**College of Charleston**

**EDEE 682: Adv Curr (PreK-3) Field Experience III**

**Fall 2017**

<table>
<thead>
<tr>
<th>Date, Time &amp; Location:</th>
<th>Thursday, 7:30-3:00; North Campus classroom or assigned school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>Kelley Mayer White, Ph.D.</td>
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<tr>
<td>Teaching Philosophy:</td>
<td>Most of my early work as an early childhood teacher in the public schools and my current work in higher education is centered on relationship building and is informed by the work of Nel Noddings. In “The Challenge to Care In Schools,” Noddings (1992) argues the primary aim of school should be to care for students. She believed “we do not tell our students how to care; we show them how to care by creating caring relations with them” (Noddings, 1992, p.22). I recognize that all learners need to be understood, received, respected, and recognized (Noddings, 1992, p.22). I aim to understand who my students are as individuals and get a sense for their prior experiences and backgrounds, and then use this information thoughtfully to plan engaging and challenging learning experiences.</td>
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</tbody>
</table>
| Office Hours:          | Tuesday, 1:00-4:00  
                        | Wednesday, 1:00-3:00 |
| Office Location:       | 86 Wentworth, #230                                         |
| Phone/Email:           | (O) 843 953 7372, (C) 843 323-5156  whitekm@cofc.edu |

**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:

- 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.

**SOEHHP Dispositions:**

All teacher education candidates must:

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

**Dispositions will be evaluated at the end of the semester using the School of Education Disposition Recommendation form, completed by your cooperating teacher and supervisor.**

<table>
<thead>
<tr>
<th>Course Prerequisite:</th>
<th>EDEE 636</th>
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<tbody>
<tr>
<td><strong>Course Description:</strong></td>
<td>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 &amp; EDEE 636</td>
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| **Additional resources:** | ADEPT Information: [http://www.scteachers.org/ADEPT/index.cfm](http://www.scteachers.org/ADEPT/index.cfm)  
South Carolina Teaching Standards (SCTS) 4.0 Rubric: [http://ed.sc.gov/educators/educator-effectiveness/south-carolina-teaching-standards-4-0/scts-rubric-resources/](http://ed.sc.gov/educators/educator-effectiveness/south-carolina-teaching-standards-4-0/scts-rubric-resources/)  
### Course Objectives and Alignment with NAEYC Standards:

| 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). |

### Ethical responsibilities to colleagues:

In a caring, cooperative environment, human dignity is respected, professional development and satisfaction are promoted, and positive relationships are developed and sustained. Modeling of the School of Education Professional Dispositions and the NAEYC Ethical Code of Conduct is expected from both the students and the instructor of the course. NAEYC’s Ethical Responsibilities for working with colleagues are especially relevant to this course, including:

- **I-3A.1**: To establish and maintain relationships of respect, trust, confidentiality, collaboration, and cooperation with colleagues.

- **I-3A.3**: To support co-workers in meeting their professional needs and in their professional development.

- **I-3A.4**: To accord co-workers due recognition of professional achievement.

- **P-3A.1**: We shall recognize the contributions of colleagues to our program and not participate in practices that diminish their reputations or impair their effectiveness in working with children and families.

- **P-3A.2**: When we have concerns about the professional behavior of a co-worker, we shall first let that person know of our concern in a way that show respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially and in a confidential manner.

- **P-3A.3**: We shall exercise care in expressing views regarding the professional attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge, not hearsay, and relevant to the interests of children and programs.

- **P-3A.4**: We shall not participate in practices that discriminate against a co-worker because of sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation.
| Course Assignments: | Literacy Assessment Reports: You will implement a battery of grade level appropriate literacy assessments with a small group of students in your field placement classroom. You will describe the procedures used, analyze the results, and make recommendations based on the data in brief reports submitted at multiple points across the semester (20 points each).

Teaching Assignments and Field Notebook: You will be expected to plan and teach four lessons in your assigned classroom across the semester. These lessons should increase in complexity and length. To document and reflect on your teaching experiences, you will be expected to turn in a field notebook with the original lesson plan, ADEPT/SCTS Evaluation form (signed and fully completed), and a 1-2 page lesson reflection. **Before teaching, your lesson plan 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. **Each lesson plan is due to your professor and cooperating teacher (both names on same email) by 8:00 a.m. the Monday prior to your scheduled lesson.** If revisions are needed, you must revise and re-submit your lesson plan to the cooperating teacher and course instructor as soon as possible. See assignment description and rubric for more information (115 points per section).

