

**Augusta State University
College of Education
Teacher Education Department
Fall 2009**

COURSE TITLE: The Middle School /Teacher and Student Roles

COURSE PREFIX AND NUMBER: MGED 3111

PREREQUISITES: Admission to the Teacher Education Program

INSTRUCTOR: Mr. Ronnie Harrison, Ed.S

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COURSE DESCRIPTION: This course is designed to enable teacher candidates to analyze and examine the nature of student and teacher roles in the Middle Grades classroom. The student/ teacher roles will serve as the context to examine instruction and management strategies for early adolescents that support teaching and learning. The unique needs and characteristics of students as adolescents and as individuals will be studied. Further, teacher candidates will examine multiple roles and relationships teachers take on with parents, administrators, community members and colleagues.

CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED:

The student will:

Prepared

- understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support their intellectual, social and personal development.
- understand the central concepts, tools of inquiry, and structures of the discipline(s) and is able to create learning experiences that make these aspects of subject matter meaningful

Able

- 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.
- Foster relationships with school colleagues, parents, and agencies in the larger community to support the learning and well being of all students.

Responsive

- be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.

NATIONAL STANDARDS: SPECIFIC COURSE OBJECTIVES

NCATE – National Council for Accreditation of Teacher Education

NMSA – National Middle School Association

INTASC – Interstate New Teachers Assessment and Support Consortium

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; INTASC 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; INTASC 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, 7.7, 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; INTASC 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; INTASC 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) (NCATE/NMSA 2.1., 5.1, 5.6, 7.2; INTASC 2, 5)

REQUIRED TEXT:

Kellough, R. & Kellough, G. (2008). *Teaching young adolescents; Methods and Resources for middle grades teaching*. Upper Saddle River, NJ: Pearson Education. (5th Edition).

REQUIRED RESOURCES:

LiveText Assessment Systems Software, (Obtainable online)

Augusta State University Department of Teacher Education Website:

http://www.aug.edu/teacher_development/

ASU Pipeline E-mail

COURSE OUTLINE:

The Middle Grades Program is founded on the premise that instructors model the practices they espouse that teacher candidates employ in an effective classroom. The course outline is designed to provide topics essential for students to attain the intended course outcomes and objectives.

You 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 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 contexts, home and community contexts, student motivation, and classroom management.

TOPICS:

1. Teacher as:
 - a. researcher
 - b. content knowledge/pedagogy specialist
 - 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
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/activity will be determined and explained prior to each assignment. Teacher candidates will work toward successful attainment of all standards. Assignments which do not meet all standards will be evaluated and returned with specific improvements to be made as built in intervention.

The assessments are designed to require use of higher level thinking skills and to provide authentic opportunities for teacher candidates to demonstrate learning, as inherent to sound middle grades practice. Assessment of the course objectives may include but 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 assessments will include evidence of teacher candidate learning, reflection and self assessment in relation to the following for inclusion in a comprehensive electronic portfolio (LiveText).

- **Prepared** -Characteristics of adolescents (INTASC Standard 2)
- **Prepared**- Characteristics/roles of an effective middle grades teacher (INTASC Standard 9)
- **Able**- Instruction designed for diverse student needs including the use of technology (INTASC Standards 2, 6)
- **Able**- Rapport /relationship with middle level students (INTASC Standard 5)
- **Responsive**- Evaluation of professional growth and impact of actions upon others in the learning community (INTASC Standard 10)

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 teacher candidate to evaluate self as a middle grades teacher. Teacher candidates 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 /case study
- The middle school environment
- Home/community contexts
- Overview of middle school methods

Teacher Candidates will engage in the following experiences:

1. Variety of observations in the school setting looking at the teacher role and middle level learner characteristics, relationships, and interpersonal issues
 - Observations in a school setting and development of case studies
 - Observations focused on elements being studied regarding 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
 - Include an experience in a community setting to see the context and social issues of the students
 - Work on identifying own strengths and preferences

COURSE INFORMATION

Attendance will be taken for each class session, and you are to maintain regular and punctual attendance to attain maximum success in the pursuit of studies. It may be necessary for you to be absent from scheduled classes or labs for personal reasons. However, 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.

Non-attendance or tardiness in excess of more than 10 percent of class time, regardless of cause, may result in your being withdrawn from the course.

The academic honesty policy outlined in the ASU catalog applies in the class.

