

**EDMS 5020: Educating Young Adolescents**  
**EDMS 5020-L: Educating Young Adolescents Field Experience**  
**Fall 2008**

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**The University of Georgia**

**College of Education**  
**Conceptual Framework**

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

**EDMS 5020 Course Description**

EDMS 5020: Educating Young Adolescents is the first course of three EDMS courses in the Middle School Program. The Middle School Program is based on National Middle School Association's standards for initial certification students and the Georgia Framework for Accomplished Teaching.

Your journey through the Middle School Program will be guided by an overarching essential question: What does it mean to be a middle grades teacher? In addressing that question, you will explore the seven NMSA standards for initial certification and the six domains in the Georgia Framework. In EDMS 5020, we will examine several sub-questions, all of which are tied to the NMSA standards and the Georgia Framework and fit within the essential question of what it means to be a middle grades teacher.

**Essential Question: What does it mean to be a middle grades teacher?**

- Who am I as a professional educator?
- Who are my students, and why does it matter?
- What do I need to know about my content, about methods of assessment, and about instructional strategies to engage every student in meaningful learning?
- What are the characteristics of effective learning environments for my students, and how will these characteristics affect my teaching and my students' learning?
- What is culturally responsive teaching in relation to middle grades education?

**EDMS 5020-L Field Experience Description**

EDMS 5020-L is an 8-week, mornings-only, field experience that will have you working in classrooms with middle grades teachers and young adolescents. During the field experience, you will be able to see first hand and apply information and skills you are learning in the EDMS 5020

course. Your placement will be in your second area of content specialization, in grades 4-8, and, generally speaking, you will be placed with another student from EDMS 5020. During the field experience, you will be expected to take an active role in the classroom from the very beginning, working with students individually, in small groups, and eventually with whole classes. You will be observed teaching at least twice by someone from the Middle School Program and at least once by your mentor teacher.

**EDMS 5020 Required Resources**

National Middle School Association. (2003). *This we believe: Successful schools for young adolescents*. Westerville, OH: Author.  
 Bel-Jean Packet

**Book Club Choice Titles**

Bean, J. (2005). *A reason to teach: Creating classrooms of dignity and hope*. Portsmouth, NH: Heinemann.  
 Codell, E.R. (2001). *Educating Esme: Diary of a teacher's first year*. Chapel Hill, NC: Algonquin Books.  
 Kozol, J. (2007). *Letters to a young teacher*. New York: Crown Publishers.  
 Perlstein, L. (2003). *Not much just chillin': The hidden lives of middle schoolers*. New York: Ballantine Books.

**EDMS 5020 Course Requirements:**

Life History, Part One	10 points
Life History, Part Two	15 points
Super Secret Sub Plan	15 points
Instructional Strategy Presentation	10 points
In-Class Activities	25 points
Unit Plan	25 points

**TOTAL 100 points**

A	93-100	points
A-	90-92	points
B+	86-89	points
B	83-85	points
B-	80-82	points
C+	76-79	points
C	73-75	points
C-	70-72	points
F	0-69	points

**EDMS 5020 and EDMS 5020-L Calendar**

Attendance for all classes is essential and expected (see the attendance policy below for details). EDMS 5020 classes will meet generally on Wednesdays and Fridays from 8:00 a.m. to 10:45 a.m. in Room 601 (Hughes). **Please see the attached calendar for class and field experience dates.**

Your EDMS 5020-L field experience is scheduled for **Monday, September 29 through mid-to-late November so that every student will complete a minimum of 35 days in the schools.**

During the field experience, you will work with your mentor teacher at your school Monday through Friday except for the four EDMS 5020 class dates indicated on the enclosed calendar. You will attend your field placement classroom from the time teachers report in the morning at the school (time varies from school to school) until approximately 10:30 a.m. for **no less than two hours daily**. Start and end times will vary from school to school and may vary from student to student depending on the mentor teacher's class schedule and your class schedule.

Field experience attendance is mandatory. Therefore, you need to make sure any work schedules or other plans do not conflict with these field experience dates and times. Make arrangements now to clear your calendar for these dates/times. You will be expected to complete a daily time log during the field experience. This log will be signed by you and your mentor and is to be turned in to your EDMS 5020 instructor upon completion of all required time in the field.

### **EDMS 5020 Course Attendance Policy**

Student attendance is 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 will be **administratively withdrawn** from the course. For EDMS 5020, an excessive number of absences is defined as **missing more than 3 of the 15 class meetings**.
2. Notify the instructor prior to any absence.
3. Being late to class or leaving early three times is equivalent to missing one class meeting.
4. Missing more than 30 minutes of a class, at any time during the class, will be considered an absence (e.g., arriving late or leaving early).
5. Students are excused for religious holidays.
6. You are responsible for all class meetings (e.g. assignments, content) whether present or not.

### **EDMS 5020-L 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 5020-L, an excessive number of absences is defined as **missing more than three (3) days**.
2. On-time arrival to and on-time departure from the school placement are **mandatory**. Arrival time is defined as time of arrival in the classroom and should match the time the teachers are required to report to the school. For example, if the teacher report time is 8:00am, then the sign-in time on your individual time log, which must be kept in the classroom, should be 8:00am. You are required to stay until the official leaving time designated for you on the placement form.
3. Being late to the field experience or leaving early three times is equivalent to missing one day of the field experience.

4. Missing more than 30 minutes of day in the field experience, at any time during that day, will be considered an absence (e.g., arriving late or leaving early).
5. Students are excused for religious holidays.
6. You must make up all missed days, except for official UGA holidays/breaks.

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** in which 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.**

**Academic Honesty:** The University of Georgia's policies on academic honesty ([http://www.uga.edu/ovpi/academic\\_honesty/academic\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm)) are strictly enforced in this class. Please familiarize yourself with these policies.



**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:

Value the need for a repertoire of teaching/learning strategies that are appropriate for teaching all young adolescents.

Value the need for providing and maintaining environments that maximize student learning.

Believe that instructional planning is important and must be developmentally responsive.

Value opportunities to plan instruction collaboratively with teammates, and other colleagues.

Value the importance of on-going and varied assessment strategies.

Realize the importance of basing instruction on assessment results.

Appreciate the importance of teaching strategies that are current and supported by research and successful practice.

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.