



EDMI 511
Middle-Level Teaching and Learning
CRN #45844
Vary, See Schedule
Woodland Park Middle School 1270 Rock Springs Rd. | San Marcos, CA 92069
Fall 2013

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

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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

EDMI 511 focuses on developing a preliminary understanding of learning theory and instructional practice in integrated and inclusive middle level classrooms. This course is aligned with California's SB 2042 Standards.

Course Prerequisite:

Admission to the Middle Level/CLAD Teacher Credential Program.

Course Objectives:

- Students will demonstrate knowledge of the principles of effective schooling for young adolescents.
- Students will demonstrate effective standards-based lesson planning that is responsive to the needs of diverse young adolescents.
- Students will interpret major theories of young adolescent development through course assignments.
- Students will identify and analyze a variety of multicultural/multilingual learner centered instructional strategies including those that maximize comprehensible input, student interactions, and learning strategies for content and language development.
- Students will develop strategies for designing student-centered classroom environments.

Required Texts

- Brown, D. F., Knowles, T. (2007). *What Every Middle School Teacher Should Know*, 2nd edition. Portsmouth, NH: Heinemann.
- National Middle School Association. (2010). *Research and Resources in Support of This We Believe*. Westerville, OH.
- National Middle School Association. (2010). *This We Believe: Keys to Educating Young Adolescents*. Westerville, OH.

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)

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.

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

Teacher Performance Expectations are standards for student teachers. This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts implement 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.

TPE 6d: Engaging and supporting all learners

TPE 6e: Middle level philosophy and school organization

TPE 9: Creating and managing effective instructional time

California Teacher Performance Assessment (CalTPA)

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 TPA.

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 seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, School of Education (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 provided at the website provided: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

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*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

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. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. Absences and late arrivals/early departures will affect the final grade. SOE 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, please contact the instructor as soon as possible. For this course, see the specific attendance policy below.

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+. Arriving late or leaving early by more than 20 minutes counts as an absence. Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not constitute an excuse. All assignments must be turned in on the due date even in case of an absence.

Students with Disabilities Requiring Reasonable Accommodations

Students 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. 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.

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 several assignments.

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 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 & Expectations:

Teacher education is a professional preparation program. It is expected that 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. Unless extraordinary circumstances are made known, this is not negotiable (see attendance policy below). 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.

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.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructors, email is often the easiest way to do so. It is our intention to respond to all received e-mails in a timely manner. Please be reminded that email 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 email 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.

Course Requirements

Assignments:

All assignments will be turned in electronically to Cougar Courses. It is your responsibility to observe all deadlines and due dates even if you are absent from class on the due date. If you do not have access to CC for a timely submission, you may email the assignment by the due date. When you re-establish access to CC, you will upload the assignment to our course website. Be sure to save electronic copies of all of your assignments on your own computer.

Beginning the School Year

Due: September 8, 11:55 PM, on Cougar Courses

The beginning of the school year is a crucial time for students and teachers alike. Routines are established; expectations are set; classroom climate is forming. The purpose of this assignment is to have you discover the ways in which districts/schools/teachers establish climate, routines, and expectations for their students. If all goes well, much of this effort becomes invisible later on in the school year, so it is important to learn about the first days of the year. Show your teacher this assignment. *Assure the teacher that you will not use real names in the written report.*

Collecting the data: Observe the beginning of the school year for a teacher. Take notes; these are the data for your written reflection about the beginning of school. In order to guide your observation, the following points are suggested. Feel free to tailor your notes to your situation; add things not included here. Your role is to report and analyze, not to evaluate.

- I. During faculty meeting time prior to the first day of school:
 1. What topics are addressed for whole-faculty consideration?
 2. What questions or concerns do the teachers have?
 3. What needs to be done to prepare the classroom for the first day?
 4. What have you learned about the community, school and students?

- II. Interview the teacher. Suggested interview questions:
 1. Tell me about how you open the school year. What is most important to you in your first days?
 2. What do you expect of students in this class?
 3. What are some of the things you think I should look for that will help me to understand your classroom better?
 4. Tell me about the main things you want students to learn in this class. Are your goals academic, or also social, etc.? Do you expect the same thing of *all* the students?
 5. What role does multicultural education play in your classroom?
 6. What role does multilingual education play in your classroom? Do you adapt your instruction for students who are learning English? If so, how?
 7. What kinds of information do you already have about your students' abilities and achievement (test scores, transcripts, other records, informal assessments)? How important is that information to you now? How do you differentiate instruction for students with a wide range of abilities and achievements?
 8. What kinds of information about your students do you want to get within the first few weeks (academic? non-academic?); How will you do that?
 9. How do you communicate with parents/caregivers at the beginning of the year?
 10. Do you coordinate your teaching with any others in the school (interdisciplinary team, subject area colleagues, etc.)? Who determines the content of your curriculum and the pace of your instruction for the year?

