

# EDU 350 The Middle Level Teacher

## Wayne State College

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**Class Meeting Time:** Wednesday 6:30-9:15

**Classroom:** Brandenburg Education 326

**Catalog/Course Description:** **EDU 350** (3 credits) Prerequisites: Admission to teacher education and Gateway 2 passage. In this course, students will examine the history and philosophy of middle level education, the concepts of teaming and learning communities, knowledge specific to curriculum and learner-centered instructional design, assessment appropriate for middle level learners, and other organizational and communication models specific to middle level education. This course should be taken prior to enrollment in EDU 341, 423, 431, 432, and the two required sections of EDU 409.

### Required Text and other materials:

Manning, M. Lee & Bucher, Katherine T. (2012). *Teaching in the middle school, 4<sup>th</sup> ed.* Boston, MA: Pearson: Allyn & Bacon. ISBN-10: 0132487357 | ISBN-13: 9780132487351

\*Additional readings will be assigned throughout the semester.

### Vision Statement

Consistent with the vision of Wayne State College, the education unit will provide regional leadership and service to individuals, schools, and communities. Teacher candidates and unit faculty will work in partnership with regional schools to improve educational opportunities for all students.

### Mission Statement

The mission of the undergraduate teacher preparation unit is to facilitate the development of dynamic professional educators who collaborate for the benefit of self and others, school, community, and the profession. This mission is accomplished through inquiry, reflection, field based learning experiences, excellence in teaching and learning, and regional service. The professional education unit, in conjunction with the student, college, and community, is responsible for bringing theory and practice together through inquiry and reflection to facilitate learning and development. The faculty within the educational unit assumes the responsibility to assist teacher candidates in developing attitudes, strategies, and knowledge to facilitate lifelong learning and growth in all their students.

### Purpose

The purpose of WSC undergraduate professional education unit is to provide necessary resources and instruction to enable candidates to prepare themselves for successful application for P-12 teacher certification.

### Statements of Philosophy

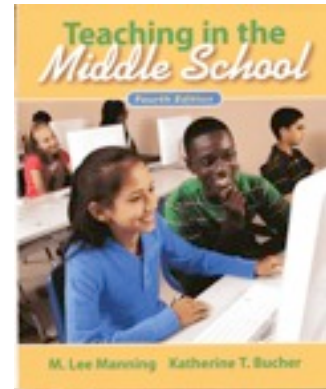
The following belief statements are congruent with and extend the vision/mission statement and represent the philosophy of the unit. In each case, the processes of inquiry and reflection will be used by candidates and practitioners to further the principal aim of facilitating learning and development. Each statement is also a focal point for informing practice through **inquiry** and **reflection**. As a whole, they point the way toward the development of appropriate knowledge, skills, and dispositions that **facilitate learning** and foster development of all learners.

### Beliefs - We Believe Professional Educators and School Leaders:

- 1) possess the underlying disposition that learning and growth is achievable and expected for all.
- 2) demonstrate a caring attitude for all people.
- 3) engage in and promote life-long learning.
- 4) value different ways of knowing.
- 5) value diversity.
- 6) utilize appropriate interpersonal communication skills to foster positive interactions that strengthen relationships with students/clients, families, colleagues, and community members.
- 7) value a “real world” approach to educational/counseling practice informed by past and future perspectives.
- 8) demonstrate competence (knowledge, skills, and dispositions) in areas they teach/practice.
- 9) implement assessment strategies to evaluate student/client growth and the effectiveness of their teaching/practice.
- 10) seek, adopt, and utilize technology to promote learning and enhance communication.

### Program Goals for Teaching Candidates (Initial)

WSC teaching candidates inquire and reflect to create caring learning communities and facilitate learning for all students by meeting professional standards and valuing the following:



1. professional dispositions that pervade every aspect of teaching.
2. the nature of individual learners--cognitive, linguistic, social, emotional, and physical.
3. the content required for their assigned teaching position.
4. effective pedagogy to foster student engagement and success.
5. responsibility and professional skills.

### **Program Outcomes for Teaching Candidates (Initial)**

#### **1. Professional Dispositions**

**1.1 Life-long learning** - inquire and reflect upon personal/professional progress and engage in meaningful professional development.

**1.2 Belief that all children can learn** - communicate appropriately high expectations for learning to all learners.

**1.3 Caring** - demonstrate respect for others and self and practice ethical decision-making to create a positive learning environment.

**1.4 Fairness** - demonstrate honesty and consider multiple perspectives in making unbiased decisions to equitably meet the needs of all learners.

