Tentative (subject to change)
College of Charleston
EDEE 682-01: Adv Curr (PreK-3) Field Experience III

Term: Fall 2016
Instructor: Dr. Ashley Brailsford Vaughns
Day and Time: Thursdays 7:30-2:45pm
Email: vaughnsab@cofc.edu
Location: North Campus Room 242
Phone: 953-5488 (o); 402-981-9344 ©
Office Location: 86 Wentworth St., 317
Office Hours: Mon. & Wed. 11:00-1:30pm

Note: The best way to contact me is via email or to come to office hours. I typically respond to email within 24 hours during the week. If you email me Friday afternoon-Sunday, I will get back to you on Monday.

SOEHHP Mission
We develop 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:
  o Understanding and valuing the learner;
  o Knowing what and how to teach and assess and how to create an environment in which learning occurs;
  o Understanding ourselves as professionals.

SOEHHP Dispositions
All teacher education candidates must:
  o believe that all children can learn.
  o value and respect individual differences.
  o value positive human interactions.
  o exhibit and encourage intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas.
  o demonstrate dedication to inquiry, reflection, and self-assessment.
  o value collaborative and cooperative work.
  o demonstrate sensitivity toward community and cultural contexts.
  o engage in responsible, fair, and ethical practice.

Dispositions will be evaluated at the end of the semester by your cooperating teacher.

Course Information

Course Description
This course provides early childhood education candidates an opportunity to plan and teach multiple subjects to diverse young learners. Candidates examine the early childhood teacher’s role in establishing and maintaining a positive and productive learning environment in the
classroom. They learn to assess their students’ performance as well as their own. In addition to attending seminars, candidates will complete required hours of practicum experience in an appropriate early childhood classroom and with a community partner.

Prerequisites: EDEE 510 & EDEE 636

Course Objectives
All teacher preparation programs in the School of Education at the College of Charleston are guided by a commitment to “Making the Teaching and Learning Connection.” Teachers who make the teaching and learning connection understand and value the learner, know what and how to teach and assess and how to create an environment in which learning occurs, and understand themselves as professionals. Below are the specific outcomes related to the three elements of teacher competency. The standards listed in parentheses refer to standards of the National Association for the Education of Young Children (NAEYC).

Outcomes related to understanding and valuing the learner:
• Identify learning needs for diverse individuals and design instruction to meet these needs (NAEYC 2a; EHHP VI, EEDA 12).
• Evaluate strategies for organizing classrooms and promoting responsible student engagement in learning (NAEYC 5a, 6d; EHHP II; EEDA 4).

Outcomes related to knowing what and how to teach and assess and how to create an environment in which learning occurs:
• Plan and teach activities integrating content from multiple disciplines (NAEYC 4c; EHHP II; EEDA 4)
• Design and conduct assessments that evaluate integrated learning (NAEYC 3b, 3c; EHHP VI; EEDA 4).
• Integrate technology to meet diverse student learning needs, including assessment and assistive technology for children with disabilities (NAEYC 3c, 4b, EHHP VII; ISTE);

Outcomes related to understanding of self as professional:
• Plan for family involvement (NAEYC 2c; 6b; EHHP IV, VI);
• Use the ADEPT teacher evaluation system as a self reflection and peer assessment tool (NAEYC 6d; EHHP V; STE)
• Participate in advocacy activities that support young children (NAEYC 6e; 2c; EHHP IV).

Course Requirements

Required Textbooks

For reference:


**Technology**

Laptops and tablets are ONLY permitted for class activities and to review PowerPoint slides or readings.

**Attendance Policy**

Attendance will be taken during each class. Absence is permitted only in cases of illness or another legitimate cause. **Please leave a message for your cooperating teacher and university supervisor before 7am, if you are ill or have a family emergency. Any number of absences, whether excused or unexcused, may result in course grade reduction;** for example, A to A-, B+ to B, etc. If you miss class, it is your responsibility to setup a meeting with me to discuss the conditions of your absence and makeup assignments. **You must bring documentation (i.e. doctor’s note, obituary notice, etc.) and meet with me within one week of this absence.** Once one week has passed, I will not meet with you and your final course grade will be affected. **If you miss more than 2 classes you will be dropped with a WA.**

