MEETING TIME/PLACE:
INSTRUCTOR: Dr. Rénard Harris
OFFICE HOURS: Tues 11:30 – 4:30
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 related to poverty, race and class. 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.

COURSE TEXT MATERIALS / 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 dispositions of effective teachers are manifested in professional behavior.
COURSE REQUIREMENTS and EVALUATION CRITERIA

- Teaching………………………………………………100 pts
- Reading assignment reflection 1………………………40 pts
- Reading assignment reflection 2………………………40 pts
- Reading assignment reflection 3………………………40 pts
- Reading assignment reflection 4………………………40 pts
- Action research…………………………………………70 pts
- Action research presentation……………………………30 pts

TOTAL 360 POINTS

ASSIGNMENTS (ALL RUBRICS CAN BE FOUND AT THE END OF THIS DOCUMENT)

Teaching Assignment and ADEPT Assessments: You will teach three lessons. Your college supervisor, your cooperating teacher, and peer will conduct the assessments. 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. **THE PROFESSOR MUST HAVE THE LESSON PLAN 48 HOURS BEFORE YOU TEACH – THIS IS THE ONLY ASSIGNMENT THAT THE PROFESSOR WILL ALLOW STUDENTS TO ATTACH AND SEND – ALL OTHER ASSIGNMENTS MUST BE HAND TO HAND DELIVERY**
- The cooperating teacher must approve the lesson plan
- It is your responsibility to demonstrate to the college professor that you are prepared to progress to block four, clinical practice
- One of your three lessons will be video recorded; the video recorded lesson will be the lesson the professor will observe.

Reading assignment reflection 1
Each student will write a 2 page (double spaced, 12 font) reflection from the required book chapters 1-3.
PRIMARY GRADING CRITERION:
REFLECTION (definition: serious thought or consideration)

Reading assignment reflection 2
Each student will write a 2 page (double spaced, 12 font) reflection from the required book chapters 4-6.
PRIMARY GRADING CRITERION:
REFLECTION (definition: serious thought or consideration)

Reading assignment reflection 3
Each student will write a 2 page (double spaced, 12 font) reflection from the required book chapters 7-8.
PRIMARY GRADING CRITERION:
REFLECTION (definition: serious thought or consideration)

**Reading assignment reflection 4**
Each student will write a 2 page (double spaced, 12 font) reflection from the required book chapters 9-11.

**PRIMARY GRADING CRITERION:**
REFLECTION (definition: serious thought or consideration)

**Action Research**
Each student will choose a middle school topic related to best practices and his/her current middle school experiences, formulate a research question, and conduct an action research study. The review will cover a minimum of 1-3 years depending on the topic.

10 page paper. Minimum of 10 sources.

(double spaced, 12 font)

**APA format**

**Final – Action Research Presentation**

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**GRADING SCALE**

**UNDERGRADUATE GRADING 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

**GRADUATE GRADING SCALE**
93-100 A
89-92 B+
85-88 B
81-84 C+
77-80 C
0-76 F
PROFESSIONAL BEHAVIOR/DISPOSITIONS:

Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behavior consistent with the following dispositions:

• The belief that all students can learn.
• Value and respect for differences.
• Value of positive human interaction.
• Intellectual curiosity and willingness to gain new knowledge.

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.

TENTATIVE COURSE CALENDAR

Date: JAN 15

Class - North Charleston campus

*Meeting time
*Teaching, ADEPT, and Dispositions
*Book intro/discussion
*Action Research

