

Loyola University Chicago
CIEP 446 Middle School Theory and Practice
Fall 2011 Thursdays
7-9:30 Maguire Hall 303
Water Tower Campus

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Office Hours: before and after class

I. Course Description: This course focuses on middle level philosophy and structure; student development and diversity; curriculum, instruction, assessment, and planning for the middle school classroom; and the creation of a positive learning environment for the graduate student in teacher certification.

II. Course Objectives: Students will:

- Differentiate between a junior high and a middle school philosophy
- Explore middle level philosophy and structure and examine how it affects both teaching and learning
- Understand the psychological and physiological development of middle school children
- Identify the importance of and ways to accommodate the developmental needs of early adolescent students
- Explain how the physical, social/emotional and intellectual development of boys and girls differ during early adolescence
- Participate in observation studies and research analysis with early adolescents
- Understand what is included in an interdisciplinary thematic unit
- Recognize the difference between equality and equity and how this impacts education
- Articulate different theories of classroom management or discipline
- Explore the differences required in preparing curriculum for the middle school student
- Discuss the issues and topics associated with middle school theory and practice
- Examine the organizational components and curricular issues that influence middle school education
- Reflect upon the process of learning, collaborating, and assessing of their professional roles and responsibilities

- Identify effective ways to facilitate and assess learning for all students, including all areas of special needs (gifted to the lower functioning), multicultural, and diversity.

III. Professional Standards

National Middle School Association/Association for Middle Level Education
Performance-Based Standards for Masters Middle Level Teacher Preparation

Standard 1. Young Adolescent Development

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to young adolescent development, and they apply that knowledge in their practice.

Standard 2. Middle Level Philosophy and School Organization

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research underlying the philosophical foundations and organizational components of highly effective middle level schools, and they apply that knowledge in their practice.

Standard 3. Middle Level Curriculum and Assessment

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to middle level curriculum and assessment, and they apply that knowledge in the practice.

Standard 5. Middle Level Instruction and Assessment

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to effective middle level instruction and assessment, and they apply a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents.

Standard 6. Family and Community Involvement

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they provide leadership in helping all stakeholders offer high quality learning opportunities for all young adolescents.

Standard 7. Middle Level Professional Roles

Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to their professional roles in middle level education, and they apply that knowledge in their practice.

Special Circumstances

Students who have any special needs or who may require considerations or modifications for any reason must contact the instructor personally so that these issues may be addressed.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the

pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting>

Conceptual Framework

Teacher candidates in CIEP 446 will be expected to demonstrate "professionalism in the service of social justice" in course and clinical experiences. This will be evidenced by developing and displaying a personal set of knowledge, skills, ethical behavior and contribution to service in class and particularly in pre-professional experiences at the clinical school site. Knowledge of literacy concepts, curriculum, instructional strategies and practices based on best practices; development of instructional skills; honest, fair and respectful treatment of others; and commitment to serving others beyond what is required will be expected. The significance of providing access to literacy skills to all students and all populations will be emphasized.

Technology

Teacher candidates in CIEP 446 will be expected to demonstrate evidence of professional technology skills. In this specific course, they will learn methods of utilizing software to collect and manage assessment data. Teacher candidates will also be

expected to utilize a variety of websites including Blackboard, ISBE and other professional sites to access learning goals and standards and for developing effective assessments. It is expected that teacher candidates will recognize the importance of developing a strong and continually renewed set of technology skills and that they will promote access to these skills for all students with whom they teach.

Diversity

It is expected that teacher candidates in CIEP 446 will recognize, respect and address all varieties of diversity in their learning and teaching environments with particular sensitivity to assessment and evaluation practices suitable for all students and learning environments. This will be demonstrated in their coursework and relationships with classmates and instructors as well as in emerging professional relationships and knowledge of professional planning and instruction with the administration, faculty, students and families at their clinical school site.

School of Education Conceptual Framework Standards:

- CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.
- CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.
- CF3: Candidates demonstrate an understanding of issues of social justice and inequity.
- CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.
- CF5: Candidates demonstrate technological knowledge and skills which enhance education.
- CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.
- CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.
- CF8: Candidates apply ethical principles in professional decision-making.

Please note the following additional information related to this course:

- **The course schedule listed below is an initial tentative schedule. Please consult the Blackboard Website regularly for class notices, schedule updates, descriptions of assignments, and grading rubrics. In the event of an emergency, school closing, etc., please consult the Blackboard Website for general announcements.**
- **Students will be expected to be prepared for class and have assignments ready to hand in on the dates listed. Assignments handed in late may be accepted if discussed with the instructor before the deadline, but full points will not be awarded. Students should not expect to be allowed to re-do assignments.**

Required Textbooks:

Manning, M.L. & Bucher, K. (2011). *Teaching in the Middle School*. Boston, MA: Pearson.

National Middle School Association. (2010) *This We Believe: Keys to Educating Young Adolescents*. Columbus, OH: NMSA.

