

1. General Information

1a. Submitted by the College of: EDUCATION

Date Submitted: 1/7/2013

1b. Department/Division: Education Curriculum & Instr

1c. Contact Person

Name: Susan Nelson Wood

Email: susan.wood@uky.edu

Phone: 850-322-4087

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year ¹ F 2012

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: EDC 447

2c. Full Title: Applications of Teaching Middle Level English Language Arts

2d. Transcript Title: Apps of Tchng Middle Level Eng LA

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

CLINICAL: 15

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course promotes the thoughtful examination of writing instruction at the middle level. Throughout the course, students are introduced to strategies and skills they can use to enhance their own writing and the writing of middle level students (grades 5-9). Using a process approach, students learn how to communicate ideas effectively in a variety of genres and for a multitude of purposes. Based on the most current understandings in the field, this course explores such topics as writer's workshop, conferencing, struggling writers, assessment, reading/writing connections, writing in the disciplines, revision and editing, the use of digital media to support writers, and the management of writing instruction. This course is in conjunction with an eight-week field experience, consisting of approximately 2.5 weeks at the start of the semester and 5.5 weeks during the middle of the semester. Candidates will also attend their field placement at other times (e.g., district pre-planning, flexible Fridays) during the semester.

2k. Prerequisites, if any: EDC 347 or permission of instructor.

2l. Supplementary Teaching Component: Service Learning

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: Middle School Teacher Education

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: **Yes**

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: **No**

Interactive Video: **No**

Hybrid: **No**

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? **NO**

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? **NO**

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|KCROUCH|Kathryn F Crouch|Dept approval for ZCOURSE_NEW EDC 447|20130103

SIGNATURE|KCROUCH|Kathryn F Crouch|College approval for ZCOURSE_NEW EDC 447|20130103

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW EDC 447|20130103

EDC 447: Applications of Teaching Middle Level English Language Arts

SYLLABUS

“Research and Reflection for Learning and Leading”

Instructor:	Dr. Laurie Henry
Office	317 DH
Location	
Phone Number	257-7399
Email	lauriehenry@uky.edu
Virtual Office Hours	Arranged individually through email; Telesupervision and Skype access also available
Preferred method for contacting instructor	Email
Anticipated Response Time	2 days

Course Description:

This course promotes the thoughtful examination of writing instruction at the middle level. Throughout the course, students are introduced to strategies and skills they can use to enhance their own writing and the writing of middle level students (grades 5-9). Using a process approach, students learn how to communicate ideas effectively in a variety of genres and for a multitude of purposes. Based on the most current understandings in the field, this course explores such topics as writer’s workshop, conferencing, struggling writers, assessment, reading/writing connections, writing in the disciplines, revision and editing, the use of digital media to support writers, and the management of writing instruction. This course is in conjunction with an eight-week field experience, consisting of approximately 2.5 weeks at the start of the semester and 5.5 weeks during the middle of the semester. Candidates will also attend their field placement at other times (e.g., district pre-planning, flexible Fridays) during the semester.

Prerequisites: EDC 347 or permission of instructor.

Student Learning Outcomes:

After completing this course, the student will be able to:

1. Study the content and structure of the Kentucky Core Academic Standards as they relate to college and career readiness;
2. Analyze the elements of writing, listening, and speaking instruction, including strategies and applications;
3. Critique a variety of methodologies used for the teaching of middle level English Language Arts instruction;
4. Incorporate the appropriate English Language Arts standards into instructional planning;
5. Evaluate texts, digital media, and other resources for instructional use;
6. Analyze and interpret assessment results for use in instructional planning; and
7. Plan, implement, evaluate, and reflect upon the integration of English Language Arts conventions into instruction while in the field placement associated with this class.

Required Materials:

Burkhardt, R. M. (2003). *Writing for real: Strategies for engaging adolescent writers*. Portland, ME: Stenhouse Publishers.

