College of Charleston  
School of Education, Health, and Human Performance  
EDEE 382, Section 001  
Application of Curriculum and Instruction: Grades 2 - 6  
Three (3) Credits  
Fall 2017

2.3 Instructor  
Dr. William Veal

2.4 Class Location  
North Area Campus (NORT) and Field locations in schools

2.4 Class Time  
Wednesdays 7:30-11:30

2.5 Office Hours  
Tuesday 12:30-3:30

Office Location  
315, 86 Wentworth

Office Phone/email  
(843) 953-8045

3.1 Course Prerequisites  
Admission into teacher education program and EDFS 303.

3.2 Course Description

This course provides candidates seeking elementary licensure (grades 2-6) an opportunity to observe how teachers teach various subject areas to elementary students. Candidates teach individual students, small groups of students and the whole class. Candidates plan for the effective use of curriculum, instruction and assessment to use standards to meet the developmental needs of elementary grades students. PREREQUISITE: EDEE 327

Course Materials

- Field Experience Packet
- NIET packet
- Four (4) Semester II Approved Lesson Plans for Teaching in the Field Placement
- Selected readings available as assigned (available on OAKS)

EHHP Mission Statement

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.

TEDU Mission Statement
The Department of Teacher Education prepares teachers to meet the educational needs of children and youth in the areas of early childhood, elementary, foreign language, middle level, secondary, and special education. The curriculum involves coursework on campus as well as field experiences and clinical practice in diverse school settings.

**EHHP Learning Standards**

IV. Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the professions;

V. Communicate effectively with students, parents, colleagues, and the community; and

VII. Show an understanding of the culture and organization of schools and school systems and their connection to the larger society.

**2.6 Student Learning Outcomes**

The 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 382 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 Association of Middle Level Educators (AMLE) standards define expectations for middle grades teachers.

<table>
<thead>
<tr>
<th>ETC 1</th>
<th>ETC 2</th>
<th>ETC 3</th>
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<tbody>
<tr>
<td>Understand/Value the Learner</td>
<td>Know what/how to teach/assess and create an effective learning environment</td>
<td>Understand yourself as a professional</td>
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<tr>
<td>Identify individual learning needs and design and implement instruction to meet these needs (SOE Standards I, II, VI; NAEYC 1a; NCATE/ACEI 1.3b; EEDA 4; R2S 4)</td>
<td>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; 5.1 and 5.5; EEDA 4; R2S 1)</td>
<td>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; R2S 6)</td>
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<td>Plan activities that integrate content from multiple disciplines (SOE Standards I, II, III; NAEYC 4b; NCATE/ACEI 2i, 3a; EEDA 4; R2S 2)</td>
<td>Speak and write clearly, persuasively, and skillfully (SOE Standard V: NCATE/ACEI 3E; NAEYC 5)</td>
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<td>Evaluate assessments that evaluate integrated disciplines (SOE Standards I, II, III; NAEYC 3b, 3c, 3d; NCATE/ACEI 4; R2S 3)</td>
<td>Examine how the EHHP dispositions of effective teachers are manifested in professional behavior.</td>
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<td>Integrate technology to meet diverse student learning needs (SOE Standards I, III, V; NAEYC 4b, 4c; NCATE/ACEI 3e;)</td>
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<td>Identify family or family involvement issues (SOE Standards V, VII); NAEYC 2a,2c;</td>
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<tr>
<td>Evaluate strategies for organizing classrooms and promoting responsible student engagement in learning (SOE Standards I, III, V, VII; NAEYC 1c,4d; NCATE/ACEI 3d; R2S 4)</td>
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### 2.7 Attendance Policy and Participation

Attendance is vital in this course. If you miss more than two classes (i.e. no more than one in the field and one of the sessions for on campus equaling a total of two absences) you will receive a WA/F in the course. Prompt arrival at all field placements and on campus courses is also extremely important: tardiness is unacceptable. You are expected arrive at all class sessions and/or be in your classroom at 8:00 a.m. If you arrive between 8:00 and 8:10 you are considered tardy. Three tardies are counted as one absence. Arriving after 8:10 am is unacceptable and you will be marked absent.
*If you are absent from one of your field sessions, you must make up the assignments and field time on one of the specified make up days (see calendar). In order to make up the work, you must provide acceptable written documentation to your college supervisor. (This opportunity is to allow you to make up the work, but it does not, however, excuse the absence.) In addition, you must call the school before 8:00 am to inform the cooperating teacher and the college supervisor about your absence.

