

**Teaching Young Adolescents/
Teaching in Elementary Schools**
EDMS/EDEC 7050

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Course Description

The purpose of this course is to critically explore foundational theories and understandings regarding the teaching of young adolescents -- students 10-14 years of age -- and to critically reflect upon how these foundational aspects might inform and be informed by teachers' practice.



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.

Our Project – Knowledge for Teaching

Our work in this course will be imagined much like Cochran-Smith and Lytle (1993) imagine a knowledge base for teaching - "...one that is not drawn exclusively from university-based research but is also drawn from research conducted by teachers, one that is not designed so that teachers function simply as objects of study and recipients of knowledge but also function as architects of study and generators of knowledge" (p. 2).

My Pedagogy

My teaching is informed more by theories of social learning than by any one teaching method or set of teaching methods. I identify strongly with what Paulo Freire would call a problem-posing education – a place in which student and teacher work together in identifying problems to be solved together. Furthermore, I think about learning experiences much as John Dewey did. For Dewey, a meaningful experience (as opposed to a random collection of experiences) moved in a direction toward fulfillment.

Guided by these theories means that I will try to allow our (student-teacher) relationship to become more fluid, moving in and out of control in a rhythm that (hopefully) allows each of us to have experiences that lead toward fulfillment as a group and as individuals.

From a methodological perspective then, I will attempt to exercise a pedagogy that focuses on dialogue - allowing for divergent viewpoints and shared learning. In a practical sense, this pedagogy will include some lecture, a significant amount of small group and large group dialogue, and workshop-oriented segments.

Required Readings

Chamberlain, K. (2003). *Middle schools for a diverse society*. New York: Peter Lang.

Jackson, A. W., & Davis, G. A. (2000). *Turning points 2000: Educating adolescents in the 21st century*. New York: Teachers College Press.

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

Note: There will also be required readings posted on WEBCT throughout the semester.

Tentative Schedule

(Note: 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.)

More Foundational Aspect of the Course

Date	Guiding Questions	Class Preparation/ Assignments Due
August 16	<p>*Introduction to the Course – Considering what it might be like to be an <i>exemplary, reflective professional who serves a diverse global community</i></p> <ul style="list-style-type: none"> • Who, as teachers and learners, are we? • Who, as teachers and learners, do we want to be? • What, as teachers and learners, do we want to learn? <p>* Syllabus</p>	
August 23	What might it mean to “Be Reflective?”	Read: WEBCT reading, “Being Reflective” Reflection #1 Due
August 30	What might it mean to recognize? What might it mean to BE recognized?	Read: WebCT reading, “To Recognize”
September 6	How are young adolescents seen (developmentally)?	Read: TWB: Pages 1-19; 43-51 TP2000: Chapter 1 (especially pp. 6-14)

Date	Guiding Questions	Assignments Due
September 13	How are young adolescents seen (developmentally)? [continued]	Read: MSFDS: Chapters 1 and 2 Reflection #2 Due
September 20	How might we see young adolescents (diversely)?	Read: MSFDS: Chapters 3 and 4
September 27	How might we see young adolescents (diversely)? [continued]	Paper #1 Due

More Practical Application Aspect of the Course

October 4	What does it mean for you to “teach” the young adolescent? (relationships and community)	Read: MSFDS: Chapters 5 and 6
October 11	What does it mean for you to “teach” the young adolescent? (dialogue, flexibility, and change)	Read: MSFDS: Chapters 7 and 8 Reflection #3 Due
October 18	What can be learned from the teaching practices of others?	Read: WebCT reading – Teaching Practice Vignettes
October 25	How do you see young adolescents?	Reflection #4 Due Bring resources to share. Choose an area of interest (form groups)
November 1	How might we live out our commitments in practice?	Read: TP2000: Chapter 4
November 8	Designated Work Session for Group Teaching	Paper #2 Due

November 15	Group Teaching	Prepare for Group Teaching
November 22	NO CLASS – Thanksgiving Break	
November 29	Group Teaching	Prepare for Group Teaching
December 6	NO CLASS MEETING	Group Teaching Reflections Due

Contributions to our Learning Community

Active participation in class is essential in this course. Participating in class dialogue will help you reflect upon what you know and believe. Engaging with each other's ideas by questioning and generating alternatives will enhance your and the group's learning. Please come to each class prepared to engage in the readings and your classmates' ideas.

Summary of Assignments

Reflections (4 total)

The purpose of the reflections is to cultivate the questions/ideas/concerns/wonderings/reactions you have and to provide you with a space to explore your thinking in preparation for the two papers. Each reflection should be ½ - 1 single-spaced word processed page.

