



**EDUC 3350 – Instructional Strategies for Young Adolescents**  
**Course Syllabus – Spring 2020**

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**Course Description:**

**Number and Title:**

EDUC 3350 (CRN 20289)  
**Instructional Strategies for Young Adolescents**

**Credit Hours:**

3.0 semester credit hours (3-0-3)

**Catalog Description:**

This site-based course provides students the opportunity to understand the unique characteristics of the middle school as well as the instructional strategies that teachers in the middle school use to meet the diverse needs of the young adolescent student. Instruction will focus on the organizational structure of the middle school, role of support personnel, instructional strategies, motivation, and discipline, effective elements of instruction, and evaluation. Students will work with the development of thematic units which utilize current curricular models and instructional strategies to support an academic team approach to teaching the middle level learner. Taught on site at middle schools. Required of all middle level teacher education majors.

**Course Prerequisites and Co-requisites:**

Admission to the teacher education program – Usually taken after EDUC 3000 and EDUC 3010

**Term:** Spring 2020

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**Professor Information:**

Instructor: Dr. LaTasha Adams

E-mail: latashaadams@clayton.edu  
Office: Arts and Sciences 205  
Office Hours:

- Monday 12:30pm-1:30pm\*
  - Tuesday 11:30 – 1:30pm\*
  - Wednesday 11:30am-1:30pm\*
  - Other times by appointment
- \*May be in the field

About your professor: Dr. Adams has a Ph.D. in Curriculum and Instruction with a focus in Urban Education from The University of North Carolina at Charlotte. She earned a M.Ed. in Education from Cambridge College and a B.A. in English (minor in Religion) from Spelman College. Dr. Adams has been middle school teacher, middle school principal, researcher, curriculum specialist, curriculum coordinator, and assistant professor (to name a few roles). She is actively involved in making her community a better place. In her spare time she enjoys traveling with her husband and daughter, Zoe.

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### **Class Meetings:**

**Classroom:** Arts and Sciences Bldg., Room G-233, virtual, and in the field at local middle schools

**Class times:** Wednesday, 8:30-11:30 am

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### **Textbook Information:**

- Larson, Bruce E & Keiper, Timothy A. (2013). *Instructional Strategies for Middle and High School* (2<sup>nd</sup> ed.). New York: Routledge.
  - Other articles will be provided in class and/or in D2L
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### **Computer Requirement:**

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to

<http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy>.

### **Software Requirement:**

To properly access the course content you will need to download the following free software:

- Adobe Reader (needed to access files in PDF format):  
<http://get.adobe.com/reader/>
- Adobe Flash (needed to access video content):  
<http://get.adobe.com/flashplayer/>

### **Computer Skill Prerequisites:**

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™
- Only use your CSU e-mail account. Do not use the e-mail system included in D2L to communicate academic information to your instructor.
- Able to attach and retrieve attached files via email
- Able to use a Web browser

### **In-class Use of Student Notebook Computers and Technology:**

The use of technology will be embedded in class delivery, assignments and course presentations. Desire2Learn (D2L) will be used for submission of most assignments. No electronic devices other than those being used for class purpose are allowed without permission from the instructor. It is inappropriate and unprofessional to text or visit social media sites while in class. Cell phones should be on silent and out of site—this is particularly important when on site at the middle schools as professionalism in all forms is expected.

### **Desire2Learn (Online Classroom):**

On-line activity will take place in Desire2Learn, the virtual classroom for the course. Posting of your work in D2L is a course requirement.

You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting: "D2L" on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at [TheHub@mail.clayton.edu](mailto:TheHub@mail.clayton.edu) or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

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## Understandings (Objectives) & Program Outcomes

### Course Goals:

Teacher candidates should be prepared to teach using a variety of effective instructional strategies, assessments, and technology to meet the needs of a diverse student body including students with cultural and/or special needs. The goals for the course are to:

1. Prepare teacher candidates to be ready for the classroom
2. Provide guidance and preparation in planning, organizing and sequencing instruction using the Clayton State Lesson Plan
3. Familiarize students with the academic language of their content discipline
4. Familiarize students with the state content standards/Common Core standards and provide instruction on how to “unpack” standards
5. Provide opportunities for students to work directly with content specialists and have the experience of teaching in a classroom
6. Recognize the importance of assessment for learning and have an understanding of formative and summative assessment and how data should be used to guide instruction.
7. Introduce EdTPA and Intern Keys, their components and show the relationship between the components and effective instruction
8. Show the importance of knowing and believing all students can learn and giving all students opportunities to think critically and be involved in problem solving
9. Familiarize students with different methods of teaching, differentiating instruction and learning modalities
10. Model various teaching techniques, use of technology and assessments
11. Model classroom management techniques to show importance of a balance between management and effective instruction