Absence Policy Summary

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 (i.e. arrival between 7:30 and 7:40 am equals an absence.
3. Arrival after 7:40 equals an absence.
4. Leaving before 10:45 am 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.
6. Call the school and leave a message for the cooperating teacher and the college supervisor about your absence before 8:00 am.

Violations to the Code of Conduct outlined on pages 10-11 in the Student Handbook will be reported to the Honor Board.

2.8 Grading Policy

<table>
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<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Lesson Plans</td>
<td>80</td>
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<tr>
<td>Lesson Reflections</td>
<td>80</td>
</tr>
<tr>
<td>Lesson Evaluations</td>
<td>80</td>
</tr>
<tr>
<td>Teacher as a Professional Project</td>
<td>80</td>
</tr>
<tr>
<td>Professionalism/Attendance</td>
<td>30</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>350 POINTS</strong></td>
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1. **Lesson Plans** (20 points each) – You will be required to plan and conduct four teaching blocks in your assigned classroom (one in each of the following major contents: social studies, science, literacy, and math). Before teaching, your lesson plan(s) must be reviewed and approved by both the course instructor and your cooperating teacher. Therefore, you may not teach a lesson before receiving feedback/approval on your lesson plan from the cooperating teacher **and** instructor. Plans must be received by the instructor and cooperating teacher by 8:00 am the Monday prior to your scheduled lesson. Plans not received by this time will receive no points. If revisions are needed, you must revise and re-submit your lesson plan to the cooperating teacher and course instructor by Wednesday at 8:00 a.m.

Your final revised plan should be submitted to OAKS on or before the next week’s Field with all supplementary materials (handouts, worksheets, ppts). The rubric for this assignment is on OAKS. Please see additional information below for teaching the lesson to your assigned class:
☐ You must let the instructor know the day and time you will be teaching so that observations can be planned for you and your peers.

☐ You must give a hard copy of the lesson to your observer. Have a seat in the classroom prepared for your observer with a hard copy of the lesson.

☐ All materials and resources must be prepared to teach prior to entering school the day you are to teach. Do not request prep time the day of your instruction. When you are there you must be observing, and supporting teacher instruction and student learning.

☐ I will debrief with you after all my observations.

2. Lesson Reflections (20 points each) – After each teaching block you should complete a one- two page written reflection. This reflection is due on or before the next class period and should be submitted on OAKS (rubric is in OAKS). The reflection includes the following:

☐ 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 NIET standards. Also, discuss how your strengths and weaknesses impacted student learning in this lesson.

☐ Using insights gained from your own reflection and NIET 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.

3. NIET observations (20 points each) – You will participate in four NIET observations. One will be conducted by a peer, two by your cooperating teacher, and one by your instructor (the CT may do an additional ADEPT if needed). It is your responsibility to schedule with the appropriate people to be present for your observation/assessment. Your signed NIET form should be scanned and submitted on OAKS with your lesson plans and lesson reflection on or before the next Field. The rubric for the NIET form is in OAKS.

NOTE: When using the NIET form, please make sure your CT uses the scoring guide provided (described in detail on first page). All scores should be noted under the column labeled Semester Two. Complete all information requested on the form including signatures and dates. This form can be found in OAKS – Content – Course Resources.

4. Teaching as a Professional Project (80 points) – The “Teacher as a Professional” project is designed to help teacher candidates investigate their roles as a professional from both a micro (teacher/classroom community) and macro (teacher as part of larger community of families, businesses, and community agencies) perspective. Candidates will utilize both qualitative and quantitative approaches throughout this project and culminate their findings in a 5-7 page paper.
5. Active participation and attendance (30 points) – Be prepared and be present in both mind and body!

2.9 REQUIRED TEXTBOOKS, EQUIPMENT, AND TECHNOLOGY
1. Online videos and readings within OAKS
2. NIET Forms (on OAKS)
4. Enrollment in this course will require you to use the a computer, videotaping equipment, Internet, word processing software, Smart Board technology, OAKS, and COFC email. NOTE: Appropriate use of electronic devices is a part of your professional participation in this class. Laptops, cell phones, or other electronic devices as tools for learning is acceptable but should not be distractible to you, your colleagues, or your instructor. Non-instructional texting, phone calls, social networking, shopping, or other non-instructional use of these devices during class is unacceptable and may result in a reduction of your participation grade.

