Describing the Course

**Newsworthy:**

3 credits

Wednesdays Spring 2016

8:00 - 10:45am

North Campus, Room #246
& at assigned Middle School

**Observations:**

* from College Supervisor
* from MS Host Teachers
* from your peers
* and via a video recording of yourself teaching 1 time

Coach:

Janet Smith Coyne, M. Ed.

iPhone: 413.214.2182

coynejs@cofc.edu

Email is #1 way to contact me.

Check CofC email daily! This will be our primary means of communication. Answer within 24 hours, please!

This course provides candidates seeking middle school licensure (grades 5–8) an opportunity to observe how teachers teach various subject areas to early adolescent students. Candidates will teach individual students, small groups of students and the whole class. Candidates will plan for the effective use of curriculum, instruction and assessment and use standards to meet the developmental needs of middle school students.
What is ADEPT?

This is a method used by the SC Education Department to evaluate educators. The computerized form is known as Qualtrics and will be used by your coach, your host teacher, and by you as a self-reflection tool to improve your teaching.

The initials stand for Assisting, Developing and Evaluating Professional Teaching. ADEPT will also be used in your clinical field experience.

Your coach will submit one official ADEPT for you to look at and reflect on; your host teacher will submit two ADEPT forms. Your peers will submit one, also. These should be considered learning tools and not as a basis for a grade in the course.

We will practice using the ADEPT form in class so that you become very familiar with it.

Lesson plans are to be created using the standard form given by the Education Department. These plans need to be reviewed and revised by your Host Teacher and your Methods Teacher at CofC before presenting to students. You will teach four lessons; you will videotape one of the lessons, as well, for your personal reflection and to bring to North Campus to share with others on the last day.

Success is a lousy teacher. It seduces smart people into thinking they can’t lose. ~ Bill Gates

OUTCOMES OF THE COURSE

All teacher preparation programs in the School of Education are guided by a commitment to making 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;

Understand themselves as professionals.

AoC&l:G5-8
Summary of Total Points for the Semester

30  Syllabus Quiz
30  Information about Assigned Middle School (20) & Middle School Manipulative (10)
300 Journal Entries (six total @ 50 pts each)
50  Letter to My Younger Self
100 Philosophy of Education Paper
100 Attendance, Participation, Professional Attitude
100 ADEPT observations
50  Video Taped Lesson & Reflection Paper

760 total points

Questions?  Check the syllabus; ask a peer; ask in class; email your coach!
Ways to Assess Learning

1. Syllabus Quiz / Jan 20 / 30 pts / in class

2. Information about Middle School / Jan 20 / 30 pts / bring completed to class for 8:00 am / typed, 2 pages double-spaced / Manipulative for MS!

3. Journal Papers / 6 entries total / submit to OAKS / 50 pts each / see due dates on OAKS - due within 48 hours after observation / typed, 2 pages double-spaced, spell check, grammar check, well written, format paragraphs: might want to have a Learning Resource person look over before submission / pts deducted for lateness, improper grammar & spelling, etc.: -1 per error in writing; -5 pts for each day late up to 2 days tardy - then, a zero.

4. Letter to My Younger Self / submit to OAKS / 50 pts / see OAKS for details / 2 pages, typed double-spaced / due March 4 by midnight / submit to OAKS

5. Philosophy of Education paper / submit to OAKS / 100 pts / 5-10 pages, typed, double-spaced / see OAKS for details / a requirement for dept / due April 13th / will work on your draft copy on March 30th at North Campus / APA format / begin early to reflect & write about the questions

6. Attendance, Class Participation, Professional Attitude / in class at North Campus & in class at your assigned Middle School / 100 pts / -10 pts for each infraction: such as, more than 10 minutes late; not showing up; not notifying teachers of absences; not dressing appropriately; not being prepared to teach lesson, etc.

7. ADEPT observations (1 from coach; 2 from Host Teachers (one from each of your concentrations, if possible); 1 from peers / 25 pts per = 100 pts /

8. One Video Taped Lesson & Reflection Paper / 50 pts / see OAKS
**Course Materials & Resources**

*ADEPT evaluation tool*

*Documents posted on OAKS*

*Resource material provided by Host Teachers - You will notice many procedures, rules and strategies being implemented by teachers in your building. You might ask your Host Teachers, Principal, and others in the school why something is the practice. Ask from whom that idea originated. Ask if they would recommend a specific book or source that you might consult for this research.*

*Educational textbooks and resources from previous education courses: when conducting research, always 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” author of that concept.*
Course Materials & Resources for Philosophy Paper

*Primary sources for Philosophy Paper (APA format)

*North Campus Librarian: Jannette Finch; finchj@cofc.edu

*College of Charleston Main Library - Addlestone Library - on Calhoun Street

*Curriculum Lab at the College of Charleston (86 Wentworth Street)

*Internet (for various county, state and federal websites)

*Host Teachers at your assigned Middle School

ADEPT Assessments / Lesson Plans

Each person (no team teaching this time) will be assigned to a team of teachers at the middle grade level. On that team are educators who teach the major disciplines. Each person will teach a minimum of four lessons:

- one lesson from one concentration (ADEPT on paper);
- one lesson from the other concentration (ADEPT on paper);
- one lesson for the coach (ADEPT on computer);
- one lesson that is video taped (peer review on paper, brought to last class period during Final Exam time).