(All Clayton State Middle Grades Program Outcomes will be addressed during this course):

Students will:

1. Develop a teaching repertoire of a variety of instructional teaching strategies
2. Show a good understanding of performance standards both GA and Common Core for their concentration area in grades 6-8 by developing a lesson plan in area of concentration
3. Prepare lesson plans using the Clayton State Lesson Plan Template
4. Reflect on the planning process
5. Demonstrate discipline knowledge
6. Teach a lesson demonstrating the ability to organize the curriculum and/or instructional tasks which are developmentally appropriate.
7. Develop a repertoire of questioning, differentiated instructional strategies, and assessment techniques
8. Infuse instructional technology into lessons
9. Show an understanding of EdTPA, Intern Keys, Clayton State Lesson Plan and its components as they relate to providing effective instruction
10. Demonstrate differentiation through lesson planning

11. Demonstrate knowledge of academic language as it relates to their content discipline
12. Work with colleagues and demonstrate the professional dispositions of an effective teacher
13. Demonstrate an understanding of UbD – backward design

**Course Outcomes:**

Upon completion of this course, candidates will demonstrate the following competencies:

(Outcomes # 1-6 identified).

1. **An awareness of instructional models and how they are matched to student needs.** (#2, 3)
2. **An awareness of instructional and assessment techniques** closely aligned with recognized student needs. (#1, 2, 3, 4)
3. **An awareness of appropriate assessment techniques**, with each lesson plan designed and implemented, and attempt to answer the questions “**Why am I doing this and why am I doing it this way?**” and “**How does the teacher know what has been successful in a class period or unit of study?**” (#3, 4)
4. **An awareness of classroom management plans** .(#3, 5, 6)
5. **An awareness of a variety of teaching and learning models currently used and endorsed by professional organizations and an understanding of how to prepare lesson plans that address Georgia Performance Standards through teaching with Understanding by Design and Backward Mapping Models.** (#6, 2)
6. Understanding that special emphasis needs to be placed on **how interns meet the diversity of student** needs and/or how successfully they include all students in their instruction. (#3, 6)

All course outcomes are aligned with Clayton State University’s Teacher Education Program Outcomes and the Regents’ Principles for the Preparation of Teachers.

**Standards:**

The course will incorporate professional standards as outlined by the following:

Clayton State University Education Unit Outcomes; Association for Middle Level Education (AMLE) standards; Interstate New Teacher Assessment and Support Consortium (INTASC); and the International Society for Technology in Education (ISTE) standards for teachers.

See <http://www.clayton.edu/teachered/standardsoutcomes> for a full description of standards.

<b>Objectives/Resources</b>	<b>Program Outcomes</b>	<b>AMLE</b>	<b>INTASC</b>	<b>ISTE</b>	<b>Assessments</b>
Develop and write lesson plans that include the necessary modifications in order to meet the needs of all students	I, II, IV, VI	1,2,4	1-5	2	Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 Mentor and Supervisor Observations
Plan and teach lessons to students that include the use of technology and a variety of teaching	II, III, IV, V, VI	4	1,4,7	3	Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1

strategies (grades 4-8) reflecting the dimensions of the effective teaching practices as reflected in the Clayton State Unit Outcomes					edTPA Task 2 Mentor and Supervisor Observations
Apply various assessment procedures, formal/informal, appropriately to all lessons taught	I	4.c	8	2	Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 edTPA Task 2 edTPA Task 3 Mentor and Supervisor Observations
Plan a three/four week lesson unit (work sample) that clearly indicates the learning gains of the students	II, III, IV	1,2,4	1,2,3,6	1-4	Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 edTPA Task 3 Student Learning Analysis Mentor and Supervisor Observations
Communicate effectively and professionally with school administrators, mentor teachers, learner, families and peers	V, VI	5	10	2c, 5	Dispositions Intern Keys Rubric edTPA Task 3 Mentor and Supervisor Observations
Successfully complete six weeks of full time teaching	I, II, III, IV, V, VI	1-5	1-8		Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 edTPA Task 2 Mentor and Supervisor Observations
Successfully complete a teacher portfolio and performance assessment demonstrating knowledge, skills, and	I, II, III, IV, V, VI	1-5	1-10	1-5	Lesson Plan Rubric edTPA Teacher Education Portfolio

dispositions appropriate to the profession.					
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**Conceptual Framework:**

The mission of the Teacher Education Unit is to prepare professional educators who engage in *reflective practice* and who are *competent, caring, committed, collaborative, culturally responsive*, and prepared to teach diverse learners in an ever-changing society. For the complete CSU Teacher Education Unit Conceptual Framework, refer to the Teacher Education website at <http://www.clayton.edu/teachered>.

