Course title: EDEE 416 Curriculum, Instruction, and Literacy Assessment, Grades 2-6
(Field Experience)
North Charleston Campus-Room 127
Goodwin Elementary, 7:40-2:20

Instructor: Emily Skinner, Associate Professor

Phone/Email: Email: skinnere@cofc.edu
Cell: 843.860.9864

Office Hours:
M/W: 12:45-1:45; 3:30-4:00 p.m. (Office); Th: 11:00 a.m.-12:00 p.m. (Goodwin Elementary); 7:00-8:00 p.m. (ECTR 201)

Course Prerequisites: EDEE 382

Course Description:
Candidates will teach multiple subjects to diverse elementary aged learners. Candidates will learn to administer and analyze literacy assessments to inform successful instruction of diverse learners. Candidates will examine teachers’ roles in establishing and maintaining a positive classroom learning environment, and learn to assess performance using the South Carolina teacher evaluation instrument.

Course Texts:
Download chapters from OAKS:


Course Materials/Resources:
ADEPT observation form (observations will be done digitally online)

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 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 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 Council for the Accreditation of Teacher Education (NCATE) and Association for Childhood Education International (ACEI) standards define expectations for elementary teachers. EEDA refers to the Education and Economic Development Act. ISTE stands for the International Society for Technology in Education. This course also serves as one of four literacy courses required by the Read to Succeed Act. The objectives for Read to Succeed are presented separately.

Outcomes related to understanding and valuing the learner (ETC1):

1. Identify individual learning needs and design and implement instruction to meet these needs (SOE Standards I,II,VI; NCATE/ACEI 1,3.b; EEDA 4)

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; NCATE/ACEI 2i; EEDA 4)

3. Plan activities that integrate content from multiple disciplines (SOE Standards I, II, III; NCATE/ACEI 2i, 3a; EEDA 4)

4. Evaluate assessments that evaluate integrated disciplines (SOE Standards I, II, III; NCATE/ACEI 4)

5. Integrate technology to meet diverse student learning needs (SOE Standards I, III, V; NCATE/ACEI 3e; ISTE 2)

6. Identify family or family involvement issues in (SOE Standards V, VII; NCATE/ACEI 1)

7. Evaluate strategies for organizing classrooms and promoting responsible student engagement in learning (SOE Standards I, III, V, VII; NCATE/ACEI 3d)

**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; NCATE/ACEI 8a)

9. Speak and write clearly, persuasively, and skillfully (SOE Standard V: NCATE/ACEI 3E)

10. Examine how the School of Education dispositions of effective teachers are manifested in professional behavior.

**Read to Succeed Standards**

3.1: Understand types of assessments and their purposes, strengths, and limitations.

3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

3.3: Use assessment information to plan and evaluate instruction.

3.4: Communicate assessment results and implications to a variety of audiences.

4.3: Develop and implement strategies to advocate for equity.

4.4: Know that within a classroom, students have a range of abilities, which include those who receive services from special education.
5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).

5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

6.4: Understand and influence local, state, or national policy decisions.

7.7: Understanding of assessments and assessment practices for language learners.

7.8: Understanding of contextual influences on language and literacy development (community, home, SES, language, parent education level).

8.2: It is important to connect parents, students and teachers all together.

8.3: Know that parents have different levels of participation in the school setting based on cultural norms, available time, etc.

Course Requirements:

I. Digital Field Portfolio (Includes Lesson Plan, Reflections 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. Your cooperating teacher, professor and peer will evaluate your teaching. Here are some important points to remember:

- For the first two rounds of teaching, each lesson plan is due to me and your cooperating teacher by 10 a.m. the Tuesday before your teaching on Thursday. If you do not submit your initial draft on time, you will not be able to teach on Thursday. Please upload your lesson to OAKS Dropbox for me to review. When you receive feedback from both parties, you are to make changes and share the revised highlighted plan with us as soon as possible and before Wednesday at 10 a.m. After reviewing your lessons on Tuesday, I may request to meet with you on Wednesday between 3:30-4. You will not be approved to teach until I feel your lesson plans are ready.

- By your third round of teaching, you are not required to turn your lesson plans into me before your teaching that week. You still need to collaborate and share your
lesson plan with your cooperating teacher before your teach. You will still be evaluated on your lesson plan re: ADEPT form.