Date: JAN 22

Field – Zucker Middle School

READING ASSIGNMENT I DUE CH 1-3 – OAKS DROP BOX
Date: JAN 29

Field – Zucker Middle School

Date: FEB 5

Field – Zucker Middle School

READING ASSIGNMENT 2 DUE CH 4-6 – OAKS DROP BOX

ACTION RESEARCH TOPIC AND PLAN DUE – OAKS DROP BOX

Date: FEB 12

Field – Zucker Middle School

Date: FEB 19

Field – Zucker Middle School

READING ASSIGNMENT 3 DUE CH 7-8 – OAKS DROP BOX

Date: FEB 26

Field – Zucker Middle School

Date: MARCH 5

SPRING BREAK

Date: MARCH 12

Field – Zucker Middle School

Date: MARCH 19

Field – Zucker Middle School
READING ASSIGNMENT 4 DUE CH 9-11 – OAKS DROP BOX

Date: MARCH 26
Field – Zucker Middle School

Date: APR 2

NORTH CAMPUS

ACTION RESEARCH DUE – OAKS DROP BOX

Date: APR 9
Field – Zucker Middle School

ACTION CONTINUES
WEEK 1 PLAN-REFLECT-REVISE

Date: APR 16
Field – Zucker Middle School

ACTION CONTINUES
WEEK 2 PLAN-REFLECT-REVISE

DATE: APR 23
Field – Zucker Middle School

ACTION CONTINUES
WEEK 3 PLAN-REFLECT-REVISE

Date APR 28 Reading Day
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.

Center for Student Learning: I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.
### Assessment rubric for pilot qualitative research

<table>
<thead>
<tr>
<th>Criteria and qualities</th>
<th>Adequate - Deficient 81-75</th>
<th>Very Good – Adequate 88-92</th>
<th>Excellent – Very Good 100-92</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literature Review</strong></td>
<td>The report appears to have no direction, with subtopics appearing disjointed. Major sections of pertinent content have been omitted or greatly run-on.</td>
<td>There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order. All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected.</td>
<td>The report goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs. The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable.</td>
</tr>
<tr>
<td><strong>Data collection</strong></td>
<td>The data is not clearly described. It is not clear how and when the data was collected. The research questions are not answerable given the data described.</td>
<td>The data is partially described. It is partially clear how and when the data was collected. The research questions are partially answerable given the data described.</td>
<td>The data is clearly described. It is clear how and when the data was collected. The research questions are answerable given the data described.</td>
</tr>
<tr>
<td><strong>analysis</strong></td>
<td>It is not clear how an when the data was analyzed. Analysis procedures do not make sense. Analysis procedures are not rigorous.</td>
<td>It is partially clear how an when the data was analyzed. Analysis procedures make partial sense. Analysis procedures are partially rigorous.</td>
<td>It is clear how an when the data was analyzed. Analysis procedures make sense. Analysis procedures are rigorous.</td>
</tr>
<tr>
<td><strong>findings</strong></td>
<td>The findings are not supported by the data.</td>
<td>The findings are partially supported by the data.</td>
<td>The findings are supported by the data.</td>
</tr>
</tbody>
</table>

(Modified)
Assessment Rubric/Criteria for Oral Presentation

<table>
<thead>
<tr>
<th>Criteria and qualities</th>
<th>Adequate - Deficient 81-75</th>
<th>Very Good – Adequate 88-82</th>
<th>Excellent – Very Good 100 - 89</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eye Contact</strong></td>
<td>No eye contact with audience</td>
<td>Displayed minimal eye contact with audience, while reading mostly from the notes</td>
<td>Holds attention of entire audience with the use of direct eye contact</td>
</tr>
<tr>
<td><strong>Enthusiasm</strong></td>
<td>Shows absolutely no interest in topic presented</td>
<td>Shows some negativity toward topic presented</td>
<td>Demonstrates a strong, positive feeling about topic during entire presentation</td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>Student does not have grasp of information; student cannot answer questions about subject</td>
<td>Student is uncomfortable with information and is able to answer only rudimentary questions</td>
<td>Student demonstrates full knowledge by answering all class questions with explanations and elaborations</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Audience cannot understand presentation because there is no sequence of information</td>
<td>Audience has difficulty following presentation because student jumps around</td>
<td>Student presents information in logical, interesting sequence which audience can follow</td>
</tr>
</tbody>
</table>