**Knowledge Base:**

Critical elements for effective teaching include the effective delivery of instruction, which includes the teacher’s ability to address a variety of social, emotional, and cultural needs of students as well as the management of both student behavior and classroom routines. Teachers are responsible for providing pupils with appropriate knowledge and skills to become well-educated, responsible members of society. It is critical that pre-service teachers have both the knowledge and authentic experiences for understanding how to develop quality-integrated instruction. Harold Porter (2003) indicates that in order for effective instruction to take place, teachers must use management practices that lead students to become effectively engaged in the learning. Porter also indicates that beginning teachers must have experiences that enable them to effectively deliver instruction that meets the needs of a variety of students.

**Course Requirements:**

- ✓ *Attendance, punctuality, and participation*
- ✓ *Professionalism*
- ✓ *Assigned Readings* – You are expected to read all assigned readings **before** class. We will spend time in class discussing the readings. You should bring questions, comments, or ideas that come up during your readings.
- ✓ *Written Assignments* – You will complete a variety of written assignments. All written assignments should be typed, double-spaced, one-inch margins, Times New Roman 12 pt. font, and proper citing of sources using APA 6<sup>th</sup> or 7<sup>th</sup> edition method.

All written assignments are expected to be presented in proper written format and will be evaluated according to the following guidelines:

- **Content:** The information included in assignments should demonstrate an understanding and mastery of the objective and purpose of the assignment. The content should be embedded with theory and practical application.
- **Organization:** Well-organized communication must be characterized by an orderly sequencing of information, with logical movement from the beginning to the end. It possesses unity and coherence, supports the focus topic, and provides clear transitions from one key point to the next key point.
- **Mechanics, Grammar, and Style:** Effective communicators carefully select and arrange words, phrases, and clauses to create clear relationships among ideas within sentences. To foster clear communication, effective communicators bring together all the presentational tools at hand, including those involving voice or punctuation, sentence structure, gesture, and elements of format. An effective communication also involves style, tone, point of view, attitude, or personality of the sender. **You will lose points on all assignments if your grammar and mechanics has so many mistakes that it takes away from the content of your submission.**

**Evaluation:**

Pre-Practicum Reflection Journal (5 at 3 points each)	15
School Demographic Report	10
Mock Lesson (2 at 4 points)	8
Mid Term	10
Expert Anchor Project Topic	2
Interdisciplinary Plan Revision	10
Lesson Plan Revision	10
Project Guide Poster Presentation	10
Poster Presentation/Final	10
Class Participation, Attendance, Punctuality, Communication, Dispositions	15
<b>TOTAL</b>	<b>100</b>

**Brief Assignment Descriptions:**Pre-Practicum Reflection Journals:

These assignments are to help you reflect on your experiences during Pre-Practicum.

School Demographic Report:

This assignment allows students to complete a school demographic report on the school where you are conducting your pre-practicum. You will complete the report on one classroom that you serve in.

Mock Lessons:

For this assignment, you will teach portions of your lesson from lesson plans that you created.

Midterm:

For this assignment, you will have a midterm exam. This exam may be multiple choice, but that will be determined closer to the date of the midterm.



Expert Anchor Project Topic/Project Guide/and Presentation:

For this assignment, you will select a topic, create a project guide, and present the research to the university.

As a requirement for this course, you will present your [project title/description] at the Student Academic Conference and Showcase. Oral and poster presentations and performances will be held throughout the day on Friday, May 1, 2020. Further details about the event can be found here: <http://www.clayton.edu/academics/academic-initiatives/student-academic-conference>

To ensure your project is included in the Academic Conference and Showcase, you must submit an application in January 2020. Students who fail to submit an application by the deadline will not be included in the event and will receive a zero for their presentation grade.

More information will be in D2L.

Lesson Plan Revisions/Interdisciplinary Plan Revisions:

For this assignment, you will revise the interdisciplinary plan and one lesson plan that you created last semester.

Class Participation:

This assignment will be based on your class participation. If you are not present in class or are tardy in class, then you cannot participate to your fullest participation. You will receive one point for each class period that you are actively engaged in. You will receive zero to no credit based on your lack of classroom participation. You must be present at the off-site schools for all experiences.

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**Grading:**

<b>A</b>	90 - 100%
<b>B</b>	80 - 89%
<b>C</b>	70 - 79%
<b>D</b>	60 - 69%
<b>F</b>	below 60%

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**Mid-term Progress Report:**

The mid-term grade in this course, which will be issued by March 2 reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, by mid-term, which occurs on March 6. [Instructions for withdrawing are provided at this link.](#)

**The last day to withdraw without academic accountability is Friday, March 6, 2019.**

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## **Course Policies:**

### **General Policy**

Students must abide by policies in the Clayton State University Student Handbook, and the [Basic Undergraduate Student Responsibilities](#). The Student Handbook is part of the [Academic Catalog and Student Handbook](#).