Stephens, L., & Ballast, K. H. (2011). *Using Technology to Improve Adolescent Writing: Digital Make-Overs for Writing Lessons*. New York: Pearson: Allyn & Bacon.

Access to the Kentucky Core Academic Standards:

http://www.education.ky.gov/users/otl/POS/KentuckyCommonCore_ELA.pdf

Writer’s Notebook

Reflective Journal

Additional articles/readings related to the most current trends in middle level education may be assigned at the discretion of the instructor.

Description of Course Activities and Assignments

Course Assignments: Grades for this course will be based on 200 points.

- Daily participation and attendance 40 points
- Professional Development Activity 25 points
- Two Lesson Plans 50 points
- Internet Text Set 45 points
- Reflective Journals 40 points

Summary Description of Course Assignments and Requirements

Daily Participation and Attendance Grade – 40 points – As we are building a community of learners, learning to be teachers as reflective decision makers, and becoming professional educators who maintain the high standards set for us, attendance and participation must be high priority aims. Students will be required to participate in individual and/or group activities carefully chosen to scaffold learning, therefore attendance and participation at each scheduled class session is paramount to success.

Writer’s Notebook

Writer's notebooks are indispensable tools for writers of all levels. The notebooks of many writers have gone on to be published as works unto themselves. Others have been revised slightly and published as memoirs. No document offers a more personal and insightful guide to an individual writer's process than the writer's notebook.

The use of a writer's notebook will be integral to our class sessions throughout the semester and an essential component of your participation grade. You will be required to engage in a variety of writing activities related to the writing process both inside and outside the classroom. It is essential that you bring your writer's notebook to every class meeting and complete any and all writing assignments.

Aside from writing, you should also use your writer's notebook to:

- Keep a list of any new vocabulary words, grammar usage, literary elements, or other writing techniques you learn over the next few months that you want to remember or try out.
- Record your thoughts and feelings as you begin, revise, or abandon a piece of writing. (What are your initial thoughts about a new piece of writing? How does your attitude toward the piece you are working on change as you `re-vision' the ideas you are working with? What are you stuck on? Why do you feel you need to abandon a piece of writing?)
- Collect "golden nuggets" or facts/pieces of information that you want to incorporate into a piece of writing.
- Save pictures, images, quotes, song lyrics, or other such material that inspires you.
- Any form of doodle/scribble/squiggle/drawing/sketching/illustration or other such creative outlet is perfectly admissible but should not make up the bulk of the content.

We will publicly share our writer's notebooks in class during the semester to get an idea of how each of you uses this tool as a writer. I will not be evaluating your writer's notebook aside from your participation grade so feel free to be as "messy" and experimental as you like. I hope you enjoy this exercise and make it a part of your life beyond our class.

Professional Development – 25 points – Ongoing professional development is an integral part of the teaching profession. You should engage in at least one professional development opportunity during this semester related to English Language Arts instruction. To complete this requirement, you might engage in any of the following activities:

- Attendance at a professional conference (e.g. Kentucky Writing Project)
- Attendance at a symposium, workshop, author talk, or other such public event.
- Participation in a professional development session at your practicum placement site
- Completion of an Annenberg Media online workshop
- Other professional development opportunities at the discretion of the instructor

*Note: Please obtain acceptance and agreement of your participation in any professional development activities PRIOR to participation to alleviate any misunderstandings related to the fulfillment of this requirement.

You will prepare a one-page written summary of your professional development activity to be submitted within one week following your professional development engagement. In addition, please be prepared to share your experience in class.

