

**Augusta State University  
College of Education  
Teacher Education Department  
Fall 2006**

**MGED 3111 – The Middle School / Teacher and Student Roles**

**HOURS: 3 Semester Hours**

**Prerequisites: Admission to the Teacher Education Program**

**Assistant Professor: Dr. William Root  
370 University Hall  
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**Office hours: T/Th: 1:00 – 4:00pm  
Wed: 1:00 – 5:00pm  
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**COURSE DESCRIPTION:** This course is designed to enable the student to analyze and examine the nature of student and teacher roles in the Middle Grades classroom and the relationships which under gird the teaching and learning. The student / teacher relationship will serve as the context to examine problem solving management strategies when working with early adolescents. The unique needs and characteristics of students as adolescents and as individuals, including special needs students, will be studied. Further, students will examine multiple roles and relationships teachers take on with not only students, but parents, administrators, community members and colleagues.

**CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED:**

**Learning Outcomes:**

Students will:

- Understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support their intellectual, social and personal development.
- Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.
- Use knowledge of effective verbal, nonverbal, and information technology techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Be a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support the learning and well being of all students.

**REQUIRED TEST:**

Stevenson, C. (2002). Teaching ten to fourteen year olds. 3<sup>rd</sup> ed. Boston, MA: Allyn & Bacon.

**RESOURCE TEXT:**

Forte, I. & Schurr, S. (2002). The definitive middle school guide: A handbook for success. Nashville, TN: Incentive Publications, Inc.

**CLASS CALENDAR: Fall 2006**

August 21	-- September 22	Classes meet on campus
September 25	-- September 29	Students report to lab school
October 2	-- October 20	Classes meet on campus
October 23	-- November 17	Students report to lab school
November 20	-- December 7	Classes meet on campus

### **SPECIFIC COURSE OBJECTIVES:**

Throughout the course students will demonstrate ability to:

1. examine and analyze the multiple roles of the classroom teacher as related to fostering effective learning in the classroom (NCATE/NMSA 6.1, 6.2, 7.2; PSC II, IV, VI; NB IX, X, XI; CF 5, 9)
2. analyze and develop strategies to collaborate with students, parents, community members, administration and other education professionals. (NCATE/NMSA 2..2, 6.1, 6.2; PSC VI; NB I, IX, XI; CF 10)
3. identify specific developmental characteristics and needs of early adolescent students and how these needs affect teaching and learning. (NCATE/NMSA 2.1, 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 7.2)
4. analyze and develop strategies to work with middle grade students as individuals to meet their needs, including special needs students. (Special Education module) (NCATE/NMSA 2.1, 5.1; PSC II, III, IV, VII, IX; NB I, IV; CF 2, 6)
5. identify potential causes of classroom conflict and management concerns based on student needs as individuals and early adolescents (problem solving/personal) and develop problem solving skills to deal with these management issues. (Management module) NCATE/NMSA 2.1, 5.1, 5.6; PSC II, III; NB I, IV, X; CF 2, 5)
6. use knowledge of student and teacher roles to analyze and develop strategies to establish a positive rapport with students to foster learning (pro-active/environmental). (Management module) MCATE/NMSA 2.1, 5.1, 5.6, 7.2; NB I, IV, X; CF 2, 5)

### **COURSE OUTLINE:**

The Middle Grades Program is founded on the premise that instructors model the practices they espouse that students employ in an effective classroom. The course outline is designed to provide topics essential for students to attain the intended course outcomes and objectives. Specific time lines, reading assignments, and assessment dates are adjustable so that the instructor can model how these are determined along with students to assure that their learning needs are met and questions are addressed from a student centered / student driven perspective.

Pre-service teachers will develop the knowledge, skills, and attitudes necessary to become effective middle grades teachers. You will identify attributes that enable you to develop empathy toward young adolescent developmental needs (physical, social, psychological/emotional, character traits [virtues], and intellectual development), to address the diverse needs of young adolescents, and to analyze the impact of teachers' attitudes on maintaining a positive classroom environment. The focus will be on young adolescent characteristics and developmental needs as the foundation for examining classroom and school context, home and community contexts, student motivation, and classroom management.