### **University Attendance Policy**

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

**Students cannot miss any portion of pre-practicum, school visits, or the final presentation.** If these sessions are missed and the student does not have an excused absence, then they will not receive credit for these activities. If the student has an excused absence, they may make up the time, but may receive an "I" for the course in order to find time to make up the missed time. The instructor will follow the University's policy for receiving an "I" for the grade. The student cannot move on to student teaching in the Fall 2020 with a grade of an "I." **That said, it is imperative that the student attend all off-site classes during the scheduled time of those visits.**

### **Teacher Education Policy:**

The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/ professional education associations. Please refer to the course correlation matrices located at the following web site:

<http://www.clayton.edu/arts-sciences/teachered/standardsoutcomes>

## **Class Policies:**

1. Be in class, be on time and remain for the duration of the class. This is for face-to-face, virtual, and off-site classes.
2. Demonstrate respectful behavior at all times.

3. Bring laptops to each class meeting. No electronic devices other than those being used for class purpose are allowed without permission from the instructor. Cell phones should be on silent and out of site—this is especially true for school visits.
4. All readings are expected to be done prior to the class for which they are assigned.
5. Per Clayton State policy, it is not appropriate to bring children to class.
6. You are expected to actively participate in every class-- including virtual and off-site classes. Active participation includes being prepared, listening attentively, participating in course activities, asking questions, demonstrating self-management techniques, etc. This means that you are not doing other work that is assigned for this class or for other classes.
7. All written assignments are expected to be presented in proper written format and will be evaluated according to the guidelines stated above for course assignments and requirements.

### **Course Attendance Policy:**

Students are expected to attend all class sessions and be punctual. Students should sign the sign-in sheet upon entering class. Students should only sign their own names.

Students are expected to make up any class work missed **if absent with a legitimate written excuse from a physician or other professional**. Excessive absences or tardies (3 or more) may result in receiving a WF (Withdraw Failing) grade. During class meetings, students are expected to actively engage in critical discourse. Students should not be on their cell phones or doing work from this class or other classes. This behavior is unprofessional and will result in points deducted for class participation. Students are responsible for reading, fully-participating, and questioning and responding.

*If a student is absent or late from off-site classes (Pre-Practicum or group school visits), the student must make-up this time. This missed time will be scheduled with the school. If the student cannot make up the time due to the school schedule or the student's schedule, then they will receive and "I" for the course until the time can be made up. A student cannot move forward to Student Teaching in Fall 2020 with an "I" on their record for this course.*

### **Missed Work:**

*A grade of zero points will be assigned for missed work this includes all work-including presentations.* To receive credit for a presentation, the student must present the information. The student will receive no credit for a presentation based on the work that a student completes prior to the presentation as a presentation must occur. **If a student is absent for a medical emergency on the day an assignment is due, the assignment will be due on the next day** (all assignments are due electronically in D2L). In the case that a student is unable, for medical reasons, to submit the assignment on the next day the assignment is due on the day the student is medically cleared to return to class. **Unless a student has been approved by the instructor for an extension, all work is due on the day assigned and by the time indicated in D2L. If a student has a medical emergency, then proper documentation must be provided and will be documented.**

### **Academic Dishonesty**

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of

academic dishonesty will be reported to the [Office of Community Standards](#). Judicial procedures are described in the section of the [Academic Catalog and Student Handbook](#) titled, Procedures for Adjudicating Alleged Academic Conduct Infractions.

### **Plagiarism Detection Software.**

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

### **Disruption of the Learning Environment**

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

More detailed descriptions of examples of disruptive behavior are provided in the Code of Conduct and Disciplinary Procedures sections of the Clayton State University [Academic Catalog and Student Handbook](#).

### **Center for Academic Success**

The Center for Academic Success (CAS) provides personalized one-on-one peer and professional staff tutoring in over 100 core subjects. The Center is located in Edgewater Hall Suite 276. The CAS also offers moderated study groups, informal study sessions, a comfortable study environment, a student study lounge, *and it's all free!* Use the CAS if you need help; become a tutor if you don't. For more information you can e-mail the center at [thecas@clayton.edu](mailto:thecas@clayton.edu)

### **Writing Assistance**

The goal of the Writers' Studio is to give rise to better writers, not just to better writing. People who love to write, people who struggle mightily with it, and people who fall anywhere else on the spectrum can find a place at The Writers' Studio—a place for students to come for writing guidance and feedback.

Each student may receive up to 90 minutes of assistance per day and 3 hours per week. Both appointments and walk-ins are welcomed. Please note that visits to the writing center may be mandatory based on your writing performance on assignments and in class. Please find The Writers' Studio's contact information below:

Location: Arts & Sciences Building, Room G-224  
Phone: 678.466.4728  
Email: [ws224@clayton.edu](mailto:ws224@clayton.edu)  
Website: <http://clayton.edu/writers>

Visit The Writers' Studio at <http://clayton.edu/writers> or schedule your appointment online at <https://csu.campus.eab.com> (Note: first-time users need to complete a one-time registration prior to using the online appointment website).

