

EDMI 512—Evening Program
Middle Level Teaching and Learning II (3 units)

Mission Statement of the College of Education, CSUSM

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*).

Instructor	Office	Office Hours	Phone	E-mail Address
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Class meets @ Woodland Park Middle School M-F 8:45-3:15 pm See Super Syllabi for dates.

Course Description

This course requires participation in public schools and other education-related contexts.

This course is designed:

- to extend preservice candidates' understandings about numerous philosophies of teaching and learning;
- to inform preservice candidates about key concepts and procedures as they relate to students learning English and students with special education labels;
- to encourage further infusion of technology into curriculums.

Prerequisite: Admission to the Middle Level/CLAD Teacher Credential Program and successful completion of EDMI 511.

Course Objectives

The purposes of this course are threefold:

- to expand preservice candidates knowledge about general learning theories and experiences with a range of pedagogical practices;
- to enhance preservice candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- to provide a safe environment for preservice candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction.

Required Texts

- Grant, C. A. & Gillette, M. (2005). *Learning to teach everybody's children: Equity, empowerment, and education that is multicultural*. Australia: Thomson & Wadsworth.
- Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Various articles on CSUSM library e-reserves
 - Password:
- Register for TaskStream Electronic Portfolio @ www.TaskStream.com (register for 1 year minimum).

Recommended Texts

- Villa, R, & Thousand, J. (1995). *Creating and inclusive school*. Alexandria, VA: ASCD.
- Taking Center Stage

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. Students successfully completing this program receive a credential with authorization to teach English learners.

(*Approved by CCTC in SB 2042 Program Standards, August 02*)

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subject 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) Submit and ask for feedback from Daniels

TPE 9 – Instructional Planning (Unit Plan) Submit and ask for feedback from Ingalls

TPE 14 – Educational technology (Unit Plan) Submit and ask for feedback from

Using www.taskstream.com, you will upload 1 or more piece of evidence and write a reflective narrative explaining how you have met the TPE. Each narrative must include a paragraph for each of the following:

- a) description of the TPE are you addressing
(This is basically a summary.)
- b) analysis of how each piece of evidence meets the expectations of the TPE
(Use buzz words from the TPE and specifically connect them to the artifact.) and
- c) reflection of what you learned and how this new learning will make you a highly qualified teacher
(This is the “so what” of your reflection.)

Accommodation for Students with Disabilities

Please discuss your needs with the instructor within the first week of the semester & contact Disabled Student Services. Students 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 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.

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 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.”

Plagiarism

All work submitted for this course should reflect students’ efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5th edition. Failure to do so may result in failure of the course.

Attendance is mandatory.

COE general policy: Due to the interactive nature of courses in the College, and the value placed on the contributions of every student. **Students are expected to prepare for, attend, and participate in all classes.** For extenuating circumstances contact the instructors **before** class is missed, and make arrangements to make up what was missed. At minimum, a student **must attend more than 80% of class time**, or s/he may not receive a passing grade for the course.

For this class: After the first absence, each additional absence (or 3 tardies/early departures, which are defined as 15 minutes) will reduce a grade by 10 points (one full grade). For example if a student earns 95 % and is absent 2 times = $95 - 1(10) = 85$ points = B.

Notification of absence does not warrant an excuse.

Grading Policy

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are to be completed.

All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B"). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor.

It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

Grading will include a component (10%) of "professional disposition." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

Professional Disposition

All students are expected to adhere to a professional code of ethics. Be at class on time and prepared with assignments and readings. Participate fully in small group and large group discussions and tasks. Turn in all "exit slips" when requested to do so. Use computers during class time only for note taking or directed tasks. Do not use computers for personal tasks, checking of email, instant messaging, etc except during breaks. Be respectful to peers and instructors and demonstrate a willingness to help all students be successful.

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.