### **TOPICS:**

1. Teacher as:
  - a. researcher
  - b. content knowledge/pedagogy specialists
  - c. facilitator of knowledge development and thinking skills
  - d. collaborator with colleagues, community, students, administrators and the family/parents
  - e. professional: educational leader/change agent
  - f. reflective practitioner
  - g. technology application expert
  - h. student centered: student advocate, diversity, adolescent needs
  - i. management module: problem solving/personal management concept specialist
  - j. special education module 2: characteristics of special needs student expert
2. Student as:
  - a. active learner: application oriented, reflective, constructing knowledge, research based
  - b. decision maker: collaboration with peers and teachers
  - c. thinker: creative, problem solving, inquiry

3. Student / teacher relationship:
  - a. developmental needs and characteristics of adolescents
  - b. family/social/cultural context
  - c. health and safety
  - d. individual differences: incorporating learner ideas, learning styles, diversity (Special Education module 2), exceptionality and special needs students, multiple intelligences
  - e. counseling/advisory, peer issues
  - f. Management module: relationship/needs as context for classroom management strategies/motivation, internal locus of control

**ASSESSMENT:**

Performance based standards for each assignment or activity will be determined and explained prior to each assignment. Students will work toward successful attainment of all standards. Assignments which do not meet all standards will be graded and returned with specific improvements to be made as built in intervention. The assessment is designed to require use of higher level thinking skills and to provide authentic opportunities for students to demonstrate learning, as inherent to sound middle grades practice. Assessment of the course objectives may include by is not limited to methods such as: simulation, debate, research, micro-teaching, reflective teaching, lesson/unit development, analysis of interviews and observations, self and peer evaluation. The course assessment must include evidence of student learning, reflection and self assessment in relation to the following for inclusion in a comprehensive portfolio:

- Characteristics of adolescents (CF 2)
- Characteristics/roles of an effective middle grades teacher (CF 9)
- Collaboration with student, colleagues, parents and community (CF 10)
- How to meet/address diverse student needs including the use of technology (CF 2, 6)
- Rapport/relationship with middle level students (CF 5)

**FIELD EXPERIENCE COMPONENTS: (NCATE/NMSA 8.1, 8.2)**

Semester I: Exploration of Self and Middle School: The field component of this semester is designed to cause the student to evaluate self as a middle grades teacher. Students will examine the multiple roles of a middle grades teacher, partnership roles within the greater school community, a variety of contexts of middle grades teaching, and an examination of the characteristics of adolescents in the school setting.

Areas to be examined include:

- Self as a middle grades teacher
- Student characteristics
- The middle school environment
- Home/community contexts
- Overview of middle school methods

Students will engage in the following experiences:

1. Variety of observations in the school setting looking at the teacher role, student characteristics and relationships/interpersonal/environmental issues
  - Observations in a variety of school settings/grade levels/content areas
  - Observations should be focused on elements being studied in block: student/teacher roles/relationship/rapport, environment, management, student developmental characteristics, instructional approaches, curriculum (taught and defined)
  - Make transition to instruction with small groups looking at these concepts
2. Variety of observations exploring various aspects of student lives beyond the classroom
  - Shadow principal, nurse, counselor, and observe school setting
  - Include a mini experience in a community organization (1-2 weeks) to see the context/social issues of the students
  - Work on identifying own strengths/preferences/self

**CLASS ATTENDANCE:**

Attendance will be taken for each class session, and students are to maintain regular attendance to attain maximum success in their pursuit of studies. It may be necessary for the student to be absent from scheduled classes or laboratories for personal reasons. After the equivalent of one and one half weeks of

absences from a class, regardless of cause, the student is subject to being withdrawn from the class at the discretion of the instructor. On such occasions, all matters related to student absences, including the making up of work missed, are to be arranged between the student and the professor. Failure to turn in an assignment on the due date will result in a five-point deduction for each class day the assignment is late.

**COURSE REQUIREMENTS:**

Each assignment will be awarded the identified number of points. All written tasks will be evaluated on accuracy, completeness, clarity, depth of analysis and reflection, coherence, clarity of expression, consistent correct usage of standard English and consistent use of APA style (when appropriate). All assignments should be typed, double-spaced and in black ink. All assignments should be presented with student name, title of assignment, date due and course number identification in UPPER RIGHT HAND CORNER of the first page of the text (No formal cover/title page is needed).

**Message Board Responses: (5 X 10 pts. = 50 points)**

You will post six pipeline electronic message board responses (reflective discussions) based on readings and class discussions as determined by the professor.

**Reflective Essays: (4 X 25 pts. = 100 points)**

You will be expected to complete four reflective essays (1-2 pages) based on reflective questions generated by class discussion or activities: Personal Philosophy of Education (**DUE 8/29/06**), Teaching for Understanding (**DUE 9/19/06**), Profile of Adolescent Development (**DUE 9/21/06**), and Personal Classroom management Profile (**DUE 10/19/06**).