Wormeli, R. (2001). *Meet Me in the Middle*. Portland, ME: Stenhouse.

Required Readings on Blackboard: There are/will be several readings posted under course documents. Assessment rubrics for all course assignments will be posted in the assignment folder on Blackboard.

Schedule and Assignments:

Session	Topic	Assignments Due
9/1/11	Introductions, Course Overview, What is a Middle School? Middle School vs. Junior High	M & B, 1 NMSA, p1-12
9/8/11	Adolescent Growth and Development	M & B, 2 NMSA p53-62
9/15/11	Boys vs. Girls, Brain Research	Wormeli, 3
9/22/11	Organization	NMSA p27-33
9/29/11	Curriculum	M & B, 4-5 NMSA p13-22
10/6/11	Instruction	Compare and Contrasting Interdisciplinary units due Wormeli, 7 M & B, 6-7 NMSA p22-24
10/13/11	Assessment	Wormeli, 8 M & B, 8 NMSA p24-26
10/20/11	Guiding students through middle school	Midterm due M & B, 3 Wormeli, 11-12
10/27/11	Classroom management	Interview due M & B 9
11/3/11	Good planning for teaching and learning, Diversity	
11/10/11	Family and Community	Comparing and Contrasting Advisory units due M & N, 10 NMSA p33-42

11/17/11	Where is Middle school going?	Wormeli, 13-17 M & B, Epilogue NMSA p43-52
11/24/11	Thanksgiving Recess	No school
12/1/11	Final Presentations	Clinical Reflection and attendance sheets due Final Project due
12/8/11	Final Presentations	Final Project due

Clinical Component:

CIEP 446 has a clinical component that encompasses the following:

- A minimum of 15 hours of observation and participation in a designated classroom. Students will fill out a Clinical Availability form on the first night of class. The student will receive a placement from Lisa Vogt lvogt@luc.edu.
- Students will be expected to:
 - Work/interact with students
 - Perform other any additional classroom duties assigned by sponsoring teacher
 - Work with individual students, small groups or one on one
- Complete assignment demonstrating learning as outlined below.
- Turn in attendance form as required.

Course Assignments:

1. **Article Presentations.** Students will choose an article that focuses on one aspect of middle school and present a five-minute synopsis to the class. Presentation should include one copy of the article (for the instructor), an oral summary, connections to middle school theory, development, curriculum, etc. and personal connections. The first night of class students will sign up for presentations. Turn in a 2-3 page reflection after the presentation, **due before November 17th**.

Examples of appropriate publications:

Middle School Journal

Phi Delta Kappan

Journal of Youth and Adolescence

Journal of Early Adolescence

Middle Ground

Educational Leadership

Journal of Adolescent Research

2. **Current Events.** Find a news article and explain how it relates to the middle school. Reflect on how teachers and students are affected by this news. You will lead a brief discussion about the event after summarizing, no longer than five minutes. The first night of class students will sign up for presentations. Turn in the article and a 1-2 page reflection, **due before November 17th**.

3. **Comparing and Contrasting Interdisciplinary Thematic Units.** Students will locate two Interdisciplinary Thematic Units. After discussing curriculum in class and with readings, students will compare and contrast the units they found with the “ideal”, **due October 6th**.

4. **Interview a Middle School Teacher.** The teacher you interview should have taught at the middle school level for at least two years. The interview questions should be submitted with a write up of the interview including your own reaction to the teacher's insight into middle school, integrating the readings and class discussion, **due October 27th.**

5. **Midterm Quiz** - Short objective and essay test that will demonstrate the teacher candidates' ability to recognize, define and apply the terms used to identify middle school students developmentally, **due October 20th**

6. **Comparing and Contrasting Advisory Units.** Students will locate two Advisory Units. After discussing teaming in class and doing the readings, students will compare and contrast the units they found with the "ideal", **due November 10th.**

7. **Clinical Hours Reflection.** A 3-4 page reflection of your clinical experience drawing on information from class and the readings, **due December 1st.**

8. **Final Project. Mini Research Project.** Conduct a mini research project on one or two challenges middle school students face in areas such as academics, social relationships, emotional issues, etc. Discuss how these challenges/problems impact on or impede students' abilities to be successful in school and life. Read journals, research articles, and other sources that will help you develop some possible solutions. Be prepared to present your research/findings to your classmates, **due December 1st and 8th.**

Course Grading:	Points
In Class Assignments (Formative Assessments)	45
Comparing and Contrasting Interdisciplinary Units	15
Comparing and Contrasting Advisory Units	15
Midterm Quiz	40
Interview a Middle School Teacher	25
Article Summary and Presentation	25
Current Events	15
Clinical Hours Component/Reflection	40
Final Project	
Paper	50
Presentation	30

Grades will be determined based on the following scale:

Total Points	
300-275	A
274-270	A-
269-265	B+
264-240	B
239-210	C
209-180	D
179 and below	F