College of Charleston  
EDEE 416_02  
Curriculum, Instruction, and Literacy Assessment; Grades 2-6  
Spring 2016 

<table>
<thead>
<tr>
<th>Meeting time and Place:</th>
<th>Thursdays 8:00-2:30 C of C North Area Rm. 231/Assigned Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor’s name</td>
<td>Barbara Veal, Masters of Arts in Education</td>
</tr>
<tr>
<td>Office Hours</td>
<td>call for an appointment, available on Thursdays 8:00 a.m.-12:00 p.m.</td>
</tr>
<tr>
<td>Phone-E-Mail</td>
<td>Cell-697-1167, Home-795-0801 <a href="mailto:vealba@cofc.edu">vealba@cofc.edu</a></td>
</tr>
<tr>
<td>Course Prerequisite</td>
<td>EDEE 382</td>
</tr>
<tr>
<td>Course Description</td>
<td>This course provides candidates an opportunity to teach multiple subjects to diverse elementary school learners. Candidates examine the elementary school teachers’ role in establishing and maintaining a positive learning environment in the classroom, and they learn to assess their own performance and that of other teachers using the South Carolina teacher evaluation instrument, ADEPT.</td>
</tr>
</tbody>
</table>
| 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 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 provide 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. |
Outcomes related to understanding and valuing the learner (ETCI):

1. Identify individual learning needs and design and implement instruction to meet these needs. (SOE Standards I, II, VI) NCATE/ACEI 1, 3.

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
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
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/ACE: 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.

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.
### Course Requirements

**Teaching Assignments 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. You will be expected to turn in your lesson plan, revised lesson plan, and reflection of the lesson the following week. They should be placed in your green folder you will be given. I will designate a place for them to be put so I can pick them up and grade them. Please pick up your folder the following week for the next time you teach.

- Before you teach, your lesson must be reviewed and approved by both the course instructor and your co-operating teacher. Therefore, you may not teach a lesson before receiving feedback/approval on your lesson plan from the co-operating teacher and instructor. **They both must receive plans by 12:00 p.m. the Wednesday prior to your scheduled lesson.**

- When you revise your lesson after you have taught it, you must make the revisions in **red** so I will know what has been changed or added to the lesson. Points will be taken off if not done because I have no way of knowing if it was revised or not.

- **When you teach one lesson, one lesson plan goes to the co-operating teacher, two lessons-give both plans to the co-operating teacher. Three lessons-give her your three plans.**

- ADEPT forms—Make sure your evaluator uses the ADEPT scoring guide (see the bottom of the ADEPT Performance Standards) **DO NOT USE CHECKS TO SCORE THE ADEPT.**

- **Family Involvement Fact Sheet:** You will provide essential information and references related to an issue that is relevant to families of the children in your assigned school. (Rubric Attached)

- **Final reflection to teaching experience**—See the following directions for the reflection

- **Three Completed Literacy Assessments**—See the attached directions
<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Teaching lessons</th>
<th>3 lesson plans</th>
<th>3 x 25</th>
<th>75 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 revised plans</td>
<td>3 x 25</td>
<td></td>
<td>75 points</td>
</tr>
<tr>
<td></td>
<td>3 reflections</td>
<td>3 x 25</td>
<td></td>
<td>75 points</td>
</tr>
<tr>
<td>Field Notebook</td>
<td></td>
<td></td>
<td></td>
<td>50 points</td>
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<tr>
<td>Final Reflection</td>
<td></td>
<td></td>
<td></td>
<td>30 points</td>
</tr>
<tr>
<td>Family Involvement Fact Sheet (Exam)</td>
<td></td>
<td></td>
<td></td>
<td>50 points</td>
</tr>
<tr>
<td>3 Literacy Assessments</td>
<td></td>
<td></td>
<td></td>
<td>75 points</td>
</tr>
<tr>
<td>Participation/attendance</td>
<td></td>
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<td>20 points</td>
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<td>450 points</td>
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</tbody>
</table>

