

**EDMS 7030
The Middle School
Spring 2005**

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The University of Georgia

**College of Education
Conceptual Framework**

The College of Education aspires to prepare 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 7030

Standard 1. Young Adolescent Development

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to young adolescent development, and they apply that knowledge in their practice.

Knowledge

Middle level masters candidates:

1. Comprehensively understand the major concepts, principles, theories, and research of young adolescent development – intellectual, physical, social, emotional, and moral – and their interrelationships.
2. Have practical professional knowledge of health and sexuality issues of young adolescents.
3. Comprehend that the development of all young adolescents occurs within the context of classrooms, families, peer groups, communities and society.
4. Understand the range of individual differences of young adolescents and evaluate their effects on teaching and learning.
6. Comprehend the implications of young adolescent development for school organization and components of successful middle level programs and schools.
7. Are knowledgeable about how the media portrays young adolescents and comprehend the implications of these portraits.

Dispositions

Middle level masters candidates:

1. Are positive and enthusiastic about all young adolescent students.
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. Believe in the importance of being positive role models, coaches, mentors, and advocates for all young adolescents.
6. Believe diversity among all young adolescents is an asset.
7. Believe that their role includes helping all young adolescents develop to their full potentials.

Performances

Middle level masters candidates:

1. Consistently establish close, mutually respectful relationships with all young adolescents that support their intellectual, ethical, and social growth.
2. Create and maintain a healthy, productive learning environment where developmental differences are respected and supported, and individual potential is encouraged.
3. Make decisions about curriculum and resources that reflect an understanding of young adolescent development using current research.
4. Creatively engage all young adolescents in activities related to their interpersonal, community, and societal responsibilities.
5. Research and effectively address societal changes, including the changing portrait of young adolescents in the media, which impact the healthy development of all young adolescents.
6. Promote the positive aspects of diversity found in all young adolescents and use that diversity in planning and implementing curriculum and instruction.

Standard 2. Middle Level Philosophy and School Organization

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research underlying the philosophical foundations and organizational components of highly effective middle level schools, and they apply that knowledge in their practice.

Knowledge

Middle level masters candidates:

1. Have a comprehensive understanding of the philosophical foundations of developmentally responsive middle level programs and schools.
2. Have practiced professional knowledge about historical and contemporary models of schooling for young adolescents and the advantages and disadvantages of these models.
3. Comprehend the rationale and characteristic components of developmentally responsive middle level schools.
4. Distinguish 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 that the team process is the most effective strategy for school improvement and student learning.
6. Understand that flexible scheduling provides the best context for teachers to meet the needs of all young adolescents.

Dispositions

Middle level masters candidates:

1. Believe in the philosophical foundations that support developmentally responsive, 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 masters candidates:

1. Consistently use their knowledge of the philosophical and historical foundations of middle level education when making decisions about curriculum and instruction.
2. Incorporate developmentally responsive organizational components of teaming and flexible instructional time, and work successfully within them to maximize student learning.
3. Examine and evaluate various effective adult advocacy programs that support healthy social and emotional growth of all young adolescents.
4. Articulate and apply their knowledge of the philosophical foundations of middle level education in leadership roles within their schools, districts, and communities.
5. Evaluate the relative effectiveness of developmentally responsive programs, best practices, and organizational components that reflect the philosophical foundations of middle level education and implement those that are most effective.

Standard 3. Middle Level Curriculum and Assessment

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to middle level curriculum and assessment, and they apply that knowledge in the practice.

Dispositions

Middle level masters candidates:

4. Realize the importance of connecting curriculum and assessment to the needs, interests, and experiences of all young adolescents.

Standard 5. Middle Level Instruction and Assessment

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to effective middle level instruction and assessment, and they apply a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents.

Knowledge

Middle level masters candidates:

7. Know how to establish and maintain a fair, effective, and developmentally responsive classroom environment.

Dispositions

Middle level masters candidates:

1. Value the need for a repertoire of teaching, learning, and assessment strategies that are appropriate for reaching all young adolescents.
2. Value the need for providing and maintaining an environment that is fair, equitable, and developmentally responsive, and that maximizes student learning.
3. Believe that culturally sensitive, developmentally responsive instruction and assessment are essential.
4. Value opportunities to plan instruction collaboratively with teammates and other colleagues.

Performances

Middle level masters candidates:

3. Create learning experiences that encourage exploration and problem solving so all young adolescents can be actively engaged in learning.
11. Establish, maintain, and promote fair, effective, and positive learning environments for all young adolescents.

Standard 6. Family and Community Involvement

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they provide leadership in helping all stakeholders offer high quality learning opportunities for all young adolescents.

Knowledge

Middle level masters candidates:

1. Understand the implications of the variety of family structures for effective teaching and learning.
2. Have a comprehensive understanding of ways prior learning, differing experiences, and family and cultural backgrounds influence the learning of all young adolescents.

5. Understand that middle level schools are organizations within a larger community context and are aware of the implications of these relationships for effective teaching and learning.

Dispositions

Middle level masters candidates:

1. Highly respect all young adolescents and their families.
5. Value and appreciate all young adolescents regardless of family circumstances, community environment, health, and 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.

Performances

Middle level masters candidates:

1. Establish and maintain respectful and productive relationships with family and community members that maximize student learning and well-being.
2. Act as advocates for all young adolescents in the school and in the larger community.

