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

II. **COURSE DESCRIPTION AND PREREQUISITE(S):**
This course is an 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):** EDU 303, MID 270, 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), Characteristics of Highly Effective Teaching and Learning (CHETL), 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 Standards for Preparation and Certification (KTS), 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 (KTS #2; AMLE #4; CHETL #3, 4, 5);

B. develop, apply, and modify as needed, a wide repertoire of questioning, differentiated instructional strategies, instructional technology, and assessment instruments and techniques (KTS #4, 5; AMLE #4; CHETL #3, 4, 5);

C. develop rigorous lessons based on state and national standards (KTS # 1, 2; CHETL #3, 4, 5);

D. plan an exploratory course and an advisor/advisee module (KTS #3; AMLE #1);

E. apply effective classroom management strategies appropriate for adolescent learners (KTS #3, 4; AMLE # 1, 3; CHETL #1);

F. carry out planned instruction in a middle school under direct supervision (KTS #4; CHETL #3, 4, 5);

G. describe current issues in educational evaluation including initiatives at the national, state, and local levels (KTS #1, 7; AMLE #4; CHETL #2);

H. reflect on the uses of assessment to inform instruction and on their development as reflective decision-makers and effective evaluators (KTS #5, 7; AMLE #4; CHETL #2);

I. identify ways they can meet the needs of a diverse student population by modifying practices and addressing achievement gaps (KTS #2, 5; AMLE #1; CHETL # 1-5);
J. research and identify characteristics of effective middle schools (KTS #3; AMLE #4; CHETL #2, 3, 4); and
K. write professionally for the field of education (KTS #1; CHETL #2; AMLE #5).

The COE 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.

III. CONTENT OUTLINE:
   A. Local, state and national content standards for middle grades
   B. KTIP 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

IV. 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

V. 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

VI. TEXT(S) AND RESOURCES:
   College LiveText-EDU Solutions Student Membership

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

**VII. EVALUATION AND GRADING PROCEDURES:**  
A. Students will be graded on the completion of the following assignments:*  

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Strategy (Canvas Discussion)</td>
<td>10 pts each (50 Total)</td>
</tr>
<tr>
<td>Assessment Chapters</td>
<td>15 pts each (60 Total)</td>
</tr>
<tr>
<td>Assessment Chapters 1-2</td>
<td>20 pts.</td>
</tr>
<tr>
<td>Strategies Demonstration</td>
<td>50</td>
</tr>
<tr>
<td>Core Content Analysis</td>
<td>15</td>
</tr>
<tr>
<td>School Profile</td>
<td>50</td>
</tr>
<tr>
<td>Practicum Observation</td>
<td>100</td>
</tr>
<tr>
<td>Practicum Reflections</td>
<td>100</td>
</tr>
<tr>
<td>Observation Lesson Reflection (LiveText Part N)</td>
<td>25</td>
</tr>
<tr>
<td>Unit and Assessment Plan (including 4 lessons)</td>
<td>200</td>
</tr>
<tr>
<td>Professional Growth Plan</td>
<td>50</td>
</tr>
<tr>
<td>Technology Article</td>
<td>50</td>
</tr>
<tr>
<td>National Organizations</td>
<td>25</td>
</tr>
<tr>
<td>Content Lesson Plan Analysis</td>
<td>50</td>
</tr>
<tr>
<td>Differentiation Article Summaries and Plan</td>
<td>50</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
</tr>
</tbody>
</table>

**Description of Assignments**  

**Weekly Strategy (Canvas Discussion)** (10 points each-total 50 points)  
For 5 weeks of the semester, students will find a strategy for their content area for how to teach NEW content. They will write up a summary of the strategy, explain why it is a useful strategy, and give a specific example of how they would use it in a future classroom.

**Assessment Chapters** (15 points each-total 60 points)  
For 4 weeks of the semester, students will be assigned a chapter in the textbook (chapters 4-13) about assessment. Students will write summaries of these chapters and be prepared to discuss them with their classmates.

**Assessment Chapters 1-2 (20 points)**  
Students will need to summarize chapters 1 and 2 of the textbook.
**Core Content Analysis** (15 points)  
Students will analyze the standards for one of their content areas.

**Technology Articles** (50 points)  
Students will find an article specific to their content area(s) about technology. They will write a summary and analysis prior to class and be prepared to discuss the article in class.

**Strategies Demonstration** (50 points: 25 written; 25 presentation) Students will demonstrate a strategy specific to their content area about an assigned topic.

**School Profile** (50 points)  
Once students receive their practicum placement, they will write a profile of their school.

**Observation Lesson Reflection** (25 points)  
After teaching a lesson in their practicum, students will reflect on student learning using the LiveText format on the COE-TPA lesson plan.

**Practicum Reflections** (100 points)  
Students will compile four reflections during their initial practicum. Each reflection will address one of the following: Assessment, Classroom Management, Lesson Plan Delivery, and Connections between University and Schools. These reflections should include connections between what students have read, discussed in class, and observed in the classroom.

**Differentiation Summaries and Plan** (25 points)  
Students will summarize articles about differentiation and create a plan to differentiate learning in both procedures and assessment.

**Content Lesson Plan Analysis** (50 points)  
Students will find 2 lesson plans about the same topic within their content. They will analyze the lesson plans.

**National Organizations** (25 points)  
Students will research one of the national organizations for their content area.

**Unit and Assessment Plan (including 4 lesson plans)** (200 points)  
Students will create a unit plan with a minimum of 4 lessons that reflect the content and population of the practicum classroom. Lesson plans should follow the most recent COE-TPA format and include examples of assessment and differentiation. Students will write an assessment plan specific to their classroom, including an analysis of learning and a plan for remediation and extension of learning.

**Practicum Observation** (100 points)
Instructor will work with each student to conduct one on-site observation of that student conducting a lesson. Hard copies of lesson plans, assessment items and other pertinent information should be provided to the instructor upon arrival for the observation. Observations will be scored using a common rubric and posted in LiveText. In addition, supervising teachers will complete an evaluative checklist for each practicum student.

**Professional Growth Plan** (50 points)
Students will reflect on their field experiences and develop a professional growth plan. Format will be provided. Completed plan will reflect areas of strength and areas for growth and include, specific, research-based steps and resources to support growth. PGPs will be posted in LiveText for possible inclusion in the student teaching portfolio.

**Final Examination** (100 points)
Exam will consist of objective and short answer questions, practical application of class discussions and praxis simulations.

*Detailed descriptions and scoring guides will be provided in class. All assignments are due at the beginning of class on the date designated in the course calendar. Late work will have a 10% deduction in points and will not be accepted after one week.

*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.

<table>
<thead>
<tr>
<th>Percentage of possible points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-59%</td>
<td>E</td>
</tr>
</tbody>
</table>

**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.

VIII. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin.

Attendance is required. Three absences will require completion of a makeup assignment (see below). Students who miss three classes and do not complete the makeup assignment will have 10% deducted from their course grade. Depending on circumstances, more than two absences may require withdrawal from the course or completion of extensive makeup assignments, or will result in a significantly reduced grade, at the discretion of the instructor. Contact the instructor if you must miss more than two courses.

**Makeup assignments:** Choose a chapter from a content area methods textbook (copies found in the curriculum materials library). Summarize the chapter and explain how you can use the information in this chapter when planning lessons in your content area. Your assignment should be about 2-3 pages in length. Remember to use APA style and to make sure every paragraph has a single, clearly-stated main idea followed by specific supporting details. Makeup assignments are due two weeks after your absence.

**IX. 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.

X. NON-DISCRIMINATION 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, admissions, or the 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. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

XI. 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!