

Early Childhood, Elementary, and Middle Level Education Department
MLE 4760: Student-Social/Emotional Development in the Middle Grades

Spring 2009

Professor: Timothy Croy, Assistant Professor
Office: Buzzard Hall 2201
Office Hours: T/W 9:00 a.m. to 10:00 a.m.; T/W/R noon to 1:00 p.m. or by appointment
Phone: Office: 217/581-7890; Home/Cell: 217/254-4878
Email: twcroy@eiu.edu
Web Address: <http://www.ux1.eiu.edu/~cftwc/>

Unit Theme: Educator as Creator of Effective Educational Environments: Integrating Students, Subjects, Strategies, and Societies

Course Description:

Instruction and planning in exploratory and teacher-based advisor-advisee programs.

Prerequisites & Concurrent Enrollment:

MLE 3110 or equivalent or permission of Department Chairperson. Concurrent enrollment with the MLE 3150 and MLE 4280 desired. University teacher education requirements apply and department requirements for enrollment must be met.

Course Purpose:

- Provide a psychological basis for working with middle level students.
- Offer individual and small group advisory techniques.
- Plan a unit for an advisory-advisee program.
- Model strategies for student ownership of school and classroom tasks promoting responsible behavior of students.

Course Textbooks:

Wiles, J, Bondi, J., & Tillier Wiles, M. (2006). *The essential middle school*. (4th ed.). Upper Saddle, NJ: Pearson.

Galassi, J., Gullede, S., & Cox, N. (1998). *Advisor, advisory: Definitions, descriptions, decisions, directions*. Westerville, OH:

National Middle School Association.

Teaching Model:

The Information-Processing Models

- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them.

The Social Family Models: Building the Learning Community

- When we work together, we generate a collective energy that we call synergy. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, "classroom management" is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching* (8th ed.). Boston: Pearson.

Dispositions:

Teacher candidates in the department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, and sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging atmosphere for learning.

Live Text Assessment Requirement: For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Outcomes specific to MLE 4760

- The student will understand the models for the advisor-advisee programs within the middle school context.
- The student will offer alternative designs for middle school programs.
- The student will provide classroom management strategies in a middle-level setting.
- The student will demonstrate a knowledge of higher-order, critical thinking, and creativity.
- The student will provide ideas for middle school students to participate in community/service related activities.
- The student will demonstrate a knowledge of cultural diversity and provide curriculum for special needs children.
- The student will demonstrate knowledge on how to create an atmosphere where middle level students become adept in using technology for learning

Revised November 2008

- The student will understand the problems common to the middle level student (puberty, divorce, sexual identity, drugs, gangs, violence, anorexia, bulimia, pregnancy, suicide, etc.).

Standards

Course Requirements and Demonstrated Competencies are Aligned with the Standards:

- *Illinois Professional Teaching Standards: (IPTS):* http://www.isbe.net/profprep/CASCDvr/pdfs/24100_ipts.pdf
- *Illinois Core Technology Standards: (ICTS):* http://www.isbe.net/profprep/CASCDvr/pdfs/24100_coretechnology.pdf
- *Illinois Core Language Arts Standards (ICLAS):* http://www.isbe.net/profprep/CASCDvr/pdfs/24100_corelangarts_std.pdf
- *Association for Childhood Education International (ACEI):* <http://ncaate.org/ProgramStandards/ACEI/ACEIstandards.doc>

