

**Augusta State University  
College of Education  
Teacher Education  
Fall 2007**

**MGED 4111 – Integrated Instruction in the Middle School**

Hours: 3 Semester Hours

Prerequisites: MGED 3111, 3112, 3213 and content concentration

Assistant Professor: Ronnie Harrison

University Hall –Rm 364

(706) 667-4500

E-mail: [rharris8@aug.edu](mailto:rharris8@aug.edu)

**COURSE DESCRIPTION:**

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. On campus classes 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 addresses developmental needs/interests of early adolescents as well as the curricula of surrounding counties and state quality core curriculum.

**REQUIRED TEXTS / RESOURCES:**

Roberts, P. & Kellough, R. (2008). A guide for developing interdisciplinary thematic units. Upper Saddle, NJ: Pearson Education, Inc.

LiveText Software, (Obtainable at the ASU Bookstore)

Augusta State University College of Education. (2006-2007). Middle grades education program handbook. (On-line – Teacher Education Department Website)

**SEMESTER CALENDAR: FALL 2007**

20 August -- 21 September

Classes meet on campus

24 September --28 September

Students report to lab schools

01 October -- 19 October

Classes meet on campus

22 October -- 16 November

Students report to lab schools

19 November--06 December

Classes meet on campus

**CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED:**

**Learning Outcomes:**

Students will:

1. understand the central concepts, tools of inquiry, and structures of the discipline(s) that make these aspects of subject matter meaningful for learners.
2. understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support their intellectual, social and personal development.
3. understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners.
4. understand and use a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving , and performance skills.
5. understand individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. use knowledge of effective verbal, nonverbal, and information technology techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
8. understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. 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.
10. 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 an ability to:

1. effectively collaborate with the professor, teaching team in the field and peer teaching team to plan, implement and evaluate an integrated unit of study.( CF 9, 10)
2. identify and develop needed skills, knowledge and pedagogical approaches to the content area integrated in the unit of study. (CF 1)

3. plan, implement and evaluate student-centered teaching and evaluation methods appropriate to meet students' needs collective needs as adolescents, and unique needs as diverse learners, including special needs students. ( CF 2, 3, 8)
4. 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 thinking, creativity, and accessing information. ( CF 4, 5, 6)

### **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 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.

1. Content Area Knowledge and Skills
  - a. GACE
  - b. constructivist learning theory
  - c. impacting student learning (ISL)
  - d. Georgia Performance Standards
  - e. standards-Based Classroom
  - f. backward Design
  - g. unpacking Standards
2. Integrated Curriculum and Instruction:
  - a. planning
  - b. implementation of instructional methods including technology
  - c. focusing on the adolescent/individual, including special needs
  - d. authentic assessment
  - e. reflection on practice
3. Collaboration:
  - a. working as a team member
  - b. co-planning and teaching
  - c. communication skills and strategies
  - d. professional learning communities

**CLASS POLICIES:**

**Attendance:** Attendance will be taken for each class session, and students are to maintain regular attendance to attain maximum success in the pursuit of their studies. 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. 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.

**Academic Honesty:** Students found guilty of plagiarism or other forms of academic dishonesty will receive a failing grade in this course

**ASU Pipeline E- mail, MGED 411 Course Page and LiveText:** Students are required to check ASU Pipe-line e-mail and Course Page for MGED 4111 daily. In addition, students will use LiveText as **instructed to create and submit assignments and update electronic portfolios throughout the semester.**

**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 improvements to be made, as built in intervention. Assessments are designed to require use of higher level thinking skills and to provide authentic opportunities for students to demonstrate learning, as inherent in sound middle grades practices. 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.

**MGED 4111: COURSE POINT/GRADE DISTRIBUTION:**

<b>460 – 500</b>	<b>=</b>	<b>A</b>
<b>440 – 459</b>	<b>=</b>	<b>B</b>
<b>419 – 439</b>	<b>=</b>	<b>C</b>
<b>383 – 318</b>	<b>=</b>	<b>D</b>
<b>318 and Below</b>	<b>=</b>	<b>F</b>

**SCHOOL-BASED FIELD LAB EXPERIENCE:**

The lab setting provides an opportunity for the student to participate in content instruction with young adolescents in the middle school classroom setting. The final evaluation will be based on the student's lab teacher's evaluations. **Critical to the Lab Evaluation will be the Dispositions and Professional Behaviors, Professional Qualities and Performance Assessment Evaluations. Unsatisfactory ratings in any one of these domains may result in a Professional Qualities Intervention by the Teacher Education Department.**

**ELECTRONIC PORTFOLIO / LIVETEXT:**

The course assessment will 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/DISPOSITIONS**  
**(NCATE/NMSA 8.1, 8.2)**

1. Students will be assigned to an interdisciplinary team in the field, and will remain with that team for apprenticeship.
2. Students will become familiar with professional expectations/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 team.
4. Students will work on campus developing team skills through simulation for application in the field.
5. Students will engage in a "mini-apprenticeship" where students work with a team in the field to implement a unit.
6. Students will return to campus to process field experience and set goals for improvement.
7. Students return to schools at the end of the semester to plan for transition into apprenticeship.

