

Presbyterian College
Dr. Anita Dutrow

Middle School Collaboration: A Methods Course Connecting the College of Education Faculty, College of Arts and Science Faculty, and Classroom Teacher to Benefit the Middle School Teacher Candidate

Who: Education Faculty
Arts and Science Faculty
Middle School Classroom Teacher

What: Methods in Language Arts
Methods in Social Studies
Methods in Science
Methods in Math

Middle School Standards Addressed:

- Standard 2: Middle Level Philosophy and School Organization
- Standard 3: Middle Level Curriculum and Assessment
- Standard 4: Middle Level Teaching Fields
- Standard 5: Middle Level Instruction and Assessment
- Standard 7: Middle Level Professional Roles

When: Final Course before Student Teaching

How:

Standard 2: Middle Level Philosophy and School Organization.

Teaming: A team of faculty from education, arts and sciences, and a middle school classroom teacher create a syllabus and share the assessment for the course.

Standard 3: Middle Level Curriculum and Assessment. Teacher candidates are immersed in middle school curriculum. They create units, specific lesson plans, teach lessons, and create appropriate assessments.

Standard 4: Middle Level Teaching Fields. Teacher candidates complete a separate methods course with a separate college/school team for each teaching field.

Standard 5: Middle Level Instruction and Assessment. Teacher candidates teach and assess student learning.

Standard 7: Middle Level Professional Roles. Teacher candidates work with instructional coaches and accompany them to state and local professional meetings. Teacher candidates are part of a professional team throughout the course.

EdMs 347 Middle School Methods: Social Studies

Course Information

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Course Description

A study of content specific methodology for middle school social studies, the course focuses on planning, instruction, assessment, teacher resources, and technology and classroom climate. Teacher candidates will work with middle school social studies students, middle school classes, middle school teams and middle school teachers. Teacher candidates will become familiar with the standards, pedagogy, and assessment in social studies. Course is team taught with education faculty, arts and science faculty, and classroom teachers.

Required Texts

Manning & Boucher (2001). *Teaching in the Middle School*. Merrill: Prentice Hall: New York.

Schwartz, Linda and Ramsey, March Dunn. (1996). *Middle School Social Studies Challenge*. New York: Creative teaching Press, Inc.

Supplemental Texts

Brazee, E. N., and Capelluti, J. (1995). *Dissolving Boundaries: Toward an Integrative Curriculum*. Columbus, Ohio: National Middle School Association.

Purkey, William.W. & Strahan, David (2002). *Inviting Positive Classroom Discipline*. Westerville, Ohio: NMSA.

Objectives

(Numbers in parenthesis refer to NMSA/NCATE Standards)

Knowledge

Teacher candidates in the middle level will:

1. Are knowledgeable about local, state, and national middle level curriculum standards and of ways to assess the student knowledge reflected in those standards (3.4)
2. Are fluent in the integration of technology in curriculum planning (3.5)
3. Know how to incorporate all young adolescents' ideas, interests, and experiences into curriculum (3.6)
4. Understand multiple assessment strategies that effectively measure student mastery of the curriculum (3.7)
5. Know how to assess and select curriculum materials that are academically challenging and personally motivating for young adolescents (3.10)
6. Understand the key concepts within the critical knowledge base and know how to design assessments that targets them (3.11)

7. Are knowledgeable about teaching assessment strategies that are especially effective in their teaching fields (4.3)
8. Understand how to integrate state-of-the-art technologies and literacy skills into their teaching fields (4.4)
9. Know a wide variety of teaching, learning, and assessment strategies, and when to implement them (5.2)
10. Know that teaching higher order thinking skills is an integral part of instruction and assessment (5.3)
11. Know how to select and develop formal, informal, and performance assessments based on their relative advantages and limitations (5.4)
12. Know how to evaluate the effectiveness of teaching strategies (5.6)
13. Know effective, developmentally responsive classroom management techniques (5.8)
14. Understand the multiple roles of assessment in the instructional process (5.9)

Performances

1. Successfully implement the curriculum for which they are responsible in ways that help all young adolescents learn (3.1)
2. Use current knowledge and standards from multiple subject areas in planning, integrating, and implementing curriculum (3.2)
3. Incorporate the ideas, interests, and experiences of all young adolescents in curriculum. (3.3)
4. Develop and teach an integrated curriculum (4.3)
5. Teach curriculum in ways that encourage all young adolescents to observe, questions, and interpret knowledge and ideas from diverse perspectives. (3.5)
6. Provide all young adolescents with multiple opportunities to learn in integrated ways (3.6)
7. Use multiple assessment strategies that effectively measure student mastery of the curriculum (3.8)
8. Implement developmentally responsible practices and components that reflect the philosophical foundations of middle level education. (2.4)
9. Successfully implement the curriculum for which they are responsible in ways that help all young adolescents learn. (3.1)
10. Use current knowledge and standards from multiple subject areas in planning, integrating, and implementing curriculum (3.2)
11. Incorporate the ideas, interests, and experiences of all young adolescents in curriculum (3.3)
12. Develop and teach an integrated curriculum (3.4)
13. Teach curriculum in ways that encourage all young adolescents to observe, questions, and interpret knowledge and ideas from diverse perspectives (3.5)
14. Provide all young adolescents with multiple opportunities to learn in integrated ways (3.6)
15. Use multiple assessment strategies that effectively measure student mastery of the curriculum (3.8)

Class Requirements

1. Students will write a standard based lesson plan using the format given in class and teach a lesson, to their peers, in one of their content areas using technology and South Carolina Curriculum Standards.
2. Students will complete an Authentic Assessment Project with an Item Analysis.
3. Students will provide examples of informal, formal, and other assessment techniques within their content areas.
4. Students will create a bulletin board.
5. Students will work closely with arts and science faculty, and a classroom teacher to: teach a classroom lesson, develop authentic assessment and compile informal and formal assessment samples.
6. Integrated Unit. Details given in class.
7. Reflective Writing
 - a. Subject Area Autobiography
 - b. Why should anyone learn your subject matter? Convince us that your subject area is important to society.

- c. What do you think the pros and cons of standards are? How do they benefit students? How do they not benefit students? How do they match with the goal of "developmentally appropriate curriculum that allow all children to be successful" which is the grounding of middle school philosophy? Take a critical look at standards.
- d. What are the pros and cons to unit development vs. individual lesson development? What are the advantages and disadvantages of planning as a team? Is it more efficient or effective to plan in individual discipline areas?
- e. The didactic view of teaching is primarily aimed at transmitting knowledge. A discovery view of teaching assumes that students develop knowledge for themselves through active investigation and discovery. This is a continuum of "Strategies." Where do you see teaching in the public schools falling on the continuum? Where do you think teaching should fall on the continuum? Where do you fall on the continuum?
- f. Dare the school build a new social order? George Counts asked that question in his book from the 1930"s. What do you think?

Course Assessments

Assessment	Percent of Grade
Lesson Plan	10
Authentic Assessment Project	10
Assessment Techniques Compilation	5
Bulletin Board	5
Integrated Unit	15
Reflective Writing - 6 @ 5 points each	30
Final Exam	25

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- Tonjes, M., Wolpow, R., Zintz, M. (1999). *Integrated Content Literacy*. Boston: McGraw-Hill College.
- Vossler, Jane. (2002). *For the Love of Books*. Westerville, Ohio, The National Middle School Association.
- Wiles, J. and Bondi, J. (2001). *The New American Middle School: Educating Preadolescents in an Era of Change*. New Jersey: Prentice Hall.
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