Education 385/585, 3 credits
Syllabus

Summer, 2023

Synchronous Zoom

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Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement and/or through email.

I. Purpose and Course Description

This course is designed to prepare students to teach students in grades six through nine. Its purpose is to help undergraduate and graduate students understand the developmental characteristics of the ten to sixteen year old and select/plan developmentally appropriate instruction/curriculum/learning environments that are responsive to their emotional, social, physical, moral, and intellectual needs.

II. Student Learning Outcomes

If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in how you:

- Describe development trends during young adolescence, including physical, mental, social, emotional, and character development.

- Describe promising strategies for facilitating students' high academic performance and prosocial behavior, especially during young adolescence.

- Design and teach in student-centered ways to better motivate and educate all students, and especially students with diverse backgrounds and/or special needs.

III. Understanding

This is the central enduring understanding I want you to develop:

- Young adolescents are living through an important stage of development. They experience many major changes in themselves and their lives. Teachers should use a variety of promising strategies in response to these changes, with sensitivity and a commitment to honor difference.

IV.Required Course Materials

Brown, D.F., & Knowles, T. (2014.) What every middle school teacher should know (3rd Ed.). Portsmouth, NH: Heinemann.

V. Required Readings:

Required readings that supplement the textbook will be posted online. Students are expected to read all required readings prior to the respective activities. Activities will be based in part on the required reading.

VI. Speical Notes:

UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. You can learn more about your rights and responsibilities on the UWSP Student Handbook Page through the Dean of Students Website.

VII. InTASC Model Core Teaching Standards Addressed in this Course:

This course touches on all InTASC Model Core Teaching Standards, and focuses on the ones listed below in the table, as required for licensure by the Wisconsin Department of Public Instruction. Each standard this course meets is aligned to a minimum of one Signature Embedded Assessment. Students must receive a grade of C- or higher on each Signature Embedded Assessment in order to pass the course.

InTASC Model Core Teaching Standard	Signature Embedded Assignment
InTASC Standard 1: Learner Development (a, b, c, d, e, f, h, i, j, k) 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.	
InTASC Standard 3: Learning Environments (a, b, c, d, e, f, g, i, j, k, l, n, o, p, q, r) 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.	
InTASC Standard 10: Leadership and Collaboration (a, b, c, d, e, j, l, m, n, o, p, q, t) 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.	

VIII. Response to Intervention (RTI):

Our study of curriculum and instruction will include Response to Intervention (RTI).

IX. Positive Behavior Interventions & Supports (PBIS):

Our study of classroom management will include Positive Behavior Interventions & Supports (PBIS).

X. Academic Expectations and Standards:

Instructors and students should expect that the rigor and workload of an online course will be comparable to that of a face-to-face course. Online course development and instruction also requires a significant time investment by instructors. Online courses often require greater time commitment for independent work from students because no classes are scheduled, so students must schedule their own time to complete coursework. Students are encouraged to use the self-paced Online Student Orientation tool to prepare for online coursework.

XI. Course Structure:

This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to login to the course from www.uwsp.edu/canvas. If you have not activated your UWSP account, please visit the Manage Your Account page to do so.

XII. Netiquette:

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

- Working as a community of learners, we can build a polite and respectful course community.

- The following netiquette tips will enhance the learning experience for everyone in the course: o Do not dominate any discussion.

    o Give other students the opportunity to join in the discussion.

    o Do not use offensive language. Present ideas appropriately.

    o Be cautious in using Internet language. For example, do not capitalize all letters since this suggests

       shouting.

    o Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse

       them.

    o Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation. o Never

       make fun of someone's ability to read or write.

- o Share tips with other students. ○ Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.

- o Think and edit before you push the "Send" button.

- o Do not hesitate to ask for feedback

- o Using humor is acceptable.

