COURSE TITLE, NUMBER AND SECTION
EDEE 614 – 01
Field Experience II in Elementary Education

ACADEMIC TERM
Spring 2017

INSTRUCTOR AND CONTACT INFORMATION
Dr. Melody Wilt
wiltmr@cofc.edu
610-291-2665 (voice and text)

COURSE DESCRIPTION
This course provides elementary education candidates multiple opportunities to observe and teach lessons in public elementary classrooms and to connect observational data with theory and practice related to classroom assessment during the elementary years. Additionally, it provides candidates the opportunity for service learning in the schools. PREREQUISITE: EDEE 645

COURSE MEETING TIMES/PLACES
Wednesdays
Class Sessions – North Charleston Campus, Room 234
8:00 AM – 11:00 AM

Field Site – Sangaree Intermediate School
201 School House Lane, Summerville, SC
7:30 AM – 10:30 AM *

OFFICE HOURS
By appointment

INSTRUCTIONAL OBJECTIVES (SLOs below)
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 614 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 National Middle School Association (NMSA) standards define expectations for middle grades teachers.
<table>
<thead>
<tr>
<th>ETC 1</th>
<th>Understand/Value the Learner</th>
<th>ETC 2</th>
<th>Know what/how to teach/assess and create an effective learning environment</th>
<th>ETC 3</th>
<th>Understand yourself as a professional</th>
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<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; NMSA 1.2, 1.6, 4.7; 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; NMSA 2.1, 2.4, 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; NMSA 7.8; 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; NMSA 2.4,3.2,2.4,2.4; EEDA 4; R2S 2)</td>
<td>Evaluate assessments that evaluate integrated disciplines (SOE Standards I, II, III; NAEYC 3b, 3c, 3d; NCATE/ACEI 4; NMSA 3.7; R2S 3)</td>
<td>Speak and write clearly, persuasively, and skillfully (SOE Standard V: NCATE/ACEI 3E; NAEYC 5; NMSA 6.4,7.1,3)</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; NMSA 3.8,4.4,5.7; Iste 2; R2S 4,5)</td>
<td>Identify family or family involvement issues (SOE Standards V, VII); NAEYC 2a,2c; NCATE/ACEI 1; NMSA 1.7,6; R2S 5)</td>
<td>Examine how the School of Education dispositions of effective teachers are manifested in professional behavior.</td>
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<td>Identify 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; R2S 4)</td>
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STUDENT LEARNING OUTCOMES

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 SHOULD COMMUNICATE THIS TO ME ON A FORM IN GOOGLE DOCS.**
- 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 ADEPT standards. Also, discuss how your strengths and weaknesses impacted student learning in this lesson.
- Using insights gained from your own reflection and ADEPT 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. ADEPT observations (20 points each) – You will participate in four ADEPT observations. One will be conducted by a peer, one by your cooperating teacher, and two 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 ADEPT 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 ADEPT form is in OAKS.

NOTE: When using the ADEPT 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. Classroom journals (10 points each) – You will be asked to observe and reflect on your field experience comparing/contrasting what you are learning about effective classroom management and instruction. You will be noting, assessing, and practicing theory in action. A total of five entries are required; guidelines and rubric will be provided by the instructor in OAKS. See course calendar for due dates.

5. Final Professional Reflection (40 points) – Reflect on your knowledge and performance in the field regarding the ADEPT standards. What are the three highest rated standards based on your ADEPTs and the feedback received from your CT and/or supervisor? Cite specific examples from your teaching experience that demonstrate your understanding of these standards. **REPEAT THIS REFLECTION** for your three lowest rated standards. Create two goals with measurements (how will you know you have met the goals) and develop a specific plan of action for improving your practice next semester.

6. Active participation and attendance (30 points) – Be prepared and be present in both mind and body!

**2.7 ATTENDANCE POLICY**

Attendance at class meetings and field placements is **required**. Missing field placement hours or tardy to field placements reflects badly on the candidate as well as the College of Charleston. As a professional, it is expected that you will be at class or at your teaching site on time each Wednesday.

