

- I. Educ 401: Middle Level Instruction
- II. 3 Credit Hours
- III. Course Description: The focus of this course is on the teaching-learning process in various content and skill areas as it pertains to middle level education. Techniques of assessment and evaluation, communication with parents and student advising are considered.
- IV. Place of Course in Curriculum:
Educ 401 is an upper level education course, required of all teacher education students pursuing a middle level endorsement, and recommended for all education students with an interest in teaching this age group.
- V. Goals and Objectives of the Course:
The goals of this course are:
 - 1. Students who have completed this course will be able to integrate knowledge of young adolescent development with effective instructional strategies. (T1,2,4,5,LD1)
 - 2. The student will be able to evaluate student progress and learning utilizing a variety of authentic assessment tools. (T3, 8)
 - 3. The student will be able to develop a reasonable system of classroom management with the strengths and needs of the young adolescent in mind. (T3,4,6,8,10)
 - 4. The student will gain a fuller understanding of the role of the advisor in a middle school advisor/advisee program. (T7, LD2, LR1,4)
 - 5. The student will be equipped to implement an effective communication procedure with parents of students. (LD 2,4,5,8)

Students who successfully complete this course will:

- a. Apply the instructional processes and learning theories most appropriate for the young adolescent to lessons and units in the students content teaching areas (LD1,6, T5,8)
- b. Develop a diverse repertoire of middle level pedagogical skills. (T1,6)
- c. Develop skills in planning units and lessons with middle level curriculum that will lead to mastery of content. (LD3, T1,2,5)
- d. Provide structures that encourage and support integration of subject matter across disciplinary lines. (T2,5)
- e. Create learning situations which promote discovery, inquiry, creativity, and critical thinking (T1,4,8)
- f. Provide for individual differences among students in class and individualized instruction in both methods and assignments (T3, T6, LR 4)
- g. Work with and develop assessment and evaluation procedures recommended for

middle level education. (T3,8)

- h. Gain experience with a variety of grouping methods for effective instruction. (LD1,8, T5)
- i. Develop effective and appropriate strategies for middle level classroom management by reviewing research on appropriate, on-task behavior by middle level students. (LD1,8, T3,4,6,8,10)
- j. Study effects of classroom structure and arrangements on learning. (T2, T6, T7, T8)
- k. Gain awareness of the impact of peer group influence and social interaction on classroom dynamics. (LD8, T6, LR3,4)
- l. Strengthen ability to serve as advisor/mentor to students. (LR1,4, LD2, T7)
- m. Collaborate with families, resource persons, and community groups to achieve common goals for young adolescents (LD2,4,5,8)
- n. Be led to create a Christian community of their classroom students and nurture the faith of their students (LTD) (T7, LR3)

VI. Course Content (T1,2,3,5,6,7,8,9; LD 1, 3, 7; LR 2,7)

1. Application of middle level philosophies to curriculum and assessment
2. Designing developmentally appropriate curriculum and assessment
3. Determining effectiveness of a variety of curricular structures and pedagogical techniques.
4. Designing effective classroom management system for middle grades students
5. Connection between student in a classroom setting and parents, church/community groups and other resources

VII. Methodology: Some lecture, primarily small group interaction, including peer teaching, field observations and analyses, role playing, large group discussion of current curricular issues and trends. Examples of assignments follow:

The student might demonstrate mastery of the topics by completion of these portfolio components:

1. Series of three lesson plans demonstrating ability to utilize a wide variety of pedagogical techniques. (T1,2,3,5,8)
2. A classroom management plan suitable for grades 5-8, directed to students and parents. (T1,2,4,5,9, LD1,2,6,8)
3. Five original assessment/evaluation tools: a rubric, video guide, criteria-referenced quiz, observation log, and another tool of choice. (T3,9, LD1)
4. One sample "contract" developed in conjunction with selected curriculum. (T1,2,3,8)
5. Four homework assignments that meet the criteria for "meaningful homework." (T1,2,3,6,LD1,3)
6. Proficiency and familiarity demonstrated with software, and Internet and how the use of these resources will connect with selected curriculum. (T1,2,5,LD3)

VIII. Student Roles (T1,2,3,5,6,8; LD 3; LR 7)

1. Complete all assignments when due
2. Participate actively in discussion and role-playing
3. Critique peer curriculum design and pedagogy
4. Complete self-reflection after each activity is concluded

2012

IX. Evaluation:(T1,2,3,5,6,8; LD 2, 3; LR 2,7)

The students will be assessed based on criteria set up by the class and instructor for each assignment, with a variety of peer, self and instructor assessment strategies represented.

X. Bibliography:

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