



EDMI 512
Middle Level Teaching and Learning II
CRN #27710
Days: Arranged
Time: Arranged
Woodland Park Middle School, San Marcos, CA
Spring 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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Hours:	By Appointment

School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
 - Promote and foster social justice and educational equity
 - Advance innovative, student-centered practices
 - Inspire reflective teaching and learning
 - Conduct purposeful research
 - Serve the School, College, University, and Community
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Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
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COURSE DESCRIPTION

Focuses on developing an advanced understanding of learning theory and instructional practice in self-contained or departmentalized settings. *Prerequisite: EDM I 511.*

Course Prerequisites

Admission to the Middle Level Teacher Credential Program and EDM I 511.

Course Objectives

1. Students will demonstrate knowledge of general learning theories and experiences within a wide range of pedagogical practices.
2. Students will demonstrate awareness of the multiple perspectives and learning styles existing in diverse classrooms and other educational settings.
3. Students will discuss and experiment with a variety of techniques and methods of instruction.

Required Texts

1. Brown, D. & Knowles, T. (2010). *What Every Middle School Teacher Should Know* (2nd ed.). Portsmouth, NH: Heinemann.
2. One of 8 young adolescent books to be described in class
3. Additional Readings will be provided via Cougar Courses.

Recommended Texts

1. Lemov, D. (2012). *Teach Like a Champion Field Guide: A Practical Resource to make the 49 Techniques Your Own*. San Francisco, CA: Jossey-Bass.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02*)

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subjects Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

TPE 6d – Engaging and supporting all learners (Strategy Matrix)

TPE 9 – Instructional Planning (Unit Plan)

TPE 14 – Educational technology (Unit Plan)

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

GENERAL CONSIDERATIONS

School of Education Attendance Policy – Attendance is Mandatory

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

This course: Teacher education is a professional preparation program. Therefore, for this course: students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Students missing more than three classes cannot earn a C+. Arriving late or leaving early by more than 20 minutes counts as an absence. Notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence.

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

The CSUSM writing requirement of 2500 words is met through the completion of course assignments. Therefore, all writing will be looked at for content, organization, grammar, spelling, and format. For this class please use APA Manual, 6th edition—see a guide at <http://owl.english.purdue.edu/owl/section/2/10/> .

Person-First Language

Use “person-first” language in all written and oral assignments and discussions (e.g., “student with autism” rather than “autistic student”). Disabilities are not persons and they do not define persons, so do not replace person-nouns with disability-nouns. Further, emphasize the person, not the disability, by putting the person-noun first.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Computer/Cell Phone Use during Class Sessions

You are welcome to use a laptop computer in class when working on class assignments, for example. However, you will need to save checking email or other personal computer use for time outside of class. Please refrain from texting in class. Most students find it disruptive when they are focusing on class activities or listening to presentations. Your kind consideration is greatly appreciated by all!

Special Education Inclusion

Consistent with the intent to offer a seamless teaching credential in the School of Education, this course will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices.

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *meets*, and *advanced*.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio.

Grading Standards and Expectations

Teacher education is a professional preparation program. It is expected students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Furthermore,

- You must maintain a B average (3.0 GPA), with all grades at a C+ or better, in your teacher education courses to receive a teaching credential from the State of California.
- Late assignments will be accepted only under extenuating circumstances. Consult the instructor in advance if an assignment will be turned in late.

A	93-100 points	A-	90-92 points
B+	88-89 points	B	83-87 points
B-	80-82 points	C+	78-79 points

Assignment	Points	Due Date
Classroom Management Assessment & Plan	20	February 10, 2014
Exceptionality Matrix/Brochure	20	February 12, 2014
Effective Teaching Strategy "Cards"	20	May 16, 2014
Unit of Study	20	
Interview Portfolio/Website	20	May 16, 2014

EDMI 512 COURSE SCHEDULE, SPRING 2014

(The Instructor reserves the right to alter the course schedule.)

