

Professional Development in Middle Grades Education

EDUC-601

CG Section 8WK 11/08/2019 to 04/16/2020 Modified 02/04/2022

Contact Information

See detailed faculty information in Canvas.

Course Description

This class will heighten Middle Grade Educators' understanding of their personal pedagogy by encouraging reflective practice through individualized and collaborative professional development opportunities.

Requisites

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog \(https://catalog.liberty.edu/\)](https://catalog.liberty.edu/).

Rationale

This course will enhance middle grade educators' ability to assimilate and accommodate past and future professional development opportunities by encouraging reflective practice and modeling differentiated instruction/retention techniques. Adolescent learners have specific learning needs; middle grade educators need specialized training in order to be properly prepared.

Course Learning Outcomes

Upon successful completion of this course, the student will be able to:

- A. Discuss the importance of becoming a reflective practitioner from a biblical perspective.
- B. Utilize reflective practice in the implementation of classroom strategies.
- C. Apply reflective practice to middle school curricular design.
- D. Analyze the classroom needs of middle school students.
- E. Implement basic reading strategies as instructional tools.
- F. Collaborate with other students as a means of professional development and reflective practice.
- G. Evaluate methods of professional development for middle school teachers.

Course Resources

Click on the following link to view the required resource(s) for the term in which you are registered: [Liberty University Online Bookstore \(https://bncvirtual.com/liberty/\)](https://bncvirtual.com/liberty/).

Additional Materials for Learning

- A. Computer with basic audio and video equipment
- B. Internet access (broadband recommended)
- C. Canvas [recommended browsers \(https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66\)](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66)
- D. Microsoft Office

☰ Course Assignments

Textbook readings and presentations

Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations \(https://www.liberty.edu/institutional-effectiveness/student-expectations/\)](https://www.liberty.edu/institutional-effectiveness/student-expectations/), the candidate will complete the related checklist found in the Course Overview.

Discussions (3)

Discussions are collaborative learning experiences. Therefore, the candidate is required to create a thread of at least 250 words in response to the provided prompt. For each thread, the candidate must support his or her assertions with at least 2 citations in current APA format. In addition to the thread, the candidate is required to reply to 2 classmates' threads. Each reply must be at least 100 words and cite at least 1 source in current APA format. Acceptable sources include the textbook, applicable journal articles, and the Bible. (CLO: A, B, C, D, E, F, G)

Weekly Reflective Log Assignments (6)

The candidate will keep a weekly journal throughout this course concerning his or her personal thoughts about each week's professional and personal activities. (CLO: A, B)

Creating a Reading Road Map Assignment

The candidate will create a Reading Road Map that can be used with the assigned reading. The map should display characteristics of a map, tracing the learning that will come from the chapter. (CLO: B, C, G)

Purposeful and Explicit Note-Taking Assignment

The candidate will learn and use the purposeful and explicit note-taking technique during his or her weekly reading. This assignment allows the candidate to create an effective instructional strategy commonly used in the classroom. (CLO: B, C, D, E, G)

Quizzes (3)

Each quiz will cover the Learn material for the assigned Module. Each quiz will be open-book/open-notes, consist of 20–25 multiple choice questions and have a 1.5 hour time limit.

Chapter Scenario Assignments (3)

These assignments allow the candidate to interact with various issues in the school. Scenarios provide opportunities for the candidate to research and interact both professionally and personally. (CLO: B, C, D, E, G)

Anticipation Guide Assignment

The candidate will create an Anticipation Guide using the assigned reading to aid in teaching. This assignment allows the candidate to develop an effective instructional strategy for the classroom. (CLO: B, C, D, E, G)

Teaching Strategy Article Review Assignment

The candidate will select and review a journal article that discusses a new strategy or a new perspective on an "old" strategy. He or she will choose an interactive, middle-school-appropriate strategy and follow the provided instructions to demonstrate its use. (CLO: A, B, C, D, E, F, G)

Magic Square Assignment

The candidate will learn how to construct a magic square—a creative way to enhance students' vocabulary knowledge. The magic square allows the candidate to create an engaging instructional strategy. (CLO: B, C, G)

School-Community Presentation Assignments

The candidate will create a PowerPoint presentation for fellow teachers concerning the role of community in the school. The presentation must include a minimum of 10 informational slides. (CLO: A, B, C, D, E, F, G)

