

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

MGED 4000
Development and Education of the Middle Grades Student, Part 2
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.

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes

*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.

*Council of Chief State School Offices, (2013, April). *InTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE DESCRIPTION

Prerequisites: MGED 2999 and admission to the MGED professional program.

Study of the curriculum needs of middle grades student and the importance of understanding assessments in determining those needs. Emphasis on curriculum as it relates to the unique transitional needs of middle grades students. The focus of the course is on the use of assessments in determining instructional planning and decisions. This course is part of a professional program and all courses in Block A must be taken together.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

- ✓ A *LiveText* software account is required.
- ✓ Burgess, D. (2012). *Teach like a pirate: Increase student engagement, boost your creativity, and transform your life as an educator*. Dave Burgess Consulting: San Diego, CA
- ✓ Subscription to Association for Middle Level Educators- student membership. <http://www.amle.org/membership.aspx>
- ✓ A printed copy of your both your content standards.

COURSE OBJECTIVES (*Indicate alignment with the above standards, competencies, program objectives, and/or student learning outcomes.*)

Upon completion of this course, the student will be able to:

1. Apply knowledge of appropriate methods of instruction, curriculum, and assessment based upon an understanding of the needs and abilities of middle grades children within a content area unit. (InTASC Standard 1, 4, 5, 6, 7, AL_{1.2}).
2. Utilize technology and other appropriate media to enhance pupils' understanding of concepts (InTASC Standards 1, 2, 8,).
3. Identify and apply developmentally and culturally appropriate methods of modifying instruction based on information provided from various assessment types to meet diverse needs of students (InTASC Standards 2, 5, 6, FL_{1.1, 1.2}, AL_{3.1}).
4. Identify, design, and use appropriate alternative, formal, informal, formative and summative assessment strategies (InTASC Standards 3, 5, 6, FL_{1.3}, AL_{1.1}, AL_{1.3}, AL_{2.1}, AL_{2.2}, AL_{2.3}).
5. Demonstrate skills as a reflective practitioner who evaluates choices and seeks opportunities to grow professionally (InTASC Standards 3, 4, 7, 8, 9, 10, EDL_{2.2}).
6. Demonstrate how to interpret and make instructional decisions based on student records from state, district, and class-room level testing and discuss the legal/social implications of relevant school documentation (InTASC Standards 9, 10, AL_{3.3}).
7. Join and participate in a professional organization for educators (InTASC Standards 8, 9, 10,

EDL 1.1, EDL 2.1).

8. Implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs (InTASC Standard 1, 2 AL 3.2).
9. Write and speak in a professional manner (InTASC Standard 9, EDL 1.2).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A brief description of each assignment is included; however, you will be provided a more detailed description of assignments and rubrics in class.

Professional Membership in the Association for Middle Level Educators: The benefits of joining a professional organization include having access to current trends in teaching and specific subject areas, teaching tips, professional affiliation, and opportunities to attend conferences. Additionally, membership in a professional organization demonstrates your commitment to the profession and your desire to grow professionally. The Association for Middle Level Education (AMLE) is the leading international organization advancing the education of all students' ages 10 to 15, helping them succeed as learners and make positive contributions to their communities and to the world. AMLE is committed to helping middle grades educators. As a future middle grade teacher, you will join AMLE via a student membership. (CO 5, 7)

Teach Like A Pirate: You will use information pulled from this text to complete an interactive assignment. Guidelines and rubrics will be provided in class. (CO 1, 9).

Weekly Assignments: Weekly assignments will include, but are not limited to, review and application of textbook information, case study and/or article reviews, class discussions, and presentations, and working with data. Guidelines for each assignment will be provided. **Absences and tardies affect this grade.** (CO 1, 2, 3, 4, 5, 8)

Use of Data Task: You will analyze both student learning and data to determine how to make instructional changes. (CO 1, 5, 6, 8, 9) *AL_{2a} *This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.*

Assessment Plan: Students will develop goals, objectives, lesson plans, formative assessments, and summative assessments for a unit in one of their content areas. You will write rationales for how to properly use the assessments and emphasis will be placed on design, format, and content. Guidelines will be provided. The assessment plan will be submitted as a proficiency level assessment in Live Text. (CO 1, 2, 3, 4, 5, 6, 8) *AL_{3a} *This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.*

edTPA Boot Camp – Task 3: This task will provide the sub-skills needed to complete edTPA task 3. (CO 1, 5, 6, 8, 9)

Final Exam: The final exam will be a comprehensive exam. Details regarding the content and format of the exam will be provided. (CO 1, 2, 3, 4, 5, 6, 7, 8, 9)

COURSE EVALUATION

A: 90%-100% B: 80%-89% C: 70%-79% D: 60%-69% F: below 69%

Assignment	Point Value
Professional Membership	5
Teach Like A Pirate Assignment	10
Use of Data Task	15
Weekly Assignments	10
edTPA task 3	20
Assessment Plan	25
Final Exam	15
Total	100

NOTE: Final grades will not be “rounded-up”.

ATTENDANCE POLICY

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course” (p. 87).

LATE WORK

Late work will be scored according to the following guidelines:

1 minute – 24 hours late: The maximum that may be earned is ½ credit.

After 24 hours: No credit can be earned.

All work will be submitted through Blazeview in the course dropbox and two assignment will also be submitted in Live Text (Use of Data Task -edTPA task 3- and Assessment Plan).

No assignments will be accepted through email.

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.

PROFESSIONALISM

The following areas describe the professional expectations for all pre-service 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, classes 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](http://www.nea.org/home/30442.htm) 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) (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>).

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. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. 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>.