

EDMS 5020

Fall 2000

University of Georgia
Teaching Young Adolescents

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Monday
8:00 – 11:00 am
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Overview

Designing curriculum and pedagogy in ways that foster understanding, competence, curiosity and enjoyment for middle school students is no easy task. You will be expected to develop social, emotional and intellectual relationships with large groups of middle school students with whom you know very little about in the beginning. You, like your middle school students bring to the classroom experiences of school, learning and subject matter that shape how you view school, teach and interact with the subject matter. These experiences also shape how your students learn and interact with the subject matter. One of the biggest challenges that you face as a teacher in the 2000's is meeting the needs and interests of all middle school students in your classrooms in ways that develop and promote their diversity and intellectual ability in safe, nurturing and intellectually engaging classroom activities.

EDMS 5020 is the first of three courses, including student teaching, which offers you a chance to think about teaching middle grades students. This course will provide you with opportunities to develop the intellectual and practical skills crucial to teach subject matter to diverse middle school learners. The challenges of this work are considerable for there are a host of things to learn to think about and do. You need to know that it will not be solely an intellectual work. Learning to teach is a personal activity. It is about you, not just about what you do. EDMS 5020 will introduce you to the social conditions of adolescents today, as well as re-introduce you to their physical, social, emotional, moral and cognitive needs. This semester we will also look at middle school practices that help shape and clearly define the Middle School Concept and begin to think about the complex middle school curriculum and best ways to make known this curriculum to your students.

This course focuses on the practical dimensions of teaching middle grades students. At the center of the course is the belief that teaching is a problem-posing and inquiry-based continuous exercise. To be a good teacher and a good learner of teaching, you will need to develop ways of analyzing and reflecting on your experiences. Concretely, this means developing ways to clearly see and hear middle school students, other teachers, the community, parents, administrators and content material. It means acquiring ways of being and ways of doing things with diverse middle school learners and the content that meets their needs. In short, it means asking, exploring and experimenting with what it might mean to design an inclusive pedagogy in your middle grade classroom.

It means asking what it might mean to be responsive, responsible and respectful—while considering your middle grades students, subjects and relationships between and among them in multiple contexts of your work.

This course is shaped by three intra-connected themes that will frame the work we do in EDMS 5020 and lay some foundations for the subject-matter courses that you are now taking and will take next year and when you student teach.

- Respect for children and who they are. Respect for what they know and what they bring to school.
- Development of capacities to choose, create, evaluate and examine the objects, contexts and mediums that drive the middle school curriculum.
- Commitment to developing the kind of classroom culture and styles of discourse that support development of multiple literacies and which reflect respect for diversity.

In this course, I have planned a varied set of experiences, tasks and texts that will offer opportunities to investigate closely these different principles of practice, as well as for reexamining their intra-connections. The aim is to help you develop new lenses for looking at things that appear familiar, and to offer you encounters with things less familiar. The aim is to also help you become more aware of yourself and your experiences, commitments, and assumptions and to situate them in a broader context. I also aim to help you begin considering and articulating the commitments that you want to embrace as a learner and teacher, the directions in which you want to grow and ways that you can do that.

Teaching is complex work that is not learned in a couple of years. Therefore, I view our time and work together as crucial to helping you develop the capacities to begin teaching and to learn from your own practice over time. This includes coming to identify and investigate some of the dilemmas of teaching, to explore alternative ways of understanding and managing them. It includes building alternative images of teaching, learning and classrooms where diverse middle school learners learn. It includes collecting and critically considering alternative approaches, tasks and ways of working with students that can offer you starting points for fruitful work with students in your subject areas. Learning to teach involves a combination of developing ways of seeing, inquiring, critiquing and experimenting with ideas. This fall session is designed to engage you in ideas and activities in support of those needs.

Required Texts

Books, S. (Ed). (1998). Invisible children in the society and its schools. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Kellough, R.D. & Kellough, N.G. (EDS.). (1999). Middle school teaching: A guide to methods and resources. Upper Saddle River, NJ: Merrill.

Wong, H.K. & Wong, R.T. (1994). The first days of school. Mountain View, CA: Harry K. Wong Publishers.

