CI 3300 Middle School Curriculum & Instruction/CI 4300 Middle Level Philosophy & Schooling (CI 5322/5323)

Wallace Middle School Field Based Block II
Spring 2015
Tuesdays and Thursdays 8am-1pm

Texas State University
College of Education
Department of Curriculum & Instruction

Professor: Dr. Christopher L. Busey
Email: CLB282@txstate.edu
Phone: (512) 245-8762

Office Location: EBD 3030
Office Hours: Wednesday 8-1 Mon. and Fri. by appointment

Syllabus is subject to change at the instructor’s discretion

Course Catalog Description
This block blends content from two courses: CI 4300 Middle Level Philosophy & Schooling, and CI 3300 Middle School Curriculum & Instruction. (CI 5322 and CI 5323 may be 'stacked' on these courses, and include differentiated assignments for graduate credit).

Big Idea Questions for the Course
1. What does powerful, purpose-driven teaching resemble?
2. How can I design and implement a meaningful, relevant, and developmentally/culturally responsive middle level curriculum?
3. How do political, social, racial, linguistic, ethnic, and economic factors affect schooling at the middle level?
4. What professional and personal dispositions are necessary for effective teaching at the middle level?

Course Outcomes
As a result of this course, pre-service teachers will be able to do the following:
1. Design subject-specific unit plans and implement these plans using a variety of pedagogical strategies.
2. Evaluate the strengths and weaknesses of the mandated state curriculum in specific subject areas as it pertains to intellectual rigor and cultural diversity.
3. Analyze student performance in order to make data driven instructional decisions.
4. Create a framework for establishing caring relationships with students, and understand the role that equity and social justice play in establishing those caring relationships.
5. Collaborate with peers and cooperating teachers in the implementation of instructional plans.
6. Differentiate and evaluate the effectiveness of various types of assessments.
7. Design various types of assessments for subject specific units.
8. Create culturally responsive projects that allow students to embrace diversity within specific subject areas.
9. Apply theoretical, empirical and practitioner based research to current classroom practices.
10. Engage in teacher scholarship that enhances or builds new content specific knowledge for middle school teaching.
11. Evaluate expectations for working with ELLs throughout the course of a semester.
12. Assess community resources and apply that assessment to an understanding of how economic and social factors within a particular community may affect schooling at a particular middle school.
13. Develop middle school classroom management philosophies that are developmentally and culturally responsive.
14. Reflect on how multicultural schools impact the roles of teachers in modern day middle schools.
15. Critically examine middle school theories pertaining to adolescent development and the relevance of these theories in light of societal developments.
16. Understand generalizations pertaining to middle school students’ cognitive, physical, social, and psychosocial development.
17. Collaborate with faculty, staff, students, and community in as a means for understanding the impact of positive teacher-initiated relationships.

**Dr. Busey’s Conceptual Teaching Framework**

Teaching is a scholarly discipline whose art is vital in shaping and transforming the world one student/classroom at a time. In understanding the significant role that teachers play in this world, it is critical that the preparation of teachers reflects the multi-faceted, complex yet rewarding lifetime journey of learning. My mission of supporting and preparing teachers [teacher educators] is built upon four philosophical stances:

1. **Inquiry:** It is imperative that we ask critical questions about society and its influence in the classroom. Challenging and questioning assumptions as well as complacency is vital in forming a mutually beneficial relationship between teachers, the curriculum, students, schools, and subsequently the community.

2. **Humanity:** Education is more than a process by which information is exchanged, but it plays a significant role in shaping humanity. Pedagogy, curriculum, and the student are not mutually exclusive; they play an interrelated role in molding thoughts and attitudes. Education is more than information and methods; it is a humanistic process.

3. **Critical Transformation:** Education is the window to society. We use education to evaluate aspects of society but we also use education as a tool to bring about change in the way that people think, act, and feel towards others as well as institutions. It is important that teachers understand we play a vital role in helping to transform society.
4. **Reflection:** The practice of teaching is an art in which educators must consistently reflect and think critically about the purpose and outcomes of their practice. To improve our practice we must think critically about the relationship between our pedagogy, curricular choices, and students.