A  435-450  C-  323-338
A-  419-434  D+  307-322
B+  403-418  D-  291-306
B  387-402  F  275-290
B-  371-386
C+  355-370
C  339-354
Professional 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 assignments and projects on time.
EDEE 416

Class Expectations:
1. Embrace learning in the field.
2. Complete all required assignments.
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 an WA/F in the course. Prompt arrival at all field placements and on-campus courses is extremely important. Be at your school by 7:45. You may leave at 12:00.
7. Three tardies after 8:00 equals one absence.
8. Call the cooperating teacher and the college supervisor about your tardiness or absence before 7:30 a.m. If you do not call anyone, it will reflect upon your final grade.
9. Disposition scores will go into your SOE portfolio.
10. You are responsible to turn in your revised lesson and reflection on time.
11. You will be given in-class time to complete the course evaluation after exam presentations on the last day of class. Please make sure you bring your cell phone or I-Pad to class.
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.htm](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm) 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 utilize the following computer applications:

- a. Internet (www)
- b. Email
- c. Word Processing
- d. Power Point

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.

<table>
<thead>
<tr>
<th>Performance Data:</th>
<th>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 form only.</th>
</tr>
</thead>
</table>
Assignment Description: The first part of your notebook should contain all of the materials from your EDEE 382 notebook. No unapproved lessons will be accepted. You will be observed teaching each of these lessons at least once by your cooperating teacher, once by your teaching partner, and at least once by your 416 instructor. After each lesson, you will be expected to write 1-2 page reflection and a revised lesson plan.

Due to the importance given to the practical application of teaching in determining program advancement, students must earn a C- (77%) or better in this course to move on in the program. Students may only take EDEE 416 twice. If a grade of C- (77%) or better is not earned in the second attempt, the student will be counseled out of the Early Childhood Education Program. On the following rubric, C- = 57.75 points.

Format requirements:
- large 3-ring binder
- plastic sleeves
- Three tabbed sections (one for each lesson)
- Originals of all documents

For each lesson/section, please include:
1. The original lesson plan
2. The ADEPT form used to evaluate the lesson.
3. 1-2 page written reflection
   a. Describe the extent to which the objectives of your lesson were achieved and how this is justified with evidence from your assessment(s).
   b. Identify and discuss the strengths and weaknesses of your teaching performance during the lesson and how that was related to both student learning and to the ADEPT standards.
   c. Identify what steps you will take to improve the next lesson you teach.
4. Revised lesson plan
   a. Using insights gained from your reflection and ADEPT evaluation, adapt the lesson to communicate what and how you would change it if you were to teach the lesson again.
   b. Use the color feature of your word processor to indicate changes you would make. Start with the version you actually taught. For things you would delete, highlight the original text in RED. For additions you would make, highlight the inserted text in GREEN.

Field Notebook Evaluation Statement
The aim of evaluation is to:
   a. assist the student in realistically viewing their strengths and weaknesses as a potential teacher; and
   b. provide a final evaluation in EDEE 416 and determine a student’s progression in the required course of study.

The EDEE 416 Field Notebook evaluation is an attempt to state quantitatively and qualitatively the degree to which students are acquiring the pedagogical knowledge and skills necessary to become a qualified and competent teacher. The evaluation process for the EDEE 416 field notebook is based heavily on the South Carolina’s Assisting, Developing and Evaluating Professional Teaching (ADEPT) program. In short, the ADEPT evaluation system measures and evaluates the practical application of pedagogy.
Description of Assignment:
The purpose of your field experience this semester is to provide you with the opportunity to plan for and implement increasingly longer blocks of teaching time in the classroom, in preparation for the kind of planning you will be doing next semester during Clinical Practice.

Round ONE: Plan for and teach one lesson.
Round TWO: Plan for and teach two lessons with a transition activity prepared in between.
Round THREE: Plan for and teach three lessons with a transition activity prepared in between each of the three activities.

This semester, you will be responsible for teaching on THREE separate occasions, coordinating your planning with your cooperating teacher to follow the plan she/he would ordinarily have in place. In other words you will not be creating ideas or content for lessons, but writing lesson plans for activities your teacher already planned to do.

