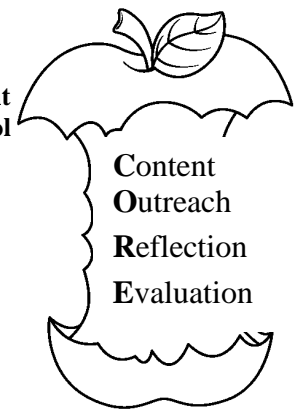


Eastern Illinois University
Early Childhood, Elementary, and Middle Level Education Department
MLE 3110-001: Curriculum and Instruction in the Middle-Level School



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Office Hours: 8:00-9:40 W; 10:00-11:40 TR; 12:00-4:00 M; and by appointment
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Class Meetings: BH 2430 4:30-7:00 M
Semester: Spring 2017

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. (3-0-3)

Prerequisites & Concurrent Enrollment: ELE 2050 and 3050. Concurrent enrollment in MLE40001 or with permission of department chair. 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 (pp 10-13).

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching*. (9th 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 and/or Practicum Requirements: For those classes with Live Text and/or Practicum- If the portfolio, practicum, and/or Live Text requirements are 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 are aligned with the following standards:

- Illinois Professional Teaching Standards (IPTs): http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stdts.pdf
- 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
- Association for Childhood Education International (ACEI): <http://www.isbe.net/rules/archive/pdfs/20ark.pdf>
- National Association for the Education of Young Children (NAEYC): <http://www.ncaete.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx>
- Association for Middle Level Education: <http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx>

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
- Teacher candidates will demonstrate understanding of the New Illinois Learning Standards (NILS)/Common Core State Standards, other standards and MTSS (Multi-tiered System of Supports/RTI (Response to Intervention) principles and apply these while developing lesson plans
- 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
- Create an appropriate classroom management plan based on Middle Level philosophy and Classroom Management theorists.
- Identify the components of the middle school model
- Create appropriate lesson plans for middle level students that emphasize higher-order, critical thinking, and creativity based on the NILS and other standards
- Utilize content knowledge effectively in lesson planning for the middle level student.
- Provide an effective classroom environment to support the success of middle level students, demonstrating appropriate strategies for dealing with challenging students.
- Design and implement instruction to achieve specific and differentiated learning outcomes appropriate for the middle level student based on the NILS and other standards.
- Model professional behavior, dress, and positive dispositions appropriate for the school community.
- Demonstrate a mastery of technology in support of teaching and learning in the classroom.

Course Requirements	Demonstrated Competencies	Aligned Standards
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 AMLE B2c, D5a Disposition: EC, PEP, IWS, SDE
Lesson Plans	Teacher candidates will develop lesson plans in the department approved format incorporating the New Illinois Learning Standards (NILS)/Common Core State Standards and other Illinois Learning standards. Focus is on incorporating research-based best practices, MTSS (Multi-tiered System of Supports/RTI (Response to Intervention) principles, alignment of learning objectives, instructional strategies and assessment processes to foster the development of students' inquiry, higher-order thinking, and collaborative problem-solving skills.	IPTS 1B, 1C; 2C, 2D, 2E; 3B, 3C, 3E; 7B AMLE A1b, B2a, B2b (NILS), B3a, B3b, 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 AMLE A1s, A1b, Dispositions: IWS, PEP, SDE, PTSL
Middle School Component	Performance includes research and developing ideas surrounding the foundations of the middle school concept. Teacher candidates will utilize technology to discover how the middle school developed and the components that separate middle schools from junior high schools.	IPTS 3A, 3F, 3L, 3P, 3Q, 5B, 5D, 5K, 5N, 8A, 8B, AMLE A1d, B2b (NILS), B2c, B3a, B3b, C4b, C4d, D5b, Dispositions PEP PTSL
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, AMLE B2a, B2b Dispositions: PTSL, SDE

