College of Charleston
EDEE 658-01
Application of Methods and Materials in a Middle Level Field
Grades 5-8
Three (3) Credit Hours

SPRING 2016
MEETING TIME/PLACE: North Campus Thursday 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: harrisr@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…………………………………………..10 %
- Teaching ADEPT 2………………………………………….10 %
- Teaching ADEPT 3………………………………………….10 %
- Delpit Book Quotes/Reflection/Action………………………5 %
• Sloan Book Quotes/Reflection.................................................. 5 
• Action Research application 1............................................10 
• Action Research application 2............................................10 
• Action Research application 3............................................10 
• Action Research application 4 ...........................................10 
• ADEPT domain literature analysis..................................15 

• Final: Action research presentation.................................5 points 

TOTAL 100 POINTS

LATE ASSIGNMENTS: DROP ONE LETTER GRADE

Teaching Assignment and ADEPT Assessments: You are required to log 75 hours in the field. 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/Action
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

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<th>C+ 82</th>
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Action Research

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 explaining cyclical progression of action research
### Action Research

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### Final Presentation

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ADEPT domain literature analysis
There are ten (10) domains on the ADEPT forms currently used in South Carolina. This class focuses on nine (9) of the ten (10) domains. Each student is required to write a 15 page literature analysis of the nine (9) domains used in class.

UNACCEPTABLE BELOW 77
ACCEPTABLE   B/92-85   C/77-84
TARGET 100-93

Introducing the idea: Problem statement

Unacceptable
Neither implicit nor explicit reference is made to the topic that is to be examined.

Acceptable
Readers are aware of the overall problem, challenge, or topic that is to be examined.

Target
The topic is introduced, and groundwork is laid as to the direction of the report.
**Body:**

**Flow of the report**

**Unacceptable**

The report appears to have no direction, with subtopics appearing disjointed.

**Acceptable**

There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.

**Target**

The report goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs.

**Coverage of content**

**Unacceptable**

Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the educational/training field.

**Acceptable**

All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to educational/training field is evident.

**Target**

The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable.

**Clarity of writing and writing technique**

**Unacceptable**

It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident.

**Acceptable**

Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive.

**Target**

Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. The use of pronouns, modifiers, parallel construction, and non-sexist language are appropriate.
Conclusion:
A synthesis of ideas and research question

Unacceptable
There is no indication the author tried to synthesize the information or make a conclusion based on the literature under review. No hypothesis or research question is provided.

Acceptable
The author provides concluding remarks that show an analysis and synthesis of ideas occurred. Some of the conclusions, however, were not supported in the body of the report. The hypothesis or research question is stated.

Target
The author was able to make succinct and precise conclusions based on the review. Insights into the problem are appropriate. Conclusions and the hypothesis or research question are strongly supported in the report.

Citations/References:
Proper APA format

Unacceptable
Citations for statements included in the report were not present, or references which were included were not found in the text.

Acceptable
Citations within the body of the report and a corresponding reference list were presented. Some formatting problems exist, or components were missing.

Target
All needed citations were included in the report. References matched the citations, and all were encoded in APA format.

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 Charleston 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

DUE FEBRUARY 14TH ACTION RESEARCH 2 APPLICATION

Date: Feb 11

Field – ZUCKER Middle School

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 17
Field – ZUCKER Middle School
DUE MARCH 20 ACTION RESEARCH 3 APPLICATION

Date: Mar 24
Field – ZUCKER Middle School
DUE ADEPT DOMAIN LITERATURE ANALYSIS

Date: Mar 31
CCSD SPRING BREAK MARCH 28-31

Date: Apr 7
Field – Zucker Middle School
DUE FEBRUARY 10 ACTION RESEARCH 4 APPLICATION

DATE: Apr 14

Field – ZUCKER Middle School

Date Apr 22 Reading Day

Date FINAL TBA
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.

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.