Related assignments:

- **Notebook checks (5 points each; scheduled at random)** – Maintain your field notebook across the semester. I will ask to see it several times and will expect it to be up to date and include your daily schedule, lesson plans, ADEPT/SCTS feedback, and individual lesson reflections.

- **Teaching Video (45 points)** – You will be expected to videotape a 10-15 minute segment of your teaching of lesson two. You will then upload the video to EdPuzzle to annotate and reflect on your performance in connection with the ADEPT/SCTS standards. See rubric for evaluation criteria.

- **Final Reflection & Summative Evaluation (40 points)** – Your field notebook should include a final paper in which you reflect on your growth across the semester in relation to the NAEYC and ADEPT/SCTS standards. See rubric and rating scale for criteria.

**Developmental Case Study:** You will select a case study child to focus on this semester and will study this child in great depth. In order to get to know the child, you will be expected to read to the child each week in an attempt to build a relationship with him/her. Your work should be organized into three sections. In the first section, you will provide a description of the child’s developmental strengths and needs and identify multiple influences on the child’s development. In the second section, you will provide a description of the assessment tools used to identify the child’s needs, and what you learned about the child from conducting these assessments. In the third and final section, you will develop an action plan in which you will identify appropriate developmental goals based on your assessment of the child’s literacy 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 (110 points). |
| Grading Scale: | Lit Assmt Reports ........ 80 points |
|              | Field Notebook ............ 460 points |
|              | Teaching Video ............ 45 points |
|              | Final Reflection .......... 40 points |
|              | Case Study ................. 110 points |
|              | Notebook Checks .......... 15 points |
|              | TOTAL .................... 750 POINTS |

| Attendance Policy: | More than two (2) absences will result in WA/F. Three tardies equals one absence. |
|                   | All missed field sessions must be made up and dates should be arranged in advance (with both the college supervisor and the cooperating teacher). |
|                   | Arriving 15 minutes after class or school begins or leaving more than 15 minutes before class/school ends is equivalent to an absence. |
|                   | Call the school and college supervisor (cell) and leave messages about your absence as soon as possible. |

| Honor System: | Candidates are expected to adhere to the “College of Charleston’s Student Handbook: A Guide to Civil and Honorable Conduct”. See http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm |

