College of Charleston
EDMG 658
Application of Methods and Materials in a Middle Level Field Grades 5-8
Three (3) Credit Hours

SPRING 2014

MEETING TIME/PLACE:
INSTRUCTOR: Dr. Rénard Harris
OFFICE HOURS: TUES 10:00 a.m. – 3:00 p.m
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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:
Each student will choose eight (8) articles that specifically relate to his/her chosen focus on poverty, race, or class.

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........................................................................................................15%

Field assignment.................................................................................................................20%

GRADUATE STUDENTS:

ALL GRADUATE STUDENTS ARE RESPONSIBLE FOR THE FIELD ASSIGNMENT AND BOOK ANALYSIS/REFLECTION
Math narrative leader.................................................................20%

Unit Plan..................................................................................25%

Class Participation.................................................................10%

Final.......................................................................................10%

Teaching Assignment and ADEPT Assessments: You will teach three lessons. Your college supervisor, your cooperating teacher, and peer will conduct the assessments. (Specific details of this assignment are attached to this syllabus)

GRADUATE STUDENTS:

EACH GRADUATE STUDENT WILL LOG 75 HOURS AND TEACH THREE LESSONS

Field Assignment: Each week in the field the class will meet for 30 minutes before going to his/her assigned class. After the first week in the field each student will turn in a one page paper based on his/her chosen focus. The first half of the paper will describe what was observed in class related to his/her focus and the second half will support the observation with recent literature. (Specific details of this assignment are attached to this syllabus)

ALL GRADUATE STUDENTS ARE RESPONSIBLE FOR THE FIELD ASSIGNMENT AND BOOK REFLECTION

Math Narrative: As a class a specific location will be selected and visited. Each student will write an individual narrative of the experience. The class will write a group narrative based on the individual narratives. Each student will focus on specific common core math standard(s) to “mathematize” his/her perspective of the group narrative. (Specific details of this assignment are attached to this syllabus)

Unit Plan: Each student will create a unit plan based on his/her specific focus for the class and his/her concentration (Specific details of this assignment are attached to this syllabus)
Class Participation: Discussion, 20 minute lesson
(Specific details of this assignment are attached to this syllabus)

Final – Unit Plan Presentation

GRADUATE GRADING SCALE
93-100 = A
89-92 = B+
85-88 = B
81-84 = C+
77-80 = C
0-76 = F

TENTATIVE COURSE CALENDAR

Date: Jan 9

Class - North Charleston campus

*syllabus

Date: Jan 16

Class - North Charleston campus

Syllabus repeated

20 minute lesson

Disposition forms

ADEPT forms

Choose location for shared experience
Date: Jan 23

Class – North Charleston campus

Individual narratives due

Create group narrative

20 minute lesson

Date: Jan 30

Field – Zucker Middle

Field Assignment 1
Unit plan / Math narrative update

Date: Feb 6

Field – Zucker Middle

Field Assignment 1
Unit plan / Math narrative update

Date: Feb 13

Field – Zucker Middle

Field Assignment 1
Unit plan / Math narrative update

Date: Feb 20

Field – Zucker Middle

Field Assignment 1
Unit plan / Math narrative update
Date: Feb 27
Field – Zucker Middle
Field Assignment 1
Unit plan / Math narrative update

Date: Mar 6
Spring Break

Date: Mar 13
Field – Zucker Middle
Field Assignment 1
Unit plan / Math narrative update

Date: Mar 20
Field – Zucker Middle
Field Assignment 1
Unit plan / Math narrative update

Date: Mar 27
Field – Zucker Middle
Unit Plan Due

Date: Apr 3
Field – Zucker Middle
Field Assignment 1
Math narrative update
Date: Apr 10

Field – Zucker Middle

Math narrative update

________________________________________________________________________

Date Apr 17

Class - North Charleston campus

Math Narrative exercise

________________________________________________________________________

Date Apr 24 Reading Day

________________________________________________________________________

Date FINAL TBA

Unit Plan Presentation

________________________________________________________________________

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.
School Schedule
Zucker Middle School
Address: 6401 Dorchester Rd, North Charleston, SC
843-767-8383

