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EDMC 345 Introduction to Middle School Collaboration and Classroom Management

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XAVIER UNIVERSITY
College of Social Sciences, Health, and Education
Department of Childhood Education and Literacy
EDMC 345 Introduction of Middle School Collaboration
And Classroom Management
Spring Semester 2012

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Childhood Education and Literacy Department Mission Statement:

Xavier University's Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic background and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students' families and communities.

COURSE OVERVIEW: This course introduces students to the structure and organization of middle level instruction. Special emphasis will be placed on the importance of collaboration and interdisciplinary instruction; establishing and maintaining good classroom management strategies and designing and implementing appropriate curriculum and assessment tasks for learners. Eight hours of field experience are integrated into this course.

REQUIRED TEXT & RESOURCES:

Knoster, T. (2008). *The Teacher's Pocket Guide for Effective Classroom Management.* Baltimore, MD: Paul H. Brookes Publishing Company.

McMillan J. (2010). *Classroom Assessment: Principles and Practice for Effective Standards Based Instruction, 5th Ed.* Upper Saddle River, NJ: Allyn & Bacon Publishing Company.

STANDARDS:

Standards for Ohio Educators: The State Board of Education adopted the new teacher, principal and professional development standards in October 2005. The *Standards for Ohio Educators* book details the standards and how they can be used.

http://esb.ode.state.oh.us/PDF/Standards_OhioEducators.pdf

- 1) Teachers understand student learning and development and respect the diversity of the students they teach.
- 2) Teachers know and understand the content area for which they have instructional responsibility.
- 3) Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
- 4) Teachers plan and deliver effective instruction that advances the learning of each individual student.
- 5) Teachers create learning environments that promote high levels of learning and achievement for all students.
- 6) Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
- 7) Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

NMSA Middle Level Teacher Preparation Standards: This document contains standards for prospective and practicing teachers as they complete middle level teacher preparation programs at the initial, masters, and doctoral levels. The middle level performance-based standards for individuals completing middle level teacher preparation programs. The middle level performance-based standards focus directly on what middle level teachers should know and be able to do.

<http://www.ncate.org/documents/ProgramStandards/nmsa.pdf>

Standard 1 Young Adolescent Development: Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Standard 2 Middle Level Philosophy and School Organization: Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Standard 3 Middle Level Curriculum and Assessment: Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

Standard 4 Middle Level Teaching Fields: Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills.

Standard 5 Middle Level Instruction and Assessment: Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.

Standard 6 Family and Community Involvement: Middle level teacher candidates understand the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they use that knowledge to maximize the learning of all young adolescents.

Standard 7 Middle Level Professional Roles: Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors that develop their competence as professionals.

COURSE OUTCOMES: *National Middle School Association National Middle Level Teacher Preparation Standards-NMSA/USA- NMSA (Nat. Middle School Assoc.): Middle Level Teacher Preparation Standards*

- **Type : Performance-Based Standards**
 - **Level : Initial Middle Level Preparation**
 - **Standard 1: Young Adolescent Development**
 - **Area: Knowledge Indicator 4: Understand the implications of young adolescent development for school organization**
 - **Area: Dispositions Indicator 3: Hold high, realistic expectations for the learning and behavior of all young adolescents.**
 - **Indicator 4: Believe that all young adolescents can learn and accept responsibility to help them do so.**
 - **Area: Performances Indicator 4.: Make decisions about curriculum and resources that reflect an understanding of young adolescent ...**
 - **Indicator 5: Use developmentally responsive instructional strategies.**
 - **Indicator 6: Use multiple assessments that are developmentally appropriate for young adolescent learners.**
 - **Indicator 10: Respond positively to the diversity found in young adolescents and use that diversity in planning**
 - **Standard 2: Middle Level Philosophy and School Organization**
 - **Area: Knowledge Indicator 1: Understand the philosophical foundations of developmentally responsive middle level programs and schools.**
 - **Indicator 3: Understand the rationale and characteristic components of developmentally responsive middle level schools.**
 - **Indicator 5: Understand the team process as a structure for school improvement and student learning.**
 - **Indicator 6: Understand that flexible scheduling provides the context for teachers to meet the needs of all young adolescents**
 - **Area: Dispositions Indicator 1: Believe in the philosophical foundations that support developmentally responsive and socially equitable**
 - **Indicator 2: Are committed to the application of middle level philosophical foundations in their practice.**
 - **Indicator 3: Are supportive of organizational components that maximize student learning.**
 - **Indicator 4: Are committed to developmentally responsive and socially equitable teaching, learning, and schooling**