Course Requirement	Demonstrated Competencies	Aligned Standards
Article Review	Performance includes analyzing professional articles and their implication to the teaching profession. Students' writings will be evaluated by a rubric.	IPTS 2, 7 ICTS 1A, 2A, 2E, 5B, 7 ICLAS 1, 2, 3, 5 ACEI 3.1, 3.3, 3.5 Dispositions: EC, SDE, PEP
Current Event	Performance includes analyzing current information as presented by the media and their influence on education.	IPTS 2, 7, 11 ICTS 2E, 4, 7 ICLAS 1, 2, 3, 4, 5 ACEI 3.1, 3.5 Dispositions: EC, SDE, IWS
Technology Integration	Search for article, email, navigate the internet, (possible use of WebCT), etc.	IPTS 2,7 ICTS 1A, 2A, 2E, 4 ICLAS 3, 5 ACEI 3.5 Dispositions: EC, PEP, PTSL
Tests (Assessments)	The student will demonstrate their content knowledge of the social and emotional development of the middle school child by completing assessment tools.	IPTS 2, 7, 11 ICTS 1, 7, 11 ICLAS 4.5 ACEI 3.1, 3.5 Dispositions: EC, PEP
Exemplary Middle School	The students research information about an exemplary middle school	IPTS 1,2,3 ICTS 2A, 2B, 2F ICLAS 1B, 1C, 2A, 2B ACEI 1, 2.8, 3.2 Dispositions: EC, SDE, PEP, IWS
Advisory Unit	The student demonstrate knowledge by a group project with group presentation on a unit of study for the advisory class.	IPTS 1, 2, 3, 4, 5, 6, 7, 8, 9 ICTS 3A, 3F, 6A, 6B, 6C, 6D ICLAS 1B, 1C, 2A, 2B ACEI 1, 2.8, 3.1, 3.2, 3.3, 3.4, 4, 5.4 Dispositions: EC, SDE, PEP
Problem Paper	The student will develop a richer awareness and better understanding of middle school children and their own common and unique problems.	IPTS 1, 2, 3 ICTS 2A, 2B, 2F ICLAS 1B, 1C, 1G, 2B, 2E

		ACEI 1, 2.8, 3.2 Dispositions: EC, SDE, PEP, IWS
Advance Teaming at the middle level	Students will practice teaming strategies with an emphasis on conflict resolution and performance levels of teams according to various reading sources.	IPTS 9, 10, 11 ACEI 2A, 5.1 ICTS 1A,B,F ICLAS 1C, F, 2A, B, E, F, Dispositions: EC, SDE, PEP, IWS, PTSL
Participation	Performance includes presence and contribution during class meetings and support of peer classmates.	IPTS, 2, 7,11 ICTS 11 ICLES 4.5 ACEI 3.1, 3.5 Dispositions: EC, SDE, PEP, IWS

Core Assignments	Brief Description	Approximate Weight
Article Review	Select two current (2000 -) articles to research regarding any component of childhood and early adolescent development.	5%
Current Event	Select a current event item from a newspapers, magazines, TV or radio, etc. that is relevant to this class	2%
Problem Paper	Write a paper on a selected topic and present to the class.	22%
Technology Integration	Search for article, email, navigate the internet, (possible use of WebCT), etc.	5%
Participation	Participation in class discussions on a regular basis is expected.	10%
Tests and/or Quizzes	The exams will consist of multiple measures. Questions will be derived from lecture, assigned readings, videos and discussions.	22%
Exemplary Middle School	Locate all information you can about the school's program.	6%
Advisory Unit	Prepare an Advisory Unit for two weeks.	22%
Advanced Teaming at the Middle School	The students will be practicing their teaming strategies emphasizing conflict resolution.	6%

Course Requirements and Evaluation:

	Points:	Due Dates:
* Journal Review	25	TBA
* Current Event	10	TBA
* Internet assignment	20	01/29/09
* Video reviews (3)	30	TBA
* Test(s)	100	03/12/09
* Paper (on an adolescent problem w/powerpoint)	100	TBA
* Group Advisory Unit	100	TBA
* Participation	50	On going
* Exemplary Middle School activity	30	02/26/09
* Extended Teaming at the Middle School	35	TBA

Extra credit:

A maximum of 20 bonus points can be earned. (See professor for details.)

Late Work Policy:

Due dates will be set for all assignments, **one point** shall be deducted for each calendar day that a paper or project is late. A **10%** deduction will be assessed on all tests **not** taken on the assigned test day. That means tests taken early **or** late.

