Augusta State University
College of Education—Department of Teacher Education
MGED 4111; Integrated Instruction in the Middle School

Hours: 3 Semester Hours,
Prerequisites: Admission to the Teacher Education Program
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COURSE DESCRIPTION:

MGED 4111: This course is centered on an intensive field component where students will be assigned to an interdisciplinary teaching team. Students will prepare and plan for instruction, working with a teaching team in the field as well as teacher development faculty to develop background knowledge for instructional design, as well as observation in the field. The field experience will involve students co-planning with field teachers to implement the integrated plan. An on-campus will be spent on reflection and analysis of the experience, as well as the preparation of a presentation of a thematic integrated unit. The integrated thematic unit will address developmental needs/interests of early adolescents as well as the curricula of surrounding counties and state quality core curriculum.

RESOURCE TEXTS:

Roberts, P. & Kellough, R. (2004). A guide for developing interdisciplinary thematic units. Upper Saddle, NJ: Pearson Education, Inc.

Augusta State University College of Education, Middle grades education program handbook.

SEMESTER CALENDAR: FALL 2008

August 18	—September 19	In classroom
September 22	—September 26	Students report to lab schools
September 29	—October 17	In classroom
October 19	—November 14	Students report to lab schools
November 17	—December 4	In classroom

CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED;
Learning Outcomes:

Students will:

Understand the central concepts, tools of inquiry, and structures of the discipline(s) and be able to create learning experiences that make these aspects of subject matter meaningful for learners.

Understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support their intellectual, social and personal development.
Understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners.
Understand and use a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
Use an understanding of individual and group motivation and behavior to create learning environments that encourage 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.
Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social and physical development of the learner.
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.

SPECIFIC COURSE OBJECTIVES:

Throughout the course students will demonstrate the ability to:

1. Examine and utilize strategies to effectively collaborate as a member of an interdisciplinary teaching team. (NCATE/NMSA 3.2, 4.1, 5.3, 61. 7; PSC I; NB II, VI, VII; CF 1, 9)

2. Examine the stages and processes involved in co-planning an integrated unit. (NCATE/NMSA 3.2, 3.3, 4, 5, 6, 7; PSC I, II, IV, VII, VIII; CF 1, 9, 10)

3. Develop an integrated unit of study as an interdisciplinary team. (NCATE/NMSA 3.2, 3.3, 4.5, 6, 7; PSC I, II, IV, VI, VII, VIII; CF 1, 9, 10)

4. Incorporate learning related to adolescent and individual learner needs, including special needs students, middle school philosophy and organization and best practices in the middle grades in the lessons in this unit. (NCATE/NMSA 3.3, 4.2, 5.1; PSC II, IV; NB IV, VII; CF 2, 3)

5. Develop skills, knowledge and ability in each content area through an integrated approach. (NCATE.NMSA 4.1, 5, 5.3, 7; PSC I, IX; NV VI, VII; CF 2, 3)

6. Plan lessons which reflect proactive approaches to management. (NCATE/NMSA 3.3, 4.2, 5.1; PSC II, IV, VII; CF 5)

7. Effectively collaborate with the professor, teaching team in the field and peer teaching team to plan, implement and evaluate an integrated unit of study. (NCATE/NMSA 5, 7, 8; PSC I, IV, IX; CF 9, 10)

8. Identify and develop needed skills, knowledge and pedagogical approaches to the content areas integrated in the unit of study. (NCATE?NMSA 5, 7, 8; PSC I, IV, IX; NB II, VI; CF 1)

9. Plan, implement and evaluate student-centered teaching and evaluation methods appropriate to meet students' collective needs as adolescents, and unique needs as diverse learners, including special needs students. (NCATE/NMSA 5, 7, 8; PSC I, IV, IX; NB II, III, VI, VII; CF 2, 3, 8)

10. Plan, implement and evaluate pedagogical approaches appropriate to middle grade instruction fostering learning which is active, cooperative, problem/inquiry based, and centered on developing higher level thing creativity, and assessing information. (NCATE/NMSA 5, 7, 8; PSC I, IV, IX; NB II, V, VI; CF 4, 5, 6)

COURSE OUTLINES:

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 not included 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, time and student enrollment permitting.