SCHEDULE
8:30-9:00  Debrief /field assignment/update – media center conf room
9:00  80 minute class
10:15 (approx)  Z Period (similar to electives)
11:00  50 minute class

Teaching Assignment
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.
- It is your responsibility to demonstrate to the college professor that you are prepared to progress to block four, clinical practice

Field Assignment
Each student will choose a specific focus related to the topic of poverty, race, and class. That particular focus will be the catalyst for considering essential questions to guide observations in the field/classroom. Starting January 30, the date of the first visit to Zucker, (class debriefing time, 8:30-9:00), each student will share what he/she will specifically observe for that day.
ASSIGNMENT: one page – first half of page write what was observed; second half of page, reference a specific article that speaks to what was observed. This assignment will be turned in and discussed the next week during the debriefing period. (a hard copy must be turned in; all late papers will be dropped one letter grade)

GRADUATE STUDENTS: BOOK REFLECTION
Each graduate student will choose a book (must be approved by the instructor) that focuses on poverty, race, and/or class. Each week during the debriefing period the graduate student will turn in the field assignment and a 2 page summary/reflection of a portion of the book (8 field assignments are due – so, divide the book into 8 sections).

Math Narrative
As a class, students will choose a specific location to visit. This location must have a historical/racial/class cultural connection to the community it resides (e.g. church, monument, praise house, school). Each student will write an individual narrative of his/her experience of visiting the location (and take a picture(s) of the location). This narrative is due January 23. In class, the class will write a group narrative based on the individual narratives. Each student will have a copy of the group narrative. It will be his/her task to prepare to lead a discussion that “mathematizes” part of the narrative. In other words, each student will lead a discussion related to the narrative, but instead of using common language, a math register will be used instead. The topic of the math register must be chosen from the
“understand concepts” section below (this section is taken from the common core math standards). As each student takes a turn leading the discussion, other students will be required to join using the same math register. (If permitted, I would like to video record this “mathematized” discussion)

GRADE 3 - RECOGNIZE AREA AS AN ATTRIBUTE OF PLANE FIGURES AND UNDERSTAND CONCEPTS OF AREA MEASUREMENT

GRADE 4 - RECOGNIZE ANGLES AS GEOMETRIC SHAPES THAT ARE FORMED WHEREVER TWO RAYS SHARE A COMMON ENDPOINT AND UNDERSTAND CONCEPTS OF ANGLE MEASUREMENT

GRADE 5 - RECOGNIZE VOLUME AS AN ATTRIBUTE OF SOLID FIGURES AND UNDERSTAND CONCEPTS OF VOLUME MEASUREMENT

GRADE 6 - UNDERSTAND THE CONCEPT OF A RATIO AND USE RATIO LANGUAGE TO DESCRIBE A RATIO RELATIONSHIP BETWEEN TWO QUANTITIES

UNDERSTAND THE CONCEPT OF A UNIT RATE A/B ASSOCIATED WITH A RATIO A:B WITH B = 0 AND USE RATE LANGUAGE IN THE CONTEXT OF A RATIO RELATIONSHIP

GRADE 8 - STUDENTS GRASP THE CONCEPT OF A FUNCTION AS A RULE THAT assignS TO EACH INPUT EXACTLY ONE OUTPUT

Unit Plan
Each student will create a 3 week unit plan with the following format
Grade Level
Standard
Estimate time
Rationale
Outline (week 1, 2, and 3)
Objective, assessment, activity outline (week 1)
Objective, assessment, activity outline (week 2)
Objective, assessment, activity outline (week 3)
The unit plan should be on a topic from one of the four core disciplines, AND the student’s chosen focus on education, poverty, race, and class.

Class Participation
Discussion, 20 minute lesson
Jan 16 and Jan 23 each student will teach a 20 minute lesson (no lesson plan is required). The lesson should be in math, science, social studies, or language arts. The audience to consider should predominately of color and low SES.

Final
Unit plan presentation