Course Assignments

Unit Plan	25 points
Philosophy Letter and Resume	15 points
TaskStream Submissions (TPEs 6d, 9 & 14)	15 points
Strategy Matrix	20 points
Classroom Management Revision and Reflection	15 points
Professional Demeanor	10 points
Total	100 points

Grading Scale

A= 94-100	B+=88-89	C+=78-79	D+=68-69	F=59 or lower.
A-=90-93	B=84-87	C=74-77	D=64-67	
	B-=80-83	C-=70-73	D-=60-63	

Please note assignments are due whether or not you are present in class that day.

Session Agendas(While this schedule is carefully planned, it may be modified at any time in response to the needs and interests of the class.)

Date	Topic	Assignment
Session 1 January 23 ED	Semester Overview Community Building – Class Jobs Review	
Session 2 January 30 ED	Introduce unit plan	Read: G/G chapters 4 and 5 Read: Tomlinson 1 and 2
Session 3 February 6 ED	Motivation	Read: “Understanding keys to motivation” (McCombs); “Failure-syndrome students” (Brophy); “Developing motivation” (Dweck); “Challenging and engaging” (Stowell/Daniels)
Session 4 February 13 ED	Special Education	Read: G/G chapter 8 and 10 Read: Tomlinson chapter 3
Session 5 February 20 ED	Online session: Community resources for handicapping conditions	See: Detailed instructions on WebCT
Session 6 February 27 ED	Online session: 1) Work on presentations 2) Watch a real or video SST/IEP	See: Detailed instructions on WebCT
Session 7 March 5 ED	Handicapping conditions presentations SST/IEP	Due: Strategy matrix
Session 8 March 12 BI/ED	Unit planning workshop Introduction to philosophy statements	Read: G/G chapter 8 Read: Tomlinson chapters 4, 5, and 6
Session 9 March 19 BI	Online session: 1) Review resume types 2) Unit planning	Explore: www.csusm.edu/careers
Session 10 March 26 BI	Classroom management/Revisit environment plan Differentiation Role play professionalism	Memorize: pages 15/16 in Tomlinson Read: G/G chapter 3
April 2	Spring Break	No class
Session 11 April 9 BI	Philosophy/Resume Classroom management Differentiation	
Session 12 April 16 BI	Effective teaching strategies	Read: Tomlinson chapters 7 and 8 Due: Resume and philosophy letter
Session 13 April 23 BI	Online session: Revisit classroom environment plan in light of better understandings of differentiation, effective teaching strategies, class management, and motivation	See: Detailed instructions on WebCT
Session 14 April 30 BI	More on motivation Clarify/solidify differentiation Revising and reflecting on environment plan	Read: Tomlinson chapters 9 and 10 Due: Unit plan
Session 15 May 7 BI	Reflections and Closure Career advice	Due: Revised classroom environment and reflection Review: www.csusm.edu/careers
May 9	TPEs: Upload all three TPEs by May 9, 2008.	No credit will be given for any TPEs uploaded after this date. Be sure to check Taskstream during the following week for feedback from professor.

Philosophy Statement/Letter Application 15 Points Due: April 16, 2008

Learner Objectives: Refine personal philosophy of teaching and create a letter of application
Product: Word processed philosophy of teaching statement letter and resume.

Checklist for Philosophy Statement/Letter of Application

Paragraph One & Four

_____ Did your introduction cover the following:

- Identify position you are seeking and your credential qualifications
- Contextually describe the student populations you are prepared to teach (culture, language, gender, ability, and social economic status). Refer to your successful district, school, and classroom experiences.
- How do your philosophy, curriculum, instruction, and management approaches create a democratic and socially just classroom?
- Why are you a strong candidate for this position? Include relevant employment experience.
- Why are you interested in this job?

Paragraph Two

_____ Did you identify your belief about curriculum and provide an example?

_____ Did you identify your belief about instruction and provide an example?

_____ Did you identify your belief about classroom management and provide an example?

_____ Did you identify yourself (race, class gender, ability, sexuality...)?

Paragraph Three

_____ Did you identify the students you are prepared to teach?

_____ Did you identify how these identities between you and your students are either similar or different and what you do to connect with your students based on these similarities or differences in order to help your students learn?

