Education 385, Section 3
Teaching the Early Adolescent

Winterim January 2-18, 2019

8:45 am -12:45, Room CPS 230 (class does not meet on weekends)

Dr. Pamela J. Bork
Office: 460 CPS
(715) 346-2354
email: pbork@uwsp.edu
Office hours by appointment

Daily Class Schedule:
8:45 - 9:00	Advisory
9:00 - 10:15	Seminar/Workshop
10:15 - 10:30	Break
10:30 - 11:45	Seminar/Workshop
11:45 - 12:45	Collaborative Planning Time

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.

LEARNING OUTCOMES

The course will introduce 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 the principles and theories of young adolescents and adolescent psychology, including cognitive, emotional, physiological, psychological, moral/ethical and social development and their relationship to learning.

3. 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.

4. 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.

5. The course will require study of pupil affective development through group guidance activities, including decision making and problem solving; group process; interpersonal relations; self-concept; and verbal and nonverbal communication.

6. The course will require study of the history, purpose, organization, and programs of middle schools.

7. The course will highlight the development of future teachers and the knowledge, Skills and dispositions necessary to be effective teachers.
    skills, and dispositions necessary to be effective teachers. *See below.

Course Learning Outcomes and their alignment with the InTASC Standards

At the completion of this course, students will be able to:

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. Articulate and demonstrate effective teaching strategies that address the needs of adolescent learners, including those for whom English is a second   language, members of diverse cultural and ethnic groups, etc. *(InTASC 1, 2, 7)
3. Develop "beginning expertise" in their respective area of presentation. (InTASC 10)
4. Collaborate effectively with a team of colleagues. (InTASC 9, 10)
5. Create and critically reflect on course artifacts as they will impact their future teaching based on the InTASC Teaching Standards, Skills and Dispositions. (InTASC 8, 9))

*Required course readings:

Eidson, Joey (2016) Called to the Middle

Articles on electronic reserve from various sources.

COURSE FRAMEWORK AND EVALUATION

I. Seminar and Workshop Presentation - *25 points*
Each class meeting will focus on a middle-school related topic. To facilitate the construction of personal knowledge, students will participate in class preparation and instruction in the following manner: Working in groups of 3-4, students will present on one of seven topics related to teaching in the middle school. Students will read selected articles and/or text readings that accompany their topic and prepare a presentation for the class. Each group's presentation will contain the elements of the above-mentioned structure (Advisory, Seminar, Break, and Workshop), as well as allow for large group discussion. Activities will consider how modifications would be made for students using methods related to Response to Intervention (RtI).

Groups are strongly encouraged to meet during collaborative planning times to coordinate their presentation formats. Paper handouts must be kept to a minimum. Groups must make copies for all students **unless** given to instructor *at least one class period prior to presentation date.* See the Seminar and Workshop Assessment form for specific criteria.

An outline of the presentation must be given to the course instructor prior to the start of the presentation. The outline must include the presentation's LEARNING OUTCOMES (i.e. measurable outcomes of what the students must be able to know, value or do as the result of the presentation).

Hard copies of all materials used in the presentation will be inserted into the binders for the respective presentations. Also included in the materials must be a letter to the next presentation group (see examples in the binders).

The self-evaluation of your presentation is due one day following your presentation.

II. Entry on Electronic Portfolio and working link (undergraduates and graduate students seeking additional certification - see below) - *5 points* - (*see assignment choices for ED 585 graduate students below).
Please post your seminar artifacts from presentation and Final exam project on your portfolio with a reflection on Standard 4, 5, or 8. Graduate students should also include their Graduate project. Also, I need a working link to your portfolio to receive the points for this assignment.

III. Final Exam Project – Signature Writing Assessment *-20 points*
This final exam will address each of the topics dealt with during the classroom presentations and readings. You may work in a collaborative group of up to the number of people in your presentation, including yourself, to develop an organizational plan for a model middle school. (Please note: the people do NOT have to be those in your presentation group.)
A rubric will be provided in class.

