Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education

MGED 3990
Development and Education of the Middle Grades Student, Part 1
3 Semester Hours

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

COURSE DESCRIPTION

Nature and needs of middle grades students and how cultural forces, family, community and school impact their development and education.

Prerequisites: Admission to Teacher Education.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Powell, S. (2015) Introduction to Middle Level Education. Pearson (3rd edition)

Association of Middle Level Educators, (2010) This We Believe: Keys to Educating Young Adolescents. (available online at amle.org)

Levin, J., & Nolan, J. (2014) Principles of Classroom Management. Allyn & Bacon: NY. (6th or 7th edition)

LiveText Software Account

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

1. Candidates will be able to identify and recognize in observed students the developmental characteristics of young adolescents including physical, cognitive-intellectual, moral, psychological, and social-emotional. (InTASC 1,2, $DL_{1.1, 1.2,}$, $EDL_{1.1, 1.2}$, $FL_{1.1, 1.2, 1.3}$)
2. Candidates will be able to explain the components of a true middle school and the importance of middle level education. (InTASC 3)
3. Candidates will be able to identify and explore contemporary issues affecting middle grades students. (InTASC 1)
4. Candidates will be able to recognize the cultural, social, academic and linguistic diversities of students in a classroom setting. (InTASC 2, $DL_{1.3}$)
5. Candidates will be able to distinguish between effective and ineffective teacher behaviors. (InTASC 3,9)
6. Candidates will be able to demonstrate reflective practitioner skills regarding middle grades students and effective teaching. (InTASC 9)
7. Candidates will develop a plan for addressing classroom management as a beginning teacher. (InTASC 1, 3)

8. Candidates will be able to compare and contrast learning theorists including Piaget and Bloom.(InTASC 1)
9. Candidates will identify an appropriate advisory lesson topic for middle grades students and prepare a class presentation. (InTASC 5)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Class Attendance and Participation

Students are expected to attend class and actively participate in discussions, activities, presentations, and group work. Attendance will be taken during each class session.

Reading Assignments

Students are responsible for completing all reading assignments prior to the class meeting for which the readings are assigned. Course readings will be evaluated through written reflections or online quizzes.

Presentation on Adolescence Topic

Each student will plan and teach on a topic related to adolescence. This is an opportunity for you to plan and implement a mini - lesson, so **adequate preparation and rehearsal of the lesson will be necessary**. The activity should be 20-25 minutes in length and should be creative, informative, and engaging. The activity will be presented as a participatory activity that will involve everyone in class. I will provide a list of suggested topics for the presentations. Each presenter will need to prepare a lesson plan.

Field Experience and Field Experience Notebook

The field experience for this course will take place at Valdosta Early College Academy (VECA), a local middle school. You will be assigned to a classroom based on your middle grades content areas. Your assignment for this field experience will focus on adolescent developmental characteristics. During the field experience you will be expected to take an active role, working with students individually and in small groups.

All candidates are required to **purchase liability insurance** prior to participating in any field experience. **The Departmental Dress Code will need to be followed during field experience.**

Professionalism in Field Experience

It is recognized that candidates are in a teacher preparation program and thus are learning and growing as professional educators; however, professional behavior and dispositions are expected at all times. Upon the first incident of unprofessional behavior (including but not limited to being tardy, lesson plan not submitted on time, displaying an unprofessional attitude toward students, faculty/staff, parents, or administrators), the Professional Improvement Plan process will be initiated (link included below). If the candidate does not satisfactorily complete the PIP, the candidate may fail the course or be removed from the program.
http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvementplan-11.22.13.doc

Classroom Management Assignment

You are to design a product that explains the five most important concepts that educators need to know about classroom management. Your five concepts must be supported by research. Include your texts (Levin & Nolan) or other educational resources. Your project can culminate in a variety

of interesting products i.e., a brochure, a book, video, website, etc. For each concept you are expected to: describe each particular concept in detail, demonstrate the concept with a practical example, individualize each concept as it is related to you and your future teaching, and support each concept with research (include page # or web address).

Exams

Students will complete a midterm and final exam.

Sense of Efficacy

Students will complete the Sense of Efficacy Survey in LiveText.

CLASS POLICIES

Assignments: Students are responsible for completing assignments on time. Most written assignments will be submitted through Blazeview dropbox, so due dates including times will be included in the Blazeview information. No late work will be accepted. All out-of-class work must be typed using 12-pt. font and double-spacing. Points will be deducted for any mechanical or grammatical errors for all written work.

Professional Writing: Teaching is a professional career and the writing expectation for this course is that you will write professionally for any course assignments. If you need assistance in writing professionally the Student Success Center is available (see contact information below).

Cell Phones: Please turn off and put away cell phones and other electronics before the start of each class.

Food and Drink: A small snack or drink is acceptable during class, but no full meals should be brought to class.

COURSE EVALUATION

1. Class Attendance and Participation	10 Points
2. Written Reflection of *This We Believe*	25 Points
3. Online quizzes (three @ 10 points each) Introduction to MLE text	30 Points
4. Presentation on Adolescence Topic	40 Points
5. Field Experience Notebook	50 Points
6. Classroom Management Assignment	25 Points
7. Midterm Exam	50 Points
8. Early Teacher's Sense of Efficacy – LiveText Survey	5 points
9. Final Exam	50 Points

GRADING SCALE

Professional ethics, behavior, and quality are expected in all products and performances. Given the percentage totals below, final grades will be assigned accordingly.

A = 257 - 285 points
B = 228 – 256 points
C = 200 - 227 points
D = 171 - 199 points
F = Below 171 points

ATTENDANCE POLICY

The attendance policy as stated in the current VSU Undergraduate Catalog will apply. A student who misses more than 20% of the class work (6 absences) of this course is subject to receive a failing grade in this course. Due to the nature of this course, attendance and participation are important. Therefore,

any candidate with more than four absences from class will be subject to receive a one-letter reduction in the overall grade for the course. Participation points will be allowed for attendance with one point deducted for each class missed. Arriving more than 5 minutes late or leaving more than 5 minutes before the end of class is considered a tardy and one-half of a participation point will be deducted for each occurrence. If there are extenuating reasons resulting in a student's absence from class, it is the student's responsibility to contact the instructor and explain the circumstances for the absence (preferably prior to the time during which the student will be absent).

CELL PHONE POLICY

All cell phones need to be turned off at the start of each class. You should not be receiving phone calls or text messages during class time.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

Professionalism – Dress code

In this course, observation hours are held in public schools. Professional dress code is required.

Professionalism - Communication

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide

effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process on the COEHS website.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION

STATEMENT ON ACADEMIC INTEGRITY

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.nea.org/home/30442.htm). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.

- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism**. Sentences**

that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.

- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML**.** For more information on the use of Turnitin at VSU see Turnitin for Students (http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESS STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located

in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.