

Loyola University Chicago
School of Education

CIEP 446: Middle School Theory and Practice
Spring 2010
Tuesdays 4:15 – 6:45

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Office Hours: After class or by appointment

Conceptual Framework:

All academic activities within the School of Education are grounded in its conceptual framework: "Professionalism in service of social justice" which inspires classroom instruction, student learning, and faculty practices. Teacher candidates examine and discuss their own beliefs about young adolescents, social justice, and the impact of social justice on educational organizations. Through research, assigned readings, and class discussions they will begin to understand the impact educators have on the achievement of social justice in American middle schools and ultimately, in American society.

Required Materials:

Books:

Manning, Lee. *Teaching in the Middle School* (2008)

MacKenzie, Robert. *Setting Limits in the Classroom, Revised; How to Move Beyond the Dance of Discipline in Today's Classroom*. (2003)

Wormelli, Rick. *Day One & Beyond* (2003)

Recommended Book:

Wormelli, Rick. *Meet Me in the Middle: Becoming an Accomplished Middle Level Teacher* (2001)

Course Description:

What's more daunting? A second grade classroom or an eighth grade classroom? While all age levels and grades have their challenges and their rewards, new teachers are often unprepared for the myriad of issues and predicaments that middle school students can present. Not only can middle school children provoke teachers in surprisingly adult ways, the pressure is on for students academically and socially as they transition into young adulthood. In this course, we will focus on the psychology and diverse needs of middle school children, and how to make new teachers feel prepared and confident in their ability to teach all of the elementary grades.

Course Objectives:

1. Become comfortable teaching at the middle school level.
2. Understand the psychological and physiological development of middle school children.
3. Understand the impact a compassionate and inspiring teacher can play in the life of the middle school student.
4. Learn to encourage young people to become advocates for their own self as they confront the ever-increasing conflicts and challenges to the social order of our world.
5. Recognize the difference between equality and equity and how this impacts education, particularly for urban American students.
6. Become a reflective practitioner.

Expectations:

I expect what all good teachers expect: That you will fully participate in class discussions. That you will attend all classes and give your complete and undivided attention to the ideas and discussions during class time. That you will be open-minded and rigorous in your thinking, and even more so **in your writing**. I expect you to be intellectually honest and to be prepared for each class. I expect you to have the time of your life as you prepare for the greatest calling of all the professions!

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. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see: http://www.luc.edu/educaton/pdfs/academics_policies_grad.pdf

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 a 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://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/>

Technology:

Technology will be used to access National Standards for Middle School Education, as well as the Illinois Learning Standards. This will be accomplished through individual research.

Diversity:

Although respecting diversity in our society is a responsibility for all citizens, it is imperative for pre-service teachers to understand the myriad of concerns and challenges facing today's students. These concerns and challenges include, but are not limited to, socio-economics, gender, sexual orientation, race, religion, and language acquisition. It is also important to note that equality does not assure equity. Throughout this course, teacher candidates learn about the physical, academic and social needs of all adolescents. As a class, teacher candidates discuss and relate their own educational backgrounds and learning styles to understand how these experiences influenced their own middle school years and how these experiences will impact them as educators.

Clinical Hours Component:

Fifteen (15) clinical hours, in addition to other assignments, are a requirement for completion of this course. After completing the required hours, you will write a five (5) page essay reflecting on your observations of middle school students, teachers, and the interactions between them. (See attached assignments). Not attending clinicals, not conducting yourself in a professional manner, or not completing the related coursework will result in a course incompleteness. It is suggested you begin these clinicals as soon as possible with the help of the School of Education. Completion of these clinical hours is directly related to the course objectives, particularly becoming comfortable in the middle school classroom, and understanding the physical and psychological development of young adolescents.

Assessments:

- 1. 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 and a 3 – 4 page reflection. **(10 pts.)**
- 2. Clinical Hours.** After completing the required 15 hour clinicals, write a 5 page reflective essay on your observations of middle school students, teachers, and the interactions between. **(15pts.)**

3. **Middle School Psychology Article.** Find two recent research articles in a *scholarly journal* that focus on the psychological needs of young adolescents. Briefly summarize the article (attach a copy of the article) and write a reflective essay (2 – 3 pages). You will present your research to the class. **(10 pts.)**
4. **Advisory Unit.** Nothing says ‘Middle School’ more than an Advisory program. Research current advisory programs and put together a series of activities that focus on high school/college/trade school prep for students, focusing on the organizational skills that students need to become successful adults. You should also include activities that promote social skills for young adolescents. You will present your activities to your fellow students and provide copies of lessons and activities. **(15 pts.)**
5. **Book Talks.** Find 3 fiction and 3 non-fiction books that are appropriate for middle school students. Write a one page summary/reflection on each book, and present the books to your classmates. **(15 pts.)**
6. **Course Reflection Paper.** This will be the culminating activity for the course. Write an 8 – 10 page reflection paper answering a series of questions that will be given to you mid-way through the semester. **(20 pts.)**
7. **Class attendance/participation/End of semester binder.** Each student will be responsible for leading a class discussion based on that week’s assigned reading. Construct questions for discussion with the implication for theory and/or practice. **(15pts.)**

RUBRICS FOR CIEP 446

Middle School Teacher Interview	(10 pts total)
Interview questions	3 pts.
Reflection paper	7 pts.
Clinical Hours	(15 pts. total)
Reflective Essay	10 pts.
Grammar /Fluency	5 pts.
Psychology Articles	(10 pts. total)
Reflection	5 pts.
Presentation	5 pts.
Advisory Unit	(15 pts. total)
Advisory activities/lesson plans	10 pts.
Presentation	5 pts.

Book Talks	(15 pts. total)
Written reflection	10 pts.
Class presentation	5 pts.
Course Reflection Paper	(20 pts. total)
Specific questions answered	5pts.
Reflection	10 pts.
Grammar/Fluency	5 pts.
Class attendance/Participation/Binder	(15 pts. total)
Attendance	5 pts.
Participation	5 pts.
Final Binder	5 pts.