Adapted from: Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu- wimsatt_0310.htm; Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

XIII. Communicating with your Instructor:

- You can reach me via:

  - o Email is the quickest way to reach me at: jesse.mossholder@uwsp.edu

  - o Videoconference is also available by request.

- Office Hours: Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class.

- Communicate Clearly: Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

- I will attempt to respond to student emails within 48 hours. If you have not received a reply from me within 72 hours please resend your email.

- If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.

- I will attempt to grade written work within 1 week, however longer written assignments may take me longer to read and assess.

XIV. Technology Guidelines:

Technology Access: You will need access to the following tools to participate in this course: webcam, microphone, a stable internet connection (don't rely on cellular).

- Cell Phone Usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

- Participation with Online Tools: This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

- Technical Assistance: If you need technical assistance at any time during the course or to report a problem with Canvas you can seek assistance from the

  - IT Service Desk (Formerly HELP Desk)

  - IT Service Desk Phone: 715-346-4357 (HELP)

  - IT Service Desk Email: techhelp@uwsp.edu

XV. Building Rapport:

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that I can help you find a solution.

XVI. Understanding When You May Drop This Course:

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (1) documented and significant change in work hours leaving students unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

XVII. Incomplete Policy:

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned at instructor discretion. All incomplete course assignments must be completed within the timeframe outlined by a plan agreed upon by the student and instructor

XVIII. Equal Access for Students with Disabilities:

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

- The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments.

- If you have a documented disability and verification from the Disability and Assistive Technology Center and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation before classes start.

- If you suspect you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible to complete an Accommodations Request form. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.

- For more information about UWSP's policies, visit: https://www.uwsp.edu/datc/Pages/default.aspx

XIX. Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students 'learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu.

I commit to doing my part as well by keeping myself informed on the most recent research and practices that best support inclusive learning.

XX. Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall Ext. 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk (1st Floor, Albertson Hall)

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this link for more information.

Care Team
The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here.

XXI. Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.
(1) Academic misconduct is an act in which a student:
(a) Seeks to claim credit for the work or efforts of another without authorization or citation;
(b) Uses unauthorized materials or fabricated data in any academic exercise;
(c) Forges or falsifies academic documents or records;
(d) Intentionally impedes or damages the academic work of others;
(e) Engages in conduct aimed at making false representation of a student's academic performance; or
(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:
- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas

- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

XXII. Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

XXIII. Religious Beliefs Accommodation

It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and

- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

XXIV. Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

Other Campus Policies

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the [Title IX page](#) for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

XXVII. School of Education Policies

Students MUST achieve a grade of "C-" or higher for teacher certification. Any grade lower than a "C-" will require a repeat of the course.

Daily Schedule

Warm up

Intro

In My Locker | Topic Guides: |
Advisory with Debrief	
Session 1	
Break & Snack	
Session 2	
Review & Closure	
Break	
Debrief Topic Guides	
Housekeeping

Instructor's Additions | Instructor: |
| Check in with upcoming Topic Guides | |

XXVIII. Student Expectations

- Complete the assigned readings before participating in the activities corresponding to the chapters.

- Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.

- Email the professor if a life event arises that will cause you to not participate and/or submit assignments on time.

- Participate in class discussions and activities. **This means having your camera on for the entirety of class. If there is a technical issue that hinders your ability to have your camera on, please email me with an explanation on how the issue will be remedied as soon as possible.** Active participation in class is an important part of the learning process and development of educational professionalism.

- Conduct yourself as a professional educator should conduct themselves.

- Use "people first" language in all interactions.

- Apply high levels of scholarship and ethics to explore matters in regard to educating students with special needs.

- Make an appointment to discuss questions regarding grades/other concerns with me privately.

- Understand and display growth and development of the UWSP "Teacher Dispositions."

- You are welcome to take notes on tablets and/or laptops, however, I view usage unrelated to immediate course activities as unprofessional and disrespectful and will deduct attendance/participation points. This means you should abstain from looking up information about the final exam during our third day of class or even teaching-related videos/posters on Facebook, for example, until break time or after our meeting for the day has ended.

