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.

At the heart of this course are the following principles of action:
- Intellectual curiosity and rigor;
- Reflective, research-based practice;
- Collaboration and consensus building;
- Field-oriented service and community outreach;
- Cultural sensitivity and understanding.

Middle Grades Program Mission:
The mission of the Middle Grades program in the Department of Teacher Education at the College of Charleston is to develop reflective practitioners with the knowledge, skills, and dispositions to help adolescent learners succeed. The program develops collaborative, reflective practitioners that understand the unique needs of adolescent learners through high quality formal and informal instructional settings. The Middle Grades program prepares adolescent practitioners to develop effective teaching methods and learning environments, reflect on instruction, and make a positive impact on student learning.

EHHP Mission Statement:
The mission of the School of Education, Health, and Human Performance is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.
TEDU Mission Statement:

The mission of the Teacher Education Department is to develop reflective professional educators who collaborate with communities and families to enhance the quality of education for diverse student populations through teaching, advocacy, and service. Through high quality undergraduate and graduate teacher education programs in early childhood, elementary, middle level, secondary, and special education, we are committed to fostering proficient practitioners by: (a) modeling professional dispositions, (b) providing professional knowledge aligned with applicable national, state, and institutional standards, (c) researching effective principles of teaching and learning, and (d) collaborating with educators in the preparation and on-going professional development of master teachers.

Middle Grades Program Information:

Our program teaches you how young students develop and hone literacy skills and how they comprehend mathematical concepts. It teaches you the most effective means of instruction for social studies and science. Our majors understand how to create effective learning environments and how to balance the needs of students who learn at a different pace. Ultimately, we produce versatile educators who don’t just teach, they affect emotional, intellectual and social development in each of their students.

Course Objectives:

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.

Required Text:

TENTATIVE SCHEDULE (subject to revision as needed)

Course Assignments:

- Teaching Expanded ADEPT 1…………………………………….15 %
- Teaching Expanded ADEPT 2…………………………………….15 %
- Teaching Expanded ADEPT 3…………………………………….15 %
- Delpit Book Quotes/Reflection…………………………………….5 %
- Action Research application 1…………………………………….10 %
- Action Research application 2…………………………………….10 %
- Action Research application 3…………………………………….10 %
- Weekly journaling ………………………………………………15 %
- Final: Action research presentation…………………………….5 %
**Teaching Assignment and Expanded ADEPT Assessments**

You will teach at least three lessons. A modified Expanded ADEPT form will be used for assessment by the following: your college supervisor, your cooperating teacher, and a self-assessment based on a video recording of your teaching.

Here are some important points to remember:

- The cooperating teacher must approve the lesson plan
- You must send the college supervisor the date/time of the class and the objective of the lesson
- 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 must be video recorded; You will use that recording to self-assess using an ADEPT form
- Task: edit the video to point out your areas of strength and areas to strengthen
- After all 3 lessons have been taught please do the following: set an appointment with the college supervisor – bring the lesson plans and accompanying ADEPT forms from your self assessment lesson, the lesson the cooperating teacher assessed, and your edited video.

**Book Quotes/Reflection**

Each student will choose 5 quotes from each text (Delpit), that he/she considers valuable. In word, submit the quotes in your journaling. Create 1 ppt slide with the chosen quotes. During class each student will present his/her chosen quotes and orally share reflections.

<table>
<thead>
<tr>
<th>Reflection</th>
<th>A 100</th>
<th>A 96</th>
<th>A- 92</th>
<th>B+ 90</th>
<th>B 86</th>
<th>B- 84</th>
<th>C+ 82</th>
<th>C 79</th>
<th>D+ 75</th>
<th>D 72</th>
<th>D- 70</th>
<th>F &lt;69</th>
</tr>
</thead>
<tbody>
<tr>
<td>thoughtful and sincere consideration of text and quotes; excellent synthesis</td>
<td>moderate thought and consideration of text and quotes; moderate synthesis</td>
<td>more aligned with traditional summary of text and quotes, i.e. common; limited synthesis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Action Research (UNDERGRADUATE):**

Each student will choose a middle school topic related to his/her current middle school experiences and conduct an action research study. The action research will be done in 4 parts

- **Action Research 1- Plan**
  - After 2 school visits make a final decision and choose interest or concern to focus
Write a 3 page literature review about the interest/concern (3 sources/APA)

Plan- write a plan detailing your first action

- Action Research 2 application
  - Act - on school day(s) execute plan 1- write a detailed summary of the action
  - Reflect - write a reflection of the action taken
  - Revise/Plan – Revise the plan (1A); refer to literature or specific observation that influenced your revision

- Action Research 3 application
  - Act - on school day(s) execute revised plan (1A)- write a detailed summary of the action
  - Reflect - write a reflection of the action taken
  - Revise/Plan – Revise the plan (1B); refer to literature or specific observation that influenced your revision

- Action Research 4 application
  - Act - on school day(s) execute revised plan (1B)- write a detailed summary of the action
  - Reflect - write a reflection of the action taken
  - Add conclusion page