**Case Studies: (100 points)**

You will shadow two young adolescents in the lab setting and write a case study of both adolescents (one male, one female). The selection of the two students must be approved by the lab teacher. You are to observe and record daily evidence addressing the young adolescents' (1) developmental needs: i.e., intellectual/cognitive, psychological/emotional, psychological/social, physical, and character traits (virtues); (2) their classroom management needs and behavior; and (3) school, home and community contexts (**DUE 10/5/06**).

**MID-term Assessment: (50 points – 10/12/06)**

**Reflective Journal: (100 points)**

Your reflective journal will address focused questions (assigned by the professor) based on lab observations and activities. You will be asked to reflect upon the effectiveness of your teaching and learning in the lab setting during the lab experiences (**DUE 11/21/06**)

**School-based Lab Experience Rating Scale:**

1. Unsatisfactory – not competent at this time
2. In Progress – approaching competence
3. Proficient – showing competence
4. Exemplary

**Course Point and Grade Distribution:**

<b>A</b>	<b>360 – 400</b>
<b>B</b>	<b>340 – 359</b>
<b>C</b>	<b>319 – 339</b>
<b>D</b>	<b>284 – 318</b>
<b>F</b>	<b>283 and below</b>

## **TOPICS FOR READING AND DISCUSSION:**

Stevenson, C. (2002). Teaching ten to fourteen year olds. 3<sup>rd</sup> ed. Boston, MA: Allyn & Bacon.

<b><u>Dates:</u></b>	<b><u>Topics:</u></b>
8/22 – 8/24	1. Overview: Course and Middle School Concept/Philosophy Overview: CFP's and ISL's Pre-Assessment: Self as Middle School Teacher
8/29 – 8/31	2. <b>ESSAY #1 DUE: Personal Philosophy of Education</b> Rationale for Responsive Schooling (pp. 3 – 24)
9/05 – 9/07	3. The Middle Level Learner Awareness Through Shadow Studies (pp. 26 – 43)
9/12 – 9/14	4. Understanding Through Inquiries (pp. 44 – 72)
9/19 – 9/21	5. <b>ESSAY #2 DUE: Teaching for Understanding</b> The Domains of Adolescent Development (pp. 73 – 116) <b>ESSAY #3 DUE: Profile of Adolescent Development</b>
9/25 – 9/29	6. <b>Field Experience Labs</b>
10/03 – 10/05	7. Developmentally Responsive Pedagogy (pp. 119 – 170) <b>CASE STUDIES DUE</b>
10/10 – 10/12	8. Curriculum Choices (pp. 172 – 216) <b>MID-TERM</b>
10/17 – 10/19	9. Classroom Management: Organizing for Responsibility and Harmony (pp. 218 – 251) <b>ESSAY #4 DUE: Personal Classroom Management Profile</b>
10/23 – 10/27	10. <b>Field Experience Labs</b>
10/30 – 11/03	11. <b>Field Experience Labs</b>
11/06 – 11/10	12. <b>Field Experience Labs</b>
11/13 – 11/17	13. <b>Field Experience Labs</b>
11/21 – 11/23	14. <b>REFLECTIVE JOURNAL DUE</b> Evaluation and Assessment (pp. 253 – 288) <b>Thanksgiving</b>
11/28 – 11/30	15. Essential Elements of Teaming (pp. 291 – 311) Advocacy and Alliances through Advisories (pp. 313 – 335)
12/05 – 12/07	16. Community/Family/Parent Collaboration Partnerships with Parents (pp. 336 – 350) Re-visit/Re-do #1: Philosophy of Education

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**GRADE DISTRIBUTION:**

1. Message Board Responses (5 X 10 pts. = 50 points) 50 \_\_\_\_\_
  
2. Reflective Essays: (4 X 25 pts. = 100 points) 100 \_\_\_\_\_
  - Personal Philosophy of Education \_\_\_\_\_
  - Teaching for Understanding \_\_\_\_\_
  - Profile of Adolescent Development \_\_\_\_\_
  - Personal Classroom Management Profile \_\_\_\_\_
  
3. Case Studies 100 \_\_\_\_\_
  
4. Mid-term Assessment 50 \_\_\_\_\_
  
5. Reflective Journal 100 \_\_\_\_\_

**GRADING SCALE:**

360 – 400	=	A
340 – 359	=	B
319 – 339	=	C
284 – 318	=	D
283 – Below	=	F

<b>FIELD EXPERIENCE LAB:</b>	(Rating)	_____
4	Exemplary	
3	Proficient	
2	In Progress	
1	Unsatisfactory	