

Teaching and Learning with Young Adolescents in K-8 Schools

Offered by the Institute for Educational Renewal
in cooperation with John Carroll University

Instructor(s):

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Dates: This one credit course will be offered in six sessions. Each session will meet from 4:30 to 7:00 p.m.

- Session 1: Wednesday, January 11
- Session 2: Wednesday, February 1
- Session 3: Wednesday, February 22
- Session 4: Wednesday, March 15
- Session 5: Wednesday, April 5
- Session 6: Wednesday, April 26

Course Description: This course is a key component of the partnership between the Cleveland Municipal School District and the Institute for Educational Renewal. Teaching and Learning with Young Adolescents in K-8 Schools will provide the foundational understandings that will help teachers develop strong middle grades that are well integrated into the overall K-8 program. The course will explore adolescent development, teaming, effective teaching, and literacy in the content areas. The course will be guided by sound principles of culturally responsive teaching, child development and effective classroom practice that are essential to closing the achievement gap. In addition, teachers will consider ways in which they can serve as catalysts for change in classroom practice throughout the school.

Required Text:

Knowles, T. and Brown, D. (2000). *What Every Middle School Teacher Should Know*. Portsmouth, NH : Heinemann.

Additional assigned readings:

Bechtel, L. (2002). "Circle of Power and Respect: Morning Meeting in Middle Schools." in Kriete, R. *The Morning Meeting Book*. Turners Falls, MA: Northeast Foundation for Children. pp.

Herring, A. (2005). . Pilots and copilots for better reading. *Phi Delta Kappan*, 86 (5), 407, 413.

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, (34), 159-165.

McEwin, C.K, Dickinson, T.S. & Jacobson, M.G. (2005). How effective are K-8 schools for young adolescents? *Middle School Journal*. 37(1), 24-28.

O'Connell, J. (2005). Teacher Collaboration. *Middle Grades Spotlight*.

Storz, M & Nester, K., (2003). Insights into Meeting Standards from Listening to the Voices of Urban Students. *Middle School Journal*. 11-19.

Tatum, B.D. (2003). "Identity Development in Adolescence" in: *Why Are All the Black Kids Sitting Together in the Cafeteria?* New York : Basic Books. pp.52-74.

Recommended Readings:

Brown, D. (2002). *Becoming a Successful Urban Teacher*. Portsmouth, NH: Heinemann. (selected chapters)

Gibson, B.P & Bovendo, B.L. (1999). Encourageing constructive behavior in middle school classrooms: a multiple-intellegences approach. *Interventions in School and Clinic*, (35)1, 16-21.

Shoffner and Williamson, Facilitating Student Transitions into Middle School.

Taylor, K.L. (2002). Through the eyes of students. *Educational Leadership*. 60(4), 72-75.

Trimble, Common Elements of High Performing, High poverty middle schools.

Rationale: Teaching and Learning with Young Adolescents in K-8 Schools will be rooted in the National Middle School Association's standards for middle level teachers which state that middle level teachers need a solid understanding of young adolescent development, middle level philosophy and organization, middle level curriculum, instruction and assessment, and an understanding of ways to work collaboratively with family and community members. (NMSA, 1995)

Additionally, because of the rapid restructuring of the Cleveland public schools, from K-5 and middle schools to K-8, there is a strong need for professional development to assist the schools in developing strong middle grades that are well integrated into the overall K-8 program. This course will serve to explore the best of middle school concept and to consider it within the context of building a strong cohesive learning community in K-8 schools.

Desired Outcomes:

Knowledge: The teacher/learner will:

1. acquire knowledge of current theory in young adolescent development.
2. acquire knowledge of racial identity development.
3. acquire knowledge of current theory and practice in literacy in the content areas..
4. acquire knowledge of teaching strategies for active engagement.
5. acquire knowledge of factors that contribute to meaningful change in schools.
6. acquire knowledge of factors that contribute to a positive school culture.

Performances: The teacher/learner will:

1. work collaboratively to read, respond and reflect upon issues of culturally responsive pedagogy as it impacts their teaching and student learning.
2. use effective, developmentally appropriate learning strategies that support literacy in the content area.
3. create a classroom environment that is based on respect and cooperation, and that supports children's efforts to attain CMSD standards.
4. increase use of learning strategies to promote active engagement

Attitudes: The teacher/learner will:

1. develop high expectations for all children and renewed respect for the child's role in creating his/her own learning.
2. recognize his/her ability to effect meaningful change in the classroom and in the school.
3. recognize his/her ability to design and implement standards-based curriculum.
4. appreciate the value of ongoing professional development that emphasizes openness to new ideas and collaboration with colleagues

Course Outline: Over the course of the semester, the course will address selected topics including the following:

- K-8 Schools: Issues and Challenges
- Young Adolescent Development
- Teaming for Academic Success
- Teaching and Learning with Young Adolescents
- Literacy in the content areas
- Reading comprehension strategies across the curriculum

Models of Instruction: Observation, personal reflection, discussion, cooperative learning, classroom implementation activities, demonstration, lecture.

Course Requirements and Evaluation:

Requirements:

- Attend class and participate in class activities and discussion.
- Work with consultants to implement course content into actual classroom or grade level practice.
- Write reflections on assigned readings and assigned classroom activities.
- Implement shared strategies into teaching practice, reflect on this implementation and share questions, concerns and observations with the group.

Evaluation: Each student will do a self-evaluation of his/her own professional development. The instructors will respond to assignments with written comments.

Final Grade:

- Pass – Work demonstrates consistent commitment to course content and classroom implementation activities
- Fail – Work demonstrates minimal engagement with course content

REFERENCES

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- Calkins, L. (2001). *The art of teaching reading*. New York: Longman.
- Daniels, D. (2002). Becoming a Reflective Practitioner. *Middle School Journal Research Articles*, May, 2002. Retrieved July 6, 2004, from www.nmsa.org.
- Erb, T. (ed.) (2001). *This we believe and now we must act*. Westerville, OH: National Middle School Association.
- Fountas, I., Pinnell, G. (2000). *Guiding readers and writers grades 3-6*. Portsmouth, N.H.: Heinemann.
- Fullan, M. 1998. Breaking the bonds of dependency. *Educational Leadership*, 55 (7), 6-10.
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- Jackson, A. Davis, G. (2000). *Turning points 2000: Educating adolescents in the 21st century*. New York: Teachers College.
- Knowles, T. & Brown, D. (2000). *What every middle school teacher should know*. Portsmouth, NH: Heinemann.
- Ladson-Billings, G. (1994). *The Dreamkeepers*. San Francisco: Jossey-Bass.
- Lyles, C. (Sept. 2000). It's what goes on inside that counts. *Catalyst for Cleveland Schools*.
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- Stanford, P. (2003). Multiple intelligence for every classroom. *Intervention in School and Clinic*, 39(2), 80-85.
- Trimble, S. (2002). Common elements of high performing, high poverty middle schools. *Middle School Journal*, 33(4).
- Zemelman, S., Daniels, H., Hyde, A. (1998), *Best Practice: new standards for teaching and learning in American schools*. Portsmouth, NH: Heinemann.