EDEE 380
Application of Curriculum and Literacy Instruction: Grades Pre-K-3
College of Charleston
Fall 2015

Instructor: Barbara A. Veal, vealba@cofc.edu (Cell: 697-1167, Home: 795-0801)

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 subject areas to young students. Candidates teach small groups or whole classes 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 1, 2, & 3)
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
**NAEYC Performance Indicators:**

1a. Developing knowledge and understanding of your children’s characteristics and needs.
1b. Developing knowledge and understanding of the multiple influences on development and learning.
1c. Beginning to use developmental knowledge to plan for healthy, respectful, supportive, and challenging learning environments.
2a. Developing understanding of goals, benefits, and uses of assessment.
2b. Knowing about and beginning to use observation, documentation, and other appropriate assessment tools and approaches.
2c. Developing understanding and beginning to use and practice responsible assessments.
2d. Knowing about and observing how teachers establish assessment partnerships and supportive interactions.
3a. Knowing about developing understanding, and beginning to develop positive relationships and supportive interactions.
3b. Knowing about, developing understanding, and beginning to use effective approaches, strategies, and tools for early education.
3c. Knowing about and developing understanding of the importance, central concepts, inquiry tools, and structures of content area of academic disciplines.
3d. Beginning to use own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.
4a. Developing identity and involvement with the early childhood field.
4b. Knowing about and developing demonstration of ethical standards and other professional guidelines.
4c. Developing demonstration of engagement in continuous, collaborative learning to education.
4d. Beginning to integrate knowledgeable, reflective, and critical perspectives on early education.
5a. Developing identity and involvement with the early childhood field.
5b. Knowing about and developing demonstration of ethical standards and other professional guidelines.
5c. Developing demonstration of engagement in continuous, collaborative learning to inform practice.
5d. Beginning to integrate knowledgeable, reflective, and critical perspectives on early education.
5e. Beginning to engage in informed advocacy for children and profession.

**SOEHHP Mission:**
The mission of the school of Education, health, and Human Performance is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

**SOEHHP Theoretical Framework:**
Our vision is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can **MAKE THE TEACHING-LEARNING CONNECTION** through:

Understanding and valuing the learner.

Knowing what and how to teach and assess and how to create an environment in which learning occurs;

Understanding ourselves as professionals.
Course requirements:

1. Attendance (20 points)
   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 field instructor to let her know what is going on. Do this before 8:00 if possible.

2. Written responses to Reflection Prompts (100 points) 5 X 20
   Reflection Prompts will be given to you to read and review. You are responsible for providing a one to two page, thoughtful response to the prompt each week that one is given. The responses should be submitted-typed and double-spaced.

3. Field Experience Notebook (60 points)
   Your notebook should be a 3-ring notebook in tabbed sections as listed on the following pages. 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 the field notebook. Your notebook will be returned back to you at the end of the semester with a grade for content, organization, and neatness. Photos should be taken to represent your field experience. These should go at the beginning of the notebook.
   (20 points)

4. ADEPT lesson plans (40 points) 4 X 10 points each
   Revised lesson plans (40 points) 4 X 10 points each
   Reflections of lessons taught (40 points) 4 X 10 points each
   Completed ADEPT Forms (60 points) 4 X 15 points each

5. Final Course Reflection (50 points) Reflect on your whole teaching experience this semester. Cite specific examples from your coursework and teaching experiences that demonstrate your understanding of the standards.

6. Final Exam (65 points) Exam topics will be provided for students to make a project choice. Students will opt to work with a partner or work alone.
Each student in class will be given a red lesson plan folder with pockets. You will teach your lesson on Wednesday. The next Wednesday you will turn in your red folder with the following: your lesson plan, revised lesson plan, and your reflection of the lesson. **Please turn in your white ADEPT copy if I did not evaluate you on that lesson.** On the following week your folder will be given back to you for the next lesson you turn in.

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Attendance 20 points
Photos from teaching experience 20 points
Written Responses 100 points
Field Experience Notebook 60 points
ADEPT lesson plans 40 points
Revised lesson plans 40 points
Reflections of lessons 40 points
Completed ADEPT forms 60 points
Final course reflection 50 points
Final exam project 65 points

Grading Scale

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>480-495</td>
<td>A</td>
</tr>
<tr>
<td>464-479</td>
<td>A-</td>
</tr>
<tr>
<td>448-463</td>
<td>B+</td>
</tr>
<tr>
<td>432-447</td>
<td>B</td>
</tr>
<tr>
<td>416-431</td>
<td>B-</td>
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<tr>
<td>400-415</td>
<td>C+</td>
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<tr>
<td>384-399</td>
<td>C</td>
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<tr>
<td>368-363</td>
<td>C-</td>
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<tr>
<td>352-367</td>
<td>D</td>
</tr>
<tr>
<td>336-351</td>
<td>F</td>
</tr>
</tbody>
</table>
Introduction:

Include collected information about your assigned school. Take photos of your students and their work while you are in the classroom. Place them in this section. Include a CCSD calendar for the 2015-2016 school year.

Section I: Lesson Plans

Include the ADEPT yellow copies from your four lessons and copies of your revised lessons.

Section II: Self-Assessments

Include the four self-assessments from your four ADEPT lessons.

