You will analyze the assessments and make recommendations for instruction.

III. Family, Community and Diverse Experiences Book Club (6 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/book club.


IV. Teacher as a Professional Project

The “Teacher as Professional” project is designed to help you understand your professional role in the lives of children and their families, including your role in advocating for the needs and identities of the children and families you serve. You will first identify a sociocultural identity of significance that children and families have that is of interest to you and that is connected to your own work in the field. This identity should be meaningfully selected and reflect the backgrounds of children and families with whom you have worked. Examples include English language learners, gender, social class, race, body type, abilities (e.g. learning disabilities, giftedness, etc.) or the intersection of any of these identities (e.g. African American boys).

You will then research how this identity intersects with literacy learning in depth in order to educate yourself about it. You should draw upon 8-10 sources including a mix of peer-reviewed, academic journals, organizational websites, and literature (children’s literature and/or adolescent/adult literature). You must read at least 3 peer-reviewed articles about your selected identity. You will record these sources in the form of a reference list that will be included with your final project. You will also need to interview an elementary professional to get their perspective on literacy learning and this identity. For example, you might choose to interview a principal, guidance counselor or social worker, or classroom teacher. 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.

Finally, using what you’ve learned from the research, reading and interview, you will synthesize and state 3 big ideas that people should understand about your selected cultural identity and literacy learning. You will then choose a genre to write/design a final project (e.g. children’s picture book, poem, digital story, graphic novel chapter, feature article, editorial, etc.) that you will share with the class at the final exam.

V. Extra Credit: Attend a session at YALL Book Festival on Friday, Nov. 7th or Saturday, Nov. 8th (http://yallfest.org/schedule). Take your photo with an author from festival for proof of attendance. (2 points)
## GRADES:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Breakdown</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Assessment Portfolio</td>
<td>Three assessments and analyses (i.e. on-demand writing analysis, spelling inventory, running record/mis cue analysis)</td>
<td>15</td>
</tr>
<tr>
<td>Field Notebook</td>
<td>1st round: 10 points</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>2nd round: 20 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3rd round: 20 points</td>
<td></td>
</tr>
<tr>
<td>Participation and Attendance</td>
<td>Each of 14 classes is worth one point including preparation, timeliness and attendance</td>
<td>14</td>
</tr>
<tr>
<td>Book Club Reading, Discussion and Reflection</td>
<td>Select book to read on 2nd meeting, contribute 3 discussion posts on OAKS (1 point each= 3 points) prior to final class meeting/book club (3 points)</td>
<td>6</td>
</tr>
<tr>
<td>Teacher as Professional Project (Final Project)</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

### Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>GPA</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](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>August 21</td>
<td>Place, Identities, and Discourses</td>
<td>In class reading:</td>
</tr>
</tbody>
</table>
| Class, North Campus | Syllabus  
|---------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| August 28 Class, North Campus | Book Club Selections  
Literacy Assessment: Running Records & Miscue Analysis  
*Corridor of Shame* Screening  
Details about field placement  
Field Notebook  
Teacher as Professional Project | Reading:  
Taberski, S. *Running records.* |
| September 4 Sanders Clyde Elementary | 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 a student for literacy assessments and get reading level so you can bring appropriate running record text to implement on September 11.  
Literacy Assessment: Take digital photo of on-demand writing sample. |  
Reading:  
Bear et al: Spelling Inventory  
Due:  
1. On-Demand Writing analysis  
2. Daily Schedule |
| September 11 Sanders Clyde Elementary | Implement spelling inventory; Observe how teacher builds upon lessons, makes transitions. Assist teacher. |  |
| September 18 Sanders Clyde Elementary | Implement running record; Assist teacher and talk about first round of lessons. | Due:  
Spelling inventory due |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 25</td>
<td>Round 1, Student A teaches one lesson</td>
<td>Due: Running record and miscue analysis due</td>
</tr>
<tr>
<td>Sanders Clyde</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 2</td>
<td>Round 1, Student B teaches one lesson</td>
<td>Student A paperwork due</td>
</tr>
<tr>
<td>Sanders Clyde</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 9</td>
<td>Round 2, Student A teaches two lessons with transition</td>
<td>Student B paperwork due</td>
</tr>
<tr>
<td>Sanders Clyde</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 16</td>
<td>Round 2, Student B teaches two lessons with transition</td>
<td>Student A paperwork due</td>
</tr>
<tr>
<td>Sanders Clyde</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 23</td>
<td>Round 3, Student A teaches three lessons with transitions</td>
<td>Student B paperwork due</td>
</tr>
<tr>
<td>Sanders Clyde</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 30</td>
<td>Round 3, Student B teaches three lessons with transitions</td>
<td>Student A paperwork due</td>
</tr>
<tr>
<td>Sanders Clyde</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 6</td>
<td>Shift Day in case schedule gets off.</td>
<td>Student B paperwork due</td>
</tr>
<tr>
<td>Sanders Clyde</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 13</td>
<td>Last day in the field, make ups, thank cooperating teachers and students, meet with principal</td>
<td></td>
</tr>
<tr>
<td>Sanders Clyde</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 20 North Campus</td>
<td>Field discussion and book clubs</td>
<td>Field notebook due</td>
</tr>
</tbody>
</table>