Viterbo University Middle School Field Experience

Course Name and Title: EDUC-516-001  Middle School Field Experience

Instructor:

Meeting Information: to be arranged

516 - Middle School Field Experience, 2 Cr.
Supervised middle school clinical experiences with emphasis on the infusion of the experience with the growth and development of the middle school age child, middle school design, curriculum, instruction, and assessment and literacy strategies for students in grades 5-8. A minimum of 30 hours in varied middle school experiences is expected.

You are required to clock 30 hours from January to May 2013. I will send you a weekly form/log to fill out. You will need to find a cooperating teacher(s) who will allow you to observe/collaborate with them in their classroom(s). You will be expected to create a mini e-folio that documents your experiences related to the seven National Middle School Association Standards. You will need to include at least one reflection or artifact for each of the seven Standards in your mini e-folio.

I will visit with you face to face 2 times during the semester. Once to explain all the expectations and the other, to see how things are going. We will schedule the face to face meetings the 2nd week of January.

If you are currently teaching, you will not be allowed to use your classroom for the 30 hours. You will be expected to collaborate before/after school and observe during times you are not teaching students (i.e. - during your planning time, when students have gone to “specials”, or if you make arrangements with your principal for other times you may observe/collaborate with other teachers). You should plan to work with an experienced middle school teacher regularly and observe other middle school teachers as well, particularly those who teach in a variety of content areas. You will be expected to plan and present ONE complete lesson in a middle school classroom (not your own) in a content area and/or grade level in which you do not currently teach.

Your cooperating teacher will also need to fill out a form once a month. Please let them know this is an expectation for their participation in your learning.

Suggestions for Middle School Field Experience Activities:
• Observe in your cooperating teacher’s classroom
• Collaborate regularly with your cooperating teacher (lesson planning, teaming, professional development, etc.)
• Participate in professional development activities
• Observe in other content area teachers’ classrooms
• Attend IEP/504 meetings
• Participate in parent/family nights or other events
• Observe in special education classrooms
• Participate in before/after school programs or tutoring
• Participate in Middle School Team meetings

Reflections and Artifacts for mini e-portfolio:
You should have at least 1 artifact (B-C) (2 artifacts to earn an A) for each of the 7 MS Standards. These may include the following items:
  1) Reflections – describe the activity you participated in and explain how it addresses one or more of the MS Standards and how the activity will benefit you as a middle school educator.
  2) Notes from collaboration, IEP/504, teaming or other meetings
  3) Collaboratively designed lesson plans
  4) The lesson plan from your one required lesson presentation
  5) Professional development notes/implementation
  6) Meeting or event agendas
  7) Other items describing your activities and their relationship to the 7 MS Standards.

Below are the Middle School Standards:

**National Middle School Association Standards**

**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.

Middle level teacher candidates:
1. Understand the major concepts, principles, and theories of young adolescent development
   - intellectual, physical, social, emotional, and moral.
2. Understand the range of individual differences of all young adolescents and the implications of these differences for teaching and learning.
3. Know a variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents.
4. Understand the implications of young adolescent development for school organization and components of successful middle level programs and schools.
5. Understand issues of young adolescent health and sexuality.
6. Understand the interrelationships among the characteristics and needs of all young adolescents.

1. Understand that the development of all young adolescents occurs in the context of classrooms, families, peer groups, communities and society.
2. Are knowledgeable about how the media portrays young adolescents and comprehend the implications of these portraits.

**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.

Middle level teacher candidates:
1. Understand the philosophical foundations of developmentally responsive middle level programs and schools.

1. Are knowledgeable about historical and contemporary models of schooling for young adolescents and the advantages and disadvantages of these models.
2. Understand the rationale and characteristic components of developmentally responsive middle level schools.
3. Know best practices for the education of young adolescents in a variety of school organizational settings (e.g., K-8, 5-8, 7-12 organizational plans).
4. Understand the team process as a structure for school improvement and student learning.
5. Understand that flexible scheduling provides the context for teachers to meet the needs of all young adolescents.

