

Education 385, Section 3

Teaching the Early Adolescent

Winterim 2021 - Online

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Office hours by appointment

Community of Learners

My goal for our learning environment is to establish a culture that is inclusive, respectful, honest and caring. In order to create this community of learners, we should remain open to new ideas, actively listen and be mindful of the diversity in our modern world. As a community, we aim to be respectful to all citizens in this class, regardless of race, ethnicity, religion, gender or sexual orientation. Please remember that professional behavior is expected at all times in the classroom.

***Online times for synchronous meetings:**

- Monday, January 4 from 5:00-8:00 pm
- Tuesday, January 5 from 5:00-8:00 pm
- Wednesday, January 6 from 5:00-8:00 pm
- Thursday, January 7 from 5:00-8:00 p.m.
- Optional Check in Date: Wednesday, January 13 from 5:00-7:00 p.m.
- Tuesday, January 19 from 5:00-8:00 p.m.
- Wednesday, January 20 from 5:00-8:00 p.m.

***The schedule for January 4-7 will be as follows.**

5:00 – 5:45 p.m. – Instructor led content and activities

5:45 – 6:00 p.m. – Break

6:00-6:45 p.m. – Instructor led content and activities

6:45 – 7:45 p.m. – Group work on Lesson Plans and Final Exam Project

7:45- 8:00 p.m. – Check out with instructor

***Schedule for January 11-15 will be as follows:**

This week will be asynchronous online. You will complete individual and group work that will be due the last week of class. If you work in your breakout groups effectively the first week of class, this week will run smoothly for you. If you have questions or concerns during this week, I am available to support you through online office hours.

***Schedule for January 19-21 will be as follows:**

We will have guest speakers, a virtual field trip and final class presentations. We will not have class on the on Thursday and Friday so all your work can be handed in on time.

Synchronous Class Schedule:

January 4th - 5:00-8:00 pm

Class Topics

Logistics of the Course, Needs of the Adolescent, Advisory

January 5th - Class - 5:00-8:00 pm

Class Topics

Diversity, Classroom Management, Teacher Behaviors

January 6th – Class 5:00-8:00 p.m.

Class Topics

Student vulnerabilities, bullying, suicide and developmental assets

January 7th - Class – 5:00-8:00 p.m.

Class Topics

Moving forward, curriculum planning and final exam project

Week of January 11-15th – No synchronous class – Work on Curriculum Unit Plan

Check in on Wednesday if needed (5:00-6:00 p.m.)

January 19th Class - 5:00-8:00 p.m.

Class Topics

Guest Presenter – Dr. Connie Neegard and Mrs. Carrie Vrieze (5:00-6:00 p.m.)

Class Presentations for Final Exam Project – Groups 1 and 2 (6:00-7:00 p.m.)

Class Presentations for Final Exam Project – Groups 3 and 4 (7:00-8:00 p.m.)

January 20th Class - 5:00-8:00 p.m.

Class Topics

Class Presentations for Final Exam Project Groups 5 and 6 (5:00-6:00 p.m.)

Virtual Tour of Horace Mann Middle School and Q & A with principal (6:00-7:00 p.m.)

Course Wrap up – course evaluation

Required course readings:

Eidson, Joey (2016) Called to the Middle – Available through text rental

COURSE OVERVIEW

The course is designed to prepare students to teach in grades 6 - 9. Its purpose is to help undergraduate and graduate students understand the developmental characteristics of the ten to fourteen-year-old and select/plan developmentally appropriate instruction that is responsive to their emotional, social, physical, and intellectual needs.

COURSE LEARNING OUTCOMES

The course content is designed to the basic concepts of middle school theory and practice.

1. The course will require study of the principles and theories of adolescent growth and development including: cognitive/intellectual, emotional/physiological/personal, physical, social, and moral/ethical and the relationship of those developmental areas to adolescent learners.
2. The course will require study of teaching methods, instructional materials, and evaluation techniques for the developmental needs of middle school students in each of the specializations in which the student will seek licensure.
3. The course will require study and experiences to develop skills in working with other school personnel and in promoting family and community involvement in middle and secondary level programs. There is an explicit emphasis on developing awareness of and skill in working with diverse populations in a global society.

STUDENT LEARNING OUTCOMES:

1. Articulate and demonstrate a basic understanding of the five areas of adolescent development and their importance to teaching and learning (InTASC 1, 3, 5)
2. Apply in lesson plans the effective teaching strategies that address the diverse needs of adolescent learners (InTASC 1, 2, 7)
3. Present to class and demonstrate professionalism of their understanding of adolescent learning needs in their final exam project (InTASC 10)
4. Collaborate effectively with a team of colleagues. (InTASC 9, 10)
5. Create and critically reflect on course readings and identify what ways this knowledge will impact their future teaching based on the InTASC Teaching Standards, Skills and Dispositions. (InTASC 8, 9)

COURSE FRAMEWORK AND EVALUATION

I. Reading Reflection in Discussions – 40 points

Reflect on the assigned chapters (see below). Written reflections and discussion posts should be no more than 5 to 7 sentences in length. Your writing should be high quality, concise and use quotes and/or paraphrases from your readings.