In addition, all lesson plans MUST be approved by your college content instructor before presenting to your Host Teacher; then you will revise, if necessary, according to his/her recommendations. Your coach must
receive a copy of the final Lesson Plan **BEFORE YOU TEACH EACH LESSON!** Please submit to OAKS 24 hours in advance of teaching the lesson.

You may use the Lesson Plan template on OAKS, or one provided by your Host Teacher.

**VIDEO RECORDING**

One video recording needs to be made of you teaching a lesson in front of students in the classroom; it should record the entire lesson when you are teaching in front of the class.

Talk with the School Librarian, Host Teacher or Principal to determine that guidelines are set for this to occur, such as permission to video record in the classroom.

You are the person responsible to make this happen! Prepare accordingly to record the lesson. The video should focus on you and your teaching style. You will write a reflection paper about this.

This video will be watched at the final meeting at North Campus; your peers will watch and review it with an ADEPT evaluation form. You will be asked to show a 10 minute clip from the entire video to your peers. We will discuss the challenges of teaching at the middle school level and celebrate our successes!

**CLASS ATTENDANCE POLICY**

Attendance in class and at your assigned Middle School field placement are required! Students are responsible for all content and assignments for each class. Missing field placement hours reflects poorly 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. 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 there is inclement weather or you have an emergency that prevents you from attending 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 the instructor as soon as the make-up class has been completed.

If you are going to be absent or tardy, call the school, your cooperating teachers, and college supervisor before 6:30 am. 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 that 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 of Charleston, 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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There is no required or optional textbook for this course. However, students may want to use previous textbooks from other education courses and from courses in their major concentrations, in order to write good lesson plans for their practicum visits during the semester.

No special equipment is needed in the course.

In terms of technology, all written assignments will be typed and submitted via Dropbox at OAKS online.
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.)

The paper required for this class is a philosophy of education statement from a middle school teacher’s perspective. Directions will be posted in OAKS for submission of the assignment. You will be required to complete an annotated bibliography using APA format. The due date for this assignment is March 30, 2016. There are several guiding questions for this research:

- Guiding Questions for this research:
  1. Why were Middle Schools created?
  2. Who is the Middle School learner?
  3. How is he or she different from younger and older students?
  4. Why are those differences significant when planning successful lessons?
  5. What strategies do experts suggest might be particularly successful with this age group?
  6. How does your personal experience confirm or negate your findings?

All rules of spelling, punctuation, grammar and formatting apply to this paper. You should avail yourself of different college resources to make it the best, such as visiting the Learning Lab and asking for support with your written paper.

Remember: Personnel in the Learning Lab are there for support and help, not to write the paper for you. To be fair, you should ask direct questions that he/she can help you with.
Plagiarism of any kind will result in a grade of zero and an Honor Code violation.

TEACHER COMPETENCY

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, such as ETC is Elements of Teacher Competency (just for EHHP); CAEP is Council for Assessment of Educator Preparation; ACEI is Association for Childhood Education International; AMLE is Association for Middle Level Education

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); (CAEP/ACEI 2i; AMLE 1c-d, 4a-b, d),

*Plan activities that integrate content from multiple disciplines (SOE Standards I, II, III); CAEP/ACEI 2i, 3a; AMLE 2a-c)

*Appraise assessments that evaluate integrated disciplines (SOE Standards I, II, III); CAEP/ACEI 4; AMLE 4c)
*Integrate technology to meet diverse student learning needs (SOE Standards I, III, CAEP/ACEI 3e; AMLE 1b, 3b, 4a-b, d)

*Identify family or family involvement issues in (SOE Standards V, VII); CAEP/ACEI 3d; AMLE 1b, 2a-c, 3b, 5c)

*Evaluate strategies for organizing classrooms and promoting responsible student engagement in learning (SOE Standards I, III, V, VII); CAEP/ACEI 3d; AMLE 3a-b, 4c)

**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); (CAEP/ACEI 8a; AMLE 5a-d)

*Speak and write clearly, persuasively, and skillfully (SOE Standard V: CAEP/ACEI 3E; AMLE 5d)

*Examine how the School of Education dispositions of effective teachers are manifested in professional behavior. (AMLE 5a-d)
Office Hours: Meet at a local coffee shop - by appt - Tuesday, Wednesday, Thursday -

Meet at the Addlestone Library - by appt - Tuesday, Wednesday, Thursday -

Meet after Wednesday class at North Campus or at your assigned Middle School (Alston or Rollings)

At our last class together at North Campus, each student will be asked to fill out a Course Evaluation. It is anonymous so please be truthful.

Your suggestions, comments and input will help to revise the course and make it better.
Is this the actual test or a practice test? Could it be the pre-test to the post-test? Or is it the post-test to the pre-test? I think it's the pre-test to the practice test.