

ED 391 Middle School Curriculum and Organization
Spring 2013
Education Department
Eastern Mennonite University

Course Purpose

This course is designed to help prospective teachers understand the philosophy of the middle school concept and young adolescent students. Examination of middle school student characteristics, curriculum and instruction, team planning, teacher roles, classroom management practices, and professional development are included in Middle School Curriculum and Organization. The course provides observation, participation, and teaching experiences ranging from individual to large group settings.

Course Outcomes (EMU Teacher Education Program Outcomes)

1. Describe the physical, social, emotional, intellectual and moral development of early adolescents in various social and cultural contexts. (Scholarship, Professional Knowledge, Caring)
2. Articulate and apply the middle school philosophy as informed by theory and practice. (Scholarship, Inquiry, Professional Knowledge, Caring)
3. Create and maintain a developmentally and culturally responsive program and learning environment. (Scholarship, Inquiry, Professional Knowledge, Caring)
4. Apply an understanding of organizational structures appropriate for middle level learners (such as interdisciplinary teaming, block-time, cross-graded grouping, and advisories) in the development of curriculum. (Inquiry, Professional Knowledge, Caring)
5. Define a balanced and integrated middle level curriculum including organization, teaming, exploratory curriculum, teacher as advisor, and home-school communication. (Scholarship, Inquiry, Professional Knowledge, Caring)
6. Explain the interrelationships among fields of knowledge. (Scholarship, Professional Knowledge, Communication)
7. Identify and apply instructional strategies that support caring relationships, foster active learning and promote problem solving by implementing a variety of classroom grouping patterns. (Scholarship, Inquiry, Professional Knowledge, Communication, Caring)
8. Observe, participate and teach in a middle school, and plan a learning experience for middle school students. (Scholarship, Inquiry, Professional Knowledge, Communication, Caring, Leadership)

Instructor

Instructor: Beth M. Lehman, Ph.D.

Office Phone: 432-4636

Office Hours: T/T: 11-2; MWF 9-10

Office: CC202a

Email: beth.lehman@emu.edu

Additional hours: By appointment

Textbooks

Brown, D. F., & Knowles, T. (2007). *What every middle school teacher should know* (2nd ed.). Portsmouth, NH: Heinemann.

National Middle School Association. (2010). *This we believe: Keys to educating young adolescents*. Westerville, OH: NMSA.

Communication Changes to the schedule and plans of the course are inevitable, as the course will shift in response to learning needs and developing interests of the class community. Be prepared to be flexible and involved in any changes. Your **EMU email** is the mode of communication in between classes. Please check it daily.

EMU Policies and Resources:

Academic Integrity

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic 2to any events of academic dishonesty.

Academic Support

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center, 3rd floor of Sadie Hartzler Library, 432-4233.

Writing Tutors

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access WOnline through myEMU.

Teacher Candidate Performance Outcomes:

The following Teacher Candidate Performance Outcomes are designed to support the Teacher Education Program Goals listed above. The successful teacher candidate is able:

Scholarship: to acquire knowledge through the liberal arts, Core General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peacebuilding in diverse settings.

Leadership: demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

ED 391 Course Requirements

1. Midterm Test30 points

Unit test will be given as a midterm exam. Text material, outside readings, and class discussions will be covered. **Due: Thursday February 7, by 11:55 p.m. in the Moodle**

2. Field Experiences and Observation Reports(8 X 10) 80 points

Eight field experiences and related summary reports, valued at 10 points each, are required. The actual in-school observation sessions are required for the submission of a report. Download observation reports from Moodle. **Observational Reports Due: the following day by 4:00 p.m. via Moodle.**

3. Lesson Reflection20 points

A 2-3-page reflection paper on the lesson that you taught during your middle school placement
Due: Friday March 1, by 4:00 p.m. in Moodle

4. Partnership with Middle School Reading Support Student30 pts

Participation in this partnership requires exchanging letters in a notebook (MS student will keep). Letter topics include exchange of getting to know you topics, sharing ideas about materials that both of you will be reading, the process of reading and studying, school experiences, etc. You will write at least 1 letter in Jan, two in each Feb, March, and April. We will visit their school once on January _____. We will host them at EMU on April _____. DEADLINES FOR LETTERS ARE FIRM. THEY WILL BE DELIVERED TO STUDENTS THAT DAY. MISSING ANY LETTER DUE-DATE IS AN AUTOMATIC FIVE POINT REDUCTION ON THIS ASSIGNMENT.