● You must provide a hard copy of the lesson plan to your observer each morning you are to teach.
● You must make sure you are prepared to teach the plan you have planned including any accommodations you have stated.
● You will meet and debrief with me immediately following your teaching or at some point during the field that day if I am observing another student following your lesson.
● After you teach your lesson, you should reflect on your practice, look at post assessment data, take the feedback you have been provided by your peer, cooperating teacher, or me and write reflections on your teaching. Your reflections can be in bulleted list or prose. Substance is what is most important. Make sure you address your teaching strengths and weaknesses, but just as importantly, reflect on student learning as analyzed from the students’ assessments that you implement, collect and analyze. Please see the lesson plan rubric reflections section for specific detail. You will turn in their lesson plan, ADEPT forms, and reflection to OAKS Dropbox. Reflections will be due before the following Thursday’s field.
● * Teaching partners: Please be respectful of your partner teachers and be on time and prepared to assist with your partner teacher when they are teaching through facilitating centers and independent work.

II. Literacy Assessment Portfolio
You will implement a battery of grade level appropriate literacy assessments (i.e. running record/miscue analysis, on-demand writing sample, spelling inventory) with a student in your field placement classroom prior to teaching lesson plans. You will analyze the assessments and make recommendations for instruction.

 GRADES:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Breakdown</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Literacy Assessment</td>
<td>Three assessments and analyses (i.e. on-demand writing analysis, spelling inventory, running record/miscue analysis)</td>
<td>30</td>
</tr>
<tr>
<td>Portfolio</td>
<td></td>
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<tr>
<td>Digital Field Notebook</td>
<td>1st round: 10 points</td>
<td>50</td>
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<td></td>
<td>2nd round: 20 points</td>
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<tr>
<td></td>
<td>3rd round: 20 points</td>
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Preparedness, Participation and Attendance

The first two classes are worth 1 point each. The remaining 12 classes are worth 1.5 points. This grade includes preparation, timeliness, participation and attendance. You must be at the school during the entire time frame to earn the entire credit:

| Total | 100 |

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91 – 92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86 – 88%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>84 – 85%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82 – 83%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>79 – 81%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>77 – 78%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+**</td>
<td>75 – 76%</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>72 – 74%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>70 – 71%</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Attendance:

Attendance at class meetings and field placements is required. Students are responsible for all content and assignments for each class. Missing field placement hours reflect badly not only on the candidate, but on the College of Charleston.

1. More than two (2) absences will result in WA/F.
2. Three tardies equals one absence.
3. Arrival after 8:00 am is considered tardy.
4. Arriving more than 10 minutes late or leaving more than ten minutes early will result in half credit for the day.
5. If you miss one field session and have provided acceptable written documentation, you are required to make up the session. This session must be arranged with the college supervisor and the cooperating teacher. Since attendance is critical in field placements, you cannot get above a C in this course if you do not make every effort to make up this missed field session.
6. Call the cooperating teacher, email the college supervisor and call your school about your absence or tardiness before 8:00 a.m. If you do not call the teacher and/or the college professor in advance if you are going to be absent for a field session, you will be rated low on at least three dispositions and this will reflect poorly on your professionalism.
7. Dispositions scores will go into your SOEHHP portfolio.
Performance Data:

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.

<table>
<thead>
<tr>
<th>Date and Location</th>
<th>Tentative Course Schedule</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Week 1: January 12 North Campus 9-11:30 a.m. | Introductions  
Syllabus  
Literacy Assessments:  
On-Demand Writing Samples  
Spelling Inventory  
Dispositions  
Details about field placement |  |
| Week 2: January 19 North Campus 9-11:30 a.m. | Literacy Assessments:  
Running Records & Miscue Analysis  
Lesson Planning  
Sign up for teaching observations by Dr. Skinner | Reading:  
| Week 3: January 26 Goodwin Elementary | Observe, assist teacher, exchange contact info.  
Record the daily schedule for Thursdays and students’ seating chart. Focus on learning students’ names as quickly as possible (hint: call them by name to practice/remember)  
Talk with the teacher about literacy assessments and teaching assignments. |  |
<table>
<thead>
<tr>
<th>Week 4: February 2 Goodwin Elementary</th>
<th>Implement Literacy Assessments: On-Demand Writing, Spelling inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Observe how teacher builds upon lessons, makes transitions.</td>
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<tr>
<td></td>
<td>Assist teacher.</td>
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<td></td>
<td>Meet with Dr. Skinner and partner for 20 minute conference about literacy assessments. Meet in office conference room.</td>
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<tr>
<td></td>
<td>12:20-12:40 Krista Tilly</td>
</tr>
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<td></td>
<td>12:40-1:00 Kayla Branton</td>
</tr>
<tr>
<td></td>
<td>1:00-1:20 Madison Khanna</td>
</tr>
<tr>
<td></td>
<td>1:20-1:40 Meagan Ahl</td>
</tr>
<tr>
<td></td>
<td>1:40-2:00 Lauren Hensley</td>
</tr>
</tbody>
</table>