Grade Scale: 92%-100% = A, 82%-91% = B, 72%-81% = C, 62%-71% = D, Below 62% = F

Points: 460 – 500 = A, 410 – 459 = B, 360 – 409 = C, 310 – 359 = D, Below 310 = F

Assignments:

Journal Reviews:

Locate an article about advisory, exploratory, and/or academic enrichment in the middle school. The review will be a minimum of one to two typewritten pages (double-spaced) and presented orally to the class. Please submit a copy of the article with the review.

- Type the complete citation using APA style, at the top of page one.
- Write a succinct summary of the content of the article.
- Write your reaction to the article.
- Quality – grammar, spelling, punctuation, page length, etc.

Be sure to use appropriate journals such as Phi Delta Kappan, Educational Leadership, Middle School Journal. If you use an article from the Internet, you must have the author, where and when the article was published, and a copy of the entire article.

Current Event:

You will select a current event item from a newspaper, magazine, television, radio, etc that is relevant to this class. It must be about the socio-emotional development of the middle school student, advisory, testing, etc. You will report on this news item orally to the class. Also, please write a small summary on a 3x5-notecard to be turned in to the professor.

Partner Advisory Unit:

Prepare an advisory unit for two weeks. (Assume that the advisory is a 30-minute period.)

Inside cover page (title of unit, your name, date, level)

Table of Contents

Theme and rationale (why the unit is important)

Objectives for each day (purpose, materials, explanation, worksheet if appropriate)

Daily activities for two weeks

Materials for each day listed

One activity and outline of unit for each class member (may be back to back)

Evaluation tool for students to fill out

Video Reviews:

Type a one-half to one page *reaction* to each video telling what you saw in the video, how this could be helpful in your classroom, and your general overall critique of the video. (Video reviews are due the next class day after viewing the video.)

Exemplary School:

Group activity: Locate your assigned school on the internet and locate all information you can about the school's program. (teaming, exploratory, advisory, clubs, enrichment, sports program, discipline, interdisciplinary activities) Contact someone at the school to find out more about the school. What makes this particular school exemplary? What grade levels are represented? (5, 6, 7, or 8?) How many students are in the school? How many teachers? Are the teams 2, 3 or 4 person teams? Do they have inclusion? How does inclusion work in their school? What is the ethnic makeup of the school? What is their schedule like? Type your findings and report to the class.

Internet Assignment:

Locate the following organizations on the internet and type a paragraph explaining the mission of each one:

www.flms.org

www.elmle.org

www.aims.uiuc.edu/

www.nmsa

Problem Paper:

Use the APA Manual, 5th Edition as a source. Your paper should be a minimum of 8 pages long. You need to have the following in your paper. Put the paper in a notebook.

- Design a Title page (title of paper, course number, your name, date, instructor's name) the title page should be inside the notebook. (5)
- Introduction of the problem (10)
- Research findings---keep personal comments out of your writing (25)
- Discussion of findings and conclusions (15)
- Bibliography with a minimum of 10 sources. The sources should be within the last ten years. Only five may be Internet sources. Internet sources must have an author, periodical/book name, publisher, date published. (10)
- Use of APA (10)
- Use of grammar/spelling throughout the paper (10)
- Present in class using Power Point. (This is the time for personal comments.) Limit presentation to 15 minutes. (15)
- For assistance with APA style, check out this web site: http://landmark-project.com/citation_machine

Advance Teaming Activity in the Middle School:

You will each participate in a variety of teaming activities throughout the semester. At the end of the semester you will evaluate, using a rubric, how your group worked as a team.

