“The Teacher as Competent Professional Educator”

I. **Catalog Course Description and Credit Hours of Course:** History, philosophy, organization and curriculum of middle level schools with the instructional strategies and assessment methods for teaching young adolescents (3)

II. **Prerequisite(s):** Successful completion of Block I and admission to the Teacher Education Program. EF304, SE302, SE305, SE306, SE307 and SE275 must be taken concurrently.

I. **Purposes or Objectives of the Course:** As a component and in conjunction with a performance-based, field-oriented program, this course has the purpose of providing the teacher candidate with the knowledge, skills and dispositions that can be generalized to teaching and classroom management in the integrated field experiences. By the completion of the course, the teacher candidate will demonstrate a knowledge base and skills necessary to:

A. Demonstrate and apply an appropriate knowledge base of the history, philosophy, curricular structures, issues and trends related to middle level schools.

B. Identify parental and community resources for involvement in the middle school environment and educational process.

C. Identify and apply the special characteristics of young adolescents and implications of those characteristics to selection of relevant instructional strategies in the learning environment.

D. Plan long-range goals, unit plans and daily lesson plans with appropriate state and national standards while designing developmentally appropriate lessons components, instructional strategies and integration of technology in consideration of contextual factors.

E. Design developmentally appropriate and effective methods of assessment to measure learning for middle level learners.

F. Develop and demonstrate the basic skills and professional dispositions of a reflective middle level teacher.
## Alignment Matrix

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>COE Conceptual Framework Standard</th>
<th>SPA Standard NMSA</th>
<th>DESE</th>
<th>INTASC</th>
<th>Assessment Ensuring that the Objective has been Met</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of the course, the student will:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate and apply an appropriate knowledge base of the history, philosophy, curricular structures, issues and trends related to middle level schools.</td>
<td>1.1-1.5 2.1-2.4 3.1-3.5 4.1-4.3 5.1-5.5 6.1-6.2</td>
<td>1-7</td>
<td>1.2.1.1--1.2.1.5</td>
<td>1.1-1.6 2.1-2.5 3.1-3.5 5.1-5.5 6.1-6.4 7.1-7.4 9.1-9.3 10.1-10.4</td>
<td>TWS, Projects</td>
<td>6</td>
</tr>
<tr>
<td>Identify parental and community resources for involvement in the middle school environment and educational process</td>
<td>1.1 4.1 4.3</td>
<td>3.5,6</td>
<td>1.2.3.4, 1.2.4.2, 1.2.9.2, 1.2.101--1.2.10-4</td>
<td>3.5 7.1-7.4 9.1-9.3 10.1-10.4</td>
<td>TWS, Projects</td>
<td>3</td>
</tr>
<tr>
<td>Identify and apply the special characteristics of young adolescents and implications of those characteristics to selection of relevant instructional strategies in the learning environment.</td>
<td>1.1-1.5 2.1-2.4 3.1-3.5 4.1-4.3 5.1-5.5 6.1-6.2</td>
<td>1-7</td>
<td>1.2.1.1--1.2.1.5; 1.2.2.1--1.2.2.4; 1.2.11.1--1.2.11</td>
<td>2.1--2.5 3.1--3.6</td>
<td>TWS, Lesson Plans Projects</td>
<td>6</td>
</tr>
<tr>
<td>Plan long-range goals, unit plans and daily lesson plans with appropriate state and national standards while designing developmentally appropriate lessons components, instructional strategies and integration of technology in consideration of contextual factors.</td>
<td>1.1-1.5 2.1-2.4 3.1-3.5 4.1-4.3 5.1-5.5 6.1-6.2</td>
<td>1-7</td>
<td>1.2.1.1--1.2.1.5; 1.2.2.1--1.2.2.4; 1.2.3.1; 1.2.3.4, 1.2.4.1--1.2.4.3; 1.2.5.1--; 1.2.5.2; 1.2.6.1--; 1.2.6.3; 1.2.7.1--1.2.7.4; 1.2.11.1--1.2.11.6</td>
<td>3.1--3.5 4.1--4.3 5.1--5.5 6.1--6.4 7.1--7.4</td>
<td>TWS, Lesson Plans, Projects</td>
<td>15</td>
</tr>
</tbody>
</table>
Design developmentally appropriate and effective methods of assessment to measure learning for middle level learners.

|   | 1.1-1.5 | 2.1-2.4 | 3.1-3.5 | 4.1-4.3 | 5.1-5.5 | 6.1-6.2 | 1-5 | 1.2.1.1--- | 1.2.1.5; 1.2.2.1--- | 1.2.2.4; 1.2.8.1--- | 1.2.8.4; 1.2.11.4 | 8.1--8.4 | TWS, Lesson Plans | 12 |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Develop and demonstrate the basic skills and professional dispositions of a reflective middle level teacher.

|   | 1.1-1.5 | 2.1-2.4 | 3.1-3.5 | 4.1-4.3 | 1-7 | 1.2.7.1--- | 1.2.7.4; 1.2.9.1, 1.2.9.3; 1.2.10.3 | 1.2.10.4; 1.2.11.6 | 9.1--9.3 | Lesson Plans, Presentations | 3 |

### Relationship of the Conceptual Framework to Standards

Southeast Missouri State University’s Conceptual Framework is predicated on the belief that all students can learn and every child deserves dedicated teachers who have a firm grasp of content, are effectively trained, and know how to teach to high standards. An increasing emphasis on professional standards for educators reinforces the relevance of the College of Education’s vision of a *competent, reflective, and caring* professional as the grounding tenet of our conceptual framework as well as a commitment to proficiency in *literacy, diversity, and technology*. As the lists of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only a *competent* professional who actively *reflects* on his/her teaching, while maintaining a *caring* attitude, is and/or will be capable of meeting the intent of those standards.

