EDEE 417-01
Curriculum, Instruction, and Assessment Grades 5-8
Fall 2011

Instructor: Dr. Rénard Harris
Time: 8:00 -10:45 a.m. Thurs. - North Charleston Campus rm. 138
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953-0897 (office)
Office hours: Tues: 10:30-12:30 Wed: 11:00-2:00

Course Description: This course provides candidates an opportunity to teach multiple subjects to diverse middle school learners. Candidates examine the 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.

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 417 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.

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); NAEYC 1a; NCATE/ACEI 1,3.b ; NMSA 1.2; .6;4.7)

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
3. Plan activities that integrate content from multiple disciplines (SOE Standards I, II, III); NAEYC 4b ; NCATE/ACEI 2i, 3a; NMSA 2.4;3.2;4.2.4)
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 3.8;4.4;5.7) 
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/ACEI 3E; NAEYC 5; NMSA 6.4;7.1,3)

COURSE ASSIGNMENTS
*Teaching Assignment and ADEPT Assessments: You will teach either two or three lessons (depending on class availability; there is a possibility of time constraints and availability to share a class “x” amount of times due to the pressures of NCLB and other factors), and use the ADEPT Observation Form for Semester III to assess your own teaching and / or a fellow candidate’s teaching. Your supervisor will conduct one assessment as well. Each lesson plan needs to be reviewed and approved by your classroom teacher before it is taught. You must have the approved lesson plan available for your supervisor the day of your scheduled observation. You must make sure you are prepared to teach the plan you have written.

*10 Minute Reflections and Explanations
Students will be placed in pairs in the classrooms. While one student is teaching the other will be documenting every 10 minutes, what the teaching student is doing during the lesson (ex: lecturing, disciplining, modeling, working with small groups). If we receive permission from the school’s executive director, we may be able to allow the class partner to video the lessons.
After teaching the lesson the student teacher will do the following:
• on the same sheet, for each 10 minute mark, the teacher will explain what was happening and why he/she chose those actions
• on a separate sheet, based on that particular lesson, the student will share his/her areas of strength and areas to strengthen and explain why he/she chose those particular areas

*Self Adept
After completing the 10 minute Reflections and Explanations the student will do the following:
With the Adept form respond to APS2-APS9; outside each block that appears under the Adept Performance Standards, and using the 10 minute reflections documentation, the student will write approximately what time he/she responded to the performance standard, and in 1-3 words write what he/she did. If during the
lesson the student did not respond to the standard, he/she should write DNR (did not respond), or if done prior to the lesson write RBL (responded before the lesson).

The student should fill out the section titled Candidate’s Self-Evaluation on the last page of the Adept forms.

All forms should be turned into the supervisor with the lesson plan.

The college supervisor will have a post discussion of the lesson after reviewing and responding to documentation.

(Reflections, explanations, and self-adept will not be required during the supervisor’s observation)

*Semester 1 and Semester 2 Field Reflection*
Students will write a reflection of the first two semester fields in the school of education. Each reflection will be 1-2 pages, 12 point, double-spaced.

*Final Project*
Power point Presentation of Areas of Strength and Areas to Strengthen; 5-7 slides; Each slide needs to contain the ADEPT Standard that addresses the aspect of teaching presented.

**Course Assignments and Assessment Scale:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Assignment (3 lesson plans)</td>
<td>25%</td>
</tr>
<tr>
<td>10 Minute Reflections and Explanations and Self ADEPT 1</td>
<td>25%</td>
</tr>
<tr>
<td>10 Minute Reflections and Explanations and Self ADEPT 1</td>
<td>25%</td>
</tr>
<tr>
<td>Semester 1 and Semester 2 Field Reflection</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project</td>
<td>15%</td>
</tr>
</tbody>
</table>

10 Minute Reflections and Explanations and Self ADEPT grading

The Reflection, Explanation, and self ADEPT documents will be graded with the following two scales:

Alignment (to what degree is the documentation aligned; i.e. are there major contradictions in the documentation)

Teacher Effectiveness (based on the documentation and the degree of alignment, how effective was the teacher’s lesson)
C of C Undergraduate Grading Scale:
93-100 = A
79-81 = C
91-92 = A-
77-78 = C-
89-90 = B+
75-76 = D+
86-88 = B
72-74 = D
84-85 = B-
70-71 = D-
82-84 = C+
Below 70 = F

Attendance Policy: 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 also on the College of Charleston. More than two (2) absences (i.e., one absence from a college session and/or two from a field session) will result in W/F. Three tardies (i.e., arrival between 8:30 and 8:45 AM equals one absence. Arrival after 8:45 AM equals an absence. Leaving before 10:30 AM equals an absence, unless prior arrangements have been approved. If you miss one field session and have provided acceptable written documentation, you are required to make up the session on an approved make up day. 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. Call the school and leave a message for the cooperating teacher and the college supervisor about your absence or tardiness by 8:30 a.m. If you do not call me at least 15 minutes 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.

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 assigned readings and projects on time Responsibility for all course content (lecture, text, outside reading, handouts, research) Responsibility for all missed assignments/notes from
Written and Oral Communication: You are expected to use correct grammar at all times. Points will be deducted on written assignments for grammatical errors. All references must follow the American Psychological Association (APA) Guidelines for Term Papers. The Writing Lab is located on the first floor of Addlestone Library (M-R: 9 to 9 and F: 9 to noon). Further, it is imperative that you use correct grammar in all oral communication, especially during field experience. Classroom teachers, your student peers, and I will all collaborate to eliminate all oral grammatical errors, using an approach of constructive criticism.

C of C Honor System: Academic honesty and integrity are highly regarded in this class and are assessed on several levels. As a student at the College of Charleston you have agreed to uphold the policies outlined in the Student Handbook: A guide to civil and honorable conduct both in your coursework and as a representative of the College in field experiences and clinical practice situations. Violations to the Code of Conduct outlined on pages 10-11 in the Student Handbook will be reported to the Honor Board. Additionally, violations may affect course grade. As EDEE is a dual program, in that we recommend candidates for teacher certification, professors reserve the right to document violations that would impact student certification (e.g., attendance problems in field experiences and clinical practice, professionalism in schools).

ADA Accommodations: In compliance with the Americans 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 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.).

TENTATIVE SCHEDULE

THURSDAY, AUG. 25
Class - On campus [North Campus, rm. 138]
Introductions Syllabus and Assignments
Areas of concentraton

THURSDAY, SEPT. 1
Semester 1 and Semester 2 Field Reflection Due
Class Assignments at Apple Charter Elementary and Middle
Field responsibilities

THURSDAY, SEPT. 8
Field 1

THURSDAY, SEPT. 15
Field 2
THURSDAY, SEPT. 22
Field 3

THURSDAY, SEPT. 29
Field 4

THURSDAY, OCT. 6
Field 5

THURSDAY, OCT. 13
Field 6

TUESDAY, OCT. 18

THURSDAY, OCT. 20
Field 7

THURSDAY, OCT. 27
Field 8

THURSDAY, NOV. 3
Field 9

THURSDAY, NOV. 10
Field 10

THURSDAY, NOV. 17
Field 11

THURSDAY, NOV. 24 NO CLASSES

THURSDAY, DEC. 1
North Campus
review, share, and discuss
10 minute reflections/explanation, self ADEPT

TUESDAY, DEC 6 READING DAY

EXAM DATE