### Meeting Time and Place:
- **Wednesdays, 8:00 – 10:45 a.m.**
- Seminar: North Campus
- Field Setting: Belle Hall Elementary

### Instructor:
- Reid Adams, Ph.D.

### Office Hours:
- Tuesday 11:00 – 1:30
- Thursday 11:00 – 1:30

### Office Location:
- Office #329
- School of Education, Health, and Human Performance
- 86 Wentworth Street

### Phones/Email:
- adamsrl@cofc.edu
- 919-638-5618

### Co-requisite:
- EDEE 615

### Course Description:
A supervised program of orientation, observation, and experience with pre-kindergarten, kindergarten, or early elementary school children. Includes related seminar participation. Candidates teach individual students, small groups of students, and provide flexible grouping for whole class instruction. Candidates plan for the effective use of curriculum, instruction and assessment. Candidates will complete a minimum of 30 hours of field experience in an appropriate early childhood classroom and 12 hours of seminar.

### NAEYC Standards:

**Standard 1. Promoting Child Development and Learning.** Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.
- a. Knowing and understanding children’s characteristics and needs.
- b. Knowing and understanding the multiple influences on learning and development.
- c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

**Standard 2. Building Family and Community Relationships.** Candidates know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this
understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

a. Knowing about and understanding family and community characteristics

b. Supporting and empowering families and communities through respectful, reciprocal relationships

**Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families.** Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.

a. Understanding the goals, benefits, and uses of assessment

b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

c. Understanding and practicing responsible assessment

d. Knowing about assessment partnerships with families and other professionals

**Standard 4. Teaching and Learning.** Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

a. Connecting with children and families. Candidates know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.

b. Using developmentally effective approaches. Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children’s development and learning.

c. Understanding content knowledge in early education: Candidates understand the importance of each content area in young children’s learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.

d. Building meaningful curriculum: Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes
comprehensive developmental and learning outcomes for all young children.

**Standard 5. Becoming a Professional.** Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

   a. Identifying and involving oneself with the early childhood field.
   b. Knowing about and upholding ethical standards and other professional guidelines.
   c. Engaging in continuous, collaborative learning to inform practice.
   d. Integrating knowledgeable, reflective, and critical perspectives on early education.

Engaging in informed advocacy for children and the profession.

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<th>SOEEHHP Conceptual Framework:</th>
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<td>All teacher education programs in the School of Education are guided by a commitment to <strong>Making the Teaching and Learning Connection</strong>. Teachers who make the teaching and learning connection: 1) understand and value the learner; 2) know what and how to teach and assess and how to create an environment in which learning occurs, and 3) understand themselves as professionals. These three elements of teacher competency are at the heart of the School of Education’s conceptual framework and guide both what you will learn and how your learning will be assessed. Each course provides opportunities for you to develop the knowledge, skills and dispositions needed to become an even more effective teacher.</td>
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<th>Course Outcomes:</th>
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<td>Outcomes related to understanding and valuing the learner:</td>
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<td>1. Recognize and apply developmentally appropriate behavior (SOE Standard I; NAEYC 1)</td>
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<td>2. Recognize and describe how culture, class, gender, communication patterns, and disability influence all areas of development (SOE Standard I; NAEYC 1,4)</td>
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<td>3. Recognize and describe how curriculum and the learning context change in relation to students’ developmental needs and individual differences (SOE Standards I &amp; II, III; NAEYC 1,3,4)</td>
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Outcomes related to knowing what and how to teach and assess and how to create an environment in which learning occurs:

4. Use systematic observation and reflection as tools to promote student learning (SOE Standard III, VI; NAEYC 3) |
5. Develop and implement integrated, developmentally appropriate learning experiences based on curriculum standards that employ methods and materials that are appropriately matched and challenging to children’s individual skill levels (SOE Standards I, III, VI, NAEYC 1, 3, 4).

6. Apply knowledge of classroom management and classroom environments to the design of learning experiences for young children including those with different learning styles and special needs (SOE Standard I & III; NAEYC I and 3).

7. Utilize effective assessment strategies, results, reflection, and feedback to monitor and adjust lesson plans to improve student learning. (SOE Standards III and VI; NAEYC 1, 3 and 4).