There may be times during the semester where the instructor mandates that a student attend the writing center based on their writing abilities. If this is the case, then the students must provide proof that they attended a session or sessions at the writing center.

### Weapons on Campus

Clayton State University is committed to providing a safe environment for our students, faculty, staff, and visitors. Information on laws and policies regulating weapons on campus are available at

<http://www.clayton.edu/public-safety/Safety-Security/Weapons> **State Associations**

Spring 2020 Class Schedule for EDUC 3350 (subject to change at the discretion of the instructor)			
Date	Reading/Topic	Assignments	Program Outcomes
January 15	Course Introduction/Overview edTPA/Intern Keys Assessment Strategies	Poster Project Topic Due in D2L by 11:59pm	<p>The following Program Outcomes are addressed at various times throughout the course (the specific wording of the outcomes is at the end of the syllabus):</p> <ol style="list-style-type: none"> <li>1. Diagnoses Learning Needs a, c,</li> <li>2. Plans for Student Learning b, c, d, e, f</li> <li>3. Facilitates Student Learning a, b, c, d</li> <li>4. Demonstrates Appropriate Knowledge b, d, e</li> <li>6. Assumes the Role of Professional Teacher b, c, d, e</li> </ol>
January 22	Independent School Site Visit The Children's School (9am-11am)		
January 23	Lesson Implementation: Hook and Closure Chapter 10 and 11 (Larson and Keiper) Gradual Release of Responsibility	Revised Lesson Plan #1 due in D2L by 11:59pm	
January 29	Elementary School Site Visit Burgess-Peterson Academy (9am-11am)		
February 5	Pre-Practicum On-site at All Middle Schools (Visit #1) 8:30am-10:30am	Pre-Practicum Reflection Journal #1 due in D2L by 11:59pm	
February 12	Lesson Implementation: I Do/Direct Instruction Chapter 9 (Larson and Keiper)	Mock Lesson Due in Class	
February 19	Pre-Practicum On-site at All Middle Schools (Visit #2) 8:30am-10:30am	Pre-Practicum Reflection Journal #2 due in D2L by 11:59pm	
February 26	Pre-Practicum On-site at All Middle Schools (Visit #3) 8:30am-10:30am	Pre-Practicum Reflection Journal #3 due in D2L by 11:59pm  Midterm	

March 4	High School Site Visit Lovejoy High School (9am-11am)	School Context/Demographics due in D2L by 11:59pm
March 11	Spring Break- No Class	
March 18	Pre-Practicum on-site at all Middle schools (Visit #4) 8:30am-10:30am	Pre-Practicum Reflection Journal #4 due in D2L by 11:59pm
March 25	Pre-Practicum On-site at All Middle School (Visit #5) 8:30am-10:30am	Pre-Practicum Reflection Journal #5 due in D2L by 11:59pm
April 1	Lesson Implementation: We Do Chapter 8 (Larson and Keiper) Interdisciplinary Lesson Plan Revision	Mock Lesson Due in Class
April 8	Research Paper Review/Expert Anchor Project Roundtable Discussions	Revised Interdisciplinary Lesson Plan #2 in D2L by 11:59pm
April 15	Poster Presentation Work Session/Virtual Class Meeting	
April 22	Final Presentations Work Session/Virtual Class Meeting	Poster Presentation Expert Project Guide due in D2L by 11:59pm
April 29	Final Presentations Work Session/Virtual Class Meeting	
May 1	Present at the Student Academic Conference and Showcase (This serves as your final for this class).	Poster Presentation 4-5 pm* Time may change due to scheduling

Last day to withdraw without academic penalty: Friday, March 6, 2020.

**Pre-Practicum Information:**

The Pre-Practicum experience is designed to provide real-world experience of teaching and learning for our middle grades pre-service teachers before they enter their senior year/senior internship. Pre-Practicum provides pre-service teachers the opportunity to spend more dedicated time in one school and with teachers who share their content areas. This opportunity also provides the school with more support for the school day--this support can be designed by the school based on the needs of the school and the pre-service teacher.

