

Standard #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Standard #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard #5: The teacher encourages an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the classroom.

Standard #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Standard #9: The teacher is a reflective practitioner who continually evaluates the effect of his/her choices and actions on others and who actively seeks opportunities to grow professionally.

10. Teaching strategies: Class discussion, group work, student projects and presentations

11. Assessments:

1. Context of Middle School: Students will observe and analyze the school setting in terms of the middle school organization and concept and evaluate how the school setting does or does not exemplify a "true middle school". Students will work on teams to develop an assessment tool/process based on course readings, discussion. 25% of course grade. **Due October 8**
2. Planning: Observe the presence or absence of interdisciplinary teaching during your internship. Work as a team based on concentration areas to develop an interdisciplinary unit. Turn in the written unit with team members' names. Units will be shared in class. 15% of course grade **Due November 29**
3. Management: Work with a partner to research approaches to discipline (Cooperative Discipline-Linda Albert, Harry Wong, Discipline with Dignity-Curwin & Mendler, Marzano's Classroom Management Strategies, William Glasser's ideas, Control Theory, Lee and Marlene Canter's Assertive Discipline Model, Positive Discipline in the Classroom-Jane Nelsen, Inner Discipline-Barbara Coloroso, Beyond Discipline by Alfie Kohn, or another approved approach). Prepare an oral report and a written summary for class members. 15% of course grade. **Due September 20.**
4. Adolescents: Do a search for "Characteristics of Early Adolescents" (Social, Physical/Sexual, Emotional/Moral, Cognitive/Intellectual, etc.) Submit a 3-4 page paper describing a middle schooler. 15% of course grade. **Due September 6.**
5. Reflective Teaching: Students will design and teach a lesson based on NC curriculum and evidencing a specific teaching strategy. Learning outcomes, objectives, assessment and instruction will be evaluated through the lesson plan and reflection on the plan and teaching-20% of course grade. **Due October 20**
6. Participation: Students are expected to attend, be punctual, complete reflections, and thoughtfully contribute to all class sessions. 10% of course grade.

Course Content:

- Characteristics of adolescents/needs/issues
- Middle school concept and organization
- Management and community building
- Middle level curriculum
- Teaching middle schoolers/instructional strategies

12. Required Texts/Readings

1. *Turning Points 2000* (2000), Jackson, A. & Davis, G. Teachers College Press, New York, NY
2. This we believe and now we must act. (NMSA)

13. Topical outline and timeline*:

August 16-Introductions, Syllabus

August 23-No Class-Work on Adolescent Paper

August 30-Read Chapters 1 & 2 in *Turning Points 2000*-What makes a middle school unique?

September 6-Adolescent Paper Due, Read Chapter 6 in *Turning Points 2000*

September 13 Read Chapters 3 & 4 in *Turning Points 2000*-Curriculum and Instruction
September 20 Discipline Reports Due
September 27 Work in teams to design middle school assessment tool (Reference *This We Believe...*)
October 4-Lesson Planning/Instructional Strategies
October 11-No Class-Fall Break
October 18-Lesson Planning/Instructional Strategies cont.
October 25-Lessons Due
November 1-Continue with Lesson Presentations
November 8-No Class-Meet with team to design interdisciplinary unit
November 15-Read Chapters 7 & 8 in *Turning Points 2000*
November 22-Read Chapters 9 & 10 in *Turning Points 2000*
November 29-Interdisciplinary Unit Share

14. Other information:

15. Recommended Texts and/or Readings:

Anderson, L. (1989). Learners and learning. In Maynard Reynolds, (Ed), Knowledge base for the beginning teacher. New York: Pergamon Press.

Causy, G. Early adolescents: Understanding the 10-15 year old. Insight Books.

Doda, N. (1991). Teacher to teacher. Columbus, Ohio: National Middle School Association.

Glasser, W. (1986). Control theory in the classroom. New York: Harper and Row.

Hargreaves, D. (1972). Interpersonal relations and education. London & Boston: Routledge & Kegan Paul.

Jackson, P. (1986). The practice of teaching. New York: Teachers College Press.

Johnston, H. (1990). The new American family and the schools. Columbus, OH: National Middle School Association.

Kohn, A. (1996). Beyond discipline: From compliance to community. Alexandria, VA: Association for Supervision & Curriculum.

Manning, L. (1994). Celebrating diversity: Multicultural education in middle level schools. Columbus, OH: National Middle School Association.

Manning, M. L., & Butcher, K. T. (2001). Teaching in the middle school. Upper Saddle River, NJ: Merrill Prentice Hall.

McEwin, K. (1995). A vision of excellence: Organizing principles for middle grades teacher preparation. Columbus, OH: National Middle School Association.

McNeil, L. (1988). Contradictions of control. New York: Routledge.

Myers, J. (1985). Involving families. Columbus, OH: National Middle School Association.

Price, S. (1995). Vision 2010: Families & adolescents. Minneapolis, MN: National Council on Family Relations.

Scales, P. (1994). Growing pains: The making of America's middle school teachers. Columbus, OH: National Middle School Association.

Scales, P. (1991). A portrait of young adolescents in the 1990's: Implications for promoting healthy growth and development. Carrboro, NC: Center for Early Adolescence.

Schultz, F. (1996). Multicultural education: Annual edition. Guilford, CT: Dushkin Publishing Group.

Stevenson, C. (1992). Teaching 10 to 14 year olds. White Plains, NY: Longman Publishing.

This we believe: Developmentally responsive middle level schools. (1995). Columbus, OH: National Middle School Association.

Tomorrow's teachers. (1986). US Dept. Of Education. East Lansing, MI: The Holmes Group.

Turning points: Preparing American youth for the 21st century. (1989). New York: Carnegie Corporation.

Van Hoose, J. (1988). Young adolescent development and school practices: Promoting harmony. Columbus, OH: National Middle School Association.

Wright, J. (1983). Teaching the gifted and talented in the middle school. Washington, DC: NEA Professional Library.

16. Alignment with State and National Standards: See #9.