



MISSISSIPPI STATE UNIVERSITY™

COLLEGE OF EDUCATION

Department of Curriculum, Instruction, and Special Education Course Syllabus

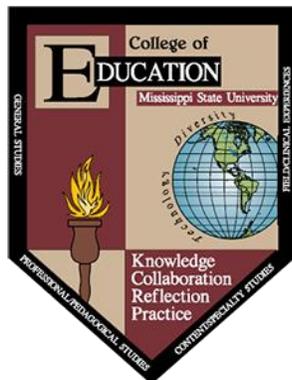
EDE 3223 Middle Level Education

Credit Hours: Three (3) credit hours

Type of Course: C = Lecture

Catalogue Description: Prerequisite: Admission to Teacher Education. Co-requisite: RDG 3413 and RDG 3423. Understanding the learning needs of young adolescents (grades 4-8); study of appropriate teaching strategies, engaging learning environments, and assessment for young adolescents.

College of Education Conceptual Framework



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>.

Course Objectives

Upon completion of the course, the teacher candidate will be expected to:

1. Describe young adolescents as diverse individuals and learners. [INTASC 2; CFPO 2; AMLE 1]
2. Explain the cognitive development and learning needs of diverse middle level learners. [INTASC 2; CFPO 2; AMLE 1, 4]
3. Identify issues of diversity pertaining to middle level learners, including issues of racial, ethnic, linguistic, family structures, and economic diversity, and learners with varying ability levels and special needs. [INTASC 2, 3; CFPO 2; AMLE 1, 4; CRT 1.0, 5.0]
4. Design appropriate curriculum and classroom learning environments for diverse middle level learners. [INTASC 7; CFPO 5, 7; AMLE 1, 2, 3, 4; CRT 1.0, 5.0]
5. Identify methods to effectively organize and manage the middle level classroom. [INTASC 5, 6; CFPO 6; AMLE 1, 2, 4]
6. Plan learning experiences for the middle level learner. [INTASC 7; CFPO 5; AMLE 2, 4]
7. Explain the varied purposes and uses for assessments including: assessment for planning and teaching, assessment for evaluation of schools and teachers, and assessment for communication about student progress. [INTASC 8; CFPO 4; AMLE 1, 4]

8. Create a variety of formal and informal assessment tools (differentiated assessment) and explain how to use assessment information to improve planning and teaching. [INTASC 8; CFPO 4; AMLE 1, 4; CRT 13]
9. Explain the importance of collaboration with families and identify strategies for working and communicating with the diverse families of middle level learners. [INTASC 10; CFPO 8; AMLE 5; CRT 1.0, 5.0]
10. Identify community resources that can support classroom teaching and learning. [INTASC 10; CFPO 9; AMLE 5]
11. Use reflection as a tool for professional growth and to ultimately increase student learning. [INTASC 9; CFPO 1; AMLE 5]
12. Explain the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and how to work successfully within these organizational components. [INTASC 2; CFPO 1, 9; AMLE 1, 3]