TOPICS RELATING TO THE MIDDLE SCHOOL CHILD OR THE MIDDLE SCHOOL

Possible Problem Paper Topics as it relates to the Middle School Child:

- | | |
|--|--|
| 1. alcoholism | 18. teen cults |
| 2. pregnancy | 19. abuse |
| 3. anorexia | 20. latch key kids |
| 4. divorce/one parent families | 21. sexual harassment (teacher, peers) |
| 5. violence in the school | 22. inhalants |
| 6. suicide in adolescents | 23. bulimia |
| 7. self esteem | 24. fitting in |
| 8. drugs | 25. parental pressure |
| 9. gangs/teen cults | 26. technology concerns |
| 10. obesity | 27. motivating middle school students |
| 11. smoking | 28. obesity |
| 12. achievement | 29. peer counseling |
| 13. transition to high school/career choices | 30. relating to the middle school student's |
| 14. nutrition needs as a parent | 31. school uniforms |
| 15. exercise | 32. year-round schools |
| 16. sexually transmitted diseases (STD's) | 33. competitive sports in middle school-good or bad? |
| 17. charter school/Edison schools | |

Partner – Possible Advisory Unit Themes:

- character education goal setting test taking skills
- organizing myself self esteem anti-drug/tobacco/alcohol
- personal health relationships conflict resolution
- my parents and me planning for the future what is a friend?
- knowing myself wellness
- entering the dating game--boy/girl relationships
- the big move--adjusting to a new town, school, and new people

Tentative Schedule

Jan. 13, (Tues.)	Syllabus, etc. * Rationale for a new school in the middle Presentations Advisory Activity
Jan. 15, (Thurs.)	* Today's preadolescent learner Presentations Advisory Activity
Jan. 20, (Tues.)	* Effective organizational structures Presentations Advisory Activity
Jan. 22, (Thurs.)	* Teachers in the new middle school * Heterogeneous/homogeneous grouping Presentations Advisory Activity
Jan. 27, (Tues.)	* Organizing the middle school curriculum Presentations Advisory Activity
Jan. 29, (Thurs.)	* Developing instructional materials Presentations Advisory Activity
Feb. 03, (Tues.)	* The new full-service middle school * video on inclusion/mainstreaming Presentation Advisory Activity

Feb. 05, (Thurs.)	* Video on inclusion/mainstreaming Presentations Advisory Activity
Feb. 10, (Tues.)	* Exploratory/Academic Enrichment Presentations Advisory Activity
Feb. 12, (Thurs.)	* Group work Presentations Advisory Activity
Feb. 17, (Tues.)	* Video on adolescent transitions Presentations Advisory Activity
Feb. 19, (Thurs.)	* Catch-up Presentations Advisory Activity
Feb. 24, (Tues.)	* Video on adolescent behavior Presentations Advisory Activity
Feb. 26, (Thurs.)	* Designing the new American middle school Presentations Advisory Activity
Mar. 03, (Tues.)	* Instruction in the new middle school Presentations Advisory Activity
Mar. 05, (Thurs.)	* Evaluation of middle school programs Presentations Advisory Activity
Mar. 10, (Tues.)	* Review for test Presentations Advisory Activity
Mar. 12, (Thurs.)	Test

Mar. 16 – Mar. 20	Spring Break – No Class

Mar. 23 – Apr. 17	Practicum – No Class

Apr. 21, (Tues.)	Presentation of Advisory Units
Apr. 23, (Thurs.)	Presentation of Advisory Units
Apr. 28, (Tues.)	Presentation of Advisory Units
Apr. 30, (Thurs.)	Recap of class/hand back papers, etc.

The professor reserves the right to change the syllabus during the semester with notification to all class members.

Middle Level Educators' Club (MLEC)

MLEC Meeting Dates:

It is important to have documentation for all meetings/professional conferences/participation

\$6 per semester (MLEC) or \$10 per year (MLEC)

\$15 AIMS

MLE 4760 References:

- Abraham, G. & Ahlbrand, S. (2002). *Boy v. girl? How gender shapes who we are, what we want, and how we get along*. Minneapolis, MN: Free Spirit Publishing.
- Anderson, A., Cohn, L., & Holbrook, T. (2000). *Making weight: Healing men's conflicts with food, weight, and shape*. Carlsbad, CA: Gurze Designs & Books.
- Andrews, P. & Anfara, V. (Eds.). (2003). *Leaders for a movement: Professional preparation and development of middle level teachers and administrators*. Greenwich, CT: Information Age Publishing.
- Anfara, V., & Stacki, S. (Eds.). (2002). *Middle school curriculum, instruction, and assessment*. Greenwich, CT: Information Age Publishing.
- Beane, J. (1999). Middle school under siege: Points of attach. *Middle School Journal*, 30(4), 3-9.
- Beane, J. (1999). *Middle school curriculum. From rhetoric to reality*. Columbus, OH: National Middle School Association.
- Beane, J. (1990). *Middle school curriculum. From rhetoric to reality*. Columbus, OH: National Middle School Association.
- Brophey, J. E. & Good, T. L. (1986). Teacher behavior and student achievement. In M. C. Wittock (Ed.), *Handbook of research on teaching (3rd ed.)*. N.Y.:McMillian.
- Call, K., Riedel, A., Hein, K., McLoyd, V., Peterson, A., & Kipke, M. (2002). Adolescent health and well-being in the twenty-first century: A global perspective. *Journal of Research on Adolescence*, 12(1), 69-98.
- Carnegie Council on Adolescent Development. (1995). *Great transitions: Preparing adolescents for a new century. Concluding report*. New York: Carnegie Corporation.
- Cooney, S. (2000). *A middle grades message: A well-qualified teacher in every classroom matters*. Atlanta, GA: Southern Regional Education Board.
- Cooney, S., & Bottoms, G. (2003). *What works to improve student achievement in the middle grades*. Atlanta: Southern Regional Education Board.
- Dunn, R. S. & Dunn, K. J. (1979). Learning styles/teaching styles: Should they ...can they...be matched? *Educational Leadership*, 36, 238-244.
- Elkind, D. (2001). *The hurried Child. Growing up too fast too soon (3rd ed)*. Cambridge, MA: Perseus Publishing.
- Erb, T. (2001). Transforming organizational structures for young adolescents and adult learning. In T. S. Dickinson (Ed.), *Reinventing the middle school* (pp. 176-200). New York: Routledge Falmer.
- Flowers, N., Mertens, S., Mulhall, P., & Krawczyk, T. (2007). *Applying current middle grades research to improve classrooms and schools*. Westerville, OH: National Middle School Association.
- Flowers, N., Mertens, S., & Mulhall, P. (1999). The impact of teaming: Five research-based outcomes of teaming. *Middle School Journal*, 31(2), 57-60.
- Flowers, N., Mertens, S., & Mulhall, P. (2001). What makes interdisciplinary teams effective? *Middle School Journal*, 31(4), 53-56.
- Flowers, N., Mertens, S., & Mulhall, P. (2000). How teaming influences classroom practices. *Middle School Journal*, 32(2), 52-59.
- Fogarty, R. (2002). *How to integrate the curriculum*. Corwin Press: Sage Publications.

