

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

**EDMI 512—Middle Level Teaching and Learning II CRN: 21321  
Woodland Park Middle School—Arranged  
Spring 2011**

**Instructor: Mae S. Chaplin, Distinguished Teacher in Residence  
Phone: (760)750-8540  
E-Mail: [mchaplin@csusm.edu](mailto:mchaplin@csusm.edu)  
Office: UH 400  
Office Hours: By Appointment**

**College of Education Mission Statement**

The Mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. *(Adopted by COE Governance Community, October, 1997)*

**Course Description:** EDMI 512 focuses on developing a further understanding of learning theory and instructional practice in integrated and inclusive middle level classrooms. This course is aligned with California's SB 2042 Standards. **Prerequisites:** Admission to the Middle Level/CLAD Teacher Credential Program and EDMI 511.

**Authorization to Teach English Learners:** The Cal State San Marcos credential programs have 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. Students successfully completing this program receive a credential with authorization to teach English learners (approved by CCTC in SB 2042 Program Standards, August 2002).

**Students with Disabilities Requiring Reasonable Accommodations:** Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students 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.

**College of Education Attendance Policy – Attendance is Mandatory:** Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. Absences and late arrivals/early departures affect the final grade. COE attendance policy states, “At a minimum, students must attend 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 you have extenuating circumstances, contact the instructor as soon as possible. **In this section of EDMI 512, the following attendance policy applies: FOUR points will be deducted for every one session’s absence regardless of the circumstances. Students who miss more than four sessions will not meet the guidelines set by the College of Education required to earn a passing grade for this course. Arriving late/leaving early on more than 2 occasions will be equivalent to one absence. Students will have the opportunity to make-up one absence. Details of this assignment will be provided as necessary by the instructor.**

**All University Writing Requirement:** Every course at the university must fulfill the university’s writing requirement of at least 2,500 words. In this course, this is accomplished through the following written assignments: Unit of Study; Philosophy Activity, Cover Letter, and Resume.

**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 a future educator, it is expected that each student 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.

**Grading 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 College 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	94-100 points	A-	90-93 points
B+	88-89 points	B	83-87 points
B-	80-82 points	C+	78-79 points
C	73-77 points	C-	70-72 points

**Use of Technology:** Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, 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. 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 College 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.

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

## **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. Powell, S. (2005). *Introduction to middle school*. New Jersey: Pearson, Merrill Prentice Hall.
2. Tomlinson, C. (2001). *How to differentiate in Mixed-Ability Classrooms: 2<sup>nd</sup> Edition*. Alexandria, VA: Association for Supervision and Curriculum Development.
3. Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2007). *Exceptional Lives: Special Education in Today's Schools, 5<sup>th</sup> Ed.* Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.
4. Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
5. Additional Readings will be provided via Cougar Courses.

## **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, COE classes use common pedagogical language, lesson plans (lesson designs), and Units of Study (Units of Study) 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 COE website provided at the website provided:

<http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

### **Professional Dispositions**

Students are expected to adhere to a professional code of ethics including: being in class on time and prepared with assignments and readings; participating fully in small and large group discussions and tasks; using computers during class time for note-taking or directed tasks; being respectful to peers and instructors; demonstrating willingness to help all students succeed. Please consider the following guidelines for the development of your professional dispositions:

1. Do you interact productively with peers?
2. Do you do your share in group projects and activities?
3. Do you accept others' opinions and ideas?
4. Do you support others during presentations?
5. Do you participate the way you would want your students to participate?
6. Are you prepared for class?
7. Do you turn in high-quality assignments on time?
8. Are you punctual with your assignments and attendance?
9. Do you attend each class session?
10. Do you stay for the duration of each class session?

