

**EDMS 5030: The Middle School Curriculum
Fall 2007**

Instructors:

Diana Durbin
427 Aderhold Hall
Athens, GA 30602-7122
(706) 542-4244
ddurbin@uga.edu

Hilary Hughes
427 Aderhold Hall
Athens, GA 30602-7122
(706) 542-4244
hhu25@uga.edu

Office Hours: By appointment @ Aderhold 421B

Class Meetings: Monday mornings, 8:00-10:45 and Friday mornings, 8:00-10:45 in rooms 409-Durbin; 306-Hughes (Aderhold)

Field Experiences: Monday, September 17 – Tuesday, November 13, 2007 (Mornings)



The University of Georgia

**College of Education
Conceptual Framework**

The College of Education prepares exemplary, reflective professionals to serve a diverse global community; it seeks to achieve that end through teaching, scholarship, outreach, and partnership at the local, national, and international levels.



NATIONAL MIDDLE SCHOOL ASSOCIATION

...devoted to improving the educational experiences of young adolescents

**National Middle School Association
Middle Level Teacher Preparation Standards
for EDMS 5020/5020L**

Standard 1. Young Adolescent Development

Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Knowledge

Middle level teacher candidates:

1. Understand the major concepts, principles, and theories of young adolescent development – intellectual, physical, social, emotional, and moral.
2. Understand the range of individual differences of all young adolescents and the implications of these differences for teaching and learning.
3. Know a variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents.
4. Understand the implications of young adolescent development for school organization and components of successful middle level programs and schools.
5. Understand issues of young adolescent health and sexuality.
6. Understand the interrelationships among the characteristics and needs of all young adolescents.
7. Understand that the development of all young adolescents occurs in the context of classrooms, families, peer groups, communities and society.
8. Are knowledgeable about how the media portrays young adolescents and comprehend the implications of these portraits.

Dispositions

Middle level teacher candidates:

1. Are positive and enthusiastic about all young adolescents.
2. Respect and appreciate the range of individual developmental differences of all young adolescents.
3. Hold high, realistic expectations for the learning and behavior of all young adolescents.
4. Believe that all young adolescents can learn and accept responsibility to help them do so.
5. Are enthusiastic about being positive role models, coaches, and mentors for all young adolescents.
6. Believe that diversity among all young adolescents is an asset.
7. Believe that their role includes helping all young adolescents develop to their full potential.

Performances

Middle level teacher candidates:

1. Establish close, mutually respectful relationships with all young adolescents that support their intellectual, ethical, and social growth.
2. Create learning opportunities that reflect an understanding of the development of all young adolescent learners.
3. Create positive, productive learning environments where developmental differences are respected and supported, and individual potential is encouraged.
4. Make decisions about curriculum and resources that reflect an understanding of young adolescent development.
5. Use developmentally responsive instructional strategies.
6. Use multiple assessments that are developmentally appropriate for young adolescent learners.
7. Engage young adolescents in activities related to their interpersonal, community, and societal responsibilities.
8. Create and maintain supportive learning environments that promote the healthy development of all young adolescents.

9. Deal effectively with societal changes, including the portrait of young adolescents in the media, which impact the healthy development of young adolescents.
10. Respond positively to the diversity found in young adolescents and use that diversity in planning and implementing curriculum and instruction.

Standard 2. Middle Level Philosophy and School Organization

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Knowledge

Middle level teacher candidates:

1. Understand the philosophical foundations of developmentally responsive middle level programs and schools.
2. Are knowledgeable about historical and contemporary models of schooling for young adolescents and the advantages and disadvantages of these models.
3. Understand the rationale and characteristic components of developmentally responsive middle level schools.
4. Know best practices for the education of young adolescents in a variety of school organizational settings (e.g., K-8, 5-8, 7-12 organizational plans).
5. Understand the team process as a structure for school improvement and student learning.
6. Understand that flexible scheduling provides the context for teachers to meet the needs of all young adolescents.

Dispositions

Middle level teacher candidates:

1. Believe in the philosophical foundations that support developmentally responsive and socially equitable programs for all young adolescents.
2. Are committed to the application of middle level philosophical foundations in their practice.
3. Are supportive of organizational components that maximize student learning.
4. Are committed to developmentally responsive and socially equitable teaching, learning, and schooling in a variety of organizational settings.