IV. Reading Reflections - *35 points*

Reflect on the assigned chapters (see below). Written reflections should be no more than 1-2 paragraphs in length per day. 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) **Spelling and grammar (1 point)**

Each reflection has a value of 5 points per day.

V. Participation/Attendance/Dispositions - *15 points, 7 points one missed class, 0 two classes (3 or more repeat class- no exceptions)*

The highly interactive and intensive nature of this class means your attendance and participation directly impacts the learning experience for both you and your cohorts. If you do not attend class, you will be unable to share in the many activities and experiences unique to that day. Remember that school administrators are seldom understanding of unexcused absences or any tardiness. Students should plan to arrive early and be prepared to begin promptly when class starts. Participation and class activities CANNOT be made up in their original format.

Keep in mind this class meets for only two and a half weeks for 4 hours each day, so missing a single class is comparable to missing more than an entire week of hour long classes. If it appears your other commitments are likely to cause you to miss any of our classes, I strongly encourage you to consider taking this course during an alternate winterim, interim or summer session.

Your active participation is a crucial aspect of this course. If you do not regularly attend class, you will be unable to share in the many activities and experiences that will be undertaken. Remember that school administrators are seldom understanding of unexcused absences or chronic lateness. Now is the time in your professional development to work on your attendance and promptness.

In case of an emergency that requires you to be absent from class, call my office (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. If there are extenuating circumstances, a paper or project will be assigned. This is a rare exception.

VII: Special Project (ED 585 graduate students only) - *20 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 try to 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

Points	Grade
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

Food: I have found that having food available throughout the morning provides energy and nourishment as well as community building through dining together. The food and refreshments brought by participants have, in some cases, become integral parts of their presentations. Therefore, on the first day of class, I will be asking you to volunteer to bring a snack for the group on a day of your choosing. I encourage several people to share the responsibility of bringing food on the same day!

Reading/Presentation Schedule

Note: Reflections are to be posted to the respective D2L Drop Box PRIOR TO THE START OF THE CLASS ON THE DAY DUE. If, for some reason, there is a problem with the D2L drop box, reflections may be sent as email attachments if in Microsoft Word format only.

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.

Wednesday, January 2 – **Adolescent Development**

Assignments to submit today: none

Readings for Wednesday, January 3rd - Read the article on e-reserve called "*Demystifying the Adolescent Brain*" and be ready to discuss this article in class.

Thursday, January 3 – **Needs of the Adolescent Learner**

Assignments to submit today: none

Readings for Thursday, January 4th - *The Call - Called to the Middle*

Friday, January 4 – **Collaborative Planning Day**

Assignments to submit today: Reflection of The Call - Respond to this question – Do you have what it takes to teach Middle School why or why not?

Readings for Friday, January 5th: Read *The Kids* in *Called to the Middle* and the article on e-reserve – "Toward a More Civil Discourse."

Monday, January 7 – **Diversity**

Assignments to submit today: Reflection on *The Kids* in *Called to the Middle* - Respond to this question - How would you use the five tips for bringing current and controversial events into your classroom? When writing this reflection, please keep in mind what you read and have come to know about the development of middle school students from *The Kids in Called to the Middle.*

Readings for Monday, 8th: Read *Structured Freedom* in *Called to the Middle* and the article on e-reserve, "*What screenagers say about…*"

Tuesday, January 8– **Teacher Behavior and Instructional Strategies**

Assignments to submit today: Reflection on *Structured Freedom – Called to the Middle* and respond to the question - What teaching strength or teaching strategies do you have in your teaching toolbox that screenagers like? In the reflection, please evidence your knowledge from the readings in the book and the article.

Readings for Tuesday, January 9th: Read *Best Practices* in *Called to the Middle* and the article "Preparing Students to Learn Without Us"

Wednesday, January 9 – **Advisory and Teaming**

Assignments to submit today: Reflection on *Best Practices* in *Called to the Middle* – provide a description of how you will personalize learning and integrate best practices in your future classroom. In the reflection, please evidence your knowledge from the readings in the book and the article.

