COURSE DESCRIPTION: This course presents the philosophy, development, and curriculum of middle grades education and develops the generic teaching skills related to effective teaching/planning specifically for early adolescent learners. Field experiences in public schools and/or other appropriate settings away from campus are required in this course.

COURSE RATIONALE: This is an introduction to middle school education course. It is essential that prospective teachers understand the essentials of teaching in the middle school and the developmental characteristics of young adolescents. Key information includes: middle schools past and present; understanding the development of middle school students; identifying middle school concepts; and teacher and student interaction.

REQUIRED TEXT:
Additional reading assignments will be required.

A NOTE FROM THE WKU OFFICE FOR STUDENT DISABILITY SERVICES:
“Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, Potter Hall. The OFSDS telephone number is (270) 745-5004.”
“Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.”

Course Objectives and Outcomes: Kentucky’s Teacher Standards

KY Teacher Standard I – Designs / Plans Instruction
1a Develop significant objectives aligned with standards.
1b Use contextual data to design instruction relevant to students.
1c Plan assessments to guide instruction and measure learning objectives.

KY Teacher Standard II- Creates Maintains Learning Climate
2b Establish a positive learning environment
2c Value and support student diversity and addresses individual needs
2d Foster mutual respect between teacher and students and among students.

KY Teacher Standard III- Implements/Manages Instruction
3a Use a variety of instructional strategies that engage students in active learning aligned with learning objectives.

KY Teacher Standard IV – Assesses and Communicates Learning Results
4a Use assessments that are aligned with learning objectives.
4b Use a variety of assessments to measure student learning.

KY Teacher Standard VIII – Applied Content Knowledge
8a Demonstrate instructional strategies that are appropriate for content and contribute to student learning.
1. Responsible attendance and participation during course discussions and activities. (75)
2. Medical Exam, TB Test, and Criminal Check (50) **Due February 18, 2009**
3. Field/Clinical experience exercises (75) *
4. Annotated Bibliography- ANNOTATE, SUMMARIZE, AND REACT to related articles pertaining to middle level education. (100) *
5. Midterm and a comprehensive final exam. (200)
6. Group presentation on one chapter from the course text. (50)
7. Electronic Portfolio/Critical Performances *
   A) Personal Philosophy of Education (25)
   B) Graphic Organizer of Observed KY Teacher Standards in Practice (25)
   C) Field Journal section on KY Teacher Standards and Academic Expectations (25)
   D) Middle Grades Lesson Planning (25)
   E) Nature of Early Adolescents & Implications for Middle Level Educators (25).

The above critical performances:
1. Must be submitted as “hard copies” and graded first by the MGE 275 instructor before uploading onto electronic portfolio
2. Must be on a disk to be submitted for the course and for the “electronic portfolio requirement”
3. Must be uploaded on the electronic Portfolio System (EPS) before receiving final grade, otherwise X will be given as a final grade (departmental policy).

675-607=A 606-540=B 539-472=C 471-405=D 404 and below=F

1. You are expected to attend class each day. Therefore, activities will be conducted randomly and participants will be awarded at least 5 points. Preservice teachers who fail to attend class and participate will receive a zero. NO EXCEPTIONS!

2. Medical Exam, TB Test, and Criminal Check required by The Kentucky Department of Education before any one may enter schools for field experiences and/or student teaching (These are 1-time until the Student Teaching semester where these are done again.) If you feel that you have already completed these requirements, please confirm with Ms Tammy McComb at tammy.mccomb@wku.edu or at 270-745-6571. **DEPARTMENTAL DEADLINE IS February 20!!**


4. One purpose of an Annotated Bibliography (AB) is to provide an opportunity to systematically compile information from a variety of articles that focus on a particular area of middle school teaching and learning. The information can easily be retrieved at a later date. You will compile your AB by annotating, summarizing, and reacting (theory and practice connections) to the 15 related articles from the Middle School Journal or Middle Ground located in the periodical section of Helm Library and/or WKU extended campus site libraries. Moreover may join the National Middle School Association (NMSA.org) to retrieve the articles online.