All absences from field experience should be approved by the instructor and the time must be made up in collaboration with the instructor and the CT. If an absence is unavoidable, candidates must call the CT and the professor prior to the start of school on the day you will be out – direct contact is important (do not email). If you are responsible for any part of a lesson on the day of an absence, please ensure your CT has all your documents and plans.

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. **A professionalism point will be deducted for each tardy.**
2. Three tardies equals one absence. Please apply to #1 above.
3. Arrival in your field placement classroom/group meeting area after 7:30 a.m. is considered tardy. Arriving at the school or front office at 7:30 is not considered on time.
4. Students may not leave placement schools before 10:30 AM to ensure fulfillment of
state/college field hour requirements.
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 will receive an incomplete if you have not made every effort to make up missed field placement hours.
6. **Call or text** the cooperating teacher and the college supervisor about your absence or tardiness before 7:30 AM. If you do not make direct contact with the teacher and/or the college professor in advance when you are absent for a field session, you will be rated low on at least three dispositions and this will reflect poorly on your professionalism.
7. Absences and tardiness influence your dispositions scores which go into your SOE portfolio.

### 2.8 GRADING POLICY

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<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Lesson Plans</td>
<td>80</td>
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<td>Lesson Reflections</td>
<td>80</td>
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<td>ADEPTs</td>
<td>80</td>
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<tr>
<td>Classroom Journals</td>
<td>50</td>
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<tr>
<td>Final Professional Reflection</td>
<td>40</td>
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<tr>
<td>Professionalism/Attendance</td>
<td>30</td>
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<td><strong>TOTAL</strong></td>
<td><strong>360</strong></td>
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### 2.9 REQUIRED TEXTBOOKS, EQUIPMENT, AND TECHNOLOGY

1. Online videos and readings within OAKS
2. ADEPT 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

In compliance with the American 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. As EDEE provides coursework toward master’s degrees and recommends candidates for teacher certification, professors reserve the right to document violations that would impact candidate certification (i.e. attendance problems, professionalism in schools, etc.)

### 2.11 ACADEMIC INTEGRITY STATEMENT/HONOR CODE

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

2.12 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)

**COURSE SCHEDULE**

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<tr>
<th>DATE</th>
<th>EDEE 614 COURSE FOCUS</th>
<th>ASSIGNMENTS</th>
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| **Week One**
| January 11 | Review of Syllabus/Course Expectations Lesson Planning |
|            |                      | Write a letter of introduction to your CT – email to your instructor by Monday, January 16 at 8 AM. |
| **Week Two**
| January 18 | Lesson Planning ADEPT Classroom Management | Bring a lesson plan you have created from another class. |
|            |                      | Read the article on classroom management in OAKS – be prepared to discuss in class. |
| **Week Three**
| January 25 | Classroom Management ADEPT | Plan a teaching segment to present to your peers. |
| **Week Four**
| February 1 | Field Experience Week 1 |
|            | Schedule first teaching lesson |
|            | Journal One DUE | |
| **Week Five**
| February 8 | Field Experience Week 2 | |
| **Week Six**
| February 15 | Field Experience Week 3 | Schedule second teaching lesson |
|            | Schedule second teaching lesson |
|            | Journal Two DUE | |
| **Week Seven**
| February 22 | Field Experience Week 4 | |
| **Week Eight**
| March 1 | Field Experience Week 5 | Schedule third teaching lesson |
|            | Schedule third teaching lesson |
|            | Journal Three DUE | |
| **Week Nine**
| March 8 | **SPRING BREAK – COFC NO CLASS** | |
| Week Ten  
| March 15 | Field Experience Week 6 | Schedule fourth teaching lesson  
|         |                        | Journal Four DUE  
| Week Eleven  
| March 22 | Field Experience Week 7 |  
| Week Twelve  
| March 29 | Field Experience Week 8 | FINAL Journal DUE  
| Week Thirteen  
| April 5 | Field Experience Week 9 |  
| Week Fourteen  
| April 12 | Field Experience Week 10 |  
| Week Fifteen  
| April 19 | Conferences North Charleston Campus | FINAL REFLECTION DUE APRIL 26TH  