Week/Theme	Date/Session	Topics	Readings and Assignments Due
<u>Week 1:</u> Building Community	#1: Monday January 21—PM	Semester Overview Community Building	Syllabus
	#2: Thursday January 23—PM	Strategies for effective lesson planning	Brown & Knowles, Chapters 2 & 3
<u>Week 2:</u> Motivation & Engagement	#3: Tuesday, January 28—AM	Effective teaching strategies	
	#4: Friday, January 31— AM	Differentiation Supporting struggling students	Brown & Knowles, Chapter 7 Articles on Cougar Courses
<u>Week 3:</u> Classroom Management	#5: Tuesday, February 4, PM	High Tech Middle	Brown & Knowles, Chapter 10
<u>Weeks 4 & 5:</u> Demonstrating Learning, Assessment, & Evaluation	#6: Monday, February 10—AM	Assessment	Brown & Knowles, Chapter 8 DUE: Classroom Management Assessment & Plan
	#7: Wednesday, February 12—PM	Unit planning	Brown & Knowles, Chapter 6
	#8: Monday, February 17—AM	Unit planning	Brown & Knowles, Chapter 9
<u>Week 6:</u> Special Education	#9 & #10: Monday, February 24—AM & PM	SSTs & IEPs RTI Handicapping conditions	Articles on Cougar Courses DUE (to be completed in class): Exceptionality matrix
<u>Week 6:</u> Professionalism	#11: Wednesday, February 26—PM	Creating motivating learning environments	Brown & Knowles, Chapter 5
<u>Weeks 7-16:</u> Content Area Applications	#12: Friday, March 7— AM	Effective teaching strategies (portfolios)	
	#13 & 14: Friday, April 25—AM & PM	Mock interviews Synthesis: Differentiation, lesson planning, class management	Brown & Knowles, Chapter 11
	#15: Friday, May 16	Portfolios/websites Goal setting	DUE (on your website): Teaching Strategy “Cards” DUE: Portfolio/Website

ASSIGNMENTS

- **Classroom Management Assessment & Plan**

20 points

Watching and observing another teacher through a crucial lens can help you to determine your own areas of strength as well as ways to improve your teaching in general. Using the Teaching Performance Expectations (TPEs) as well as the California Standards for the Teaching Profession as a framework, you will watch and critically analyze the journey of a Hollywood “Super Teacher” and then create your own classroom management plan. More details will be provided during class, and a template and rubric are in our Cougar Courses container.

- **Interview Portfolio/Website**

20 points

Who are you as an educator and how does that translate to finding a job in today’s schools? During this assignment, you will be given the chance to review educational philosophies and determine how they match your own emerging teaching style and pedagogical practices. Using this review as a guide, you will then create a professional cover letter, resume, and website. Diana Sanchez from the Career Center will review effective letter and resume writing techniques. A rubric to guide your creation of the website is in our Cougar Courses container.

- **Exceptionality Matrix/Brochure**

20 points

Obtaining a general understanding the U.S. categories of Special Education is an important first step in learning how to best tailor and differentiate your instruction to meet the individual needs of students. For this assignment, you will become an expert on a handicapping condition, as defined by IDEA. You will demonstrate your knowledge of your assigned condition by: describing the characteristics of your condition and detailing adaptations and supports necessary for student success in a general education classroom. More details will be provided during class.

- **Effective Teaching Strategy “Cards”**

20 points

Throughout the course you will be required to complete at least 25 Effective Teaching Strategy Cards using all of the resources garnered thus far in the program. You will post these “cards” into your website, and we will spend portions of each class period evaluating effective teaching strategies.

- **Unit of Study**

20 points

For this assignment, you will plan a unit of study appropriate for an interdisciplinary team that includes social studies and science (and other subject areas as desired). This unit will be appropriate for approximately three to four weeks of instruction for a heterogeneous middle grades classroom. This Unit of Study is a joint assignment with both EDM I 544 and EDM I 545. More details will be provided during class.