<p>| Accommodations: | If you have a documented disability and have been approved to receive accommodations through the Center for Disability Services/SNAP (Students Needing Access Parity), please let me know as soon as possible. |</p>
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<tr>
<th>Date</th>
<th>Seminar/Field</th>
<th>Readings</th>
<th>Assignments due</th>
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<tr>
<td>Aug 24</td>
<td>Seminar:</td>
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<td></td>
<td>• Introductions, course and field expectations</td>
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<td></td>
<td>• ADEPT/SCTS 4.0 Rubric, dispositions, &amp; professionalism</td>
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<td>Aug 31</td>
<td>Seminar:</td>
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<td></td>
<td>• Assessment literacy; Key methods of assessment</td>
<td>LANDRIGAN &amp; MULLIGAN, CH 1-3</td>
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<td></td>
<td>• Assessing writing</td>
<td>RUNNING RECORDS - Taberksi chapter</td>
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<td>• Running records and miscue analysis, DRA</td>
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<td>• Lesson planning</td>
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<td>• Observation and photo documentation</td>
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<td>Sept 7</td>
<td>Seminar:</td>
<td>LANDRIGAN &amp; MULLIGAN, CH 4-6</td>
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<td></td>
<td>• Concepts About Print</td>
<td>Words Their Way chapter</td>
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<td>• PALS</td>
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<td></td>
<td>• Spelling inventories</td>
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<td>• Interactive read alouds</td>
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<td>• Assessing comprehension; Retelling checklists</td>
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<td>Sept 14</td>
<td>Field: ORIENTATION TO FIELD SITE</td>
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<td>Complete and submit Daily Schedule and Teaching Plan as soon as possible.</td>
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<td>• Observe and get involved in your class. Begin to build relationships.</td>
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<td>• Talk to your teacher about scheduling your teaching assignments and literacy assessments. Ask teacher to recommend a small group of students for literacy assessments.</td>
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<td>• Ask about and review major curriculum materials (or other instructional resources) used by teacher to aid in your lesson planning.</td>
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<td>Oct 5</td>
<td>Field:</td>
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<td>Submit Literacy Assessment Report I</td>
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<td>• Select case study child.</td>
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<td>Oct 5</td>
<td>Field:</td>
<td>Review instructions for spelling inventory or Concepts About Print with small group (including your case study child).</td>
<td>Submit Literacy Assessment Report II</td>
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<td>• Conduct writing assessments with small group (including your case study child).</td>
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<td>• Get reading levels for small group so you can bring appropriate running record texts to use in assessments next week.</td>
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<td>• Discuss plans for lesson one with coop teacher.</td>
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<tr>
<td>Oct 5</td>
<td>Field:</td>
<td>Review instructions for writing assessment</td>
<td>Daily Schedule and Teaching Plan due</td>
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<td></td>
<td>• Teaching Round #1(30-45 minutes) - Partner A</td>
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<td>• Conduct running records or PALS with small group (including your case study child).</td>
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<td>• Observe case study child. Read with him/her individually. Make sure to reflect and document.</td>
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<tr>
<td>Date</td>
<td>Field</td>
<td>Activities</td>
<td>Instructions/Assessments</td>
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<td>Oct 12</td>
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<td>Teaching Round #2 (45-60 minutes), Partner A --- <strong>MAKE SURE TO VIDEOTAPE YOUR TEACHING.</strong>&lt;br&gt;Conduct story retell and comprehension questions with small group (including your case study child).&lt;br&gt;Observe case study child. Read with him/her individually. Make sure to reflect and document.</td>
<td>Review instructions for comprehension and story retell assessments&lt;br&gt;Submit Literacy Assessment Report III&lt;br&gt;Update field notebook</td>
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<tr>
<td>Oct 19</td>
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<td>Teaching Round #2 (45-60 minutes), Partner B --- <strong>MAKE SURE TO VIDEOTAPE YOUR TEACHING.</strong>&lt;br&gt;Observe case study child. Read with him/her individually. Make sure to reflect and document.</td>
<td>Submit Literacy Assessment Report IV&lt;br&gt;Update field notebook</td>
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<td>Oct 26</td>
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<td>Teaching Round #3 (60-90 minutes) – Partner A&lt;br&gt;Observe case study child. Read with him/her individually. Make sure to reflect and document.</td>
<td>Teaching Videos due&lt;br&gt;Update field notebook</td>
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<tr>
<td>Nov 2</td>
<td></td>
<td>Teaching Round #3 (60-90 minutes) – Partner B&lt;br&gt;Observe case study child. Read with him/her individually. Make sure to reflect and document.</td>
<td>Update field notebook</td>
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<tr>
<td>Nov 9</td>
<td></td>
<td>Teaching Round #4 (90-120 minutes) – Partner A&lt;br&gt;Observe case study child. Read with him/her individually. Make sure to reflect and document.</td>
<td>Update field notebook</td>
</tr>
<tr>
<td>Nov 16</td>
<td>LAST DAY IN FIELD!&lt;br&gt;Taughting Round #4 (90-120 minutes) – Partner B&lt;br&gt;Observe case study child. Read with him/her individually. Make sure to reflect and document.&lt;br&gt;Make sure to thank principal, teacher(s) and students.</td>
<td>Field Notebook due for Partner A</td>
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<tr>
<td>Nov 30</td>
<td></td>
<td>Individual conferences with instructor</td>
<td>Field Notebook due for Partner B</td>
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<td></td>
<td>FINAL EXAM DATE</td>
<td>Case Study presentations</td>
<td>Developmental case study due</td>
</tr>
</tbody>
</table>
1. GRADING SCALES: UNDERGRADUATE AND GRADUATE