Section III: Written responses from education articles.

Section IV: Toolkit

Include any items that have been given to you from the instructor.
As you prepare for the lessons you will teach think about these components.

Lesson Set

* Objectives (State it so that the children can comprehend the vocabulary you use to state what they are going to be able to do.)

*Lesson Importance (State why this is important learning.)

Connections (Connect the learning to real-life, prior, or future learning and to literacy.)

Hook (What can you state that will peak the child's interest in what you are teaching?)

As you think about the Lesson Set-

*What "hook" can I use to peak the child's interest in what I am about to teach during the prime learning time of the lesson beginning?

*How will I clearly state the learning objective?

*How will I relate this lesson to previous work to activate prior knowledge?

*How will I make a connection to real-life? To literacy?

*How can I involve the students in these first few minutes to get them to interact with the instruction? (ex. Raise you had if you have ever had your food measured when you were going to buy a pair of shoes? What happened?)

*At the end of the lesson, how am I going to check and make sure the lesson has been learned?

**Lesson Plan Format**

- Standards
- Objectives
- Materials
- Assessments (formal and informal)
- Introduction/Procedures
- Modeling
- Guided practice
- Independent practice
- Closure
- Classroom management suggestions
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:**
- Large 3-ring binder
- 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.
Class Expectations

1. Embrace learning in the field.
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 W or F in the course. Prompt arrival at all field placements and on-campus courses is extremely important.
7. Call or text the cooperating teacher and the college supervisor about your tardiness or absence before 7:30. If you do not call anyone, it will reflect upon your grade.
8. Three tardies after 8:00 a.m. equals one absence.
9. Please e-mail me your lesson plan by Tuesday 6 p.m. before you teach the lesson on Wednesday. Late lessons are frowned upon.
## EDEE 380-Application of Curriculum and Instruction: Grades Pre-3
College of Charleston
Fall Semester-2015

<table>
<thead>
<tr>
<th>Week</th>
<th>Date &amp; Location</th>
<th>Topics and Activities</th>
<th>Reading assigned</th>
<th>Reflection Response from reading assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/26 North Area Campus</td>
<td>Introductions, Syllabus overview, partner sign up</td>
<td>#1 Circle Time Puppets</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/2 North Area Campus</td>
<td>ADEPT Classroom management Parent involvement Praise</td>
<td>#2 Rules Talk</td>
<td>Reflection #1 is due.</td>
</tr>
<tr>
<td>3</td>
<td>9/9 Field Site</td>
<td>Orientation to Field Site: Get involved! Talk to your cooperating teacher about scheduling and get his/her contact info and a classroom schedule.</td>
<td>#3 Teachers Connecting with Families</td>
<td>Reflection #2 is due.</td>
</tr>
<tr>
<td>4</td>
<td>9/16 Field Site</td>
<td>Get to know your students. Take notice of their behavior plan in the classroom. Make a map of the student's location in the class</td>
<td>#4 Tender Topics</td>
<td>Reflection #3 is due.</td>
</tr>
<tr>
<td>5</td>
<td>9/23 Field Site</td>
<td>Partner A teaches a Math lesson.</td>
<td>#5 The Homework Debate</td>
<td>Reflection #4 is due.</td>
</tr>
<tr>
<td>6</td>
<td>9/30 Field Site</td>
<td>Partner B teaches a Math lesson.</td>
<td></td>
<td>Reflection #5 is due. Partner A revised lesson &amp; reflection due.</td>
</tr>
<tr>
<td>7</td>
<td>10/7 Field Site</td>
<td>Partner A teaches a Literacy lesson.</td>
<td></td>
<td>Partner B revised lesson &amp; reflection due.</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Details</td>
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<td>8</td>
<td>10/14 Field Site</td>
<td>Partner B teaches a Literacy lesson.</td>
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<tr>
<td>9</td>
<td>10/21 Field Site</td>
<td>Partner A teaches a Social Studies lesson.</td>
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<td></td>
<td><strong>Bring a pkg of colored 3 X 5 index cards next wk</strong></td>
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<tr>
<td>10</td>
<td>10/28 North Area Early Release</td>
<td>Websites, Smart board Sites, Game Day, exam info</td>
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<tr>
<td>11</td>
<td>11/4</td>
<td>Partner B teaches a Social Studies lesson.</td>
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<tr>
<td>12</td>
<td>11/11</td>
<td>Partner A teaches a Science lesson.</td>
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<tr>
<td>13</td>
<td>11/18</td>
<td>Partner B teaches a Science lesson.</td>
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<td></td>
<td></td>
<td>Partner A revised Science lesson &amp; reflection due.</td>
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<tr>
<td>14</td>
<td>11/25</td>
<td>NO CLASS!</td>
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<tr>
<td>15</td>
<td>12/2</td>
<td>**Last day at field site.</td>
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<td></td>
<td>Field notebook is due.</td>
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<td>Final Reflection is due.</td>
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<tr>
<td>16</td>
<td>12/9</td>
<td>Present exam project at the North Area Campus</td>
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<td></td>
<td></td>
<td>Course-Instructor Evaluation</td>
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</table>

**Write thank you notes to your cooperating teacher and principal. Either deliver or mail them. Give a read aloud (paperback) book to the class as a thank you.**