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<u>COURSE REQUIREMENTS</u>	<u>VALUE Pts.</u>	<u>DUE DATE</u>
<p><b>Course Involvement</b> Attendance and participation are inherent in the goals of this course relying heavily on student presentation and peer feedback. In order to maximize the knowledge and content required, participants are expected to attend all classes on time and come prepared with required readings and assignments.</p>	<u>50</u>	<b>On Going</b>
<p><b>August Experience Reflective Journal /Log</b> Students are required to document their August Experiences (the opening of a school year) with a dated reflective journal/log of activities, meetings and staff development sessions completed throughout the experience. This field experience includes preplanning days, school opening, and the first five days of school.</p>	<u>100</u>	<u>8/21</u>
<p><b>Reflective Responses to Extended Readings</b> Students will read three academic journal articles related to curriculum integration or interdisciplinary instruction from journals such as <i>Middle Ground</i>, <i>The Middle School Journal</i>, <i>Teaching Pre-K-8</i>, <i>Current Issues in Middle Level Education</i> or content area journals. The articles should contain ideas that can be used in developing lessons/units and include all of the following: (1) recovery of meaning (what do the authors mean, what are the key points), (2) reconstruction of meaning in the light of interpretations based on personal/professional experiences (what does the work contribute to your understanding of integrated/interdisciplinary instruction), (3) links to the broader field of integrated education (how does the article fit with your developing understanding of integrated instruction). Reflective responses should be approximately two typed, double-spaced pages formatted per APA Guidelines (5<sup>th</sup> Edition).</p>	<p><u>50</u></p> <p><u>50</u></p> <p><u>50</u></p>	<p><u>8/23</u></p> <p><u>9/6</u></p> <p><u>9/20</u></p>
<p><b>Simulation Teaming Project</b> The class members will be divided into simulation integrated/interdisciplinary teams (based on subject area concentrations and/or expertise). Each team will develop an integrated/interdisciplinary thematic unit based on middle grades content area Georgia Performance (QCC) Standards. Self and Team-Member rubrics will provide assessment of each team member's performance in developing the team's unit as well as the student's performance as an interdisciplinary team member.</p>	<u>100</u>	<u>10/18</u>
<p><b>Planning and Teaching an Integrated/Interdisciplinary Unit: (ISL)</b> Students will collaborate with field experience lab teacher and team during the five-week lab component to develop and teach an integrated unit/lesson integrating their subject area concentrations. This instruction should be at least three days. Students will submit written documentation of the instruction in the form of an ISL including evaluation of how the lessons met students' needs, resulted in student learning and reflected effective practices. This ISL includes the profile development and analysis of learning for the whole class across the mini-unit.</p>	<u>100</u>	<u>11/29</u>

**TOPIC FOR READING AND DISCUSSION:**

Roberts, P. & Kellough, R. (2008). A guide for developing interdisciplinary thematic units. Upper Saddle River, NJ: Pearson Education, Inc.

<b>Session/Date</b>	<b>Topics</b>	<b>Reading Assignments</b>
August 21 - 23	Constructivist Learning Theory Integrated Curriculum	Selected Readings
August 28 - 30	Interdisciplinary Thematic Units	Chapter 1
September 4 - 6	Initiating ITU's Standards Based Classroom Georgia Performance Standards	Chapter 2 Journal Article
September 11 - 13	Initiating ITU's	Chapter 2
September 18 - 20	Developing Objectives Unpacking Standards Backward Design	Chapter 3 Journal Article
<b>September 25 – 27</b>	<b>Field Experience Labs</b>	Reflective Journal
October 2-4	Assessing Student Learning	Chapter 4
October 9 - 11	Content Area Lesson Presentations (Video-Taped Lessons)	<b>MIDTERM</b>
October 16 - 18	Implementation of Integrated Instruction	Chapter 5
<b>October 23 –November 16</b>	<b>Field Experience Labs</b>	Reflective Journal
November 20	Field Experience Lab Reflections Electronic Portfolio Refinement	Selected Readings
November 27 - 29	Interdisciplinary/Integrated Lesson Presentations Interdisciplinary ISL	Selected Readings
December 4 - 6	Transition to Apprenticeship	MG Handbook

## BIBLIOGRAPHY

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- Carr, S. (1993) Integrated studies in the middle grades: Dancing through walls. New York: Teachers College Press.
- Eaker, R., DuFour, R. & DuFour, R. (2002). Getting Started: Reculturing schools to becoming professional learning communities. Bloomington, IN: National Educational Service.
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- Irvin, J. (1992). Transforming middle level education. Boston, MA: Allyn & Bacon.
- Lustig, K. (1996). Portfolio assessment: A handbook for middle level teachers. Columbus, OH: National Middle School Association.
- Marzano, R. (1993). Assessing student outcomes. ASCD.
- Merenbloom, E. (1991). The team process. Columbus, OH: National Middle School Association.
- Vars, G. (1993). Interdisciplinary teaching: How and why. Columbus, OH: National Middle School Association.
- Wang, M. (1989). Teaching students to assume an active role in their learning. In Maynard Reynolds (Ed). Knowledge base for the beginning teacher. New York: Merrill Publishing Co.
- Watson, C. (1997). Middle school case studies. New York: Merrill Publishing Co.