**About the Field-Based Block**

**Courses.** This block merges two courses into one. Although that is the case, the course has been organized to reflect different concepts for the two courses in which students are enrolled. Tuesday’s class days will focus on curriculum and instruction while Thursday’s class days will reflect middle level schooling and philosophy. Most assignments are separate but there are some common assignments in which you will share a grade for CI 3300/5322 and CI 4300/5323. The topics covered are interrelated however so expect for crossover in our dialogue about specific concepts. These are **writing intensive (WI) courses** as indicated per the course catalog.

**Time Breakdown.** Students will arrive to the block each morning at 8am. We spend that time in the morning to briefly engage in a critical reading or discuss assignments, observations, or general classroom issues. At approximately 8:10, students attend their field placement. At 11:19am, students arrive back to class where we will have a working lunch to begin engagement in the class topics assigned for that respective day.

**Pedagogy.** It is my philosophy to rely upon various pedagogical strategies to engage students in course material. I believe that discussion and dialogue are the most democratic pedagogical practices, and thus it is important that students complete reading assignments and come prepared to discuss implications of the readings as they relate to schooling. We will also use small breakout groups, jigsaws, cooperative learning, and other pedagogies that allow for constructivist learning.

**Relevance.** My goal is to create a course that is as relevant as possible. This means that we will tackle issues through discussion and dialogue that may not be comfortable, but necessary to discuss for teacher and student growth. Being uncomfortable and disagreeing with one another is okay, in fact, they are concepts interwoven into the fabric of American society. With that said, **culture, language, race, gender, and socio-economic inequality** are at the heart of American schooling and have always been. Expect many of our course discussions, especially in the Philosophy and Schooling class to reflect and draw upon these very topics. Although these topics have political connotations, always keep in mind that a middle school teenage student is completely vulnerable to the influences of culture, race, language, gender, and socio-economic status and are merely trying to navigate through these aspects of life in light of institutional forces.

I also want this course to be pertinent to current trends, topics, and movements that are influencing education at all levels. What this class will not be is a 6-hour credit course on tips and tricks. Rather, I want you to think deeply about what you teach, why you teach, how you teach, and how you view students. I want you to leave this course with an
understanding of how to teach “like your hair is on fire” and the implications of this type of pedagogy. I want you to leave this course able to conceptualize that the way you view and care about your students is displayed in your interpersonal interactions, pedagogical decisions, and curricular choices.

**Professional Dispositions.** I expect for students to exhibit the knowledge, skills, and attitudes necessary for becoming an effective teacher in the future. You should be knowledgeable about your respective content area as well as current trends in education. You should possess the pedagogical and social skills necessary for establishing a safe, fun, engaging, and constructivist learning environment. Your attitude towards students should be respectful towards students’ backgrounds, as well as that of your peers.

I applaud you for choosing the teaching profession as your career path. Please note that I refer to teaching as a profession and not a job, because being a teacher says a lot about who you are as opposed to simply what you do.

**Course Texts**

**Required**
1. Texas Essential Knowledge Standards (TEKS) for your specific subject area will be required for the course. Please download the TEKS from [http://tea.texas.gov/curriculum/teks/](http://tea.texas.gov/curriculum/teks/) and have them readily available for class as we will refer to them often throughout the semester.
2. Costa’s Level Questioning.
3. Bloom’s Taxonomy.
4. Other course readings will be required as a part of this course. Course readings in the form of journal articles, blogs, etc. will be made available through TRACS.

**Suggested**

**Recommended Scholarly Journals**
- *Middle School Journal*
- *Research in Middle Level Education*
- *Middle Grades Research Journal*
- *The Clearing House*
- *Phi Delta Kappan*
- *Rethinking Schools*

**Course Policies**

**Assignment Submission**
All assignments should be typed and saved digitally, although each assignment will be submitted in paper format. Each assignment should be typed according to the guidelines
set by the *APA Manual, 6th Edition*. This includes cover pages, headings, font, spacing and references. All papers are to be double spaced, Times New Roman 12pt. font. Here is a great website to refer to for APA formatting: [http://owl.english.purdue.edu/owl/section/2/10/](http://owl.english.purdue.edu/owl/section/2/10/).