XXIX. Late Work Policy

Submit all assignments by the posted due date to the appropriate location by 11:59pm. Assignments turned after the due date will be downgraded 10% from the earned grade. Please ask before the assignment is due if you need an extension; in most cases I will happily grant one.

XXX. Viewing Grades/Feedback in Canvas

Points you receive for graded activities will be posted to the Canvas Grade page. Email me if you do not see your assignment grades within 72 hours of submitting the assignment.

XXXI. Course Requirements:

The following assignments are designed to help you foster proficiencies for successful teaching.

Assignment	Brief Description
Update Canvas	Read the syllabus and follow the prompts to update Canvas and Zoom.
Open Journal	You will respond to each reading and lesson. The purpose of this assignment is to demonstrate your reflection on big ideas in teaching, learning, and development. You should describe your personal, compelling beliefs and/or strategies for teaching.
Topic Group Presentation	This assignment has several parts. As a team, you'll do the following: • Lesson: Plan and teach a multi-part lesson (about 3 hours). You will write an outline of your lesson and create other supporting materials. While you're teaching, you'll video record a 15-minute segment. • In My Locker: On the day of your topic group presentation, share an object and provide an explanation demonstrating your reflection on

	what teachers should remember about the nature of middle school students.
	• Exam Questions: Each person in your group is required to write and include in your presentation at least one question that could be included in a final exam that your UWSP peers take. (There is no final exam, this is meant to be a point of discussion in your presentation.)
	• Score Open Journals: You are required to score your peers' open journal entries. Email me your peers' scores so I can input them in Canvas.
	• Guidebook Essay: Write a short essay summarizing your topic for middle school teachers.
	• Letter to Future Topic Groups: Write a letter to future students sharing about your topic, tips for a successful presentation, some encouraging words, and general advice for successfully navigating the course.
	• Add to Shared Folder: Add materials on your topic (presentation, handouts, outline, letter to next group, and any additional resources) to the folder.
Lead Teaching Reflection	Watch your teaching segment (minimum 15 minutes) and write a reflection.
Final Project	You will work with a small group to develop a middle school concept which you will share via a Presentation you submit to Canvas.

Attendance/Participation

- Attending class is an extremely important factor contributing to your performance and grade in the course. In most class meetings you will have at least one project, exercise, test, and/or discussion that will indirectly impact your grade and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research.

- Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation." Additionally, below are attendance guidelines as outlined by the UWSP registrar:

   o Attend all your classes regularly. We do not have a system of permitted "cuts."

   o If you decide to drop a class, please do so using accesSPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

- During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu.

- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.

- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.

- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.

- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

XXXII. Personal Grade Tracker

Assignment	Points Possible	Points Earned
Update Canvas	1	
Open Journal (you do not write an open journal on your teaching day)	8	
Topic Group: Lesson	30	
Topic Group: Score Open Journals	2	
Topic Group: Guidebook Essay	10	
Topic Group: Letter to Future Groups	2	
Topic Group: Add to Shared Folder	1	
Topic Group: Peer/self-evaluation	1	
Field Trip Response	1	
Lead Teaching Reflection	4	
Final Project	20	

Participation	10	
Attendance: 3 points per class	42	
Total Possible Points	**EDUC 385: 132**	

XXXIII. Grading Scale*

94 – 100% =A   77 – 79% = C+   60 – 63% = D-

90 – 93% = A-   74 – 76% = C   < 60% = F

87 – 89% = B+   70 – 73% = C-

84 – 86% = B   67 – 69% = D+

80 – 83% = B-   64 – 66% = D

XXXIV. Course Schedule*

Course Outline
(Subject to Change)