#### **2. Nature of Individual Learners**

**2.1** demonstrate knowledge of how children learn by designing and implementing developmentally appropriate, challenging, and engaging learning experiences.

**2.2** recognize that learners differ across cognitive, linguistic, social, emotional, and physical areas of development and differentiate instruction accordingly.

**2.3** develop cultural proficiency necessary to creating inclusive learning environments and creating equitable instructional opportunities for all.

#### **3. Content**

**3.1** demonstrate understanding of central concepts and tools of inquiry and knowledge of standards and curricula in chosen content area(s).

**3.2** utilize understanding of content, standards, and curriculum to create accessible, challenging, and meaningful learning opportunities.

**3.3** connect concepts to prior knowledge and use multiple representations, explanations, and generalizations across different developmental levels of understanding and between subject areas.

**3.4** utilize different perspectives to engage learners in rigorous learning through critical and creative thinking and collaborative problem solving.

#### **4. Effective Pedagogy**

**4.1** draw upon knowledge of content, learners, community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

**4.2** utilize a variety of methods, strategies and approaches and resources, media and technology to engage students in learning.

**4.3** systematically utilize multiple appropriate methods of assessment to measure and document student progress, and evaluate assessment results to make data-driven decisions informing ongoing planning, instruction, and reporting.

**4.4** create a safe and responsive environment in which learners act responsibly, demonstrate caring for self and others, and are empowered to take ownership of their learning through active engagement.

**4.5** manage classroom proactively by clarifying and reinforcing instructional and behavioral expectations, and intervene as necessary to redirect undesirable learner behavior in a caring and least restrictive manner.

#### **5. Responsibility and Professional Skills**

**5.1** demonstrate **responsibility** for personal choices in meeting professional obligations, and demonstrate ethical conduct in all relationships.

**5.2 collaborate** with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

**5.3 communicate** (listening, speaking, reading, writing, visualizing) through various media with students, families, colleagues, other professionals and community members in respectful, tactful, proper, and culturally responsive ways.

## ***Course Goal***

Upon the successful completion of this course, students will understand the unique characteristics specific to middle level education, and how those unique characteristics affect student outcomes. To achieve this students will apply instructional strategies specific to middle level learner success; evaluate curriculum with middle level learners in mind; function competently in the middle level advising processes; create interdisciplinary units of study appropriate for middle level learners; apply authentic assessment practices using non-traditional methods such as portfolios and rubrics; analyze the developmental needs (social, emotional, cultural and academic) of middle level learners and create a classroom environment supportive of the needs of middle level learners; collaborate as a contributing and supportive middle level team member.

## ***Course Objectives/ Outcomes (correlates to Outcomes for Initial Teaching Candidates are in parentheses)***

1. Plan, implement, assess, and monitor and adjust instruction and classroom procedures to facilitate

middle level student's learning in a developmentally appropriate, positive caring manner that protects the dignity and meets the needs of diverse middle level students to learn and develop positive attitudes towards learning and self-efficacy for achieving and solving problems.. (1.2, 1.2, 4.1, 4.2, 4.3, 4.4, 4.5)

2. Create and proactively manage middle level environments where students learn how to become productive members of democratic communities of learners who can self-monitor and set mastery oriented goals when making decisions. Decisions pertaining to academic study of core subjects to exploratory areas and topics, social skills, physical development, critical thinking and problem solving to build the knowledge, skills, and positive dispositions to become life long learners who understand, know how, and have the self-efficacy to continually develop their : physical, social, emotional, and neuropsychosocial abilities, individually and in groups, when given choices and not. (1.2, 1.3, 1.4, 2.2, 2.3, 4.4, 4.5, 5.2, 5.3)
3. Develop cooperative relationships with teachers, media and library specialists, special educators, parents, community members, and other agencies to promote student's physical, social, emotional, and intellectual development in a manner that demonstrates respect for cultural, social, racial diversity and equity for all. (5.2, 5.3)
4. Assess instructional effectiveness. (4.3)
5. Communicate professionally through oral and written reports student information, interpret meanings, possible explanations, and make recommendations for future actions to children, parents, and/or guardians, and other professionals and stake holders. (5.2, 5.3)

### **Professional Dispositions, Responsibilities and Professional Skills**

We demonstrate our commitment to the profession by everything we do: attendance, conduct, quality of work, dress, body language, decision-making, how we accept and respond to criticism, and our moral and ethical choices. Appropriate dispositions, knowledge, and skills are required for membership of the teaching profession and are continually assessed within all classes.

