Course Number: EDUC 3350 (CRN 20926)
Course Title: Instructional Strategies for Young Adolescents
Semester and Year: Spring Semester 2016

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, 678-466-5445, disabilityservices@mail.clayton.edu

Catalogue Course Description: This site-based course provides students the opportunity to understand the unique characteristics of the middle school as well as the instructional strategies that teachers in the middle school use to meet the diverse needs of the young adolescent student. Instruction will focus on the organizational structure of the middle school, role of support personnel, instructional strategies, motivation and discipline, effective elements of instruction, and evaluation. Students will work with the development of thematic units which utilize current curricular models and instructional strategies to support an academic team approach to teaching the middle level learner. Taught on site at middle schools. Required of all middle level teacher education majors.

Course Prerequisites: EDUC 3000, EDUC 3010, EDUC 3100

Course Co-requisites: EDUC 3001

Credit Hours: 3.0 semester credit hours

Class Meetings: Arts and Sciences, G229
8:30 – 11:30 AM

Instructor: Rosetta Riddle
Office: Arts and Sciences, G205C
Phone: (Office) 678-466-4822 (Cell) 770-658-7400
E-mail Address: rosettariddle@clayton.edu

Office Hours: Monday By Appointment
Tuesday By Appointment
Wednesday 2:00 – 4:00
Thursday By Appointment

Textbooks: Textbooks (Required):

- LiveText (you should already have this account)
  * Other readings will be required throughout the semester.
Students may complete selected readings and handouts that are supplied by the instructor.

**Course Goals:**

Students will:
1. Understand how “high expectations for all students” is accomplished through planning quality lessons, implementing effective teaching strategies, and incorporating varied assessment techniques.
2. Embrace the concept of “integrated curriculum” through teaming and collaboration with peers, school resource personnel, and parents.
3. Develop a knowledge base of various instructional models and strategies that can be used to enhance teacher centered and student centered content development.
4. Develop understanding of how effective planning, effective instructional strategies, varied and appropriate assessments, effective communication and professionalism tie into a teacher evaluation system.

**Course Outcomes:**

Students will:
1. Plan effective lessons:
   a. keeping in mind the middle level philosophy and the differentiated needs of middle school students
   b. aimed at specific learning objectives and include necessary modifications to accomplish “high expectations for all”
   c. implementing a variety of teaching strategies
   d. applying various assessment procedures appropriately
   e. incorporating technology in lessons to enhance learning
2. Collaborate with teachers and teach lessons to middle level students that exemplify the dimensions of effective teaching reflected in the Georgia Teacher Keys Evaluation System.
3. Show understanding of the importance of the organizational structure of the middle school.
4. Demonstrate the key aspects of teaching and learning: (1) creating the environment for learning; (2) helping students develop understanding; and (3) helping students extend and apply knowledge.
5. Analyze various teaching techniques and management styles from observed classrooms.
6. Participate in planning sessions and articulate the effectiveness as it translates to the classroom.
7. Articulate and emulate “Learner-Centered Instructional Strategies…”.
8. Be exposed to the components of the edPTA
9. Experience, observe, and collect a variety of instructional and management strategies.

All course outcomes are aligned with Clayton State University’s Teacher Education Program Outcomes (see Handbook for Students, 2014-2015).

**Course Requirements and Assignments:**

1. **Assigned Readings** – You are expected to read all assigned readings before class. We will spend time in class discussing the readings. You should bring questions, comments, or ideas that come up during your readings.
2. **Quizzes** – Quizzes may be given after reading assignments.
3. **Written assignments** – You will complete a variety of written assignments including reflections of school visits, lesson plans, and assessments. All written assignment should be typed and in Times New Roman 12 point font unless otherwise designated in the assignment.
4. **Book Reflection** – Specific instruction will be given for the reflection and posted on D2L.
5. **Course Project** – Specific instructions will be given for the project and they will be posted on D2L.
6. **Professionalism** – Effective teachers are committed to the profession’s Code of Ethics. Professionalism is an area of continued emphasis throughout the program. Interns will maintain the highest standards of ethical behavior as stated in the PSC’s Code of Ethics and the Teacher Education Programs Student Handbook. A record of students’ attendance, punctuality, and general professional behavior will be kept. As in a real school setting, the instructor will counsel with students who need improvement in this area and
the “professionalism” grade will reflect the level of adherence to established professional guidelines. See additional information regarding professional expectations at the end of the syllabus.

7. Communication – Students are expected to check their Clayton State email address on a daily basis; this will be the main avenue for class communication.