Please select one of the following texts:

Kozol, J. (1991). Savage Inequalities. New York, NY: Harper Perennial.
Rose, M. (1989). Lives on the boundary: A moving account of the struggles and achievements of America's educationally underprepared. New York, NY: Penguin Books.
Sadker, M. & Sadker, D. (1994). Failing at fairness:How schools cheat girls. New York, NY: Touchstone Books.
Stalvey, L.M. (1974). Three to get ready: The education of a White family in inner city schools. Madison, WI: The University of Wisconsin Press.

Course Requirements/Projects/Evaluation

- Active participation in class discussions.
- Preparation of one lesson plan. Details to follow.
- Letter of introduction to your mentor teacher that includes bibliographic information, teaching strengths and weakness, interests and hobbies and concerns that you may have which relate to teaching in middle schools.
- Preparation of a weekly journal entry during the field placement.
- Lead class discussion focusing on the chapter assigned in the Invisible Children text.
- Preparation and distribution summary and discussion points of Invisible Children chapter.
- Mid-term examination
- Preparation of a book review. Details to follow.
- Participation in CTL tour and completion of case study report. Details to follow.

Assignments

| | |
|---|---------------------|
| Midterm Examination | 50 pts. |
| 1 Lesson Plan | 50 pts. |
| Letter of introduction | 10 pts. |
| Weekly Journal Entry (during field placement) | 40 pts. |
| CTL Participation and case study | 50 pts. |
| Invisible Children | 50 pts. |
| One page discussion/summary pts. | 10 pts. |
| Lead discussion | 40 pts. |
| Book Review | 50 pts. |
| <hr/> Total | <hr/> 100% 300 pts. |

Grading Scale

Point Averages translates as follows:

- 270 - 300 pts. = A
- 240 - 269 pts. = B
- 210 - 239 pts. = C
- 180 - 209 pts. = D
- 208 - 0 = F

Assignment Details

Leading Discussions – Invisible Children

2. Chapter discussions should last at least thirty minutes (You will be allotted forty minutes of class time for your presentations, ten of these minutes are set aside for questions. Time will be strictly adhered to! Discussion leaders have the freedom to decide the format of the discussion (small group, whole group, etc.).
3. Your role is to lead the discussion, not to provide your own analysis and critique of the readings. Plan in advance the areas you wish to focus attention. Class time should be devoted to a focused and guided discussion of the chapter in the text. Do not provide a summary of the text. Your classmates are assigned to read the text also.
4. Your overall goal is to lead your classmates to conclusions based on the discussion of the issues presented in the text. You might find some of the following questions helpful as a general guide:
 5. What image or metaphor does this chapter create?
 6. What aspects of youth and/or teaching are the focuses of the reading?
 7. What assumptions are the authors making about youth/and or teaching?
 8. Would this chapter improve the practice of teaching? How?
 9. What values are explicit or implicit in this article?
 10. Are there hidden or overt biases?
 11. What are the strengths and weaknesses of the text?
 12. What did you learn from this article?
 13. How might this chapter change your teaching?
 14. What can I use from this chapter to impact my teaching?
 15. How can this chapter help me to better communicate to the school's community?
 16. Prepare a summary of chapter.

Letter of Introduction

Prepare a one-page letter introducing yourself to your mentor teacher. In this letter you should include bibliographic information, a description of your strengths and weaknesses,

a description of your interests and hobbies and any personal concerns related to teaching middle school students. Letter should not exceed one page typed, single-spaced.

CTL Case Study

Middle School Preservice Teachers Investigate What Knowledge, Skills, and Dispositions are Necessary To Prepare Students For the Work Force: A Case Study

Rationale for the Project

The purpose of this collaborative project is to provide you with an opportunity to find out what knowledge, skills, and dispositions local businesses deem important and necessary for their workforce. You will be required to tour a local business and complete a case study . After completing the tour and case study, we expect that you would begin to ask questions about who is employed by local businesses and the kinds of skills, knowledge and dispositions that are necessary for them to be successful workers and what this means for you as you prepare students to enter the workforce. We also expect this collaboration to focus your attention on the impact that the products and services delivered by the workers have on the lives of all citizens. Further, we believe that this experience will motivate you to contemplate the purposes of schooling, how to assess learning, and how you might deliver instruction to meet the needs of a diverse workforce.

