

EDUC 564: Middle Grades Program INTRODUCTION TO TEACHING

<p>Description:</p>	<p>EDUC 464 is a course for candidates who are admitted to the Middle Grades Program (who elect to take this course as a substitute for EDUC 465) or for other students who need a foundations course in public education. The course is offered online and through distance education resources. General topics include an overview of the current state of public education, history of American public education, fundamentals of philosophy as applied to education, and basics of school law, finance and governance. Contemporary issues and trends are considered with particular focus on middle level schools and young adolescents. The purpose of this course is to focus attention on the historical, political, and cultural contexts in which middle grades teachers work. With particular attention to contemporary issues and trends in public schooling, students will investigate legal and ethical matters which are a part of the professional lives of teachers. The social foundations of American public schooling, the multi-dimensional constituencies that have rights and responsibilities related to education, and the increasingly global and multi-cultural factors that influence teaching are included in course content.</p>
<p>Program Course Information:</p>	<p>PROGRAM: UNC-Chapel Hill, Middle Grades Teacher Education Program EDUC 464 SECTION 01, 961 COURSE TITLE: INTRODUCTION to TEACHING in MIDDLE GRADES INSTRUCTOR NAME and CONTACT INFORMATION: Suzanne A. Gulledge, Ph.D. 105 G Peabody Hall, Chapel Hill, NC 27599-3500 DATE SYLLABUS REVISED: May 2007 COURSE DESCRIPTION: This on-line course provides 3 credit hours for pre-service or pre-licensure teacher candidates. Scheduling of assignments accommodates the needs of lateral entry teachers and others during summer hours. Admission to the Middle Grades Teacher Education Program is not a pre-requisite for this course. However, lateral entry teachers and licensure only candidates who have been admitted to the Middle Grades Program may substitute this course for EDUC 65, which is the first course in the Program's professional studies sequence.</p>
<p>UNC-CH School of Education Conceptual Framework:</p>	<p>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.</p> <p>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</p>

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, one with the potential to meet the needs, recognize the 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.

SOE 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.

<p>Course Objectives:</p>	<p>To provide foundational information and advance students' understanding of:</p> <ul style="list-style-type: none"> -social and cultural contexts of contemporary teaching, especially at the middle grades level, -history, philosophy, political and legal issues relevant to public schooling, -complex and controversial issues that attend the work of teachers and the function of schools, <p>with the aim of advancing the development of leaders in education for equity and excellence in a democratic society.</p>
<p>Course Standards (Addressed):</p>	<p>School of Education Conceptual Framework Principles and Dispositions</p> <p>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.</p> <p>NC-CH2004.P.3: Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.</p> <p>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.</p> <p>NC-CH2004.D.1: Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.</p> <p>NC-CH2004.D.2: Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.</p> <p>NC Standards for Teacher Preparation Initial Licensure Core Standards</p> <p>NC-T.CORE 2: Teachers know how to teach students.</p> <p>NC-T.CORE 3: Teachers are successful in teaching a diverse population of students.</p> <p>NC-T.CORE 4: Teachers are leaders.</p> <p>NC-T.CORE 5: Teachers are reflective about their practice.</p> <p>NC-T.CORE 6: Teachers respect and care about students.</p> <p>INTASC STANDARDS:</p> <p>INTASC.2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p> <p>INTASC.3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners</p> <p>INTASC.4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills</p> <p>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</p> <p>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.</p> <p>INTASC.7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p>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.</p> <p>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.</p> <p>INTASC.10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> <p>North Carolina Teacher Standards Middle Level General:</p> <p>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.</p> <p>NC-T.MIDL.2: Middle level teachers understand major concepts, principles, theories and</p>

	<p>research underlying the philosophical foundations of the developmentally responsive middle level programs and schools, and they work successfully within these organizational components.</p> <p>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.</p> <p>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.</p> <p>NC-T.MIDL.6 Middle level teachers understand, value, and integrate literacy skills (i.e., reading, writing, speaking, and listening) into all content areas.</p> <p>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</p> <p>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.</p> <p>NC-T.MIDL.9 Middle level teachers understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals</p>
<p>Course Standards (Assessed):</p>	<p>School of Education Core Standards for Principles 2, 3, 4, and Dispositions 1, and 2, (above)</p> <p>NC Standards for Teacher Preparation Initial Licensure Core Standards</p> <p>NC-T.CORE 2: Teachers know how to teach students.</p> <p>NC-T.CORE 3: Teachers are successful in teaching a diverse population of students.</p> <p>NC-T.CORE 4: Teachers are leaders.</p> <p>NC-T.CORE 5: Teachers are reflective about their practice.</p> <p>NC-T.CORE 6: Teachers respect and care about students</p> <p>INTASC STANDARDS:</p> <p>INTASC.2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p> <p>INTASC.3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners</p> <p>INTASC.4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills</p> <p>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</p> <p>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.</p> <p>INTASC.7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p>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.</p> <p>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.</p> <p>INTASC.10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> <p>North Carolina Teacher Standards Middle Level General:</p> <p>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.</p> <p>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.</p> <p>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</p>