8. Mid term and Final examination

Grading and Evaluation: Grading in this course is based on the intern’s continued performance in class and at the assigned school site in the field (Goal 1). Grades are weighted as follows: Attendance, punctuality, participation, and professionalism – 20%
Assignments and Quizzes – 55%
Mid-term and Final – 25%

Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
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</tbody>
</table>

Course Policies:

Note: Refer to the Teacher Education Handbook for Students for a comprehensive description of policies.

General Policy: Students must abide by policies in the Clayton State University Student Handbook, and the Basic Undergraduate Student Responsibilities. The Student Handbook is part of the Academic Catalog and Student Handbook, which begins on page 6.

University Attendance Policy: Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Attendance Policy: Students are expected to attend every day of the internship. If students miss a day they will be asked to make up the day(s) at the end of the semester. Interns should only be out if the reason is valid and excused. More than three unexcused absences may result in receiving a dispositions hearing or an administrative withdrawal from the course. The intern is expected to keep the log for attendance up to date in LiveText. It is a good idea for the mentor to regularly verify attendance. If the intern has to be out, the mentor and the Education Supervisor should be notified as soon as possible.

The last day to withdraw without academic accountability is Friday, March 4, 2016.

Disruption of the Learning Environment: Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

More detailed descriptions of examples of disruptive behavior are provided in the Clayton State University Academic Catalog and Student Handbook starting on page 14.
*Although they may not be disruptive, per Clayton State Policy, students may not bring children to the classroom.*

**Academic Dishonesty:** Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Community Standards. Judicial procedures are described beginning on page 19 in the section of the Academic Catalog and Student Handbook titled, Procedures for Adjudicating Alleged Academic Conduct Infractions.

**Missed Work:** If students have extenuating circumstances which prevent them from completing their work, they must contact the instructor by email within 24 hours of the due date. Depending on the circumstances, the instructor may extend the deadline, assign a zero, or deduct points for work submitted late. When allowed, make-up work must be completed within one week of the due date.

**Standards for written work:** All written assignments must be typed. Font size and type should be 11- or 12-point Times New Roman. All assignments should observe Standard English and be proofread for errors.

**Computer Requirement:** The class meets in k-12 schools in the metro Atlanta area. The course does not meet on-line. Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student’s academic program. For further information on CSU’s Official Notebook Computer Policy, please go to http://itpchoice.clayton.edu/policy.htm

**Computer Skill Prerequisites:**
Able to use the Windows operating system
Able to use Microsoft Office (e.g., Word, PowerPoint)
Able to send and receive email using Microsoft Outlook or Outlook Express
Able to attach and retrieve attached files via email
Able to use a Web browser

**Use of Student Notebook Computers:** Computers will be used in EDUC 4720 for communication and assignments. Students will use their notebook computers to access course resources, grades, and communication tools via LiveText and Desire 2Learn.

**Conceptual Framework:**
The mission of the Teacher Education Unit is to prepare professional educators who engage in reflective practice and who are competent, caring, committed, collaborative, culturally responsive, and prepared to teach diverse learners in an ever-changing society. For the complete CSU Teacher Education Unit Conceptual Framework, click here.

**Knowledge Base:** Critical elements for effective teaching include the effective delivery of instruction, which includes the teacher’s ability to address a variety of social, emotional and cultural needs of students as well as the management of both student behavior and classroom routines. Teachers are responsible for providing pupils with appropriate knowledge and skills to become well-educated, responsible members of society. It is critical that pre-service teachers have both the knowledge and authentic experiences for understanding how to develop quality-integrated instruction. Harold Porter (2003) indicates that in order for effective instruction to take place, teachers must use management practices that lead students to become effectively engaged in the
learning. Porter also indicates that beginning teachers must have experiences that enable them to effectively deliver instruction that meets the needs of a variety of students.

Professional standards: The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/professional education associations. Please refer to the course correlation matrices located at the following web site: http://www.clayton.edu/teachered/Standards-Outcomes

Technology: The use of technology will be imbedded in daily assignments and course presentations. Specific attention will be given to the use of PowerPoint as an instructional tool, to the utilization of LiveText in maintaining electronic portfolios, and to the utilization of Internet sites as a source for creative and successful planning for instructional purposes.

Diversity/Multiculturalism: How to address diversity among the adolescent middle school population is a major theme throughout the CSU Teacher Education curriculum. Diversity and multiculturalism are essential to the middle school philosophy, and are constant challenges to middle school educators as they create varied teaching and learning approaches. Meeting the individual needs of students in a multicultural classroom, including gender, race, religion, ethnicity, socioeconomic status, learning styles, and stages of physical, social, and intellectual development, are incorporated as major components of every topic in the course’s curriculum.