- **Area: Performances**
 - **Indicator 1: Apply their knowledge of the philosophical foundations of middle level education when making decisions**
- **Standard 3: Middle Level Curriculum and Assessment**
 - **Area: Knowledge Indicator 1: Understand that middle level curriculum should be relevant, challenging, integrative, and exploratory.**
 - **Indicator 2: Understand the interdisciplinary nature of knowledge and how to make connections among subject areas**
 - **Indicator 3: Possess a depth and breadth of content knowledge.**
 - **Indicator 4: Are knowledgeable about local, state, and national middle level curriculum standards**
 - **Indicator 5: Are fluent in the integration of technology in curriculum planning.**
 - **Indicator 6: Know how to incorporate all young adolescents' ideas, interests, and experiences into curriculum.**
 - **Indicator 7: Understand multiple assessment strategies that effectively measure student mastery of the curriculum.**
 - **Area: Dispositions Indicator 1: Value the need for being knowledgeable and current in curriculum areas taught.**
 - **Indicator 2: View all areas of knowledge and skills as important.**
 - **Indicator 3: Value the importance of ongoing curriculum assessment and revision.**
 - **Indicator 4: Realize the importance of connecting curriculum and assessment to the needs, interests, and experiences .**
 - **Indicator 5: Are committed to implementing an integrated curriculum that accommodates and supports the learning of all .**
 - **Area: Performances Indicator 2: Use current knowledge and standards from multiple subject areas in planning, integrating, and**
 - **Indicator 3: Incorporate the ideas, interests, and experiences of all young adolescents in curriculum.**
 - **Indicator 4: Develop and teach an integrated curriculum.**
- **Standard 4: Middle Level Teaching Fields**
 - **Area: Knowledge Indicator 2: Know how to use content knowledge to make interdisciplinary connections.**
 - **Area: Dispositions Indicator 2: Are committed to the importance of integrating content.**
 - **Area: Performances Indicator 3: Engage all young adolescents in content that incorporates their ideas, interests, and experiences.**

- *Indicator 4: Teach in ways that help all young adolescents understand the integrated nature of knowledge.*
- **Standard 5: Middle Level Instruction and Assessment**
 - **Area: Knowledge Indicator 3: Know that teaching higher order thinking skills is an integral part of instruction and assessment.**
 - *Indicator 6: Know how to evaluate the effectiveness of teaching strategies.*
 - *Indicator 7: Understand how to motivate all young adolescents and facilitate their learning through the use of a wide ...*
 - *Indicator 8: Know effective, developmentally responsive classroom management techniques.*
 - **Area: Dispositions Indicator 4: Value opportunities to plan instruction collaboratively with teammates and other colleagues.**
 - *Indicator 5: Value the importance of on-going and varied assessment strategies.*
 - *Indicator 6: Realize the importance of basing instruction on assessment results.*
 - **Area: Performances Indicator 3: Plan effective instruction individually and with colleagues.**
 - *Indicator 8: Implement a variety of developmentally responsive assessment measures (e.g. portfolios, ect.)*
- **Standard 6: Family and Community Involvement**
 - **Area: Knowledge Indicator 1: Understand the variety of family structures.**
 - *Indicator 2: Understand how prior learning, differing experiences, and family and cultural backgrounds influence young ...*
 - *Indicator 3: Understand the challenges that families may encounter in contemporary society and are knowledgeable about ...*
 - *Indicator 4: Know how to communicate effectively with family and community members.*
 - *Indicator 5: Understand that middle level schools are organizations within a larger community context.*
 - **Area: Dispositions Indicator 1: Respect all young adolescents and their families.**
 - *Indicator 2: Realize the importance of privacy and confidentiality of information when working with family members.*
 - **Area: Performance Indicator 3: Connect instruction to the diverse community experiences of all young adolescents.**
- **Standard 7: Middle Level Professional Roles**
 - **Area: Knowledge Indicator 2: Understand the importance of their influence on all young adolescents.**

- *Indicator 3: Are knowledgeable about their responsibility for upholding high professional standards.*
- *Indicator 5: Know advisory/advocate theories, skills, and curriculum.*
- *Indicator 8: Understand the need for continual reflection on young adolescent development, the instructional process, ...*
- *Indicator 10: Are fluent in the integration of a range of technologies (e.g., film, computers) in their professional ...*
- **Area: Dispositions**
 - *Indicator 1: Value learning as a life-long process.*
 - *Indicator 2: Perceive themselves as members of the larger learning community.*
 - *Indicator 3: Believe that their professional responsibilities extend beyond the classroom and school (e.g., advisory ...*
 - *Indicator 4: Believe in maintaining high standards of ethical behavior and professional competence.*
 - *Indicator 5: Are committed to helping all young adolescents become thoughtful, ethical, democratic citizens.*
 - *Indicator 7: Value collegiality as an integral part of their professional practice.*
- **Area: Performances**
 - *Indicator 3: Work successfully as members of interdisciplinary teams and as part of the total school environment.*
 - *Indicator 5: Read professional literature, consult with colleagues, maintain currency with a range of technologies.*

