

University of Hawai'i at Manoa ••• College of Education
Department of Curriculum Studies
THE MASTER of EDUCATION DEGREE in CURRICULUM STUDIES with a
MIDDLE LEVEL EMPHASIS * MLMED***O'ahu Cohort 7**
Web Site: www.hawaii.edu/mlmed/

The M.Ed. in Curriculum Studies with a Middle Level Emphasis (MLMED) in the University of Hawai'i Manoa College of Education has been developing a solid, local knowledge base, and leadership cadre in adolescent education since 1996. The MLMED is based on the Professional Standards for Teachers of Early Adolescents (pg. 2) which call for developmentally- and culturally-appropriate educational practices for young adolescents (10-16 year-olds). The program is open to educators who work in grades 4-10, regardless of school type—elementary, middle, intermediate, high school, public/private. We encourage, but do not require, multiple participants from a school to go through the program together as a support group and nucleus for change.

Because of the cohort structure, admission usually occurs only during even-numbered years, though a student can take electives prior to joining a cohort.

PROGRAM FEATURES

The MLMED applies middle level educational practices for purposes of modeling and because this works!

- **Interdisciplinary Team** -- A diverse faculty team integrates learning within and across courses, like a school teaching team.

Sheila Apisa, Institute for Teacher Education	Susan Kahiapo, Dept. of Curriculum Studies (& HIDEOE)
Kathryn Martin, Dept. of Curriculum Studies (& HIDEOE)	Palani Williams, Dept. of Curriculum Studies (& KSBE)
Ruth Lee Wong, Dept. of Curriculum Studies (& HIDEOE)	Deborah Zuercher, Institute for Teacher Education
- **Cohort Structure -- Like a Teaching Team, House, or Small Learning Community:** Students move together through the Required Cohort Program of Studies with the faculty team. All collaborate as a community of learners.
- **Home Base Groups -- Like an Advisory Group:** About six students from the same or nearby schools are a Home Base; they meet monthly with their Faculty Advisor.
- **Program of Studies** (see below for details)
 - Standards-Based Learning and Teaching** -- All courses and experiences are tied to the Professional Standards for Teachers of Early Adolescents, similar to the HCPS, HTSB, NBPTS, NMSA/NCATE.
 - Required Cohort Core** -- Students take a set of courses with the cohort, similar to a middle school's academic core.
 - Cognate/Exploratory Area** -- Students can choose cognates (minor emphases) to pursue individual interests, similar to an exploratory or electives program. This can include transferred courses from other programs/universities.

PROGRAM STRANDS

The MLMED faculty collaborate with participants to learn about, critique and practice excellent educational approaches.

- **Effective Practice** Among the research-based effective practices employed are:

Resource-Building	Interdisciplinary Curriculum	Active, Student-Directed Learning
Teaming/Community	Authentic Assessment Portfolio	Current Research and Information
- **Teacher-Friendly**
 - Off-campus site for most classes--Moanalua Middle School--easy access & easy parking
 - School-year courses:
 - Every Monday 4:30-7:00p.m. = 3 credit class
 - 1 Wednesday per month 4:00-7:00p.m. = 1 credit seminar
 - Summer classes: in late afternoon to allow for summer school teaching and year-round schedules
 - Flexible, supportive faculty and cohort community
 - Home-Bases provide food at classes -- nourishment and community
- **Reflection and Collaborative Assessment**
 - All participants engage in professional reflection, constantly seeking to examine and improve upon practice. This is done in a collaborative manner, with input from all stakeholders:
 - Reflective Writing Inquiry Learning Portfolio Assessment – (*Authentic Assessment, Not a Thesis*)
- **Leadership within the Professional Community**
 - The MLMED is committed to improving the education of *all* adolescents. All participants are called upon to facilitate educational renewal within and beyond their immediate professional contexts. All students /participants develop competence at sharing their expertise in varied genres and contexts--written and oral.

ADMISSION – Applications due by 3/1/08

*Get materials from Dept. of Curriculum Studies: Kelli Tokuyama, secretary 956-4401 ktokuyam@hawaii.edu
http://www.hawaii.edu/coe/departments/edcs/edcs/edcs_apply.html*

- 1) Written Statement of Purpose (connect w Standards) 2) Three Letters of Recommendation 3) Undergrad GPA ~ 3.0

No GRE or other exams

Professional Standards for Educators of Early Adolescents*

The following knowledge, skills, attitudes, values and actions characterize exemplary leaders in the education of early adolescents, and are the standards upon which the MLMED is based.

