College of Charleston  
EDEE 417-01  
CURRICULUM, INSTRUCTION & ASSESSMENT GRADES 5-8  
Grades 5-8  
Three (3) Credit Hours  

SPRING 2016  
MEETING TIME/PLACE: North Campus Thurs 8:00 - 12:00 rm 238  
INSTRUCTOR: Dr. Rénard Harris  
OFFICE HOURS: Tuesday 2 - 4:30 and Wednesday 9:30 - 12:00  
OFFICE LOCATION: 86 Wentworth Street  
OFFICE PHONE: (843) 953-0897  
EMAIL: harrirsr@cofc.edu  

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:  


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 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 dispositions of effective teachers are manifested in professional behavior.

**COURSE REQUIREMENTS and EVALUATION CRITERIA**
- Teaching ADEPT 1......................................................15%
- Teaching ADEPT 2......................................................15%
- Teaching ADEPT 3......................................................15%
- Delpit Book Quotes/Reflection..................................5%
- Sloan Book Quotes/Reflection/Action..........................5%
- Action Research application 1.................................10%
- Action Research application 2.................................10%
- Action Research application 3.................................10%
- Action Research application 4.................................10%
- Final: Action research presentation..............................5%

TOTAL 100%

LATE ASSIGNMENTS: DROP ONE LETTER GRADE

**Teaching Assignment and ADEPT Assessments:** You will teach at least three lessons. A modified 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 and Sloan), that he/she considers valuable. In word, submit the quotes in Oaks. Create 1 ppt slide with the chosen quotes. During class each student will present his/her chosen quotes and orally share reflections
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
### Action Research

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### Final Presentation

### Purpose and Cyclical Progression

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**Purpose and Cyclical Progression**

- Ability to articulate concern, actions taken, and explain how his/her practice will be modified in light of the new learning.
  - 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.
  - 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.
GRADING SCALE

UNDERGRADUATE GRADING 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

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

PROFESSIONAL BEHAVIOR/DISPOSITIONS:

Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behavior consistent with the following dispositions:
• The belief that all students can learn. • Value and respect for differences. • Value of positive human interaction. • Intellectual curiosity and willingness to gain new knowledge.

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 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).

TENTATIVE COURSE CALENDAR

Date: Jan 7
Class - North campus
*Zucker (Field placement)
*ADEPT (Pass out ADEPT forms)
*Delpit and Sloan Book Assignment (Handout Sloan’s text and make share list)
*Action Research assignment

Date: Jan 14
*ADEPT form domains
*Placement
*Action Research

Date: Jan 21
Field – ZUCKER Middle School

Date: Jan 28
Field – ZUCKER Middle School

DUE JANUARY 31 ACTION RESEARCH 1 PLAN

Date: Feb 4
Field – ZUCKER Middle School

Date Feb 11
Field – ZUCKER Middle School
DUE FEBRUARY 14TH ACTION RESEARCH 2 APPLICATION

______________________________________________________________________

Date:  Feb 18

North Campus
Discuss Action Research experience
Discuss Teaching Experience

BOOK QUOTE/REFLECTION/ACTION PRESENTATION DUE

________________________________________________________________________

Date:  Feb 25

Field – ZUCKER Middle School

________________________________________________________________________

Date:  Mar 3

Field – ZUCKER Middle School

________________________________________________________________________

Date:  Mar 10

SPRING BREAK March 6-13

________________________________________________________________________

Date:  Mar 10

Field – ZUCKER Middle School

DUE MARCH 20 ACTION RESEARCH 3 APPLICATION

________________________________________________________________________

Date:  Mar 24

Field – ZUCKER Middle School

________________________________________________________________________

Date:  Mar 31

CCSD SPRING BREAK MARCH 28-31
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.
Center for Student Learning: 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 or call (843)953-5635.