Professionalism: Effective teachers are committed to a teaching philosophy of differentiated instruction and to the profession’s Code of Ethics. Interns will demonstrate the proficiencies of differentiated instruction; will establish positive, supportive relationships and appropriate communication with students, colleagues, parents, community members, and outside agencies; and will maintain the highest standards of ethical behavior as stated in the PSC Code of Ethics.

Standards: The course will address professional standards as outlined by the following: CSU Teacher Education Program Outcomes, National Middle School Association (NMSA), Interstate New Teacher Assessment and Support Consortium (INTASC), Georgia Performance Standards (GPS), and GA-International Society for Technology in Education (GA-ISTE).

Professionalism is an area of continued emphasis throughout the senior internship experience. A record of students’ attendance, punctuality and general professional behavior will be kept. Refer to the Teacher Education Handbook regarding specific professional expectations related to professional dress and appearance.

CLAYTON STATE UNIVERSITY
TEACHER EDUCATION UNIT OUTCOMES AND CANDIDATE PROFICIENCIES

The Teacher Education Unit Outcomes enumerated below come from the knowledge base that was written to address what candidates should know and be able to do upon completion of the program. During the program sequence, the following teacher education outcomes are addressed. These outcomes are aligned with the conceptual framework descriptors and to INTASC Principles and essential knowledge (k), skills (s) and dispositions (d) as relevant.

1. Diagnoses Learning Needs- The candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners’ strengths and areas to be developed. (INTASC 1, 2, 3, 6—Collaborative, Reflective, Competent—Skills)

   a. Assesses student knowledge with methods appropriate to the learning goals and objectives (1a. s)
   b. Synthesizes information from assessment data (1b. s)
   c. Uses assessment processes appropriate to all student academic development (1c. s)
   d. Reflects on diagnosis and assessment of learning in teaching experiences for modifying instruction appropriate for all learners (1d. s)
2. Plans for Student Learning: The candidate integrates knowledge of content discipline, of the nature of diverse learners, of learning theories, of instructional strategies and of professional standards and state/local curriculum guides to plan instruction.
(INTASC 1, 2, 3, 4, 5, 6, 7, 8—Reflective, Competent, Caring—Knowledge—Skills)

a. Uses student input and information from diagnosis of student learning needs in developing learning goals and objectives (2a. s)
b. Plans for use of a variety of instructional strategies to address learners with diverse learning styles and special needs (2b. k, s)
c. Evaluates teaching resources and curriculum materials, including educational technology for effectiveness, completeness and accuracy and plans for their appropriate use (2c. k, s)
d. Plans equitable teaching/learning processes to address learners from diverse cultural backgrounds and with exceptionalities (2d. k, s)
e. Plans lessons which incorporate authentic situations, previous learning and interdisciplinary content (2e. k, s)
f. Reflects on planning for student learning (2f. s)

3. Facilitates Student Learning: The candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies. (INTASC 1, 2, 3, 8—Reflective, Competent, Caring—Knowledge—Skills)

a. Employs effective classroom management techniques (3a. s)
b. Uses individual and group motivation techniques for encouraging positive social interaction and self-involvement (3b.)
c. Encourages individual participation while directing group activity (3c. s)
d. Uses multiple resources (human, media, technology) effectively for instruction (3d. k, s)

4. Demonstrates Appropriate Knowledge: The candidate has general knowledge in the liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field.
(INTASC 4, 5, 9—Competent—Knowledge—Skills)

a. Communicates effectively, incorporating the use of technology when appropriate (4a. k, s)
b. Demonstrates discipline knowledge appropriate to the chosen teaching field (4b. k)
c. Integrates knowledge across disciplines, including multicultural and global perspectives (4c. k)
d. Accesses knowledge to stay current in one's field (4d. k)
e. Reflects on one's strength and weaknesses as a learner (4e. s)

5. Fosters Student Well-being to Support Learning: The candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well-being and learning. (INTASC 1, 2, 3, 7, 9, 10—Collaborative, Caring, Committed—Skills)

a. Identifies socio-cultural factors beyond the school that hamper student learning and uses resources within the school and community to mitigate these factors (5a. s)
b. Communicates with parents or guardians as an essential activity in promoting student well-being and learning (5b. s)
c. Reflects on use of community resources and interactions with parents and school colleagues to improve the well-being of all learners (5c. s)

