

EDMS 5040
Teaching in the Middle School
Spring 2006

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The University of Georgia

College of Education
Conceptual Framework

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

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.



NATIONAL MIDDLE SCHOOL ASSOCIATION
...devoted to improving the educational experiences of young adolescents

National Middle School Association Middle Level Teacher Preparation Standards for EDMS 5040

We will work toward meeting several of the National Middle School Association's standards for preservice teachers in this course.

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:

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.
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.

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:

3. Understand the rationale and characteristic components of developmentally responsive middle-level schools.

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.

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:

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.

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:

4. Know how to select and develop formal, informal, and performance assessments based on their relative advantages and limitations.
9. Understand the multiple roles of assessment in the instructional process (e.g., monitoring learning, evaluating student progress, and modifying teaching strategies).

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

4. Know how to communicate effectively with family and community members.

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.

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.
7. Understand their service responsibilities to school reform and the greater community.
9. Know the skills of research/data-based decision-making.

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:

5. Read professional literature, consult with colleagues, maintain currency with a range of technologies, and seek resources to enhance their professional competence.

Course Objectives

This course is designed to provide opportunities for

- Exploring the various roles of middle school teachers with emphasis on classroom, team, school, and community issues;
- Reflecting on previous coursework; and
- Discussing issues, needs, and concerns related to teaching in the middle school during induction years.

Meeting Times

EDMS 5040 will meet for four evening sessions during the semester and daily for one week after student teaching.

Class Meeting 1:	Tuesday, January 10 5:00-7:30 p.m.
Class Meeting 2:	Tuesday, January 31 5:00-7:30 p.m.
Class Meeting 3:	Tuesday, February 7 5:00-7:30 p.m.
Class Meeting 4:	Tuesday, March 7 5:00-7:30 p.m.
Class Meetings 5-9:	Monday, April 24- Thursday, April 27 8:00 a.m.-4:00 p.m. daily

Required Reading

Tomlinson, C.A. (2001). *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Optional Readings (select one)

Eggers, D., Moulthrop, D., & Calegari, N.C. (2005). *Teachers have it easy: The big sacrifices and small salaries of America's teachers*. New York: New Press.

Glickman, C.D. (2004). *Letters to the next president: What can we do about the real crisis in public education*. Sacramento: Jossey-Bass.

Johnston, M. (2003). *In the deep heart's core*. New York: Grove Press.

Kozol, J. (2005). *The shame of a nation: The restoration of apartheid schooling in America*. New York: Crown Publishers.

McGuire, J.V. (2005). *Conversations about being a teacher*. Thousand Oaks, CA: Corwin Press.

Course Assignments

Looking at Student Work
Book Contract
Learning Center
What I've Learned Letter
Literature Circle

Due Date

April 24
April 26
April 26
April 27
Throughout semester

*All course assignments will be discussed in detail in class.

Attendance and Participation

Regular, on-time attendance is essential for you to benefit from the course and participate in it meaningfully. You are responsible for all class meetings (assignments, explanations, instructions, schedule changes, etc.) whether present or not. Class will begin promptly at the scheduled time. Please be on time. According to UGA policies, any student who incurs an excessive number of absences will be administratively withdrawn from the course and will receive a grade of WF, unless there is a documented circumstance of genuine hardship (e.g., hospitalization) as determined by the Assistant Vice President for Student Affairs, in which case a grade of W will be given. For EDMS 5040 Spring 2006, an excessive number of absences is defined as missing more than 7 hours of class time.

Grading Procedure

EDMS 5040 is graded Satisfactory/Unsatisfactory (S/U). Requirements for a grade of *S* include regular attendance and class participation, as well as successful completion of all course and assignments.

Course Policies

1. The University of Georgia's policies on academic honesty are strictly enforced in this class (see the UGA Graduate Bulletin and/or the UGA Undergraduate Bulletin). Please familiarize yourself with these policies.
2. This syllabus provides a general guide for the course; deviations may be necessary.