**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.

Middle level teacher candidates:
1. Understand that middle level curriculum should be relevant, challenging, integrative, and exploratory.
2. Understand the interdisciplinary nature of knowledge and how to make connections among subject areas when planning curriculum.
3. Possess a depth and breadth of content knowledge.
4. Are knowledgeable about local, state, and national middle level curriculum standards and of ways to assess the student knowledge reflected in those standards.
5. Are fluent in the integration of technology in curriculum planning.
6. Know how to incorporate all young adolescents’ ideas, interests, and experiences into curriculum.
7. Understand multiple assessment strategies that effectively measure student mastery of the curriculum.
8. Understand the integrated role that technology plays in a variety of student assessment measures.
9. Understand their roles in the total school curriculum (e.g., advisory program, co-curricular activities and other programs).
10. Know how to assess and select curriculum materials that are academically challenging and personally motivating for young adolescents.
11. Understand the key concepts within the critical knowledge base and know how to design assessments that targets them.
12. Understand how to develop, implement, and assess advisory and other student advocacy programs that attend to the social and emotional needs of young adolescents (e.g. mentoring, conflict resolution).

**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.

1. Possess a depth and breadth of knowledge in two content areas which are broad, multidisciplinary, and encompass the major areas within those fields (e.g., science, not just biology; social science, not just history).
2. Know how to use content knowledge to make interdisciplinary connections.
3. Are knowledgeable about teaching and assessment strategies that are especially effective in their teaching fields.
4. Understand how to integrate state-of-the-art technologies and literacy skills into their teaching fields.

**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.

Middle level teacher candidates:
1. Understand the principles of instruction and the research base that supports them.
2. Know a wide variety of teaching, learning, and assessment strategies, and when to implement them.
3. Know that teaching higher order thinking skills is an integral part of instruction and assessment.
4. Know how to select and develop formal, informal, and performance assessments based on their relative advantages and limitations.
5. Understand ways to teach the basic concepts and skills of inquiry and communication.
6. Know how to evaluate the effectiveness of teaching strategies.
7. Understand how to motivate all young adolescents and facilitate their learning through the use of a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials).
8. Know effective, developmentally responsive classroom management techniques.
9. Understand the multiple roles of assessment in the instructional process (e.g. monitoring learning, evaluating student progress, and modifying teaching strategies).

**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.

Middle level teacher candidates:
1. Understand the variety of family structures.
2. Understand how prior learning, differing experiences, and family and cultural backgrounds influence young adolescent learning.

3. Understand the challenges that families may encounter in contemporary society and are knowledgeable about support services and other resources that are available to assist them.

4. Know how to communicate effectively with family and community members.

5. Understand that middle level schools are organizations within a larger community context.

6. Understand the relationships between schools and community organizations.

7. Know about the resources available within communities that can support students, teachers, and schools.

8. Understand the importance of following school district policies and protocol regarding interagency partnerships and collaboratives.

9. Understand the roles of family and community members in improving the education 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.**

Middle level teacher candidates:

1. Understand their evolving role as middle level education professionals.
2. Understand the importance of their influence on all young adolescents.
3. Are knowledgeable about their responsibility for upholding high professional standards.
   4. Understand the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators).
4. Know advisory/advocate theories, skills, and curriculum

You will be graded on hours (30) completed, forms turned in weekly, and e-folio.
A - All items turned in on time, hours completed, forms turned in by Tuesday every week and there are 2 artifacts per Standard in the e-folio.
B – All but 1-2 items are turned in on time, hours completed, forms turned in by Tuesday every week and there is 1 artifact per Standard in the e-folio.
C - All but 3 items turned in on time, hours completed, forms turned in by Tuesday every week and there is 1 artifact per Standard in the e-folio.
F - Any of the above items not met will result in an F

Conceptual Framework:

Viterbo University Programs in Education have adopted the Wisconsin Standards for Teacher Development and Licensure, also known as INTASC (Interstate New Teacher Assessment and Support Consortium) Standards. Each course contributes to the development of one or more of the WI/INTASC Standards, and specific content standards where applicable.

Franciscan values permeate the program. The focus of every professional education course is on the learning of the PK-12 pupil. Viterbo education courses infuse constructivist practices, use of technology, PK-12 collaboration, awareness of diversity, traditional and authentic assessment, research, and real-word experiences into the professional development of the teacher. The course will utilize a blend of traditional and authentic assessments.

Graduate courses are intended to provide each learner with an opportunity to extend and broaden professional knowledge. The learner will use personal skills of listening, communication, collaboration, and inspiration to further deepen his or her knowledge and to extend his or her preparation for leadership.

Academic Integrity: Viterbo students are expected to follow a policy of academic honesty. The willful violation of these standards will result in actions being taken against students who are caught engaging in such unethical conduct. Violations of that integrity may include cheating, plagiarism, falsification of information, and other similar or related conduct. Please visit the Master of Education website at http://www.viterbo.edu/mae.aspx?id=11264&terms=academic%20honesty for a detailed explanation of this policy.