**Late Work and Revisions**
Late assignments are not accepted without prior (sufficient) notification and approval from the instructor. All assignments are due at the time indicated. Failure to submit assignments in a timely manner will result in a 0. In the event that the instructor asks you to submit a revision for an assignment, please note that all revisions will receive reduced point values (a letter grade reduction) to be fair to other class members.

**Technology**
Technology is a valuable addition to classroom instruction. I encourage you to practice environmentally conscious decision making by using technology to download readings, TEKS, and other course materials. However, please limit your use of technology to course-related concepts. Text messaging, Instagram, Facebook, SnapChat, Kik, Facetime and Twitter are all really cool methods for exchanging information, but please reserve them for your respective social settings and not during class.

**Information**
I will send out an update to you weekly. Please check your email as well as TRACS for updated messages. Any changes to the syllabus, class times, or an assignment may be sent out through this weekly update.

**Attendance Policy**
You are expected to be in your classes and field experiences on time. If you will be late or absent from field, you must make every effort to notify (in advance if possible) the mentor teacher(s) and the instructor. Please have the appropriate phone numbers and/or email addresses in an easily accessible location. Penalties for absences and tardiness are as follows:

**Absences**
Excused Absences: Excused absences are only those allowed by the University—religious observance, *documented* injury or sickness, university sponsored event, required participation in military service, or death in the family.

Unexcused Absences: *You are allowed two unexcused absences* for the class. Beyond two unexcused absences, grade penalties are as follows:

a. A *3rd unexcused absence* will result in your final course grade *lowered 1 full letter grade* (for example, from an A to a B). Documentation will also be submitted to the department regarding your “Fitness to Teach”.

b. *4 or more unexcused absences* will result in *failure for the course*.

c. Please note that leaving class early counts as an absence.
Tardiness

a. If you arrive in class or field less than 15 minutes late, it is a tardy. Two (2) tardies are the equivalent of 1 unexcused absence.
b. If you arrive in class or field more than 15 minutes late, it is an unexcused absence.

NOTE: Because situations may arise that are not covered by the above (i.e., the birth of a child) the course instructor and/or other faculty will determine the course of action, giving full consideration to the circumstances, the needs of the student, departmental attendance policy and University policy.

Professionalism and Etiquette

• All papers and assignments should be stapled, not folded or paper clipped as papers can get shuffled.
• As a professional entering the teaching profession, you are required to conduct yourself like one during class. It is my goal to promote healthy dialogue, which means that others’ views, and opinions are respected.
• All written communication should demonstrate professional etiquette. This includes discourse via the discussion board as well as email.
• Dress: Professional dress and demeanor is expected at all times. If you have any questions, it is best to ask. Students who do not dress professionally will be asked to leave the school.

Students with Disabilities
In accordance with university policy and federal law, all members of the university community are responsible for ensuring that students are not discriminated against because of a disability. To accomplish this goal, reasonable and appropriate academic accommodations may be necessary for qualified students with disabilities. The Office of Disability Services will coordinate with faculty members to facilitate necessary accommodations for students with disabilities.

Academic Honesty
Pre-service teachers are expected to pursue education with a commitment to honesty, a sense of personal honor, and a respect for knowledge and reflection. All writing must be your own and must be meticulously referenced according to APA style. Directions for APA style are available at http://webster.commnet.edu/apa/apa_index.htm, http://apa.org and many other places on the web. If you wish, you can purchase the Publication Manual of the American Psychological Association published by the American Psychological Association (6th ed. American Psychological Association: New York. 2013). Failure to appropriately reference your work often constitutes plagiarism according to Texas States’ “university policy and procedures regarding student cheating and plagiarism,” http://www.txstate.edu/effective/upps/upps-07-10-01.html. Cheating, plagiarism, and other forms of academic dishonesty can be punishable by an “F” on an
assignment or an “F” in the entire course and/or puts you at risk of being dismissed from
the teacher education program.

