

MGE 275
Foundations of Middle Grades Instruction
Spring 2007

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Office Hours: M10:00-11:00, 3:00-4:00 W10:00-11:00, 3:00-4:00 and by appointment

COURSE DESCRIPTION: This course presents the philosophy, development, and curriculum of middle grades education and develops the generic teaching skills related to effective teaching/planning specifically for early adolescent learners. Field experiences in public schools and /or other appropriate settings away from campus are required in this course.

COURSE RATIONALE: This is an introduction to middle school education course. It is essential that prospective teachers understand the essentials of teaching in the middle school and the developmental characteristics of young adolescents. Key information includes: middle schools past and present; understanding the development of middle school students; identifying middle school concepts; and teacher and student interaction.

REQUIRED TEXT:

Powell, Sara (2005). *Introduction to middle school*, Columbus, OH, Pearson/Merrill/Prentice Hall.

Additional reading assignments will be required.

A NOTE FROM THE WKU OFFICE FOR STUDENT DISABILITY SERVICES:

“Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004.”

“Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.”

Course Objectives and Outcomes: Kentucky’s Teacher Standards

KY Teacher Standard I – *Designs / Plans Instruction*

- 1a Develop significant objectives aligned with standards.
- 1b Use contextual data to design instruction relevant to students.
- 1c Plan assessments to guide instruction and measure learning objectives.

KY Teacher Standard II- *Creates Maintains Learning Climate*

- 2b Establish a positive learning environment
- 2c Value and support student diversity and addresses individual needs
- 2d Foster mutual respect between teacher and students and among students.

KY Teacher Standard III- *Implements/Manages Instruction*

- 3a Use a variety of instructional strategies that engage students in active learning aligned with learning objectives.

KY Teacher Standard IV – *Assesses and Communicates Learning Results*

- 4a Use assessments that are aligned with learning objectives.
- 4b Use a variety of assessments to measure student learning.

New Teacher Standard VIII – *Applied Content Knowledge*

- 8a Demonstrate instructional strategies that are appropriate for content and contribute to student learning.

GRADING: *Please word process these items marked with (*). Otherwise, you will receive half credit

1. Responsible attendance and participation during course discussions and activities. (75)
2. Medical Exam, TB Test, and Criminal Check (50) **Due February 14, 2007**
3. Field\Clinical experience exercises (75) *
4. Annotated Bibliography- ANNOTATE, SUMMARIZE, AND REACT to related articles pertaining to middle level education. (100) *
5. Midterm and a comprehensive final exam. (200)
6. Group presentation on one chapter from the course text. (50)
7. Electronic Portfolio/Critical Performances *
 - A) Personal Philosophy of Education (25)
 - B) Graphic Organizer of Observed KY Teacher Standards in Practice (25)
 - C) Field Journal section on KY Teacher Standards and Academic Expectations (25)
 - D) Middle Grades Lesson Planning (25)
 - E) Nature of Early Adolescents & Implications for Middle Level Educators (25).

The above critical performances:

1. **Must be submitted as "hard copies" and graded first by the MGE 275 instructor before uploading onto electronic portfolio**
2. **Must be on a disk to be submitted for the course and for the "electronic portfolio requirement"**
3. **Must be uploaded on the electronic Portfolio System (EPS) before receiving final grade, other wise X will be given as a final grade (departmental policy).**

675-607=A

606-540=B

539-472=C

471-405=D

404 and below=F

1. You are expected to attend class each day. Therefore, activities will be conducted randomly and participants will be awarded at least 5 points. Preservice teachers who fail to attend class and participate will receive a zero. NO EXCEPTIONS!
2. Medical Exam, TB Test, and Criminal Check required by The Kentucky Department of Education before any one may enter schools for field experiences and/or student teaching (These are 1-time until the Student Teaching semester where these are done again.) If you feel that you have already completed these requirements, please confirm with Mrs. Sheila Raines at sheila.raines@wku.edu or at 270-745-6571.
DEPARTMENTAL DEADLINE IS February 14 !!
3. See "**FIELD/CLINICAL**" handouts (forthcoming).
4. One purpose of an Annotated Bibliography (AB) is to provide an opportunity to systematically compile information from a variety of articles that focus on a particular area of middle school teaching and learning. The information can easily be retrieved at a later date.
You will compile your AB by annotating, summarizing, and reacting (theory and practice connections) to the 15 related articles on reserve in the ERC and/or online
5. MORE INFORMATION WILL BE GIVEN REGARDING BOTH EXAMS

