Transescent Development
TED 414

4 credits Tim Holleran, PhD.
WEB 129 WEB 250
Wed. 5-8:40p.m

425-3752

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TOPICS
I. UNIQUE CHARACTERISTICS OF TRANSESCENCE
DEVELOPMENT AND MATURATION: Physical, intellectual, and related emotional characteristics distinguishing the ages 10-14 years;
SOCIALIZATION: Influence of family, friends, and peer environment in developing social patterns and satisfying the need to belong and adapt in a broadening social environment that is often perceived to be at odds with their needs;
IDENTITY/SELF PERCEPTION: The developing sense of self-perception as the independent and the resulting changes in relation to family and other authority;
BEHAVIOR: Decisions and actions as influenced by social norms, personal values, peer pressure and parental attitudes.

Each of the above areas of development will be integrally related to teaching and learning the skills of resolving and mediating conflict, both in school and in contexts beyond school.

II. CURRICULUM ACCOMMODATIONS FOR TRANSESCENCE
Interdisciplinary Teams for planning and instruction; Advisory periods; Classroom meetings; Developing autonomy, responsibility, & self-discipline in the classroom; Enhancing cognitive performance with highly active & creative interaction with the academic content; maximizing learning potential through cooperative team structures for students and teachers; Exploratory programs and activities.

TEXTS AND READINGS
Required:
Articles Packet
Selected Articles and handouts
Video/Music/Literature (your choice)
COURSE REQUIREMENTS:

I. **CLASS PARTICIPATION & PUNCTUALITY** (20 pts. Individual):
   Regular attendance and active involvement in class activities are expected. Each unexcused absence after the first results in a five point deduction. Class assignments have due dates. Unexcused assignments handed in after the Friday of the week they are due will lose 1 point per day.

II. **FIELD EXPERIENCE** (45 pts. Total Individual)
   Parts A and B of the Field Experience requirement will be completed outside of regular class time. Class will meet from 5-7:40 with the 15 hours of field experience assignments accounting for the last hour of class time each week.

**PART A. STUDENT AND TEACHER INTERVIEWS** (15 pts.)

1) **Student Interviews/Surveys**
   A set of 4 observation surveys will be used to gather information from or about transescents (2 males/2 females) to become more familiar with their attitudes, behavior and thinking.
   For each set of observations, you will write (1-2 pages per student):
   --- inferences/interpretations of the patterns in the responses for each of the four individuals in relation to what you know about general transescent needs/interests.
   --- specific instructional and or organized suggestions that you would make to accommodate the maturation and development of these particular transescents in the school setting.

2) **Teacher Interview**
   Interview a middle school teacher in your content discipline. The write-up for this will include:
   -- record of teacher responses to your questions.
   -- written reflections about how their responses and teaching practice fit into the middle school philosophy.
   You may complete this assignment with the students and teachers that you work with in PART B. FIELD EXPERIENCE.

**PART B. FIELD EXPERIENCE IN A MIDDLE SCHOOL** (30 pts.)

Your TED414/614 Interdisciplinary Team will be assigned to a middle school team of teachers. As your schedules allow, you will work with these teams for a minimum of 15 hrs. during the semester.
You each will keep a journal of written reflections on the specific experiences from the following list:
PART B. (continued)
1. Shadow a Student
Accompany a middle school student to at least two classes. (try to go to at least one class in your discipline).

2. Advisory
Observe, participate in and lead at least 1 advisory meeting.

3. Team Meetings
Observe and at least 1 Team meeting.

4. Shadow a Teacher (may be the same one interviewed in Part A)
Spend at least three class periods with a middle school teacher and observe their routines, style of teaching and classroom management.

5. Mentoring/Tutoring Transcients
Working with transcients in any learning situation (one-on-one, small groups, etc.) may be used to complete this choice. The advisory experience will count for this.

LOG HOURS AND KEEP A JOURNAL OF OBSERVATIONS/INSIGHTS GAINED IN RELATION TO THE 4 AREAS OF TRANSESCENT DEVELOPMENT.

A REFLECTION WILL ALSO BE INCLUDED THAT FULFILLS THE E-PORTFOLIO REQUIREMENT FOR STANDARD 2 - “A TEACHER KNOWS HOW CHILDREN GROW”.