Organizational Structure for the Project

The presentation of the answers to the following questions should be organized and arranged in a logical and coherent fashion. This assignment must be typed, double-spaced, 12 point font, APA style, and will count for one grade in each professor's class

- 2. Site visits to McLane Industries have been tentatively planned during the week of October 2-6, 2000.***
- 3. The following questions will guide your observations while visiting the local company:***
 - How do you view the education offered to middle schoolers in public schools?***
 - What connections (if any) do you see between what and how students are taught, what they learn, and how they might be required to perform at McLane Industries?***
 - What type of evidence is provided to support your claim?***
 - If you do not believe that the public schools are preparing students to work in this type of business environment, what do you believe is necessary, and/or missing from the curriculum? What needs to stay the same?***

- ***As a beginning teacher, what knowledge do you need in order to successfully educate middle school students to enter into this work force?***
 - ***After completing the tour and thinking about your experience, please answer the following question. The students enrolled in public schools are receiving some type of knowledge. What is that knowledge, and of what use is it to the students and their future?***
 - ***In your opinion, what must change within the curriculum in order to change the way in which students' use the knowledge offered in schools so that businesses will find them employable?***
 - ***What skills are necessary for students to successfully enter into the workforce at McLane Industries?***
4. ***Please describe in detail how content (mathematics, language education, social science and science) knowledge was used at McLane Industries.***
 5. ***Please describe examples of collaboration and/or independence that were observed in the workplace. Please provide observed examples. What skills did the workers reveal they needed in order to work collaboratively in this environment?***
 6. ***Do you believe that workers at McLane Industry understand theories that underlie their day-to-day activities in order to be productive workers? If yes, how? If no, why not? What must change in how we educate our students to ensure that the transfer of knowledge occurs? Additionally, what must we do as teacher educators to ensure that this occurs? What needs to stay the same?***
 7. ***What is the ethnic makeup of the workers? What about the gender make-up of the workers? Describe the work relationships. What was the nature of their interactions?***
 8. ***Each student should provide a description of the company.***
 9. ***Students should respond to the following question: Name one thing that was not identified in this assignment that you would like to include...What one thing did you observe that was not included and what impact did it make?***

Lesson Plan

EDMS 5020 Lesson Plan Format

- Topic: List an overall area/unit topic
- Grade: The grade level for which this lesson is appropriate
- Instructional Goal: General statement concerning what you expect your students to gain from participating in the lesson.

AND/OR

- Purpose (Rationale):** A general statement of why you are teaching this topic. This statement should be written and orally communicated to the students.
- Objectives:** Be sure to state your objectives in behavioral terms. Objectives should reflect the depth of content and both higher and lower thinking skills.
- Content (Curriculum):** List the specific facts and concepts you expect children to grasp after this lesson. Use this section to clarify your thinking about what is appropriate for your students to study. Think about whether you are planning to teach material that is too easy or too hard.
- Material:** List materials you will need for each activity. Plan interesting materials and media to illustrate the concepts you are teaching. Be sure to include copies of the materials for each activity (e.g., worksheets, student edition pages, word lists, games, directions, and poems).
- Introduction:** The introduction describes the way that you will start your lesson. You should plan a stimulating, motivating introduction to help direct students' attention to the lesson and to relate the lesson to their prior experiences and knowledge.
- Procedures:** Procedures must match the objectives. Be sure to include enough activities per objective to increase the likelihood that the students will learn the material.
- Closure:** How will you summarize the lesson? Write this important step down and remember to do it. The teacher or students can summarize the day's lesson. Sometimes closure can be done at the end of group work before the children go on to work on individual projects.
- Assessment:** Match assessment procedures to the objectives they match. How will you know if your students have mastered the objectives? Assessment is written in terms of what the teacher will do, while the objectives are written about what the students will do. Be sure to include criteria for each objective.
- Enrichment/ Remediation:** Plan one enrichment and remedial activity. These activities need to support the basic concepts and ideas taught during your procedure.