Performances

Middle level teacher candidates:

1. Apply their knowledge of the philosophical foundations of middle level education when making decisions about curriculum and instruction.
2. Work successfully within developmentally responsive structures to maximize student learning.
3. Articulate and apply their knowledge of the philosophical foundations of middle level education in their classrooms, schools, and communities.
4. Implement developmentally responsive practices and components that reflect the philosophical foundations of middle level education.

Standard 3. Middle Level Curriculum and Assessment

Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

Knowledge

Middle level teacher candidates:

1. Understand that middle level curriculum should be relevant, challenging, integrative, and exploratory.
2. Understand the interdisciplinary nature of knowledge and how to make connections among subject areas when planning curriculum.
3. Possess a depth and breadth of content knowledge.
4. Are knowledgeable about local, state, and national middle level curriculum standards and of ways to assess the student knowledge reflected in those standards.
5. Are fluent in the integration of technology in curriculum planning.
6. Know how to incorporate all young adolescents' ideas, interests, and experiences into curriculum.
7. Understand multiple assessment strategies that effectively measure student mastery of the curriculum.
9. Understand their roles in the total school curriculum (e.g., advisory program, co-curricular activities and other programs).
10. Know how to assess and select curriculum materials that are academically challenging and personally motivating for young adolescents

Dispositions

Middle level teacher candidates:

1. Value the need for being knowledgeable and current in curriculum areas taught.
2. View all areas of knowledge and skills as important.
3. Value the importance of ongoing curriculum assessment and revision.
4. Realize the importance of connecting curriculum and assessment to the needs, interests, and experiences of all young adolescents.
5. Are committed to implementing an integrated curriculum that accommodates and supports the learning of all young adolescents.

Performances

Middle level teacher candidates:

1. Successfully implement the curriculum for which they are responsible in ways that help all young adolescents learn.
2. Use current knowledge and standards from multiple subject areas in planning, integrating, and implementing curriculum.
3. Incorporate the ideas, interests, and experiences of all young adolescents in curriculum.
4. Develop and teach an integrated curriculum.
5. Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.
6. Provide all young adolescents with multiple opportunities to learn in integrated ways.

8. Use multiple assessment strategies that effectively measure student mastery of the curriculum.

Standard 4. Middle Level Teaching Fields

Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.

Performances

Middle level teacher candidates:

1. Use their depth and breadth of content knowledge in ways that maximize student learning.
2. Use effective content specific teaching and assessment strategies.
3. Engage all young adolescents in content that incorporates their ideas, interests, and experiences.
4. Teach in ways that help all young adolescents understand the integrated nature of knowledge.

Standard 5. Middle Level Instruction and Assessment

Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Knowledge

Middle level teacher candidates:

1. Understand the principles of instruction and the research base that supports them.
2. Know a wide variety of teaching, learning, and assessment strategies, and when to implement them.
3. Know that teaching higher order thinking skills is an integral part of instruction and assessment.
4. Know how to select and develop formal, informal, and performance assessments based on their relative advantages and limitations.
5. Understand ways to teach the basic concepts and skills of inquiry and communication.
6. Know how to evaluate the effectiveness of teaching strategies.
7. Understand how to motivate all young adolescents and facilitate their learning through the use of a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials).
8. Know effective, developmentally responsive classroom management techniques.
9. Understand the multiple roles of assessment in the instructional process (e.g. monitoring learning, evaluating student progress, and modifying teaching strategies).

Dispositions

Middle level teacher candidates:

1. Value the need for a repertoire of teaching/learning strategies that are appropriate for teaching all young adolescents.
2. Value the need for providing and maintaining environments that maximize student learning.
3. Believe that instructional planning is important and must be developmentally responsive.

4. Value opportunities to plan instruction collaboratively with teammates and other colleagues.
5. Value the importance of on-going and varied assessment strategies.
6. Realize the importance of basing instruction on assessment results.
7. Appreciate the importance of teaching strategies that are current and supported by research and successful practice.
8. Are committed to using assessment to identify student strengths and enhance student growth rather than deny student access to learning.