Final – Action Research Presentation

Oral presentation of demonstrating cyclical progression of action research

<table>
<thead>
<tr>
<th>Action Research</th>
<th>A 100</th>
<th>A 96</th>
<th>A- 92</th>
<th>B+ 90</th>
<th>B 86</th>
<th>B- 84</th>
<th>C+ 82</th>
<th>C 79</th>
<th>D+ 75</th>
<th>D 72</th>
<th>D- 70</th>
<th>F &lt;69</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>ACT IS DEFINITIVE</td>
<td>ACT IS MODERATE</td>
<td>ACT IS NOT CONVINCING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REFLECTION</td>
<td>REFLECTION DEMONSTRATES DEPTH</td>
<td>REFLECTION IS MODERATE</td>
<td>REFLECTION IS NOT CONVINCING AND POORLY RELATES TO OUTCOME OF ACTION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOURCE</td>
<td>ALIGNS WELL WITH OBSERVATION AND</td>
<td>MODERATELY ALIGNS WITH OBSERVATION AND</td>
<td>POORLY ALIGNS WITH OBSERVATION AND</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPERIENCE</td>
<td>EXPERIENCE</td>
<td>EXPERIENCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REVISION</td>
<td>WELL THOUGHT OUT REVISION BASED ON REFLECTION AND SOURCE INFORMATION</td>
<td>MODERATELY THOUGHT OUT REVISION BASED ON REFLECTION AND SOURCE INFORMATION</td>
<td>POORLY THOUGHT OUT REVISION BASED ON REFLECTION AND SOURCE INFORMATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Final Presentation**

<table>
<thead>
<tr>
<th>Grade</th>
<th>A 100</th>
<th>A 96</th>
<th>A- 92</th>
<th>B+ 90</th>
<th>B 86</th>
<th>B- 84</th>
<th>C+ 82</th>
<th>C 79</th>
<th>D+ 75</th>
<th>D 72</th>
<th>D- 70</th>
<th>F &lt;69</th>
</tr>
</thead>
<tbody>
<tr>
<td>PURPOSE and CYCLICAL PRORESSION</td>
<td>Ability to articulate concern, actions taken, and explain how his/her practice will be modified in light of the new learning</td>
<td>Ability to articulate concern, actions taken, and explanation of how his/her practice will be modified in light of the new learning is acceptable but could be more specific and detailed beyond common practice, i.e. new learning leans toward general practice</td>
<td>Ability to articulate concern, actions taken, and explanation of how his/her practice will be modified in light of the new learning could be more specific and detailed beyond common practice, i.e. new learning leans toward general practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GENERAL INFORMATION

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. Two absences for any reason are allowed, but you WILL NOT receive participation credit for that class (no matter what the reason for your absence). **Upon a third absence, the student will be automatically withdrawn from a course with the grade of WA. WA becomes an F on a transcript.**

If you miss one field session you must contact your cooperating teacher (or leave a message) that same day in the morning, preferably before his/her class starts. You are required to make up the session. 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 D- in this course if you do not make up the missed field session. If you miss two field sessions regardless of making up the first missed session, you will fail the class.

You are not allowed to leave early without permission from your college supervisor. Your cooperating teacher cannot give you permission to leave the school. If he/she says, “We aren’t doing anything today,” or “We testing so there is nothing for you to see,” then you must observe another class (the contact person at the school can assist you).

Students who qualify for SNAP must present their official letter from the SNAP office to the professor within the first two weeks of the course if they wish special accommodations.

Athletes who will miss class due to athletic events must see the professor within the first two weeks of the course and submit the athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

Grading:
Late submissions of assignments are unacceptable under normal circumstances. Assignments submitted late are automatically reduced by 10% of the total earned points for the assignments.

Any written assignment submitted is considered a final product that will be graded on both what is written (clarity, depth, insight) and how it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, adherence to assignment guidelines, and neatness will affect your grade. As an educator, you will be expected to demonstrate competency not only in verbal but also in written communication with parents, administrators, and other educators. Please use the resources around you to proofread and to edit your work. A packet about writing and proofreading tips has been provided on WEBCT to assist you. The Writing Lab (Education Center, Room 216) also provides FREE, INDIVIDUALIZED help on all parts of the writing process. See www.cofc.edu/~csl/ for further information.
**College of Charleston Honor Code and Academic Integrity:**
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

**Student Accommodations:**
In compliance with the Americans with Disabilities Act (ADA) all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.

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](http://csl.cofc.edu) or call (843)953-5635.
Grading Scale:
A = 93-100
B+= 88-92
B = 83-87
C+= 78-82
C= 74-77
F= <74

The point distribution for letter grades is pursuant to the UNH Education Department grading scale. According to the UNH Graduate Grading Scale, an A grade represents superior work, a B grade represents above average work, and a B- represents average work. Students who fall below this grade are required to repeat the course, as per University Graduate School Policy.

Professional Behavior/Dispositions: Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Responsible and ethical practice.

Honor Code: All courses in the School of Education are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of “XF” for the course.