Charlie Watts, Ph.D.
Adjunct Faculty
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wattsc@cofc.edu or charliewartts65@hotmail.com
Office Hours: Thurs., 10:45 – 11:30 at class location
By phone or e-mail: Daily, Mon. – Thurs, 3:00 – 5:00 p.m.

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 Hours: 8:30 - 10:45 am

Course Locations: C of C North Campus, room 138 (Jan. 13 and Apr. 21)
Jerry Zucker M.S., Dorchester Road, North Charleston (Jan. 20 – Apr. 14)

Course Readings: Selected articles on middle school education as distributed or assigned.

Additional Course Materials / Resources: SC Curriculum Standards

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:

1. **Teaching Assignment and ADEPT Assessments:** You will teach three lessons 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 or two assessments as well. Each lesson plan needs to be reviewed and approved by your classroom teacher before it is taught. You will receive feedback if there is a problem. You are to make changes and send the revised plan to the cooperating teacher by Thursday morning. 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.

   A lesson plan template follows on the next page.

   You need to teach your first lesson by **February 17** and no later than **March 3**.
Lesson Plan Template

I. S. C. Standard

II. Objective(s) The student will…

III. Resources and Materials

IV. Assessment The teacher will…
   Note - If more than one objective, you need more than one assessment
   Indicate either Formative or Summative assessment.

V. Details of Instruction (total time)
   A. Introduction / Motivational Set (time)
   B. Procedures :
      1. Presentation, Explanation, or Modeling (time)
      2. Guided Practice (time)
      3. Independent Practice (time)
      4. Conclusion (time)

VI. Addressing Individual Differences
   1. Early Finishers - Explain what children will do if they complete the assignment early
      (remember different, not more).
   2. Struggling Students - What you will do if a child does not complete the assignment but
      has not wasted time.
   3. Special Education - How you plan to accommodate for specific special needs of at least
      one student in your class.
   4. English Language Learners and Culturally Diverse - How your lesson was linguistically
      and culturally diverse for ELL students (visuals aids, word wall, cooperative grouping).
2. **Lesson Analysis**  After you have taught the lesson and received the feedback provided on the ADEPT assessment form, you will prepare a Lesson Analysis reflecting on your teaching performance. Address reflection about your lesson plan, the effectiveness in engaging the students, your assessment of their learning, and the overall effectiveness of your classroom management. This analysis should be approximately one page. The assessment rubric for this analysis is presented below. This analysis is due the week following the actual teaching date.

### Rubric for Lesson Analysis

<table>
<thead>
<tr>
<th>Organization, Presentation and Grammar</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson analysis is presented in an easy to follow format with the thoughts flowing easily. There are no grammatical errors.</td>
<td>Lesson analysis is clear and easy to follow. There are 1 or 2 grammatical errors.</td>
<td>Analysis is not as clear and easy to follow. There are more than 2 grammatical errors.</td>
<td>Analysis in not clear and easy to follow. Organization is lacking and grammatical errors are evident and frequent.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The responses demonstrate understanding of feedback and self-analysis of performance. Feedback and self-analysis are part of the content.</td>
<td>One out of the four questions is not responded to in great detail. Responses demonstrate some understanding but not self-reflection and understanding of the performance dimensions.</td>
<td>Two out of four questions are not responded to in great detail.</td>
<td>All questions are not addressed adequately.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis and Reflection</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response is thoughtful and analysis is insightful and demonstrates deep understanding</td>
<td>Response includes some reflection but analysis does not show deep understanding.</td>
<td>Response includes some reflection but analysis does not show deep understanding.</td>
<td>Responses lack understanding and reflection.</td>
<td></td>
</tr>
</tbody>
</table>

Total Points: _________________ / 30
3. **Teacher Introduction Letter/ Student Survey**: You will write a teacher introduction letter that includes expectations for behavior and academic standards as well as rewards and consequences. In addition, you will attach a student survey that parents will fill out for you to get to know their child better (i.e., likes, dislikes, allergies, study habits, parent’s goals, students’ goals, fears, social issues). You will need to include a parent’s signature line as well as student’s signature line that would be returned to you after it is read. This letter and survey are samples prepared from the perspective of your role as a Clinical Practice Intern. This assignment is due by **January 27** or definitely **not later than February 3**.

