



MORAVIAN COLLEGE

EDUC 232.2 Interventions for Middle Level Learners

Fall Term 2015

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PPHAC 323

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Prerequisites: 2.7 overall grade point average

I am available to meet with you by appointment. Please contact me to make arrangements.

I have come to the frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or deescalated, and a child humanized or dehumanized.

Between Teacher and Child

Dr. Hiam Ginott

All children can learn. It is where the student enters, the size of the learning set and the pace of instruction which varies and must be adjusted to form an instructional match for the student.

Basic Principle of the Instructional Support Process

When a teacher tries to teach something to the entire class at the same time, chances are, one third of the kids already know it, one third of the kids will get it; and the remaining third won't. So two-thirds of the kids are wasting their time.

Dr. Lillian Katz

Meeting the Needs of Students in Grades Four through Eight:

The Pennsylvania Department of Education's *Framework for Grades 4-8 Program Guidelines* (p.6) states that, "The Professional Core courses, competencies and experiences for the grade 4-8 teacher preparation program should be designed to address the broad set of issues, knowledge and competencies that are relevant to middle level teaching and learning. The program must prepare teachers who will be able to ensure students' mastery of academic standards and the content assessment anchors." In addition the, "Professional Core for middle level teacher preparation must include:

- The organization and philosophy of middle school education.
- Young adolescent development.
- The fourth through eighth grade curriculum.
- Skills necessary for middle level instruction.
- Use of data for assessment.
- Effective classroom management strategies.
- Current skills in the use of education technology.
- Design of successful interventions responsive to the needs of individual middle level students.

- Experience with monitoring the results of interventions designed to address the needs of individual middle level students.”

EDUC 232.2 is designed to prepare pre-service teachers to design, implement, and assess research based interventions specifically geared for students in grades 4 through 8.

The purpose of this course is threefold. First, is to prepare pre-service teachers to develop an inclusive learning environment that specifically addresses the needs of the middle level learner in grades 4 through 8. Second, is to prepare pre-service teachers to design and implement research based interventions and instructional strategies that address the needs of the middle level learner in grades 4 through 8. These strategies/interventions will be based on accurate interpretation of assessment data, content knowledge, and understanding of the students’ abilities and diversity. Third, is to prepare pre-service teachers to evaluate the effectiveness of the instructional strategies and interventions and adjust them as needed to promote on-going student success. Topics will include, but will not be limited to, strategies specific to the diverse learner, collaboration techniques, researched based strategies and interventions specific to the middle level learner grades 4 through 8, Response to Instruction and Intervention, data collection and monitoring techniques, variables which influence student success, assistive technology, legal and ethical issues, differentiated instruction, and the Universal Design for Learning.

EDUC 358.2 is a Stage 3 field experience where students will be able to begin putting into practice interventions, strategies, and skills they are learning in *EDUC232.2*.

**Candidate Competencies from the PDE Framework for Grades 4-8 Program Guidelines
Pre-service Teachers are expected to:**

CANDIDATE COMPETENCIES:

I. Middle Level Education

Candidates will demonstrate their ability and understanding of:

A. Philosophy of middle school education

1. Believe that all young adolescents can learn and accept responsibility to help them do so;
2. Hold high, realistic expectations for the learning and behavior of all young adolescents;

B. Adolescent development

2. Identify the range of individual differences of all young adolescents and the implications of these differences for teaching and learning
5. Respect and appreciate the range of individual developmental differences all young adolescents

E. Instructional strategies

1. Employ teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents;
2. Create positive, productive learning environments where developmental differences are respected and supported, and individual potential is encouraged;
3. Create learning opportunities that reflect an understanding of the development of all young adolescent learners

7. Incorporate young adolescents' ideas, interests, and experiences into instruction
11. Design successful interventions responsive to the needs of individual middle level students

III. Assessment Skills

- A. Use assessment data to guide instruction
- B. Monitor the results of interventions and alter instruction accordingly
- C. Use multiple assessments (authentic, screening, diagnostic, formative, benchmark, and summative) that are developmentally appropriate for young adolescent learners
- D. Implement technology in student assessment measures
- E. Use multiple assessment strategies that effectively measure student mastery of the curriculum in more than one way
- F. Design assessments that target academic standards and assessment anchor content standards in subject areas.