III. RESEARCH IN THE MEDIA

PART A: PRINT AND POPULAR MEDIA SOURCES (15 pts. Individual):
Explore articles each week that you find in a popular media source (magazines, newspapers, T.V., etc.), dealing with any issues related to transcendent behavior and/or development. Be prepared to discuss these at the beginning of each class. TWO ARTICLES PER CLASS FOR CLASSES 2 through 6.

Reflect on these three questions for discussion:

a. What have I learned about transcents?
b. What changes in curriculum, teaching methods, etc. might help to resolve the transcent issues explored in the articles?
c. How will I be able to use what I have learned in my classroom?

Synthesize your understanding of transcents and their developmental learning needs based on your answers to any, or all, of these questions in an annotated bibliography to be handed in at the end of week 6.
PART B. VIDEO/POPULAR MUSIC REVIEWS
(20 pts. Individual)

Select one video (fiction or documentary), a genre of music, and a piece of literature popular with young adolescents. A set of discussion criteria will be provided for each to explore an understanding of the ways that transescents think and learn, so that you can be a more effective teacher. You will produce a single visual project for the video, music & book (i.e., brochure, collage, mobile, diorama, etc.) which expresses what you have learned from these 3 media sources about transescent attitudes, insights, and relationships portrayed in the content of each.

III. INTERDISCIPLINARY THEMATIC UNIT
(40 PTS. TEAM/60 PTS. INDIVIDUAL)
In groups of four, comprising different disciplines, you will select a centralizing theme and design a plan for learning projects from each discipline. These projects will examine the theme using the language, methodology, and varying perspectives particular to the content disciplines represented in each group. The interdisciplinary unit will consist of three components:

A. INTERDISCIPLINARY UNIT PROPOSAL (20 PTS. TEAM)
The UNIT PROPOSAL presents your plan for your team’s integrated thematic unit guiding you in the designs for your individual learning projects. A UNIT PROPOSAL FORM will be provided and used to record, organize, and describe the objectives, process and content information to be covered in the unit.

B. 3-DIMENSIONAL UNIT REPRESENTATION (20 PTS. TEAM)
Your team will design and build a 3-D structure that:
--Represents theme objectives
--Represents all disciplines
--Represents major concepts to be taught
--Uses materials creatively
--Presents the concepts in a neat and orderly format
This should be useable as part of your presentation activity at the end of the semester.

C. LEARNING PROJECT (60 PTS. INDIVIDUAL)
Each person on the team will design/adapt a thematic project, comprised of 5 interrelated learning activities that will allow students to ACTIVELY explore the concepts of the theme as they can be defined or used in your particular discipline.
Formats, examples, and required components will be provided as criteria for the learning project activities.

THE UNIT PROPOSAL AND THE 3-D UNIT INTRODUCTION WILL BE GRADED AS A TEAM EFFORT AND ONLY ONE OF EACH NEEDS TO ACCOMPANY THE UNIT. EACH TEAM MEMBER WILL RECEIVE THE SAME POINT TOTAL. EACH PROJECT WILL BE GRADED INDIVIDUALLY FOR YOUR SPECIFIC DISCIPLINE. THE TEAM PROPOSAL ALONG WITH EACH INDIVIDUAL PROJECT WILL BE HANDED IN AS ONE INTERDISCIPLINARY UNIT AT THE END OF THE SEMESTER.

IV. TEAM PRESENTATION OF UNIT (25 PTS. TEAM)
Choosing one representative activity from the unit, each team will demonstrate the integration of their unit and appropriate methodology for teaching transescents using the rest of the class as their students. Evaluation criteria will be:
1) Full Group Participation
   a. Each member has a clearly defined role
2) Knowledge/Preparation
   a. Organized/Coherent
   b. Evidence of integration into theme
   c. Shows knowledge of content
   d. Transescent-appropriate
3) Varied Format
   a. Active, transescent-appropriate learning methods demonstrated
   b. Minimal/essential teacher talk
4) Cognitive Challenge
   a. Activities/questions ask students to think about content from different perspectives

VI. EXAM (25 PTS. INDIVIDUAL/TAKE-HOME)
Ten short essay questions based on the basic knowledge from the texts and class lectures. Must score 80% or better to get credit.

