MEETING TIME/PLACE:
INSTRUCTOR: Dr. Rénard Harris
OFFICE HOURS: Tues 9:00 a.m. – 2:00 p.m
OFFICE LOCATION: 86 Wentworth Street
OFFICE PHONE: (843) 953-0897
EMAIL: harrisr@cofc.edu

COURSE PREREQUISITES:

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.

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 disposition of effective teachers are manifested in professional behavior.

COURSE REQUIREMENTS and EVALUATION CRITERIA

Teaching Assignment………………………………………………………………………………45%

Parent Partnership plan………………………………………………………………………...15%

Observation notes………………………………………………………………………………..20%
Final – Presentation: Practical solutions within your control………………..20%

**Teaching Assignment and ADEPT Assessments:** You will teach three lessons. Your college supervisor and your cooperating teacher 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.
- This is your final field experience before clinical practice – Be the teacher you want to be now!
- You will teach three lessons: The college professor will observe every student teach a solo lesson/ the remaining two lessons (team teaching will be observed by your cooperating teacher
- Teaching assignments are 45% of your grade – It is your responsibility to demonstrate to the college professor that you are prepared to progress to block four, clinical practice

**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 an school event.

**Observation notes (4 columns)**

<table>
<thead>
<tr>
<th>Situation</th>
<th>Identity</th>
<th>Integrity</th>
<th>Planned Response</th>
</tr>
</thead>
</table>

During your visits to Haut Gap you will document any situation that a potentially marginalized student is involved with that conflicts with the traditional culture of a U.S. school (brief notes) (e.g. talking out in class, using profanity in class)
You will document your identity and integrity as it relates to the student and the situation, and you will document how you plan to respond if you are ever in a similar situation with a similar student
Look for 2 situations each visit
(notes within each column should be brief – at the end of the semester each student should have approximately 22 observations)
You will turn in a copy of your observation to me on November 21st)
Final – Presentation: Practical solutions within your control
You will share your observation notes with the class on a powerpoint (or prezi), express your view of the totality of marginalized students situations in a school system, and share practical solutions within your control

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:  Aug 22

Class - North Charleston campus
*disposition forms information
*syllabus
*ADEPT powerpoint
*marginalized students powerpoint

Date:  Aug 29

(consider: set teaching dates)

Class - North Charleston campus
Discuss The Courage to Teach
Date: Sept 5
Field – Haut Gap Middle School

Date: Sept 12
Field – Haut Gap Middle School
Teaching Evaluations: 2 observations

Date: Sept 19
Field – Haut Gap Middle School
Teaching Evaluations: 2 observations (total observations after this date - 4)

Date: Sept 26
Field – Haut Gap Middle School
Teaching Evaluations: 2 observations (total observations after this date - 6)

Date: Oct 3
Field – Haut Gap Middle School
Teaching Evaluations: 2 observations (total observations after this date – 8)

Date: Oct 10
Field – Haut Gap Middle School
Teaching Evaluations: 2 observations (total observations after this date - 10)

Date: Oct 17
Field – Haut Gap Middle School
Teaching Evaluations: 2 observations (total observations after this date - 12)

Date: Oct 24
Field – Haut Gap Middle School
Teaching Evaluations: 2 observations (total observations after this date - 14)
Date: Oct 31
Field – Haut Gap Middle School
Teaching Evaluations: 2 observations (total observations after this date - 16)

Date: Nov 7
Field – Haut Gap Middle School
Teaching Evaluations: 2 observations (total observations after this date - 18)

*Parent Partnership Plan Due

Date: Nov 14
Field — Haut Gap Middle School
Teaching Evaluations: 2 observations (total observations after this date - 20)

Date: Nov 21
Field – Haut Gap Middle School
Teaching Evaluations: 2 observations (total observations after this date - 22)

*Copy of Observation Notes Due

Date Dec 3 READING DAY

Class - North Charleston campus

Date FINAL

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 ACCOMODATION 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.