Expected Student Outcomes (ESO):

ESO 1 You will identify the major concepts, principals, and theories of young adolescent cognitive, physical, social, and emotional development and relate these concepts, principals and theories to your teaching and the students' learning.

ESO 2. You will identify the range of individual differences of young adolescents and the implication of these differences for teaching and learning.

ESO 3. You will demonstrate understanding of the PA. Academic Standards, the PA. Assessment Anchor Content Standards, and the PA. Alternate Academic Content Standards.

ESO 4. You will demonstrate an understanding of state and local assessments and how to prepare students to be successful on these assessments.

ESO 5. You will identify and demonstrate assessment techniques and theories that are appropriate for the middle level learner.

ESO 6. You will use assessment data to differentiate and modify instruction for optimal student learning.

ESO 7. You will demonstrate a variety of research based learning strategies and interventions that take into consideration and capitalize upon the developmental characteristics of the middle level learner.

ESO 8. You will incorporate technology that will address the needs of the diverse middle level learner.

ESO 9. You will describe the legal responsibilities related to serving the diverse middle level learner.

Required Texts:

Crawford, G. (2008) *Differentiation for the adolescent learner*. Thousand Oaks, CA: Corwin Press.

Karten, T. (2009) *Inclusion strategies that work for adolescent learners*. Thousand Oaks, CA: Corwin Press.

Additional readings will be distributed in class.

The PA. Dept. of Education Standards Aligned System website is an essential reference source.



<http://www.pdesas.org/>

PA Dept. of Education Standards Aligned System

Course Activities:

1. Attendance and active participation in all classes:

Moravian College is a welcoming community that embraces and values the diversity of all members of the campus community. We acknowledge the uniqueness of all individuals, and we seek to cultivate an environment that respects, affirms, and defends the dignity of each member of the community. All persons, regardless of actual or perceived race, color, sex, religion, ancestry, genetic information, national origin, sexual orientation, gender identity or expression, familial status, marital status, age, disability, have an equal opportunity to participate and learn in this class and are to be treated equally in an inclusive and supportive manner. Professionalism is expected in all verbal communication, written communication, and personal actions. Respectful behavior towards every member of our learning community is expected at all times. A culture of inclusion that welcomes and supports people of varying backgrounds, different viewpoints, experiences, talents, and ideas is integral to promoting a healthy, vibrant learning community.

Attendance will be taken in class. Since the seminar format will be used, attendance and **active** class participation are essential. Behaviors that indicate active participation include, but are not limited to, insightful answers that relate to the reading materials, thought-provoking questions, and meaningful participation in class activities and discussions. Professionalism is expected in all verbal communication, written communication, and personal actions.

Pre-service teachers are expected to come to every class on time, remain for the entire class, and be well prepared to discuss the outlined topics. If you are absent for any reason, it is your responsibility to obtain all material distributed in class, to hand in any assignment due that day by 9:00 a.m., and to contact me prior to class with the reason for your absence. Excused absences include illness or personal emergency. Absence due to illness will be excused only with written documentation of treatment for an illness from a healing practitioner. Absence due to a personal emergency will be excused only with written documentation from the Counseling Center or other appropriate professionals. The third excused and future excused absences will result in a reduction of your final grade by one grade per absence (A to A-). Absence for reasons other than illness or personal emergency will be considered unexcused unless I have given permission prior to the absence. Unexcused absences will result in a reduction of the final grade by one grade per absence (A to A-). More than two unexcused absences will result in a failing grade for the course.

All reading assignments must be completed prior to the designated class. I welcome questions and look forward to discussions regarding areas of concern and/or interest. Please do not hesitate to contact me if you have any questions.

