

Early Childhood, Elementary, and Middle Level Education Department
MLE 3110: Curriculum and Instruction in the Middle-Level School

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Office Hours: M 7:45 – 8:00a, 9:15 – 10:00a, 1:40 – 4:10p, W 7:45 – 8:00a, 9:15 – 10:00a, 1:40 – 2:10p

Phone: 581-7896

Class Meetings: M: 4:30 – 7:00 Buzzard Hall 1302

Unit Theme: Educators as Creators of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies and technologies.

Course Description: Definition and rationale for middle-level education, historical development, curriculum and organizational patterns, teacher's role in middle-level education, and planning for instruction.

Prerequisites & Concurrent Enrollment: ELE 3050. University Teacher Education requirements apply and department requirements for enrollment must be met, including an expectation of second semester Junior standing.

Course Purpose: This course is design to provide learning experiences and assist future middle/junior high teachers understand early adolescents and the unique school environment that should exist to respond to their needs. The course is designed to develop within the pre-service teacher an awareness of physical, emotional, social, and intellectual growth taking place during these years.

Course Textbooks:

Charles, C. M. (2013). *Building classroom discipline*. (11th ed.). Boston, MA: Pearson Education, Inc

Manning, L. & Bucher, K. T. (2012). *Teaching in the middle school* (4th ed.) Upper Saddle River, NJ: Merrill.

Supplemental Materials:

Live Text Account

Teaching Model:

The Information-Processing Models

- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8th ed.). Boston: Pearson.

Dispositions: Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Live Text Assessment Requirement: For those classes with Live Text or Practicum- If the Live Text requirement is rated by the instructor to have been completed in less than a satisfactory manner, then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards

Course requirements and demonstrated competencies are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTS)
<http://www.isbe.net/rules/archive/pdfs/24ark.pdf>
- Association for Childhood Education International (ACEI)
<http://www.ncate.org/LinkClick.aspx?fileticket=2G2qXsJF9cl%3d&tabid=676>
- Eastern Illinois University Professional Dispositions
<http://www.eiu.edu/clinical/forms/DispositionsforEIUCandidates.pdf>
- Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_emotional/standards.htm

Course outcomes specific to MLE 3110:

Teacher candidates will be able to

- Provide for the uniqueness of individuals and foster an appreciation for those differences
- Design instruction and evaluation to promote a healthy self-concept in students
- Model appropriate professional behavior
- Demonstrate alternative methods of achieving similar learning outcomes
- Emphasize higher-order, critical thinking, and creativity
- Define the middle/junior high school learner and the unique school that should exist to respond to their needs
- Discuss the physical, social, emotional, and intellectual growth taking place during the middle/junior high school years
- Develop topics for academic growth that will help lessen these problems and make provisions for middle level students
- Identify the components of the middle school model
- Create appropriate lesson plans for middle level students

Course Requirements	Demonstrated Competencies	Aligned Standards
Lesson Plans	Performance includes written utilization of the department lesson plan and its various formats for each lesson taught, careful formulation of objectives, research, enrichment, manipulatives, assessment, assessment of children’s prior knowledge, implementation of cooperative learning, and appropriate assessments and follow-up.	IPTS 1B, 1C; 2C, 2D, 2E; 3B, 3C, 3E; 7B ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3 Dispositions: PTSL, SDE
Classroom Management	Performance includes planning for engaged direction of individual, group, and full class learning activities, keeping the class fully informed of daily agendas, learning standards and lesson agendas, inviting and utilizing student input managing smooth transitions, rewards and consequences.	IPTS 2A; 4A; 5E, 5F ACEI 1.0 Dispositions: IWS, PEP, SDE, PTSL
Participation	Participation includes presence and contributions during class meetings, support of peer classmates including a middle school component presentation. Focus is on responsible, enthusiastic, and effective communication and cooperation with classroom instructors and peers.	IPTS 1A, 1C, 1F; 8A, 8B ACEI 5.1 Disposition: EC, PEP, IWS, SDE
Two-Week Core Unit	Performance includes written utilization of the department lesson plan to develop a two-week content specific unit plan Performance includes knowledge, use and application of technology tools in teaching, research, planning, communication and presentation. Focus is on increasing student technology skills enabling students to appropriately utilize technology in the classroom including graphic organizer programs.	IPTS 1A, 1B, 1C; 2C; 3A, 3B; 6E; 7B, ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 4.0, 5.2 Dispositions: PTSL, SDE
Assessments	Performance includes demonstration of content knowledge and application.	IPTS 3A;7B ACEI 4.0 Disposition: EC

Core Assignments	Brief Description	Points/Due Date	Approximate Weight
Participation	Contributions to discussions and activities, both in class and electronic, responsibility to group-work, responsibility to all aspects class. Research and presentation of one component of the middle school (Interdisciplinary units, teaming, exploratory, advisory, scheduling, grouping, academic enrichment) and class assignments.	200pts Throughout Term	20%
Lesson Plans	Prepare a lesson plan demonstrating the essential components necessary to be an effective middle school teacher. The lesson plan will be designed according to the format established by the EC/ELE/MLE department.	150pts 2.3.14	15%
Classroom Management Plan & Presentations	Prepare and describe the discipline plan you will use in your classroom. Provide components from at least (2) models you will include in your discipline plan. Research within your group the assigned discipline plan. Prepare a 10 slide presentation.	150pts 2.24.14	15%
Learning Segment	A submission of a Learning Segment unit will be required. Course Objectives and daily lesson plans must accompany the Learning Segment. A minimum of 5 citations/ references should be used but only 2 internet sources will be accepted. A rubric and a narrative will be provided for this major project.	300pts 3.31.14	30%
Assessments	The assessment will consist of multiple measures. Questions will be derived from lecture, assigned readings and classroom discussions. Students are required to complete the technology proficiency.	100pts In class essays TBA 100pts Final	20%