Date	Topic	Readings to Complete (BEFORE CLASS)	Assignments
Day 1	**Topic:** The Middle School Idea PLC Groups, Development Course Format/Syllabus Review	No reading	
Day 2	**Topic:** Hard Fun Overview of Middle School/Junior High Concept	1. Expeditionary Learning: Design Principles (Posted on Canvas)	

	Adolescent Developmental Issues PLC Group Development - Workshop topic selections - Research/planning	2. Brown & Knowles. "Characteristics of Effective Middle School Teachers." (p. 8-9) 3. Brown & Knowles. "6. The True Middle School: More Than a Sign on a Building." (p. 62-82)	
Day 3	****Group Project, Planning Day**** **Attendance required, Breakout Rooms**		
Day 4	***Planning Day*** **Attendance (Preferrably in-person) Required**		
Day 5	Virtual Field Trips		The Middle School Idea Open Journal Hard Fun Open Journal
Day 6	**Topic:** Advisory & Teaming **Needs of Adolescent & Diversity group meets with me immediately after class.**	1. AMLE. "Leadership & Organization Characteristics." (p. 27-33) (Posted on Canvas) 2. Brown & Knowles. "7. School Structures That Support Young Adolescents." (p. 83- 99)	Advisory & Teaming Grade Form Completed
Day 7	**Topic:** Honoring Diversity Addition after lesson: PBIS **Curriculum & Assessment group meets with me immediately after class**	1. Brown & Knowles. "4. Understanding Young Adolescents' Social Development." (p. 33-42)	Advisory & Teaming Open Journal

		2. Brown & Knowles. "5. Understanding Young Adolescents' Emotional Development." (p. 43- 59)	Diversity Open Journal
Day 8	**Topic:** The Needs of the Adolescent		
Day 9	**Topic:** Curriculum & Assessment Addition after lesson: RtI **Classroom Management & Learning Environment group meets with me immediately after class**	1. Brown & Knowles. "9. The Power of Student-Designed Curriculum: Exceeding Standards." (p. 126-161) 2. Brown & Knowles. "12. Assessment That Promotes Active Learning." (p. 208- 228) 3. (optional) Brown & Knowles. "10. Curriculum Integration: What It Looks Like in Real Life." (p. 162-180)	The Needs of Adolescent Open Journal
Day 10	**Topic:** Classroom Management & Learning Environments **Teacher Behavior & Instructional Strategies group meets with me immediately after class**	1. Brown & Knowles. "8. Creating a Safe Haven for Learning." (p. 102-125) 2. (optional) Bowlin, Durwin, & ReeseWeber. "18. Creating a Productive Learning Environment." (Posted on Canvas)	Curriculum & Assessment Open Journal Classroom Management & Learning Environments Grade Form Completed
Day 11	Topic: Teacher Behavior & Instructional Strategies **Exploratory & Service Learning Group meets with me immediately after class**	1. Brown & Knowles. "3. Understanding Young Adolescents' Unique Brain Growth and Cognitive Development." (p. 25- 32) 2. Brown & Knowles.	Classroom Management & Learning Environments Open Journal

		"11. This Is Learning: Making Instruction Meaningful." (p. 181- 207)	Teacher Behavior & Instructional Strategies Grade Form Completed
Day 12	Topic: Exploratory & Service Learning Addition after lesson: Servant Leadership	1. Brown & Knowles. "Exploratory Curriculum" (p. 95- 96) 2. ASCD. "Learning Through Service." (Posted on Canvas)	Teacher Behavior & Instructional Strategies Open Journal Exploratory & Service Learning Grade Form Completed
Day 13	Reflect, Review		Exploratory & Service Learning Open Journal Exploratory & Service Learning Grade Form
Day 14	Work Day/Submission Day *I will be available if needed*		
	Sunday **Final Project Due by 11:59pm**		

*This course was developed in part using resources, activities, assignments, and guidance from Drs. Kym Buchanan, Perry Cook, Pam Bork, UWSP Online Course Design Resources, and the School of Education.