EVALUATION AND GRADING PROCEDURES:

GRADING SCALE:

	A = 95 - 100 %;	A- = 93 – 94%;
B+ = 90 – 92%;	B = 87 - 89%;	B- = 85 – 86%;
C+ = 82 – 84%;	C = 77 - 81%;	C- = 75 – 76%;
D+ = 72 – 74%;	D = 68 - 71%;	D- = 65 - 67%;
F < 65%		

Assignments: A table has been provided with each assignment for this course. The assignment is listed along with its point value. Each assignment has been aligned to the standards it addresses and is noted by a checkmark if it is an accreditation assignment. Please refer to the previously listed standards for a full description of the standard. A description of each assignment follows the table.

ASSIGNMENTS	POINTS	SOE	NMSA	Accreditation Assessment
Discipline Plan	25 points	5 & 6	1 & 2	√
Assessment Devices	50 points	3	3 & 5	√
Journal Entries	40 points	1 - 7	1 - 7	
Power Point Presentation	50 points	5 & 6	1 & 2	
Classroom Management Plan	50 Points			
Assessment Assignments	100 points			
Midterm	50 points	1 - 7	1 - 7	
Final Exam	50 points	1 - 7	1 - 7	
Reading Assignments Classroom Behavior Expectation Chart, Classroom Profile, and reading prompts.	35 points	1 - 7	1 - 7	
* Possible Total	375 Points			

ASSIGNMENT DUE DATES: Assignments are due on the date noted on the course calendar. Grades for assignments submitted past the due date will be reduced **two points** for each day late. **WRITTEN ASSIGNMENTS:** Correct grammar, mechanics, and spelling must be evident in all work that is submitted. All assignments must be typed or word-processed. Handwritten assignments will not be accepted. **The standards for quality of written assignments are high.**

Field Study Requirement: Field experience is required with the middle childhood block that you take in conjunction with this course. **4 Electronic Journal Entries:** An electronic journal entry is required for each topic including location, person(s) involved, and reflections on the topic. These are grades. Topics may be done in any order. Each journal entry should be typed and a minimum of one page in length and a maximum of two pages.

Journal Topics:

Curriculum Delivery and Implementation to Students who Require Special Accommodations or Management: Describe how the content is delivered and implement to the team of students. Identifying the types of schedules used, collaborative teaching, exploratory curriculum, and use of intervention teachers, help to create a vivid picture of the curriculum delivery and implementation process of how students with special needs receive services. Consider both gifted students and students with learning disabilities. Include the role of both the classroom teacher and the (Collaborating?) special education teacher. Is any adaptive technology in use by these teachers?

Team Management: Describe the team management plan in use. What role does the team play in deciding on classroom management? Is the team plan, the school plan? How are parent conferences handled? What are the benefits to team conferences? How are non-core teachers included in these meetings? How does this relate to Knoster's recommendations and other classroom behavior management theorist studied in class?

Assessment: Describe the types of assessment the teacher uses? The team? How is the school's achievement assessed? How does classroom assessment help prepare the student's for the school's state assessment? How does this compare to your readings in McMillian's book? If possible, ask if you can see an Ohio Achievement Assessment Report on a student. Ask the teacher to white out the student's name, or you can do so. Include a one page narrative of how

you would interpret this score and report it to a parent who said they did not understand the report.

Report Card: Examine a copy of the school's state report card, **not the individual student's report card**, discuss it with the building's representative and give your response to the meeting, the report card and the assessment plan. How is the school's population performing on the Ohio Academic Achievement Test? How is the school performing in relation to other schools? How does this testing compare to the readings in McMillian's book?

Classroom Management PowerPoint Presentation: You will work with a partner to research an assigned classroom management researcher. You will present your findings in a fifteen minute PowerPoint Presentation. The PowerPoint Presentation must be submitted via email by Tuesday prior to your presentation so that it can be posted on the portal prior to your presentation. Provide a bibliographical slide. **You should have a minimum of three resources.**

Discipline Plan: Devise your plan of discipline. The plan should be based on the theories that have been presented throughout the course. A general description of the plan should be provided along with an analysis of your needs and dislikes. The discipline plan should include a plan of action for preventive, supportive and corrective discipline. The plan should be typed, double spaced, with a bibliography included.

