

**South Euclid-Lyndhurst City School District
2006-07 School-Based M.Ed. Program
Syllabus**

FALL '06
ED 432-51

Course #: ED 432

Course Title: Middle Childhood Education Philosophy and Instruction

Credit Hours: 3 semester hours

Course Description: The historical development, goals and philosophy, and mission of middle grades education. Planning and managing developmentally and culturally responsive instruction and the use of organizational elements, such as interdisciplinary teaming, flexible scheduling and grouping.

Instructor: Karen Valenza

Required Text:

National Middle School Association. *This We Believe: Successful Schools for Young Adolescents*. Westerville, OH: NMSA, 2003. ISBN: 1-56090-142-X

Rationale:

ED 432 is grounded in the Jesuit view of education and seeks to engender in its students the Jesuit ideal of the educator. This course focuses on all four strands of the JCU Conceptual Framework for Basic Programs. Theory cited in this framework regarding diversity of learners, planning instruction, student learning, instructional strategies, and learning environment provides the knowledge base underwriting this course of study.

In concert with this conceptual framework, it is acknowledged that in order to improve the educational experience of all middle school students, middle grade schools must be staffed with teachers who are expert at teaching young adolescents and who have been specially prepared for an assignment to the middle grades (Turning Points, 1989). To successfully teach students in these grades, teachers must not only understand the developmental needs of the students in these grades, but be able to choose wisely among alternative curriculum designs, teaching strategies, and classroom interventions. Further, they must understand their roles as teachers in the middle grades, from professional, personal, historical, and philosophical perspectives. In this course, students will develop the language and skills to create learning experiences appropriate for adolescent learners; to examine and enact their professional roles as teachers in the middle grades; and to engage reflectively in teaching and schooling in the middle level ecology (NMSA. 1997).

Conceptual Framework Strands Addressed: Alignment of Course with NMSA/NCATE Standards

Desired Outcomes	NMSA/NCATE Guidelines
Referenced to the JCU Conceptual Framework	
Plan instruction based on knowledge of subject matter, student, the community, and curriculum goals	3.1
Provide learning opportunities that acknowledge and support children's development	3.1
Understands and uses a variety of instructional strategies	5.1, 5.5 5.6
Creates a learning environment that encourages social interaction, active engagement, and self motivation	3.3
Referenced to NMSA Guidelines	
Articulate and apply a sound philosophy of middle level education	4
Apply an understanding of organizational structures appropriate for middle level learners	4.1, 4.2. 4.3, 4.4. 4.6

Plan the teaching/learning process to facilitate early adolescent development	1.2,3.1,3.2.6.1,6.2
Understand and implement a balanced and integrated middle level curriculum which includes skills for continued learning, exploratory and enrichment opportunities, and teacher based guidance	4.2, 4.4, 5.5
Team problem solving and communication skills as an integral part of all instruction	5.4, 5.5. 5.6
Facilitate student's personal growth through appropriate instructional procedures, relevant curriculum content and supportive personal relationships	5.1, 5.2
Foster active learning by employing a variety of classroom grouping patterns including small group work and independent study	5.6

Course Outline:

<u>Date</u>	<u>Topic</u>	<u>Assignment Due</u>
9/1	Syllabus and course requirements	none
9/8	History and Philosophy of Middle Schools	Rd. pp. 43-51
9/15	Characteristics of Young Adolescents	Rd. Preface- p. 7 Focus Group in place
9/22	Ruby Payne Conference -- no class	
9/29	NMSA's Vision	Rd. pp. 9-top 19
10/6	Culture <i>Educators</i> <i>Leadership</i> <i>Vision</i> <i>Environment</i>	
10/13	Culture <i>Expectations</i> <i>Learning</i> <i>Advocate</i> <i>Partnerships</i>	
10/20	Provisions <i>Curriculum</i> <i>Teaching</i> <i>Assessment</i>	Rd. pp. 19-34
10/27	Provisions <i>Organization</i> <i>Policies</i> <i>Support</i>	Middle School Critique
11/3	Turning Points 2000	

11/10 Classroom Management

11/17 K-8 Conferences – no class

11/24 Happy Thanksgiving

12/1 TBA

12/8 So You Still Want to Teach Middle School?

Focus Group summary

12/15 Last Day Before Break – no class

Assignment Descriptions:

Focus Group and Summary (75 points)

Select a variety of students (4-5) to participate in a focus group. The purpose of this group will be to initiate purposeful dialogue with middle school students about issues relating to adolescence that are important to us, as educators and them, as students. You will need to obtain parental permission and approval from your cooperating teacher and principal. You will need to find a time to meet with the students selected. Each group meeting should last a minimum of 30 uninterrupted minutes. You will need to convene the focus group at least 6 times over the course of this semester. As a middle childhood cohort, we will develop the topics for the focus groups to discuss. We will share conclusions during class each Friday. At the conclusion of the semester, you will summarize this experience in writing, tying it to what you've learned in your coursework.

Middle School Critique (25 points)

Using the checklist provided and what you have learned about the middle school concept, analyze your setting. In writing (2 page minimum), summarize your impressions of the school, based on these two sets of criteria (checklist and class discussions). Is the middle school concept reflected in your setting? If so, how? If not, how could it be?

Clinical and/or Field Experiences: Monday- Thursday including base classrooms and one other placement.

Course Evaluation: This course will be graded and 3 credit hours earned in December. The total number of points possible for the 3 credit hours is 100. Attendance and participation is mandatory. A 3 point deduction from the total points earned in the course will be applied for each session missed, if the student was present during the workday. If the student was absent from the workday, then the 3 point deduction does not apply.

Grading Scale: All assignments will be graded on a point scale based on the amount of time and level of difficulty involved in the preparation of the assignment. Final grades will be determined as follows:

A	100% - 93%
B+	92% - 90%
B	89% - 85%
C+	84% - 80%
C	79% - 70%

Course Guidelines: Assignments turned in late will result in a 1-point per day reduction in the grade received. All assignments must be completed or an "incomplete" will be issued for the course.

Students with documented disabilities are entitled to reasonable accommodations if needed. If you believe you need accommodations, please see the professor of this course or JCU's Coordinator of Students with Disabilities (ext. 4967) as soon as possible. Accommodations will not be granted retrospectively.