

**The Middle School Curriculum
EDMS 5030
Fall 2005**

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**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
Middle Level Teacher Preparation Standards
for EDMS 5030/5030L**

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.

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.
3. Understand the rationale and characteristic components of developmentally responsive middle level schools.
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
12. Understand how to develop, implement, and assess advisory and other student advocacy programs that attend to the social and emotional needs of young adolescents (e.g. mentoring, conflict resolution).

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.
10. Articulate curriculum to various stakeholder groups.

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.

Knowledge

Middle level teacher candidates:

2. Know how to use content knowledge to make interdisciplinary connections.

Dispositions

Middle level teacher candidates:

2. Are committed to the importance of integrating content.

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.
4. Know how to communicate effectively with family and community members.
5. Understand that middle level schools are organizations within a larger community context.
6. Understand the relationships between schools and community organizations.
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 standards.
4. Understand the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators)

6. Understand teaming/collaborative theories and processes.
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 community.
3. Believe that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, parent-teacher organization)
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.

Course Description: This course provides opportunities to think integratively about teaching, learning, and schooling in the middle grades. EDMS 5030 includes both classroom and field experience. In EDMS 5030, five essential questions will guide our study of teaching and optimal learning in middle grades. The following essential questions will be addressed:

1. In what ways can the curriculum for young adolescents be organized and presented?
2. How do we know what young adolescents have learned?
3. How should one instruct young adolescents?
4. How do we create an environment that is safe and healthy?

Resources for EDMS 5030

Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). *Classroom management that works: Research based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.

Subscription to LiveText. LiveText is an online tool for lesson planning, portfolio development, and student assessment.

Additional readings shared by class participants and instructor.

Attendance Policy

Student attendance, on campus and in the field, is imperative for the acquisition of professional skills, knowledge, and attitudes necessary for becoming an effective, competent teacher.

1. If you are going to be absent, please discuss it with the instructor prior to your absence.
2. After two missed classes, including UGA classroom and field experience, the student will meet with the instructor, and the student's final grade will be dropped one letter grade. *The student is responsible for scheduling the meeting with the instructor.*
3. After three missed classes, including UGA classroom and field experience, *before midterm*, a student will be assigned a grade of "withdrawal passing" (W). If the student misses four or more class or field sessions before the end of the semester, the student will be assigned a "withdraw failing" (WF).
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) unless approved by the instructor.
5. Three late arrivals to class are equivalent to one absence.
6. Students are excused for religious holidays. However, it is required that students notify the instructor in writing (email is acceptable) prior to this absence.

Assessment

EDMS 5030 is graded with an A-F designation, while the field experience EDMS 5030L is graded with a pass-fail designation. In order to receive a C or above in EDMS 5030, students must pass the field experience. If the field experience practicum is not completed satisfactorily, the EDMS 5030 field experience and the coursework must be

repeated. In order to progress to EDMS 5460, a grade of C or above must be earned indicating at least a satisfactory field experience and at least a satisfactory course performance.

Academic Honesty

The University of Georgia’s policies on academic honesty (http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm) are strictly enforced in this class. Please familiarize yourself with these policies.

Course requirements:

Teaching Philosophy	__ points
Resume`	__ points
Letter to Mentor Teacher	__ points
Unit Plan	__ points
Field Reflections	__ points
Middle School Educator Case Study	__ points
Differentiated Instruction Activity	__ points
LiveText Portfolio	__ points
In-Class Activities	__ points
TOTAL	__ POINTS

Important Dates:

<i>Thursday, August, 18th:</i>	First 5030 class meeting
<i>Monday, September 19th:</i>	Field experience begins
<i>Thurs., Oct. 27th & Fri., Oct. 28th:</i>	UGA Fall Break
<i>Tuesday, November 8th:</i>	Field experience ends
<i>Wednesday, December 7th:</i>	Last 5030 class meeting

Tentative Class Schedule—Class Meetings 1-6

Date	Topics	Assignments Due	Homework
8/18	<ul style="list-style-type: none"> • Intros • Paperwork • Dr. Andrews • Building our Classroom Environment • Morning Meeting 	Tort Liability Student Contact Sheet Name Tags	<ol style="list-style-type: none"> 1. Updated philosophy 2. Mentor teacher letter 3. Tort Form/Contact 4. Readings: Review Learning Theory handout and lesson planning. Bring to class.
8/24	<ul style="list-style-type: none"> • Lesson Planning • Learning theories • LIVE TEXT training 	<ol style="list-style-type: none"> 1. Philosophy (on disk) 2. Mentor letter (on disk) 3. Forms 4. Learning Theory handouts 	<ol style="list-style-type: none"> 1. Readings: Ch. 2 and 3 Marzano. Use strategies to take notes on the readings
8/31	<ul style="list-style-type: none"> • Lesson Planning • Learning Theories 	1. Bring in notes for Marzano	<ol style="list-style-type: none"> 1. Upload materials into LiveText 2. Readings: Chapter 12 Marzano (Unit Planning) Additional readings on GPS, unit planning T.B.D.
9/7	<ul style="list-style-type: none"> • QCC's and GPS • Curriculum Models • Curriculum Mapping with Essential Questions 		<ol style="list-style-type: none"> 1. Read Marzano chapters 6, 7, 11
9/12	<ul style="list-style-type: none"> • Nonlinguistic representations • Cooperative learning • Teaching specific types of knowledge 		<ol style="list-style-type: none"> 1. Read Marzano (CM) Chapter 4 2. Additional readings T.B.D.
9/14	<ul style="list-style-type: none"> • Behavior management • Field placement guidelines and requirements 		Readings T.B.D.