Readings for Tuesday, January 10th: Read *Collaborative Environment* in *Called to the Middle* and the e-reserve article – "Welcome to Co-Teaching 2.0"

Thursday, January 10 – **Classroom Management**

Assignments to submit today: Reflection on *Collaborative Environment - Called to the Middle* – Respond to this question – What knowledge, skills and dispositions do you need to successfully co-teach and why? In the reflection, please evidence your knowledge from the readings in the book and the article.

Readings for Monday, January 11th: Read *Connections* in *Called to the Middle* and read article – "Motivating Young Adolescents"

Friday, January 11 – **Curriculum and Assessment**

Assignments to submit today – Reflection on *Connections* and respond to this question – What will you do to motivate your students to learn and enjoy being a part of your future classroom?

Readings for January 12th: Read Effective Use of Data in *Called to the Middle* and the article on e-reserve – "Virtual Field Trips Encourage Interaction"

Monday, January 14 – **Exploratory and Service Learning**

Assignments to submit today: Reflection *on Effective Use of Data* in *Called to the Middle* – Explain one way you would use Virtual Field Trips in your classroom.

Tuesday, January 15 – Field Trip to Horace Mann Middle School

Wednesday, January 16 – Reflection on field trip, final activity and course evaluations

Thursday, January 17 – Work on Final Project

Friday, January 18 - Final Project due; Portfolio Link due; Graduate Projects Due

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**Accessing Electronic Reserve articles (on campus)**:
    On the UWSP home page, click on <u>Library Resources</u>
    Next, click on "E-Reserve List" on vertical menu
    Click on the article you want to read.

    **For off-campus access, do step one and follow directions for accessing e-reserve off campus.**

\*Intermittent problems may occur with the system.  You are encouraged to save copies of your posts in the event that posted messages are inadvertently deleted.

**For Off Campus technology support, please <u>click here</u>!**

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## Instructions for Posting to D2L

Go to <u>https://uwsp.courses.wisconsin.edu/</u> to access D2L.  Log in using your user name.  Click on the **EDUC 385** link.  Click on the desired location (e.g. Discussions, Grades, etc.).

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## InTASC Core Teaching Standards
These standards have been adopted by the School of Education.  The standards have been grouped into four general categories to help users organize their thinking about the standards:

## The Learner and Learning
Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers
do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and
collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

## Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

## Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of

content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.  A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members.  Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Adapted from the INTASC - Interstate New Teachers Assessment and Support Consortium, a project of the Council of Chief State School Officers.  This document is available at: http://dpi.wi.gov/tepdl/standards.html

## Common Core Standards and RtI

Wisconsin has adopted the common core standards as a means of defining how and what instruction is taught at each grade level.  Please refer to the link attached if you want to find the common core standards in a curricular area.

http://standards.dpi.wi.gov/stn_ccss

Wisconsin has a unique vision for the implementation of the framework for RtI.  The attached link provides you that framework as well as additional links to PBIS and SIMS.  You are strongly encouraged to use this framework when thinking about instructional design.  There is also a wealth of resources for understanding Wisconsin RtI located at the Wisconsin RtI Center website that is also included.

http://rti.dpi.wi.gov/

http://www.wisconsinrticenter.org/

**UWSP Community Bill of Rights and Responsibilities**

UWSP values a safe, honest, respectful and inviting learning environment.  In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors.  This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For information go to: http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx

The rights and responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14.  A direct link can be found here: http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SSR-2010/rightsChapter14.pdf

**American with Disabilities Act**

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities.  For more information about UWSP's policies, check here: http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADAPolicyinfo.pdf

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course.  I am happy to help in any way I can.  For more information, please visit the Disability and Assistive Technology Center located on the 6th floor of the Learning Resource Center (Library).  You can also find more information here:  http://www.4.uwsp.edu/special/disability/

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.