### IV. Student Learning Outcomes

The students will:

A. Describe the physical, social and learning characteristics of young adolescents.

B. Describe the characteristic of an exemplary middle school.

C. Create a unit plan in their content area that would be appropriate for middle school instruction.

### V. Expectations of Students:

Students will be expected to complete the following course requirements:

A. Each teacher candidate is expected to actively participate in regularly scheduled class meetings and complete assigned work by the due dates.

B. Each teacher candidate is expected to locate information in professional journals, online and other resources relevant to teaching at the middle level.

C. Each teacher candidate is expected to use technological resources in fulfilling requirements of the course.
D. Each teacher candidate is expected to demonstrate professional dispositions throughout the course.

VI. **Course Content**

A. **Middle Level Schools, Issues and Trends**
   1. History and Philosophy of the Junior High and Middle School
   2. Organization of the Middle School
   3. National Standards and Organizations
   4. Curricular Structure and Unique Components of the Middle School
      a. Interdisciplinary Activities
      b. Thematic and Integrated Curriculum
      c. Advisor/Advisee Programs
      d. Transition Programs
      e. Co-curricular Programs
   5. Multicultural Issues
   6. Characteristics and Dispositions of a Professional Middle School Teacher
   7. Parental and Community Involvement and Resources

B. **Characteristics and Needs of Young Adolescents and Implications for Teaching**
   1. Physical Development
   2. Intellectual Development
   3. Social Development
   4. Emotional Development
   5. Moral Development
   6. Identification of Learning Styles/Modalities/Intelligences and Associated Study Skills

C. **Planning to Teach**
   1. Long-range Planning
   2. State and National Standards
   3. Developing Elements of a Unit Plan/Teacher Work Sample
   4. Contextual Factors That Affect Learning
   5. Classroom Management
   6. Writing Objectives/Learning Goals
   7. Assessment and Evaluation
   8. Designing Effective Lessons

D. **Instructional Strategies and Implementation of Relevant Technology**
   1. Advantages and Disadvantages of Basic Techniques
      a. Formal and Informal Lectures
      b. Discussion Techniques
      c. Questioning
      d. Games and Simulations
      e. Problem-Solving, Problem-based Learning and Project-based Learning
      f. Skill Practice
      g. Using Multimedia, Visual Aids, Educational Hardware and Software
   2. Active Learning
   3. Cooperative Learning
   4. Individualized Approaches and Differentiated Instruction

VIII. **Basis for Student Evaluation:**

A. Teacher candidates will demonstrate an acceptable knowledge base of middle level education, its history, philosophy, curriculum, issues and trends through class discussions, assigned writings or other activities.

B. Teacher candidates will demonstrate knowledge of characteristics of middle level students and the implications for selecting relevant instructional strategies and assessment methods through class discussions and activities, assigned writing and developing lessons to be taught in the field experience.

C. Teacher candidates will demonstrate the ability to plan long-range goals, write goals and objectives, design lessons, organize elements of a unit plan, assessment methods and incorporate relevant technology through assigned writings and teaching activities both in class and/or integrated in the field experience.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy of Middle School Education Paper</td>
<td>100</td>
<td>Week 3</td>
</tr>
<tr>
<td>Young Adolescent Characteristics Paper</td>
<td>100</td>
<td>Week 6</td>
</tr>
<tr>
<td>Instruction by Design (long-range planning) Activity</td>
<td>50</td>
<td>Week 7</td>
</tr>
<tr>
<td>TWS Components</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contextual Factors</td>
<td>240</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Classroom Management Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design for Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental/Community Involvement Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Lesson Plans with Reflections (3 @ 100 each)</td>
<td>300</td>
<td>Ongoing</td>
</tr>
<tr>
<td>In-class activities (approximately 10 @ 10 pts each)</td>
<td>100</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

*Note: The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.*

IX. **Grading Scale**

100-90% = A  
89-80% = B  
79-70% = C  
69-60% = D  
59% and below = F

X. **Academic Policy Statement:**

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of
an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

XI. **Student with Disabilities:**
Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: [http://www6.semo.edu/lapsdss/index.htm](http://www6.semo.edu/lapsdss/index.htm)

XII. **Civility and Harassment**
The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XIII. **Professional Dispositions for Teacher Education**
The Dispositions, as assessed within Teacher Education are guided by the central core of the Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, were the guiding force in establishing the 11 current dispositions assessed beginning in Block II within the initial teacher preparation program and the clinical experiences at the graduate level. These dispositions continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement Disposition Plan (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed dispositions are listed under the applicable Conceptual Framework Term.

**Competent:**
- Self-initiative/Independence
- Reliability/Dependability
- Attendance/Punctuality

**Reflective:**
- Response to feedback

**Caring:**
- Tact judgment (with peers and/or instructors)
- Interaction with students, peers, teachers and others
- Collegiality
- Attitudes towards learners/Fairness
- Attitudes towards cultural, ethnic and socioeconomic diversity
- Commitment to the profession

DEPARTMENTAL APPROVAL DATE: 4-18-12, 4-25-12
COLLEGE COUNCIL APPROVAL DATE: 5-8-12