Lesson Plans – 50 points (2 @ 25 points each) – Using the approved Middle School Lesson Plan Format, you must design, implement, evaluate, and reflect upon two English Language Arts lessons. One must focus on writing instruction and one must focus on speaking, listening, or language use. An **exemplary** lesson plan will include the following components:

- 1) Setting the context that includes: a) an explanation of how the lesson relates to the unit of study or your learning goals, b) a description of the students’ prior knowledge or focus of previous lesson, and c) a description of student attributes that will affect student learning.
- 2) Statement of the student learning outcomes of the lesson: a) what students will demonstrate as a result of the lesson.
- 3) Statement that connects your goals and objectives to: a) Kentucky Core Academic Standards (KCAS).
- 4) Description of your assessment plan that includes: a) student learning outcome(s), b) type of assessment, c) depth of knowledge level, and d) adaptations or accommodations that were made.
- 5) A list of the resources that were used including: a) specific materials or equipment, b) copies of printed materials, and/or c) technology resources.
- 6) Description of the instructional strategies and activities including how you: a) triggered prior knowledge, b) engaged students, and/or c) made adaptations to meet individual student needs.
- 7) An analysis and reflection following the implementation of the lesson plan that includes: a) a rubric explaining levels of student performance, b) evaluation of student performance, c) description of students’ strengths and/or misconceptions about content, d) description of modifications or differentiation of instruction to move students forward, e) reflection regarding successes and failures of strategies used during instruction, and f) plans to report or communicate learning results to students and parents.

Lesson Plan Feedback Form

Component	Value	Points Earned
1. Context: a) an explanation of how the lesson relates to the unit of study or your learning goals, b) a description of the students’ prior knowledge or focus of previous lesson, and c) a description of student attributes that will affect student learning <i>Comments:</i>	3	
2. Learning Outcomes: a) what students will demonstrate as a result of the lesson <i>Comments:</i>	3	

3. Connections: a) Kentucky Core Academic Standards (KCAS) <i>Comments:</i>	3	
4. Assessment plan: a) student objective(s), b) type of assessment, c) depth of knowledge level, and d) adaptations or accommodations that were made <i>Comments:</i>	3	
5. Resources: a) specific materials or equipment, b) copies of printed materials, and/or c) technology resources <i>Comments:</i>	3	
6. Strategies and activities: a) triggered prior knowledge, b) engaged of students, and/or c) made adaptations to meet individual student needs <i>Comments:</i>	3	
7. Analysis and reflection: a) assessment rubric, b) evaluation of student performance, c) description about content, d) description of modifications or differentiation of instruction, e) reflection on instruction, and f) report of learning results <i>Comments:</i>	6	
8. Lesson plan format was followed <i>Comments:</i>	1	
Total Points	25	

Internet Text Set* – 45 points – With increased attention on technology and digital media in the classroom and the many helpful websites available, teachers of all age groups will find useful online teaching tools. For this assignment, choose a theme or text genre that you predict you will be able to use in your classroom. Then, research and find at least 10 websites that will help you teach and/or present information related to that theme. Be prepared to share a few of the sites in class. The format for the assignment will be an annotated bibliography. In your annotation, include the APA style bibliographic information for the website followed by a paragraph summary, including:

1. Website description,
2. Examples of the information found on the website useful to your theme, and
3. Description of how you would use it to support instruction.

*A master list will be created from individual assignment submissions and distributed to class members on DVD or USB drive.

Scoring Rubric for Internet Text Sets

Component	Value	Points Earned
Ten websites included (1 point X 10)	10	
Complete bibliographic information included for each website (.5 X 10)	5	
Summary of website content (3 points X 10)	30	
Total Points	45	

Reflective Journals – 40 points (4 @10 points each) -- Each of you will keep a journal exclusively for this class over the course of the semester. In your journal, you are to record:

- Responses to reading assignments
- Reactions to class discussions
- Bi-Weekly reflections

Your journal writing should be in three parts. The first two parts will be completed in a double-entry format. First, you are to record your **responses to the reading assignments**. What questions/concerns do you have? Did it make sense? Think about implementation in your own classroom. Does it sound feasible? What would you change or do differently? We will use these responses in each class meeting to spur our conversations. Then, during each class session, I will provide you with 10-15 minutes to write a **reaction to our class discussions**. Were your questions answered? What information enlightened your earlier concerns? Do you have new questions/thoughts about teaching writing? The third part will consist of a **bi-weekly reflection** that documents what you have learned. Go back and reread what you wrote over the two-week period. How have your thoughts about teaching writing changed? What are you most nervous or anxious about? What excites you? What have you discovered about yourself, about your education, about writing, about teaching, etc.? What are you learning in your other classes? How does it all connect? Your reflection to your journal entries should be at least one page in length and submitted in accordance with the format for assignments stated above to receive full credit.