5. Interdisciplinary Team Unit Development.....60 points

Each class member is assigned to a teaching team to plan an interdisciplinary unit around a central theme. The unit must include interactive technology. **Unit Due in class on Thursday April 4 (to be presented April 4, 9, 11)**

6. ABC Book on Middle Level Education and Adolescence and Reflection50 points

Due: Thursday April 11 in class and in Moodle (To be presented April 11, 16 and 18)

7. Middle School Philosophy and Practices Inquiry Paper.....30 points

Due at Final Exam Meeting: Due April 23 at 8AM.

Total Points 300

Course Evaluation A Minimum of 1 point per class session will deducted for late work

The final letter grade will be based upon the following:

<u>Percentage</u>	<u>Points</u>	<u>Grade</u>	<u>Percentage</u>	<u>Points</u>	<u>Grade</u>
96-100	288-300	A	83-85	249-257	C+
94-95	282-287	A-	79-82	237-248	C
92-93	276-281	B+	75-78	225-236	C-
89-91	267-275	B	71-74	213-224	D+
86-88	258-266	B-	67-70	201-212	D
				Below 200	F

Attendance Policy: Attendance and participation are expected for each class. If a student must be absent, it is his/her responsibility to contact the professor prior to class by phone or email. Any unexcused absences will result in losing 10 points.

Focus Theme: "Middle School: An Emerging Philosophy Based on Learner Characteristics"

Sub Theme: The Middle Level Student

Tentative Schedule

Jan 8 (T) Characteristics of Learners:

1. Group art project: "The Typical Middle School Student"
2. Introduction to the course and to class members
3. AMLE (Association for Middle Level Education) website orientation <http://www.amle.org/>

Jan 10 (TH) Prior to Class:

1. Read Brown & Knowles: chapter 1 "You Want to What" and chapter 2 "Understanding the Young Adolescent's Physical and Cognitive Growth"; *This we believe: Keys to educating young adolescents* pages 1-14; 53-56.
2. Research Young Adolescent Developmental Characteristics on the AMLE website <http://www.amle.org/Research/ResearchSummaries/tabid/115/Default.aspx>

Class Session Activities:

1. Discussion of readings: Understanding Physical and Cognitive Adolescent Development and implications for instruction and learning

Jan 15 (T) Prior to Class:

1. Brown & Knowles: chapter 3 "Who Am I? The Social, Emotional, and Identity Trials of Young Adolescence"; *This we believe: Keys to educating young adolescents* pages 57-62.
2. Research Young Adolescent Developmental Characteristics on the AMLE website <http://www.amle.org/Research/ResearchSummaries/tabid/115/Default.aspx>

Class Session Activities:

1. Discussion of readings: Understanding Social, Moral, and Emotional Adolescent Development and implications for instruction and learning
2. Plan for THMS visit with partners

Sub Theme: Curriculum for the Middle Level Student

Jan 17 (TH) Prior to Class:

1. Brown & Knowles: chapter 4 "Designing an Appropriate Middle School: Influences from the past to the Present"; *This we believe: Keys to educating young adolescents* pages 14-26; 63-64.
2. Read "This We Believe Essential Attributes and Characteristics of Successful Schools" <http://www.amle.org/AboutNMSA/ThisWeBelieve/The16Characteristics/tabid/1274/Default.aspx>

Class Session Activities:

1. Class Discussion: "Evolution of Middle Level Schooling"
2. Plan for THMS visit with partners

Jan 22 (T) Prior to Class:

1. Read: Brown & Knowles: chapter 10 “Altering School Structures”; *This we believe: Keys to educating young adolescents* pages 27-42.