	<p>that knowledge to maximize the learning of young adolescents.</p> <p>NC-T.MIDL.6 Middle level teachers understand, value, and integrate literacy skills (i.e., reading, writing, speaking, and listening) into all content areas.</p> <p>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</p> <p>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.</p> <p>NC-T.MIDL.9 Middle level teachers understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals</p>
<p>Activities & Assignments:</p>	<p>It is expected that students in EDUC 464 will complete these activities and assignments :</p> <ul style="list-style-type: none"> ❖ thorough reading of textbook assignments and completion of related text-based exercises and reflective reading with written commentary about articles provided as ancillary to text, ❖ reading and reflective discussion of the selected trade book on topical issues related to teaching, middle schooling, and/or adolescents ❖ completion of a PowerPoint slide show with a handout for a 20 minute presentation on a selected issue ❖ completion of a statement of professional philosophy that incorporates elements of educational philosophy as covered in the class readings and notes ❖ completion of quizzes based on readings
<p>Requirements:</p>	<p>Students in EDUC 464 are required:</p> <ul style="list-style-type: none"> - to have access to the UNC-CH Blackboard System and understand how to engage in discussion and posting of their work into Blackboard, - to use the assigned text and work through the course materials provided by the instructor - to complete assignments in a timely manner - to use correct and standard English grammar and punctuation in all written assignments, including those posted on Blackboard - return the course materials and completed assignments/assessments to the instructor no later than the end of the second summer session
<p>Topics:</p>	<p>These are among the topics considered in EDUC 64:</p> <ul style="list-style-type: none"> - effective teaching in contemporary public schools -professionalism of teachers and professionalization of teaching -challenges and controversial issues in public schooling -the demographics and diversity of public schools -culturally responsive pedagogy -meeting the needs of exceptional learners -how curricula are determined -strategies associated with effective instruction

	<ul style="list-style-type: none"> -class management and discipline -assessment of classroom learning -philosophies of education -historical influences on contemporary education -technology in contemporary schooling -legal issues related to schools, learners and teachers
<p>Schedule:</p>	<p>Schedule for 2007 Second Summer Session:</p> <p>On or before June 23: pick up course materials and purchase textbook; select a trade book from the list of options to read and discuss on line. Select a topic for research for which you will prepare a PowerPoint presentation with a handout. See EDUC 64 Blackboard site for book options and topic options and additional information.</p> <p>Read the trade book at your own pace and submit your reflection on the book in Blackboard when you have finished. You may submit your reflection any time between June 23 and July 29. This must be completed on or before July 29.</p> <p>Complete your research on a contemporary issue at your own pace and submit your PowerPoint slides and a handout when you have finished. You may submit your evidence of research (the PowerPoint slide show and your handout in PowerPoint) any time during the session by posting it on Blackboard. This must be completed before July 29.</p> <p>Complete your statement of your personal philosophy of education after reading Chapter 11 in the Armstrong textbook. Your philosophy should show that you have read and understand the fundamental aspects of a traditional philosophy of education as described in Chapter 11. It should be no less than 3 pages (12 point font, double spaced) and no more than 5 pages in length. It should be submitted to Dr. Gullede as an email attachment to this address: sgulledg@email.unc.edu. Your philosophy paper is due on or before July 15 at 9:00 p.m.</p> <p>You may work through the text chapters at your own pace in this order:</p> <p>Session 1: Read Chapter 1 in text and complete assignments in course pack</p> <p>Session 2: Read Chapter 2 in text and complete assignments in course pack</p> <p>Session 3: Read Chapter 3 in text and complete assignments in course pack</p> <p>Session 4: Read Chapter 11 in text and complete assignments in course pack. Then work on your philosophy paper that is due July 15.</p> <p>Session 5: Read Chapter 12 in text and complete assignments in course pack.</p> <p>Session 6: Read Chapter 13 in text and complete assignments in course pack. Remember to add citations to the last slide in your PowerPoint presentation when you do it and conform to all technology "acceptable use" policies described in the chapter.</p> <p>Session 7: Read Chapter 14 in text and complete assignments in course pack.</p> <p>Session 8: Read Chapter 4 in text and complete assignments in course pack.</p> <p>Session 9: Read Chapter 5 in text and complete assignments in course pack.</p>

	<p>Session 10: Read Chapter 6 in text and complete assignments in course pack.</p> <p>Session 11: Read Chapter 7 in text and complete the assignment in course pack.</p> <p>Session 12: Read Chapter 8 in text and complete assignments in course pack.</p> <p>Session 13: Read Chapter 9 in text and complete the assignment in course pack.</p> <p>Session 14: Read Chapter 10 in text and complete assignments in course pack.</p>
Grades and Assessments:	<p>The course grade will be assigned based on these components:</p> <p>Philosophy paper: 25%</p> <p>PowerPoint slideshow and handout on research topic: 25%</p> <p>Reflection on the trade book submitted in Blackboard: 25%</p> <p>Completion of assignments/quizzes with each chapter of the text. These are provided to you in the packet of course materials. At the end of the course you will return the packet to Dr. Gullede with your completed quizzes on or before July 29. Your average grade on those quizzes will count as a fourth of your course grade: 25%</p> <p>Failure to complete and submit the philosophy paper by July 15 or the other requirements by July 29 will result in 3 points off the final grade for each day the work is late.</p>