Follow the honor code for the course (inclusive of your dealings with WMS students,
staff, and faculty): be conscientious, respectful, and honest. You can access the honor

Grading Policy
Rubrics are provided for each assignment due as well as for your contributions to
classroom discussion. There are subjective components to every assignment in any
course, but I do my best in designing my rubrics to objectify each aspect of the
assignment. However, what is most important to note is that your grade is not indicative
of your personality or character. Teaching is a life-long process of learning and I do not
expect for you to grasp and master every concept presented in the class because you are
in the beginning of your journey. Albeit, I do expect for you to put forth your best effort
with every assignment. Please understand that the course assignments were designed to
put you on the path to effective teaching.

Here are a few important notes about grades:
• Grades can only be discussed face to face and not electronically.
• When students are on the borderline between one grade and another, the grade
will be determined by the professor’s assessment of student professionalism
(attendance, participation, academic honesty, etc.).
• Also note that assignments are read in detail.
• According to your program of study all “professional responsibility and pedagogy
courses” (I.E.- this course) must be completed with a grade of “C” or higher. In
cases that apply, a grade of I-Incomplete or U-Unearned Failure maybe assigned.

Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Points for CI 3300/5322</th>
<th>Total Points for CI 4300/5323</th>
<th>Percentage Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>227-245</td>
<td>185-200</td>
<td>93-100%</td>
</tr>
<tr>
<td>B</td>
<td>208-226</td>
<td>169-184</td>
<td>85-92%</td>
</tr>
<tr>
<td>C</td>
<td>188-207</td>
<td>153-168</td>
<td>77-84%</td>
</tr>
<tr>
<td>D</td>
<td>168-187</td>
<td>137-152</td>
<td>69-76%</td>
</tr>
<tr>
<td>F</td>
<td>167 and below</td>
<td>136 and below</td>
<td>68% and below</td>
</tr>
</tbody>
</table>
Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date*</th>
<th>Total Points</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructing Knowledge</td>
<td>February 3 and March 10</td>
<td>30 points (15 each)</td>
<td>CI 3300/5322</td>
</tr>
<tr>
<td>Learning from English Language Learners</td>
<td>April 24</td>
<td>60 points</td>
<td>CI 3300/5322</td>
</tr>
<tr>
<td>Teacher Scholar</td>
<td>March 24</td>
<td>30 points</td>
<td>CI 3300/5322</td>
</tr>
<tr>
<td>Pedagogy Portfolio*</td>
<td>April 28</td>
<td>75 points</td>
<td>CI 3300/5322</td>
</tr>
<tr>
<td>Student Led Discussion*</td>
<td>Ongoing</td>
<td>30 points</td>
<td>CI 4300/5323</td>
</tr>
<tr>
<td>Weekly Takeaways</td>
<td>Ongoing</td>
<td>50 points</td>
<td>CI 4300/5323</td>
</tr>
<tr>
<td>Community Asset Mapping Paper and Presentation*</td>
<td>April 16</td>
<td>60 points</td>
<td>CI 4300/5323</td>
</tr>
<tr>
<td>Service Learning Reflections</td>
<td>April 16 (please submit as you complete the activity)</td>
<td>10 points</td>
<td>CI 4300/5323</td>
</tr>
<tr>
<td>Summative Interview^</td>
<td>Final Exam Week</td>
<td>50 points</td>
<td>Both Classes</td>
</tr>
</tbody>
</table>

*Some assignments will require that rough drafts be submitted before the due date to ensure that you receive constructive feedback that will help you complete the assignment.
^Assignment will count for both the CI 3300/5322 and CI 4300/5323 courses.