Detailed Course Outline/Topics Covered in the Course

Instruction and Assessment of Middle Level Education

1. Middle Level History, Philosophy, and Organizational Structures (6.5 hrs.)
 - a. History and Development of the Middle School (2 hours)
 - b. Middle School Philosophy of Developmental Responsiveness (2 hours)
 - c. Evaluating Grouping Strategies and Organizational Structures for
 - d. Middle Schools (2.5 hours)
2. Young Adolescent Development and Diversity (10 hrs.)
 - a. Characteristics of Middle Level Student Development— Intellectual (2 hours), Physical (2 hours), Social-Emotional (2 hours), Character (1)
 - b. Understanding and Valuing Student Diversity (3 hours)
3. Middle Level Classroom Management and Rapport (6.5 hrs.)
 - a. Developing Appropriate Rapport with Middle Level Learners (1 hour)
 - b. Rules and Procedures for Classroom Management (2 hours)
 - c. Planning and Instruction for Classroom Management (1.5 hour)
 - d. Developing an Appropriate Class Climate for Classroom Management (2 hours)
4. Middle Level Curriculum, Planning, Assessment, and Instruction (19 hrs.)
 - a. Identifying Sources of Curriculum, Including State and National Standards (1 hour)
 - b. Types of and methods of planning (Long Range, Short Range, Curriculum Mapping, unit plans) (2 hours)
 - c. Types of lesson plans and their components (5E, Madeline Hunter) (3 hours)
 - d. Research based instructional strategies (3 hours)
 - e. Purposes of and Audiences for Assessment (Students, Teachers, Families, Districts, Communities) (1 hour)
 - f. Types of Assessment (Formative (2 hours), Summative (2 hours), Diagnostic, Standardized (1 hour)
 - g. Assessment Tools (e.g., Authentic Assessments, Teacher Made, Observation, Reports and Project, Portfolios) and Their Role in Planning and Teaching (3 hours)
 - h. Student Self-Assessment (1 hour)
5. Professional Behaviors of Middle Grades Educators (3 hrs.)
 - a. Teacher Reflection-Integrated throughout (especially in field experience)
 - b. Collaboration with Families and Communities

Text(s)/Course Materials

Required textbook:

Powell, S. D. (2019). *Introduction to middle level education, 4th edition*. Upper Saddle River, NJ: Pearson. Additional readings and resources provided or available on Canvas.

You will need a TaskStream subscription (1 account across middle block).

Recommended (from middle level literacy):

Buehl, D. *Classroom strategies for interactive learning, 4th edition*. International Reading Association.
– Ebook will be available from the library

Recommended:

Making Thinking Visible – Ebook will be available from the library

Description of Instruction

Lecture. A variety of methods will be employed. This class is designed to prepare candidates to teach young adolescents and deepen their knowledge of middle level education. Specific instructional methods will include academic reading, written reflection, class discussion, cooperative learning experiences, problem-based learning experiences, and technology incorporation.

Mississippi State University Honor Code

“As a Mississippi State University student, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit: <http://students.msstate.edu/honorcode>.

Technology

All students are required to use University IT resources in an effective, efficient, ethical, and lawful manner. Use of Mississippi State University’s IT resources must be consistent with the mission of the University and all applicable laws and policies. Please see the *Operating Policy and Procedure for Use of Information Technology* Resources for guidelines followed by the instructor (<https://www.policies.msstate.edu/policypdfs/0112.pdf>). Guidelines are provided for security, digital and electronic copyright infringement, usage examples, privacy, academic freedom, student personal use, and sanctions and appeals.

Throughout this course, you will be exposed to various forms of technology (both hardware and software). It is also expected that you will use various technology tools throughout the course including Canvas, Microsoft Office, and other freely accessible web resources as determined by the instructor. As future teachers, it is important that you are able to leverage technology tools to support your efficiency as a teacher, and to support student learning. You will be required to subscribe to TaskStream to complete your planning/assessment project.

Some skills will be taught in class; however, if your technology skills are weak you may need to seek additional help in office hours or in the Instructional Media Center in the Library (<http://library.msstate.edu/imc>). The media center also offers classes. I highly recommend attending trainings to improve your skills (i.e., PowerPoint: Effective Presentations, PowerPoint: Just for Fun!

Games and quizzes, Publisher: Creating a Newsletter, Google Reader: Bringing the Web to You, Cloud Computing, etc.).

The technology requirements of the course are as follows:

- Computer with High Speed Internet Access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support to the technologies used within the course).
- Scanner or phone app.
- Printer (or access to one)
- Microsoft Office (can be purchased cheaply as a student via <http://its.msstate.edu>)

Diversity

Enrollment in this course carries the understanding that all students, faculty and course visitors are considered part of an inclusive learning environment where individual beliefs, backgrounds and experiences are respected, and recognized from a strengths-based perspective. Educational research has shown that heterogeneous groupings often lead to stronger learning outcomes for all involved, and to that end all students in this course are encouraged to engage with one another in productive scholarship. Course objectives 1, 2, 3, 4, and 9 include diversity elements, though teaching middle school is about meeting the diverse needs of young adolescent learners in general. Therefore, most topics will include discussions of diversity, including a targeted unit on development and diversity. Students will be expected to complete all assignments with issues of diversity in mind.