- III. Prior to the students coming into the classroom:
 1. Draw a diagram or take photos of the physical environment.
 2. Take note of: bulletin boards and content, national/international symbols, multicultural/multilingual displays, posted lists of rules or expectations, other features of the classroom, how the teacher is dressed.
 3. In what ways does this classroom environment suggest, "diversity is valued here"?

- IV. Choose one class period for detailed observation. As students enter the room:
1. Where is the teacher standing/sitting?
 2. How do students enter?
 3. How do students get their seats (assigned)?
 4. Draw a seating chart. Describe each student by gender, ethnicity/race, and any noticeable special needs.
 5. How does the teacher greet the students?
 6. How do students greet each other?
 7. Where do students put personal belongings/jackets/etc.?
 8. What are the students wearing?
- V. During the first three days of class:
1. How soon does class start?
 2. How does the teacher let students know class has started?
 3. What are the teacher's first words?
 4. How does the teacher introduce himself/herself to the class?
 5. How does the teacher learn students' names?
 6. Note any "mixer" activity used to introduce students to each other. How do students learn their peers' names? How is a sense of community established in the classroom?
 7. How is the course (content) introduced? What does the teacher say the class is about?
 8. What does the teacher say about classroom expectations/student behavior? What does the teacher negotiate with the students?
 9. Note anything the teacher does or says to show that diversity is valued in the class.
 10. What kinds of collaboration between teacher/student, student/student, and student/others do you see?
 11. How does the teacher close the class session?
- VI. Interview a student. Suggested interview questions:
1. How do you feel in this class?
 2. What is most important to you about the beginning of school?
 3. What are you expecting in this class?

Reflection (or, what to do after your observation/interview period is over):

Once you have collected your observation and interview data, you are ready to write a reflection of 1,500-2,000 words. When you write, use pseudonyms for the teacher, school and students. *Never breach confidentiality by using the real names of persons in your writing for class.*

How did the district/school/teacher establish a tone for the year? In what ways did the practices you observed relate to the middle school concept (TWB)? What were the most important experiences of the teacher and students in the first few days of school?

Conclude by addressing this question: What questions remain unanswered in your mind following your observation, or what more would you like to know about how to begin the school year?

You are not judging or evaluating the teacher/s; rather, you are interpreting that particular "beginning of the year" for your classmates and instructor to understand.

Exemplary reflections are characterized by:

- Interesting and supportive examples for generalizations
- Integration of *This We Believe* books and Powell, chapters 1, 4, and 6
- Correct grammar, syntax, spelling

Schedule for this assignment: Reflections are due on September 8 by 11:55 PM to the Cougar Courses site.

Shadow a Young Adolescent

Due: September 29, 11:55 PM, on Cougar Courses

In this case study, you will focus on a particular middle school student. The purposes of this assignment are: (1) to help you make connections between the theoretical material you have read concerning early adolescence and the actual students in your schools, and (2) to help you raise additional issues or questions regarding middle school students.

Collecting information: Spend one full day with your assigned student, following the student through the school day. As the day starts, make an arrangement with the student regarding your proximity to him or her. It is not necessary that you sit next to the student in classes—the back of the room is fine. Most students enjoy the shadowing and will invite the observers to join them at lunch, etc. But you can observe from a distance if necessary. Ask the student some questions during the day in as informal a manner as possible, or arrange a short interview after school or another day. *Do not tape record the student and do not use the student's real name in the case study report.* Ask yourself the following questions and make notes on each:

How does the student behave in different classes and contexts? Are there consistent patterns of behavior or do you notice different behaviors in different contexts? In addition to classes, be sure to include observations of lunch, playground, gym, and any after school activities.

What is the school day like from a student's perspective? What are the highs and lows? What is the horizontal curriculum (i.e., across different courses and subject areas) like? Are connections made among the student's various courses? To what degree do teachers send messages that the student is "valued"?

What are the student's perceptions of what school is all about? What are her/his perceptions of each subject? What does it mean to your student to learn "math" or "language arts"? What are her/his favorite and least favorite subjects? Why? What is her/his attitude toward assessment?

Note the student's *physical* development. Does s/he seem to feel "comfortable" with her/his appearance? Note the student's *social* development. Who are the student's friends? Do these friends spend time with one another outside of school? Does s/he appear to be more influenced by peers or by parents? Does s/he interact frequently with members of the opposite gender? Note the student's sense of *identity* (versus inferiority). Note the student's sense of *ethics*. If s/he confronted a dilemma during the observation, note how the student reacted. Note the student's frame of *thinking*. Does s/he appear to be more of a concrete thinker or more of a formal thinker? *Writing the case study report:* After collecting information, write your case study in two parts: (1) a description of the student and her/his day and (2) an analysis of the student and her/his day. These should be near-equal parts of the case study.

Description: Report to your readers what the day was like. Lead us through the school day chronologically so that we see what happened from arrival through departure. Describe the student physically. Tell us a little bit about each class period or activity, although you will not be able to report a great deal of detail. In this section, include the episodes that will be important to your analysis.

Analysis: After describing the student's day, think about what this case means.