Assignment Descriptions

**Note: The following are simply descriptions of each assignment. You should ultimately refer to the rubric for complete details regarding each assignment.**

Pedagogy Portfolio-75 points-Curriculum & Instruction Dispositions Addressed: Knowledge, Skills, & Attitude

As middle level teacher candidates, it is important that you practice how to create meaningful, content-based instructional units. It is also important that you reflect on your teaching philosophy, which influences the instructional units that you create. Lastly, you must be provided the opportunity to design assessments, especially authentic assessments that will allow you to measure student learning in a creative and meaningful manner. Your pedagogy portfolio will be a summation of three separate assignments: your pedagogic creed, a teacher work sample, and a form of project based learning (PBL) that embraces diversity in your respective content area. Final submission of your Pedagogy Portfolio should be professionally binded and include a Table of Contents. Please follow APA formatting. Final Project Due April 28.

Part 1-Pedagogic Creed. In this brief essay, you will reflect on your beliefs regarding five components of a pedagogic creed: what education is, what school is, the subject-matter of education (specific to your chosen content area), the nature of method (specific to your chosen content area), and the school and social progress. Your reflection on each
component should provide an avenue into understanding your teaching philosophy and should touch on developmental and cultural responsiveness for early adolescents.

**Part 2- Teacher Work Sample.** Your TWS encompasses your entire two-week teaching experience and demonstrates what you can do as a teacher. Your teacher work sample will consist of the following parts:

1. **Unit Plan (rough draft due February 24):** An overview of what you will be teaching and how you will measure learning.
2. **Class and School Context (rough draft due February 24):** A description of demographics, differentiated instruction needs and classroom/school learning environment.
3. **Lesson Plans (rough draft due February 24 and final drafts due before you teach):** Daily lesson plans using either what my lesson plan format.
4. **Assessment Data and Graphs:** A written and visual description of how well students demonstrated an understanding of daily concepts and the overall unit concept(s). You must keep track of performance on daily tasks, daily assessment data, and unit assessment data.
5. **Re-teaching and Reflection:** A reflection on your teaching and how you will re-teach concepts that students may not have grasped. You must reflect on each day that you taught and also reflect on the data.

**Part 3- Embracing Diversity Project. (Rough Draft Due January 29, 2015 for feedback)** You must design a project that is specific to your content area placement and embraces diversity. Projects must provide students with the opportunity to view content through the lens of cultural diversity. You must create a 1-2 page description of the project for students and their parents, design a rubric, and implement the project. In addition to the description and rubric, you must also include evidence of students’ work as well as a final reflection on valuing diversity as a middle school teacher, what you learned from the project, and the strengths and weaknesses of the project in light of adolescent’s cognitive, psychosocial and identity development. This is the only section of your pedagogy portfolio that can be done in collaboration with another student in the class.

**Teacher Scholar-30 points-Curriculum & Instruction**

**Dispositions Addressed: Knowledge**

As a teacher it is important that you are engaged in practices that help you build content knowledge that can be used to supplement classroom content and instruction. For this assignment you will read a book or participate in an activity (museum visit, university event, etc.) that will add to your knowledge base in your respective content area. You will write a 2-3 page review of the book/event, reflect on knowledge gained, and then discuss implications for the classroom inclusive of standards that can be addressed and units in which you can incorporate your gained knowledge. **(Due March 24, 2015)**
Learning from English Language Learners-60 points-Curriculum & Instruction
Dispositions Addressed: Knowledge & Attitudes

Classrooms in the United States are linguistically, ethnically, and culturally diverse. Linguistic diversity is especially prevalent in P-12 schooling in the state of Texas. With this assignment, you will work with one English Language Learner (ELL) student throughout the course of the semester. Create a folder in your dropbox on TRACS entitled Learning from English Language Learners. This is the only assignment you will submit entirely through TRACS. When you upload your reflections use the following example as your format: WWMichael-Week of January 19. There are four parts to this assignment.