### *Course Requirements/Policies*

1. **Preparation for Class Sessions:** It is your responsibility to come to class prepared. Students who do almost always succeed. Class discussions are more interesting when we are well informed or arrive with questions to explore and expand our understanding of the assigned topics.
2. **Academic honesty** is expected from you in accordance with the WSC policy; It is inappropriate to: 1.) Submit work already given credit from another class, 2.) Submit work actually completed by another person as your original work, or 3.) Use books and/or journal articles read for class credit from another class session. It is recommended that students seek advice from the instructor as needed to avoid any violations.
3. **Class attendance is required and expected** and will be considered in final evaluations.

*Attendance Policy: Attendance is required. Performance on assignments is dependent on class activities.*

*Points are earned for attending each class and for active participation, totaling 100 points. Attendance points can be earned for an informed/excused absence, which include all WSC approved activities. However, there will be a lose of points for non participation. Each unexcused absence in the lose of ten points. Informed absences, are achieved when the instructor is notified in writing of the absence before class. You are responsible for all information, discussion notes, activities, and assignments provided during all classes.*

**Professionalism and Quality of Work:** All work is assessed on its quality. It is possible to have fantastic ideas, however, if they lack sufficient quality, your ideas may not be understood or include the necessary and sufficient ideas for others to understand and accept them. Quality is defined by the following standards of scholarly thinking:

### *Quality standards for scholarly thinking*

**Clear** – idea or group of ideas are easy to understand

**Precise** – appropriate for the purpose of the idea or ideas

**Reliable** – consistently good quality and able to be trusted

**Logical** – ideas fit together without discrepancies and support the conclusions

**Relevant** – idea or ideas fit the purpose

**Consistent** – idea or ideas are supported by current research or wisdom of practice or novel ideas are developed with sufficient explanation

**Comprehensive** – contains sufficient information and supporting information to communicate the idea or group of ideas in all their complexity and connectedness through multiple perspectives

**Unbiased** – fair nonprejudicial presentation of information

## ***Assignments***

1. Focus questions to relate big life ideas to educational philosophy - answer seven questions in writing and submit to the instructor. Evaluate by quality criteria identified in syllabus. (10)
2. Your goals for and needs from this class - list the goals you have for the class and identify any activities in which you would like to participate (10)
3. Middle schools today - map, web, or outline of middle school characteristics - Chapter 1 (20) - in class activity
4. Young adolescents - outline and summary of middle school student developmental characteristics related to appropriate teaching and guidance (20) - in class activity Chapter 2 & 3
5. Middle school professional educator position paper (100) see additional info. below
6. Content subject discipline map - 1 (30) see additional info. below
7. Other than discipline map - 2 (30) see additional info. below
8. Big idea for subject or theme map - (30) see additional info. below
9. Book critique and presentation (50) see additional info. below
10. Trade book for adolescent reader critique and application (30) see additional info. below
11. Curriculum today summary chapter 4 and 5 (20) - in class activity
12. Planning, Implementing, Assessing, and Managing Instruction - chapter 6, 7, 8, 9 (40) - in class activity
13. Assessing students (20) - in class activity
14. External communities - chapter 10 - in class activity
15. Integrated curriculums - Theme, topic, subject integrated (100) see additional info. below
16. Integr ated curriculums - World integrated (100) see additional info. below
17. Middle schools of the future - Epilogue - in class activity
18. Participation (100) see additional info. above
19. Group leader chapter discussion (30) see additional info. below in text readings and group leaders for chapter discussion

**Total points 750**

## ***Text Readings and group leaders for chapter discussion -***

Prepare \_\_\_ chapters or the Epilogue from the Course Text to lead the discussion with the rest of the class.

The selected text provides a comprehensive overview on the history, philosophy, and implementation of a true middle level education format. Everyone is to-read the assigned chapters before coming to class to be prepared to ask questions, discuss, and complete class activities.

The teams assigned as discussion leaders are to complete an impression quadrant

### **Impressions Quadrant to use with chapter scenarios and case study**

- Important Facts Here about this scenario, chapter, and case study
- Your Feelings and Beliefs Related to the scenario, chapter, and case study
- Questions You Have About this scenario, chapter, and case study
- Ideas about this scenario, chapter, and case study to be used as a professional middle level educator

and create a script to discuss information derived from completion of the impression quadrant. Groups will share the information in their impression quadrants through discussion and summary of the discussion with the class to apply

to the class assignments. They will not present the actual quadrant to the class, but will show them to the instructor as proof of an honest attempt to come to class prepared as a group leader for the assigned chapter.

