MEETING TIME/PLACE:
INSTRUCTOR: Dr. Rénard Harris
OFFICE HOURS: Tues 10:45 – 3:45
OFFICE LOCATION: 86 Wentworth Street
OFFICE PHONE: (843) 953-0897
EMAIL: harrisr@cofc.edu

COURSE PREREQUISITES:

COURSE DESCRIPTION: Course Description: This course provides candidates an opportunity to observe, teach content lessons, and examine the middle level teachers’ role in establishing and maintaining a positive classroom-learning environment and major concepts, principles, theories, and research related to young adolescent development, and provides based on the information gained through either EDFS654 or EDUC536. Candidate lessons and assignments will be evaluated using the SC teacher evaluation instrument and middle grades standards. Reflection is the method used for identification of ways to improve instructional practices.

ARTICLES


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: 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 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 middle level program provides opportunities for you to develop the knowledge, skills and dispositions needed to become an effective teacher. Below are specific outcomes for EDEE 658 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 and Association for Childhood Education International (NCATE/ACEI) standards define expectations for middle level teachers, and the National Middle School Association (NMSA) standards define expectations for middle grade teachers. It is expected that you will complete 75 hours in a middle school classroom with at least 25 hours dedicated to understanding middle school development to meet the requirements of this course.

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

1. Identify individual learning needs and design instruction to meet these needs (SOE Standards I, II, VI); 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); 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); NCATE/ACEI 2i, 3a; NMSA 2.4;3 .2;4.2,4)

4. Evaluate assessments that evaluate integrated disciplines (SOE Standards I, II, III); NCATE/ACEI 4; NMSA 3.7)

5. Integrate technology to meet diverse student learning needs (SOE Standards I, III, NCATE/ACEI 3e; NMSA 3.8;4.4;5.7)

6. Identify family or family involvement issues in (SOE Standards V, VII); NCATE/ACEI 3d; NMSA 5.8)

7. Evaluate strategies for organizing classrooms and promoting responsible student engagement in learning (SOE Standards I, III, V, VII); 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); NCATE/ACEI 8a; NMSA 7.8)

9. Speak and write clearly, persuasively, and skillfully (SOE Standard V: NCATE/ACEI 3E; NMSA 6.4;7. 1,3)
10. Examine how the School of Education disposition of effective teachers are manifested in professional behavior.

**COURSE REQUIREMENTS and EVALUATION CRITERIA**

Parent Partnership plan…………………………………………………………………………………15%
(due Apr. 4)

Culturally Relevant documentation, observation, and revision……………………………………15%
(due Feb. 21 and March 28)

Middleton Project…………………………………………………………………………………………15%

Teaching Assignment……………………………………………………………………………………20%

Culturally Relevant focus group / discussion……………………………………………………15%

Final: Culturally Relevant Pedagogy lesson presentation………………………………………20%

**Parent Partnership Plan:** Students will create a five (5) page report responding to the following headings:
page one (1) and page two (2)
Contacting parents/ connecting with parents/ relationship and expectations of you and the parent. Resources may come from published works or information gained from more experienced teachers.

Page three (3) and page four (4) will consist of a specific nine (9) month parent partnership plan.

Page five (5) write a letter to the parent of a middle school student inviting them to a school event.

**Culturally Relevant documentation, observation, and revision:** After observing Haut Gap middle students four weeks, each student will write a draft considering the following:

**DRAFT 1**
- relevant cultural practices among the student body
- possible differences among the culture of the zoned students and those out of zone
- dominant cultural practices led my the majority of students? Zoned students? Out of zone students
- are you observing culture, an affinity, stereotype, or individual habit?

