

CIEP 351
Curriculum and Teaching in the Middle School
Loyola University Chicago
School of Education
Spring 2009
Syllabus

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Class Meets: Thursday – 4:15PM- 6:45PM
Office Hours: By Appointment

Course Description and Conceptual Framework

Course Description

This course examines middle school education (grades 6-8) emphasizing the need to respond in appropriate educational ways to the developmental characteristics of diverse young adolescents (ages 10-14). Students will explore the purpose behind the development of today's middle school structure, the characteristics of this unique age group and how it influences curriculum and instruction, the necessary qualities of a successful teacher at the middle school level, and the traits of a productive respectful classroom at that fosters learning at the middle school level.

- Students will be able to understand the major concepts, principles, and theories of young adolescents' development- intellectual, physical, social, emotional, and moral.
- Students will be able to understand the range of individual differences of all young adolescents and the implications of these differences for teaching and learning purposes.
- Students will be exposed to a variety of teaching/learning strategies that take into consideration and capitalize on the developmental characteristics of all young adolescents.
- Students will understand that the development of all young adolescents occurs in the in the context of classrooms, families, peer groups, communities, and society.

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.
- CF5: Candidates demonstrate technological knowledge and skills which enhance education.

Teacher Preparation Standards

Below are the program standards met in this class set forth by the National Middle School Association (NMSA) regarding requirements for teacher preparation courses.

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.

Knowledge

Middle level masters candidates:

4. Understand the range of individual differences of young adolescents and evaluate their effects on teaching and learning.
5. Have an in-depth knowledge of a wide variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents.

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.

Knowledge

Middle level masters candidates:

1. Have a comprehensive understanding of the philosophical foundations of developmentally responsive middle level programs and schools.
3. Comprehend the rationale and characteristic components of developmentally responsive middle level schools.

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.

Knowledge

Middle level masters candidates:

1. Understand that middle level curriculum should be relevant, inviting, challenging, integrative, and exploratory.
2. Know how to select and adapt curriculum, instruction, resources, and assessments that maximize student learning.
3. Understand the interdisciplinary nature of knowledge and how to explore and make connections among subject areas and life situations.

Standard 4. Middle Level Teaching Fields

Middle level masters candidates understand and analyze the major concepts, principles, theories, standards, and research related to their teaching field(s), and they apply that knowledge in their practice.

Knowledge

Middle level masters candidates:

2. Know how to use content knowledge to make interdisciplinary connections.
4. Are knowledgeable about teaching and assessment strategies that are effective in their teaching fields.

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.

Knowledge

Middle level masters candidates:

1. Understand the principles of instruction and assessment, including the theories and research that support them.
2. Know a wide variety of teaching, learning, and assessment strategies that are developmentally responsive, culturally sensitive, and technologically sound, and when to implement them.
3. Understand that teaching higher order thinking skills is an integral part of instruction and assessment.
4. Understand ways to teach core concepts, skills of inquiry, problem solving, collaboration, and communication to all young adolescents.
5. Know how to evaluate the effectiveness of teaching, learning, and assessment strategies.
6. 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).
7. Know how to establish and maintain a fair, effective, and developmentally responsive classroom environment.

8. Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.
9. Understand and analyze 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 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.

Knowledge

Middle level masters candidates:

2. Have a comprehensive understanding of ways prior learning, differing experiences, and family and cultural backgrounds influence the learning of all young adolescents.
5. Understand that middle level schools are organizations within a larger community context and are aware of the implications of these relationships for effective teaching and learning.

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.

Knowledge

Middle level masters candidates:

1. Understand their role as middle level education professionals.
2. Understand the importance of their influence on all young adolescents.
3. Understand their responsibility for upholding high professional standards (e.g., school, community).
8. Understand the need for continual reflection on young adolescent development, the instructional process, and professional relationships.
9. Are knowledgeable about the skills of research/data based decision making.

Expectations:

The quality of work is expected to be consistent with normal expectations for college students. All written work must be word-processed using 1.5 line spacing, 12 point font, with one-inch margins. Clear and appropriate writing skills are essential for the successful completion of this course. All references and writing should conform to the standards listed in the APA.

Academic Honesty: Students are expected to behave in a manner which is consistent with Loyola University's academic honesty policy. Academic honesty is an expression of an ethic of interpersonal justice, responsibility, and care. It demands that the pursuit of knowledge be conducted with sincerity and care. Thus academic dishonesty including plagiarizing the work of others, cheating on tests, violating copyright laws, or conducting research on human subjects without IRB approval will make the individual subject to discipline which may range from failure on the assignment to dismissal from the university. For specific policies and procedures see: http://www.luc.edu/education/academics_policies.shtml#honesty

Students with Disabilities: Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should contact the Office of Student Life at Lakeshore Campus to arrange for an evaluation of what accommodations may be needed. More information is available at: <http://www.luc.edu/sswd/register.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. More information is available at: <http://www.luc.edu/sswd/register.shtml>

Harassment: 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 ideal of our community. For specific definitions of discrimination, abuse, and harassment refer to p. 25-26 in the Loyola University Chicago Student Handbook, located at: <http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf> . If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

Late Work: No late work will be accepted unless there are medically extenuating circumstances. Documentation will be required.

Distractions such as cell phones, lap tops, and MP3 players should be turned off. Remember that you will have a classroom too one day, and you will not appreciate the distraction that they can be. ☺

Required Text:

Manning, Lee M. and Bucher, Katherine T. (2005). *Teaching in the Middle School*. Upper Saddle River, NJ.: Pearson Merrill Prentice Hall.