Accommodations for Students with Disabilities

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall, (662) 325-3335 (phone), and <http://www.sss.msstate.edu> (web address).

Instructors for this course will follow the *Students with Disabilities operating policy, OP 91.122* (<https://www.policies.msstate.edu/policypdfs/91122.pdf>). Within this policy are guidelines that define qualifications, appropriate support and accommodations, as well as eligibility, confidentiality requirements, and procedures for requesting academic accommodations or modifications.

Field Component

The course has a 10-hour field component which will allow teacher candidates to gain a better understanding of young adolescents. Teacher candidates will complete 10 hours of observation. The field experience will consist of real-world (at a local school). The field experience will provide the opportunity to observe characteristics of young adolescent development and diversity, linking the real world with course content. Professional reflection on the experience will provide the opportunity to demonstrate learning and apply new knowledge and/or skills. *The field experience must be completed to pass this course.*

Evaluation of Student Progress

As a future teacher, you must master the necessary knowledge and skills of an effective beginning teacher. It is expected that you will achieve and demonstrate mastery of the course goals over the course of the semester. The nature of teaching is essentially ill-structured problem-solving. There is not always a single correct answer. Therefore, you have to be prepared to justify your work as appropriate for the given context based on your learning in this course, as well as prior experience. This may also require multiple attempts of assignments as seen fit by the instructor.

Student Activities:

1. *Syllabus Quiz*: Teacher candidate will take a quiz based on the syllabus.
2. *Homework Activities*: The teacher candidate will have 6 brief homework assignments that will each be worth 5 points.
3. *Chapter Readings and Quizzes*
 - a. Before coming to each class session when a chapter of reading (or other reading) has been assigned, the teacher candidate will need to read the material.
 - b. Quizzes for each chapter are required.
 - c. However, they will be for credit/no credit. The teacher candidate must complete 10/11 of the quizzes for full credit. It is important to still take these seriously and to learn from any errors of understanding in order to be successful on the exams.
4. *Class Participation/In Class Assignments*
 - a. Class participation is also expected each week. The teacher candidate must demonstrate your knowledge, skills, etc. in class. (All Course Objectives)
 - b. This will include participating in discussion, completing in class activities/assignments, as well as staying on task (not on cell phones, not doing other work in the class, etc.).
5. *Learning Environment Project*: After learning about various middle school structures of people, time, and place, the teacher candidate will design your personal middle level classroom environment. (Course Objectives: 1, 4, 5, 12)
6. *Management Project*: For this assignment, as an individual, or with a partner, the teacher candidate will research a management theory/strategy. The teacher candidate will create a learning center for your peers, including a presentation, a handout, and a brief quiz/activity on your management theory/strategy. (Course Objectives: 1, 6, 11)
7. *Instructional Strategies/Lesson Components*: The teacher candidate will learn about various instructional strategies and lesson components throughout the course of this semester. The teacher candidate will take quizzes on these strategies and lesson components throughout the course. The teacher candidate will also then apply the strategies shared with the teacher candidate throughout the semester and apply them to a specific unit of study in planning/instruction/assessment activities. (Course Objectives: 2, 3, 4, 6, 7, 11)
8. *Planning, Instruction, and Assessment Activities*: The teacher candidate will be provided with the standards to be used. The teacher candidate will need to learn enough about the assigned content to be able to plan to teach and assess it. The teacher candidate, either individually or with a partner will develop a lesson plan, and assessments related to assigned content. As part of this assignment, the teacher candidate will include a technology infused lesson/assessment component. The teacher candidate will match the assessments to the appropriate content and grade level standards from the MDE/Common Core frameworks, as assigned. Drafts of all components will be required. (Course Objectives: 3, 4, 5, 6, 7, 8)
9. *Middle School Design Project*: Based on the 2010 version of *This We Believe*, TWB, (located inside the front cover of the Powell 2nd ed. text) and your course learning: Individually, or in pairs, you will create a recruiting/advertising video for your ideal middle school. This video will incorporate your understanding of middle school philosophy and structures, as well as developmental responsiveness while gaining experience on creating simple image-based voice over videos. You will also complete a reflection on the content and process. (Goals 1, 11)
10. *Exams*: 3 total exams. Exam 1 will address units 1 and 2 (100 points). Exam 2 will address unit 3 (100 points). The final exam will be comprehensive (100 points). (All Goals)