TOPICS:

1. Interdisciplinary Teaming and Collaboration
    a. Working as a Team Member
    b. Effective communication Skills and Strategies
    c. Problem solving strategies
    d. Co-planning and Teaching
    e. Roles: commonalities, differentiation and expertise
    f. Common concepts, strategies and tenants across subject areas

2. Effective Planning
    a. Student needs as adolescents
    b. Individual needs, diversity and special needs students
    c. Best practices and methods
    d. Meaningful content and thinking skills

3. Stages of Planning Development
    a. Working toward goals for learning
    b. Conceptualizing integration
    c. Meeting mandates and guidelines for content
    d. Meeting student needs with student centered methods
    e. Real world oriented instruction
    f. Authentic assessment
    g. Reflection

4. Content Area Knowledge, Skills and Ways of Knowing
    a. Social Studies
    b. Language Arts
    c. Science
    d. Math

5. Integrated Curriculum and Instruction
    a. Planning
    b. Implementation of Instructional Methods Including Technology
    c. Focusing on the Adolescent/Individual, including Special Needs
    d. Pro-Active and Problem Solving Management
    e. Authentic Assessment
    f. Reflection on Practice
    g. Effective Management

STUDENTS WITH DISABILITIES:
Students with disabilities need to contact ASU's Office of Disability Services at 706-737-1469 to discuss appropriate accommodations.

CLASS ATTENDANCE:
As this is an Independent Study course, there will be only one planned meeting as a group, therefore, full attendance will be based on Lab Field experience and timely submission of required written assignments. All matters related to student absences, including the making up of work missed, are to be arranged between the student, the Master Teacher, and the professor. Failure to turn in an assignment on the due date will result in a zero being posted for that assignment. No late assignments will be accepted.

ASSESSMENT:
Performance based standards for each assignment/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 returned with specific improvement 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 but is not limited to methods such as: simulation, debate, research, micro-teaching, reflective teaching, lesson or 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 electronic portfolio:

Developing and implementing strategies for effective communication and collaboration with members of a teaching team. (CF 9, 10)

Development of an interdisciplinary or integrated unit of instruction, which addresses specific content areas' objectives and makes connections across content areas. (CF 1)

Identification of how the unit addresses diversity, adolescent needs and how individual and special needs are addressed. (CF 2, 3, 5)

LAB FIELD EXPERIENCE COMPONENTS (NCATE/NMSA 8.1, 8.2)

1. Students will be assigned to an interdisciplinary teaching team in the field, and will remain in that position for the term of the apprenticeship
2. Students will become familiar with professional expectations and rules of the school
3. Students will examine and engage in an early field experience to start school year and to plan for the upcoming unit with the teachers.
4. Students will work on developing team skills through simulation for application in the field
5. Students will engage in a "mini-apprenticeship" where students work with teachers in the field to implement a unit
6. Students will process field experience and set goals for improvement
7. Students will meet together at the end of the semester to plan for transition into apprenticeship

ASSIGNMENTS:

Planning July/August Experience Journal/Log/Notes, Discussion: 50 points
Sutdents are required to document in some form the July/August Experiences with a journal or log of activities, meetings, and staff development sessions during the experience. This field experience includes pre-planning days and the first five days of classes for school-site students to familiarize you with the opening of a school year. The use of your Master Teacher as a resource for this assignment is permitted.

Curriculum Research: (3 x 50 points) 150 points
Students will read three academic journal articles (a text may be substituted for one of the three articles) related to curriculum integration or interdisciplinary instruction from journals such as ***Middle Ground, The Middle School Journal, Teaching Pre-k – 8, Current Issues in Middle Level Education*** or content area journals Each research paper should deal with one of the five topic areas listed on page 4 of the syllabus, and the articles used should focus on ideas that you can use in developing your teaching career. For each article, explain your response to the issues and presented in a 4 – 5 page

reflection (body only; does not include cover page or reference page). Use appropriate APA citations (See 5th Edition).

Mini-Apprenticeship:
Planning and Teaching an Interdisciplinary Unit: ISL 200 points
Students will work with assigned school lab team(s) during the five-week lab component to collaboratively develop and teach an interdisciplinary/integrated thematic unit integrating at least their two subject area concentrations. This unit should be at least three days in duration. Students will submit written documentation in the form or an **ISL** of the unit taught including evaluation of how the lessons/unit met students' needs, resulted in student learning and reflected effective teaming practices. This ISL involves the profile development and analysis of learning for the whole class across the mini-unit. *(100 points for development of unit and 100 points for written ISL document.)*

School-Based Field Lab Experience Rating Scale

(4=Exemplary) **(3=Proficient level of competence)**
(2=In 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. **Critical to the Lab Evaluation will be the Dispositions and Professional Behaviors evaluation. Unsatisfactory ratings in any one of these domains will result in a Professional Qualities Intervention by the Teacher Education Department.** You must submit the Lab Evaluation: Professional Qualities Form and the Lab Evaluation: Performance Assessment Form.

MGED 4110-11: COURSE POINT/GRADE DISTRIBUTION:

400 – 360	**A**	**400 – 360**	**A**
359 – 340	**B**	**359 – 340**	**B**
339 – 319	**C**	**339 – 319**	**C**
318 – 284	**D**	**318 – 284**	**D**
283 – 0	**F**	**283 – 0**	**F**