Part 1-Identifying a Student. First you will identify a student to work with based on your initial classroom observations and feedback from your cooperating teacher. You will submit a brief explanation about why it is you chose to work with that student. (Due February 3, 2015 in your dropbox)

Part 2-Initial Interview-Getting to Know the Student. Secondly, you will conduct an initial interview with the student in which you will ascertain their self-described capabilities, interests, and backgrounds. In this interview you will also ask questions about how students learn at home, in their communities, in their native country (if applicable), and in their native tongue. Suggested questions for an interview protocol will be provided in class. (Interview Due February 17, 2015 in your dropbox)

Part 3-The Literature Says. You will find 3 scholarly, peer-reviewed articles that offer suggestions for teaching English Language Learners in your respective content area. You will write a two-page (total) reflection on how you will use information from each of those articles to inform your curricular and instructional decisions pertaining to ELLs. Each article must be submitted along with your single two-page reflection. (Graduate students must find 5 peer-reviewed articles and submit a one-page reflection for each article). Due March 3, 2015 in your dropbox.

Part 4-Weekly and Summative Reflections. Each week you will submit a one-page reflection entitled “Week ___ Learning from __________.” You will use a pseudonym in place of students’ actual names. In your weekly reflections you should reflect on what you have learned from the student by working with him/her individually for that week. Weekly reflections should be uploaded to your dropbox in TRACS by 5:00pm Friday of each week. Your summative reflection will be 3-5 page reflection of what you have learned from “student name” overall this semester. You will reflect on aspects of the literature that may or may not have held true as well as how your expectations of working with ELLs changed as a result of working with “student name”. Summative Reflection due April 24, 2015 in dropbox. All reflections should be completed in APA format (title page, running head, double-spaced, and references if applicable).

Constructing Knowledge-30 points (15 points each)-Curriculum & Instruction
Dispositions Addressed: Knowledge & Skills
Effective teaching regardless of subject area allows students to construct and make meaning of the content they are learning. Teaching should also be a process in which students interact with information as opposed to given the information. Working in pairs or groups of 3, you will submit a scholarly, peer-reviewed practitioner article that advocates for ways to help teachers engage students in the construction of knowledge in your respective content area. Ideally the articles you find should cater to middle level instruction. Along with the article your group will submit a 2-3 page reflection that addresses several important points: why this article can be considered as one that advocates for the construction of knowledge (cite specific examples), new content knowledge learned from this article, and pedagogical approaches you have learned from this article. This assignment will be completed twice throughout the semester. On the days the assignment is due, you must bring a one-page article synopsis handout that addresses the key points for your peers as we will have small group discussion based on the articles.  (Due February 3, 2015 and March 10, 2015)

**Student Led Discussion-30 points-Philosophy & Schooling**

*Dispositions Addressed: Knowledge & Attitude*

University level instruction should be student-centered and place the students as holders of knowledge vital to the construction of course knowledge. The professor is not the only holder of valid knowledge. Working in groups of 4 or 5, you will lead a class discussion on an assigned reading for Thursday’s Philosophy & Schooling focus. In preparation for leading the discussion, students will meet with me 1-2 weeks before the day in which you lead. You will:

- Prepare a brief introduction that explains the key points and over-arching themes of the chapter.
- Develop a set of questions that help other students engage with the readings, focusing on what you find of most interest. In your questions, also relate the chapter to other assigned readings in the course, main themes of the course, or a larger societal/educational issue. Copies of the handout must be provided for each of your peers.
- Include a form of multimedia related to the topic that you will use to further the discussion with your peers.

I will collect the questions on the day which you lead the discussion. You will be evaluated on the basis of thoughtfulness, depth of understanding, and analytical insight reflected in your questions. You will also be evaluated on your leadership of the class discussion. Sign-up for student led discussions will take place on the first day of class.