15 Extra Credit Team Points: Each team member can earn 1 extra credit point per class when all team members are present.
10 Extra Credit Individual Points: Individuals may add extension activities to the 5 required (maximum of 10) for 1 point a piece. Each of these must satisfy the same criteria as the required activities.
### Grading Scheme

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<thead>
<tr>
<th>Assignment</th>
<th>Individual</th>
<th>Team</th>
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<tbody>
<tr>
<td>I. Participation</td>
<td>20 pts.</td>
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<td>II. Field Experience A-B</td>
<td>45 pts.</td>
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<td>III. Research in the Media A-B</td>
<td>35 pts.</td>
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<td>IV. Interdisciplinary Unit</td>
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<td>20 pts.</td>
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<td>Unit Proposal</td>
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<td>5 Projects</td>
<td>60 pts.</td>
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<td>V. Presentation &amp; 3-D Rep.</td>
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<td>45 pts.</td>
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<tr>
<td>VI. Exam</td>
<td>25 pts.</td>
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There is a **portfolio requirement** embedded in this course as a part of your professional education licensure program. To receive a grade for this class, you will upload an artifact and reflection to your portfolio that must meet the standard as assessed by the instructor of this course. Not successfully completing the portfolio requirement will result in a grade of “satisfactory progress (SP)” for the class.

Students planning to student teach in the fall that must have Gate 1 approved by June 30. Standards not assessed in fall 2011 or spring 2012 courses must be submitted to Wanda Erwin for approval.
# Spring Semester 2013-2014 Calendar

**TED 414 - Sect. 1 Wednesday**

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<th>READINGS/ASSIGNMENTS</th>
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<td>Jan. 29-Feb. 5</td>
<td>Due: Media-Part A - Articles (Start 2/5)</td>
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<tr>
<td>Evolution of Middle School</td>
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<td>Transescent Characteristics</td>
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<td>Content of the Curriculum</td>
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<td>Interdisciplinary Team Planning/Co-Teaching</td>
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<td>Feb. 12-19-26</td>
<td>Due: Media-Part A – Articles I-Unit Proposal (2/26)</td>
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<td>Training Module for Advisory Project</td>
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<td>Teacher/Advisor Programs/Open Meetings</td>
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<td>Self-efficacy and Needs (Erikson/Glasser)</td>
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<td>Moral Autonomy &amp; Personal Responsibility</td>
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<td>Nonviolence &amp; Cooperative Behavior</td>
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<td>Mar. 5-12 (17-21) 26 - April 2-9</td>
<td>Due: Media-Part A - Articles (End 3/5) Annotated Bibliography (3/5)</td>
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<tr>
<td>Adapting plans to Project-Based Learning</td>
<td>FIELD EXPER. - Part A Discuss (4/2)</td>
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<td>Cooperative Learning</td>
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<td>Teaching for Cognitive Growth</td>
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<td>Divergent/Creative Experiential Learning</td>
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<td>SPRING BREAK – MARCH 17-21</td>
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<td>April 16-23</td>
<td>Due: Media-Part B–Discuss Visuals (4/16) FIELD EXPER. - Part A - Write-ups &amp; C&amp;W Reflection (4/23)</td>
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<td>Service Learning</td>
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<td>Assessment for Transescents</td>
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<td>Classroom Management</td>
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<td>April 30</td>
<td>Due: Completed Units (4/30)</td>
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<td>Conflict Resolution/Peer Mediation</td>
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<td>Drugs/Alcohol/ Sexuality Education</td>
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<td>Presentations of Interdisciplinary Units (5/7)</td>
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<tr>
<td>May 7-14 (Final Day 6-8 p.m.)</td>
<td>Due: Optional Take-home Exam (Turn in on 4/14) Presentations of Interdisciplinary Units (5/7 and 5/14)</td>
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****Field Experience B: Final Reflections due no later than May 7****
FIELD EXPERIENCE ASSIGNMENT PACKET

PART A:

General Directions for Surveys and Teacher Interview

Reporting Sheets (with guiding questions)

Student Surveys Reporting Sheet

Student Surveys
Looking Back on Childhood
This Is Me
Areas of Discomfort
Things I Like to Do/Ways I Like to Learn

PART B:

Directions for Advisory Presentation & for School Observations

Observation Reporting Sheets
FIELD EXPERIENCE - PART A: 
STUDENT SURVEYS AND TEACHER INTERVIEW 
15 POINTS 
THE PURPOSES OF THIS EXERCISE ARE TO GIVE YOU REAL CONTACT 
WITH AT LEAST FOUR TRANSESCENTS (AGES 10-14), TWO GIRLS AND 
TWO BOYS AND TO EXPOSE YOU TO THE STRUCTURE AND NATURE OF 
THE SCHOOL ENVIRONMENT THAT SERVES THEM. 