Organization & Preparation

_____ Did you keep your paper within the 1 page limit?

_____ Did you connect to educational theory?

_____ Are all of your drafts and comments from peers and instructor included in this submission?

_____ Are all words spelled correctly? Is all grammar and punctuation correct?

_____ Total Points

20

Philosophy Paper/Letter of Application Writing Guide

Paragraph 1: Letter Introduction

1. Identify position you are seeking and your credential qualifications
 - Contextually describe the student populations you are prepared to teach (culture, language, gender, ability, and social economic status). Refer to your successful district, school and classroom experiences.
 - How do your philosophy, curriculum, instruction and management approach create a democratic and socially just classroom?
 - Why are you a strong candidate for this position? Include relevant employment experience.
 - Why are you interested in this job?

Paragraph 2: Belief Enactment

Identify how you create a democratic/socially just classroom/equitable/inclusive - learning environment for your students through your curriculum, instruction and management approach.

Name a belief you have about curriculum. Give 1-2 examples of what you do when you pick out curriculum that exemplifies this belief.

Name a belief you have about instruction. Give 1-2 examples of what instructional strategies you use that exemplify this belief.

Name a belief you have about classroom management/discipline. Give 1-2 examples of what you do that exemplifies this belief and creates a classroom that is safe and promotes learning for all.

Identify how these three approaches used together will enable you to meet all students needs.

Paragraph 3: Personal Pedagogy

Name 5-10 characteristics that address your identity	examples	Name 5-10 characteristics that address your students' identities
	race/ethnicity nationality socioeconomic class (free or reduced lunch) gender language ability sexuality geography age...	

Pick an identity you and your students have in common.

Your identity

Your students' identity

Our similar identities can be tools to help us connect with students and to support learning. How do you connect with your students using your similarities? Pick one example from your teaching experience.

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Our differences often can be obstacles in learning, but they do not have to be. We do not need to be of the same identities of our students to be an effective teacher and to support all students to learn. We just need to use strategies that help us turn the obstacles into tools. Pick an identity you have that is different from your students.

Your identity

Your students' identity

What actions do you take to still connect with students with this identity even though you are different from one another? Pick one example from your teaching experience.

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Paragraph Four: Closing

Restate your desire to fill the position and your qualifications.

Thank them for their time and consideration.
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Strategy Matrix 20 Points Due: March 5, 2008

Learner Objectives:

- 1) Knowledge of U.S. special education handicapping conditions, accompanying learner characteristics, and needed supports for success in general education
- 2) Knowledge of nondiscriminatory assessment, processes for making a child eligible for special education, and the teacher's role in developing IEPs by creating a matrix of disabilities.

Product:

- 1) Strategies matrix
- 2) Presentations

Task Guidelines for the Strategy Matrix

Work with two partners to apply your knowledge of the categories of disability recognized by the federal government. You will be assigned two of the 13 special education categories covered under IDEA or one covered under the Americans with Disabilities Act (ADA). You will learn about and become an "expert" on your handicapping condition and represent your learning in two ways. 1) You will create a chart or table that clearly illustrates each of the following eight dimensions. 2) You will prepare a creative presentation in order to disseminate your learning to your classmates. Incorporate what you have been learning about effective teaching strategies during your presentation.

1. The name of the handicapping condition
2. A brief description of the learning and/or social behaviors associated with the category label
3. One assessment appropriate to use to determine the presence or degree of the category label
4. One typical adaptation/modification in **curriculum, materials, goals (content)**
5. One typical adaptation/modification in **classroom environment (process)**
6. One typical adaptation/modification in **teaching practices (process)**
7. One typical adaptation/modification in **assessments** required of the student (**product**)
8. A symbol or icon that will help you remember the key characteristics of the condition

You will receive a graphic organizer in class with which to capture your thinking and to record the information from other groups.