<table>
<thead>
<tr>
<th>UNDERGRADUATE GRADING SCALE</th>
<th>GRADUATE GRADING SCALE</th>
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<tbody>
<tr>
<td>Letter Grades</td>
<td>Percentage Range</td>
</tr>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>91.92%</td>
</tr>
<tr>
<td>B+</td>
<td>89.90%</td>
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<tr>
<td>B</td>
<td>86.88%</td>
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<tr>
<td>B-</td>
<td>84.85%</td>
</tr>
<tr>
<td>C+</td>
<td>82.83%</td>
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<tr>
<td>C</td>
<td>79.81%</td>
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<tr>
<td>C-</td>
<td>77.78%</td>
</tr>
<tr>
<td>D+</td>
<td>75.76%</td>
</tr>
<tr>
<td>D</td>
<td>72.74%</td>
</tr>
<tr>
<td>D-</td>
<td>70.71%</td>
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<tr>
<td>F</td>
<td>0.69%</td>
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A grade of 76 or below is considered a failing grade for all graduate courses. There are no grades of D in graduate courses. There are no minus grades in graduate courses.

2. PROFESSIONAL BEHAVIORS/DISPOSITIONS

Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:

- We believe that all children can learn
- We value and respect individual differences
- We value respectful human interactions
- We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
- We are committed to inquiry, reflection, and self-assessment
- We value collaborative and cooperative work
- We are sensitive to community and cultural contexts
- We engage in fair, responsible, and ethical practice

3. ATTENDANCE

Class attendance and punctuality are expected professional behaviors. A student may earn a failing grade for excessive absences equaling more than 15% of class meetings or 2 weeks of class (15% of classes meeting 3 x weekly = 6 absences; 2 x weekly = 4 absences; 1 x weekly = 2 absences). The instructor has the right to withdraw students for excessive absences (more than 15%). In addition, students are responsible for meeting specific attendance requirements outlined in each course syllabus.
4. MISSED COURSE ASSESSMENTS
If a student misses a course assessment (e.g., quiz, test, examination, assignment) other than the final examination for a legitimate reason (as determined by the instructor), the instructor has the discretion to administer a make-up. It is the responsibility of the student to make arrangements with the instructor for any make up work.

5. DUE DATES
All due dates for scheduled course assignments and assessments are listed in each course syllabus. Changes are announced in class. The instructor determines consequences related to late work. It is suggested that students have a reliable class contact for course information in case of absences.

6. FINAL EXAMINATIONS
The course final examination (test, performance, project) only takes place during the college-specified period. Undergraduate students with more than two finals scheduled on one day may arrange an alternate time for one exam with Undergraduate Academic Services. Graduate students apply to the Graduate School for changes.

7. COURSE PAPERS
All course papers will be word-processed using the most current style guide published in the Publication Manual of the American Psychological Association.

8. HONOR SYSTEM
All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston Honor Code found in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/

Students are responsible for reading, understanding, and adhering to the Code of Conduct. Ignorance is no excuse. Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites:

http://writing.wisc.edu/Handbook/QPA_paraphrase.html

https://www.indiana.edu/~istd/example1paraphrasing.html

http://owl.english.purdue.edu/owl/resource/619/01/

9. ADA ACCOMMODATIONS
In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed. Once the Professor Notification Letter is received, take the letter to professors as early in the semester as possible (preferably during their office hours). The letter will document SNAP status and the accommodations to which you are entitled, while providing you the opportunity to arrange for timely service.

10. MISSION
The mission of the School of Education, Health, and Human Performance at the College of Charleston 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. Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals.
Professionals who can make the Teaching-Learning Connection through attaining the three Elements of Teacher Competency (ETC) create these opportunities for learners. The ETCs organize the EHHP standards for effective teaching.

Students are expected to understand the Elements of Teacher Competency and the EHHP standards as they relate to their preparation to become a teacher leader.

ETC 1: Understanding and valuing the learner
- Standard 1: Evidence theoretical and practical understanding of the ways learners develop

ETC 2: Knowing what and how to teach and assess and how to create an environment in which learning occurs
- Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas
- Standard III: Evidence a variety of strategies that optimize student learning
- Standard IV: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning

ETC 3: Understanding ourselves as professionals
- Standard V: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession
- Standard VI: Communicate effectively with students, parents, colleagues, and the community
- Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society