ED 460: Foundations of Middleschool

3 credits

Course Description:
Analysis of the middle-school philosophy, middle-school curriculum and instruction, and instructional methods for designing and teaching developmentally appropriate programs (i.e., addressing the cognitive, emotional and physical development of each child) in the middle school, including content-area (e.g., science, social sciences) reading instruction.

Course Goals Aligned with National Board for Professional Teaching Standards (NBPTS) and National Middle School Association Programmatic Standards (NMSA) for Masters Middle Level Teacher Preparation – Go to WebCT or http://www.nbpts.org/the_standards/standards_by_cert and http://www.nmsa.org/ProfessionalPreparation/NMSAStandards/tabid/374/Default.aspx to read about these standards.

ED 460 assesses the following Early Adolescence Generalist NBPTS standards:

II. Knowledge of Subject Matter
Accomplished generalists draw on their knowledge of subject matter to establish goals and to facilitate student learning within and across the disciplines of the middle grades curriculum.

III. Instructional Resources
Accomplished generalists select, adapt, create, and use rich and varied resources.

IV. Learning Environment
Accomplished generalists establish a caring, stimulating, inclusive, and safe community for learning where students take intellectual risks and work independently and collaboratively.

IX. Assessment
Accomplished generalists require students to confront, explore, and understand important and challenging concepts, topics, and issues and to improve skills in purposeful ways.

X. Reflective Practice
Accomplished generalists regularly analyze, evaluate, and strengthen the effectiveness and quality of their practice.
XII. Collaboration with Colleagues
Accomplished generalists work with colleagues to improve schools and to advance knowledge and practice in their field.

ED 460 assesses the following Program Standards for Middle Level Teacher Preparation

- Understand and analyze the major concepts, principles, theories, and research related to young adolescent development, and they apply that knowledge in their practice.
- 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.
- Understand and analyze the major concepts, principles, theories, and research related to middle level curriculum and assessment, and they apply that knowledge in their practice.
- Understand and analyze the major concepts, principles, theories, standards, and research related to their teaching field(s), and they apply that knowledge in their practice.
- 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.
- 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.
- 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.

Topic:
Subject Matter
Course Introductions

Introduction and Overview of Course;

Rationale for a School in the Middle
Purposes, Philosophy, Objectives and Functions of the Middle Level School; The Developmentally Appropriate Middle School
Today’s Preadolescent Learner
The Evolving Middle Level School for Young Adolescents; Directions Criteria for Implementing a Middle Level School

Effective Organizational Structures

Middle Level Organization for Student Learning; Interdisciplinary Team
Organization Heterogeneous vs. Homogeneous Grouping

Organizing the Middle School Curriculum

Student-Centered Curriculum; The Middle School Student - Physical, Intellectual, and Emotional Development; The Middle School Student - Social, Cultural and Personal Needs

Classroom Teaching

Classroom Instructional Strategies and Practices for Effective Learning; Teaching Methods; Cooperative Learning; Learning Styles

Instructional Materials and New Technologies

Middle Level Curriculum: Social Studies, Language Arts, Science and Mathematics; Trends and Issues; Thinking and Cognitive Development

Middle Level Curriculum: Exploratory, Elective and Career Education Options
Enrichment Exploration

The New Full-Service Middle School

An Integrated-Interdisciplinary Curriculum for Learning; Basic Curriculum Areas Integration of Academic, Personal and Social Concerns; A Balanced Curriculum - Academics, Socialization and Personal Development

Professional Development of Teachers

The Middle Level Teacher; Characteristics; Science vs. Art of Teaching; Methods, Materials and Resources

Defining and Evaluating the American Middle School