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ABSTRACT

Realizing the need for in-service workshops and graduate-level courses for middle-school practitioners, the College of Education Continuing Education Program of the University of Pennsylvania conducted a series of three-credit, graduate-level workshops throughout southeastern Pennsylvania during the summer of 1974. This is an ongoing workshop series, and it will be continued during 1975. The workshop series was a competency-based, in-service teacher education program designed for middle-school teachers with actual middle-school teaching experience. The course was basically an investigation of the innovations, curricular and instructional dimensions, and the dynamics of communication processes in the emerging middle-school movement. Focus was on the relationships of theory to practice. (This document contains a description of the course, a copy of the workshop planning questionnaire, and a chart of the workshop objectives and procedures.) (PB)

DICKINSON COLLEGE  
Carlisle, Pennsylvania

**COURSE TITLE:** Curriculum, Instruction, and Communication in the Middle School

**ABSTRACT:** An investigation of the innovations, curricular and instructional dimensions, and the dynamics of communication processes in the emerging middle school movement. Focus will be on the relationship of theory to practice.

**RATIONALE:** While the middle school movement represents a viable alternative to public school adolescent education in the United States, many zealous educators have established middle school programs with almost complete disregard for preservice and inservice training for faculty and staff. Inservice workshops and graduate level courses for middle school practitioners are of paramount importance in maintaining progressive and effective middle school programs throughout the Commonwealth.

This three-credit graduate level course offering will be conducted as a workshop during the summer of 1974. Superintendents, middle school principals and middle school teachers in selected Chester County public school districts were interviewed during November 1973, and it was determined that there was a definite need for a graduate level course focusing on the middle school. A questionnaire was administered to approximately 75 potential graduate enrollees during January 1974 to identify specific topics and activities for consideration in the course.

The workshop is designed for middle school teachers with actual middle school teaching experience. The workshop is not a survey or orientation program but rather a program for middle school practitioners. Provisions will be made for graduate students with limited middle school teaching experience or formal course work.

**TEXT:** The workshop will reflect a multimedia approach. Action group sessions, seminars, and small group discussions will highlight the program. All reading materials, exercise worksheets and audiovisual equipment will be provided. No text will be required for the participants will actually assist in the preparation of a middle school guide book during the workshop.

**EVALUATION:** In addition to evaluation procedures included in the course proposal, objective and subjective evaluation instruments will be administered to all graduate students at the completion of the course. A follow-up questionnaire will be administered to all participants six months after the completion of the course to determine the long-range effect of the workshop in influencing change and positive programs in the target school districts represented in the workshop.

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**SUBJECT: Middle School Action Workshop Schedule**

**TITLE: Curriculum, Instruction, and Communication in the Middle School**

<u>Session</u>	<u>Time</u>	<u>Topics</u>
1	8 - 12	Introduction to the Middle School - Innovations, Staffing, and Organizational Patterns - Responsibilities of Administrators, Teachers, Paraprofessionals, Parents, and Students.
	1 - 3	Exemplary Programs in the Commonwealth and Throughout the Nation - Junior High Versus the Middle School.
	3 - 4	Instructor-Student Conferences.
2	8 - 12	Individualizing Instruction - The Cognitive, Affective, and Psychomotor Learning Domains - Writing Specific Learning Outcomes.
	1 - 4	Constructing Learning Packets.
	4 - 5	Instructor-Student Conference.
3	8 - 12	Media and Educational Technology - Audiovisual and Multimedia Programs in the Middle School.
	1 - 4	Media Preparation for Learning Stations, Resource Centers, and Learning Laboratories.
	4 - 5	Instructor-Student Conferences.
4	8 - 12	Communications Processes - Systematic Classroom Observation.
	1 - 3	Classroom Climate and Classroom Management.
	3 - 5	Psychology of the Adolescent Learner.
5	8 - 12	Value Clarification - Value Education.
	1 - 4	Role Playing and Psychodrama Techniques for Improving Professional Staff Communication and Cooperation.
	4 - 5	Instructor-Student Conferences.

<u>Session</u>	<u>Time</u>	<u>Topics</u>
6	8 - 12	Certification Practices for Middle School Educators.
	1 - 3	Teaching Competencies for Middle School Educators.
	3 - 4	Summary - What's It All About?

