Developing Middle Level Excellence: Innovative Systemic Standards-led Partner Programs for Teacher Preparation, Higher Education and Middle Level Professional Development

Middle Level Leadership Academies: Professional Development

Activities to Promote Partnerships

Aligning Standards

Curriculum Activities

Technology Training
CSU Middle Level Teacher Program

Establishing a Connection
Vernon Johns Middle School: Englewood, Chicago

School Mission:
The Vernon Johns Community Academy will maintain a positive working relationship with parents and community members based on mutual respect and cooperation.

Teacher
CSU alumni

Teaching Practicum Experiences

• Creating Partnerships Between CSU and Partner Community Colleges and Schools

Leadership Academy IV

• Professional Development Instructional Materials (Modules)
  - standards-aligned.
  - help[s] foster deep understanding of content in a contextualized interdisciplinary approach.
  - acknowledges the unique needs of the middle level learner.
  - help[s] teachers and their students think about the material in a new way.
Module Criteria

- PD module web-based format with color scheme, texture, and images.
- Creation/Last Updated Date and the phrase "Developed via funding from the Teacher Quality Enhancement Grant, U.S. Department of Education and the State of Illinois, Chicago State University, 2000-2004."
- Working links (w/ URL relative box check marked).
- Link to TQE module home page
- Identification of MIDS 4XX course shell(s)
- Link to author page with your picture, home institution and voice greeting
- Link to ISBE CPDU evaluation page
- Adaptations for exceptional learners must be addressed.
- One short video-clip per concept (following Works Cited guidelines).
- Link to annotated concept map showing how concepts are related via principles.
- Integration of lessons that would be used at the middle level to model these ideas and promote discussion of teaching and learning practices at the middle level relevant to the Illinois Learning Standard being explored.
- Credit is justified by the amount of work requested at the rate of 1 graduate hour being equivalent to 15 CPDU's. Unfortunately, teachers who sit at a workshop, for example, will earn those hours. The evaluation form asks them to evaluate the program/module. Content poor modules will require re-visiting until a stronger product is prepared.
- Assessment projects are required for those seeking graduate credit. Class-time that one may assign in a face-to-face setting may be counted towards part of the contact hours yet not exceed one graduate credit hour. Generic language regarding the sending of assessment artifacts to the instructor of record should be included as well as the well-defined rubrics. Grades will be assigned based on these rubrics.

Assessing Initial Ideas

Modules should provide constructed (essential) questions
- to elicit initial teacher and student ideas and help students begin to think about the concepts in the module (standards).
- to place them in a better position to address student difficulties and build on student strengths.
- to aid in the development of instructional materials that will be tested in their own classroom setting.

Designing a lesson

(Assessment Artifact for Graduate Credit)

Teachers should:
- Design a stand alone 2-hour lesson on topics covered in your module.
- Demonstrate that they have utilized results of pretests to address specific student needs.
- Should submit lesson plan, rubric, portfolio evidence, reflection on the growth of their teaching & learning practices, etc. to earn credit.

Implementing the Lesson

(Portfolio Evidence)

Contact Information

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