Standard 7. Middle Level Professional Roles

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to their professional roles in middle level education, and they apply that knowledge in their practice.

Knowledge

Middle level masters candidates:

1. Understand their role as middle level education professionals.
2. Understand the importance of their influence on all young adolescents.
3. Understand their responsibility for upholding high professional standards (e.g., school, community).
4. Understand the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators).
5. Understand advisory/advocate theories, skills, and curriculum.
6. Have a comprehensive understanding of teaming/collaborative theories and processes.
7. Understand their service responsibilities to school reform and the greater community.
8. Understand the need for continual reflection on young adolescent development, the instructional process, and professional relationships.
9. Are knowledgeable about the skills of research/data based decision making.

Dispositions

Middle level masters 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 using classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.
7. Believe that their professional role includes providing leadership and guidance to prospective and practicing teachers.

Performances

Middle level masters 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.
4. Engage in and support ongoing professional practices for self and colleagues (e.g., attend professional conferences, professional development activities).

Course Goals

- To promote the concept of a separate organization and program for young adolescents, 10-15 years of age, with an emphasis on participants' understanding of the physical, social, emotional, moral, and cognitive developmental characteristics and needs of early adolescents
- To provide participants with the opportunity to examine and evaluate the components of exemplary middle school programs
- To facilitate participants' understanding of aspects of teaching in the middle school, with an emphasis on the relationships between the nature of early adolescent learners and the design of middle school programs

Required Readings

- Jackson, A. W., & Davis, G. A. (2000). *Turning points 2000: Educating adolescents in the 21st century*. New York: Teachers College Press. [TP2K]
- National Middle School Association. (2003). *This we believe: Successful schools for young adolescents*. Columbus, OH: Author. [TWB]
- National Middle School Association Research Committee. (2003). *Research and resources in support of this we believe*. Columbus, OH: National Middle School Association. [R&R-TWB]
- Other readings as assigned

Course Requirements and Assessment:

Class participation/activities/attendance	20 points
Group project	30 points
Individual project	30 points
Assessments	<u>20 Points</u>
TOTAL	100 points

EDMS 7030 is graded with an A-F designation (90-100=A; 80-89=B; 70-79=C; 60-69=F). Course requirements will be discussed further in class. All assignments must be typed and look professionally completed.

Class Participation/Activities/Attendance

Class Participation/Activities: For each class meeting, students are expected to have read and mentally summarized the readings. These critiques and other conversations and activities will form the basis for class participation. Activities related to a democratic classroom, the middle school learner, the middle school teacher, and the middle school program will be completed in class periodically. Participation in discussions and activities is crucial in this class. Speak up! We want to know what you think.

Attendance: 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, etc.) whether present or not. 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 7030 spring 2005, an excessive number of absences is defined as missing more than three classes. Missing more than thirty minutes of a class (e.g., late arrival or early departure) will be considered an absence. If you must be absent, please discuss it with the instructor prior to your absence.

Group and individual projects: The group and individual projects will be discussed further in class.

Academic Honesty

The University of Georgia's policies on academic honesty in the Graduate Bulletin are strictly enforced in this class. Please familiarize yourself with these policies.

TENTATIVE Schedule

Date	Topic	Assignment
January 13	Introduction Back to the Middle Grades Middle Grades School Excellence	Burning question possibilities Personal information survey Your middle grades memories
January 20	Visions of schooling for young adolescents Getting to know students	TWB: pp. ix – 7 TP2K: Chapters 1 & 2, pp. 1-30 Getting to know your students: Find examples of implementation
January 27	Curriculum	TP2K: pp. 31 - 53 TWB: pp. 19 – 24 R&R-TWB: pp. 13 – 20 Examples of implementation
February 3	Assessment Panel discussion: Principals	TP2K: pp. 54 – 62 TWB: pp. 27 – 29 R&R-TWB: pp. 28 – 34 Examples of implementation
February 10	Instruction	TP2K: Chapter 4 – pp. 63-93 TWB: pp. 25 – 26 R&R-TWB: pp. 20 – 27 Examples of implementation
February 17	Parents/Communities No Child Left Behind Speaker: Joye Baker, Curriculum/Personnel Dir.	TP2K: pp. 195 – 217 TWB: pp. 17 – 19 Examples of implementation
February 24	Teaming; School governance Panel of Team Teachers	TP2K: pp. 121 – 144 TWB: pp. 29 – 31 R&R-TWB: pp.35 – 41 Examples of implementation Group work time
March 3	Professional development/ Professionalism	TP2K: pp. 94 – 120 TWB: pp. 9-10 R&R-TWB: pp. 55 – 61 Examples of implementation Group work time
March 10	Research on Middle School Concept and Taking Action Speaker: Dr. John Lounsbury	TP2K: pp. 218 – 229 TWB: pp. 35 - 41 R&R-TWB: pp.1 – 12
March 17	***UGA Spring Break***	
March 24	Cognitive development Moral development Social development	Group presentations
March 31	Emotional development Physical Development	Group presentations
April 7	Classroom Management Burning Question	Individual work time
April 14	Individual Presentations	
April 21	Individual Presentations	
April 28	Course Review	Final Individual Projects Due