Assessment Devices: You are to plan six lesson plans or activities in your area(s) of concentration from your block classes. As part of each lesson plan/activity you must devise an assessment. **If you have adapted the lesson from a resource you must site your resources for the original activity. The assessment must be your original idea, not previously given in the original activity. Please attach a printed copy of the original activity and or lesson plan.**

One assessment must involve the use of a rubric (Rubric must be self-developed and should not include generic descriptors, but be personalized to match the assignment.) Do not include behavior such as cooperates well with others in an academic rubric. Remember that academic grades should not be skewed by behavioral. Academics assessment assesses how well each student has mastered the individual objectives of the lesson and the objectives must be standards based. (15 points)

Another should be a performance assessment (You may also want to develop a rubric to score their performance). See McMillan's chapter 9 for details. (20 points)

A paper-pencil test summative test should be developed, see McMillan's chapter 7 & 8 for guidance. Do not use a previously made chapter test, design your own. Make sure you include different levels of Bloom's taxonomy of questioning. (15 points)

An assessment through observation with documentation should be designed for each of your lesson plans so you can assess each lesson. (Include the documentation instrument that clearly demonstrates the ability to target the observation at the individual level of mastery on the intended goals of each lesson.) (6 checklist- 5 points each.)

An assessment designed that would help to prepare your students to take the Ohio Achievement Assessment state test in one of your area of concentration. Go to the Ohio Department of Education website and look at released items for your content and grade level.

Choose problems to design a practice test for your grade level and one area of concentration. Then do the same for your other area of concentration. (2 practice test – 15 points each)

An assessment adapted for an ELL student or for a student with special needs that requires differentiated instruction and assessment. (10 points)

COURSE POLICIES:

Professionalism: Professional behavior is that which is expected of all teachers and is what you have come to expect of your teachers. This course is part of an accredited teacher preparation program, which leads to professional licensure. Students are required to demonstrate behavior consistent with a professional career. In particular, students are expected to adhere to the following guidelines:

Attendance: The Xavier University catalogue states “In order to earn credit in any course for which he/she is registered, the student is required to attend classroom and laboratory exercises regularly and promptly. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure.” Students are expected to attend all class meetings and field experiences. Attendance will be taken. If you will not be in class or field experience, you should call and leave a message on my voice mail. The instructor must be notified of any absences **in advance. More than two absences can result in failure of the class. Extended Medical or Family Emergency absences should seek approval of the Dean of the College of Social Sciences, Health and Education, Dr. Mark Meyers.**

Academic Honesty: The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others’ works and ideas are used, citations must be included. Please refer to the *Xavier University Catalog* for the official statement and consequences.

Accommodations: Xavier University’s Learning Assistance Center can be reached by calling 745-3280. The Writing Center is located in Alter B12 and the phone number is 745-2875. Please discuss necessary accommodations with the professor.

The instructor reserves the right to make changes in the syllabus and/or calendar if circumstance so dictate.

EDMC 345 Course Calendar
Spring 2012

Date	Topic	Assignment
Wednesday, January 11th	No Child Left Behind	
Wednesday, January 18 th	Why do kids act the Way they Do?	The Teachers Pocket Guide for Effective Classroom Management; Chapters 1& 2
Wednesday, January 25 th	Preventive Behavior	The Teachers Pocket Guide for Effective Classroom Management; Chapters 3-5
Wednesday, February 1 st	Classroom Climate and Reinforcement.	Classroom Expectation Chart Due. The Teachers Pocket Guide for Effective Classroom Management; Chapters 6-9
Wednesday, February 8 th	Classroom Management PowerPoint Presentations	Classroom Management PowerPoint Presentations
Wednesday, February 15 th	Midterm	Midterm
Wednesday, February 22 nd	The Role of Assessment in Teaching	Discipline Plan Due Classroom Assessment Chapter 1
Wednesday, February 29th	Establishing Learning Targets	Classroom Profile Due Classroom Assessment Chapter 2
March 5 th – 11 th	Spring Break	No Class
Wednesday, March 14th	High Quality Classroom Assessments	Classroom Assessment Chapters 3
Wednesday, March 21 st	Formative Assessment	Classroom Assessment Chapters 4 & 5
Wednesday, March 28 th	Summative Assessment	Classroom Assessment Chapters 6 & 7 Journals Due

Wednesday, April 4 th	Constructed Response Assessment	Classroom Assessment Chapters 8, 9 & 10
Wednesday, April 11 th	Assessing Affective Traits, Dispositions and Beliefs Assessing Special Needs and ELL Students	Classroom Assessment Chapters 11 & 12
Wednesday, April 18 th	Grading and Reporting Student Performances	Classroom Assessment Chapters 13
Wednesday, April 25 th	Administering and Interpreting Standardized Tests	Assessments Due Classroom Assessment Chapters 14
Wednesday, May 2 nd	Final Exam	Final Exam On <u>Classroom Assessment</u>