

MURRAY STATE UNIVERSITY

DEPARTMENT: Adolescent, Career, and Special Education

COURSE PREFIX: MID COURSE NUMBER: 342 CREDIT HOURS: 3

I. TITLE: Middle Level Teaching Strategies

- II. COURSE DESCRIPTION AND PREREQUISITE(S):** This course is an investigation of the skills of teaching that are applicable in the middle grades. The course will focus on understanding middle school concepts as specified by the American Middle Level Association; application of middle level teaching strategies through demo and microteaching presentations; and coverage of classroom management strategies, discipline techniques, Charlotte Danielson Framework for Teachers, and formative/summative assessments appropriate for the middle level. Field experiences required.

Prerequisite: EDP 260.

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Association of Middle Level Education (AMLE), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Performance Standards and Certification (KTPS), Interstate New Teacher Assessment (INTASC), and AMLE standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. prepare TPA lesson plans (KTPS/INTASC #4, 6; AMLE # 2, 4);
- B. microteach lesson(s) demonstrating the ability to organize the curriculum and /or instructional tasks which are developmentally appropriate for the heterogeneous mixture of students at the middle level (KTPS/INTASC #5; AMLE # 1);
- C. evaluate, reflect upon, and revise given teaching situations (KTPS/INTASC #2, 3; AMLE # 1, 2);
- D. demonstrate teaching skills associated with multiple approaches to learning (KTPS/INTASC #1, 2, 3; AMLE # 1, 2);
- E. develop and apply a wide repertoire of questioning, and assessment techniques appropriate for middle level grades (KTPS/INTASC # 8; AMLE # 4);
- F. examine classroom management strategies based on Charlotte Danielson Framework for Teachers (KTPS/AMLE # 3);
- G. infuse instructional technology into microteaching and other activities (KTPS/INTASC #4, 6; AMLE # 2, 4);
- H. explain the historical development of the junior high school, and the cultural and social forces creating the middle school concept (KTPS/AMLE # 3);
- I. obtain knowledge of the techniques necessary to promote student positive self-concepts and self-reliance (KTPS/INTASC # 2, 5; AMLE # 1, 2, 5); and

- J. gain an understanding of attributes and growth characteristics of middle school students and the curriculum implications for the group.

The COEHS Theme of Educator as Reflective Decision-Maker will be addressed in this course by requiring students to reflect on requiring students to reflect on field experiences and Working Portfolio Entry.

The EPSB Theme of *Diversity* is addressed through the creation of a Title I Parent Involvement Plan and various readings/formative assessments about differentiated instruction and the heterogeneous nature of the middle level grades. The theme of *Assessment* is addressed through On-Demand writings, Middle Level Case Studies, and the summative/formative assessment project where students have to apply middle level assessment strategies and concepts to different scenarios. The theme of *Literacy/Reading* will also be explored in the course through classroom discussion, field experiences, and assigned readings.

Learned societies from each discipline should be referenced by the preservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. Setting the stage for successful learning
- B. Sequencing and organizing instruction
- C. Monitoring and evaluating student learning
- D. Designing instruction to maximize student learning
- E. Leading the dynamic classroom
- F. Charlotte Danielson Framework for Teaching/Professional Growth and Evaluation System (PGES)
- G. Teacher Performance Assessment
- H. Senate Bill 1 initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture and discussion
- B. Small group discussion
- C. Microteaching experiences
- D. Demonstration of technology proficiency
- E. Cooperative learning activities
- F. Lesson development
- G. Peer collaboration / peer review
- H. Formative and summative evaluations

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Students will complete 17 hours of field experience, including: observing, assisting, tutoring, and a professional learning community. These hours must be completed in a middle school or with middle school students in the appropriate content area. **To earn a**

grade in this course, students must successfully complete the required field experiences and record the hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.

VII. TEXT(S) AND RESOURCES:

Moore, K. D. (2014). *Effective instructional strategies: From theories to practice*. 4th ed. Thousand Oaks, CA: Sage.

NMSA/AMLE (2010). *This we believe: Keys to educating young adolescents*. Westerville, OH: Association for Middle Level Education.

Powell, S. D. (2015). *Introduction to middle level education*. 3rd ed. Boston, MA: Pearson.

College LiveText-EDU Solutions Student Membership

Other readings provided by the course instructor.

VIII. EVALUATION AND GRADING PROCEDURES:

Students will be graded on the completion of lesson plans, unit plans, in-field observations, professional growth plan, mid-term and final evaluations, strategies toolkit, and other activities as assigned.

Assignment/Activity

On Demand Writing/Quizzes

Demo Lesson Presentation

Microteaching Presentation

Midterm/Final

Technology Proficiency

Formative/Summative Assessment Project

Parent Involvement Plan

COEHS Lesson Plan

Demo Lesson Plan

Practicum Notebook

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with

established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:
Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the “Policy Prohibiting Sexual Harassment” which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. **NEGATIVE FLAGS MAY BE**

**GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION
AND/OR STUDENT TEACHING.**