MLED 403-01E: Organization, Motivation and Management in Middle Level Classrooms

Fall 2013

This is a field-based 3 hour course required for MLED internship. It is taught in a weekly seminar fashion along with MLED 402, MLED 435, RDG 450 and ELED 452.

Instructor: Ola Owens
TIMES and DATES: Web-enhanced: Class will meet in person on selected Mondays (see seminar calendar below) in Educ. South room 104. The remainder of the course content will be via e-college.
PLACE: EdS 104
OFFICE: EdS, Rm 212
Office Hours: by appointment
OFFICE PHONE: (903) 886-5887 FAX: (903) 886-5581
E-MAIL: ola.owens@tamuc.edu

COURSE INFORMATION

COURSE DESCRIPTION:

A field-based course concentrating on communication, methodology, and management perspectives consistent with democratic classrooms and organizational structures that focus on student centered inclusive learning of young adolescents from culturally, economically, and educationally diverse student populations.
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Field experience required.

Prerequisites: ELED 300, all sections of THEA passed
This is a three-hour credit course.

REQUIRED TEXT:
The First Days of School (2009)
Authors: Harry K. and Rosemary T. Wong
352 pages with index
60 minute DVD
ISBN: 978-0-9764233-1-7, 4th edition

Student Learning Outcomes/Performance Objectives:

The following principles will guide the coursework in MLED 403:

The students will:

- understand procedures for designing effective and coherent instruction and assessment for young adolescents based on appropriate learning goals and objectives conducive to developmentally responsive middle level programs
- understand and apply principles and strategies for communicating effectively in varied teaching and learning contexts.
- be able to provide appropriate instruction that actively engages students in the learning process via problem-solving, decision-making, critical thinking and creative thinking
- be able to incorporate the effective use of technology to plan, organize, deliver and evaluate instruction for all students, as well as explore methods of using technology instructionally in the classroom
- be able to monitor student performance and achievement; and realize the importance of providing their students with timely, high-quality feedback; and responding in a flexible manner to promote higher-order learning and critical thinking skills for all students
- have an understanding of PDAS, Professional Development Appraisal System
- create and use assessments that are congruent with instructional goals and objectives to inform students of the teacher's high expectations for their success
- be able to implement Bloom's Taxonomy for Higher Order Thinking Skills, Howard Gardner's Multiple Intelligences, and other criteria for constructing a learning environment in which middle level students will thrive to their highest potential

4-8 Pedagogy and Professional Responsibilities Competencies Aligned with MLED 403

Competency 003
The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Competency 007
The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Competency 008
The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 009
The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

Competency 010
The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Required Seminar Courses:

Internship: MLED 402, MLED 403, MLED 435, RDG 450, ELED 452 (all 3 semester hours each)
Residency: MLED 404, MLED 410, SPED 480, ELED 425 (all 3 semester hours each)

- Attendance— on time—at ***all*** scheduled university seminars, school-based class sessions, and school-based meetings.
- Professionalism exemplified by preparation and enthusiasm for all school-based and seminar activities.
- A weekly *Reflection Journal* of informal observation, reflections, and/or writing to learn activities in which teaching strategies, learning strategies, organization/management systems, effective instruction, and the accommodation of diversity are discussed.
- Six formal lesson evaluations: 2 by each of the two mentors and 2 by liaison
- Weekly completion of Individual Teacher Education Plan (ITEP) – includes plans, goals and seminar news.
- Lesson Plans of full-time teaching
- Technology integration
- A *Portfolio* for assessment of growth as a teacher in the following proficiencies: a) Equity in Excellence for All Learners, b) Learner-centered Knowledge; c) Learner-centered Instruction, d) Learner-centered communication, and e) Learner-centered professional development. **Copy due at mid-term and final conference.**
- Register for TExES PPR Exam after passing 4-8 content area TExES.
- Certification – All students should meet with their advisor to be sure all requirements are met.
- Check degree evaluation for accuracy.

Instructional / Methods / Activities Assessments
This course consists of a series of activities, experiences/observations in the field, and assessments to assist you in achieving the outcomes/objectives for the course and instructional units. The student will consistently work on various combinations of assignments, activities, field experiences/observations, discussions, readings, research, etc.

Evaluation Procedures:

- Attendance. Much of the work in this course is accomplished in collaborative work groups. Punctuality, dependability, and the ability to accomplish group goals are ways to demonstrate the professionalism required for success in a field-based teacher education program.
- Field Requirements; mentor teacher and liaison input.
- Teaching rationale/philosophy
- In-class & field assignments determined through ongoing needs.
- A “Professional Portfolio”.

Grading
Grades will be determined by a combination of:

- Mentor teachers' and liaison judgments about the effectiveness of the student's classroom lesson plans and instruction as implemented.
- Self reflection and liaison judgments about student’s intellectual involvement and engagement during lessons.
- Self, peers' and mentor's and liaison judgments about the impact of technology applications.
- Professional portfolio

Special note:
This is a field-based course. Be sure that you are documenting throughout your portfolio your efforts to teach using best practices in pedagogy and assessment. Input from your mentor teachers and liaison will be considered in determining the final grade for the course. Keep the following descriptors in mind:

Grade/descriptor: A = exceptional, B = commendable, C = developing,

D = minimal, F = unsatisfactory

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology in your web-enhanced course.

The following technology is required to be successful in this course:

- Internet connection – high speed recommended (not dial-up)
- Word Processor (Microsoft Office Word – 2003 or 2007)
- Access to University Library site
- Access to an Email

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

ACCESS AND NAVIGATION

Access and Log in Information

This course will be utilizing eCollege to enhance the learning experience, eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu

COMMUNICATION AND SUPPORT

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the *'Help'* button on the toolbar for information regarding working with eCollege (How to submit to dropbox, How to post to discussions etc…).

