Department: TEDU
Graduate Program: Master of Arts in Middle Grades Teaching

Course Number & Title EDMG 658 Application of Methods and Materials in a Middle Level Field Grades 5-8

Total hours/week: Full time classroom placement
Number of Credits Lectures: 3 Lab: 

Will this course be cross-listed with an undergraduate or other graduate course?  X YES  □ NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered Fall 2010

Catalog description (Please limit to 50 words):
This course provides candidates an opportunity to observe and teach content specific lessons to diverse middle level learners. Candidates will examine the middle level teachers' role in establishing and maintaining a positive learning environment in the classroom. Candidates will teach lessons in their content area and be evaluated using the South Carolina teacher evaluation instrument, ADEPT. They also will learn to reflect on their own teaching and identify ways to improve their instructional practices.

Prerequisites (or other restrictions)

Rationale/justification for course (consider the following issues):

Outcomes related to understanding and valuing the learner (ETC1):
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 6XX 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.

Outcomes related to understanding and valuing the learner (ETC1):

If more space is needed for any section, please attach additional sheets to this form.

November 2007
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 (ETC3):**

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.

   Use a variety of instructional approaches and strategies to demonstrate the competent teaching. (SOE Standard III)

   b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

   There is a great deal of interest in a M.A.T. program that would enable individuals with undergraduate degrees to earn a teaching certification in middle grades. The true strength of the graduate program would come from allowing students to embrace their liberal arts undergraduate experience and focus graduate study on a career in teaching, forging a natural link among the two colleges. Thus, we support the great college mission because, the new M.A.T. in the middle grades program aligns with the College of Charleston’s mission to “meet the growing educational demands primarily of the Lowcountry and the state and, secondarily, of the Southeast.” (College of Charleston Mission Statement, 2005).

**Are other departments affected by this course? □ YES □ NO**

(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

If more space is needed for any section, please attach additional sheets to this form.

November 2007
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? □ YES □ NO If yes, at what institution? The Citadel

Method of teaching: Education courses are theory and practice courses. Thus combined forms of teaching from lecture and dialogue to field experiences are required.
Faculty Committee on Graduate and Continuing Education

Proposal for a New Graduate Course
Cont’d

Expected changes
a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.
   None

b. Address potential shifts in staffing of the departments as it relates to the offering of this course.
   None

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)
a. Staff
   None

b. Budget
   None

c. Library
   None

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: [Signature]
Date: 9/13/09

Signature of Department Chair: [Signature]
Date: 6/20/09

Additional Chair’s Signature*: NA
Date: 

Signature of Schools’ Dean: [Signature]
Date: 6/23/09

Additional Schools’ Dean Signature*:
Date: 

Signature of the Provost: [Signature]
Date: 6/24/09

Signature of Budget Director**: [Signature]
Date: 6/25/09

*For interdisciplinary courses.

**Business Affairs Office

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education

H. L. Tierney
Date: 9/23/09

Signature of Chair of Grad Council: [Signature]
Date: 10/19/09

Signature of the Faculty Secretary: [Signature]
Date: 

If more space is needed for any section, please attach additional sheets to this form.

November 2007
College of Charleston
EDMG 658
Application of Methods and Materials in a Middle Level Field Grades 5-8
Three (3) Credit Hours

MEETING TIME/PLACE:
INSTRUCTOR:
OFFICE HOURS:
OFFICE LOCATION: 86 Wentworth Street
OFFICE PHONE: (843)
EMAIL:

COURSE PREREQUISITES:

COURSE DESCRIPTION: This course provides candidates an opportunity to observe and teach content specific lessons to diverse middle level learners. Candidates will examine the middle level teachers’ role in establishing and maintaining a positive learning environment in the classroom. Candidates will teach lessons in their content area and be evaluated using the South Carolina teacher evaluation instrument, ADEPT. They also will learn to reflect on their own teaching and identify ways to improve their instructional practices.

COURSE TEXT/MATERIALS:
SC Standards; 1 inch 3 ring binder; 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, 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 6XX 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.

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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)
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Outcomes related to understanding self as a professional (ETCR3):

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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

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<td>Fact based story</td>
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Journal entry notebook: students will focus on three areas: Comments made by students regarding parents, effective teaching practices by teachers (pre/post assessment, introduction, instruction, and overall effectiveness and student response) and their own personal impact on a student(s)/class. Entries will begin the first field experience and the professor will pick up each entry the following week. Original lesson plans as well as revised lesson plans will also be kept in this notebook.

Parent Partnership Plan: Students will create a four page report responding to the following headings: Contacting parents/ connecting with parents/ relationship and expectations of you and the parent/ and involving parents will complete page one (1) and page two (2). Resources may come from published works or information gained from more experienced teachers. Page three (3) and page four (4) will consist of a specific nine (9) month parent partnership plan.

Fact based story: Students will write two (2) fact based story. The story will be created from the South Carolina Academic standards specifically based on information and insights the student is gaining from field experience. Length of story: 4-6 pages

Teaching Assignment and ADEPT Assessments: You will teach three lessons of increasing complexity and length that build on one another and use the ADEPT Observation Form to assess your own teaching. Your classroom teacher and college professor will conduct the assessments. These lessons will be in your content area and involve the use of pre and post assessments to inform curricular decisions and develop short-range plans. 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.
- You must have the revised lesson plan available when you teach
- You must make sure you are prepared to teach the approved plan.
- After you teach your lesson, you should reflect on your practice, look at post assessment data, take the feedback you have been provided and make revisions to your plan.
Final: For the final in this class, students will be given short answer essay question.

EVALUATION SCALE:  A = 93-100;  B+ = 88-92;  C+ = 78-82;  C = 71-77;  F = < 70

TENTATIVE COURSE CALENDAR

Date: Session 1  Topic: Introduction, Syllabus;

Date: Session 2  Topic: Curriculum mapping/Long Range Plans

Date: Session 3  Topic: ADEPT/Short Range Plans

Date: Session 4  Topic: Field  Assignment: Journal entry

Date: Session 5  Topic: Field  Assignment: Journal entry

Date: Session 6  Topic: Field  Assignment: Journal entry

Date: Session 7  Topic: Field  Assignment: Journal entry

Date: Session 8  Topic: Field  Assignment: Journal entry

Date: Session 9  Topic: Field  Assignment: Journal entry

Date: Session 10  Topic: Field  Assignment: journal entry  Parent partnership plan due

Date: Session 11  Topic: Field  Assignment: Journal entry

Date: Session 12  Topic: Field  Assignment: Journal entry  Fact based stories due

Date: Session 13  Topic: Field  Assignment: Journal entry

Date: Session 14
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 classrepid 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 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.

EVALUATION SCALE:

A  93-100%
B+  88-92%
B   83-88%
C+  78-82%
C   74-77%
F   <74%