Grading Scale: A 100-93%, B 92%-84%, C 83%-75%, D 74%-66%, F 65% and below

COURSE OUTLINE

Introduction of Syllabus (Two weeks)

- The Art of Teaching vs. The Science of Teaching
- -History of Public Schools
- -History of Middle Schools
- -Models of Teaching

Middle School Curriculum (Two weeks)

- -Lesson Plans

- -CCSS/ILS/SELS
- -Integrated Curriculum
- -Age Appropriate Planning

The Middle School (Two weeks)

- Teaming
- Exploratory
- Advisory
- Integrated Curriculum

Classroom Management (Three weeks)

- Theory vs. Practice
- Lesson Plan Transitions
- RtI
- School Law
- Specific Plans/Student Presentations

Technology/ITC Visit (One Week)

LiveText Demonstration/Review of Professional Portfolio (One Week)

Differentiated Instruction/Alternative Assessment (Two Weeks)

- Bloom's Taxonomy & Methods of Questioning
- Multiple Intelligences
- Integrated Curriculum

Diversity (One Week)

- Culture
- Language Diversity ESL/ELL
- Socio-Economic Status
- Region

MLE 3110 Review (One Week)

Final

Academic Integrity

"The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard."

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call [217-581-6696](tel:217-581-6696), or go to 9th Street Hall, Room 1302.

- Andrews, P. & Anfara, V., Jr. (Eds.). (2003). *Leaders for a movement: Professional preparation and development of middle level teachers and administrators*. Greenwich, CT: Information Age Publishing.
- Anfara, V., & Stacki, S. (2002) *Middle school curriculum, instruction, and assessment*. Greenwich, CT: Information Age Publishing.
- Brophey, J. E. & Good, T. L. (1986). Teacher behavior and student achievement. In M. C. Wittock (Ed.), *Handbook of research on teaching (3rd ed.)*. N.Y.:McMillian.
- Call, K., Riedel, A., Hein, K., McLoyd, V., Peterson, A., & Kipke, M. (2002). Adolescent health and well-being in the twenty-first century: A global perspective, *Journal of Research on Adolescence*. 12(1), 69-98.
- Carnegie Council on Adolescent Development. (1995). *Great transitions: Preparing adolescents for a new century. Concluding report.*, New York: Carnegie Corporation.
- Cooney, S. (2000). *A middle grades message: A well-qualified teacher in every classroom matters*. Atlanta, GA: Southern Regional Education Board.
- Cooney, S., & Bottoms, G. (2003). *What works to improve student achievement in the middle grades*. Atlanta: Southern Regional Education Board.
- Dunn, R. S. & Dunn, K. J. (1979). Learning styles/teaching styles: Should they ...can they...be matched? *Educational Leadership*, 36, 238-244.
- Erb, T. (2001). Transforming organizational structures for young adolescents and adult learning. In T. S. Dickinson (Ed.), *Reinventing the middle school* , New York: Routledge Falmer.
- Flowers, N., Mertens, S., Mulhall, P., & Krawczyk, T. (2007). *Applying current middle grades research to improve classrooms and schools*. Westerville, OH: National Middle School Association
- Flowers, N., Mertens, S., & Mulhall, P. (1999). The impact of teaming: Five research- based outcomes of teaming. *Middle School Journal*, 31(2), 57-60.
- Flowers, N., Mertens, S., & Mulhall, P. (2001). What makes interdisciplinary teams effective? *Middle School Journal*, 31(4), 53-56.
- Flowers, N., Mertens, S., and Mulhall, P. (2000). How teaming influences classroom practices. *Middle School Journal*, 32(2), 52-59.
- Fogarty, R. (2002). *How to integrate the curriculum*. Corwin Press: Sage Publications.
- Fogarty, R. & Stoehr, J. (2007). *Integrating curricula with multiple intelligences: Teams, themes, and threads (2nd ed)*. Corwin Press: Sage Publications.

George, P. & Alexander, W. (2003). *The exemplary middle school* (3rd ed.). Belmont, CA: Thomson/Wadsworth Learning.

George, P., & Lounsbury, J. (2000). *Making big schools feel small: Multiage grouping, looping, and schools-within-a-school*. Westerville, OH: National Middle School Association.

Glasser, W. (1992). The quality school environment. *Phi Delta Kappan*, 73 (9), 690-694.

Guskey, T. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin.

Jackson, A., & Andrews, P. (2004). *Making the most of middle school: A field guide for parents and others*. New York: Teachers College Press.

Jackson, A., & Davis, G. (2002). *Turning points 2000: Educating adolescents in the 21st century*. New York & Westerville, OH: Teachers College Press and National Middle School Association.

Kellough, R. & Kellough, N. (2003). *Teaching young adolescents: A guide to methods and resources* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Kohn, A. (2000). *The case against standardized testing: Raising the scores, ruining the schools*. Portsmouth, NH: Heineman.

Langer, G. & Colton, A. (2005). Looking at student work. *Educational Leadership*, 62(5), 22-26.

McEwin, C., Dickinson, T., & Smith, T. (2003). Why specialized preparation is critical. *Kappa Delta Pi Record*, 39(2), 58-61.

National Middle School Association. (2003). *This we believe: Successful schools for young adolescents*. Westerville, OH; Author.

Rottier, J. (2001). *Implementing and improving teaming: A handbook for middle level leaders* (2nd ed.). Westerville, OH: National Middle School Association.

Slavin, R. E. (1996). Cooperative learning in middle and secondary schools. *The Clearing House*, 69 (4), 200-204.

 Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.