8. Arrange an optimum physically safe and healthy learning environment in which all children can be actively and independently engaged in social interaction and continuously encourage and facilitate this environment (SOE Standards II and III, NAEYC 1, 3, 4).

9. Analyze how and why academic content areas are taught to young students in the manner observed (SOE Standards I,II,III, NAEYC 4).

10. Identify the role of the SC Curriculum Standards in planning, teaching, and assessment (SOE Standards I,II,III; NAEYC 1,4,5).

11. Teach sequential, developmentally appropriate lessons (SOE Standards I,II,III; NAEYC 1,4).

12. Use technology as a teaching tool (SOE Standards III,V; NAEYC 3,4).

13. Work effectively with small groups of young students (SOE Standards III,IV; NAEYC 1,4).

14. Communicate effectively with diverse students (SOE Standards V,VII; NAEYC 1,2,4).

Outcomes related to understanding self as a professional:

15. Identify the duties and characteristics of effective early childhood teachers (SOE dispositions, Standard I-VII; NAEYC 5).

16. Examine how the School of Education dispositions of effective teachers are manifested in professional behavior (NAEYC 5).

17. Speak and write clearly, persuasively, and skillfully (SOE Standard V, NAEYC 5).

Professional Dispositions:

As a student in the School of Education, dispositions characteristic of good teaching should guide your work and interaction with others both at the College and in public schools. **You will be assessed on these dispositions by your cooperating teacher and field supervisor at the end of the semester.** These dispositions include:

- Belief that all students can learn.
- Value and respect individual differences.
- Value positive human interactions.
- Intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas.
- Commitment to inquiry, reflection, and self-assessment.
- Value collaborative and cooperative work.
- Sensitivity to community and cultural contexts.
- Responsible and ethical practice.

**Course Texts and Related Materials:**


ADEPT Information: [http://www.scteachers.org/ADEPT/index.cfm](http://www.scteachers.org/ADEPT/index.cfm)


**Course Assignments:**

**Reading Response & Six Word Memoir:** In OAKS Discussion Board you will write a weekly “Six Word Memoir”. You will be expected to write a six word memoir and reading response entry once a week and will be given up to 5 points for each entry you write. Reading responses will come from assigned chapters from *The Water is Wide* and your Six Word Memoir will be drawn from your experiences in the field. Your Six Word Memoir can be about your experience or it can be used to describe the experience of the students in your field class or the cooperating teacher. Specific instructions will be given regarding Six Word Memoirs that are written before field experiences begin. Entries must be posted to OAKS no later than 5:00 p.m. each Sunday night to receive full points for the week. In addition to writing your own original entries, you will also be responsible for reading and responding thoughtfully to each other’s entries. You should make at least ONE comment on a classmate’s entry each week. Each comment will be worth 2 points. A comment adds onto and furthers the thinking of another classmate’s original entry. IT IS NOT MERELY A COMMENTARY OF SUPPORTIVE REMARKS.

**Teaching Assignments and Field Notebook:** 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, ADEPT Evaluation form, a 1-2 page lesson reflection, and a revised lesson plan for each of the four teaching experiences. You should also include a signed disposition form completed by the cooperating teacher and a final summary reflection in which you reflect on your performance.
Across the semester in relation to NAEYC standards 3 and 4. **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. **Plans must be received by the instructor 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 no later than Tuesday at 12:00 p.m. See “Field Notebook” handout and rubric for more information. (155 points)

| Evaluation Scale: | Each project or assignment for the course will have an associated assessment (rubric) for evaluation of your work. **It is highly recommended that you review these rubrics before completing each assignment to help you understand how the assignment will be evaluated.** The grading scale is:
|                | A  93-100%, 437 and above
|                | B  83-92%, 390-436
|                | C  74-82%, 348-389
|                | F  73% or lower, 347 and below

| Attendance policy: | 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 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 8:15 you are considered tardy. Three tardies are counted as one absence. Arriving after 8:15 AM is unacceptable and you will be marked absent.
|                | *If you are absent from a field session, you must make up the assignments and field time. Makeup sessions must be scheduled with the cooperating teacher AND college supervisor. In addition, you must call the school before 8:00 am to inform the cooperating teacher and the college supervisor about your absence.*

| 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](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm)

| Accommodations: | If there is a student in this class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services/SNAP (Students Needing Access Parity), please come and discuss this with me so I can make the appropriate accommodations.