Rubric for your reflective posts:

- 1) How you respond to the question or prompt with 5 to 7 sentences as a minimum (2 points)**
- 2) A quote or reference to the readings is made effectively in the writing. (2 points)**
- 3) Response to another person in 1 to 2 sentences in discussions. (1 point)**

Each reflection has a value of 5 points per day. **Note: Discussion post reflections should be done **ON THE DAY DUE** so your class members can contribute to your post. Please plan your time for reading and reflecting each day where reading or an activity is assigned to the discussion post.**

Information about APA citation format of chosen articles: **For a brief overview of common APA style citations, go to citationmachine.net or to this link APAStyle.htm.**

II. Curriculum Planning – 20 points

Create five lesson plans. Design each lesson plan using one of the Six Facets of Understanding verbs. The lessons each have a template on CANVAS to complete. Follow the sample provided in the assignment to gain an understanding of the type of lesson needed. Read each template carefully since each one is a slightly different.

III. Final Exam Project and Presentation - 25 points

This final exam projects should address each of the topics dealt with during the classroom presentations, assignments and readings. You will work in an assigned group for the presentation and assigned work. Please read the rubric carefully for this presentation.

IV. Participation/Attendance – 12 points

The number of online interactive sessions has been reduced due to the online format for the class. In order to receive the full benefit of this course, attendance in these sessions is essential. There is an activity associated with these attendance points each day.

V. Dispositions Peer-Evaluation – 3 points

In addition to the online sessions that have been scheduled in the syllabus, you may need to meet as a group outside of these session times to plan your final exam project. You, as a student, are able to schedule zoom meetings. Please work with your group in a professional manner to make sure your final exam project is professionally done. Part

of being an effective middle school educator is professional collaboration. This is evaluated in this section. Your active participation is a crucial aspect of this course. Your dispositions and final exam participation will be evaluated with a rubric completed by your peers.

In case of an emergency that requires you to be absent from class, call; (715-346-2354) and leave a voice mail message or send me an email prior to class, if possible, indicating your reason for missing class.

VI: Special Project (ED 585 graduate students only) - 10 points

You may select a project from the list below or create your own project and obtain approval from me. ***Note: if you are seeking additional certification through this course, you also need to create a portfolio consisting of your presentation materials, your reflection, and your additional graduate project. Your portfolio can be submitted on a CD.**

***Suggestions for projects may include, but are not limited to:**

1. Interview one or two middle school students using questions focused on what you would like to learn and understand about adolescents, their needs, and interests.
2. Observe and analyze a middle school teacher's teaching style.
3. Observe and analyze a middle school teacher's questioning and verbal interactions.
4. Interview a middle school teacher about establishing classroom environment and beginning to develop a classroom management system.
5. Write about your own experiences as an adolescent, including reflection about how your stories lead to assumptions and beliefs about adolescents. Include a narrative about how this information reveals who you will be as a person and teacher in working with adolescents.
6. Generate a list of 10 best tips and/or web sites for new middle school teachers. Include notations that reflect "teacher thinking" (i.e. how and why this tips/web sites are important and will be of value).
7. Using journals which specifically address issues of middle school teachers and students, read and reflect on 3-4 article. Your reflection (minimum of 2-3 pages in length) should relate to your vision of teaching in a middles school. Include citations.
8. Read 1 or 2 books that would be read by middle school-age students. Create a plan of how you might use these books with students (e.g. action plans, read-aloud sections, etc.). Shape your writing to focus on what

you will bring to teaching adolescents. Be sure to include an introduction and reflection for a teacher portfolio artifact.

9. Create an outline and synopsis of a presentation you will/could do at a conference about middle level education (e.g. WAMLE). Include references you may use to gather information about your topic.

10. Other topic of your choice which I have approved.

**Suggestions courtesy of Sue Slick, PhD, formerly of UWSP.*

Please note: I wish to fully include all persons in this course, including those with disabilities or other personal challenges. Please let me know if you need any special accommodations in the curriculum, instruction, or evaluations in this course to enable you to fully participate. I will maintain the confidentiality of the information you share with me.

Please contact me if you have questions, concerns, or would like to explore other options, especially for those who currently hold a degree, are non-traditional students, or have other life experiences that would warrant a personalized set of requirements.

***GRADING SCALE - Writing Emphasis**

<i>Points</i>	<i>Grade</i>
93-100	A
92-90	A-
89-88	B+
87-85	B
84-82	B-
80-81	C+
80-78	C
78-76	C-
75-74	D+
73-72	D
71 & Below	F

Late assignments are defined as those assignments that are not submitted to the drop box by the closing date in CANVAS. Any late assignments receive a 1-point deduction for each day it is late. The drop box deadline for all assignments for this course is June 14th. If for any reason you fail to turn in your late work by June 14th, Here is you will receive a failing grade or incomplete in the class. You must double check the CANVAS drop box to ensure your work has been posted. All extenuating circumstances must be discussed with the instructor. This policy is meant to provide clear expectations for work assigned in this class and to help you succeed in meeting the School of Education

expectations and deadlines. Again, any special circumstances that are unique to you as a student learner can be discussed at any time. Please make special arrangements to meet privately during my office hours.