Groups will create a visual in real time with the class to include big ideas presented in the chapter as described by the chapter objectives so they can be used for the class assignments. Discussion implies very interactive teaching strategies. However, it must also include engagement with the chapter objectives as goals to be attained and documented as a result of the discussion. Review the objectives on the first page of each chapter in the text book and plan on how to engage the class in discussion that will result in completing each objective and their applications for the class assignment.

### *Other reading assignments:*

- Overview and chart for - This We Believe: Keys to educating young adolescents. Four attributes and 16 characteristics
- Study Guide for This We Believe: Keys to Educating Young Adolescents
- This We Believe Keys to Educating Young Adolescents Executive
- Summary of best practices for middle age students as presented to the Cambridge School Committee

### *Middle schools position paper*

This paper should incorporate philosophy statements, and information consistent with the text and the National Middle School Association documents. This paper should indicate clearly to the reader your beliefs about middle level education, and appropriate procedures implemented as a professional middle level educator.

This document may be single-spaced. As you compose your philosophy and procedures to describe how to implement them consider paragraphs for each of the chapter . However, you are encouraged to combine ideas in the chapters. You may consider grouping chapters as they are in the assignments.

### *Interdisciplinary Unit Plan*

Complete an Interdisciplinary Unit alone or in a group. This document must be word-processed. Please include all necessary information for teaching the Unit with your Unit Plans. Both units are integrated: one subject integrated and another world integrated.

Each Unit should include:

Topic map or outline with all the categories in the mapping activities

Model for teaching each activity in a sequence for five class periods of 90 minutes (block schedule)

Describe formative and summative assessment: included in the procedures along with instruments and activities

### *Planning Maps -*

*Content subject discipline map,  
Other than discipline map. and*

*Big idea for world related map you will include your maps in your unit sequences.*

The purpose of a planning map is to analyze, organize, and describe ideas, related to the content for idea or topic being mapped. Sufficient information to prepare to respond effectively to facilitate student learning. While many teachers may not plan for or are aware of the necessary and sufficient categories described for planning. Research suggest outstanding teachers are aware of the information described in these planning maps and are able to access it as needed on the fly to met the needs of students when facilitating their learning.

These [Quality](#) maps or outlines include this information for a big idea (matter, number value, fraction, problem solving, democracy, cooperation, family, self-efficacy, story elements, quality fiction, ...) in the following categories for each big idea to be used in an instructional lesson, unit, or sequence.

Categories for the planning map:

- Perceptual information - what students know (visual gut reaction way of knowing. Naive ideas which may or may not be misconceptions;

- Observations made by students for which initial information or ideas are derived to use as facts, ideas, concepts, generalizations ... to reason with.
- Facts are information used to construct concepts and generalizations.
- Transformations - or bridges are charts, graphs, maps, webs, illustrations, outlines, classifications that combine facts, concepts, generalization with reasons and explanations for concluding or constructing the concepts and generalizations. These connect the observations and reasoning used to construct concepts and generalizations (definitions, ideas, and explanations with arrows and lines connecting information, color coding, before and after examples...)
- Activities - opportunities for students to construct information about the topic or ideas. Opportunities to learn.
- Values - identify how students are going to use the information or the value it will provide by learning or conceptualizing it.
- Assessment - what *outcome levels* might students demonstrate with respect to the topic.

Categories are identified on the blank map.

Explanations are in the Category Explanations... Map, and completed maps are linked below:

- [Blank Concept Map](#)
- [\\*\\*\\* Category Explanations for Planning to Teach Big Ideas, Concepts or Generalizations](#)
- [Concept Map for Sound](#)
- [Concept Map for Classification](#)
- [Concept Map for Mathematics Topic of Area](#)
- [Proof and reasoning](#)
- [Concept Map for Dystopian Society](#)
- [Planning map for four stroke internal combustion engine](#)

Another reference you may find helpful is [Considerations for Planning to Teach Concepts and Generalizations](#).

### *Book critique* - (100 points)

Select a book from the approved list or have one approved by instructor

Evaluated by the [quality](#) of the following:

- Instructor approval of book if not on the approved list
- Bibliographic information so anyone reading the critique can find it easily in a library and online
- Chapter by chapter critique or at least 12 critiques of different ideas if there are more than 12 chapters.
- Critique being a description of an important idea(s) with a positive and negative rationale for each on how you would and wouldn't be a useful or good.
- Write an over all recommendation for book with rationale for your recommendation.

