**Chapter 8 Professional Development**

**-finding and training teachers for the middle school calls for a clear understanding of the mission and the children**

**-we need teachers who are competent to perform as instructional leaders in the middle school**

**I.parameters of practice**

**-teachers should recognize the mission of the middle school in teaching the preadolescent, and be flexible**

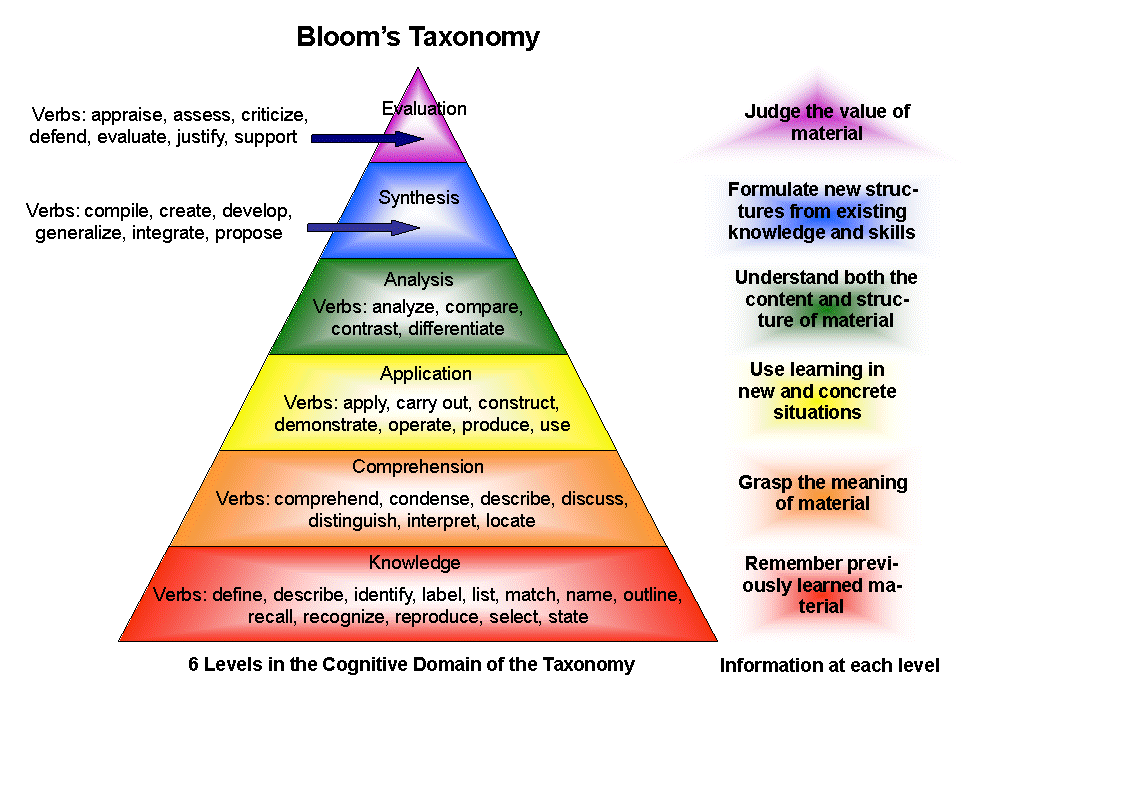
**-teachers need to be “people people”**

**-teachers need to understand the developmental stage and consider him/herself to be a guide for students**

**-a friendly, positive, and cheerful [person ahs more of a chance of succeeding as a middle school teacher than a tense and overly serious type**

**-understand the great importance of the environment that you teach in**

**-middle school classrooms should reflect the students, be interesting, stimulating, and comfortable**



**II.teacher competencies for classrooms**

**-The INTASC standards were developed by the Council of Chief State School Officers, and have been adopted by the National Council for Accreditation of Teacher Education (NCATE). The INTASC Standards represent those principles that  
should be present in all teaching regardless of the subject or grade level taught. The INTASC Standards have served as a national framework for the systemic reform of teacher preparation and  
professional development since their introduction in 1992. The School of Education Professional  
Dispositions describe the habits of mind and resulting behaviors that make it possible for educators to use their professional knowledge and skills to promote authentic learning for all students  
in socially-just school environments. They  
incorporate all the INTASC dispositions required of professional educators.**

**A. the individual’s educational, work, and other life experiences related to the education profession;  
B. the individual’s ability to communicate and work effectively with others, including  
individuals from different backgrounds,  
individuals with exceptional needs or  
limitations, individuals from different racial or ethnic populations, and individuals of both genders and different sexual orientations;  
C. the individual’s moral character and fitness for the profession for which he or she is training, including but not limited to any felony conviction(s) that would bar state certification;  
D. the individual’s general and specific  
knowledge, skills, and dispositions needed to successfully complete the particular program and to function effectively in the profession for which he or she is training; and  
E. the individual’s behavior in light of  
appropriate professional and ethical standards.  
III.Research for middle school teachers**

**-certain teacher behaviors are effective with certain age groups when accomplishing certain tasks**

**A.student home life**

**-there is more than 50% chance that a child will live with both parents**

**-about 30% of children will live at or below the poverty line**

**B.compensatory programs**

**-these are services for low achieving or economically deprived children and are necessary because of the basis of learning that is comes from existing or prior knowledge**

**-Title 1 is one of these important programs as well as ESL programs**

**C.learning environment**

**-90% of all school expenditures come from the costs of the school buildings and teacher salaries**

**-technology has lessened our dependence on only one kind of educational setting**

**-learning spaces will be more defined by access to information than location**

**-teachers may become more learning guides or instructional space managers….how do you feel about this?**

**D.ability grouping**

**-many schools have moved away from this**

**-can it be helpful in the upper grades??**

**E.cooperative learning**

**-teachers can teach a variety of students using a number of grouping patterns without a loss of achievement(this may be a myth to some teachers)**

**F.teacher expectation**

**-students act by what we expect from them!**

**G.discipline**

**-strong classroom management skills and positive classroom climates are the best means of minimizing student disruption in the classroom-Harry Wong/Boy’s Town Skills are great aides**

**G.Praise**

**DO IT!**

**H.Questioning by teachers**

**-use higher level thinking skills and work on wait time….at least 7 seconds for kids to think**

**IV.Research in teaching**

**-you need to look at research**

**-when applied and sustained, compensatory programs work to overcome disadvantages**

**-sometimes, middle school teachers are unaware of teaching practices that cause students to turn OFF learning**

**-a body of research strongly endorses cooperative and success oriented classrooms**