PERMISSION TO CROSS-LIST A GRADUATE COURSE

Note: This form must always be accompanied by either a new Graduate Course Proposal form or a Proposal to Change a Graduate Course form.

1. The course is:
   x New Course (EDMG 658 - Application of Methods and Materials in a Middle Level Field Grades 5-8)
   TERM Fall, 2010

   a. O Existing Course (Course Number / Title ____________________________
   TERM ________________________)

   b. O Special Topic Course (Course Number / Title ____________________________
   TERM ________________________)

2. This course will be cross-listed with an O undergraduate course (If so please complete Section A below)
   O existing graduate course (If so please complete Section B below)

Section A

Course Number / Title __EDEE417, Curriculum, Instruction and Assessment Grades 5-8____

Below please indicate in detail what provisions have been made to delineate separate requirements for the different levels of students. Please also remember to make this delineation on the course syllabus which you will attach to the course proposal form.

Graduate students will complete an analysis of their journal.

Approval to cross-list the undergrad course with a graduate course (please SIGN AND PRINT your name):

a. Department Chair of Graduate Course: Meta Van Dieke

b. Department Chair of Undergraduate Course: Meta Van Dieke

c. Graduate Program Director: [Signature] [Date] 6/24/2009

d. Provost: [Signature] [Date] 6/24/2009

Section B

Course Number / Title of Existing Course______________________________

Program of Existing Course

Approval of the program director of existing graduate course and of the requesting program director to cross-list the course (please SIGN AND PRINT your name):

“Host” Program Director

“Requesting” Program Director

Reviewed by: J. L. R. Tierney, Chair, Faculty Committee on Graduate Education Date: 9/23/09

(Revised - October, 2005)
College of Charleston
EDEE 417
Curriculum, Instruction, & Assessment Grades 5-8
Three (3) Credit Hours
Fall 2020

MEETING TIME/PLACE: R, 213 Education Center/field placement, 8-10:45
INSTRUCTOR: Dr. Rénard B. Harris
OFFICE HOURS: Tuesday 9:00-12:00, Thursday 3:00-5:00
OFFICE LOCATION: School of Education, Health, and Human Performance/ Room 327
OFFICE PHONE: (843) 953-0897
EMAIL: harrisrb@eckle.edu

COURSE PREREQUISITES: EDEE 384

COURSE DESCRIPTION: This course provides candidates an opportunity to teach multiple subjects to
diverse elementary school learners. Candidates examine the elementary school teachers’ role in
establishing and maintaining a positive learning environment in the classroom, and they learn to assess
their own performance and that of other teachers using the South Carolina teacher evaluation instrument,
ADEPT.

COURSE TEXT/MATERIALS:
SC Standards; ADEPT standards

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 early childhood,
elementary and middle programs provides opportunities for you to develop the knowledge, skills and
dispositions needed to become an effective teacher. Below are specific outcomes for EDEE 417 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 elementary teachers,
and the National Middle School Association (NMSA) standards define expectations for middle grades
teachers.

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

Lesson plan 1.................................................................10%
Lesson plan 2...............................................................10%
Lesson plan 3...............................................................10%
Teaching (1st lesson)......................................................10% (cooperating teacher)
Teaching (2nd lesson).....................................................10% (professor)
NMSA article summary and reflection.............................15%
Family Involvement Project..........................................30%
Final: Family Involvement Project Presentation..................5%

COURSE DESCRIPTION:

Teaching Assignment and ADEPT Assessments: You will teach three lessons of increasing complexity. The ADEPT Observation Form for Semester III will be used to assess your teaching. Your fellow candidate, your cooperating teacher and I will conduct the assessments. Here are some important points to remember:

- I must grade and review the original lesson plan before you teach. If I am not given the lesson plan in adequate time to grade and review it the grade will be a 50 and you will be allowed to teach.
- After you teach your lesson, you must have a post assessment meeting with me to discuss your areas of strength and your areas to strengthen.

Teaching

The ADEPT Observation Form for Semester III will be used to assess your teaching. The lessons the assessments done by your cooperating teacher and I will be graded based on the following:

100% ........all criteria on the ADEPT form must be a 2 or above
90%...........two or less of the criteria receive a score of 1

NMSA article summary and reflection
You will choose an article from the NMSA website that relates to an experience you had during your field experience (the first one will relate to an experience you had last semester) and do the following:

1. Write two paragraphs explaining your experience
2. write two paragraphs briefly summarizing the article
3. write two paragraphs reflecting on your experience and related article
You will do this six times. The article and written paper is due on the following dates. Sept. 4, Sept. 18, Oct. 2, Oct. 30, Nov. 13, and Dec. 4
(Assignments are due during our brief morning assembly)

**Family Involvement Project:**
You will create a project to involve families (parents/guardians/and children) with your classroom and/or school. You must decide the number of days the project will actually be in effect, and if those days are consecutive. The project should be thorough: every step of the plan must have a purpose; every part of the plan must be supported in some way by the literature. The plan should be reviewed by at least one parent. The parent's thoughts and view must be documented. We are looking for original, creative, but realistic plans to encourage family involvement. This project will be ten pages. Each page will refer to family involvement and middle school philosophy. A rubric will be provided the second week of class. This project is due November 20.

**Family Involvement Project Presentations:**
You will present your family project with the class (project as well as literature). Share the parent volunteer's thoughts, and share changes you might consider making.

**TENTATIVE COURSE CALENDAR**

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<tr>
<td>August 28</td>
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<td><em>Syllabus, lesson plans</em></td>
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<td><em>Teaching dates calendar</em></td>
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<td>September 4</td>
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<td><em>Family Involvement rubric</em></td>
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Article Due

Date: November 20

Parent Involvement Project Due

Date: November 27

Thanksgiving

Date: December 4

Article Due

Date: FINAL EXAM

TBA

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.

1. More than two (2) absences (i.e., one absence from a college session and one from a field session) will result in WA/F.
2. Three tardies (i.e. arrival between 8:00 and 8:10 A.M. equals one absence.
3. Arrival after 8:10 A.M. equals an absence.
4. Leaving before 10:45 A.M. equals an absence.
5. 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 cooperating 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.
6. Call the school and leave a message for the cooperating teacher and the college supervisor about your absences or tardiness before 8:00 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 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.