Cumulative Weekly Reflective Log Assignment

The candidate will reflect on the weekly logs created and complete a final reflection and summary concerning his or her personal thoughts about each week's professional and personal activities, including a biblical perspective. (CLO: A, B)

Cumulative Quiz Chapters 1–11

This quiz will cover the Learn material from all chapters assigned in each Module. The quiz will be open-book/open-notes, consist of 35 multiple choice and 4 essay questions and have a 2.5 hour time limit. (CLO: A, B, C, D, E, F, G)

Reflective Practitioner Paper Assignment

The candidate will develop a 5–7-page paper based upon the Weekly Log, Discussions, interactions with the instructor, course readings with attention to Tobias & Acuna, and outside journal articles. This paper will summarize the candidate's path toward honing his or her reflective practice. The paper must follow current APA format and include a title page, running head, citations, and a reference page. The reference page must include at least 6 references. (CLO: A, B, C, D, E, F)

✓ Course Grading

Course Requirements Checklist	10
Discussions (3 at 40 pts ea)	120
Weekly Reflective Logs (6 @ 20 pts ea)	120
Creating a Reading Road Map	50
Purposeful and Explicit Note-Taking	50
Quizzes (3 at 25 pts ea)	75
Chapter Scenarios (3 @ 50 pts ea)	150
Anticipation Guide	50
Teaching Strategy Article Review	75
Magic Square	50
School-Community Presentation	50
Cumulative Weekly Reflective Log	50
Cumulative Quiz Chapters 1–11	85
Reflective Practitioner Paper	75

Total	1010
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* Course Policies

VDOE Regulation Compliance

VDOE Competency	Course Evidence
<p>8VAC20-543-90</p> <p>2. Curriculum and instruction.</p> <p>b. Middle education 6-8 curriculum and instruction.</p> <p>(3) Instructional practices that are sensitive to culturally and linguistically diverse learners including English learners, gifted and talented students, and students with disabilities, and must be appropriate for the middle education endorsement shall be included.</p>	<p>Reading: Candidates will utilize Questia or the resources available through JFL to research diversity among students, including cultural, linguistic, ELL, gifted and talented as well as those with disabilities. This must include 2 citations and a reference page.</p> <p>Assignment: Discussion Board Forum</p>
<p>8VAC20-543-90</p> <p>2. Curriculum and instruction.</p> <p>b. Middle education 6-8 curriculum and instruction.</p> <p>(5) Study in methods of improving communication between schools and families, ways of increasing family engagement in student learning at home and in school, and the Virginia Standards of Learning shall be included.</p>	<p>Reading: Candidates will utilize Questia or the resources available through JFL to research effective methods of communication between the middle school and family. In addition, candidates must research and include the Virginia Standards of Learning (VSL).</p> <p>Assignment: School Community Presentation</p>

Policies

Late Assignment Policy

Course Assignments, including discussions, exams, and other graded assignments, should be submitted on time.

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week after the due date will receive up to a 10% deduction.
2. Assignments submitted more than one week and less than 2 weeks late will receive up to a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.
4. Group projects, including group discussion threads and/or replies, and assignments will not be accepted after the due date outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a

case-by-case basis by the instructor.

Disability Assistance

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University's Online Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu for accommodations. Such accommodations require appropriate documentation of your condition. For more information about ODAS and the accommodations process, including how to request an accommodation, please visit <https://www.liberty.edu/online/online-disability-accommodation-support/> (<https://www.liberty.edu/online/online-disability-accommodation-support/>). Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar's Office, which generally handles medical needs support.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](https://www.liberty.edu/media/1226/Liberty_University_Discrimination_Harassment_and_Sexual_Misconduct_Policy.pdf) (https://www.liberty.edu/media/1226/Liberty_University_Discrimination_Harassment_and_Sexual_Misconduct_Policy.pdf) or the [Student Disability Grievance Policy and Procedures](http://www.liberty.edu/media/8021/Disability_Grievance_Procedures.pdf) (http://www.liberty.edu/media/8021/Disability_Grievance_Procedures.pdf).