5. MORE INFORMATION WILL BE GIVEN REGARDING BOTH EXAMS
6. MORE INFORMATION WILL BE GIVEN REGARDING GROUP PRESENTATIONS

7. **Critical performances** are aligned with Kentucky’s performance criteria for teachers (New Teacher Standards). More information about each of the critical performances is forthcoming.
Teacher Admissions Orientation: It is mandatory that you attend only one orientation meeting this semester. Additional information will be provided in class and posted in Tate Page Hall. This is a requirement of the course. It is WKU teacher education departmental policy that IF THE MGE 275 STUDENT DOES NOT ATTEND ONE OF THESE ORIENTATION SESSIONS, HER/His SEMESTER GRADE WILL RECORD INCOMPLETE (X). If completed, you will receive your earned grade officially. If you feel that you have already completed these requirements, please confirm with Ms Tammy McComb at tammy.mccomb@wku.edu or at 270-745-6571.

Please select one of the following WKU Teacher Admissions Orientation Dates:

EDU 250, IND ED 365, or MGE 275

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>LOCATION</th>
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</thead>
<tbody>
<tr>
<td>Tuesday, February 10, 2009</td>
<td>2:30 - 4:30 CST</td>
<td>Tate Page Hall Auditorium</td>
</tr>
<tr>
<td>Wednesday, February 11, 2009</td>
<td>4:00 – 6:00 CST</td>
<td>Owensboro Regional Campus</td>
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<td>Tech Bldg. 100 B</td>
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<tr>
<td>Thursday, February 12, 2009</td>
<td>5:30 – 7:30 CST</td>
<td>Tate C. Page Auditorium</td>
</tr>
<tr>
<td>Thursday, February 19, 2009</td>
<td>6:00 - 8:00 EST</td>
<td>Elizabethtown Regional Campus – OTB Building Room 303</td>
</tr>
<tr>
<td>Friday, February 20, 2009</td>
<td>2:30 – 4:30 CST</td>
<td>Tate Page Hall Auditorium</td>
</tr>
<tr>
<td>Thursday, February 26, 2009</td>
<td>5:00 – 7:00 CST</td>
<td>Glasgow Regional Campus – Room 131</td>
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</tbody>
</table>

ALL TIMES LISTED ABOVE ARE BOWLING GREEN TIMES EXCEPT ELIZABETHTOWN REGIONAL CAMPUS WHICH IS EASTERN STANDARD TIME ZONE.

NOTE: To be eligible to receive an application for student teaching and to apply for student teaching, the student must have completed all requirements for admission to Teacher Education and must have been approved by Western Kentucky University’s Professional Education Council. The deadline dates for fulfilling this requirement are: September 15 (to student teach in the spring semester) and February 15 (to student teach in the fall semester). The student is responsible for maintaining contact with the Teacher Admissions Office WELL IN ADVANCE OF THESE DATES to process the completion of his/her file by the applicable deadline.

WKU Teacher Education Policy: You Must attend one of the above orientation meetings or your MGE 275/EDU 250 instructor is required to report an INCOMPLETE (X) for your course grade. These orientation meetings may not be made up until the Fall 2009 semester.

Your first assignment for MGE 275 is due February 18, 2008. Please see item two in the “Grading” section of this syllabus.
Foundations of Middle Grades Education
MGE 275- Spring 2009

Required Readings from the *Middle School Journal* or *Middle Ground* located in the periodical section of Helm Library and/or WKU extended campus site libraries. Moreover may join the National Middle School Association (NMSA.org) to retrieve the articles online. (Please select 15 items from the reading list)


Paterson, J. (2004). Considering the positives of increased assessment. Middle Ground,


THE ANNOTATED BIBLIOGRAPHY (100 points)

Purpose:
The annotated bibliography assists one in ...
... organizing ideas from a variety of sources.
... reviewing major points of the source.
... reviewing one's reaction to the source as it relates to educational theory and practice.
... retrieving information to be used at a later date.
... sharing information with colleagues.

Format:
The annotated bibliography...
... is word processed or typed. (15 pts)
... is presented in alphabetical order by the author's last name. (15 pts)
... is presented in APA style (American Psychological Association). (15 pts)
... contains a summary (theory) and reaction (practice) of each source. (40 pts)
... has summary and reactions that have been limited to one page for each source. (15 pts)

There are at least five reasons why we are qualified to make judgment calls (acceptance/rejection) regarding an article’s theories (ideas) as such theories relate to actual school practice.

1.) We all have experienced the middle school level as actual students.
2.) We have and/or will gain experience in analyzing the harmony between educational theory and practice in other education courses.

3.) We have the opportunity to observe actual school practice during our field experiences.

4.) Cooperating teacher/practitioner testimony during field experience helps us make theory/practice judgment calls.

5.) Middle level student testimony helps us make theory/practice judgment calls.

6.) Some of us are/were parents of middle level students.

7.) Some of us have experienced middle level substitute teaching.