

MSED 7003
MIDDLE AND SECONDARY SCHOOL EXPERIENCES
THREE SEMESTER HOURS
Fall 2010

College of Education
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education
Conceptual Framework: Guiding Principles

(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 life-long 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.

REQUIRED READING

- American Psychological Association (2009). Publication Manual of the American Psychological Association (6th edition). Washington, CD: Author. OR consult their website at <http://www.apastyle.org/electref.html>. This text is a resource for all graduate courses.
- Essex, N. (2011). *A Teacher's Pocket Guide to School Law*: Pearson Publishing. This is the same text you used for MSED 7002.
- Kellough, R. D, & Kellough, N. G. (2006). *Secondary School Teaching: A Guide to Methods and Resources*. Pearson Merrill Prentice Hall. This is the same text you used for MSED 7002.
- Nunley, K. F. (2006). *Differentiating the High School Classroom: Solution Strategies for 18 Common Obstacles*. Thousand Oaks, CA: Corwin.

Additional handouts and assigned readings will be provided.

COURSE DESCRIPTION

Prerequisites: Candidates must have completed content major courses, MSED 7001, and MSED 7002 prior to enrolling in this course.

Catalog Description: Nature and needs of the middle grades and secondary students and how contextual factors impact their development and academic success. The focus is on understanding young adults as learners, diversity in the classroom and community, individual learning styles, and special needs of exceptional children. Forty hours of field experience required.

Elaboration: This course will be presented in two sections. The first five-week section will focus on Educational Law - the framework for legal and ethical decision making, church-state relations, legal constructs and their implications for schools, legal problems and law and policy issues, students' rights and responsibilities, teachers' rights and responsibilities, IDEIA, NCLB and Section 504.

The remaining ten-week section will focus on advanced teaching methods - questioning strategies, inquiry learning, and differentiating to meet the needs of academically diverse students.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES (CO)

The candidate will

1. Examine socio-political, financial, legal, and ethical issues in education. [CFS VI]
2. Use varied questioning strategies to engage students in thinking, learning and connecting new content with prior learning, other content, and everyday experiences. [CFS I, II, III, IV, V, VI]
3. Plan and implement inquiry learning strategies to facilitate students in constructing conceptual understanding. [CFS I, II, III, IV, V, VI]
4. Provide evidence of understanding issues related to diversity of students and differentiating instruction. [CFS II, III]
5. Plan varied learning and assessment activities that are culturally responsive and differentiated to meet the needs of academically diverse students. [CFS I, II, III, IV, V, VI]
6. Use effective written and oral communication skills. [CFS VI]
7. Demonstrate ethical, moral, and professional conduct. [CFS VI]
8. Describe the various roles of educators. [CFP II, V, VI]

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Detailed descriptions of all assignments together with grading criteria will be provided separately.

Assignments for the Educational Law section of this course:

Case Studies & Reading/Article Analysis: Specific case studies and readings will be assigned which focus on the framework for legal and ethical decision making, church-state relations, legal constructs and their implications for schools, legal problems and law and policy issues, students' rights and responsibilities, teachers' rights and responsibilities, IDEIA, NCLB and Section 504. Students are to include:

1. a statement of the issue or problem
2. a summary of the article's major ideas,
3. a reaction based on the legal and ethical implications of the case study/article.

Legal memoranda (3-5 pages). The legal memoranda that students will prepare for this course must address a "problem." For purposes of this assignment a "problem" is a day-to-day occurrence of practical significance to school teachers. That is, a "problem" is something that a teacher may have to make a decision about in his/her daily practice. Some "problems" might be:

1. making a disciplinary decision about a student
2. providing accommodations to classroom assignments

Law and policy analysis paper (10-12 pages). The law and policy analysis paper for this course requires that students identify an “issue” and explore its legal and policy implications for schools and districts. For purposes of this course, an “issue” is a collection of problems, controversies, and tensions that have existing legal and policy guidance attached to them and that require educator and policymaker attention. That is, “issues” are the major concern that educators must deal with as they try to respond to the demands of parents, policymakers, and communities. Examples of “issues” might be:

1. prayer in schools
2. accountability and school sanctions
3. provisions of Title IX
4. sexual harassment
5. inter-related requirements of “No Child Left Behind” and the “Individuals With Disabilities Improvement Act of 2004
6. school safety and security
7. accountability, teacher employment, and “highly qualified” teachers
8. challenges to the curriculum by parents, students, and community leaders

Inquiry activator. Students will plan and present in class an inquiry activating activity appropriate for one of the classes they teach.