6. Assumes the Role of a Professional Teacher: The candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society.
(INTASC 3, 4, 9, 10—Competent, Collaborative, Caring, Committed—Knowledge—Skills—Dispositions)
a. Demonstrates an awareness of the political, legal, and ethical issues that impact on professional practices (6a, k, d)
b. Works collaboratively with colleagues as a professional (6b, d)
c. Values using technology as a professional resource and a management tool (6c, s)
d. Reflects on professional development as an on-going process (6d, s)
e. Exhibits the professional dispositions of a teacher (6e, d)
   - Maintains a professional appearance
   - Communicates effectively with all stakeholders
   - Maintains regular attendance
   - Maintains positive attitude and character
   - Is collaborative and participatory
   - Demonstrates a strong work ethic
   - Shows respect for the profession

<table>
<thead>
<tr>
<th>Teacher Education Unit Outcomes</th>
<th>Conceptual Framework Descriptors</th>
<th>Correlation with INTASC Principles</th>
<th>Knowledge, Skills &amp; Dispositions</th>
<th>Assessments</th>
</tr>
</thead>
</table>
-Reflections  
-Group work  
-University and Mentor Teacher Observations  
-Field Experiences  
edTPA Rubrics 2, 3, 5, 11-15  
-Portfolio  
-Exit Interview |
| Candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners’ strengths and areas to be developed. | Reflective Competent Caring | Principles: 1. Learner Development 2. Learning Differences 3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies | 2a.-2f. Knowledge, Skills | -Class work  
-Reflections  
-Group work  
-University and Mentor Teacher Observations  
-Field Experiences  
edTPA Rubrics 1-5  
-Portfolio  
-Exit Interview |
-Reflections  
-Group work  
-University and Mentor Teacher Observations  
-Field Experiences  
edTPA Rubrics 4-15  
-Portfolio  
-Exit Interview |
| Candidate integrates knowledge of discipline content, of the nature of diverse learners, of learning theories, of instructional strategies and of state/local curriculum guides to plan instruction. | Reflective Competent Caring | Principles: 1. Learner Development 2. Learning Differences 3. Learning Environments 6. Assessment | 4a.-4e. Knowledge, Skills | -Class work  
-Reflections  
-Group work  
-University and Mentor Teacher Observations  
-Field Experiences  
edTPA Rubrics 1-15  
-Portfolio  
-Exit Interview |
| Candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies. | Competent | Principles: 4. Content Knowledge 5. Application of Content 9. Professional Learning and Ethical Practice | - | - |
### Teacher Education Unit Outcomes

<table>
<thead>
<tr>
<th>Outcome 5. Fosters Student Well-being to Support Learning</th>
<th>Correlation with INTASC Principles</th>
<th>Knowledge, Skills &amp; Dispositions</th>
<th>Assessments</th>
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</thead>
</table>

Candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well-being and learning.

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<tr>
<th>Outcome 6. Assumes the Role of a Professional Teacher</th>
<th>Correlation with INTASC Principles</th>
<th>Knowledge, Skills &amp; Dispositions</th>
<th>Assessments</th>
</tr>
</thead>
</table>

Candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society.

### NATIONAL ASSOCIATIONS:

- **Association For Middle Level Education**
  AMLE advances the education of all students ages 10 to 15, helping them succeed as learners and make positive contributions to their communities and to the world.
  From: www.amle.org

- **National Council For the Social Studies**
  Founded in 1921, National Council for the Social Studies has grown to be the largest association in the country devoted solely to social studies education. NCSS engages and supports educators in strengthening and advocating social studies.
  From: www.socialstudies.org/about

- **National Science Teachers Association**
  National Science Teachers Association, headquartered in Arlington. Site has extensive collection of information about the teaching of science.
  From: www.nsta.org/

- **National Council of Teachers of Mathematics**
  National Council of Teachers of Mathematics 1906 Association Drive, Reston, VA 20191-1502 TEL: (703) 620-9840 | FAX: (703) 476-2970...
  From:www.nctm.org/

- **Mathematics Teacher**
  An official journal of the National Council of Teachers of Mathematics. A sample of the printed version.
  From:www.nctm.org/mt/mt.htm

- **School Science and Mathematics Association**
  Journal Publisher for Teacher Educators and Teachers of K-12 Science and Mathematics founded 1901 "Integrating Science and Mathematics
  From:www.ssma.org/

- **National Council of Teachers of English**
  National Council of Teachers of English. All rights reserved in all media.