Paper #1

The purpose of paper #1 is for you to take up an idea/notion/issue/thought you have in relation to the more foundational aspects of the course. The paper is to be 6-8 double spaced pages. More specific information regarding this paper will be discussed and shared in class.

Paper #2

The purpose of paper #2 is for you to reflect upon how the more foundational aspects of the course are informing your practice (broadly defined). Like paper #1, this paper is to be 6-8 double spaced pages and more specific information will be discussed and shared in class.

Group Teaching Reflection

The purpose of this assignment is for you to teach the class about a topic of interest to you and your group. We will spend considerable time discussing possibilities for your group. The product (how you are assessed) will be an individual effort and will be determined by you and me.

Evaluation of Student Performance

My goal will be to provide you with useful and meaningful feedback on assignments. The criteria for each assignment will be made explicit during class sessions. Generally speaking however here is what I will be looking for in all written assignments.

1. Is there evidence that you were fully engaged in the work (i.e. exploring the concepts, applying what you are learning to your practice, treating issues in a critical manner)?
2. Is there evidence that you communicated your arguments/critiques in a clear and cogent manner?
3. Have you formatted your paper using APA (5th edition) guidelines?

Your final grade will be calculated as follows. A total of 200 points is available in this class. EDMS/EDEC 7050 is graded with an A-F designation.

Contributions to Learning Community	20 points
Reflections (4 total, each worth 10 points)	40 points
Paper #1	50 points
Paper #2	50 points
Group Teaching Reflection	40 points

TOTAL POINTS	200 points
	186-200 = A
	180-185 = A-
	174-179 = B+
	166-173 = B
	160-165 = B-
	154-159 = C+
	146-153 = C
	0-145 = F

Extra work submitted to enhance a course grade will not be accepted.

Attendance Policy

Student attendance is imperative for your learning.

1. According to UGA policies, any student who incurs an excessive number of absences will be **administratively withdrawn** from the course. For EDMS/EDEC 7050, 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.

Academic Honesty

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



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

National Middle School Association
NATIONAL MIDDLE SCHOOL ASSOCIATION
MASTERS LEVEL TEACHER PREPARATION STANDARDS

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

NOTE: The following definition is used for the term "all young adolescents" throughout this standards document:

The middle level standards interpret "all young adolescents" to be inclusive, comprising students of diverse ethnicity, race, language, religion, socioeconomic status, gender, sexual orientation, regional or geographic origin, and those with exceptional learning needs.

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.
5. Have an in-depth knowledge of a wide variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents.
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:

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).

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.
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.

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.

Knowledge:

Middle level masters candidates:

2. Know how to select and adapt curriculum, instruction, resources, and assessments that maximize student learning.
6. Know how to incorporate all young adolescents' ideas, interests, and experiences into curriculum.
8. Know how to assess and select curriculum materials that are academically challenging, culturally sensitive, and personally motivating for all young adolescents.

Dispositions

Middle level masters candidates:

3. Value the importance of ongoing curriculum development, implementation, and assessment.
4. Realize the importance of connecting curriculum and assessment to the needs, interests, and experiences of all young adolescents.

Performances:

1. Make decisions about curriculum, assessment, and resources that reflect a comprehensive understanding of young adolescent development.
3. Incorporate the ideas, interests, and experiences of all young adolescents in curriculum.
5. Develop and teach the curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.
7. Select and assess curriculum materials that are academically challenging, culturally sensitive, and personally motivating for all young adolescent learners.

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:

2. Know a wide variety of teaching, learning, and assessment strategies that are developmentally responsive, culturally sensitive, and technologically sound, and when to implement them.
7. Know how to establish and maintain a fair, effective, and developmentally responsive classroom environment.
8. Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.

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.

Performances

Middle level masters candidates:

1. Articulate and use a variety of teaching, learning and assessment strategies that motivate all young adolescents to learn.
3. Create learning experiences that encourage exploration and problem solving so all young adolescents can be actively engaged in learning.
9. Provide all young adolescents with opportunities to engage in independent and collaborative inquiry.
11. Establish, maintain, and promote fair, effective, and positive learning environments for all young adolescents.

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.
8. Understand the need for continual reflection on young adolescent development, the instructional process, and professional relationships.

Dispositions

Middle level masters candidates:

1. Value learning as a life-long process.
2. Perceive themselves as members of the larger learning community.
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.
5. Enhance their professional development through research, professional literature, consultation, and resource development.
6. Serve as advisors and mentors for prospective and practicing teachers.

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.