13 Disability categories in IDEA: Autism, Deaf-blindness, Deafness, Emotional disturbance, Hearing impaired, Mental retardation, Multiple disabilities, Orthopedic impairment, Other health impaired, Specific learning disabilities, Speech and language impaired, Traumatic brain injury, Visual impairment including blindness

Covered in section 504: ADHD/ADD

Unit Plan 25 points Due: April 30, 2008

This assignment will be in coordination with your Mathematics and Multicultural/multilingual methods courses. All 4 instructors will grade this assignment. The instructors for EDM 512 will focus on the differentiation strategies for all types of learners, pacing and sequencing, and planning for engaging and supporting all learners.

Learner Objectives: The student will demonstrate understanding of curriculum content, motivation strategies, and effective teaching strategies through the creation of an integrated unit plan. He/she will demonstrate an understanding of the ways in which standards, assessments, and instructional activities build upon and support each other.

Product: The student will write a unit plan that incorporates the following elements:

- Standards-based language arts lessons
- Standards-based science lessons
- Standards-based social science lessons
- Standards-based mathematics lessons
- a field trip
- assemblies and special programs (DARE, etc.)
- formative and summative assessments
- differentiation strategies for several types of learners
- effective teaching strategies
- technology for student use
- technology for teacher use in instruction
- technology for assessment (electronic grade books, rubrics, etc.)

The calendar will integrate a schedule of events from "real" schools.

Task Guidelines for Planning Calendar

Step One: You will create an integrated unit plan for this assignment. On the assigned day, bring the following artifacts to complete your assignment: a school calendar from a school site, a calendar grid or published planning book, and all of your notes on lesson planning from 511.

Step Two: Work with a group of two to four members. Referring to your school calendar, you will first need to block out times in your plan book for holidays, assemblies, special programs, in-service days, etc. You will then plan your curriculum into manageable blocks of time in your calendar grid or lesson plan book. The amount of time you select to cover the various content areas is dependent upon your district and/or school standards. For example, if your district mandates two hours of language arts instruction per day you must plan accordingly. You will need to provide evidence of these criteria in your finished calendar grid.

Your plan will be an integrated plan that uses Universal Design and Backward Design principles. That is to say, it will be necessary to explain how the four content teachers (Language Arts, Science, Math, and Social Studies) will collaborate in their lessons and implement differentiation and SDAIE strategies.

You will write out all of the California state standards you will cover during the unit. Place these standards in an easily visible way so that anyone will see them. Standards should be organized using "themes" or "big ideas." Your plan must also include strategies for to address several different learning styles as part of differentiated instruction.

Step Three:

Main Lessons: Each member will write up a main lesson for his/her content area unit and a statement on how you met your TPEs with this SDAIE Unit Plan. Be sure to follow the lesson plan format you learned in 511/512. Begin with content standards, then choose assessments for the students to demonstrate their mastery of those standards, and finally the instructional activities in which you explicitly explain how you will teach, not assign, the concepts.

Follow-up Lessons: Each member will write out 4 short follow-up lessons for the main lesson of the unit (SDAIE strategies, activities, differentiated instruction, and assessments related to the 3 levels of ELD). The follow-up lessons should demonstrate your understanding of pacing and sequencing for a month's worth of curriculum and instruction.

Checklist for Unit Plan

The following checklist will help you create your month-long plan. Does your plan include:

1. A description of your classroom context- student population, grade level, local community, etc.
2. Strategies for special needs students
3. Strategies for second language learners
4. Strategies for advanced/gifted learners

5. Strategies for engaging reluctant learners
6. A planning grid
7. Technology components- assessment, instruction, student use as appropriate
8. Detailed lesson plans and follow-up summaries for one month's worth of instruction
9. A brief summary of what was covered and what will be covered in the preceding and following months to show your understanding of appropriate sequencing.

Note: All components are to be typed.