Class Session Activities:

1. Class Discussion: Middle Schools of Today and Tomorrow
2. Plan for THMS visit with partners

Jan 24 (TH) Prior to Class:

1. Study THMS website, generate questions, ideas,

Class Session Activities:

VISIT THMS READING SUPPORT PARTNERS AT SCHOOL : Meet in our classroom to carpool to THMS at 9:20--return at 10:45
Class will not meet at regular time.

Jan 29 (T) Prior to Class:

1. Read: Brown & Knowles: chapter 6 “Student-Designed Curriculum”; *This we believe: Successful schools for young adolescents* pages 9-41.

Class Session Activities:

1. Class Discussion: Middle School Curriculum: What does it mean to create learning experiences for middle school students?
2. Debrief school visit and write letters to partners
3. Handout Take Home Exam: Due Thursday February 7 by 11:55 p.m. in Moodle

Jan 31 (TH) Prior to Class:

1. Read Brown & Knowles: chapter 5 “Creating a Safe Haven for Learning”

Class Session Activities:

1. Orientation for In School Observations
2. Class Discussion: Creating safe learning environments for middle school students
3. Class Discussion: So What did you see? What was Middle School like? Creating safe learning environments for middle school students Facilitating Meaningful Learning

Sub Theme: Observing and Teaching the Middle Level Student
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Feb 5/7 Prior to Class:

1. Make sure you have the directions to your Middle School and review the characteristics of Middle School Students

Class Session Activities:

In School--Observations #1 & #2

Feb 7 (TH) Take Home Exam Due in Moodle by 11:55 p.m.

Feb 12/14 In School--Observations #3 & #4

Feb 19/21 In School--Observations #5 & #6

Feb 26/28 In School--Observations #7 & #8

Feb 22/23 Thomas Harrison In School Observation #6

March 1(F) Middle School Lesson Reflection Due by 4:00 p.m. in Moodle

March 4-8, 2011

EMU Spring Break--No Class

Sub Theme: Interdisciplinary Teams and Instruction
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Mar 12 (T) Prior to Class:

1. Read: Brown & Knowles: chapter 7 “Facilitating Meaningful Learning”

Class Session Activities:

1. Interdisciplinary Thematic Unit Planning
2. ASCD Handout on “Curriculum mapping and essential questions”
3. Class Discussion: So What did you see? What were the characteristics of the middle school learning environments you were able to observe? Do they match the qualities for meaningful learning identified by the National Middle School Association?
4. Organization into Interdisciplinary Teams

March 14 (TH)

1. Read Brown & Knowles: chapter 9 “Real Teachers Using Genuine Curriculum Integration”
2. Read “Honoring Student Voice for Academic Achievement” about Alpha Project
3. Select one integrated team and compare to a traditional team at Radnor Middle School in Wayne, PA. (Search of this school’s website)

March 19 (T) Prior to Class:

1. Complete reading and notes of articles and chapters relating to your inquiry topics.

Class Session Activities:

1. Video: "Alpha Program" and individual reflection response to the video
2. Share on inquiry topics

Mar 21 (TH) Prior to Class:

1. Review: Brown & Knowles: chapter 6 “Student-Designed Curriculum” (originally assigned on January 29)

Class Session Activities:

1. Interdisciplinary Thematic Unit Planning
2. Introduction to Interdisciplinary Unit Development

March 26 (T) Prior to Class:

1. Find and read two research summaries about Grouping Students and about Looping on the AMLE website <http://www.amle.org/Research/ResearchSummaries/tabid/115/Default.aspx>

Class Session Activities:

1. Discussion of the ways to organize content and students to enhance student learning

March 28 (TH) Prior to Class:

1. Work on Interdisciplinary Unit

Class Session Activities:

1. Meet in the MAC Lab to work on Interdisciplinary Unit

April 2 (T) Prior to Class:

1. Read: Selected articles TBA
2. Find and read the research summaries about advisories, bullying, and Middle Grades Counseling on the NMSA website

Class Session Activities:

1. Class Discussion: Young Adolescents and Advisories & Meeting the Needs of the Entire Child

April 4 (TH) Prior to Class:

1. Read Brown & Knowles: chapter 8 “Assessment That Promotes Active Learning”;
2. Interdisciplinary units due

Class Session Activities

1. Linking assessment with curriculum development
2. Interdisciplinary Unit presentation:_____

Sub Theme: Effective Middle School Leadership
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April 9 (T) Prior to Class:

1. Review Brown & Knowles: chapter 10 “Altering School Structures”
2. Leadership readings: TBA

Class Session Activities:

1. Interdisciplinary Unit presentation:_____
2. Interdisciplinary Teams: Characteristics and qualities of effective team members

April 11 (TH) Prior to Class:

1. Find and read the research summaries about Flexible Scheduling on the NMSA website
<http://www.nmsa.org/Research/ResearchSummaries/tabid/115/Default.aspx>
2. ABC Middle School Book Due

Class Session Activities:

TENTATIVE DATE for THMS Partners to visit EMU (April 16th is alternative date)

1. Organizing time and space to meet the needs of middle level students
2. Interdisciplinary Unit presentation:_____
3. ABC book presentations:_____

April 16 (T) Prior to Class:

1. Read: Brown & Knowles: chapter 11 “Being an Advocate for Young Adolescents”
2. Find and read the research summaries about Transition From Middle School to High School and Parent Involvement on the NMSA website
<http://www.nmsa.org/Research/ResearchSummaries/tabid/115/Default.aspx>

Class Session Activities:

1. Transitions and parental involvement—into and out of middle school
2. ABC book presentations:_____

April 18 (TH) Prior to Class:

1. TBA

Class Session Activities:

1. Discuss Middle School Inquiry Paper
2. ABC book presentations:_____

Tuesday April 23th at 8:00 AM Final Exam: Middle School Inquiry Paper Due (Take Home Exam)

Student Plan: Middle Level Education Book

Directions: Create an ABC Book on Middle Level Education and Adolescence. To plan this product, write a concept, term, event, or person related to the topic next to each of the alphabet letters listed below. Give your book a title page, a dedication page, a table of contents, and a bibliography. Place only one alphabet letter on a page. Each page should have something you have learned or know about the topic. Use graphics, symbols, charts, graphs, diagrams, or visual images to illustrate each of your pages (Schurr, Thomason, & Thompson, 1995)

Title of Middle Level Education Book: _____

Ideas to write about:

A _____	N _____
B _____	O _____
C _____	P _____
D _____	Q _____
E _____	R _____
F _____	S _____
G _____	T _____
H _____	U _____
I _____	V _____
J _____	W _____
K _____	X _____
L _____	Y _____
M _____	Z _____

My ABC Product: Personal Assessment to be submitted with your ABC Book

Please take time to think about how you went about planning and creating your book over the past several weeks. Use the sentence stems to help you write down your thoughts.

1. While developing this product I spent most of my time on
2. The best ideas I had for this product came from
3. A major problem I encountered while working on this product was
4. I believe that the greatest strength(s) of my product is
5. The most important concepts I learned from developing this product are
6. Something I will do differently next time I develop a product is
7. Three ways that I could use this as a middle level educator are
8. When the instructor judges the quality of my product, I want them to consider

Evaluation Form: Middle Level Education ABC Book

Table of Contents (4) _____

Title page, page numbers (if not electronic), Bibliography _____

Dedication Page (2) _____

Creativity and originality (8) _____

Complete entries with information that accurately summarizes
middle school concepts and adolescence with
appropriate documentation (1 point each = 26) _____

Thoughtful completion of My Product: Personal _____
Assessment (10)

Total Points (50) _____

DUE Date: Thursday April 11, 2011 for both ABC Middle Level Book and personal assessment—during class.

Middle School Lesson Evaluation

DUE: BY Friday March 1, 2013 by 4:00 p.m. in Moodle

Required Components to turn in:

1. A copy of your lesson plan.
2. A 2-3 page paper answering the questions from the reflection section (see below) and any additional thoughts from your middle school teaching experience.

Reflection: Answer each of the following questions.

