

**Syllabus FOR EDUC 466 Sections 001, 956 and 957**  
EDUC 466: Planning for Teaching in the Middle Grades

**Description:** EDUC 466 is a required course in the Middle Grades Program professional studies course sequence. It provides 3 units of credit that are earned through didactic studies and field based activities. The course prefaces the curricular content that is addressed in EDUC 469 with topics that include: adolescent development, multiculturalism and diversity, reading and writing in content areas and working with students with special needs. Particular attention is given to theories that apply to adolescent development, multiculturalism, culturally responsive pedagogy, the exemplary middle school model, understanding literacy, and preparing to meet students' individual needs, including students with special and diverse needs. Students draw on classroom observations arranged through the companion laboratory course or focus observations in their own classrooms to the topics covered in EDUC 466.

**PROGRAM and COURSE INFORMATION:** Program: UNC-Chapel Hill, Middle Grades Teacher Education Program  
EDUC 466  
Course Title: Planning for Teaching in the Middle Grades

**DATE SYLLABUS REVISED:** August, 2007

**COURSE DESCRIPTION:** This course provides the opportunity for consideration of theories and practices in middle level schooling. The modules include: (1) adolescent development, culture and equity in the middle school structure, (2) literacy; reading, writing and communication skills across the curriculum, and (3) students with special needs in the general education classroom.

**UNC-CH SCHOOL of EDUCATION CONCEPTUAL FRAMEWORK:**  
**Preparing Leaders in Education**

The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings. Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.

The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.

**For Equity and Excellence**

Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.

Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward

expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

### **In a Democratic Society**

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal with the potential to meet the needs, recognize interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

### **School of Education Conceptual Framework Principles**

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education 19s goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

1. Candidates possess the necessary content knowledge to support and enhance student development and learning.
2. Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
3. Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
4. Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

### **Conceptual Framework Dispositions**

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

1. Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
2. Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

### **COURSE OBJECTIVES :**

To encourage critical thinking about pedagogical theory and practice; to provide candidates for initial licensure in middle grades teaching with background information and classroom settings in which they can practice the skills that enable them:

- to apply theories of adolescent development, literacy development and special education to practice,
- to plan and deliver lessons and manage students effectively,
- to select materials and use technology to support interdisciplinary instruction and integration of literacy skills in content area studies;
- to demonstrate understanding of young adolescent development and effective practice in middle level teaching and learning
- to determine and articulate instructional objectives and appropriate assessments for them
- to communicate effectively with young adolescents in ways that support learning
- to demonstrate attitudes and aptitudes that coincide with effective teaching of students with diverse abilities and needs,
- to demonstrate professionalism, self-discipline, responsibility, and evidence of professional growth and development.

## **COURSE STANDARDS(addressed)**

School of Education Conceptual Framework Principles and Dispositions NC-CH2004.P.1: Candidates possess the necessary content knowledge to support and enhance student development and learning. NC-CH2004.P.2: Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning. NC-CH2004.P.3: Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments. NC-CH2004.P.4: Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders. NC-CH2004.D.1: Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society. NC-CH2004.D.2: Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

NC Standards for Teacher Preparation Initial Licensure Core Standards NC-T.CORE.1: Teachers have a broad knowledge of content. NC-T.CORE 2: Teachers know how to teach students. NC-T.CORE 3: Teachers are successful in teaching a diverse population of students. NC-T.CORE 4: Teachers are leaders. NC-T.CORE 5: Teachers are reflective about their practice. NC-T.CORE 6: Teachers respect and care about students.

INTASC STANDARDS: INTASC.1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. INTASC.2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development. INTASC.3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. INTASC.4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. INTASC.5: The teacher uses 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. INTASC.6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. INTASC.7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. INTASC.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. INTASC.9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. INTASC.10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

North Carolina Teacher Standards Middle Level General: NC-T. MIDL.1: Middle level teachers understand the major concepts, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning. NC-T.MIDL.2: Middle level teachers understand major concepts, principles, theories and research underlying the philosophical foundations of the developmentally responsive middle level programs and schools, and they work successfully within these organizational components. NC-T. MIDL 3: Middle level teachers understand major concepts, principles, theories, standards, and research related to middle grades curriculum and use this knowledge in their practice. NC-T.MIDL.4 Middle level teachers understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of young adolescents. NC-T.MIDL.5 Middle level teachers understand and use the central concepts, tools of inquiry, standards, and structures of content in their teaching field(s) and create meaningful learning experiences that develop young adolescents' competence in subject matter and skills. NC-T.MIDL.6 Middle level teachers understand, value, and integrate literacy skills (i.e., reading, writing, speaking, and listening) into all content areas. NC-T.MIDL.7 Middle level teachers understand and use the major concepts, principles, theories, and research related to effective instruction, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents. NC-T.MIDL.8 Middle level teachers understand and use formal and informal assessment strategies to evaluate learning and teaching to ensure the continuous intellectual, social, and physical development of young adolescents.

## **COURSE STANDARDS (assessed)**

School of Education Conceptual Framework Principles and Dispositions NC-CH2004.P.1: Candidates possess

the necessary content knowledge to support and enhance student development and learning. NC-CH2004.P.2: Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning. NC-CH2004.P.3: Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments. NC-CH2004.P.4: Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders. NC-CH2004.D.1: Candidates exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society. NC-CH2004.D.2: Candidates exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

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### **ACTIVITIES and ASSIGNMENTS:**

Class sessions and assignments aim to encourage inquiry and critical thinking about planning, literacy, and special education and associated instructional practices.

Activities, presentations, and observations are assigned to help candidates (a) understand theories and practices associated with effective teaching and (b) understand the needs and characteristics of middle school students. Within these course goals are the following objectives:

Candidates will be able to accurately:

1. describe middle school students in terms of physical, cognitive, and emotional characteristics;
2. recognize and describe diversity among students, including giftedness and high incidence disabilities;
3. recognize and address the importance of instruction in reading, writing and oral communication across curriculum areas;
4. explain, at an introductory level, several theories and perspectives about how people learn;
5. explain how motivation, self-esteem, teachers' expectations, and classroom climate influence learning.

## **REQUIREMENTS**

Attendance at all scheduled meetings and on-time, full time participation is expected. Students in EDUC 66 must present documentation in order for any tardiness or absence to be excused . All absences, tardies or late work, even if excused, must be accompanied by the "Acknowledgement of Absence, Tardy or Delinquent Work" form used by the Middle Grades Program . Students who are absent or tardy must notify the instructor before or immediately after the incident. Grade point penalties apply for failure to comply. Unexcused absences are penalized by 3 points deduction from the final grade for each occurrence. Tardiness of more than 10 minutes or early exit from class result in 1 point deduction from the final grade for each occurrence.

## **ACCOMMODATIONS for DISABILITY**

Students who require assistance or accommodations due to special needs or disabilities are expected to inform instructors and provide the appropriate documentation from the UNC-Chapel Hill Department of Disability Services at the beginning of the course.

## **REFERENCES and RESOURCES**

Textbooks:

Powell, Sara D., Introduction to Middle School

Vaughn, Bos & Schumm, Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom.

Schoenbach, Greenleaf, Cziko & Hurwitz, Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms.