

MURRAY STATE UNIVERSITY

Fall 2018

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: MID

COURSE NUMBER: 395

CREDIT HOURS 3

I. **TITLE:** Advanced Strategies of Teaching in the Middle Grades

II. **COURSE DESCRIPTION AND PREREQUISITE(S):**

This course is advanced application of the skills of teaching that are applicable in the middle grades. Emphasis placed on unit, lesson, and assessment design; and the application of teaching strategies in classroom settings. The course will also include in-depth coverage of classroom management strategies, discipline techniques, and curriculum development as a function of instruction. Field experiences required.

Prerequisite(s): MID 342 and Admission to Teacher Education.

III. **COURSE OBJECTIVES:**

These objectives are understood to be reflective of, but not limited to, those behaviors aligned with the Kentucky Core Academic Standards (KCAS), and Assessment Literacy, behaviors advocated by the Kentucky Education Reform Act guidelines and initiatives and the Association of Middle Level Educators (AMLE). Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Performance Standards and Certification (KTPS), and national standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. design and implement KTIP units of study, lesson plans, and assessments that are developmentally appropriate for diverse adolescent learners (KTPS/AMLE #4; INTASC # 1, 3, 4, 5, 7, 8);
- B. develop, apply, and modify as needed, a wide repertoire of questioning, differentiated instructional strategies, instructional technology, and assessment instruments and techniques (KTPS/AMLE #4; INTASC #3, 4, 5, 6, 7, 8);
- C. develop rigorous lessons based on state and national standards (KTPS/AMLE #2, INTASC #1, 7);
- D. apply effective classroom management strategies appropriate for adolescent learners (KTPS/AMLE # 1, 3; INTASC #5);
- E. carry out planned instruction in a middle school under direct supervision (KTPS/INTASC #1, 3, 4, 5, 6, 7, 8);
- F. describe current issues in educational evaluation including initiatives at the national, state, and local levels (KTPS/AMLE #4);
- G. reflect on the uses of assessment to inform instruction and on their development as reflective decision-makers and effective evaluators (KTPS/AMLE #4; INTASC #8);
- H. identify ways they can meet the needs of a diverse student population by modifying practices and addressing achievement gaps (KTPS/AMLE #1; INTASC #3);
- I. research and identify characteristics of effective middle schools (KTPS/AMLE #4); and
- J. write professionally for the field of education (KTPS/AMLE #5; INTASC #9).

The Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on the field experiences, Working Portfolio Entry, CHAMPs Reaction Paper, and Professional Growth Plan.

The EPSB Themes of Diversity, Assessment, Literacy/Reading, and Closing the Achievement Gap are explored in the course through various chapters within the text. Learned societies from each discipline should be referenced by the preservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. Local, state and national content standards for middle grades
- B. COE-TPA Unit and lesson planning
- C. Assessment design and use
- D. Design and application of effective instructional strategies and practices
- E. Major concepts, principles, theories, and research related to young adolescent development, learning and behavior management
- F. Engaging parents and community partners
- G. Diversity
- H. Differentiation

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture and discussion
- B. Small group discussion
- C. Field experiences
- D. Demonstration of technology proficiency
- E. Cooperative learning activities
- F. Unit and lesson development
- G. Peer collaboration / peer review
- H. Formative and summative evaluations
- I. Content-specific strategies
- J. Senate Bill One implications for teaching

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

Students will participate in a minimum of 24 field-based laboratory hours working with middle school students in their content area(s). 12 hours will be in school and 12 hours tutoring. **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:

- Frey, Bruce B. (2014). *Modern Classroom Assessment*. Los Angeles: Sage Publishing.
College LiveText-EDU Solutions Student Membership
Sprick, R. (2009). *CHAMPS, 2nd edition: A proactive and positive approach to classroom management*. Eugene, OR: Pacific Northwest.
- A. Murray State University Libraries
 - B. RACERtrak, ERIC, and the Internet
 - C. Self-selected books, articles, and activities
 - D. MSU computer centers
 - E. Curriculum Materials Center AL 341
 - F. Public library
 - G. Kentucky Department of Education
 - H. Public schools

VIII. EVALUATION AND GRADING PROCEDURES:

- A. Students will be graded on the completion of the following assignments:*

Assignment/Activity	Point Value
Mini-Lesson	50
Core Content Analysis	15
Practicum Reflections	100
Observation Lesson Reflection (LiveText Part N)	25
Unit and Assessment Plan (including 4 lessons)	200
Professional Growth Plan	50

** Students must complete a minimum of 24 hours practicum in their major content(s) during class. It is each student's responsibility to maintain documentation of all practicum hours to meet EPSB requirements.*

- B. Evaluation

Grades will be awarded for performance in accordance with the MSU scale. Students' attendance will also be considered when calculating the final grade.

Percentage of possible points	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	E

Please note: There will be 10% point deductions for late work and late work will not be accepted after one week.

- C. Audit Policy

If you choose to audit this course, you **MUST** complete all of the assignments with the exception of the final examination and attend all class meetings. If either one of these conditions is not met, the instructor will change the audit grade to an E.

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 Equal Opportunity. 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 demeanors, 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.**

NOTE: Instructor reserves the right to make any changes to course activities and assignments as deemed necessary during the semester.

The instructor of this course recognizes that in today's world cell phones, blackberries, laptop computers, pagers, and other electronic devices are a familiar and many times needed form of communication for students. It is the policy of this instructor that **any of the above mentioned devices shall not be allowed in class and/or labs without the prior consent of the course instructor.** This shall include verbal calling, incoming calls, e-mail, text message, and use of cell phone calculator on tests and quizzes. **All electronic devices must be powered off and out of the sight and use (i.e. kept in a bag or purse).** Should any of these devices be visible, ring, or other form of unauthorized usage which is interruptive to the class or lab, the student may be asked to leave class and not return for that class/lab period. Upon prior consent of the instructor a student may obtain permission to use any of these devices in case of emergency or in family critical situations.
* All students must dress appropriately as per Teacher Education Services guidelines during field experiences!