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>
1. Philosophy Review, Cover Letter, and Resume	15	February 14 <sup>th</sup>
2. Exceptionality Matrix and Presentation	15	February 28 <sup>th</sup>
3. Classroom Management Assessment/Bloom Ball	15	March 14 <sup>th</sup>
4. Unit of Study	25	TBD
5. Reading Responses	16	On-Going
6. Professional Dispositions/Attendance	14	On-Going

## EDMI 512 Course Schedule, Spring 2011

(The Instructor reserves the right to alter the course schedule. Always bring your books to class.)

<b>Date/Session</b>	<b>Topics</b>	<b>Readings and Assignments Due</b>
<b>Session #1</b> <b>January 24—AM</b>	Semester Overview Community Building	Powell—4 (In-class activity!) Villa—1 (In-class activity!)
<b>Session #2</b> <b>January 26—AM</b>	Classroom Management Plan Professionalism <b>Preview: Philosophy Review</b>	Professionalism Tips—Moodle Newsweek—Moodle Powell—4
<b>Session #3</b> <b>January 31—AM</b>	Assessment Differentiation	Tomlinson—1, 2, 3 Powell—9
<b>Session #4</b> <b>February 7—AM</b>	The SST and IEP Process	Villa—1, 2, 3 Turnbull—1, 2
<b>Session #5</b> <b>February 8—AM</b>	Handicapping Conditions <b>Preview: “The Matrix”</b>	Villa—4, 5 Turnbull—3
<b>Session #6</b> <b>February 14—AM</b>	Differentiation Successful Grouping Techniques—Classroom Management	Tomlinson—4, 5, 6 Turnbull—16 <b>Due: Philosophy Review</b>
<b>Session #7</b> <b>February 16—AM</b>	Differentiation Continued Classroom Management II	Turnbull—Your Matrix Chapters Classroom Management—Moodle
<b>Session #8</b> <b>February 21—AM</b>	Effective Teaching Strategies <b>Preview: Classroom Management Assessment</b>	Turnbull—Your Matrix Chapters Powell—11
<b>Session #9</b> <b>February 23—AM</b> <b>On-Line</b>	<b>“The Matrix” (Workshop)</b> <b>On-Line Discussion</b>	Turnbull—Your Matrix Chapters <b>Due: On-Line Discussion</b>
<b>Session #10</b> <b>February 28—AM</b>	Motivation	Ladson-Billings—Moodle Choice Book Chapter—Moodle
<b>Session #11</b> <b>February 28—PM</b>	“The Matrix” Presentations	Villa—6, 7 <b>Due: “The Matrix”</b>
<b>Session #12</b> <b>March 1—AM</b>	Unit Planning	Tomlinson—8, 9, 10, 11 Powell—10
<b>Session #13</b> <b>March 2—AM</b>	Unit Plan (Workshop) On-Line Discussion	<b>Due: On-Line Discussion</b>
<b>Session #14</b> <b>March 8—AM</b>	Motivation II	Standards for the California Teaching Profession—Moodle
<b>Session #14</b> <b>March 14—AM</b>	Classroom Community	<b>Due: Classroom Management Assessment</b>
<b>Session #14</b> <b>March 14—PM</b>	Closure	Letters to a New Teacher—Moodle

## Assignments

➤ ***Philosophy Review, Cover Letter, and Resume*** *15 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 and resume. More details concerning the format and design of this assignment will be provided during class.

➤ ***Exceptionality Matrix*** *15 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.

➤ ***Classroom Management Assessment*** *15 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 Assessment of Teaching Performance Expectations for the Middle Level Program 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." More details will be provided during class.

➤ ***Unit of Study*** *25 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 544 and EDM 545. More details will be provided during class.

➤ **Reading Responses**

*16 points*

The assigned readings provide an important foundation for your increasing understanding of how to teach linguistically diverse students effectively. To focus your reading, aid you in remembering the content, and assist you with meaningful class participation, you will be asked to complete a 10 minute in-class, open book “quickwrite” in response to topics and issues addressed in the course readings. Additional Reading Responses may also take the form of in-class projects and on-line discussions.

➤ **Professional Dispositions and Attendance**

*14 points*

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