The Pre-Practicum experience should be mutually beneficial with the following expectations realized:

· Pre-Service Teachers will:

- Arrive at the Pre-Practicum school site on time
- Behave and dress professionally
- Participate in the school day as deemed appropriate and approved by the school leader and cooperating teacher
- Complete reflection assignments based on the foundation of pre-practicum

· School/Cooperating Teacher will:

- Assign the pre-service teacher to one exemplary teacher that teaches his or her first or second content area that will be on campus during the five days of the Pre-Practicum
- Model positive, professional behaviors
- Allow pre-service teachers to participate in the school day beyond observing

This year we will have five sessions. The dates for Spring 2020 Pre-Practicum are:

- February 5, 2020; 8:30am-10:30am
- February 19, 2020; 8:30am-10:30am
- February 26, 2020; 8:30am-10:30am
- March 18, 2020; 8:30am-10:30am
- March 25, 2020; 8:30am-10:30a

**The placements for the Pre-Practicum Experience are at the following schools:**

- Atlanta Public Schools: KIPP Strive Academy: 1444 Lucile Ave, Atlanta, GA 30310
- Henry County Schools: Woodland Middle School: 820 Moseley Dr. Stockbridge, GA 30281
- Rockdale County Public Schools: Edwards Middle School: 2633 Stanton Rd SE, Conyers, GA 30094

## **Professional Associations:**

### **Georgia Association of Educators**

An association for education professionals in Georgia, affiliate of the National Education Association - [www.gae.org](http://www.gae.org)

### **Professional Association of Georgia Educators**

The largest organization for educators in Georgia with more than 69,000 members - [www.page.org](http://www.page.org)

## **National Academic Associations**

### **National Science Teachers Association**

**National Science Teachers Association**, headquartered in Arlington. Site has extensive collection of information about the teaching of **science**.

From:[www.nsta.org/](http://www.nsta.org/)

### **National Council of Teachers of Mathematics**

**National Council of Teachers of Mathematics** 1906 Association Drive, Reston, VA 20191-1502 TEL: (703) 620-9840 | FAX: (703) 476-2970...

From:[www.nctm.org/](http://www.nctm.org/)

### **Social Studies Education: National Council for the Social Studies**

**Social studies** resources and information. **Social studies** resources and information from **national council** for the **social studies**.

From:[www.ncss.org/](http://www.ncss.org/)

### **National Council of Teachers of English**

**National Council of Teachers of English**. All rights reserved in all media.

From:[www.ncte.org/](http://www.ncte.org/)

## **Annotated Bibliography – The Village Project from Elon University**

**Assaf, L., & Lopez, M. (2012). Reading rocks: Creating a space for preservice teachers to become responsive teachers. Journal of Early Childhood Teacher Education, 33(4), 365-381.**

This article explains the ways in which a yearlong tutoring program helped preservice teachers develop culturally responsive practices. The preservice teachers describe the ways they came to learn about their tutees and the relationships that developed as a result of the tutoring program. They reported the importance of collaboration with their tutoring buddies, peers, families, and classroom teachers, and that through the yearlong tutoring experience, the preservice teachers gained confidence as teachers and a sense of efficacy as caring educators. This study is important because it uncovers how school-based tutoring programs, modeled as a community of practice, can provide opportunities for preservice teachers to grow professionally to become responsive educators.



**Baldwin, S. C., Buchanan, A. M., & Rudisill, M. E. (2007). What teacher candidates learned about diversity, social justice, and themselves from service-learning experiences. *Journal of Teacher Education*, 58(4), 315-327.**

This article discusses the impact of service-learning on preservice teachers' understandings of diversity, social justice and themselves. Emphasizing multiculturalism and social justice, preservice teachers, who were from predominantly White, middle-class backgrounds, explored their own preconceived ideas about teaching in diverse backgrounds, how these ideas were reinforced or overcome by their experiences, and began to examine themselves as teachers. The findings suggest that service-learning with an emphasis on multiculturalism could help preservice teachers understand and deconstruct lifelong attitudes and beliefs and begin to create socially just beliefs and practices.

**Brock, C. H., Moore, D. K., & Parks, L. (2007). Exploring Pre-Service Teachers' Literacy Practices with Children from Diverse Backgrounds: Implications for Teacher Educators. *Teaching And Teacher Education: An International Journal Of Research And Studies*, 23(6), 898-915.**

This article focuses on the impact of tutoring ethnically and linguistically diverse students on preservice teachers' response to the literary needs of these children. The tutoring occurred as a service-learning component of an undergraduate literacy methods course. The study aimed to help preservice teachers develop the ability to select appropriate instructional strategies, and to adapt and modify those strategies as necessitated by individual children and the daily changes that occur in classrooms.

**Eppler, M. A., Ironsmith, M., Dingle, S. H., & Errickson, M. A. (2011). Benefits of service-learning for freshmen college students and elementary school children. *Journal of The Scholarship Of Teaching And Learning*, 11(4), 102-115.**

This article actually split the data into two studies. The first focused on the impact of tutoring low-income English Language Learners on college freshmen's attitudes and motives. The second study focused on the impact of the tutoring program on tutee participant. The key finding in the first study was that college students participating in service-learning became more likely to value service as a way to gain new perspectives, increase their self-esteem, and cope with personal problems. The second study found that the number of hours tutored was directly related to a tutees increase in reading achievement. The study suggests that the benefits of the service-learning project were reciprocal for all participants.