After observing Haut Gap middle students for an additional four weeks each student will make necessary revisions to draft 1

**DRAFT 2**
Middleton Project

THE MIDDLETON PROJECT WILL BE ARTICULATED, EXPLAINED, AND GUIDED BY MRS. JUANITA MIDDLETON

Teaching Assignment and ADEPT Assessments: You will teach three lessons. Your college professor and cooperating teacher will conduct the assessments. These lessons will be in your content area and involve the use of pre and post assessments to inform curricular decisions and develop short-range plans. Here are some important points to remember:

• The professor must receive the original lesson plan, review it, and return it to you for revisions before teaching.
• You must make sure you are prepared to teach the approved plan.

Culturally Relevant focus group / discussion (Apr 18)

The class as a whole will discuss the relevant culture of the students at Haut Gap Middle School

Final: Culturally Relevant Pedagogy lesson presentation

Each student will present a written lesson plan that demonstrates his/her awareness of the relevant culture of the Haut Gap students and pedagogical application of that culture

EVALUATION SCALE:
93-100 = A
91-92 = A-
89-90 = B+
86-88 = B
84-85 = B-
82-84 = C+
79-81 = C
77-78 = C-
75-76 = D+
72-74 = D
70-71 = D-
Below 69 = F
TENTATIVE COURSE CALENDAR

Date: JAN 10

Class - North Charleston campus

*syllabus assignments

*HAUT GAP TEACHERS / PLACEMENT / PLAN (teaching)

*Reading assignment and discussion


*MIDDLETON PROJECT (JUANITA MIDDLETON)

Date: JAN 17

Class - North Charleston campus

*ADEPT FORMS

*Reading assignment and discussion


Date: JAN 24
Field – Haut Gap Middle School

Date: JAN 31
Field – Haut Gap Middle School

Date: FEB 7
Field – Haut Gap Middle School

Date: FEB 14
Field – Haut Gap Middle School
Date: FEB 21
Field – Haut Gap Middle School

**DUE: Culturally Relevant documentation, observation, and revision (first draft)**

Date: FEB 28
Field – Haut Gap Middle School

Date: MAR 7
**Spring Break**

Date: MAR 14
Field – Haut Gap Middle School

Date: MAR 21
Field – Haut Gap Middle School

Date: MAR 28
Field – Haut Gap Middle School

**Due: Culturally Relevant documentation, observation, and revision (second draft)**

Date: APR 4

**Class - North Charleston campus**

*Reading Assignment and discussion*


*Parent Partnership Plan Due (brief discussion)*
Date: APR 11
Field — Haut Gap Middle School

Date APR 18

Class - North Charleston campus

Haut Gap Cultural Relevance Focus Group / Discussion

Date APR 25

Reading Day

FINAL May 2 8:00 a.m.

Presentation: Culturally Relevant Pedagogy Lesson

CLASS ATTENDANCE POLICY: Attendance at class meetings and field placements are 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.

If you miss one field session and have provided acceptable written documentation, you are required to make up the session on one of the designated make up days. This session must be arranged with the college supervisor and the classroom 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 classroom teacher and the college supervisor about your absences or tardiness before 8:30 a.m. Failure to make contact regarding a field experience absence will affect your level of professionalism and the professional dispositions set by the College of Charleston.

ADA ACCOMMODATION NOTICE: If you have a disability that may prevent you from meeting the course requirements, contact the instructor before the end of the first week to file a student disability statement and to discuss a reasonable accommodation plan. Course requirements will not be waived but accommodations may be made to assist you to meet the requirements, provided you are timely in working with the instructor to develop a reasonable accommodation plan.

MAKE-UP EXAMS AND MISSED DEADLINES: If an examination or deadline for an assignment is missed for a legitimate reason, as determined by the professor, the
professor has the discretion to eliminate points from the graded assignment, administer a make-up exam, or extend a deadline. It is the responsibility of the student to make arrangements for the meeting with the professor to discuss this matter and make-up the work. This should be done in a timely fashion.

**HONOR SYSTEM:** Academic honesty and integrity are highly regarded in this class. 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 both in your coursework and as a representative of the College of Charleston in field experience and clinical practice situations. Violations to the code of Conduct on pages 10-11 in the Student Handbook will be reported to the Honor Board.