| Week 5: February 9 | Implement Literacy Assessment: Running record | Reading: Relevant Bear et al spelling development chapter |
| Goodwin Elementary | Assist teacher and discuss first round of lessons. Meet with Dr. Skinner and partner for 20 minute conference about literacy assessments. Meet in office conference room. | Due:  
1. On-Demand Writing analysis  
2. Spelling inventory and analysis  
2. Daily Schedule |
|---|---|---|
| | 12:20-12:40  
Krista Tilly  
Rebecca Carroll | |
| | 12:40-1:00  
Kayla Branton  
Bria Barnhill | |
| | 1:00-1:20  
Madison Khanna  
Lindsay Holly | |
| | 1:20-1:40  
Meagan Ahl  
Julia Neppl | |
| | 1:40-2:00  
Lauren Hensley | |
| **Week 6:**  
February 16  
Goodwin Elementary | **Round 1, Student A teaches one lesson** | **Due:**  
Running record and miscue analysis due |
| **Week 7:**  
February 23  
Goodwin Elementary | **Round 1, Student B teaches one lesson** | Due to Dropbox:  
Student A Round 1 completed ADEPT form (when peer or cooperating teacher observes; when I observe it is digitally recorded on Qualtrics); approved lesson plan with reflections |
<table>
<thead>
<tr>
<th>Week 8: March 2</th>
<th>Round 2, Student A teaches two lessons with transition</th>
<th>Due to Dropbox: Student B Round 1 completed ADEPT form (when peer or cooperating teacher observes; when I observe it is digitally recorded on Qualtrics); approved lesson plan with reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goodwin Elementary</td>
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<tr>
<td>March 9: Spring Break</td>
<td>No class</td>
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<tr>
<td>Week 9: March 16</td>
<td>Round 2, Student B teaches two lessons with transition</td>
<td>Due to Dropbox: Student A Round 2 completed ADEPT form (when peer or cooperating teacher observes; when I observe it is digitally recorded on Qualtrics); approved lesson plan with reflections</td>
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<tr>
<td>Goodwin Elementary</td>
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<tr>
<td>Week 10: March 23</td>
<td>Round 3, Student A teaches three lessons with transition</td>
<td>Due to Dropbox: Student B Round 2 completed ADEPT form (when peer or cooperating teacher observes; when I observe it is digitally recorded on Qualtrics); approved lesson plan with reflections</td>
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<tr>
<td>Goodwin Elementary</td>
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<tr>
<td>Week 11: March 30</td>
<td>Round 3, Student B teaches three lessons with transitions</td>
<td>Due to Dropbox: Student A Round 3 completed ADEPT form (when peer or cooperating teacher observes; when I observe it is digitally recorded on Qualtrics); approved lesson plan with reflections</td>
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<tr>
<td>Goodwin Elementary</td>
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<tr>
<td>Week 12: April 6 Goodwin Elementary</td>
<td><strong>Shift Day</strong></td>
<td>Due to Dropbox: Student B Round 3 completed ADEPT form (when peer or cooperating teacher observes; when I observe it is digitally recorded on Qualtrics); approved lesson plan with reflections</td>
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<tr>
<td>Week 13: April 13 Goodwin Elementary</td>
<td>Last day in the field, make ups, thank cooperating teachers and students</td>
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<tr>
<td>Week 14: April 20 North Campus</td>
<td>Field discussion Field 3 Completion Celebration: In Course Instructor Evaluations</td>
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Final Exam: TBA (We will not meet in person as we frontloaded our work- Exit entry on what you learned about assessment during literacy assessments and lesson plan assessments )
POLICIES AND PROCEDURES FOR COURSES
IN THE SCHOOL OF EDUCATION*

1. 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

2. 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. 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.

3. 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.

4. 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.

5. 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.
6. **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.

7. **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/](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:

   - [https://www.indiana.edu/~istd/example1paraphrasing.html](https://www.indiana.edu/~istd/example1paraphrasing.html)
   - [http://owl.english.purdue.edu/owl/resource/619/01/](http://owl.english.purdue.edu/owl/resource/619/01/)

7. **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.

8. **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.

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**College of Charleston Honor Code and Academic Integrity**

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 be 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 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 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