Performances

Middle level teacher candidates:

1. Use a variety of teaching/learning strategies and resources that motivate young adolescents to learn.
2. Create learning experiences that encourage exploration and problem solving so all young adolescents can be actively engaged in learning.
3. Plan effective instruction individually and with colleagues.
4. Provide all young adolescents with opportunities to engage in independent and collaborative inquiry.
5. Participate in professional development activities that increase their knowledge of effective teaching/learning strategies.
6. Establish equitable, caring, and productive learning environments for all young adolescents.
7. Employ fair, effective, developmentally responsive classroom management techniques.
8. Implement a variety of developmentally responsive assessment measures (e.g. portfolios, authentic assessments, student self-evaluation).

Standard 6. Family and Community Involvement

Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.

Knowledge

Middle level teacher candidates:

2. Understand how prior learning, differing experiences, and family and cultural backgrounds influence young adolescent learning.
9. Understand the roles of family and community members in improving the education of all young adolescents.

Dispositions

Middle level teacher candidates:

1. Respect all young adolescents and their families.
2. Realize the importance of privacy and confidentiality of information when working with family members.
5. Value and appreciate all young adolescents regardless of family circumstances, community environment, health, and/or economic conditions.
6. Value the enrichment of learning that comes from the diverse backgrounds, values, skills, talents and interests of all young adolescents and their families.
7. Realize and value the importance of communicating effectively with family and community members.

8. Accept the responsibility of working with family and community members to increase student welfare and learning.

Performances

Middle level teacher candidates:

2. Act as advocates for all young adolescents in the school and in the larger community.
3. Connect instruction to the diverse community experiences of all young adolescents.

Standard 7. Middle Level Professional Roles

Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

Knowledge

Middle level teacher candidates:

1. Understand their evolving role as middle level education professionals.
2. Understand the importance of their influence on all young adolescents.
3. Are knowledgeable about their responsibility for upholding high professional standard
5. Know advisory/advocate theories, skills, and curriculum
8. Understand the need for continual reflection on young adolescent development, the instructional process, and professional relationships.

Dispositions

Middle level teacher candidates:

1. Value learning as a life-long process.
2. Perceive themselves as members of the larger learning community.
3. Believe that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations).
4. Believe in maintaining high standards of ethical behavior and professional competence.
5. Are committed to helping all young adolescents become thoughtful, ethical, democratic citizens.
6. Are committed to refining classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.
7. Value collegiality as an integral part of their professional practice.

Performances

Middle level teacher candidates:

1. Model positive attitudes and appropriate behaviors for all young adolescents.
2. Serve as advisors, advocates, and mentors for all young adolescents.
3. Work successfully as members of interdisciplinary teams and as part of the total school environment.
5. Read professional literature, consult with colleagues, maintain currency with a range of technologies, and seek resources to enhance their professional competence.

Belief Statements About Diversity for the EDMS Undergraduate and Graduate Programs

Beliefs About Students

- All students can learn.
- All children deserve respect and caring.
- The similarities and differences among students should be honored.

Beliefs About Appropriate Curriculum, Instruction, and Assessment

- Children's experiences in and out of school should be a foundation for curriculum, instruction, and assessment.
- Teachers should adapt their practices based on the diverse needs and characteristics of students.
- Teachers should utilize a variety of curriculum resources to meet diverse students' needs.
- Teachers should utilize a variety of teaching and learning strategies to meet diverse students' needs.
- Teachers should utilize a variety of assessment strategies to meet diverse students' needs.

Beliefs About Teachers and Teacher Candidates

- Teachers and teacher candidates should continually examine their beliefs about diversity based on research and school practice.
- Teachers and teacher candidates should continually examine their attitudes and assumptions about diversity.
- Teachers and teacher candidates should help their students value diversity.

Beliefs About Family and Community

- Teachers should know the communities from which their students come and use those communities as a resource for curriculum and instruction.
- Teachers should engage their students in learning about and taking action to improve their communities.
- Teachers should engage families of diverse students in classroom and school activities.

Beliefs About Field Experiences

- Teacher candidates should interact with students from diverse backgrounds in diverse settings.

Resources/Texts for EDMS 5020:

Tomlinson, C.A. & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

You will also be reading articles relevant to the topics of the course as well as participating in book clubs using titles relating to education.

What is Middle School Curriculum?