**Weekly Takeaways-50 points (5 points each)-Philosophy & Schooling**

*Disposition Addressed: Knowledge*

Reflection is a critical component of preservice teacher education. For Thursday’s readings related to philosophy and schooling, you will write a 2-3 page reflection on the reading due for each respective class date. Reflections should not be a summary, but rather a personal summation that states key points from the reading that you agree/disagree with as well as why. Feel free to draw upon your personal experiences in

Busey  ML Curriculum, Instruction, Philosophy & Schooling
the classroom as concurring or dissenting points to the reading. Lastly, you will end each reflection with at least 1 “burning question”. This should be an open-ended question that will help to elicit discussion based on the classroom reading. Weekly takeaways should be submitted every Thursday morning upon your arrival in block and you are required to complete 10. **All reflections should be completed in APA format (title page, running head, double-spaced, and references if applicable).**

**Comparative Community Asset Mapping and Presentation-60 points- Philosophy & Schooling**

**Dispositions Addressed: Knowledge & Attitudes**

One of the major indicators affecting schooling in the United States is poverty. Poverty in addition to economic inequality continues to ensure apartheid schooling in which schools in the same city can produce vastly different academic outcomes. Although how the outcomes are measured can be questionable at best (I.E.: standardized testing), research still shows that schools in the poorest communities continue to be underfunded, have high teacher turnover rates, and therefore struggle to provide students in these schools with the consistency necessary for academic success. The purpose of this assignment is for you to examine this phenomenon for yourself.

**Part 1-Identify the Schools.** Working in groups of 3-4, you will identify two zip codes in central Texas that vastly differ from each other in terms of home ownership, education attainment, and average income (there are other factors you can use as well). Find a middle school within each of the two zip codes you identified. **(Due March 5, 2015)**

**Part 2-Windshield Survey.** You will then conduct a windshield survey to map out community assets within a 3-mile radius of each middle school in every direction. Pay attention to community resources available as well as their conditions such as the school itself, health care/fitness facilities, restaurants, places for social and leisure activities, parks, public libraries, museums, fisheries, etc. Document the resources using photos or video. Also make observation about community interactions you may see during your windshield survey (but please do not document the people).

**Part 3-Your Analysis (Map, Comparative Analysis, and Synthesizing the Assets).** After conducting your windshield survey draw a map that documents the middle school and the resources in its community. Then your group will write a 12-15 page comparative analysis of the assets and resources available in each community. Label your analysis by resource (example: health care, fitness facilities, public libraries, etc.). After synthesizing all information together in a comparative analysis, you should then reflect on the following three questions:

1. How can the resources present within the community be used to supplement curriculum and instruction in the middle school?
2. What does the community lack that may influence schooling and academic success for the local middle school?
3. As a group of teachers at “Name of Middle School”, what could you do to stress local determination, investment, control, and creativity for the students as well as
Finally in your writing, discuss how economic inequality could potentially impact schooling at the middle level. Use at least 3 peer-reviewed resources to support your claims, or you can position your findings against the resources. *(Rough Draft Due April 9, 2015)*

**Part 4-Presentation.** Finally, your group will create a presentation that displays findings from your community asset mapping and windshield survey. Presentations can be done via PowerPoint, an edited documentary style video, news report, poster presentation, etc. Your choice of presentation is completely up to you, but it must be done creatively and display visuals from your windshield survey as the images help to support the claims you will make. You will present your community asset mapping and windshield results to the class beginning April 16, 2015, but your presentation is due April 14 to ensure that there are no issues with technology.

**Service Learning-10 points-Philosophy & Schooling**  
**Disposition Addressed: Attitude & Professionalism**  
During this semester you are required to volunteer for one activity or event held by Wallace Middle School beyond school hours. This may include running concession stands for a sporting event, assisting with an open house event, volunteering for an after-school book fair, etc. The principal, Dr. Agnew will discuss these events with you and sign-up will be made available during the second week of class. *(Submit as you complete but final submission date is April 16)*

**Summative Interview (Final Exam)-50 points-Combined Assignment**  
**Dispositions Addressed: Knowledge, Skills, & Attitude**  
Your final exam will consist of a 20-30 minute interview that will be held during final exam week. In this summative interview you will be expected to defend your pedagogy portfolio, engage in in-depth discussion about the course readings, answer questions related to the course in which you must draw upon scholarly literature, and discuss various other learning experiences from throughout the semester. You must come to the interview dressed professionally and you should have scholarly literature prepared. Advance notice of the questions will be provided to help you prepare for the interview. Failure to schedule/show-up for an interview will result in a score of 0 for your final exam.