**NOTE:** We will meet at 2:00pm at the end of each visit to debrief your experience. Please arrive to the designated location on time. This is not optional. **Failure to attend results in an absence. If you are late or leave early 2 or more times, these will be counted as one absence.**

**Absence Policy Summary**

1. More than two (2) absences will result in **WA/F.**
2. Three tardies (arrival between 7:30 and 7:40 AM) equals one absence.
3. Arrival after 7:40 AM equals an absence.
4. Leaving before 2:15 PM equals an absence.
5. If you miss one field session and have provided acceptable written documentation, you are required to make up the session on one of the designated make-up days. This session must be arranged with the college supervisor and the cooperating teacher.

**Method of Instruction**

This class will consist of a combination of short lectures, learning activities, videos, and class discussions. The content found in your readings will be discussed in class and applications to the ideas presented in the readings will be made during class time. **Therefore, it is imperative that readings be completed in order to successfully complete assignments.**

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Developmental Case Study</td>
<td>110</td>
</tr>
<tr>
<td>Teaching Assignments &amp; Field Notebook</td>
<td>180</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>290</td>
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</tbody>
</table>
Developmental Case Study (110 points): The developmental case study consists of four sections and will be conducted on a child from your EDEE 682 classroom. In the first section of the case study, you will provide a brief description of the child based on your knowledge of child development and you will describe the classroom setting in which you observed the child. In the second section you will discuss what you learned about the child’s family and how that influences the child’s learning and development. In the third section, you will provide a description of the assessment tools used in identifying the child’s needs, describe your rationale for choosing them and discuss what you learned about the child from conducting these assessments. In the final section, you will develop an action plan in which you will identify appropriate developmental goals based on your assessment of the child’s needs and describe what action you, the family and/or the cooperating teacher could take in helping the child to make progress toward achieving these goals. See assignment description and rubric on OAKS for more information.

Field Experience Notebook (180 points): You will be expected to plan and conduct four lessons in your assigned classroom across the semester. You will be expected to turn in a field notebook with the original lesson plan, a revised lesson plan, an evaluation form, a 1-2 page lesson reflection for EACH lesson. Your lesson plans must be reviewed and approved by the university supervisor AND cooperating teacher prior to conducting them. Please send the lesson to the university supervisor and your cooperating teacher in the SAME email. Plans must be received by 8am the Monday prior to your scheduled lesson. Late lesson plans will not be accepted and you will receive 0 points. Therefore, you may not teach a lesson before receiving feedback/approval on your lesson plan from the university supervisor AND cooperating teacher. The final notebook should include the following:

a. Four lesson plans that were approved by the content area instructor and cooperating teacher BEFORE teaching. Include a copy of the email with the approval. Plans must be received by the content instructor, cooperating teacher, and university supervisor by 9am the Thursday prior to your scheduled lesson. Plans not received by this time will receive 0 points. If revisions are needed, you must revise and re-submit your lesson plan to the cooperating teacher and instructor by Tuesday at 8:00 a.m. See associated information and rubric.

b. Four lesson evaluations forms. One should be completed by the university supervisor, one should be completed by the cooperating teacher and one should be completed by a peer.

c. Four 1-2 page reflections of the teaching of each lesson.

d. A FINAL/SUMMARY REFLECTION in which you discuss what you have learned this semester in relation to NAEYC standards 4-6. This reflection should include a description of your strengths and weaknesses and a plan for improving your areas of need.

Each lesson is worth 35 points=140 points and the final reflection is worth 40 points. See assignment description and rubrics on OAKS for more information.
Grading Policy

Your grades are something that **you earn** based on the quality of your work and how well you follow the directions for the assignment. In addition, it is your responsibility to read the description for each assignment on the syllabus, review the details on OAKS, and view the guidelines to make sure you have met all criteria. **All assignments are due by 8am on their due dates.** They must be submitted through OAKS, unless otherwise noted. An assignment that is submitted late will receive a grade reduction of 10% and feedback will not be given. I will only accept late assignments up to one week after the due date. After the one week mark has passed, I will not accept your work and it will be scored as a 0. **Reminder: Late lesson plans will not be accepted and you will receive 0 points.**

If there are more than five errors on a page (due to not following assignment instructions or grammar/spelling), I will stop grading your assignment and give it back to you to redo the assignment. At this point you will have only one week from the day I give it back to you to redo the assignment. You will receive a grade reduction of 10%.