Course Attendance

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion posts, etc.) or initiating any communication with one's professor regarding an academic subject. More information regarding the [attendance policy](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FOnline%2BAttendance%2Band%2BNon-Attendance&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613719138&sdata=%2BNBTsPOoXuHAPLfISQRugK7cRSuV6UyC7qD3agf3l2k%3D&reserved=0) (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FOnline%2BAttendance%2Band%2BNon-Attendance&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613719138&sdata=%2BNBTsPOoXuHAPLfISQRugK7cRSuV6UyC7qD3agf3l2k%3D&reserved=0>) can be found in the [Academic Course Catalogs](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.liberty.edu%2Findex.cfm%3FPID%3D791&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=DjjhMiRBFnF%2B2ZJUC8eBd1OdNb26S9ADukODYsilXIA%3D&reserved=0) (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.liberty.edu%2Findex.cfm%3FPID%3D791&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=DjjhMiRBFnF%2B2ZJUC8eBd1OdNb26S9ADukODYsilXIA%3D&reserved=0>). Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options. Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" ([Failure for Non-Attendance](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FUnofficial%2BWithdrawals&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=MoMvZdPfa69InuhVHMHAVgu59ZP0Fw45xJTU9PIBrU%3D&reserved=0) (<https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FUnofficial%2BWithdrawals&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=MoMvZdPfa69InuhVHMHAVgu59ZP0Fw45xJTU9PIBrU%3D&reserved=0>)). Students wishing to withdraw from courses after the official start date should familiarize themselves with the [withdrawal policy](#).

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
940-1010	920-939	900-919	860-899	840-859	820-839	780-819	760-779	740-759	700-739	680-699	679 and below

For courses with a Pass/NP final grade, please refer to the Course Grading section of this syllabus for the assignment requirements and/or point value required to earn a Passing final grade.

Add/Drop Policy

The full policy statement and procedures are published in the [Policy Directory](https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes) (<https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes>).

Honor Code

Liberty University comprises a network of students, Alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University's operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

The Code of Honor can be viewed in its entirety at <http://www.liberty.edu/index.cfm?PID=19155> (<http://www.liberty.edu/index.cfm?PID=19155>).

Schedule

When	Topic	Notes
Course Overview	Student Acknowledgements	Course Requirements Checklist
	Technology Integration Set-Up	Prepare: Cengage MindTap
Module 1: Week 1	Learn	Read: 2 items Watch: 4 items Interact: 1 item
	Apply	Creating a Reading Road Map Assignment Weekly Reflective Log: Becoming a Reflective Practitioner Assignment Discussion: Becoming a Reflective Practitioner
Module 2: Week 2	Learn	Read: 2 items Watch: 3 items Interact: 2 items
	Apply	Weekly Reflective Log: Reflection and Student Learning Assignment Purposeful and Explicit Note-Taking Assignment Quiz: The Reflective Practitioner and Student Learning
Module 3: Week 3	Learn	Read: 2 items Watch: 3 items Interact: 2 items

When	Topic	Notes
	Apply	Chapter Scenario: Classroom Environment Assignment Weekly Reflective Log: Classroom Environment and Student Learning Discussion: Grouping Strategies for Inclusive Classrooms
Module 4: Week 4	Learn	Read: 2 items Watch: 3 items Interact: 2 items
	Apply	Weekly Reflective Log: Teaching and Assessment Assignment Chapter Scenario: Cooperative Learning Lesson Plan Assignment Anticipation Guide Assignment Quiz: Classroom Environment, Instructional Planning, Teaching and Assessment
Module 5: Week 5	Learn	Read: 5 items Watch: 3 items Interact: 2 items
	Apply	Teaching Strategy Article Review Assignment Weekly Reflective Log: Understanding Our Schools Assignment Chapter Scenario: Interview Assignment Discussion: Reading in the Content Areas
Module 6: Week 6	Learn	Read: 5 items Watch: 4 items Interact: 2 items
	Apply	Magic Square Assignment School-Community Presentation Assignment Weekly Reflective Log: Legalities and Professionalism Assignment Quiz: Understanding Schools, Legalities and Professionalism
Module 7: Week 7	Learn	Read: 1 item Watch: 1 item
	Apply	Cumulative Weekly Reflective Log Assignment Quiz: Cumulative, Ryan Textbook
Module 8: Week 8	Learn	Read: 2 items Watch: 2 items
	Apply	Reflective Practitioner Paper Assignment