For example, your teacher may begin the instructional day with opening exercises that include review of the calendar and weather, a morning message, sharing time, daily oral language/math. For your first lesson (Round 1) you would write a lesson plan and you would be responsible for the first lesson on the day of your first scheduled teaching day. Continuing with this example, say your teacher normally follows the above lesson with a transition that includes pencil-sharpening, which leads into a reading lesson. For your second lesson (Round 2) you would write a plan that describes the first lesson, the transition activity, and the second lesson. You would be responsible for leading those activities on the day of your second scheduled teaching lesson.

In Round Three, you would simply plan to teach an additional lesson for a total of about 90 minutes of instruction delivered by you.

Another example...

<table>
<thead>
<tr>
<th>Time</th>
<th>Regularly Scheduled Classroom Activities</th>
<th>ROUND ONE</th>
<th>ROUND TWO</th>
<th>ROUND THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>First instruction time of the day</td>
<td>Reading lesson</td>
<td>Plan for and lead this activity.</td>
<td>Plan for and lead this activity.</td>
<td>Plan for and lead this activity.</td>
</tr>
<tr>
<td>TRANSITION ACTIVITY</td>
<td>TRANSITION ACTIVITY</td>
<td>Observe.</td>
<td>Plan for and lead this activity.</td>
<td>Plan for and lead this activity.</td>
</tr>
<tr>
<td>Second instructional time of the day</td>
<td>Math Lesson</td>
<td>Observe.</td>
<td>Plan for and lead this activity.</td>
<td>Plan for and lead this activity.</td>
</tr>
<tr>
<td>TRANSITION ACTIVITY</td>
<td>TRANSITION ACTIVITY</td>
<td>Observe.</td>
<td>Observe.</td>
<td>Plan for and lead this activity.</td>
</tr>
<tr>
<td>Third instruction time of the day</td>
<td>Math centers lesson</td>
<td>Observe.</td>
<td>Observe.</td>
<td>Plan for and lead this activity.</td>
</tr>
</tbody>
</table>
EDEE 416
Family Involvement Fact Sheet
Final Presentation

Description of the assignment: Each student will create a “fact sheet” that includes essential information and selected references about an important issue for families at your assigned school. To identify an important family issue at your school it is recommended that you talk to your cooperating teacher, the school guidance counselor or PTA members. You should research key elements of the issue. What are the causes? What are the facts about the issue? What resources are available to help with this issue? (local, state or national) What should families know about this issue?

Example topics may include: resources for special needs children, homework help, reading at home, support groups in the community for adults or children on a particular issue, physical activity, writing activities at home, resources at the local library for families, importance of sleep, services for ESL students, health services, etc.

Fact sheets should include a rationale for why this issue is relevant to families at your school. Do not include names of real people on your “fact sheet”. The sheet should include a summary or list of important things for families to know about the issue and relevant sources (websites, phone numbers, centers, materials, etc.). Prepare the “fact sheet” as if it were being presented to an audience of family members from your assigned school. Please be sure to include graphics, color and special fonts to make the sheet attractive.

Fact sheets will be presented to the class on scheduled exam day from 9:00 to 11:00 during your scheduled final exam period for this course. You will have 10 min. to present your information. What resources are lacking and need attention with this issue? Please have a copy of your fact sheet to share with each member of the class and a color copy to be evaluated.
Due to the Read to Succeed bill passed this past June in the SC Legislator, students taking EDEE 415 or EDEE 416 are required to administer three field-based assessments.

You will implement a battery of grade level appropriate literacy assessments. You will complete these with 3 different students in your field placement classroom during the first weeks in the field placement.