2.10 ADA Accommodations for Students with Disabilities

In compliance with the Americans Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodations within the first two weeks of the course or as soon as they find out about potential accommodations if determined mid semester.

Center for Student Learning: I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

2.11 Academic Integrity

Honor System: 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 by both 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 XF 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 X to be expunged. 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 stored on a cell phone), 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://www.cofc.edu/generaldocuments/handbook.pdf

As EDEE is a dual program, in that we certify candidates for teacher certification, professors reserve the right to document violations that would impact student certification (e.g., attendance problems in field experiences, methods courses, and clinical practice, professionalism in schools, etc.).

2.8 PROGRAM SPECIFIC ELEMENTS

Demonstrations of SOEHHP Dispositions and How They are Expressed in this Course:

- Belief that all students can learn (attitudes expressed about the students and their families)
- Value and respect for individual differences (insights drawn from observations and accommodations made to lessons for student differences)
- 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, and performance in journals)
- Dedication to inquiry, reflection, and self-assessment (performance on journals, final exam, and class participation)
- Value of collaborative and cooperative work (respectful behavior in field experiences; taking initiative to help students and teachers; work with colleagues in class assignments)
- Sensitivity toward community and cultural contexts (family involvement assignment; insights in journals; respectful behavior in schools and classrooms)
- Engagement in responsible and ethical practices (respectful behavior in schools and classrooms; timely completion of all assignments; arriving on time for all class meetings;
assuming responsibility to obtain notes for missed classes and for making up missed field experiences; professional attire)

- Development of professional mastery over time (attitude toward constrictive criticism on assignments; commitment to continuous improvement).

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<thead>
<tr>
<th>Week/DATE</th>
<th>EDEE 382 COURSE FOCUS</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>One August 23</td>
<td>Review of Syllabus/Course Expectations Standards</td>
<td>Write a letter of introduction to your CT – email to your instructor by Monday, September 11th at 8 AM. Read two articles online in OAKS.</td>
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<tr>
<td>Two August 30</td>
<td>Lesson Planning NIET Classroom Management</td>
<td>Read the article on classroom management in OAKS – be prepared to discuss in class.</td>
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<tr>
<td>Three September 6</td>
<td>CLASS ONLINE</td>
<td>Read articles online in OAKS. Be prepared to use them for your Professional project.</td>
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<tr>
<td>Four September 13</td>
<td>Field Experience Week 1</td>
<td>Schedule first teaching lesson</td>
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<td>Five September 20</td>
<td>Field Experience Week 2</td>
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<td>Six September 27</td>
<td>Field Experience Week 3</td>
<td>Schedule second teaching lesson</td>
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<td>Lesson One Reflection DUE</td>
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<td>Seven October 4</td>
<td>Field Experience Week 4</td>
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<td>Eight October 11</td>
<td>Field Experience Week 5</td>
<td>Schedule third teaching lesson</td>
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<td>Lesson Two Reflection DUE</td>
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<tr>
<td>Nine October 18</td>
<td>Field Experience Week 6</td>
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<tr>
<td>Ten October 25</td>
<td>Field Experience Week 7</td>
<td>Schedule fourth teaching lesson</td>
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<td>Lesson Three Reflection DUE</td>
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<tr>
<td>Eleven November 1</td>
<td>Field Experience Week 8</td>
<td></td>
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<tr>
<td>Twelve November 8</td>
<td>Field Experience Week 9</td>
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<tr>
<td>Thirteen November 15</td>
<td>Field Experience Week 10</td>
<td>Lesson Four Reflection DUE</td>
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<tr>
<td>Fourteen November 22</td>
<td>NO CLASS Thanksgiving</td>
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<tr>
<td>Fifteen November 29</td>
<td>Review of Experiences North Charleston Campus</td>
<td>Lesson Four Reflection DUE</td>
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<tr>
<td>Sixteen December 6</td>
<td>Submit ONLINE</td>
<td>FINAL Teaching as a Professional Project DUE December 6 in OAKS</td>
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