



New England League of Middle Schools

50 High Street, Suite 10
North Andover, MA 01845
(978) 557-9311 FAX (978) 557-9312 www.nelms.org

36th Annual NELMS Conference – March 30-31, 2017 - Graduate Credit

COURSE Name & Number: Issues and Trends in Middle Level Education: ED5500. N4

Graduate Credit is earned through Plymouth State University in Plymouth, NH. It is an accredited institution offering both a Masters Degree and Advanced Degrees in Education. The professor of record is Dr. Linda Carrier, Assistant Professor, Educational Leadership, Learning and Curriculum.

The NELMS Annual Conference is designed for middle level educators who want to develop tools to teach young adolescents effectively. Participants will have certain latitude to investigate topics and strategies that will have the greatest individual meaning. Practical, meaningful, and appropriate learning practices are the foundations of the course.

REGISTRATION PROCEDURE:

Cost Information: Graduate credits are offered at a rate of \$185 per credit plus a \$30 administrative fee per registration. Graduate credit is available only to NELMS professional development event attendees.

Please return the PSU registration form with your full tuition payment along with a copy of your receipt from NELMS for enrollment at a professional development event.

Mail graduate registration materials to:

Plymouth State University
College of Graduate Studies – MSC 11
ATTN: NELMS Registrations
17 High Street
Plymouth, NH 03264-1595

If you have any questions, please contact Paula Lanfranchi, our liaison, at (978) 557-9311 or by e-mail at planfranchi@nelms.org

GRADING: Merit of different grading components is reflected in the point values indicated below.

COURSE REQUIREMENTS

Two Credits Summary – (total of 40 points)

- ◆ Attend both days (a session in each time period) of the Annual Conference (30 points) and keep a *personal journal* of the conference sessions and activities (see requirement description)
- ◆ Complete *required readings* and create an *annotated bibliography* of, and not fewer than, two (2) additional readings (see requirement description under “annotated bibliography”) (10 points)
- ◆ Send the journal and the annotated bibliography together by the due dates indicated.

Three Credits Summary – (total of 60 points)

- ◆ Attend both days (a session in each time period) of the Annual Conference (30 points) and keep a *personal journal* of the conference sessions and activities (see requirement description)
- ◆ Complete *required readings* and create an *annotated bibliography* of, and not fewer than, four (4) additional readings (see requirement description) (10 points)
- ◆ Design, carry out, and write about a substantial *school-based project* that applies knowledge gained. (20 points) The *school based project* for three credits is made up of three parts, the abstract, the professional paper, and the appendices.

Three Credit School Based Project Details:

The Abstract Part 1 (5 points): Design a one-page abstract that describes your project (1 point).

Describe your setting, current programs and practices (1 point), and how you fit into the setting (1 point). Describe where you are as a person, a teacher, or administrator, with respect to the project work and your role within the broader context (2 points). Participants who are working together are encouraged to collaborate on the design of projects in a context that will support the growth and development of the team as well as a scope and rigor appropriate for two or more adult learners completing a project. *Ms. Needham must approve the project abstract before the project can be started.*

The Professional Paper: Part 2 (20 points)

- ◆ **Problem/Opportunity (16 points):** Describe the specific focus/goals of your project (3 points) and what problem or opportunity you are addressing (3 points). Please explain why you chose to respond to this opportunity both in terms of your school's needs and your individual needs (3 points). Please describe what happened, the results of the work, and the criteria used to judge the project (7 points).
- ◆ **NELMS Link (2 points):** Explain the connection between your project, your plan, and the content of your NELMS Annual Conference experiences.
- ◆ **Readings (2 points):** It must be clear from the content of the paper that you understand and have completed all of your required readings.

The Appendices Part 3 (35 points)

- ◆ **Annotated Bibliography (10 points):** Complete an annotated bibliography of required readings.
- ◆ **Journal (25 points combined with Conference Attendance):** Write a journal in which you share your thoughts, observations, questions, and reflections that emerge before and from the NELMS Annual Conference experience. The journal, along with your attendance at the conference, is the major part of this course. Reflect on each activity and include the presenter, the topic, and the central message of the presentation. Also, include the conversations and professional relations that you develop during the four days. Please reflect on the total NELMS Annual Conference experiences as a whole and make commitments to yourself regarding your practice in the upcoming months. These thoughts, questions, and reflections are part of the formal evaluation.

REQUIRED READINGS: (a total of five books are required – one from each section) & (all books are available through NELMS)

Section 1:

- AMLE Position Paper. (2010). *This We Believe: Keys to Educating Young Adolescents*. Westerville, OH: Association for Middle Level Education Publications. **OR**
- AMLE Position Paper. (2010). **Research & Resources In Support of This we Believe**. Westerville, OH: Association for Middle Level Education Publications. **OR**
- AMLE Position Paper. (2012). *This We Believe in Action: Implementing Successful Middle Level Schools*. Westerville, OH: Association for Middle Level Publications.

Section 2:

- Crawford, L. (2012). *The Advisory Book: Building a Community of Learners Grades 5-9, Revised Edition*. Minneapolis, MN: Origins. **OR**
- Burns, J., Jenkins, J., & Kane, T. ((2012). *Advisory: Finding the Best Fit for Your School*. Westerville, OH: Association for Middle Level Education Publications. **OR**
- Brighton, K. (2007). *Coming of Age*. Westerville, OH: Association for Middle Level Education Publications.

Section 3:

- Bishop, P., & Pflaum, S. (2005). *Reaching and Teaching Middle School Learners*. Thousand Oaks, CA: Corwin Press. **OR**
- Wormelli, R. (2003). *Day One and Beyond*. Portland, ME: Stenhouse Publishers & Westerville, OH: Association for Middle Level Education.

Section 4:

- Brown, D., & Knowles, T. (2014). *What Every Middle School Teacher Should Know 3rd Edition*, Portsmouth, NH: Heinemann. **OR**
- Roney, K., Anfara Jr., V., & Brown, K. (2008). *Creating Organizationally Healthy and Effective Middle Schools*, Westerville, OH: Association for Middle Level Education Publications.

Section 5:

- Tomlinson, C., & McTighe, J. (2006). *Integrating Differentiated Instruction and Understanding by Design*, Alexandria, VA: Association for Supervision and Curriculum Development. **OR**
- Irvin, J., Meltzer, J., Mickler, M., Phillips, M., & Dean, N. (2009). *Meeting the Challenge of Adolescent Literacy*, Newark, DE: International Reading Association.

* Books are available on-line at www.nelms.org. (Note: If you have read or studied one or more of these books, please select an alternative from NELMS Publications.)

DEADLINES: All requirements must be fulfilled by July 31, 2017 for a September 2017 posting, however students have 1 year to complete their work. Beyond April 1, 2017 an “incomplete” grade will be posted

All questions and materials should be sent to the attention of:

Paula Lanfranchi - Graduate Credit planfranchi@nelms.org

50 High Street, Suite #10, North Andover, MA, 01845, Ph (978) 557-9311, Fax (978) 557-9312