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 Coordinator of Teacher Education  
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**MIDDLE SCHOOL ACTION WORKSHOP PRELIMINARY PLANNING QUESTIONNAIRE**

**Dr. Sylvester Kohut, Jr.**  
**Dickinson College**

**Years of Professional Teaching Experience**

**Years of Middle School Teaching Experience**

**Total Credit of Graduate Level Course Work in the Middle School**

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\_\_\_\_\_

\_\_\_\_\_

The generic statements refer to curricular and instructional concerns, educational community cooperation, communication dynamics, and psychological aspects of middle school teaching.

**DIRECTIONS:** Select and rank in order of your professional priority the topics which should be included in an action workshop for middle school practitioners. Rank the topics from 1 through 18 by placing the appropriate number in the space provided. Therefore, the most important topic should be ranked 1 and the least important 18.

Identification, construction  
 implementation, and evaluation  
 of individualized learning  
 materials and activities.

\_\_\_\_\_

\_\_\_\_\_

Writing research grants for  
 middle school teacher-oriented  
 programs.

\_\_\_\_\_

Open Education.

\_\_\_\_\_

Junior high school - friend  
 or foe.

\_\_\_\_\_

Interdisciplinary planning  
 and cooperation.

\_\_\_\_\_

Trends and exemplary programs  
 in the middle school movement.

\_\_\_\_\_

Organization of a nongraded,  
 continuous progress program.

\_\_\_\_\_

Community participation -- a  
 public relations task.

\_\_\_\_\_

Curricular innovations in the  
 separate subjects.

\_\_\_\_\_

Introduction to the middle school  
 theory and practice.

\_\_\_\_\_

Interaction analysis and  
 systematic observation --  
 improving classroom climate.

\_\_\_\_\_

Psychology of the adolescent  
 learner

\_\_\_\_\_

Behavioral objectives and  
 competency based instruction.

\_\_\_\_\_

Teacher as the counselor.

\_\_\_\_\_

Responsibilities of the admin-  
 istrator, teacher, paraprofes-  
 sional, student, and parent.

\_\_\_\_\_

Physical and emotional growth  
 of the adolescent learner.

\_\_\_\_\_

Staffing patterns and  
 organizational grouping of  
 students and teachers.

\_\_\_\_\_

Certification requirements for  
 the middle school teacher --  
 elementary or secondary  
 orientation.

\_\_\_\_\_

Identify other major topics and activities which should be included in a middle school action workshop from your professional viewpoint. Use back of form.

CONTENT	OBJECTIVES	INSTRUCTIONAL MODES OF
<u>Introduction and Orientation</u>	<u>The Educator Will . . .</u>	
1. Innovations, staffing, and organizational patterns in the middle school.	1. Describe innovations, staffing, and organizational patterns associated with the emerging middle school.	1. Lecture-recitation, readings, and discussion.
2. Responsibilities of the administrator, teacher, paraprofessional, parent, and student.	2. Compare and contrast the roles and responsibilities of the chief administrator, teachers, paraprofessionals, parents, and students.	2. Lecture-recitation, readings, and discussions.
3. Exemplary programs in the Commonwealth and throughout the Nation.	3. Read and review selected literature concerning model middle school programs and projects throughout the Commonwealth and the Nation.	3. Review of selected research reports on middle school.
4. Junior high versus the middle school.	4a. Recall the historical development of both the junior high and the emerging middle school.	4a. Required reading.
	4b. Identify the differences between the traditional junior high and the emerging middle school.	4b. discussion.
	4c. Formulate a model for implementing middle school approaches and programs in a traditional or contemporary junior high.	4c. Small action plan to implement a model middle school practices in junior high.