- A. How many students achieved your objectives? For those who did not, why not?
- B. What were my strengths/areas to improve?
- C. How would I alter this lesson?
- D. How would I pace the lesson differently?
- E. Did I have all students engaged in the learning process? (Explain)
- F. What adjustments did (will) I make to reach different learning styles and levels of ability?
- G. Teaching middle school students is...

EDUCATION DEPARTMENT
Eastern Mennonite University
Harrisonburg, Virginia 22802

Checklist of suggested activities for students enrolled in ED 391 Middle School Curriculum and Organization

MIDDLE SCHOOL _____ Date _____

Student's Name _____

- _____ Teach at least a 20 minute lesson (required)
- _____ Eat lunch with students (or at least observe in the cafeteria)
- _____ Teach short components of lessons within the class period
- _____ Discuss curriculum scope and sequence
(**SOL's**, text, pacing guide)
- _____ Help pupils with homework assignments
- _____ Prepare instructional materials for teacher's use
- _____ Give special assistance to individual students with specific needs
- _____ Participate in teacher and team planning sessions
- _____ Converse with guidance counselor regarding middle school issues
- _____ Observe instruction in a variety of class settings
(Drama, Industrial Arts, Health, Physical Education, Home Economics, Band, Art)



PROFILE OF PERFORMANCE: **ED 391 Middle School Curriculum and Organization**

Practicum Student _____ **School** _____

Classroom Teacher _____ **EMU Course** _____

Subjects/Grade Levels/Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Acceptable	Not Acceptable	Not Observed
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/Professional Standards)				
A2. Identifies Key Principles And Concepts Of Subject Matter				
A3. Uses Examples To Support Basic Principles Of Content				
A4. Links Content To Students' Prior Experiences And To Related Subject Areas				
B. PREPARATION FOR INSTRUCTION	Exemplary	Acceptable	Not Acceptable	Not Observed
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills				
B2. Plans Address The Unique Characteristics Of Individual Students (I.E. TAG/GR, ESL, Special Needs, Among Others)				
B3. Formulates Clear and Appropriate Learning Outcomes				
B4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc).				
B5. Plans Assessments Of Learning Outcomes				
C. INSTRUCTIONAL PERFORMANCE	Exemplary	Acceptable	Not Acceptable	Not Observed
C1. Establishes a Safe Physical and Psychological Environment				
C2. Creates a Climate of Fairness and Respect				
C3. Maintains Consistent Standards For Positive Classroom Behavior				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques				
C10. Uses Instructional Time Effectively				
D. REFLECTION & EVALUATION-IMPACT ON STUDENT LEARNING	Exemplary	Acceptable	Not Acceptable	Not Observed
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Practicum Teacher, Colleagues, And/Or Research) To Improve Instruction				

E: Professionalism	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				

Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

What particular strengths did you notice in this student?

What weaknesses did you observe?

Please address any areas that received a “not acceptable” rating and provide specifics for your concerns.

Candidate

Date

Field School Teacher

Date

Return to EMU Education Department after conferencing with the practicum student at the end of the experience. This form will be reviewed by the course instructor and shared with the candidate.



Undergraduate Teacher Education Field Experience Report

Name_____

EMU Course_____

School_____

Classroom Teacher_____

Grade Level(s) and Subject Area(s)_____

Dates of Attendance_____

Description of Classroom Students

____ Total number of students

Race and Ethnicity

- ____ Hispanic/Latino of any race
- ____ American Indian or Alaska Native
- ____ Asian
- ____ Black or African American
- ____ Native Hawaiian or Other Pacific Islander
- ____ White
- ____ Two or more races
- ____ Unknown

Students with Exceptionalities and/or English
Language Learners (identified by the school)

- ____ Attn. Deficit Hyperactivity Disorder
(ADHD)
- ____ Autism Spectrum Disorder
- ____ Emotional Disturbance (ED)
- ____ Intellectual Disability (ID)
- ____ Learning Disability (LD)
- ____ Other Health Impairment (OHI)
- ____ Gifted
- ____ English Language Learner/Limited
English Proficiency (ELL/LEP)
- ____ Other (specify)_____

Would you recommend using this teacher/school for future placements?

Yes____ No____ Please explain your answer.

Practicum Student Signature

Date