Exams	Performance includes demonstration of content knowledge and application. Test items in the exams will include assessment of content related to Academic Vocabulary and Common Core shifts.	IPTS 1A-G, 2A – H, 3A, 3C, 4A-D, 5A-E, 7A-D, 8 A-E, 9A-B ACEI 1.0, 3.1, 3.2, 3.3, 4.0 AMLE A1a,A1b, B2b (NLS), B2c, B3a, B3b, C4b, C4d, Dispositions: EC, PEP	
Core Assignments	Brief Description	Points/Due Date	Approximate Weight
Participation	<p>Contributions to discussions and activities, both in class and electronic, responsibility to group-work, responsibility to all aspects class.</p> <p>Research and presentation of one component of the middle school (Interdisciplinary units, teaming, exploratory, advisory, scheduling, grouping, academic enrichment).</p>	<p>10 pts.</p> <p>On-going</p>	10%
Lesson Plans	<p>The lesson plans are designed according to the format established by the EC/ELE/MLE department incorporating the New Illinois Learning Standards (NLS)/Common Core State Standards and other state standards using evidence-based strategies. Focus is on incorporating research-based best practices, MTSS (Multi-tiered System of Supports)/RTI (Response to Intervention) principles, alignment of learning objectives, instructional strategies and assessment processes to foster the development of students' inquiry, higher-order thinking, and collaborative problem-solving skills.</p> <p>Lesson plans are designed to demonstrate the teacher candidates' knowledge of the essential components necessary to be an effective middle school teacher.</p>	<p>A sample one will be due before the unit is designed. Jan. 30</p> <p>The remaining ones will be submitted in the form of a unit on: Mar. 7*</p> <p>50 pts.</p>	5%
Middle School Component	Research and present one component of the middle school (Interdisciplinary units, teaming, exploratory, advisory, scheduling, grouping, academic enrichment etc.). A handout or webpage must be constructed for this assignment	<p>15 pts.</p> <p>Due: Feb. 6</p>	15%
Classroom Management Plan & Presentations	Based on text and classroom discussion, teacher candidates will be expected to design a classroom management plan that describes the environment for learning and teaching within their future classroom. Expectations will be to research various classroom management and discipline theories, incorporating one or a combination of these with their own experiences and ideas, creating a discipline strategy that best reflects their educational beliefs. Prepare a 10 minute presentation.	<p>10 pts.</p> <p>Due: Feb. 27</p> <p>Presentation: 10 pts.</p>	20%
Two-Week Core Unit	A submission of a two week unit will be required. Course Objectives and daily lesson plans must accompany the unit. A rubric and a narrative will be provided for this major project.	<p>30 pts.</p> <p>Due: Mar. 7*</p>	30%
Exams	The mid-term and final may consist of multiple measures, including multiple choice, short answer, and essay questions. Questions will be derived from lecture, assigned readings, discussions, and student-generated ideas.	<p>25 pts.</p> <p>Due: May 1 5:15-7:15</p>	20%

No cell phone usage during class for personal business.

Instructor's Policies for the Course as Appropriate (attendance, late assignments, etc.): The instructor will provide detailed instructions and expectations for each assignment. All assignments must be turned in by the due date, unless approved by the instructor. NO course work will be accepted during finals week. All assignments must be completed in an exemplary fashion in order to receive an A. Attendance is required to receive participation points.

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

Mandatory Completion

- Live Text Submission

Helpful resources for the NILS/CCSS and other standards

- Academic Vocabulary Shift Kit - <http://education.illinoisstate.edu/casei/ela/vocabulary/>
- Common Core Teaching and Learning Strategies http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-6-12.pdf
- PowerPoint for ELA shifts <http://www.roe13.k12.il.us/joomla/2013ela/6-12cont/6-12%20Content%20PowerPoint.pdf>
- Examples of working with the shifts for ELA <http://www.roe13.k12.il.us/joomla/2013ela/6-12cont/6-12%20Content.PDF>
- Acquiring vocabulary - tiers of words <http://roe13.k12.il.us/Services/CCS/6-8ScienceTech/Vocabulary.pdf>
- Classroom resources for implementing NILS/CCSS <http://www.ilclassroomsinaction.org/>

COURSE OUTLINE

Week 1 Introduction of Syllabus

- The Art of Teaching vs. The Science of Teaching

Week 2 History of Public Schools

- Foundations and History of Junior High and Middle Schools
- Models of Teaching
- Philosophical shifts from Junior High Schools to Middle Schools

Weeks 3 and 4 Middle School Curriculum – Developmentally Appropriate Planning

- Introduction of EIU Lesson Plan Format
- Learning Objectives
- Overview of New Illinois Learning Standards (NILS)/Common Core State Standards
 - Academic and Technical Vocabulary
- Curricular Expectations
- Alignment of Objectives, Instructional practices and assessments
- Integrated Curriculum
- Age Appropriate Planning

Weeks 5 and 6 Middle School Components

- Teaming
- Exploratory
- Advisory
- Integrated Curriculum
- MTSS (Multi-tiered System of Supports)/RTI (Response to Intervention) principles

Weeks 7 and 8 Classroom Management

- Theory vs. Practice
- Lesson Plan Transitions
- School Law

Weeks 9 and 10 Assessment and Evaluation

- Standardized Testing
- Assessment Programs
- MTSS (Multi-tiered System of Supports)/RTI (Response to Intervention) Processes
- Alternative Assessments

Weeks 11 and 12 Differentiated Instruction

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

Weeks 13 and 14 Student Learning in Diverse Classrooms

- Exceptionalities
- Culture, Ethnicity, Race
- Cultural and Linguistic Diversity - ELL
- Gender Differences
- Social Class Differences

Week 15 Teacher Qualities/First-Year Expectations

- Parent-Teacher Conferencing
- Community Relations
- Professional Development

Week 16 Final Exam

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.

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217- 581-6583 to make an appointment.

MLE 3110 References

***Denotes Unit Conceptual Framework References**

Anderman, E. M., & Mueller, C. E. (2010). Middle school transitions and adolescent development. In J. L. Meece & J. S. Eccles (Eds.), *Handbook of research on schools, schooling, and human development* (pp. 198-215). New York: Routledge.

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