Inquiry activity. Students will plan and present in class an inquiry activating activity appropriate for one of the classes they teach. This will be written in MSRD Lesson Plan format, demonstrating at least four of the Engage, Explore, Explain, Expand, and Evaluate components of inquiry learning.

Assessments for Differentiation. Students will plan and present in class diagnostic and assessments appropriate for one of the classes they teach and explain how they inform instructional decisions. They will also modify an existing summative assessment to meet the needs of different students.

Differentiated Instruction. Students will prepare lesson plans that differentiate by content, process, and product.

Strategies to Overcome Obstacles to Differentiating. Pairs of students will take turns leading interactive discussion of selected chapters of the text. All students should demonstrate their understanding of the text readings during the discussion.

Final Exam. Presentation. Students will apply their understanding of a selected Landmark Supreme Court Case involving students to provide rationale for using inquiry and differentiation strategies to meet the needs of academically diverse students. Students are expected to conduct extensive research in preparation for this presentation. The web site <http://public.findlaw.com/education> will serve as a valuable legal framework resource. Further information on Educational Law and Landmark Supreme Court Cases involving students is located in *A Teachers Pocket Guide to School Law*. Students will submit in writing clear explanations for the following information:

- A. Title and Citation:
- B. Level or Type of Court:
- C. Facts:
- D. Issue:
- E. Holding:
- F. Legal Doctrine:
- G. Significance:

In addition, students will conduct a 10-15 minute *interactive* presentation to the class that would be appropriate to convince a target audience of parents who expect students to be taught using traditional direct-instruction methods.

- H. Explanation of the need to differentiate (based on court cases and achievement-gap data)
- I. Description of the kinds of strategies used
- J. Explanation of the impact on student learning
- K. Application of effective questioning and inquiry strategies
- L. Application of differentiation strategies

Final There will be one final examination. The exam will be in the form of a student presentation on December 6, 2010 during the regular class time. **The final exam cannot be made up if missed except in situations of exceptional hardship.**

COURSE EVALUATION

Points assigned for assignments in the course:

Case Studies & Reading/Article Analysis	25 points
Legal memoranda	25 points
Law and policy analysis paper	50 points
Inquiry activator	10 points
Inquiry activity	25 points
Assessments for Differentiation (3x10 pt each)	30 points
Differentiated Instruction (3x25 pt each)	75 points
Strategies to Overcome Obstacles to Differentiating	30 points
Final Exam Presentation	30 points

The following grades have been assigned using a total of 300 points.

- A = 270-300 points (90+ %)
- B = 240-269 points (80-99 %)
- C = 210-239 points (70-79 %)
- D = 180-209 points (60-69 %)

CLASS POLICIES

- **Cell phones** should not be used during class.
- **Laptops** should be used only for class-related activities.

- *Candidates are responsible for completing assignments on time.* Unless otherwise stated, assignments that are to be uploaded into BlazeVIEW are due **by 11:55 p.m. on the day they are due. No late work will be accepted.** The claim, “My computer crashed,” will not be an acceptable excuse for late work or work not completed.

PROFESSIONALISM

These are professional expectations for all students in the Department of Middle Grades and Secondary Education.

Writing/Grammar Competencies

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents.