### *Trade book for adolescent reader critique and application*

- Class may decide on reading one book and completing together or alone.
- Read critique and describe how the book would be used for middle level students.

- Evaluated with the quality criteria identified above
- May include the use of the book one of your units.

## Schedule

The *professor* will begin every class with a question and answer period and reserves the right to change the schedule and assignments as he deems necessary to meet the needs of the class.

### January 14 -

- Pictures
- Share subject endorsements
- Review course activities and create goals (assignment 2)
- Seven focus questions to relate big life ideas to educational philosophy (assignment 1) - leading to Educational Philosophy and Middle level Position Paper.
- Assignment 18
- Assignment 19
- Animated video (11:40) titled: *How schools kill creativity* that uses edits from Sir Ken Robinson speech - <https://www.youtube.com/watch?v=Z1yl0MFYzXc>
- Animated video (11:40) titled: *Changing educational paradigms* that uses edits from Sir Ken Robinson speech: ...may be same as above with minor changes or only title changes <https://www.youtube.com/watch?v=zDZFcDGpL4U>  
Watch the full lecture (55:20) here: <http://www.thersa.org/events/video/ar>.  
or here (55:22) <http://www.thersa.org/events/video/archive/sir-ken-robinson>
- Debra Kidd argues that education has become fixated on conformity and compliance at the expense of creativity and suggests moving toward an educational revolution - creativity and designs to reform....(23:15) <http://www.thersa.org/events/video/vision-videos/debra-kidd>
- Bring on the learning revolution. Sir Ken Robinson personalized organic teaching and learning... (20:57) 2010 [https://www.youtube.com/watch?v=r9LeIXa3U\\_I](https://www.youtube.com/watch?v=r9LeIXa3U_I)

### January 21 -

- Read Part 1 -Understanding Middle Schools and Young Adolescents Chapter 1 - Middle Schools Today - Concepts and Teaching, Assignment 3  
Chapter 2 - Young Adolescents - Development and Issues, Assignment 4  
Chapter 3 - Guiding Young Adolescents - Teachers and Counselors Assignment 4

### January 28

- Chapter 4 Middle school core curriculum... Assignment 11  
Chapter 5 Middle school curriculum integrated, exploratory and world relevant ...  
Assignment 11
- Assignment 6
- Assignment 10 - trade book selection

### February 4, 2012

- Read Part 3 - Planning, Implementing, Assessing, and Managing Instruction (Chapter 6 - Planning Instruction - Appropriate and Interdisciplinary, Chapter 7 - Implementing Instruction - Methods and Materials, Chapter 8 - Assessment and Learning - Methods and Issues, and Chapter 9 - Managing Young Adolescents and Environments - Strategies and Techniques) Assignment 12 & 13
- Assignment 7 other discipline map

***February 11, 2012***

- Read Part 4 -Working with the External Community (Chapter 10 - Parents, Families, and Community Members - Partners and Resources and Epilogue - Middles Schools of the Future) Assignment 14 and 17
- Trade book presentations begin...
- Assignment 9 - book critique and presentations sign-up

***February 18, 2012***

- Assignment 8 - big idea map

***February 25, 2012***

- Book critique due and presentations begin

***March 4***

- Assignment 5

***March 11 - Mid-term break***

- no class

***March 18***

- Assignment 15

***March 25***

- 

***April 1***

- Assignment 16

***April 8***

- 

***April 15***

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***April 22***

- All assignment not previously assigned due dates are due

***April 29 - final class***

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***Grading Chart –***

Percentage	Grade	Qualities	Range if Total Points = 750
94% -100%	A	Student work exceeds most or all expectations. Shows creative thought, synthesis of concepts, reflection, deep understanding of the concept or process with ability to transfer knowledge. The student communicates well, thinks concretely and abstractly, and analyzes and interprets mathematical and pedagogical ideas.	705-750
92% - 93%	A-		690-704



90% - 91%	B+	The student articulates concepts and communicates ideas clearly. The work completed shows evidence of original thought or creativity, reflection or thoughtful questioning. The quality of work exceeds the requirements in some ways.	675-689
86% - 89%	B		645-674
84% - 85%	B-		630-644
82% - 83%	C+	The student meets the objectives but not exceed them. The student can do the basics of the tasks required. Communication may be clear or not. ..	615-629
78% - 81%	C		585-614
76% - 77%	C-	Inadequate work, below minimum requirements.	570-584
74% - 75%	D+		555-569
70% - 73%	D		525-554
68% - 69%	D-		510-524
below 68%	F	Missing or well below minimum requirements.	0-509
Actual points may vary by +- 1 according to rounding			