Course Grading

A = 90 – 100%

B = 80-89%

C = 70-79%

D = 60-69%

E = 59% and below

Final Exam Information

This course does not require a final examination.

Mid-term Grades

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Course Policies:

Submission of Assignments:

Electronic Requirements

Email: Learners must have access to email and the Internet, either at home, work, or on campus. (UKY provides all students with free email accounts.) Learners will be required to send and receive electronic documents throughout the semester.

Format for Assignments

All required assignments must comply to a file format that is compatible with Microsoft Office software products (e.g. Word, Excel, PowerPoint) unless other arrangements are made with the course instructor. (UKY provides all students with a site license for Microsoft Office.) All assignments completed using Microsoft Word should be formatted in 12-point, Times New or

Arial font unless otherwise noted by the instructor. UK students can download the most recent version of the Microsoft Office products from the UK software download center at: <https://download.uky.edu/>

The *American Psychological Association (APA) Publication Manual, 6th edition*, is the style guide most often used in educational research. It is expected that you will follow the *APA* styling for formatting all references and making citations within text. An abbreviated *APA* style guide can be found at *The Owl at Purdue* (<http://owl.english.purdue.edu/owl/resource/560/01/>) or from the Education Library located on the second floor of Dickey Hall.

Attendance Policy:

Course Attendance, Participation, & Field Placements

Attendance in class and at field placements is expected. This course includes a variety of learning engagements and activities that require your regular presence and active participation. Since we will be working collaboratively, your attendance and preparation for **ALL** class meetings are crucial. Regular attendance, punctuality, and participation are expected. Unexcused absences will adversely affect your grade. More specifically, your final grade will be lowered by 5 points for **each** class that you miss. Two tardy arrivals will constitute as one absence. Additionally, for an excused absence to be counted as such, documentation must be provided. If you must miss a class because of illness or other legitimate circumstance, **PLEASE** call, email, or text the instructor **before** the class or as soon as possible afterwards.

You are expected to participate in class discussions, ask and answer questions, and voluntarily share your thoughts and ideas. The attendance/participation component of the course grade will reflect this requirement. It is expected that you will read and reflect on all required readings **PRIOR TO** the specified course meeting.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited. Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Classroom Behavior

Students are expected to exhibit courteous, professional behavior at all times, whether in course meetings or in practicum placements. Adherence to the New Teacher Standards requires such professionalism. This is essential to becoming a successful teacher and critical to the student's success in the course. In class, everyone's opinion matters and may be expressed, but not to the extent that it becomes offensive to others. If serious concerns arise, documentation may be submitted to the program faculty. Further, **cell phone, beepers, and pagers must be turned off or silenced** during class and **at field placements!** It is understood that emergencies are unavoidable circumstances that may arise over the course of the semester. If you find yourself in an emergency situation that requires you to monitor your phone for an important call, please let the instructor (or your cooperating teacher) know prior to the start of class.