6. Critical performances are aligned with Kentucky's performance criteria for new teachers (New Teacher Standards). More information about each of the critical performances is forthcoming.

Teacher Admissions Orientation: It is mandatory that you attend only one orientation meeting this semester. Additional information will be provided in class and posted in Tate Page Hall. **This is a requirement of the course. It is WKU teacher education departmental policy that IF THE MGE 275 STUDENT DOES NOT ATTEND ONE OF THESE ORIENTATION SESSIONS, HER/HIS SEMESTER GRADE WILL RECORD INCOMPLETE (X). If completed, you will receive your earned grade officially. If you feel that you have already completed these requirements, please confirm with Mrs. Sheila Raines at sheila.raines@wku.edu or at 270-745-6571.**

Please select one of the following WKU Teacher Admissions Orientation Dates:

<i>DATE</i>	<i>TIME</i>	<i>LOCATION</i>
<i>Friday, February 9, 2007</i>	<i>2:15-4:30 CDT</i>	<i>Tate Page Auditorium</i>
<i>Tuesday, February 13, 2007</i>	<i>5:15-7:30 CDT</i>	<i>Tate Page Auditorium</i>
<i>Friday, February 16, 2007</i>	<i>2:15-4:30 CDT</i>	<i>Tate Page Auditorium</i>

WKU Teacher Education Policy: You **Must** attend one of the above orientation meetings or your MGE 275/EDU 250 instructor is required to report an INCOMPLETE (X) for your course grade. These orientation meetings may not be made up until the fall 2007 semester.

Your first assignment for MGE 275 is due February 14, 2007. Please see item two in the "Grading" section of this syllabus.

Moore

**Required Readings on Reserve in the Education Resource Center
ERC -366 Tate Page Hall, 270.745.4552 -Spring, 2007**

- Abratis, R. (2003). Using data to improve classroom instruction. *Middle Ground*, 6(4), 14-18.
- Arhar, J. (2003). No child left behind and middle level education: A look at research, policy, and practice. *Middle School Journal*, 34(5), 45-51
- Chambless, L., et al. (2003). Mission possible: Connecting with parents to improve student achievement. *Middle Ground*, 7(2), 7-8.
- Conway, M. & Vermette, P. (2006). Lessons for middle school teachers from the film *Thirteen*. *Middle School Journal*, 38(2), 37-42.
- Darling, D. (2005). Improving minority student achievement by making cultural connections. *Middle School Journal*, 36(5), 46-50.
- Elston, E. (2004). Beyond report cards: Assessing students on what matters. *Middle Ground*, 7(3), 16-20.
- Erdrich, R. (2003). Lost in the crowd: Creating stability and structure. *Middle Ground*, 7(1), 32-42.
- Fisher, D., et al (2004). Increasing writing achievement in an urban middle school. *Middle School Journal*, 36(2), 21-26.
- Fuhler, C. (2003). Joining theory and best practice to drive classroom instruction. *Middle School Journal*, 34(5), 23-30.
- Giannetti C. & Sagarese M. (2003). Handling difficult parents: Doing it for the kids. *Middle Ground*, 7(1). 43-45.
- Hammon, A. & Hess, C. (2004). Actively engaging middle school readers: One teacher's story. *Middle School Journal*, 35(3), 5-12.
- Hillsberg, C & Spak H. (2006). Young Adult literature as the centerpiece of an anti-bullying program in middle school. *Middle School Journal*, 38(2), 23-28.