# COMPETENCY-BASED MIDDLE SCHOOL WORKSHOP

TOPICS	INSTRUCTIONAL ACTIVITIES OR MODES OF INSTRUCTION	EVALUATION PROCEDURES
<p>ations, staffing, and organizational patterns with the emerging]</p>	<p>1. Lecture-recitation, required readings, and small group discussion.</p>	<p>1. Using a survey instrument, the educator will describe and appraise his middle school in terms of curricular programs.</p>
<p>Contrast the roles and responsibilities of the administrator, teachers, principals, parents, and</p>	<p>2. Lecture-recitation, required readings, and small group discussions.</p>	<p>2. The educator will prepare a written report contrasting the responsibilities and duties of the administrator, teacher, paraprofessional, parent, and student in his middle school with recommended descriptive guide.</p>
<p>Review selected literature on the model middle schools and projects in the Commonwealth and</p>	<p>3. Review of selected literature, research reports, abstracts, and middle school curriculum guides.</p>	<p>3. None.</p>
<p>Historical development of the junior high and middle school.</p>	<p>4a. Required readings and small group discussion.</p>	<p>4a. None</p>
<p>differences between the traditional junior high and middle school.</p>		<p>4b. Cooperation in small action groups 4c. the educator will design a model for implementing middle school approaches and programs in a traditional junior high. Models will be evaluated in open sessions in accordance with recommended guidelines.</p>
<p>Model for implementing traditional or contemporary approaches and practices in a traditional junior high.</p>	<p>4c. Small action groups will formulate a model for implementing middle school approaches and practices in a traditional junior high.</p>	

CONTENT	OBJECTIVES	INSTRUCTIONAL AND MODES OF INSTRUCTION
<u>Individualizing Instruction</u>		
5. Learning Domains - Cognitive, Affective, and Psychomotor.	<u>The Educator Will . . .</u>	
	5a. Recall the appropriate levels of the cognitive, affective, and psychomotor learning domains.	5a. Lecture-recitation, filmstrips, and exercises.
	5b. Write specific learning outcomes in the cognitive, affective, and psychomotor learning domains.	5b. Small action plan, objective, and affective
6. Construction of student self-instructional learning packet.	6a. Construct a student self-instructional learning packet.	6. Lecture-recitation, presentation, discussion.
<u>Media and Educational Technology</u>		
7. Audiovisual and multimedia programs in a student-centered middle school curriculum.	7. Assess the existing media facilities and media programs in a selected middle school.	7. Demonstration action group
8. Media preparation for use in learning stations, learning laboratories, and resource centers.	8. Construct and evaluate materials for use in a learning station or learning laboratory.	8. Small action plan
<u>Communication Processes</u>		
9. Systematic classroom observations and interaction analysis.	9. Employ selected instruments for the systematic classification of verbal and nonverbal behaviors in the classroom.	9. Demonstration, tapes and recordings



# COMPETENCY-BASED MIDDLE SCHOOL WORKSHOP

S	INSTRUCTIONAL ACTIVITIES OR MODES OF INSTRUCTION	EVALUATION PROCEDURES
Appropriate levels of cognitive, affective, and learning domains.	5a. Lecture-recitation, readings, filmstrips, and written exercises.	5a. The educator will complete a self-instructional booklet.
Learning outcomes affective, and learning domains.	5b. Small action groups will formulate objectives in the cognitive, and affective learning domains.	5b. In a written exercise, the educator will formulate objectives in the cognitive and affective learning domains.
Construct self-learning packet.	6. Lecture-recitation readings, slide presentation, and small group discussion.	6. The educator will construct a student self-instructional learning packet in accord with recommended guidelines.
Using media programs in the school.	7. Demonstration and small clinical action group sessions.	7. Using a survey guide, the educator will participate on a middle school media inspection and evaluation team evaluating the facilities and media programs of a selected middle school.
Evaluate materials using station or y.	8. Small action group sessions.	8. In cooperation with an action group the educator will plan, design, and construct a learning station in accord with recommended guidelines.
Instruments for classification of social behaviors	9. Demonstration, review of videotapes and required readings.	9. The educator will analyze using an interaction analysis instrument and actual transcript of classroom dialogue with 70% accuracy.