1) **Student Surveys** (10 pts.) 
A set of 4 surveys will be provided and used to gather information from four 
transescents (2 females/2 males) to become more familiar with their attitudes, 
behavior and thinking. 

AND 

2) **Teacher Interview/Observation** (5 pts.) 
Interview a middle school teacher in your content discipline. 

**Requirements:**

1) Student Surveys 
For each set of student surveys, you will fill in the student survey reporting sheet, 
using it to summarize your analysis of each student’s responses. Include: 
--inferences/interpretations of the patterns observed in their responses as they 
relate to the four areas of development; 
--recommend instructional or organizational accommodations that you would try 
in YOUR classroom and discipline to facilitate the healthy development of each of 
these individual students. For this, you can use the information on how they like 
to learn and their preferences for music, movies, TV, and books to plan for each 
individual. 

2) Teacher Interview 
You will prepare a set of 5-10 interview questions for a middle school teacher. 
Explore areas of your interest as well as general queries about students and teaching 
in a middle school. 
The write-up for this will include: 
--the specific questions asked. 
--record of teacher responses to your questions. 
--one to two pages of written reflections about how their responses and teaching 
practice fit into the middle school philosophy.
FIELD EXPERIENCE - PART A:
STUDENT SURVEYS REPORTING SHEET

Age/grade_________ Gender___________

A. Identify patterns from the sets of survey responses of each transescent. Use specific examples from the individual responses to support your inferences.

1. Social (Parents/adult vs Peers)
   
   How is the student influenced in his/her decision-making by adults and/or peers in their lives?

2. Emotional (Mature/altruistic vs Immature/egocentric)
   
   Are the student's responses or his/her thinking/feeling based more on satisfying his/her own needs or do they reflect a generalized empathy for others?

3. Physical (Self-image vs Ability)
   
   Is the student's esteem expressed in terms more about how he/she views his/her physical attributes/self-image or to his/her accomplishments/abilities?

4. Cognitive (Concrete vs Abstract)
   
   As they reflect and respond to the surveys, does the student:
   a. consider the perspective of others;
   b. think about the consequences of their actions on the lives of others?

5. Make specific recommendations for accommodating the development of this individual student in your classroom and academic discipline based on the above observations and inferences.
1. Social (Parents/adult vs Peers)

2. Emotional (Mature/altruistic vs Immature/egocentric)

3. Physical (Self-image vs Ability)

4. Cognitive (Concrete vs Abstract)

5. Make specific recommendations for accommodating the development of this individual student in your classroom and academic discipline based on the above observations and inferences. (Use the back of the sheet for writing recommendations)

**LOOKING BACK ON CHILDHOOD**
1. Some things I remember very clearly from my childhood:

2. Some ways I haven’t changed much since then:

3. Some ways I have changed a lot:

4. Some things I like about growing up:

5. Some things I really liked about being a child:

6. Some things that have really embarrassed me:
   
   Childhood:

   Now:

7. Some things I have worried about:
   
   Childhood:

   Now:

8. Of the following people, who have you gone to most often for help with personal problems:

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<tr>
<th></th>
<th>Childhood</th>
<th>Now</th>
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<tbody>
<tr>
<td>My parents</td>
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<tr>
<td>My teachers</td>
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<tr>
<td>Other adults</td>
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<tr>
<td>Friends</td>
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THIS IS ME
1. I am happiest when

2. I get angry when

3. I am frightened by

4. I feel love when

5. I feel sad about

6. I get excited when

7. I am bored when

8. I am most proud of

9. I get satisfaction out of

10. I put trust in

11. I get “hung up” over

12. I feel safe when

13. I feel peaceful when

14. I feel hurt when

15. Things that make me happy

16. I am annoyed when

17. When I’m alone I like to

**AREAS OF DISCOMFORT**

Read the list slowly and as you come to a problem that bothers you, Circle the number in front of it.