There are many components of a curriculum. From the basic building blocks of content and standards, to the larger purpose of building relationships with students, a curriculum influences every aspect of a teacher’s practice. “If we see ourselves predominantly as teachers of curriculum—even exemplary curriculum—we have forgotten half of our professional role. We are also teachers of human beings. The essence of our job is making sure that the curriculum serves as a catalyst for powerful learning for students who, with our guidance and support, become skilled in and committed to the process of learning” (Tomlinson & McTighe, 2006, p. 38-39). In our exploration of curriculum we will cover the following topics:

THEME ONE: Thoughtful Planning/Tactful Teaching

- Thinking about content: Where do we start?
- A lesson plan: Moving beyond the paper
- What is tact?
- What are thoughtful routines and practices?
- How do we know what to do and say in possible situations?
- Assessment: How do we bring it all together?

THEME TWO: Negotiating Matters of Diversity

- How do we work through our attitudes, opinions and thoughts in complex issues of diversity?
- Why do gender, class, race, ethnicity, sexual orientation, learning ability, religion, language and region matter?

THEME THREE: Developing Relationships: A Professional Goal

- How do we build a classroom community?
- How do we set the tone to build positive relationships with students, faculty and administration, parents, and the community?

Assignments:

Book Club Reaction Papers (10)

The Super Secret Substitute Lesson Plan

Unit Plan

Field Reflections (4)

Final Presentation

Participation

Points:

50 (5 points each)

20

50

20 (5 points each)

50

10

TOTAL POINTS AVAILABLE

200

Assessment: EDMS 5030 is graded with an A-F designation where A=187-200, A-=179-186, B+=173-178, B=167-172, B-=159-166, C+=153-158, C=147-152, C-=139-146, F=0-138. The field experience portion of the class (EDMS 5030L) is graded with a pass-fail designation. The field experience portion of this class must be successfully passed in order to receive credit for the course and to continue in the program.

Participation: Each student is given 10 points for participating in small group and large group discussions, simulations, and all classroom activities. Laptops will only be allowed for use in class projects or discussions as requested by the instructors.

Late Work Policy: Work is considered late if it is not turned in to the instructor on the due date of the assignment, whether you are present in class or not. For each late day the student's assignment grade will be dropped one letter. Students should contact the instructor about all late work. Book club reaction papers will not be accepted late. You will receive no credit for book club reaction papers if you come to class unprepared.

Course Attendance Policy: Student attendance on campus is imperative for the acquisition of professional skills, knowledge, and dispositions necessary for becoming an effective, competent teacher.

1. According to UGA policies, any student who incurs an excessive number of absences will be *administratively withdrawn* from the course. For EDMS 5030, an excessive number of absences is defined as *missing more than 3 of the 15 class meetings*. Notify the instructor prior to any absence.
2. Being late to class or leaving early three times is equivalent to missing one class meeting.
3. Students are excused for religious holidays.
4. You are responsible for all class meetings (e.g. assignments, content) whether present or not.

Field Experience Attendance Policy: Student attendance in the field is also imperative for the acquisition of the professional skills, knowledge, and dispositions necessary for becoming an effective, competent middle grades teacher.

1. According to UGA policies, any student who incurs an excessive number of absences in the field will be *administratively withdrawn* from the lab. For EDMS 5030L, an excessive number of absences is defined as *missing more than three (3) days*.
2. According to the requirements of the Georgia Board of Regents, punctual attendance is mandatory every day during your field experience. In the event of an **EMERGENCY** where an absence is unavoidable, you **MUST** call your classroom mentor teacher, the school office staff, and the university supervisor as soon as possible to inform them of your absence. **Please do not rely on email.**
3. Being late to the field experience or leaving early three times is equivalent to missing one day of the field experience.
4. Students are excused for religious holidays.
5. You must make up all missed days, except for official UGA holidays/breaks.

Classroom Climate: Positive classroom climate is an important component in successful teaching and learning in schools. Our goal as instructors is to model behaviors and teaching strategies that will lead to a respectful, responsible, caring and collegial classroom. We expect that you, as a student, will demonstrate these behaviors as well. We also expect that you will speak to us if we violate any of these guidelines. In return, we will do the same if we note your behavior is not inline with the development of a respectful, responsible, caring and collegial classroom.

Academic Honesty: The University of Georgia's policies on academic honesty (in the Undergraduate and Graduate Bulletins) are strictly enforced in this class. Please familiarize yourself with these policies.

****This syllabus is a guide for the course. It is subject to change as we progress through the semester. Students will be notified in advance of any changes.****