1. Thorough knowledge and acceptance of, and inquiry into, the nature and needs of early adolescents in the:
 - a) biological, b) social/emotional, and c) cognitive/psychological realms.

Subsumed here is an understanding of the physical, emotional, intellectual and moral development (including health and sexuality) of young adolescents, and awareness of small and large scale processes by which this development can be nurtured. These processes would involve school, home and community contexts, and informal and institutional settings.

2. Sufficient content preparation to: a) lead in-depth study in major subject area(s); and to b) make well-founded linkages to other academic and exploratory areas.

Implicit is a well-rounded education in the liberal arts with some of the breadth of an elementary generalist, some of the depth of a secondary specialist, and a sound intellectual capacity to understand and convey the interrelatedness of varied subject disciplines.

3. Ability to a) design, implement and assess developmentally-appropriate curriculum and pedagogy which emphasizes holistic learning, exploration, interdisciplinary organization, and active, successful learning for students with b) diverse interests, abilities, and cultural and linguistic backgrounds.

Appropriate curriculum and pedagogy would include, but not be limited to, teaching of reading, writing, speaking and listening in authentic contexts; team planning and teaching; individualized instruction; cooperative/collaborative learning; basic skills and enrichment learning; effective use of educational technology; teaching of skills and attitudes for lifelong learning; cross-age grouping; flexible scheduling; service and apprenticeship learning. Assessment should include a broad range of formative and summative, teacher-designed and standardized, authentic and decontextualized, and student and parent measures. Emphasis must be placed on recognizing and addressing the diversity within and across various subgroups of students and families.

4. Able to effectively apply sound a) communication, b) management and c) counseling skills to address the highly demanding and diverse needs of early adolescents in instructional and guidance capacities, to develop communities of learning, and to d) collaborate effectively with students, parents, community members and colleagues.

Teachers should be committed to and capable of serving as close, positive role models for students; facilitators of personal growth and development of self-esteem; leaders of student activities; and able to develop and maintain positive intellectual, social and emotional environments in the classroom and school. They should be able to apply effective human relations skills in a variety of contexts including with individuals, small groups and large groups; school and community settings; and faculty teams.

5. A commitment to being outstanding professional middle level educators, including: a) exercising leadership in instruction and schooling; b) constantly examining and improving upon one's work; c) able to interpret and critique a variety of research methodologies, and capable of utilizing at least one.

Implicit in middle level philosophy and in current trends toward shared school governance is a spirit of collaboration and inclusiveness. Educators should be prepared and committed to collaborate with all other stakeholders in promoting positive development for early adolescents. They should also be prepared and committed to serving as leaders, spokespersons and advocates in the rapidly developing field of middle level education in order to steer the field on a course of continued development and reflection.

* 1995/Revised 1998, 2000, 2002, 2004, 2005; 2007 -- Developed by the Hawai'i School-University Partnership Implementation Task Force for Middle Level Teacher Education; Paul D. Deering & Antonette Port, Co-Chairs. Drawn from: Alexander & McEwin, 1988; Burnkrant, 1991; Butler, Davies & Dickinson, 1991; Center for Early Adolescence, 1994; Irvin, 1992; Jackson & Davis, 2000; Johnston & Markle, 1986; Lawton, 1993; Mergandoller, 1993; Middle Grades Teacher Education Task Force, 1991; National Board for Professional Teaching Standards, 1993; NMSA, 1982, 1991a, 1991b; Scales, 1993, Stevenson, 1998.