Tentative Course Schedule:

To facilitate learning, the instructor may alter the syllabus at any time during the semester

Week	Topic	Instructor Notes (as needed)
Weeks 1-3	Field Placements: Students placed in middle school classrooms Focus: Establishing classroom routines and classroom communities	
Week #4	Introduction to course; Lessons Learned from the field Writer's Workshop	S&B-Chapter 1 Reflection 1 Due
Week #5	Assertions about Writing; The Writing Process; 6+1 Traits of Writing; Inside Writing	Burkhardt-Chapters 1-3 S&B-Chapter 2
Week #6	Building Classroom Communities; Writing Groups; Responsive Writing	Burkhardt-Chapter 4 & 7 S&B-Chapter 3 Reflection 2 Due
Week #7	Writing and Communicating: Audience and Purpose	Burkhardt-Chapters 9 & 13 S&B-Chapter 4 & 5
Week #8	Writing to Learn; Digital Media Preparing for Practicum Review Lesson Plan Format	Burkhardt-Chapter 8 & 12 Reflection 3 Due
Weeks #9-13	Field Placements: Candidates placed in middle level classrooms Theme: Education of and Differentiation within a Whole Group	

Week #14	Assessments for the English Language Arts; Struggling Writers	Burkhardt-Chapters 17 & 18 2 Lesson Plans Due Reflection 4 Due
Week #15	Publishing with Digital Media	Burkhardt-Chapters 14 & 15 S&B-Chapter 6 Internet Text Set Due
Week #16	UK Exam Week	UK Exam Week

Other Information:

Alignment of Course Experiences

A check list depicting the congruence of course experiences with the various standards of the Department of Curriculum and Instruction and the College of Education, the Educational Professional Standards Board, the Kentucky Department of Education, and the International Reading Association/National Council of Teachers of English Standards for the English Language Arts to which we must align follows this brief narrative that explains the context for the checklist.

The conceptual framework for the professional education unit at the University of Kentucky (UK) is guided by the theme, ***Research and Reflection for Learning and Leading***. This theme is aligned closely with both the institutional vision and mission of UK and the vision and mission of the professional education unit. The theme reflects and guides how we approach preparation of professional educators within the context of a research extensive, land grant university. The mission of the **Department of Curriculum and Instruction** is to 1) Design, develop, and implement programs that will improve the quality of elementary, middle, and secondary education and provide educational leaders; 2) Prepare teachers and provide continuing professional development; 3) Conduct and disseminate research; and 4) Provide services in a variety of educational and professional settings.

The **Middle School Teacher Education Program (Middle School TEP)** supports the College of Education’s focus on the teacher as a reflective decision maker. The program emphasizes the development of professionally trained specialists in teaching early adolescents. As such, the program models team teaching and collaborative learning. Active learning experiences are emphasized, as are real-world connections. Throughout the program, students are encouraged to consider their present position and make plans for improvement. Students are urged to gather data continuously and to use this data in planning effective instruction. Students are required to provide questions for reflection when writing lessons they do not teach and to provide reflective summaries as part of lesson plans, which are delivered to students. Students are provided time and resources to revise and improve curricular materials they develop within the program. Students assess their own progress through the program’s curriculum, preparing them for the continuous self-assessment required of practicing professionals. The performance standards are as follows:

Standard 1. Young Adolescent Development: Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent

development, and they provide opportunities that support student development and learning.

Standard 2. Middle Level Philosophy and School Organization: Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Standard 3. Middle Level Curriculum and Assessment: Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

Standard 4. Middle Level Teaching Fields: Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.

Standard 5. Middle Level Instruction and Assessment: Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Standard 6. Family and Community Involvement: Middle level teacher candidates 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 all young adolescents.

Standard 7. Middle Level Professional Roles: Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

The UK Educator Preparation Unit Technology Standards.

Standard 1: Candidates integrate media and technology into instruction.

Standard 2: Candidates utilize multiple technology applications to support student learning.

Standard 3: Candidates select appropriate technology to enhance instruction.

Standard 4: Candidates integrate student use of technology into instruction.

Standard 5: Candidates address special learning needs through technology.

Standard 6: Candidates promote ethical and legal use of technology disciplines.

The **Education Professional Standards Board's (EPSB)** themes of diversity, assessment, literacy education, and closing the achievement gap are also imbedded in this course. The required text and supplemental readings pays attention to aspects of literacy instruction as it ties directly to the issue of diversity, paying attention to: who is privileged in literacy instruction; how literacy instruction should meet the needs of multicultural enrollments; the impact of race,

poverty and power on students' literacy achievement; culturally responsive instruction within the new literacies paradigm; preparing literacy educators for diverse settings; linguistic diversity, etc.

