College of Charleston
EDEE 384-01
Application of Methods and Materials in a Middle Level Field (Grades 5-8)
Three (3) Credit Hours
Fall 2014

MEETING TIME/PLACE:  Wednesdays 8:00-10:45 a.m.
North Campus and Moultrie Middle School

INSTRUCTOR: Mary Ann M. Harthsorn, Ph.D.
OFFICE HOURS: By appointment at North Campus or
Main Campus, Rm. 335 @86 Wentworth

PHONE:  (410) 688-5774 (cell and text) I will not answer the phone while driving.

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

1
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)
✓ Appraise 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…………………………………………………………50pts.
Letter to My Younger Self……………………………………………………………………25 pts.
Bibliography and Sharing Mid Term…………………………………………………………50 pts.
(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/s and 2, Cooperating Teacher)-each 25pts/100 pts.
Sharing and Discussion of Video Taped Lessons.................................................100pts.

Total……………………………………………………………………………………..450 pts.
ADEPT Assessments: You will teach four lessons. (No team teaching this time.) If possible, you will teach two lessons in each area of your certification. Supervisor will assess two and the Cooperating Teacher/s 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 teachers when applicable. Supervisor must receive a copy of final lesson plan before you teach all lessons.

Video Tapping: You must videotape one lesson you teach, preferably not the one I evaluate. You will bring this videotape to our final meeting at North Campus. We will watch our lessons and evaluate one another using ADEPT forms, discuss our strengths and celebrate our successes!

Communication: You must check your CofC email everyday. I will not send announcements to a different email. Important information is sent by this method. Including messages about internship.

Journals: OAKS Dropbox will be open for journal responses from 12:00 noon each Wednesday until midnight Friday for your reflections to be submitted. Topics will be assigned the week before so you will be aware of the focus for each week’s posting. Late assignments will not be accepted. (Listing on OAKS.)

Letter to My Younger Self: You should think about yourself as a middle school student. Write a letter to your younger self at that age. 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.

Research and Discussions: The paper required for this class is a philosophy of education statement from a middle school teacher’s perspective. (Directions on OAKS.) At Mid Term we will share strategies and information with one another and post an annotated bibliography (description on OAKS) for the rest of the class to share. By October 8, you need to post the bibliography to OAKS discussion box. By sharing your resources, others in this group will be able to access references they may not have discovered and so will you.

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?

Places you may turn for help:
1. Cane Bay Middle and mentors there. 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 (86 Wentworth)
3. Library (Jannette Finch is Librarian at North Campus. finchj@cofc.edu)
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.
6. Referred journal articles.

**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. (Writing Labs are available at North and Main Campus.)

**TENTATIVE COURSE CALENDAR**

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<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>8/20</td>
<td>North Campus</td>
<td>Introductions, syllabus</td>
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<tr>
<td>8/27</td>
<td>North Campus</td>
<td>Letters, demographics, strategies</td>
</tr>
<tr>
<td>9/3</td>
<td>North Campus</td>
<td>Planning, Bloom, Classroom Management</td>
</tr>
<tr>
<td>9/10</td>
<td>Cane Bay Middle</td>
<td>Complete Journal in OAKS Dropbox</td>
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<tr>
<td>9/17</td>
<td>Cane Bay Middle</td>
<td>Complete Journal in OAKS</td>
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<td>9/24</td>
<td>Cane Bay Middle</td>
<td>Sign up for Observations/Journal</td>
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<tr>
<td>10/1</td>
<td>Cane Bay Middle</td>
<td>Teaching/Journal</td>
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<td>10/8</td>
<td>North Campus</td>
<td>Post annotated bibliography to OAKS</td>
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<td></td>
<td></td>
<td>and Share Information from Research</td>
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<td>10/15</td>
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<td>Teaching/Journal</td>
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<td>10/22</td>
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<td>11/5</td>
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<td>Research Paper to Drop Box</td>
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<td>11/19</td>
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<td>Last Day at school</td>
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<td>12/10</td>
<td>North Campus</td>
<td>Final Exam</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 reflects 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. You must be at the school a minimum of 75 hours as stated above. 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 we have inclement weather or you have an emergency that prevents attendance on the days assigned, you must make up the time and have your cooperating teacher document your hours in writing. This documentation must be submitted to me.

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 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.

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:

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>91-92</td>
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<tr>
<td>B+</td>
<td>89-90</td>
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<tr>
<td>B</td>
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<tr>
<td>D-</td>
<td>70-71</td>
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<td>F</td>
<td>69-</td>
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