Hand held devices are to be turned off during class unless required for specific class activities. For emergency situations, pre-service teachers may ask me for permission to put the device on vibrate. Texting is not permitted during class. Laptops and iPads may be used in class for coursework purposes only and with my permission. Inappropriate use of technological devices during this course will result in a reduction of the final grade by one grade per incident (A to A-) and may result in a failing grade.

2. Intervention Presentations: 45 points (15 points each)

This activity is meant to give you an opportunity to design and present three interventions specific to your area of certification. Each presentation will be 15 to 20 minutes in length. Clear alignment with assessment approaches and data review in planning the intervention is required. Legal and ethical issues associated with assessment and implementation of interventions must be discussed. Substantial evidence of your understanding of the various aspects that may impact the diverse middle level learner must be apparent. You will prepare and distribute a written summary to the class. The summary will be 2 to 3 pages in length, word-processed using 12 point print, double-spaced and dated. In addition, you will be required to use some form of technology during your presentation. Please indicate all PA 4-8 Program Competencies that are addressed in your work. The competencies must be noted within the body of your work and the relevance to the individual competencies must be clearly evident. Competencies that must be addressed in at least one of these assignments are:

I. A, B, E

III. A, B, C, D, E, F

Due: 10/20, 11/10, & 12/1

3. Journal Presentation: 15 points

This activity is meant to give you an opportunity to research a topic of personal relevance and to share your insights with your colleagues. The presentation is to be 15 to 20 minutes in length and include a handout that will be meaningful to your colleagues. A written review including an explanation of how the information will impact your present and future teaching practices will be turned in immediately following the presentation. The written review must be at least 2 pages in length, word-processed using 12 point print, double-spaced, and dated. Access to your article is required. Please indicate all PA 4-8 Program Competencies that are addressed in your work. The competencies must be noted within the body of your work and the relevance to the individual competencies must be clearly evident

Due: Individually arranged.

4. Contact Papers: 40 points (20 points each)

This activity is meant to give the pre-service teacher an opportunity to interview two middle level educators who have personal experiences, commitment, and investment in middle level education.

After each interview you will write a paper using the format outlined below. The paper must be at least 5 pages in length, word processed using 12 point print, double-spaced, and dated.

- **Rationale for your choice:** Reasons for your decision to interview the individual are presented in this section. If you interview two teachers, they must teach in different grade levels (4 through 8).
- **Relevant information about the interviewee:** Background information on the individual as well as any information pertinent to the situation is included in this section. Please ask the individual if you may use his/her name. If your interviewee wishes to remain anonymous, please honor that request. Also be aware of all privacy issues. Assure the individual that any information given is held in complete confidence.
- **The questions:** Approximately 5 questions should be prepared prior to the interview. Types of questions will be discussed in class. Often additional questions will be generated during the actual interview. Responses do not have to be verbatim. They may be accurately paraphrased. The responses are to follow the specific question.
- **Your observations and reactions in relationship to your understandings, belief systems, and future teaching practices as a middle level teacher.** Insightful reflection and meaningful connections to the reading materials and class discussions **must** be clearly evident in this critical section of the paper. At least three references (the text, class discussions, or supplemental materials) are required for each interview. One of the texts must be a reference. Each interview must be 4 to 5 pages in length, word processed using 12-point print, double-spaced, and dated. Please indicate all

PA 4-8 Program Competencies that are addressed in your work. The competencies must be noted within the body of your work and the relevance to the individual competencies must be clearly evident. Competencies that must be addressed in at least one of these assignments are:

I A, B, E

III. A, B, C, D, E, F

If you need assistance in arranging these contacts, please see me **immediately**.

Due: 10/6 & 11/24

Culminating Binder:

All work, including handouts provided by the instructor and fellow pre-service teachers, is to be organized in a three-ringed binder. The binder must be logically organized with identifiable sections, include all work completed during the course, and have a professional appearance. The binder will be collected and reviewed by the instructor at the conclusion of the course. The binder will be returned to you by individual arrangement.

