

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

EDMI 512—Middle Level Teaching and Learning II CRN: 22912

**Woodland Park Middle School—Arranged
Spring 2010**

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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)*

Furlough Statement

Due to the devastating effects of current budget crisis in California, CSU faculty have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, CSU faculty are required to submit formal certification to not work on furlough days. CSU faculty are prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on furlough days. **Furlough dates vary by professor; my Spring Semester furlough dates are: 1/19, 1/27, 2/17, 3/3, 3/26, 4/16, 4/23, 4/28, and 5/7.**

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM. Visit CSUSM Budget Central [<http://www.csusm.edu/budgetcentral>] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central (<http://www.csusm.edu/budgetcentral/links.html>).

Course Description: EDM1 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 EDM1 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).

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.

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 EDM1 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.

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: 2nd 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, 5th Ed.* Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.
4. Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
5. Task Stream Electronic Portfolio, Must register and pay fee online @ <http://www.TaskStream.com> (register for 1 year minimum).

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.

You will complete a self-evaluation in which you consider the following:

- Do you interact productively with peers?
- Do you do your share in group projects and activities?
- Do you accept others' opinions and ideas?
- Do you support others during presentations?
- Do you participate the way you would want your students to participate?
- Are you prepared for class?
- Do you turn in high-quality assignments on time?
- Are you on time?

Your instructor(s) consider your self-evaluation in determining your grade in professional dispositions.

Assignment	Points	Due Date
1. Exceptionality Matrix, Bloom Ball	20	February 15 th
2. Philosophy Review, Cover Letter, and Resume	20	March 1 st
3. Classroom Environment Assessment	20	March 8 th
4. Unit of Study	25	TBD
5. Professional Dispositions	15	On-Going

EDMI 512 Course Schedule, Spring 2010

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

Date/Session	Topics	Readings and Assignments Due
<u>Session #1</u> January 21—PM	Semester Overview Community Building	Powell—4 (In-class activity!) Villa—1 (In-class activity!)
<u>Session #2</u> January 25—PM	Special Education SSTs and IEPs	Villa—1, 2 Turnbull—1, 2
<u>Session #3</u> January 28—PM	Differentiation Classroom Mgt. Plan Professionalism	Tomlinson—1, 2, 3 Powell—11
<u>Session #4</u> February 1—AM	Assessment	Powell—9 Tomlinson—14 (In-class Activity!)
<u>Session #5</u> February 1—PM	Handicapping Conditions Exceptionality Matrix	Villa—3 Turnbull—3
<u>Session #6</u> February 8—AM	Classroom Mgt. Continued Differentiation for <i>advanced</i> and <i>struggling</i> learners	Tomlinson—4, 5, 6 Turnbull—16
<u>Session #7</u> February 8—PM	Introduction to Philosophy Review Activity Unit of Study Workshop	Ladson-Billings Articles (WebCT) Nieto (WebCT)
<u>Session #8</u> February 12 On-Line	Handicapping Conditions Workshop (On-Line!)	Turnbull—Your Matrix Chapters Matrix Articles
<u>Session #9</u> February 15—AM	Effective Teaching Strategies	Villa—5
<u>Session #10</u> February 15—PM	Handicapping Conditions Presentations	Exceptionality Matrix/Presentation Due
<u>Session #11</u> March 1—PM	Motivation Part II	Villa—6 Peterson (WebCT) Philosophy Due
<u>Session #12</u> March 8—AM	Differentiation Classroom Community	Tomlinson—8, 9, 10, 11
<u>Session #13</u> March 8—PM	Final Thoughts and Closure	Classroom Environment Assessment Due
<u>Session #14</u> March 12—PM (Dr. Daniels)	Motivation—Special Guest Dr. Daniels ☺	Prepare Questions for your Special Guest!

Assignments

➤ **Exceptionality Matrix/Bloom Ball**

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 all 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. Each member of this class will complete the Exceptionality Matrix as well as a Bloom Ball matching the assigned condition. You will also present your findings to the class during a brief presentation. More details will be provided during class.

➤ **Philosophy Review, Cover Letter, and Resume**

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 and resume. More details concerning the format and design of this assignment will be provided during class.

➤ **Classroom Environment Assessment**

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 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 "Movie" teacher chosen from a list of well-known "Super Teacher" films. 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 I 544 and EDM I 545. More details will be provided during class.

➤ **Professional Dispositions**

15 points

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. Your ability to complete in-class activities and assignments will also be considered for this assessment of your overall performance in this course.

You will complete a self-evaluation in which you consider the following:

- ✓ Do you interact productively with peers?
- ✓ Do you do your share in group projects and activities?
- ✓ Do you accept others' opinions and ideas?
- ✓ Do you support others during presentations?
- ✓ Do you participate the way you would want your students to participate?
- ✓ Are you prepared for class?
- ✓ Do you turn in high-quality assignments on time?
- ✓ Are you on time?