Watson, Charles R. (1997). *Middle School Case Studies: Challenges, Perceptions, and Practices*. Upper Saddle River, NJ.: Merrill Prentice Hall.

Wormeli, Rick. (2003). *Day One and Beyond*. Portland, ME: Stenhouse Publishers.

Additional Readings as assigned

Recommended Text:

Larson, B., and Keiper, T. (2007). *Instructional strategies for middle and high school*. New York: Routledge Publishing.

McTighe, J. and Wiggins, G. (2004). *Understanding by design: professional development workbook*. Alexandria: ASCD.

Silver, H., Strong, R., and Perrini, M. (2001). *Tools for promoting active, in-depth learning*. Ho-Ho-Kus, N.J.: Thoughtful Education Press.

Course Assignments: Themes and essential questions help to frame student inquiry and promote critical thinking. They also provide a helpful framework for organizing a unit of study using a multi-genre approach. The themes below are the themes that will guide our focus throughout the semester.

Theme 1: Understanding the Middle School Learner and the Middle School Concept

- What makes the middle school concept unique?
- What are the characteristics of a middle school learners based on physical, intellectual, social, and emotional development?
- In what ways can we connect young adolescents' development to the middle school concept?
- How does theory shape educators' perceptions and actions regarding the teaching of young adolescents?

Readings: Textbook chapters 1 and 2 and related articles

Assessment:

Middle School Observation Hours (CF 2, NMSA 1, 2)

This assignment requires you to observe a total of 10 hours in a middle school classroom. The notes from the interview should be developed into a 2-3 reflective narrative in which you make connections between your observations and the theory that we have discussed in class. Further details and a rubric will be given in class and will be available on Blackboard. This assignment is worth 10% of your final grade.

Theme 2: The Middle School Teacher: Impact of Personal Experience, Attitudes, Beliefs, and Habits upon Your Teaching

- How do teachers' strengths, attitudes, and beliefs impact middle school relationships, teaching, and the learning process?

- How does the teaching and learning philosophy of a teacher influence his or her practice?

Readings: Textbook chapters 6 and related articles

Assessment:

Middle School Teacher Interview (CF2, NMSA 7)

This assignment requires students to interview a teacher who is currently teaching at the middle school level. This teacher needs to have at least 4 years experience at the middle school level. The notes from the interview should be developed into a 2-3 page reflective narrative written in APA style. Further details and interview rubric will be given in class and will be available on Blackboard. This assignment is worth 10% of your final grade.

Theme 3: Planning Best Practices and Strategies to Optimize Student Learning in Middle Schools

- What are the current best practices and strategies used to optimize middle school teaching and learning processes while valuing and celebrating diversity?
- Why is it important to use a variety of best practices and strategies when teaching?

Readings: Textbook chapters 3, 4, 5, and 7, and related articles

Assessment:

Strategy Toolbox Expansion (CF1, NMSA 1, 3)

Students will be required to research an assigned teaching strategy and informally share the findings with the class. Each student must create a written set of instructions for the assigned strategy, any corresponding handouts, and a lesson plan from his or her content area demonstrating the implementation of the strategy in a middle school classroom. Further details and strategy rubric will be given in class and will be available on Blackboard. This assignment is worth 15% of your final grade.

Theme 4: Creating and Managing a Positive and Productive Classroom and School Environment

- How is a classroom organized to promote and encourage a positive and productive learning environment?
- How does a teacher create an environment that supports free exchange of ideas and appropriate student interactions?
- Is there value in encouraging and reengaging parents, family, and community involvement in middle schools?

Readings: Textbook chapters 8, 9, and 10 and related articles

Assessment:

Interdisciplinary Micro-Teaching (CF1, NMSA 1, 3, 5, 6)

Working in pairs, students will deliver a mini-lesson to their peers. Like a lesson from their content area, this lesson should demonstrate what you have learned regarding practices and strategies that are best suited for middle school students. Students will be required to turn in a lesson plan for their mini-lesson. Further details and micro-teaching rubric will be given in class and will be available on Blackboard. This assignment is worth 20% of your final grade.

Instructional Unit (CF1, NMSA 1, 3, 4, 5)

Each student, using Understanding By Design, will construct an instructional unit in their content area. The format and details of this assignment will be given in class and will be available on Blackboard. This assignment will be submitted via LiveText. This assignment is worth 20% of your final grade.

Reading Notes (CF1)

Using the 3•2•1 Strategy students will record notes on a 3x5 notecard regarding each reading assignment from the *Teaching in the Middle School* textbook. This note cards will be collected at the beginning of each class. Reading Notes will be worth 10% of your final grade. They will be considered late if attempted to be turned in once class and discussion has begun. The format is as following:

<i>Your name</i>	<i>reading assignment</i>
<i>Class section</i>	
<i>3 new concepts or ideas you discovered while reading</i>	
<i>2 ideas that you hope you remember when teaching and why</i>	
<i>1 aspect from the reading that you disagree with think is unrealistic</i>	

Quizzes

Short quizzes on the assigned readings will be given in class. Quizzes will be unannounced and will be worth 10% of your final grade.

Class Participation

Each class member should plan to participate actively in the class discussions and to prepare and present materials to the class. Learning in this class is considered a communal endeavor as well as an individual undertaking. Therefore, students are expected to be present and prepared at the designated times for every class session and to remain engaged in class activities until the session has concluded. Students missing two or more classes of CIEP 351 will be ineligible for an "A" in the course. Class participation is worth 5% of your final grade.