**Freeman, N. K., & Knopf, H. T. (2007). Learning to Speak with a Professional Voice: Initiating Preservice Teachers into Being a Resource for Parents. *Journal Of Early Childhood Teacher Education*, 28(2), 141-152.**

This article describes a service learning project designed to give students early in their professional preparation an authentic opportunity be a resource for the families of the children with whom they have worked. Service learning is a particularly appropriate pedagogical approach to enhance students' confidence and competence working with families because it provides authentic and hands-on opportunities to apply course content. This project effectively provided students an opportunity to

assume a professional voice when working with families. It enhanced our program's success ensuring that our students take the requisite skills and dispositions to their work with families, while building their confidence and honing their communication skills.

**Larrotta, C., & Yamamura, E. K. (2011). A Community Cultural Wealth approach to Latina/Latino parent involvement: The promise of family literacy. *Adult Basic Education & Literacy Journal*, 5(2), 74-83.**

This article focuses on parents' participation in a family literacy project. Specifically, 10 Latina mothers and one of their children participated in this project. The main goal of this family literacy project was to give parents an opportunity to participate in a meaningful parent involvement experience. Parents and their targeted child met separately at a local school for 12 weeks of literacy instruction. Researchers examined the role of parent interactions and relationships, emphasizing practices that encourage effective parental involvement in children's literacy development. Three kinds of Community Cultural Wealth emerged: aspirational, social, and familial capital. The program promoted parental involvement in literacy for the targeted child and extended to other children in the family. Also communication in the homes increased among family members as fathers became involved in sharing stories and literacy practices at home as well.

**Lee, K., & Statham, A. (2010). The Impacts of a Service-Learning Experience on Pre-Service Mathematics Teachers. *Issues In The Undergraduate Mathematics Preparation Of School Teachers*, 2, 1-10.**

Pre-service teachers spent a semester tutoring students in math as part of their math methods course. Tutoring occurred at either a community center or a local Title I school. The study focused primarily on the benefits for the preservice teacher participants. Researchers found that the preservice teachers showed an increased ability to meet National Council of Teachers of Mathematics' process standards of assessment. The preservice teachers also showed a greater understanding of the need to teach children in a way that address their unique learning styles and to understand children in a total life context, not just that of a math student. Finally, the preservice teachers recognized the need for change in math classrooms, to move beyond drill and memorizing to other forms of instruction.

**Massey, D. D., & Lewis, J. (2011). Learning from the "Little Guys": What Do Middle and High School Preservice Teachers Learn from Tutoring Elementary Students?. *Literacy Research And Instruction*, 50(2), 120-132.**

This study presents a preservice tutoring program designed to provide a field-based experience where the tutors would be able to (a) learn about literacy instruction, (b) use a multitude of assessment data rather than representing students by single scores, (c) design literacy curriculum based on students' needs, and (d) focus on motivating students to read and write, in addition to helping them succeed academically. Preservice teachers in a reading methods course partnered with a local school district to provide tutoring to students. Researcher found that the preservice teachers learned about assessment, student attitudes and motivation. The tutors also learned skills important in teaching. The tutoring benefited tutors by helping them connect theories to practice and helped tutors focus on student's

individual needs.

**Mosley, M., & Zoch, M. (2012). Tools that come from within: Learning to teach in a cross-cultural adult literacy practicum. *Teaching And Teacher Education: An International Journal Of Research And Studies*, 28(1), 66-77.**

This article is based on a study of preservice teachers who tutored adults learning English in a free evening class while simultaneously taking a course titled Community Literacy. The researchers explored the ways preservice teacher pedagogy developed in the context of this service learning experience. The study found that each preservice teacher constructed pedagogy differently but in ways that drew on students' funds of knowledge, interests, ways of learning, and political interests. Additionally, through reflections on practice, preservice teachers solidified their identities as teachers who value diversity as a resource in teaching.

**Noel, J. (2010). Weaving Teacher Education into the Fabric of Urban Schools and Communities. *Teacher Education Quarterly*, 37(3), 9-25.**

This article focuses on the development of a relationship between a university and a nearby school. Over a 5-year period, the university and local school built together a resource center at the school and engaged in projects and activities together to strengthen both communities. The article discusses some benefits of the program, the level of equality in the partnership, the development of trust and the impact of outsider status, communication and self-efficacy, and the project's impact on preparing future teachers.