CONTENT	OBJECTIVES	INSTRUCTIONAL MODES OF
<u>Communication Processes</u>		
10. Classroom climate in a student-centered curriculum.	<u>The Educator Will . . .</u> 10. Demonstrate correct classroom management procedures in establishing a student-centered atmosphere which facilitates student involvement.	10. Role playing group discus
<u>Psychology of the Adolescent Learner</u>		
11. Physical, emotional, and social needs of the adolescent learner.	11. Recognize the physical, emotional, and social needs of the adolescent learner.	11. Lecture-reci discussion,
12. Value clarification and value education.	12. Demonstrate value clarification lessons and techniques.	12. Value clarif stration and
13. Role playing and encounter group techniques for improving communication among middle school educators and staff members.	13. Integrate role playing and selected encounter group techniques in inservice programs for the improvement of professional staff communication and cooperation.	13. Lecture-reci stration and

VES	INSTRUCTIONAL ACTIVITIES OR MODES OF INSTRUCTION	EVALUATION PROCEDURES
<p>ect classroom dures in tudent-centered facilitates ent.</p>	<p>10. Role playing episodes and small group discussion.</p>	<p>10. Following the videotaping of a microteaching episode, the educator will critically analyze the lesson using an appropriate instrument. The educator will counsel the teacher using the results of this systematic observation technique.</p>
<p>ysical, emotional, of the adoles-</p>	<p>11. Lecture-recitation, small group discussion, and selected readings.</p>	<p>11. Written exercise.</p>
<p>clarification niques.</p>	<p>12. Value clarification lesson demonstration and required readings.</p>	<p>12. The educator will design a value clarification exercise which will be evaluated in accord with established criteria. Selected exercises will be demonstrated.</p>
<p>laying and er group techni- - programs for of professional ion and coopera-</p>	<p>13. Lecture-recitation and demonstration and required readings.</p>	<p>13. Following a role playing and psychodrama session, the educator will specify at least three additional problems or issues which would be explored using similar techniques to improve staff cooperation and understanding.</p>

CONTENT	OBJECTIVES	INSTRUCTIONAL MODES OF I
<u>Middle School Certification and Middle School Teaching Competencies</u>	<u>The Educator Will . . .</u>	
14. Certification practices for middle school educators.	14. Discuss current practices in certifying middle school teachers in selected states.	14. Required read discussion.
15. Teaching competencies for middle school educators and teaching candidates.	15. Propose specific teaching competencies as basic prerequisites for middle school faculty appointments or tenure.	15. Review of <u>Perit Project Report</u>

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INSTRUCTIONAL ACTIVITIES OR  
MODES OF INSTRUCTION

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EVALUATION PROCEDURES

practices in  
school  
ed states.

14. Required readings and small group  
discussion.

14. Cooperating in action groups, the  
15. educator will propose specific  
teaching competencies as basic  
prerequisites for middle school  
faculty appointments.

teaching compe-  
prerequisites  
faculty  
nure.

15. Review of Pennsylvania CBTE  
Project Report (June 1973).

## MIDDLE SCHOOL WORKSHOP: AN OVERVIEW

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While the middle school movement represents a viable alternative to public school adolescent education, many zealous educators have established middle school programs with almost complete disregard for inservice training for faculty and staff. Inservice workshops and graduate level courses for middle school practitioners are of paramount importance in maintaining progressive and effective middle school programs throughout the United States.

Realizing this need, the College of Education Continuing Education Program of The Pennsylvania State University conducted a series of three-credit graduate level workshops throughout Southeastern Pennsylvania during the summer 1974. This is an ongoing workshop series and it will be continued during 1975.

The middle school workshop series was a competency-based inservice teacher education program as reflected in the competency-based course outline. The workshop was designed for middle school teachers with actual middle school teaching experience. The workshop was not a survey or orientation program but rather a program for middle school practitioners. Provisions were made for graduate students with limited middle school teaching experience or formal course work.

The workshop participants were directly responsible for determining the content and many of the specific learning activities included in the workshop which was titled "Curriculum, Instruction and Communication in the Middle School." A definite need for the workshop was established after meeting with superintendents, middle school principals and middle school teachers in selected county school districts. Next a "Middle School Action Workshop Preliminary Planning Questionnaire" was administered to approximately 75 potential graduate enrollees. Based on the results of the questionnaire and subsequent discussions, the competency-based inservice program was finalized.

The course was basically an investigation of the innovations, curricular and instructional dimensions, and the dynamics of communication processes in the emerging middle school movement. Focus was on the relationship of theory to practice. Teachers, paraprofessionals, administrators, parents and middle school pupils participated in the program.

The workshop reflected a multimedia approach. Action group sessions and small group discussions highlighted the program. No text was required for the participants for they actually assisted in the preparation of a middle school guidebook during the workshop.