Reflection

How did this lesson go? What should I change next time I teach this particular lesson? What did my students actually learn from this lesson?

Weekly Journal Entries (During field placement only!)

Preparation of one weekly journal entry to be shared with your class professor. This entry does not have to be typed! You should answer the following questions:

- * What happened this week that sparked your interest and/or curiosity?
 - * Describe an event that occurred this week that really mattered?
 - * Critical events shape or change you in some way. What critical event occurred this week in your school placement? How did it change you? In responding to these journal entries, you should observe the classroom with the following themes in mind.
- *Week 1:* Who are members in this class? Describe the students? Describe the environment. Who works in this building? What classes do these students take? What extracurricular activities are provided for students after school? Who might I work with in this class and why? Don't forget to describe your critical event for the week.
 - *Week 2:* Who is the teacher? How many years of experience does she/he have? Describe the teacher's management style? How does this teacher handle disruptions? How does this teacher praise students? Who receives most of the teacher praise in this class? What surprises you about this middle school environment? Don't forget to describe your critical event for the week.
 - *Week 3:* What classes do your students take? How is the day structured? Does the structure of the student's day fit the developmental needs of your students? If so, describe why you believe it is a nice fit. If not, what can you suggest to change the fit of the students' day. Don't forget to describe your critical event this week.
 - *Week 4:* How is your school structured academically? Are the students grouped by ability? Are they tracked? If they are tracked or grouped by ability, describe the students tracked in the high ability classes? Who's in the low ability classes? Do you see much difference on the work assigned to each class? Do you believe that all students can benefit from the same instruction? Please give insight to your response. Don't forget to describe your critical event this week.
 - *Week 5:* What were your impressions of this school? Don't forget to describe your critical event this week.

Book Review

So that you can become familiar with the literature available that describes the diversity of students, you have been assigned to complete a book review. After reading the text and discussing it with other students who have been assigned the same text, please respond to the following questions in a short paper not to exceed five typed pages.

- This short paper should focus on the students and/or teacher(s) you read about in the text and should not exceed five pages.
- Summarize the key issues discussed in the text.
- Address the author, tell him about the impact or lack of impact that you believe their text will have on the teaching profession. Be honest with the author and provide some proof.
- Discuss with the author the strengths and weaknesses of the text, as it relates to teaching.
- What ideas or notions will you take from the text as you begin to teach?
- You will be graded on style, grammar, content and your clarity of ideas.
- Include references when necessary and use APA style (4th Edition).

PROGRESSION IN THE PROGRAM

You must earn at least a C in this class and successfully pass your field placement in order to continue in the program!

ATTENDANCE POLICY

Attendance is mandatory. After two (unexcused absences) missed classes, your final grade will be dropped one letter grade. After five missed classes, you will be dropped from the class. Please see me if you get into trouble with attendance. Excused absences are illness (documented with a doctor's note) and death (in your immediate family).

Promptness is also mandatory. Punctuality standards will be strictly adhered to. Three occurrences of tardiness will count as an absence. Six occurrences of tardiness amounts to two missed days (5 missed days – you will be dropped from the class role). Eight occurrences of tardiness will amount to a reduction of a letter in your final grade.

FIELD PLACEMENT

You must successfully pass your field placement in order to complete EDMS 5020, continue in the program and enroll in EDMS 5030.

This attendance policy also applies to your school placement. Attendance will be strictly adhered to, I equate consistent attendance and punctuality with teacher professionalism.

Attendance in your field placement is mandatory. After two missed days in your field placement, your final grade will be reduced by one letter grade. After six missed days in your field placement, you will be dropped from the course.

Promptness in the field is also mandatory. After four occurrences of tardiness in the field, your final grade will be reduced by one letter grade. After eight occurrences of tardiness in the field, you will be dropped from the course.

STATEMENT ON ACADEMIC HONESTY

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense.

PLEASE NOTE

Late Assignments will be accepted with a reduction in letter grade.

All assignments will be regarded as "PUBLISHED" and therefore MUST be TYPED.

Any student with a documented disability should see me immediately so that appropriate accommodations can be made.