Use of cell phones or beepers is not allowed in class. Turn off laptops during class.

Check your ASU Pipeline e-mail daily. This will be the primary form of class communication, especially during the five-week lab time.

SCHOOL-BASED LAB EXPERIENCE;

Rating Scale:

4= Exemplary

3= Proficient level of competence

2= Progress level-approaching competence)

1= Unsatisfactory level- not competent at this time

The lab setting provides an opportunity for you to observe and participate in content instruction with young adolescents in the middle school classroom setting. The final evaluation will be based on your lab teacher's evaluations.

GRADE POINT / GRADE DISTRIBUTION:

448 – 500 = A

423 – 447 = B

398 – 422 = C

348 – 397 = D

347 - and Below = F

COURSE REQUIREMENTS:

Each assignment will be submitted in LiveText and awarded the identified number or points for accuracy, completeness, clarity, dept of analysis, reflection, coherence, consistent usage of standard English and consistent use of APA style/citation (when appropriate). A rubric will be provided for all written tasks.

<u>ASSIGNMENTS:</u>	<u>VALUE Points</u>	<u>DUE DATE</u>
LiveText Discussion Responses; You will post five electronic follow-up discussion responses (reflective discussions) based on readings and class discussions as determined by the instructor. Topic and dates will be assigned.	5X20 (100)	<u>TBA</u>
Reflective Essays: You will be asked to complete four reflective essays (1-2 pages) based on reflective questions generated by class discussion or activities: <ul style="list-style-type: none"> • Personal Philosophy of Education • Teaching for Understanding • Profile of Adolescent Development • Personal Classroom Management Profile 	4X25 (100)	Aug. 27 Sept.10 Sept.17 Oct. 1
Mid-Term Assessment:	100	Oct. 15
Case Studies: ISL You will shadow two young adolescents in the lab setting and write a case study of both adolescents (male and female). The selection of the two students must be approved by your lab teacher. You are to observe and record the daily evidence addressing the young adolescents' (1) developmental needs, i.e., intellectual/cognitive, emotional, social, physical, and character traits, (2) their classroom management needs and behavior, and (3) their school, home and community contexts.	100	Nov. 19
Reflective Journal: Final Assessment Your reflective journal will address focused questions (assigned by the instructor) based on lab observations, activities, readings and student/teacher roles regarding teaching young adolescents. You will be asked to reflect upon the effectiveness of your teaching and learning in the lab setting during the lab experiences.	100	Dec. 1

Topics for Reading and Discussion

Kellough, D. & Kellough, N. (2008). *Teaching Young Adolescents*

Aug. 18 Aug. 20	Overview : Course and Middle School Concept/ Philosophy Conceptual Framework (P repared, A ble, R esponsive) INTASC Standards / Impacting Student Learning (ISL) Pre-Assessment: Self as Middle School Teacher
Aug. 25 Aug. 27	Chapter 1 Teaching Young Adolescents Rationale for Responsive Schooling
Sept. 1 Sept. 3	Chapter 2 Professional Responsibilities (instructional and non-instructional)
Sept. 10	Constructivism Teaching for Understanding
Sept. 15 Sept. 17	Chapter 3 Thinking and Questioning : Skills for Meaningful Learning Understanding Through Inquires
Sept. 21- Sept. 25	Field Experience Lab Week
Sept. 29 Oct. 1	Chapter 4 The Learning Environment: Planning and Managing the Classroom
Oct. 6 Oct. 8	Chapter 5 Middle School Curriculum Domains and Components
Oct. 13 Oct. 15	Chapter 6 Instructional Planning Developmentally Responsive Pedagogy Mid-Term
Oct. 19 – Nov. 13	Field Experience Lab Weeks
Nov. 17 Nov. 19	Chapter 7 Assessing and Reporting Student Achievement
Nov. 24	Chapter 8 Inclusive Classrooms
Dec. 1 Dec. 3	Chapter 9 Integrated Learning Strategies

BIBLIOGRAPHY

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- Price, S. (1995). *Vision 2010: Families & adolescents*. Minneapolis, MN: national council on Family Relations.
- Scales, P. (1994). *Growing pains: The making of America's middle school teachers*. Columbus, OH: National Middle School Association.
- Stevenson, C. (2002). *Teaching ten to fourteen year olds*. Boston, MA: Allyn & Bacon.