Activity

Points Possible

Syllabus Quiz	5
Homework	35
Chapter Reading Quizzes (Credit/No-Credit) – 5 points each	50
Middle School Classroom Learning Environment Project	50

Middle School Design Project	75
Instructional Strategy/Lesson Components Quizzes	30
Assessment/Planning Activities	150
Class Work/Participation (15 weeks x 10 points)	150
Management Project	75
Two Tests (Unit 1 and 2/Unit 3)	200
Comprehensive Final Exam	100
Field Experience	80
Total Points:	1000

Grading Scale

900 - 1000 points (90-100%) = A

800 - 899 points (80-89%) = B

700 - 799 points (70-79%) = C

600 - 699 points (60-69%) = D

599 points & below (59% & below) = F

Attendance Policy

In accordance with university policy (AOP 12.09, <https://www.policies.msstate.edu/policypdfs/1209.pdf>), students are expected to attend all classes. AOP 12.09 also defines what is an excused absence. When an absence from class is essential, the student must inform the instructor via email and provide appropriate documentation (at the soonest possible time – meaning if you are sick). It is your responsibility to turn in documentation for any excused absence. NOTE: *Doctor's notes will be accepted to excuse absences; however, dates must match dates absent from class.*

Face-to-Face: Class participation is a professional responsibility—class attendance is as well. Further, one absence will be excused during the semester. If you are absent, you are required to consult with Canvas. You must always come to class prepared and ready to turn in your assignments. Absences do not excuse you from being prepared the next time class meets unless arrangements have been made to submit the work at a later time. You are responsible for all materials distributed and discussed. Assignments are due whether you are in class or not. If students are absent when examination is given, students will receive a grade of “0” (zero) for the examination unless special arrangements have been approved prior to the absence, or an absence is necessary (excused per the University attendance policy). Being more than 5 minutes late will be considered an absence.

Online: A student will be considered to be in attendance in an online class when the student; a) participates in a course activity (e.g., discussion board, submitting an assignment, etc.); and b) is in communication with the course instructor regarding a course topic within a specified time frame (weekly; but this includes submitting assignments). Logging into an online course without active participation does not constitute attendance. When students who are enrolled in an online course are aware of necessary absences, they should inform the instructor as soon as is possible so that other arrangements can be made.

For each unexcused absence the weekly participation grade will be forfeited. In addition, any assignments not submitted per the late policy will have points deducted or lost.

Title IX Policy

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU’s educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct.

If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by e-mail totitleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, or at <http://students.msstate.edu/sexualmisconduct/>.

University Safety Statement

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911.

Mississippi Educator Code of Ethics

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator of administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf.

Students are expected to abide by the code of ethics as well as university dispositions while in class as well as in their field experiences.

Mississippi College and Career-Ready Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of education has developed a wide variety of training materials for educators and administrators across the state.

Teacher candidates will develop a deep understanding of the critical concepts, principles, and practices of their field through the completion of course assignments and activities and will be able to use practices to advance the learning of all students toward college and career readiness standards.

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