In your analysis, incorporate what you have been learning about early adolescence and instructional implications of early adolescent development. You will not be able to answer all of the following questions, but perhaps they will give you somewhere to begin in thinking about your analysis:

Where does the student seem to be in her/his development (physically, socially, ethically, personality/identity and/or cognitively)? Provide support from your data. Make connections to the theoretical models we have addressed in class, but *do no diagnose the student in any absolute terms*. (E.g., do not say, "This student is at the concrete operational stage." Instead, say, "When the student was working on his math problems, his use of manipulatives indicated he may have been thinking at the concrete operational stage.") Remember, you have seen the student for only one day, and it would be presumptuous of you to make sweeping statements that categorize the student based on such a short acquaintance.

What have you learned about the student in relationship to the school? How does your case fit within the material covered in your readings and in class? What issues about middle level schooling are raised through your observations?

What are the implications of your case for your work as a teacher? If you were a teacher to this student, what are some still unanswered questions that you would like to have answered? What do you think you might do in your classroom to address the needs of this student?

Focus on a particular theme or issue that best characterizes what you have observed. This may be a theme concerning the student (e.g., “the enthusiastic student”), the day (“a day in the 7th grade village”), or an issue (“caring for a special needs middle school student”). Choose the most interesting or important aspects of this experience to include in the case study. *Even though we have suggested many questions for you to think about, do not try to be all-inclusive in your analysis.*

Exemplary papers are characterized by:

- Completeness of description
- Interesting and supportive examples for analysis
- Reasonable inferences so that the analysis and the descriptive data are compatible
- Integration of your readings (Powell, NMSA, TWB) & class sessions into the case study
- Correct grammar, syntax, spelling

Lesson Plan

Due: October 6, 11:55 PM, on Cougar Courses

Complete a lesson plan in conjunction with EDM1 555 as will be described in both classes.

Professionalism; Participation

Ongoing; Write-Up due: October 6, 11:55 PM, on Cougar Courses

Complete a self-assessment of your professionalism and participation as described below. Professional demeanor is expected of all students in the Middle Level Program. This includes but is not limited to the following:

- 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.

This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities. You will submit a self-assessment on Cougar Courses by October 23. We will consider your self-assessment when assigning points for this assignment. Answer the questions below and illustrate with examples from your participation in class.

Students will engage in active learning each class session, and will be expected to actively participate.

- How do you participate in class discussions productively, sharing your knowledge and understandings?
- How do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- How do you contribute appropriately to group work—do you “do your share”?
- How do you demonstrate that you are able to accept others’ opinions?
- How do you demonstrate that you are supportive of others’ ideas?
- How do you support your peers during their presentations?
- How do you manage potential diversions (electronics, personal business, appointments, etc.) that might impede your ability to give your full attention to class sessions?
- How do you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?

Grading Standards

Assignment	Points	Due Date
1. Beginning the school year	30	9/8
2. Shadow a young adolescent	30	9/29
3. Lesson plan	30	10/6
4. Professionalism, participation	10	Ongoing, Final due 10/6

Grading:

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

EDMI 511 Course Schedule Fall 2013

The instructors reserve the right to alter the course schedule as needed.

Date	Topic	Readings and Assignments Due
August 29 AM ED	Course overview Middle school communities	This We Believe Research/Resources TWB
August 30 PM JMcD	Debrief Beginning of the Year experience	This We Believe Brown & Knowles, chapters 1 & 4
September 4 PM ED	Introduction to standards, assessment, and differentiation	Review the Common Core State Standards at www.corestandards.org Brown & Knowles, chapter 8
September 10 AM ED	Standards, assessment, differentiation (continued)	Articles posted online in CC
September 11 PM JMcD	Young adolescent development I	TWB, pp. 53-62 Brown & Knowles, chapters 2 & 3 www.amle.org research summaries: Young Adolescent Development, April 2007 Middle Grades Counseling, Sept 2008 <i>Beg of Yr assignment due 9/8, 11:55 PM</i>
September 16 PM ED	Motivation	Brown & Knowles, chapter 5
September 18 PM JMcD	Young adolescent development II	
September 19 (CP site)	Shadow a student	
September 25 AM ED	Introduction to lesson planning	Brown & Knowles, chapter 6
September 25 PM JMcD	Debrief shadow a student day	Brown & Knowles, chapter 10 and 12 <i>Shadow a Student assignment due 9/29, 11:55 PM</i>
September 30 PM ED	Lesson planning	Brown & Knowles, chapter 7
October 2 PM ED	Independent study	Work on TPA Task 1 or your lesson plans
October 7 PM ED	Putting it together for clinical practice	<i>Lesson Plan assignment due 10/21, 11:55 PM</i> <i>Professionalism/Participation due 10/21, 11:55 PM</i>
October 21 PM	iPad Exploration Symposium	Articles posted on CC
October 28 PM ED	Introduction to special education	Articles posted on CC
November 18 PM (ED)	Classroom climate I	Articles posted on CC