You are required to turn in:

1. Spelling Inventory
   a. Copy of student’s work
   b. Completed spelling inventory Feature Guide
   c. A summary of the results

2. On-Demand Writing Sample
   a. Copy of the student writing
   b. Completion of the Rubric for Narrative Writing
   c. Completion of the On Demand Writing Analysis

3. Running Record/Miscue Analysis
   a. Photocopied reading text with your corrections
   b. Running Record completed
   c. Miscue Analysis completed

Each time you complete an assessment, fill in the date on your cover sheet to the assessments. This assignment is due ______________. After the first three weeks of observations you should be finished with all of your assessments. You will be graded on how well you complete the assignments. Each assessment is worth 25 points toward your final grade.
<table>
<thead>
<tr>
<th>Date and Location:</th>
<th>Tentative Course Schedule</th>
<th>Due Today</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1/7</strong></td>
<td>Introductions; syllabus Transitions in class</td>
<td></td>
</tr>
<tr>
<td><strong>1/14</strong></td>
<td>North Area Campus</td>
<td>ADEPT Literacy Assessments,</td>
</tr>
<tr>
<td><strong>1/21</strong></td>
<td>Field School</td>
<td>Observe, assist teacher, exchange contact info, and talk with the teacher about your teaching assignments. Ask the teacher to recommend 3 students for your 3 assessments.</td>
</tr>
<tr>
<td><strong>1/28</strong></td>
<td>Field School</td>
<td>Observe how the teacher builds upon lessons, makes transitions. Assist teacher and talk about first round lessons. Conduct the spelling assessment. Spelling assessment should be done.</td>
</tr>
<tr>
<td><strong>2/4</strong></td>
<td>Field School</td>
<td>Observe how teacher builds upon lessons, makes transitions. Finalize the subject and topic you will be teaching. Work on the other two Literacy Assessments. The on-demand writing sample and the running record should be completed by now.</td>
</tr>
<tr>
<td><strong>2/11</strong></td>
<td>Field School</td>
<td><strong>ROUND 1, STUDENT A TEACHES (1st lesson)</strong></td>
</tr>
<tr>
<td><strong>2/18</strong></td>
<td>Field School</td>
<td><strong>ROUND 1, STUDENT B TEACHES (1st lesson)</strong> Student A paperwork due.</td>
</tr>
<tr>
<td><strong>2/25</strong></td>
<td>Field School</td>
<td><strong>ROUND 2, STUDENT A TEACHES (1st and 2nd lesson)</strong> Student B paperwork due All Literacy Assessments are due with a cover sheet on top.</td>
</tr>
<tr>
<td><strong>3/3</strong></td>
<td>Field School</td>
<td><strong>ROUND 2, STUDENT B TEACHES (1st and 2nd lesson)</strong> Student A paperwork due.</td>
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<tr>
<td><strong>3/10</strong></td>
<td>No School</td>
<td>C of C Spring Break!</td>
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<tr>
<td>Date</td>
<td>Location</td>
<td>Event Description</td>
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<tr>
<td>3/17</td>
<td>Field School</td>
<td><strong>ROUND 3, STUDENT A TEACHES (1st, 2nd, 3rd lessons).</strong></td>
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<td>Student B paperwork due.</td>
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<tr>
<td>3/24</td>
<td>Field School</td>
<td><strong>ROUND 3, STUDENT B TEACHES (1st, 2nd, 3rd lessons).</strong></td>
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<td></td>
<td></td>
<td>Student A paperwork due.</td>
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<tr>
<td>3/31</td>
<td>CCSD Spring Break</td>
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<tr>
<td>4/7</td>
<td>Field Site</td>
<td>Last day in the field, make ups, thank the cooperating teacher and students. Do something nice for the class. (Gift card for the class, goodie bags, cupcakes, etc.)</td>
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<tr>
<td></td>
<td></td>
<td>Student B paperwork due</td>
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<tr>
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<td></td>
<td><strong>FIELD NOTEBOOK DUE!</strong> (with final reflection, in the front)</td>
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<tr>
<td>4/14</td>
<td>Work on your</td>
<td></td>
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<td></td>
<td>presentation.</td>
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<td>4/21</td>
<td>North Area Campus 9:00</td>
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<td></td>
<td>Exam Presentation of Family Fact Sheet</td>
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<td></td>
<td>Course Instructor Evaluation</td>
<td>(Make sure you bring your cell phone or I-Pad to do the evaluation)</td>
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</tbody>
</table>