Interaction with Instructor Statement:
I will be available to students before, during, and after seminar as well as in the schools. I also may be contacted through email and phone.

Instructor: Becky Adams, M.Ed.
E-mail: becky.adams@tamuc.edu

US Mail: Curriculum & Instruction Department, A&M University-Commerce, P.O. Box 3011, Commerce, TX 75429
Office: Education South 212
Office Telephone: 903.886.5887
FAX: 903.886.5581
Office Hours: 10:00-11:00 am….and 12:30-2:00 on Tuesdays & Thursdays….and by appointment

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Policies

Professionalism:
Ground rules for discussions and assignments: Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to precede. We may refer directly to them if the situation arises.

- *Respect*
  - We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
  - When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved.
  - Show courtesy.
  - In interpreting others' comments, we should be fair-minded and understanding.

- *Comfort*
  - Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
  - I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
  - No question is stupid! We all learn at different paces and by asking questions.

- *Honesty*
  - You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
  - All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation. (See APA Manual)

- World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.

Late Assignments
Assignments are due on specific dates, as assigned. Assignments will not be accepted after the due date, unless previously authorized by the instructor.

Written Assignments
All assignments must be typed, double space, in legible (preferably times roman) 12 pt font. College level writing is expected. **If you feel insecure about your writing abilities you may want to seek assistance from the writing lab in the Department of Literature and Languages**. They will not assist with spelling. Please make sure someone proofs your assignments. Excessive grammar, spelling and vocabulary errors will result in a lower grade. You should demonstrate mastery of organizing, structure and editing.

Withdrawal Policy
Every student has the right to drop the course without penalty until the drop date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript.

If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered, I will not be able to change it.

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled
'Drop a class' from among the choices found under the myLEO section of the Web page.

Student Conduct
All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class (these same rules apply for online discussions). If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

Academic Integrity
Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” These policies are stated in detail in the Student’s Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 on the examination or homework assignment. The maximum penalty is expulsion from the University.

Texas A&M University-Commerce further does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in

preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:
http://www.plagiarism.org/ http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

COURSE OUTLINE / CALENDAR

Seminar 1 – Orientation to internship; roles & expectations; professionalism carousel; listening techniques

Seminar 2 – Discussion of first weeks in school; sharing of major field events, review of lesson cycle/5 E model/effective pedagogy/characteristics of effective middle schools/Web 2.0 tools/Promethean board and learner response system usage/cliffhangers/content area teacher persuasive bullet list

Seminar 3 – See e-College

Seminar 4 – Effective teaching practices for all students/examine differences between jr high and middle school/Bloom's higher order thinking skills/cliffhangers/ Group presentations - sharing of children's literature in another language for predicting purposes (book should be available in both Spanish (or other language) and English –How did this make you feel? - - apply that feeling to how you think an ELL in your class would feel…….what can/will you do to assist that student? Discuss/share.

Seminar 5 – Mid-term expectations/Gardner's Multiple Intelligences/using simulations/cliffhangers/ Storybook Presentations

Seminar 6 – See e-College

Seminar 7 – Effective pedagogy & assessment teaching resources/cliffhangers/PEER presentation of TEKS and how to use animals to stimulate interest in math and science// Storybook Presentations/ELL Strategies

Seminar 8 – See e-College

Seminar 9 – Discussion of mentor switch/resume instructions/cliffhangers// Storybook Presentations

Seminar 10 – See e-College

Seminar 11 – Web-based technology/peer editing of resumes, etc./cliffhangers// Storybook Presentations

Seminar 12 – Effective management of materials/cliffhangers/ RDG/SCIENCE/MATH/LANGUAGE ARTS/SOCIAL STUDIES TEKS analysis

Seminar 13 – Final field evaluation process/technology integration – presentations using the Promethean board/cliffhangers/Strategy share (reading strategy (BDA) in your content area)/ Filamentality or Webquest project sharing

Seminar 14 – Concluding activities/Making the transition to residency/cliffhangers/ presentations using the Promethean board/cliffhangers/Strategy share (reading strategy (BDA) in your content area)/ Filamentality or Webquest project sharing

Specific seminar dates will be announced at the first seminar, Friday, August 17th.

Undergraduate Graduation Checklist
http://www.tamu-commerce.edu/registrar/pdfs/UndergradChecklist.pdf

1. **Total Hours for degree met? (Must be at least 120 hrs)**

2. **Required Institutional-25% of course work taken at TAMU-Commerce?**
3. **Last Number Institutional Required-24 out of last 30 hrs?**
4. **Overall GPA at least 2.00 (2.50 for Certification Students)?**
5. **University Studies Met?**
6. **Major (plus support if applicable) Course Requirements Met?**
7. **Major GPA is at least 2.00 (2.50 for Certification Students)?**
8. **Major Required courses have C's or better?**
9. **At least 6 hours are advanced in Major?**
10. **All Certification Requirements Met? (Internship/Residency/Etc.)**
11. **2nd Major (plus support if applicable) Course Requirements Met?**
12. **2nd Major GPA is at least 2.00 (2.50 for Certification Students)?**
13. **Minor (plus support if applicable) Requirements Met?**
14. **Minor GPA is at least 2.00 (2.50 for Certification Students)?**
15. **Junior Level Essay Met?**
16. **Senior Level Check Met (minimum 60 hrs)?**
17. **Advanced Hour Check Met?**
18. **24 Advanced Hours taken at TAMU-Commerce?**
19. A&M Commerce GPA 2.00 Met (2.50 for Certification Students)?