- Fogarty, R. & Stoehr, J. (2007.). *Integrating curricula with multiple intelligences: Teams, themes, and threads (2nd ed)*. Corwin Press: Sage Publications.
- George, P. & Alexander, W. (2003). *The exemplary middle school (3rd ed.)*. Belmont, CA: Thomson/Wadsworth Learning.
- George, P., & Lounsbury, J. (2000). *Making big schools feel small: Multiage grouping, looping, and schools-within-a-school*. Westerville, OH: National Middle School Association.
- Glasser, W. (1992). The quality school environment. *Phi Delta Kappan*, 73 (9), 690-694.
- Gurian, M. (2003). *The wonder of girls: Understanding the hidden nature of our daughters*. Forest City, NC: Firesidebooks.
- Guskey, T. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin.
- Jackson, A., & Andrews, P. (2004). *Making the most of middle school: A field guide for parents and others*. New York: Teachers College Press.
- Jackson, A., & Davis, G. (2002). *Turning Points 2000: Educating adolescents in the 21st century*. Westerville, OH: National Middle School Association.
- Kindlon, D. & Thompson M. (2000). *Raising cain: Protecting the emotional life of boys*. New York: Ballentine Books.
- Kellough, R. & Kellough, N. (2003). *Teaching young adolescents: A guide to methods and resources (4th ed.)*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Kohn, A. (2000). *The case against standardized testing: Raising the scores, ruining the schools*. Portsmouth, NH: Heineman.
- Langer, G. & Colton, A (2005). Looking at student work. *Educational Leadership*, 62(5), 22-26.
- McEwin, C., Dickinson, T., & Smith, T. (2003). Why specialized preparation is critical. *Kappa Delta Pi Record*, 39(2), 58-61.
- Mead, M. (2001). *Coming of age in Samoa*. New York: Perennial Books.
- Nam, V. (2001). *Yell-oh girls! Emerging voices explore culture, identity and growing-up Asian American*. New York: Harper-Collins.
- Pipher, M.(2002). *Reviving Ophelia: Saving the selves of adolescent girls*. New York: Ballantine Books.
- Ponton, L.(2001). *The sex lives of teenagers: Revealing the secret world of adolescent boys and girls*. New York: Plume.
- Pope, H., Phillips, K.& Olivardia, R.(2002). *The Adonis Complex: How to identify, treat and prevent body obsession in men and boys*. Old Tappan, NJ: Touchstone Books.
- Rottier, J. (2001). *Implementing and improving teaming: A handbook for middle level leaders (2nd ed.)*. Westerville, OH: National Middle School Association.
- Slavin, R. E. (1996). Cooperative learning in middle and secondary schools. *The Clearing House*, 69 (4), 200-204.
- Spinelli, J.(2000). *Stargirl*. New York: Knopf.
- Simmons, R. (2002). *Odd girl out: The hidden culture of aggregation in girls*. New York: Harcourt Publishing.
- Tolan, S. (2002). *Surviving the Applewhites*. New York: Harper-Collins.
- Wiseman, R. (2002). *Queen bees and wannabees: Helping your daughters survive cliques, gossip, boyfriends, and other realities of adolescence*. New York: Crown Publishing.

 Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations,
 please contact the Office of Disability Services at 581-6583.

Early childhood educator roles, such as early childhood classroom teacher, family child care provider, Head Start teacher, or paraprofessional in the public schools; Home-family support roles, such as home visitor, family advocate, child protective services worker, or parent educator; or. Professional support roles, such as early childhood administrator in a child care or Head Start program, staff trainer, peer/program mentor, or advocate at the community, state, or national level. Core values in professional preparation. NAEYC's standards for professional preparation are derived from the dev... In middle childhood, children's anxieties are directed toward the realities of the wider world, such as a fear of war and disaster. Yolanda has developed an intense, unmanageable fear of the dark. Children who live in the midst of constant danger, chaos, and deprivation, are at risk for long-term emotional distress and behavior problems. When war and social crises are temporary, most children do not show long-term emotional difficulties. Understand children's cognitive, social, emotional, and moral development. Plan and implement curriculum in the arts, technology, math, science, languages, and literacy. Engage children in challenging, stimulating, and developmentally appropriate activities that incorporate multiple perspectives. I have worked in the field of Early Childhood Education for over 40 years, beginning as a preschool teacher in a Headstart program in Somerville. In August of 2015, I retired from my nearly 20 year tenure as director of the Infant Toddler Children's Center in Acton, MA, a large non-profit community early care and education program. subdomains of social and emotional development in young children. Next, a summary of extant measures of early childhood social and emotional development and a rubric developed for evaluating the characteristics of these measures are presented. Then, academic experts. Conversely, maladjustment in the social and emotional domain may impede children's ability to function in family, school, or other contexts. (Campbell, 2006). Middle childhood "conventionally going from about 6-11 years of age" is a crucial yet underappreciated phase of human development. On the surface, middle childhood may appear like a slow-motion interlude between the spectacular transformations of infancy and early childhood and those of adolescence. In reality, this life stage is anything but static: the transition from early to middle childhood heralds a global shift in cognition, motivation, and social behavior, with profound and wide-ranging implications for the development of personality, sex differences, and even psychopathology.