Demonstrated mastery of formal Standard English and APA format is required in all aspects of the course. Teachers must be able to demonstrate their use of writing for different purposes to develop students’ thinking in different subject and content exploration. In addition, throughout the development of your electronic portfolio, you will be asked to prepare written commentaries in which you will need to demonstrate descriptive, analytical, and reflective writing (see handout on The Three Types of Writing: Descriptive, Analytical and Reflective). If you need assistance with your writing skills, help is available from the Writing Center on campus.

Course Requirements and Assignments

All assignments should conform to the professional standards expected of university students.

- Include your name, course, date and title on each assignment.
- All assignments must be word-processed using **Microsoft Word 97-2003** or **Microsoft Word 2007**. Work submitted in other formats that cannot be easily read in BlazeVIEW (such as Microsoft Works or WordPerfect) **will not be accepted**. All work submitted for the course should be duly “backed up.”
- All work must be in paragraph form, double-spaced, and in **12 pt. font** (Times New Roman). Paragraphs must contain a **minimum of 5 sentences**. Points will be deducted for inaccurate spelling, punctuation and grammar. **DO NOT UPLOAD ZIP ATTACHMENTS OR FILES INTO BlazeVIEW.**
- Proofread and correct papers before they are submitted. Use the Spelling and Grammar check on your computer. If you need assistance with your writing skills, help is available from the Writing Center on campus.
- In papers, ideas obtained from sources must be documented using APA style. This includes a full citation – 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.

Technology

As part of our conceptual framework, the College of Education is committed to preparing professional teachers who are technology competent. As a result, technology has been infused into our education courses as directly related to effective teaching and student learning.

- BlazeView will be used for communication with your instructor. It is your responsibility to make sure that your email account functions correctly, to monitor it frequently and meet all deadlines.
- Contact the VSU Help desk for problems with your email account – 245-4357 (Dial HELP within VSU).
- Backup your work on more than one disk.
- Subject line for emails: 7003 LastName AssignmentName
- Naming files: LastName AssignmentName Date

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 the abilities and beliefs of all learners are the benchmarks of effective professionals.

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.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. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

Class Participation:

The expectation is that all students participate in class and any online discussions that may be assigned in a proactive, professional manner. Please adhere to the following guidelines.

- (1) Be an active participant;
- (2) Try out new ideas;
- (3) Agree to disagree;
- (4) Recognize that there are no easy solutions to complex problems;
- (5) Consider the personal meaning of the subjects discussed;
- (6) Support democratic classroom practice;
- (7) Observe confidentiality.

ATTENDANCE POLICY

This class is part of your professional preparation. You are expected to attend every class for the full session. This is an activity-based class; you must participate to be successful. As per VSU policy, a student who misses more than 20% of the classwork of the course will receive a failing grade in the course. *Moreover, any student who misses more than the equivalent of one day's class hours will receive a one-letter reduction in grade.* Three partial absences (coming in late or leaving early) constitutes an absence. You may be required to make up for missed discussion by participating to the on-line discussion forum.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).

The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

Note: By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see [SafeAssign for Students \(http://www.valdosta.edu/academic/SafeAssignforStudents.shtml\)](http://www.valdosta.edu/academic/SafeAssignforStudents.shtml).

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

INSTRUCTORS

Dr Dawn Lambeth

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Phone: Work: 229-333-5611 (main office)
229-333-5995 (personal office)
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Office Hours: As I supervise student teachers there may be times when I am not in the office during scheduled office hours. In this event please email/call me. If you need immediate attention please contact the Department secretary on the main office number.

Tuesday: 11:30am-12:30pm
Wednesday: 11:00am-3:30pm
Thursday: 11:00am-3:30pm

Dr Heather Brasell

Office: Room 1049, Education Center, VSU
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1500 N. Patterson St, GA 31698
Phone: Work: 229-333-5611 (main office)
229-333-5926 (personal office)
Home: 229-532-7665 (no calls after 9:00 p.m.)
Email: hbrasell@valdosta.edu

Office Hours: Times shown below and by appointment

Monday: 1-5 p.m.
Wednesday: 1-5 p.m.
Thursday: 10 a.m. to 12 p.m.