## *Bibliographic Resources*

- Arth, Alfred E.; Lounsbury, John H.; McEwin, C. Keneth; Swaim, John H., & eighty-three successful Middle Level Educators. (1995). *Middle level teachers: Portraits of excellence*. Columbus, OH: National Middle School Association and National Association of Secondary School Principals.
- Carnegie Council on Adolescent Development. (1989). *Turning points: Preparing American youth for the 21<sup>st</sup> century*. New York: Carnegie Corporation.
- George, Patricia. (2002). *No child left behind: Implications for middle level leaders*. Westerville, OH: National Middle School Association.

**This We Believe** pdf file

<http://8461cuttingedgetechteam.wikispaces.com/file/view/22605279-This-We-Believe-Keys-to-Educating-Young-Adolescents.pdf>

- Henson, KennethT. (2004). *Constructivist teaching strategies for diverse middle-level classrooms*. Boston, MA: Allyn & Bacon.
- Lounsbury, John (1995) *This We Believe*. Columbus, OH: National Middle School Association.
- Quality middle grades education: A Nebraska perspective*. (1996-97). Nebraska Department of Education.
- Stevenson, Chris. (2002). *Teaching ten to fourteen year olds, 3<sup>rd</sup> ed*. Boston, MA: Allyn & Bacon.
- Thompson, Randy and VanderJagt, Dorothy. (2002). *Fire up for learning: active learning projects and activities to motivate and challenge students*. Nashville, TN: Incentive Publications.
- Thompson, Randy and VanderJagt, Dorothy. (2001). *Wow, what a team: Essential components for successful teaming*. Nashville, TN: Incentive Publications.
- Tomlinson, Carol Ann & Eidson, Caroline Cunningham. (2003). *Differentiation in practice: A resource guide for differentiating curriculum grades 5-9*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wormeli, Rick. (2003). *Day one & beyond: Practical matters for new middle-level teachers*. Portland, ME: Stenhouse Publishers.

## **Supportive Services**

Wayne State College provides an array of services to assist students, including the US Conn Library and computer labs located across campus. The Holland Academic Success Center provides assistance in career planning, goal setting, personality assessment, stress management, and individual and group counseling. For further information contact Dr. Jeff Carstens, the Dean of Students. His office is located in the Student Center. In addition, do make every effort to become acquainted with the Wayne State College faculty in your endorsement area(s). If you need some assistance, ask for it! We will try to help you.

### **Disabilities Accommodations (ADA Policy)**

NOTE: In accordance with federal law, it is Wayne State College policy to comply with the Americans With Disabilities Act (ADA). If you believe that you have a physical, learning, or psychological disability that requires an academic accommodation, contact the Disabilities Services Coordinator, Jamie Mackling, by phone at (402) 375- 7321, via e-mail at [jamack11@wsc.edu](mailto:jamack11@wsc.edu) or visit the Disability Services Program in the Counseling Center located in the Student Center, Room 103.

### *Online video resources:*

Video overview of what the middle school concept as presented by the AMLE with more links of videos into middle school classrooms. Overview Video ...

<https://www.youtube.com/watch?v=GxQ2HMK8MGw>

Video that uses satire to describe privatization and charter school possibilities...

[http://educationvotes.nea.org/2014/12/11/new-video-uses-satire-to-underscore-important-message-about-charter-schools/?](http://educationvotes.nea.org/2014/12/11/new-video-uses-satire-to-underscore-important-message-about-charter-schools/?utm_source=EdVotes&utm_medium=email&utm_content=ChartersVideo&utm_campaign=121314EdVotesEmail)

[utm\\_source=EdVotes&utm\\_medium=email&utm\\_content=ChartersVideo&utm\\_campaign=121314EdVotesEmail](http://educationvotes.nea.org/2014/12/11/new-video-uses-satire-to-underscore-important-message-about-charter-schools/?utm_source=EdVotes&utm_medium=email&utm_content=ChartersVideo&utm_campaign=121314EdVotesEmail)

Video that explores the question: Who Should Have the Power to Create the School Curriculum? Lecture by Tristram Hunt and panel discussion...

<https://www.youtube.com/watch?v=TF2ukKCVtJk#t=1165>