1. Being smaller than other kids.  

23. Not enough time for fun and play.
2. Being bigger than other kids.  24. Hungry most of the time.
2. Being bigger than other kids.  24. Hungry most of the time.
5. Having something wrong with me.  27. Being too fat.
7. Would like to join a club.  29. Worrying.
10. Teachers telling me what to do.  32. Not having any fun at school.
11. Too much work to do at home.  33. Not interested in books.
12. Nothing to do or play with at home.  34. Having to take music lessons.
13. Afraid of brother or sister.  35. Wanting adults at home more.
14. Not having my own room.  36. Adults won’t help me.
17. Kids not liking to play with me.  39. People think I’m a “sissy”.
18. Never chosen as a leader.  40. Not able to work with others.
20. Afraid to try new things myself.  42. Not being able to sit still.
22. Afraid of being punished.  44. Being careless.

WAYS I LIKE TO LEARN/THINGS I LIKE TO DO

WAYS I LIKE TO LEARN:
Circle the ones that you prefer:

Read      Write      Move Around      Build Things      Draw
Work/Talk with Other People      Work by Myself

THINGS I LIKE:
(Name your favorites)

BOOKS

MOVIES

TV SHOWS

MUSIC

VIDEO GAMES

THINGS I LIKE TO DO:
(Name favorites)

SPORTS/HOBBIES/ACTIVITIES
FIELD EXPERIENCE - PART B:
FIELD EXPERIENCE IN A MIDDLE SCHOOL  (30 PTS.)

THE PURPOSES OF THIS EXERCISE ARE TO GIVE YOU REAL CONTACT WITH TRANSESCENTS (AGES 10-14), THEIR TEACHERS AND THE UNIQUE STRUCTURE AND NATURE OF THE CURRICULUM AND SCHOOL ENVIRONMENT THAT SERVES THEM. KEEP A HANDWRITTEN LOG OF WRITTEN OBSERVATIONS/REFLECTIONS BASED ON THE FOUR AREAS OF TRANSESCENT DEVELOPMENT AND ATTACH TO THE TYPED SUMMARY (1-2 pages):

INCLUDE AS MANY OF THE FOLLOWING AS POSSIBLE:

1. **Shadow a Student**
   Accompany a middle school student to at least two classes (try to go to one class in your discipline). Reflect on your observations of student behavior in relation to their responses to the teacher, the curriculum material, interactions with other students and how they relate to the main topics of this course.

2. **Advisory Service Project & Observation**
   A. Using the structures and procedures you have learned to conduct an advisory open classroom meeting, your team will create and lead a 20-minute interactive discussion with middle school students in their advisory dealing with a topic chosen from the following list (or a related concept):

   RESPONSIBILITY  ACTIVE LISTENING
   VIOLENCE AND NON-VIOLENCE  COOPERATION
   CONFLICT RESOLUTION  EFFECTIVE COMMUNICATION
   ACHIEVING PEACE  RESPECT
   MORAL AUTONOMY  BUILDING COMMUNITY
   NON-JUDGMENTAL COMMUNICATION

   The presentation will use each of the following mediums:
   1. A short 3-5 minute video as a concrete introduction to the concept.
   2. A short activity which provides students with a concrete experience of the skills involved with the concept.
   3. A set of prepared questions to use during the video and/or activity that gives students an opportunity to cognitively process and discuss what they have seen and experienced.
B. Observe and/or participate in at least 1 advisory meeting. Reflect on the activities and discussions that you see in relation to transescent development. Describe what you see and how it can be beneficial (or not) to meeting the transescent’s need for belonging and self-efficacy in school.

3. Team Meetings
Observe and/or participate in at least 1 Team meeting. Observe for issues/concerns/curriculum that are discussed. Participate as might be appropriate.

4. Shadow a Teacher (may be the same one interviewed in Part A)
Spend at least three class periods with a middle school teacher. Describe and reflect on what the teacher does and how it relates to the middle school philosophy and teaching methods as presented in this course, i.e. accommodating to cognitive, emotional, social and physical needs of the age group.

5. Mentoring/Tutoring Transescents
Working with transescents in any learning situation (one-on-one, small groups, etc.) may be used to complete this choice.
FIELD EXPERIENCE - PART B: MIDDLE SCHOOL OBSERVATIONS

Age/grade Level_______

SUMMARY: Consider your observations from the perspective of each of these areas of development during your field experience. Relate what you see to our class discussions and readings. Refer to specific examples of behaviors and events that support the inferences and conclusions that you make about teacher-student interactions, student-student interactions, and curricular accommodations.

ATTACH OBSERVATION NOTES

1. Social

2. Emotional

3. Physical

4. Cognitive
5. Observations, Insights, Conclusions

RESPONSIBILITY