Due: 12/8

Evaluation Policy:

Assignments are expected to be original in nature, well organized, and coherently presented. The use of correct spelling, punctuation, and grammar is expected in all written assignments. Use the Publication of the American Psychological Association (current edition) for references.

Your performance in all areas will be graded in accordance with Moravian College's standards of academic achievement. The grades of A and A- are given for achievement of the highest caliber. They reflect independent work, original thinking, and the ability to acquire and effectively use knowledge. It is the instructor's purview to apply qualitative judgment in determining grades for an assignment and for the course. There will be no extra credit assignments. You can expect to work 4 to 6 hours per week outside of class preparing for this course. If you have any questions concerning your grades, please see me immediately.

Grade Conversions:

A-A-: Indicates work of the highest caliber

94 -100 = A

90 - 93 = A-

B+-B-: Indicates work of higher than average caliber

87 - 89 = B+

84 - 86 = B

80 - 83 = B-

C+-C-: Indicates work of average caliber

77 - 79 = C+

74 - 76 = C

70 - 73 = C-

D+-D- Indicates work of below average caliber

67 - 69 = D+

64 - 66 = D
60 - 63 = D-

Indicates Failure
0 - 59 = F

Accommodation:

Students who wish to request accommodations in this class for a disability must contact Ms. Elaine Mara, assistant director of academic support services for academic and disability support, at the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

PDE Standards Statement:

PDE has produced academic standards for each grade fourth through eighth. These Standards inform students about what they need to know and be able to do at the completion of a course at each grade level. Teacher candidates will be aware of these standards and develop lesson plans using the PA Academic Standards.

Writing Center:

Please be advised that you may contact the Writing Center for assistance. You are encouraged to take full advantage of this support.

Field Experience Component:

The purpose of the field experiences is to provide pre-service teachers with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Pre-service teachers are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Pre-service teachers will be placed in field experiences only when all required clearances documents indicate “no record exists” and are valid through the entire academic semester in which the field experience is occurring. Pre-service teachers are also required to have a negative result on a current tuberculosis test within three months of the first day of the field experiences. A signed Act 24 document attesting to the fact that the pre-service teacher has not been arrested for or convicted of any reportable offence is also required.

Note: While EDUC 232.2 does not have a specific field experience attached to the course, pre-service teachers will be taking EDUC 358: *Pre-Student Teaching Field Experience*, Stage 3 during the same semester.

Academic Honesty:

You are encouraged and in some instances required to use conventional and on-line secondary source materials, but all work that you submit must be your own original work. Be certain to cite the sources that you used and take care to avoid plagiarism in all your work. Consult the Handbook of the American Psychological Association and Moravian College’s Student Handbook for additional information. Note that academic dishonesty will result in a zero for the assignment and notification of the Academic Dean, in accordance with Moravian College policy.

The syllabus is subject to change. If this should occur, students will be informed.

Course Schedule

9/1:Session 1

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Introduction and Overview

9/8 Session 2

Karten Chapter 1

9/15 Session 3

Crawford: Chapters 1 & 2

9/22 Session 4

Karten: Chapter 2

9/29 Session 5

Crawford: Chapter 3

10/6 Session 6

Crawford: Chapter 4

Karten: Chapter 3

Due: Interview 1

10/13: Fall Break

10/20: Session 7:

Karten: Chapters 4 & 5

Due: Intervention 1

10/27 Session 8

Crawford: Chapter 5

11/3: Session 9

Crawford: Chapter 6

11/10 Session 10

Karten: Chapter 6 & 7

Due: Intervention 2

11/17 Session 11

Crawford: Chapter 7

11/24 Session 12

Karten: Chapter 8

Due: Interview 2

12/1 Session 13

Due: Intervention 3

12/8 Session 14:

Celebration!!