College of Charleston
EDEE 384-01
Application of Methods and Materials in a Middle Level Field (Grades 5-8)
Three (3) Credit Hours
Fall 2013

MEETING TIME/PLACE: Wednesdays 8:00-11:45 a.m.
North Campus and Moultrie Middle School

INSTRUCTOR: Mary Ann M. Harthsorn, Ph.D.
OFFICE HOURS: Tuesdays and Thursdays 11:00 -12:00 noon, Rm. 335 @ 86 Wentworth
and by appointment
PHONE: (410) 688-5774 (cell and text)

COURSE DESCRIPTION: This course provides candidates an opportunity to observe
middle school classes, work with small and large groups of students, teach content
lessons, and examine the middle level teacher’s role in establishing and maintaining a
positive classroom-learning environment. Candidates will re-examine major concepts
about middle level learners and apply suggested strategies in lessons taught. Students
will assess their own performance and that of other teachers using South Carolina
teacher evaluation instrument, ADEPT, and in personal journal reflections.

COURSE MATERIALS/RESOURCES:
✓ South Carolina State Department of Education Evaluating Educators
  (http:ed.sc.gov/agency/programs-services/50/Evaluating Educators.cfm)
✓ Documents posted on OAKS
✓ Resource materials provided for teaching by Cooperating Teacher

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:
✓ Understand and value the learner;
✓ Know what and how to teach and assess and how to create an environment in
  which learning occurs, and
✓ Understand themselves as professionals.

These three elements of teacher competency are the heart of the School of Education
conceptual framework and guide what candidates will learn and how that learning will be
assessed. Each course in the middle level program provides opportunities for candidates
to develop the knowledge, skills and dispositions needed to become effective teachers.

Below are specific outcomes for EDEE 384 related to the three elements of teacher
competency. Standards are in parentheses following each outcome. These refer to
standards developed by the School of Education (SOE) 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):
✓ 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):
✓ 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
✓ 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)
✓ Evaluate assessments that evaluate integrated disciplines (SOE Standards I, II, III); NCATE/ACEI 4; NMSA 3.7)
✓ Integrate technology to meet diverse student learning needs (SOE Standards I, III, NCATE/ACEI 3e; NMSA 3.8;4.4;5.7)
✓ Identify family or family involvement issues in (SOE Standards V, VII); NCATE/ACEI 3d; NMSA 5.8)
✓ 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):
✓ 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)
✓ Speak and write clearly, persuasively, and skillfully (SOE Standard V: NCATE/ACEI 3E; NMSA 6.4;7. 1,3)
✓ Examine how the School of Education dispositions of effective teachers are manifested in professional behavior.

COURSE REQUIREMENTS and EVALUATION CRITERIA

Journal entries and assigned articles..........................................................50 pts.
Letter to My Younger Self............................................................................. 25 pts.
Annotated Bibliography and Discussion (Theories & Strategies about the Middle Level Learner) ................................................................. 100 pts.
Presentation and Discussion (Philosophy of Education Paper from Middle Level Perspective) ..........................................................100 pts.
Attendance & Professional Attitude (Be present, be on time, dress and conduct self professionally)...........................................................................25 pts.
ADEPT Evaluations (2, Supervisor / 2, Cooperating Teacher)..........................each 25pts.

Total....................................................................................................................................400 pts.

**ADEPT Assessments:** You will teach four lessons, two in each area of your certification. Supervisor will assess two and the Cooperating Teacher will assess two. All lesson plans must be approved by your Cooperating Teacher and revised according to her/his recommendations and the recommendations of your methods teacher when applicable. Supervisor must receive a copy of final lesson plan **before** you teach. White copies of all assessments get turned in to Supervisor.

**Journals:** OAKS Dropbox will be open for journal responses from 12:00 noon each Wednesday until midnight Friday for your reflections to be submitted.

**Letter to My Younger Self:** You should think about yourself as a middle school student. Write a letter to your younger self. Offer advice and support since you now know what you did not know then. We will share these on week two and they will be collected and graded as a professional assignment. (See OAKS)

**Research and Discussions:** The paper required for this class is a philosophy of education statement from a middle school teacher’s perspective. The paper and the presentation and discussion thereof will be our **Final.** At **Mid Term** we will share ideas you have discovered, through research and observation and post an annotated bibliography (description on OAKS) for the rest of the class to share. **By October 9,** you need to post the bibliography to OAKS. By sharing your resources, others in this group will be able to access references they may not have discovered and so will you.

edd* Guiding questions for this research: Who is the middle level learner? How is s/he different from younger and older students? Why are those differences significant when planning successful lessons? What strategies do experts suggest might be particularly successful with this age group? And finally, how does your personal experience confirm or negate your findings?

edd* Places you may turn for help:

1. Your school and mentors. You will notice many procedures, rules, and strategies being implemented by teachers in your building. You might ask your cooperating teachers, principal, and other individuals in the school why something is the practice. Ask from whom that idea originated. Ask if they would recommend a book or source you might consult for this research.
2. Curriculum Lab at the College of Charleston
3. Library
4. Internet—various county, state, and federal websites
5. Textbooks you are using for other education classes—**When conducting your research, however, use the primary resource cited in the textbook.**
Go to the original source, not just someone referring to the original author's ideas. There are usually valuable bibliographies at the ends of chapters that cite the “real” gurus of the concepts.

Philosophy Paper: Your middle school teaching philosophy should address concepts specific to that educational level, backed both by primary-source literature and personal experiences in the field. You should include your thoughts on best classroom management and pedagogical practices, describing how these practices support adolescent cognitive, social and emotional development. These ideas should be based in educational research as well as what you have seen in the classroom. Parenthetical citation and APA format are a must.

TENTATIVE COURSE CALENDAR

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<th>Date</th>
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<th>Activity</th>
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<tr>
<td>8/21</td>
<td>North Campus</td>
<td>Introductions, Syllabus Review, and ADEPT Examination</td>
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<td>8/28</td>
<td>North Campus</td>
<td>Sharing “Letter to My Younger Self” ADEPT Examination, Midterm and Final Explanation</td>
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<td>9/4</td>
<td>North Campus</td>
<td>Lesson Planning, Bloom, Classroom Management</td>
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<td>9/11</td>
<td>Moultrie Middle</td>
<td>Complete Journal in OAKS Dropbox</td>
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<td>9/18</td>
<td>Moultrie Middle</td>
<td>Complete Journal in OAKS</td>
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<td>9/25</td>
<td>Moultrie Middle</td>
<td>Sign up for Observation/ Journal</td>
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<td>Moultrie Middle</td>
<td>Teaching/Journal</td>
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<td>10/9</td>
<td>North Campus</td>
<td>Post annotated bibliography to OAKS and Share Information from Research</td>
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<td>10/16</td>
<td>Moultrie Middle</td>
<td>Teaching /Journal</td>
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<td>10/23</td>
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<td>Testing /Journal</td>
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<td>12/6</td>
<td>North Campus</td>
<td>Final Paper and Presentation</td>
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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 earn above a C in this course if you do not make every effort to make up this missed field session.
If you are going to be absent or tardy, call the school, your cooperating teachers, and college supervisor before 7:30 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. Tardiness will also impact your grade negatively. Professional dress is required. You will be sent home if you are dressed inappropriately.

**ADA ACOMMODATION 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.

**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.

**EVALUATION SCALE:**
- A 93-100
- A- 91-92
- B+ 89-90
- B 86-88
- B- 84-85
- C+ 82-83
- C 79-81
- D+ 75-76
- D 72-74
- D- 70-71
- F 69-