**Teacher Introduction Letter Rubric**

Points will be assessed as follows:

<table>
<thead>
<tr>
<th>Description of self with background</th>
<th>Superior (5)</th>
<th>Good (4)</th>
<th>Average (3)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Description of Content –Key Ideas (What you will teach and how you will teach it)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Discussion of teaching style and expectations</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Behavior management plan- and overview with consequences and rewards</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Accuracy of grammar and spelling, ideas and paragraphs flowing and all components complete (student and parent signature). Limited use of “I” at beginning of sentence.</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Positive, friendly tone of language</td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

Total Points: ____________________________ / 30
**Survey Rubric**

Points will be assessed as follows:

<table>
<thead>
<tr>
<th>Superior</th>
<th>Good</th>
<th>Average</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Content/ questions are age and grade appropriate

Questions are insightful and informative

Questions provide information to aid the teacher in making educational decisions (home issues, allergies, learning problems, Strengths like and dislikes, hobbies, Social concerns)

Parent goals and students goals for learning socialization

Grammar and spelling are accurate

Contains some creative items or questions

Total Points: ________________________________ / 30

4. Final Project: Power Point Presentation of Reflections about what you have learned about yourself as a teacher. The student will present a 5 - 7 slide Power Point presentation listing and reflecting on the insights that were positive aspects of his/her teaching and the aspects that he/she would like to improve on as well as one slide containing general practices he/she learned that he/she will apply to future practice. Each slide needs to contain the ADEPT Standard that addresses the aspect of teaching presented. Note: This presentation will be made at the final class meeting on April 21 at the North Campus.

5. Weekly Observation Record: A weekly observation record activities conducted (i.e. working with small groups, grading papers, teaching, etc.) for every field day will be collected and signed off weekly by the college supervisor. Any overdue weekly records must be turned in no later than the day of the final. A format is provided for this record.
Course Assignments and Assessment Scale:

1. **Teaching Assignment**: [3 written lesson plans @ 30 points each = total of 90 points]
2. **Lesson Analyses**: [3 written lesson analyses @ 30 points each = total of 90 points]
3. **Teacher Introduction Letter and Student Survey**: 60 points (30 each)
4. **Final Project Presentation**: 70 points
5. **Daily Observation Record and Attendance**: 10 points

**Maximum Total Points**: 320 points

Grade Evaluation Scale:

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>70-73%</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0-69%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**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 someone in class, not the instructor

**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 Course Schedule

Jan. 13
Class - On campus  [North Campus, rm. 138]
Introductions
Syllabus and Course Requirements
Lesson plan format
Course Assignment Deadlines
Schedule and Class Assignments at Jerry Zucker M.S.

Jan. 20
Field 1 [Jerry Zucker M.S.]
Observe how teacher accommodates ability and developmental levels, backgrounds, needs, and interests of students and how these are addressed in planning, teaching, assessing, and managing the learning environment. Give special attention to Classroom Management. Talk with the teacher about his / her lesson plan format. Ask to see any curriculum plans for the remainder of the semester. Assist teacher(s) and students.

Jan. 27
Field 2 [Jerry Zucker M.S.]
Observe
Discuss with teacher that you would like to teach one or two lessons in each class during the semester.
Note: Introduction Letter and Student Survey due.

Feb. 3
Field 3 [Jerry Zucker M.S.]
Observe
Work with teacher - schedule date / time for first lesson

Feb. 10
Field 4 [Jerry Zucker M.S.]
Observe
Turn in tentative calendar / schedule for teaching (Lessons 1 – 3)

Feb. 17
Field 5 [Jerry Zucker M.S.]
Teach Lesson 1 or Observe
Reminder: Introduction Letter and Student Survey - Due Oct. 7

Feb. 24
Field 6 [Jerry Zucker M.S.]
Teach Lesson 1 or Observe / Work with students

March 3
Field 7 [Jerry Zucker M.S.]
Teach Lesson 1 or 2 or Observe / Work with students
Last day to teach first lesson.

March 10
Spring Break for C of C this week
Tentative Course Schedule - continued -

March 17
Field 8  [Jerry Zucker M.S.]
Teach Lesson 2 or 3 or Observe / Work with students

March 24
Field 9  [Jerry Zucker M.S.]
Teach Lesson 2 or 3 or Observe / Work with students
Last day to teach Lesson 2

March 31
Field 10  [Jerry Zucker M.S.]
Teach Lesson 3 (if not already completed)

April 7
Field 11  [Jerry Zucker M.S.]
Teach Lesson 3 (if not already completed)

April 14
Field 12  (last day in field school)
Teach Lesson 3 (if not already completed)

April 21
Class - On campus  [North Campus, rm. 138]
Any remaining Weekly Record forms Due
Final Project Presentation

Summary for Scheduled Teaching Dates:

Feb. 10 - Mar. 3 - teach first lesson

Mar. 3 - Mar. 24 - teach second lesson

Mar. 17 - Apr. 14 - teach third lesson (avoid 4/14 in case testing day)