**Richards, J. C. (2007). A Community of Practice Summer Literacy Camp: One Way to Connect Preservice Teachers, Graduate Education Majors, and Elementary Children. *Journal Of Reading Education*, 32(2), 40-43.**

Students in 2 summer courses, a required reading course for preservice teachers and an advanced reading practicum for masters students, engaged in a ten-week reading camp at a low-income Charter School. Participants formed 7 tutoring teams: one doctoral student and 2-3 masters students mentored 6 undergraduate students in leading tutoring sessions once per week. Preservice teachers started out lacking confidence about their tutoring abilities and their abilities to work with at-risk students. However, over the course of the camp their confidence increased and they had positive views about working with at-risk readers. Preservice teachers also learned how to manage time and supervise groups of students. Preservice teachers report that they valued the camp experiences. The Article also offers 13 suggestions for teacher educators who might want to start a summer literacy camp.

**Spear-Swerling, L. (2009). A Literacy Tutoring Experience for Prospective Special Educators and Struggling Second Graders. *Journal Of Learning Disabilities*, 42(5), 431-443.**

Preservice teachers took a language arts course as part of their special-educator preparation program and tutored second-graders in a supervised field component of the course. Preservice teachers' knowledge of literacy instruction was assessed using five knowledge tasks. Tutees' were assessed in a pre-/post-test

format on several measures of basic reading, spelling, and phonics. Researchers found that preservice teachers generally had inaccurate perceptions of their knowledge at pretest, but their knowledge improved significantly on all tasks after course instruction. Tutored children improved significantly from pre- to posttest on all assessments. The study suggests that carefully designed literacy coursework with field experiences can benefit both prospective special educators and struggling readers. Also, teacher candidates can serve as effective tutors for struggling readers. Children's progress was significant even over the brief term of six instructional sessions and did not depend on whether their tutors were graduates or undergraduates.

**Tilley-Lubbs, G. (2011). The Power is in the Partnership: Families as Partners in Bilingual Bicultural Family Literacy Programs. *Creative Education*, 2(3), 288-291.**

Over a period of 2 and a half years, preservice teachers enrolled in a multicultural education course and Mexican and Honduran families in the local community joined together in a family literacy project. The researchers focused on the impact of the program on the participating parents' perceptions of literacy and education, and how their attitudes changed from that of participant to that of stakeholder over the course of the program. The authors suggest that a family literacy program that regards the families as partners offers numerous possibilities for strengthening children's education. Additionally, family literacy programs should be collaborative in planning and implementation. Future research can investigate the impact on preservice teachers based on their participation in the project.

**Warren-Kring, B. Z., & Rutledge, V. C. (2011). Adolescents' Comprehension and Content Area Education Students' Perceptions: Benefits from One-on-one Tutoring. *Teacher Educator*, 46(3), 244-261.**

This article compared two groups of students, one that received additional tutoring in reading by preservice teachers from a local college, and one group that did not receive any additional reading instruction. Researchers found that students participating in the tutoring program improved their reading achievement based on pre-/post-test scores. Additionally, the one-on-one tutoring of adolescents by content-area education students had a positive impact on the students they tutored. There was an increase in self-confidence and self-esteem among the tutees as a result of the tutoring relationships/experience.

**Wasserman, K. B. (2009). The Role of Service-Learning in Transforming Teacher Candidates' Teaching of Reading. *Teaching And Teacher Education: An International Journal Of Research And Studies*, 25(8), 1043-1050.**

This study compared two literacy courses for elementary teacher candidates taught by the same professor at the same university with variables held constant with one exception. Course One incorporated a service-learning component as an integral part of the instructional process. During Course Two, the teacher candidates taught sample lessons to their classmates. It was hypothesized that teacher candidates who practiced new pedagogies with children at a designated low performing, highly diverse elementary school (Course One/Service-learning) during a highly structured service-learning experience

would develop more self-efficacy and, therefore, demonstrate greater implementation of the course content than those who role played their practice (Course Two/Practice with Peers). Results indicate that incorporating service-learning into a well-developed literacy course dramatically increased the self-efficacy of the participants by the end of the course. This, in turn, led to increased implementation of course content during the rest of their student teaching experience.

**Wong, P. (2008). Transactions, transformation, and transcendence: Multicultural service-learning experience of preservice teachers. *Multicultural Education*, 16(2), 31-36.**

The purpose of the study was to engage preservice teachers in service learning with English Language Learners in an attempt to develop culturally responsive teaching and whiteness identity among the preservice teachers. Based on statistics that more than 80% of teachers are white and students of color are quickly becoming the majority, teachers need to understand themselves as cultural beings in order to interact successfully in culturally diverse classrooms. Researchers found that combining service learning with preservice teacher coursework is an effective way to build culturally responsive practices among preservice teachers, when given the opportunity to work with diverse student populations. The authors go on to suggest some ways to assist individuals who may not have adopted culturally responsive practices as a result of the experiences. They suggest that university faculty might address fears and concerns about diverse populations head on as well as try to learn about past experiences that might influence these individuals in the service-learning environment.