

Loyola University Chicago
CIEP 446 Middle School Theory & Practice
Fall 2014
Thursdays 7:00-9:30
Mundelein Center Rm. 205, Lake Shore 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.

SPECIAL CIRCUMSTANCES: Students who have any special needs or who may require considerations or adaptations/modifications for any reason must contact the instructor personally during the first week of the term so that these issues may be addressed. Please see the statement listed below under *Accessibility, pg. 3* of this syllabus.

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 with early adolescents and reflect on those observations
- 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 requirements 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. IDEA Learning Goals:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

IV. Professional Standards

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.

V. School of Education Policies

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. The School of Education Conceptual Framework Standards are:

- 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.

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 Sakai, 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.

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

Dispositions

Each course in the School of Education focuses on one or more professional dispositions. Students

are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. While there is no formal assessment of the dispositions in this particular course, students are nonetheless expected to strive for excellence in these areas.

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.

IV. Additional information:

- 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.
- The course schedule listed below is an initial tentative schedule. Please consult the Sakai Website regularly for class notices, schedule updates, and descriptions of assignments. In the event of an emergency, school closing, etc., please consult the Sakai Website for general announcements.
- Students are 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 redo assignments.

IV. Course Information:

Required Textbooks:

Association for Middle Level Education (AMLE). (2010) *This We Believe: Keys to Educating Young Adolescents*. Columbus, OH: AMLE.

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

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

Required Readings on Sakai: There may be several readings posted under course documents. I will let you know in class if you need to look for these.

Schedule and Assignments:

Session	Topic	Assignments Due
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8/28/14	Introductions, Course Overview, What is a Middle School? Middle School vs. Junior High	M & B, 1 AMLE, p1-12
9/4/14	Adolescent Growth and Development	M & B, 2 AMLE p53-62
9/11/14	Boys vs. Girls, Brain Research	Wormeli, 3
9/18/14	Organization of the MS	AMLE p27-33
9/25/14	Curriculum	M & B, 4-5 AMLE p13-22
10/2/14	No Class	TBD
10/9/14	Instruction	Wormeli, 7 M & B, 6-7 AMLE p22-24
10/16/14	Assessment	Evaluation of an interdisciplinary unit due Wormeli, 8 M & B, 8 AMLE p24-26
10/23/14	Planning / Technology in the MS	articles on Sakai
10/30/14	Classroom management / Diversity	Interview due M & B 9 articles on Sakai
11/6/14	Guiding students through middle school	M & B, 3 Wormeli, 11-12
11/13/14	Family and Community	Advisory units due M & B, 10 AMLE p33-42
11/20/14	Where is Middle school going? Group work time – Final Project	Wormeli, 13-17 M & B, Epilogue AMLE p43-52
11/27/14	Thanksgiving	No class
12/4/14	Final Presentations	Clinical Reflection and attendance sheets due 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. Each student will receive a placement from Dr. Cejovic, vcejovi@luc.edu

- Students will be expected to:
 - Conduct themselves in a professional manner
 - Work/interact with students
 - Perform other any additional classroom duties assigned by sponsoring teacher
 - Work with individual students or small groups
- Complete assignment demonstrating learning as outlined below.
- Turn in attendance form as required.

Course objectives addressed in the clinical component:

- 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 with early adolescents and reflect on those observations
- Reflect upon the process of learning, collaborating, and assessing of their professional roles and responsibilities

Failure to complete the clinical hours and/or reflection will result in an incomplete for the class. Falsifying clinical attendance sheets is considered a serious infraction and will be reported to the School of Education (see Academic Honesty, above).

Course Assignments:

1. Article Presentations. Students will choose an article that focuses on a challenge a middle school student may face and present a five-minute synopsis to the class. Presentation should include one copy of the article (for the instructor), an oral summary and leading a discussion with the class. Students will write a reflection after the presentation that presents 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 within one week after the presentation, due before November 20th.

Examples of appropriate publications:

Middle School Journal

Phi Delta Kappan

Educational Leadership

Journal of Youth and Adolescence

Journal of Adolescent Research

Journal of Early Adolescence

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. Articles should be about major national, international, or local events. You will lead a brief discussion about how to present the event to middle school students after summarizing. The first night of class students will sign up for presentations. Turn in the article and a 1-2 page reflection within one week after the presentation, due before November 20th.

3. Evaluate an Interdisciplinary Thematic Unit. Students will locate an Interdisciplinary Thematic Unit. After discussing curriculum in class and doing the readings, students will compare and contrast the unit they found with the “ideal”, due October 9th.

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 30th.

5. Create an Advisory Unit. Students will identify an appropriate theme for an advisory unit. Provide an explanation of why the theme is important for middle school students and at least 5 activities for students that teach the theme. Briefly describe how you would use the activities with an advisory class (i.e., provide a rationale for the order you would do them in, why you chose the activity, etc.); due November 13th.

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

7. Final Project: Plan an interdisciplinary unit with a group and present it to the class. We will form groups that have a diversity in subject specialties. Together you will plan an interdisciplinary unit that focuses on a theme or topic (see project sheet for more detailed description). Individually, you will write a reflection on working as a team. Due December 4th.

Course Grading: Points

Class Participation and Attendance	60
Evaluate an Interdisciplinary Unit	15
Create an Advisory Unit	25
Interview a Middle School Teacher	20
Article Presentation	20
Current Events Presentation	15
Clinical Hours Component/Reflection	40
Final Project	
Presentation/Unit plan	45
Reflection	10

Grades will be determined based on the following scale:

Total Points	
250-230	A
229-225	A-
224-220	B+
219-200	B

199-175	C
174-150	D
149 and below	F