- Holler, E. (2003). Academic intervention plan: Helping struggling students succeed. *Middle Ground*, 6(4),43-45.
- Hopkins, H. (2004). Differentiating for transfer students. *Middle School Journal*, 36(1) 37-41.
- Jorgenson, O. & Smolkovich, G. (2004). Reaching and remediating “grey-area” middle school students. *Middle School Journal* 36(1), 12-16.
- Khourey-Bowers, C. (2005). Cultivating positive attitudes and higher achievement in middle level mathematics and science. *Middle School Journal* 36(3), 50-56.
- Kommer, D. (2006). Considerations for gender-friendly classrooms. *Middle School Journal* 38(2), 42-49.
- Koppang, A. (2004). A transition program based on identified student and parent concerns. *Middle School Journal*, 36(1), 32-36.
- Kruger, B. (2004). Talking to students about cyber-ethics. *Middle Ground*, 7(3), 32-34.
- Lane, B. (2005). Dealing with rumors, secrets, and lies: Tools of aggression for middle school girls. *Middle School Journal* 36(3), 41-47.
- Lounsbury, J. & Vars, G. (2003). The future of middle level education: Optimistic and pessimistic views. *Middle School Journal*, 35(2), 6-14.
- Maute, J. (2003). The spirit of teaming. *Middle Ground*, 7(2), 13-15.
- Mertens, S. & Flowers, N. (2003). Middle school practices improve student achievement in high poverty schools. *Middle School Journal*, 35 (1), 33-45.
- Mertens, S. , et al. (2003). Should middle grades students be left alone after school? *Middle School Journal*, 35(3), 57-61.
- Moore, J. (2002). Using the affective domain of learning to achieve culturally relevant teaching for African American middle school students. *Kentucky Middle School Journal*, 4(1), 19-23.
- Paterson, J. (2003). Curriculum integration in a standards-based world. *Middle Ground*, 7(1), 10-14.
- Paterson, J. (2004). Considering the positives of increased assessment. *Middle Ground*, 7(3), 10-13.

Picucci, A. et al. (2004). Middle school concept helps high-poverty schools become high-performing schools. *Middle School Journal*, 36(1), 4-11.

Rottier, J. (2003). Variations on a team: Changing paradigms. *Middle Ground*, 7(2), 10-12.

Ruder, R. (2004). Academic success for below-level readers. *Middle Ground*, 7(3), 43-44.

Wormeli, R. (2003). One teacher to another: Gifted in the middle school. *Middle Ground*, 6(4), 23-28.

Wormeli, R. (2003). Creating good test questions, *Middle Ground*, 7(2), 21-22.

THE ANNOTATED BIBLIOGRAPHY (100 points)

Purpose:

The annotated bibliography assists one in ...

- ... organizing ideas from a variety of sources.
- ... reviewing major points of the source.
- ... reviewing one's reaction to the source as it relates to educational theory and practice.
- ... retrieving information to be used at a later date.
- ... sharing information with colleagues.

Format:

The annotated bibliography...

- ...is word processed or typed. **(15 pts)**
- ...is presented in alphabetical order by the author's last name. **(15 pts)**
- ...is presented in APA style (American Psychological Association). **(15 pts)**
- ...contains a summary (theory) and reaction (practice) of each source. **(40 pts)**
- ...has summary and reactions that have been limited to one page for each source. **(15 pts)**

There are at least five reasons why we are qualified to make judgment calls (acceptance/rejection) regarding an article's theories (ideas) as such theories relate to actual school practice .

- 1.) **We all have experienced the middle school level as actual students.**
- 2.) **We have and/or will gain experience in analyzing the harmony between educational theory and practice in other education courses.**
- 3.) **We have the opportunity to observe actual school practice during our field experiences.**
- 4.) **Cooperating teacher/practitioner testimony during field experience helps us make theory/practice judgment calls.**
- 5.) **Middle level student testimony helps us make theory/practice judgment calls.**
- 6.) **Some of us are/were parents of middle level students.**
- 7.) **Some of us have experienced middle level substitute teaching.**