KERA has identified nine **New Teacher Standards (NTS)** as guides for beginning teacher preparation and certification. These standards include the following:

- Standard I. Designs/Plans Instruction
- Standard II. Creates/Maintains Learning Climate
- Standard III. Implements/Manages Instruction
- Standard IV. Assesses and Communicates Learning Results
- Standard V. Reflects/Evaluates Teaching/Learning
- Standard VI. Collaborates with Colleagues/Parents/Others
- Standard VII. Engages in Professional Development
- Standard VIII. Knowledge of Content
- Standard IX. Demonstrates Implementation of technology

Like several of the standard sets already mentioned, the **IRA/NCTE Standards for the English Language Arts** are designed specifically to guide the preparation of educators in P-12 settings. These standards are, therefore, provided as an additional guiding force for the content of this course:

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Standard 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Standard 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Standard 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Standard 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Standard 10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

Standard 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standard 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

NCATE/EPBS Checklist for Syllabus: EDC 348

**Addressed
in Course**

Skills and Dispositions of UK Educator Preparation Unit	
Functional Skill and Disposition 1: Candidates communicate appropriately and effectively.	X
Functional Skill and Disposition 2: Candidates demonstrate constructive attitudes	X
Functional Skill and Disposition 3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships	X
Functional Skill and Disposition 4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.	X
Functional Skill and Disposition 5: Candidates demonstrate a commitment to professional ethics and behavior	X
Middle School Teacher Education Program (TEP) Performance Standards	
Young Adolescent Development	X
Middle Level Philosophy and School Organization	X
Middle Level Curriculum and Assessment	X
Middle Level Teaching Fields	X
Middle Level Instruction and Assessment	X
Family and Community Involvement	X

Middle Level Professional Roles	X
Education Professional Standards Board (EPSB) New Teacher Standards	
Standard 1: Designs and Plans Instruction	X
Standard 2: Creates and Maintains Learning Climates	X
Standard 3: Implements and Manages Instruction	X
Standard 4: Assesses and Communicates Learning Results	X
Standard 5: Reflects and Evaluates Teaching and Learning	X
Standard 6: Collaborates with Colleagues, Parents, and Others	X
Standard 7: Engages in Professional Development	X
Standard 8: Knowledge of Content	X
Standard 9: Demonstrates Implementation of Technology	X
UK Educator Preparation Unit Technology Standards	
Standard 1: Candidates integrate media and technology into instruction	X
Standard 2: Candidates utilize multiple technology applications to support student learning.	X
Standard 3: Candidates select appropriate technology to enhance instruction.	X
Standard 4: Candidates integrate student use of technology into instruction.	X
Standard 5: Candidates address special learning needs through technology.	X
Standard 6: Candidates promote ethical and legal use of technology disciplines.	X
EPSB Themes	
Diversity	X
Assessment	X
Literacy Education	X
Closing the Achievement Gap	X
IRA/NCTE Standards for the English Language Arts	
Standard 1: Students read a wide range of print and non-print texts to build an understanding of texts	X
Standard 2: Students read a wide range of literature from many periods in many genres	X
Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts	X
Standard 4: Students adjust their use of spoken, written, and visual language to communicate effectively	X
Standard 5: Students employ a wide range of strategies as they write and use different writing process elements	X
Standard 6: Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.	X
Standard 7: Students conduct research on issues and interest by generating ideas and questions, and by posing problems.	X
Standard 8: Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.	X
Standard 9: Students develop and understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.	X
Standard 10: Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.	X
Standard 11: Students participate as knowledgeable, reflective, creative, and critical	X

members of a variety of literacy communities.

Standard 12: Students use spoken, written, and visual language to accomplish their own purposes.

X