If you have questions about a grade you have received, I welcome you to talk with me about it during my office hours or during a scheduled appointment. **You have one week, from the date the assignment was returned to you, to meet with me.** After a week has passed, I will not meet with you and you will keep the first grade you earned.

**C of C Graduate Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A+</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>89-92</td>
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<tr>
<td>B</td>
<td>85-88</td>
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<tr>
<td>C</td>
<td>77-80</td>
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<tr>
<td>C+</td>
<td>71-80</td>
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<tr>
<td>F</td>
<td>76 or lower</td>
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**Format for All Assignments**

Papers must be double-spaced in 12-point Times New Roman format with 1-inch margins. Any reading referenced in your writing must be cited using APA format. Google *Purdue OWL APA for help.*

**College of Charleston Academic Honor Code**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for
two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

**Support Services**

**Academic Support Services—The Center for Student Learning**
The CSL, located on the first floor of the library, offers a wide variety of tutoring and other academic resources that support many courses offered at the College. Services include walk-in tutoring, by appointment tutoring, study strategies appointments, Peer Academic Coaching (PAC), and Supplemental Instruction (SI). All services are described and all lab schedules are posted on the CSL website http://csl.cofc.edu/, or call 843.953.5635 for information.

**Writing Lab**
I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit http://csl.cofc.edu/labs/writing-lab/.

**Accommodations**
The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.
<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings &amp; Assignments Due Today</th>
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<tr>
<td>Thursday August 25th</td>
<td>Course Overview/ -Building Relationships &amp; Creating Supportive Environments -Multicultural Education</td>
<td>Souto-Manning Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>Thursday September 1st</td>
<td>Lesson Planning -Multicultural Education</td>
<td>Souto-Manning-Jigsaw (3&amp;4, 5&amp;6, 7&amp;8)</td>
</tr>
<tr>
<td>Thursday September 8th</td>
<td>Orientation to the field site: Observation &amp; Assist</td>
<td>Schedule of your teaching dates</td>
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<tr>
<td>Thursday September 15th</td>
<td>Orientation to the field site: Observation &amp; Assist</td>
<td>Copy of your class schedule</td>
</tr>
<tr>
<td>Thursday September 22nd</td>
<td>Student A teaches 30 minute block</td>
<td>Identify Developmental Case Study Child</td>
</tr>
<tr>
<td>Thursday September 29th</td>
<td>Student B teaches 30 minute block</td>
<td>Student A Notebook DUE</td>
</tr>
<tr>
<td>Thursday October 6th</td>
<td>Student A teaches 60 minute block</td>
<td>Student B Notebook DUE</td>
</tr>
<tr>
<td>Thursday October 13th</td>
<td>Student B teaches 60 minute block</td>
<td>Student A Notebook DUE</td>
</tr>
<tr>
<td>Thursday October 20th</td>
<td>Student A teaches 90 minute block</td>
<td>Student B Notebook DUE</td>
</tr>
<tr>
<td>Thursday October 27th</td>
<td>Student B teaches 90 minute block</td>
<td>Student A Notebook DUE Draft: Developmental Case Study Part A</td>
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<tr>
<td>Thursday November 3rd</td>
<td>Student A teacher 120 minute block</td>
<td>Student B Notebook DUE Draft: Developmental Case Study Part B</td>
</tr>
<tr>
<td>Thursday November 10th</td>
<td>Student B teaches 120 minute block</td>
<td>Student A Notebook DUE Draft: Developmental Case Study Part C</td>
</tr>
<tr>
<td>Thursday November 17th</td>
<td>Observe in Other Classrooms/Makeup day</td>
<td>Student B Notebook DUE Draft: Developmental Case Study Part D</td>
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<tr>
<td>Thursday November 24th</td>
<td>Happy Thanksgiving</td>
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<tr>
<td>Thursday December 1st</td>
<td>Individual Conferences</td>
<td>Final Notebook Reflection DUE</td>
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<tr>
<td>Thursday December 8th</td>
<td>Final</td>
<td>Developmental Case Study DUE</td>
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