PROJECTED SCHEDULE

When/#	Theme/Course(s)	Sem.Hrs.	Instructor(s)	Location
Sum 1	Who are early adolescents? How can we make the content, processes and context of schooling meet early adolescents' needs?			
ITE-427	Classroom Teaching Models in Affective Education Focus on Early Adolescence	3	Zuercher	Moanalua MS
EDCS-622D	School Curriculum--Middle Level	3	Apisa	Moanalua MS
Late June	<i>Weekend Retreat--Community-Building, Program Planning</i>			<i>Camp Erdman</i>
Fall 1	How do we help early adolescents to use technology to learn and to solve problems?			
ITE-480	Issues in Computer Education	3	Staff	TBA
EDCS-642	Seminar in Integrative Multicultural Middle Level Education (SIMMLE)	1	Staff	Moanalua MS
Spr 1	What is educational research? What does it tell us about early adolescents and education?			
EDCS-606	Intro to Research in Curriculum & Teaching	3	Deering	Moanalua MS
EDCS-642	SIMMLE	1	Staff	Moanalua MS
Sum 2	<i>Individual student choice – Cognate Area/Exploratory Wheel</i>			
TBA	<i>Probable: Special course offerings</i>	<i>~5-6</i>	<i>TBA</i>	<i>TBA</i>
	<i>Many discount-tuition health education courses</i>		<i>TBA</i>	<i>TBA</i>
Fall 2	What is going on with early adolescents in and around our school? How can we find out?			
EDCS-632	Qualitative Research Methods	3	Zuercher	Moanalua MS
EDCS-642	SIMMLE	1	Staff	Moanalua MS
Spr 2	How do we work effectively with academically diverse populations of students?			
SPED-620	Educating exceptional students	3	Black/Benjamin	Moanalua MS
EDCS-642	SIMMLE	1	Staff	Moanalua MS
Sum 3	What are current trends in education? How can we exercise leadership in the profession?			
EDCS-667	Seminar in Curriculum – Middle Level	3	Staff	Moanalua MS

COGNATE -- "EXPLORATORY WHEEL"***

Own Pace	What do I need to do to further my own professional development?			
	Pursue other professional interests in consultation with your faculty advisor:			
	Content/teaching in your subject area		Teacher research	
	Language and literacy		Counseling and guidance	
	Adolescent and family development		Health and wellness	

Program Total: 30+ semester hours

MASTERS PLAN-B PROJECT**

Spring 3	Present evidence via MLMED Portfolio which demonstrates achievement of Professional Standards . (Plan A Thesis possible by arrangement with advisor)
-----------------	--

SUMMER-3 OR LATER: GRADUATE* AND CELEBRATE!!!!!!!!!!!!!!!!!!!!

**Students must complete courses required by the EDCS Department, but all other courses may be chosen to address individual needs relative to the Professional Standards. Final assessment of a student's accomplishments and readiness to graduate requires demonstration of achievement of the Professional Standards via the MLMED Portfolio (Plan B Project).

PROGRAM OF STUDIES
MLMED
Oahu Cohort 7: Summer, 2008 – Summer, 2010

M.Ed. in Curriculum Studies
Related Area: Middle Level Education

<u>Major Area: Curriculum Studies</u> (sem. hrs.)	<u>Related Area: Middle Level Education</u> (sem. hrs.)
EDCS 622D Middle School Curriculum ^{1C} (3) Sum-08	ITE-427 Classroom Teaching Models in Affective Education ^{2C} (3) Sum-08
EDCS-606 Intro to Research in Curriculum & Teaching ^{1C} (3) (or alternative intro research course) SP-09	SPED 620 Strategies Across Content Areas ^{2C} * (3) SP-10
EDCS-632 Qualitative Research Methods ^{1C} (3) F-09	ITE-480 Issues in Computer Education * F-08 ^{2C} (3)
EDCS 667D Seminar in Curriculum ^{1C} (3) Sum-10	EDCS-642 Seminar in Integrative Multicultural Middle Level Education ^{2C} F-08 (1) SP-09 (1) F-09 (1) SP-10 (1)
	<u>Cognate/Minor *</u> (5+)
	Assorted courses or independent study in area of interest--selected in consultation with faculty advisor – Must be graduate level or senior level undergraduate. Can be taken at any time, and may include credits transferred from other UH programs including PBCSE, or from other universities.
	<u>SS-09 (Asst. courses) *</u> <i>Numerous Health Educ courses offered at reduced tuition!</i>

•Minimum Credit Hours in each column	=	12
•Minimum Total Credit Hours	=	30
Maximum Undergraduate Hours	=	12
Maximum Unclassified Hours (prior to full Grad admission)	=	12**
Maximum Transfer Hours	=	<50% of total [a] ≤ 7 years from MLMED grad date; b) counts as part of Unclassified total

Portfolio: Successful completion and presentation/defense of MLMED Portfolio is final requirement for graduation = “Plan B Project.”

*Courses most likely to be substituted for; however, you must still demonstrate proficiency in these areas in your Portfolio in order to graduate.

** Transfer of credits from prior/unclassified work or from other universities MUST be completed during first semester as a classified student.

¹ EDCS Dept. requirement: non-negotiable.

² MLMED required course (or its equivalent--by judgment of advisor).

C MLMED cohort course--enrollment restricted to program participants or permission of instructor.