ASSIGNED READINGS

Unless otherwise directed, all assigned readings are on reserve in OIT!

DAILY SCHEDULE

| <u>Date</u> <u>Readings</u> | <u>Topic</u> | <u>Assigned</u> |
|--------------------------------|--|---|
| Thursday 8/17/2000 | Introductions / interviews <u>Getting to Know You Culturally</u> Student / teacher expectations Beginning: Why Teach (chalk talk) | |
| | <u>Theme 1: Young Adolescents-Who Are They?</u> | |
| Monday 8/21/2000 | Looking closely at middle school students Young adolescents: Time of rapid change and great variability Dimensions of the challenge Styles of learning and implications for middle school teaching Meeting the challenge: Recognizing and providing for student differences | <u>Kellough and</u> <u>Kellough, pp. 37-52</u> |

Monday
8/28/2000

Continuing to look at middle school students C.Y.C.L.E.
C.Y.C.L.E. stories by Patricia Ford (article on reserve)
(text rendering)

Books, Intro.

Monday
9/4/2000

Looking at a practice that hurt middle school students
Tracking

| | |
|-----------------------------|--------------------------------|
| What is it? | George, (article on reserve) |
| Does it work? | Slavin, (article on reserve) |
| Who benefits from tracking? | Braddock, (article On reserve) |
| How to undo tracking? | Wheelock, (article on reserve) |

George, P. (1988). What's the truth about tracking and ability grouping really? An explanation for teachers and parents. Gainesville, FL: Teacher education Resources.

Slavin, R. (1987). Ability grouping and its alternatives: Must we track? American Educator, 20(2), 32-48.

Braddock, J.H. (1990). Tracking the middle grades: National patterns of grouping for instruction. Phi Delta Kappan, 240(1), 340-344.

Wheelock, W. (1992). Crossing the tracks: How untracking can save America's schools. New York, NY: The New Press.

Presentation – Invisible Children – Chapter 10 Books,
Chpt. 10

Theme 2: Teachers as Reflective Practitioner

Monday
9/11/2000

Beginning the search within: A teacher ain't Ayers
nothin but a hero: Teachers and teaching (article on reserve)
in film by William Ayers
(text rendering)

Teacher as a reflective practitioner Kellough, pp. 61-92

Decision making phases of instruction and Kellough
Reflection, locus of control
Teacher responsibility
Teaching styles
Multilevel instruction
Theoretical origins of teaching styles
Commitment and professionalism
Characteristics of the competent middle school teacher
Teacher behaviors necessary to facilitate student learning

Presentation – Invisible Children – Chapter 1 Books, Chpt. 1

Monday
9/18/2000

The Pedagogy of Poverty vs. Good Teaching Pedagogy of Poverty
(Text Rendering) pp. 118-130
Teacher as role model *(article on reserve)*
Active teaching
Essential Teaching skills / teacher characteristics
enthusiasm / modeling / warmth / empathy /
positive expectations / precise terminology /
connected discourse / transitional signals /
instructional alignment / focus / feedback /
monitoring / review / closure / questioning /
prompting / wait-time.

Presentation – Invisible Children – Chapter 2 Books, Chpt. 2

Monday
9/25/2000

Essential Teaching Skills - Continued
Providing for individual differences
Multicultural influences on adolescent learning
Challenging the myths, by Carl Grant Challenging ...
(article on reserve)

Presentation – Invisible Children – Chapter 3 Books, Chpt. 3
LETTER OF INTRODUCTION - DUE

Theme 3: Looking at the Middle School Concept

Monday
10/2/2000

Today's Middle School Kellough and Kellough,
The middle school pp. 3-33
The fundamental concept of exemplary
Middle Level Education
Home – school –community connections
The emergent overall picture

Middle School Curriculum and Planning Kellough and

Middle school organization:
providing transitions
Planning for instruction

Kellough,
pp. 151-158,
pp. 165-166,
p. 175

Presentation – Invisible Children – Chapter 4
Chpt. 4

Books,

Tuesday
10/3/2000

Tentative Visit to McLane Industries

Monday
10/9/2000

MidTerm Examination

Wednesday
10/11/2000

First Day of Field Placement

Monday
10/16/2000

Service Learning

Kromer, T.P. & Hitch, E.J. Service learning:
A beginning . Brochure published at Central
Michigan University, Ronan Hall 204TEPD, Kromer
Mt. Pleasant. MI, 48859, 517-777-3386.
Scales, P.C. (1999). Increasing service
learning's impact in middle school students.
Middle School Journal, 30(5), 40-44.
Schine, J. (1997). Service learning and
young adolescents: A good fit. In J.L. Irvin (Ed.),
What current research says to middle level
practitioners. (pp.257-263). Columbus, OH:NMSA.

*(article on
reserve)*

*(article on
reserve)*

Schine *(article on
reserve)*

Advisory Groups

Maclver, D.J. & Epstein, J.L. (1991). Responsive
practices in the middle grades: Teacher teams, advisory
groups, remedial instruction, and school transition programs.
American Journal of Education, 99(4), 587-622. Maclver

(article

Wormeli, R. (1999). Teacher advisories: *on reserve)*
Full day experiences are the way to go! Wormeli *(article*
Middle Ground, 2(4), 17-18,40. *on reserve)*

Presentation – Invisible Children – Chapter 5
Chpt. 5

Books,

CTL CASE STUDY - DUE

Monday
10/23/2000

Team/ITO

MacIver, D.J. (1990). Meeting the needs of young adolescents: Advisory groups, interdisciplinary teaching teams, and school transition programs. Phi Delta Kappan, 71(6), 458-64.

Presentation - Invisible Children – Chapter 6
Chpt. 6

Books,

Theme 4: Teacher as Guide and Facilitator

Monday
10/30/2000

Managing an Effective Classroom

How to have a well managed classroom
How to have your classroom ready
How to introduce yourself to your class
How to arrange and assign seating
How to post your assignments
When and how to take rolls
How to maintain an effective grade record book
How to have an effective discipline plan
 Part 1: Rules
 Part 2: Consequences and Rewards
How to have students follow classroom procedures

Wong
pp. 81-194

Presentation – Invisible Children – Chapter 7

Books, Chpt. 7

Theme 5: Teacher as Curriculum Developer / Strategist and Master Planner

Monday
11/6/2000

Preparing an Instructional Plan

Aims, goals and objectives
Preparing instructional objectives
Classifying instructional objectives
 Bloom's Taxonomy
 Using the taxonomies
 Integrated Curriculum
A word about content
The instructional unit
Direct / Indirect Instruction: A clarification of terms
Selecting learning activities that are developmentally appropriate for young adolescents

Kellough and
Kellough, pp.,
179-180, 181,
184-187, 191-
194, 207, 208,
210-211, 212-
213, 219, 239-
252

Planning and developing an interdisciplinary thematic unit
 Preparing written lesson plans: rationale and assumption
 Constructing a lesson plan: format, components and samples.

Presentation – Invisible Children – Chapter 8 Books, Chpt. 8

Monday
 11/13/2000

Choosing and Implementing Instructional Strategies, Aids, Media and Resources

Questions for teaching and learning Kellough and Kellough
 Guidelines for using questioning pp. 271-273
 Questions for students 277-280
 Level of questions in course material
 Level of questions in course material

(article on reserve)

Learning

Instructional Strategies for Positive Interaction and Quality

instruction 301-305,306, Kellough and Kellough, pp. 299-300, 301-305,306,

Principles that guide the middle school assessment program 377-412

Terms used in assessment: A Clarification

Assessing student achievement: Performance Based Assessment at the Middle Level
 Diagnostic, formative and summative

Cooperative group learning and assessment *(article on reserve)*

Student involvement in assessment
 Maintaining records of student achievement
 Grading and marking student achievement
 Testing for achievement
 Preparing assessment items
 Types of assessment items: Descriptions, examples, and guidelines for preparing and using them
 Reporting student achievement
 More about parental involvement and home-

school connections

Monday
11/27/200

Class to Prepare for Final Presentations and Papers
Final Evaluations

Monday
12/4/2000

TBA
JOURNALS & BOOK REVIEWS - DUE