Engaging diverse communities through leading and learning for social justice.

333 South Twin Oaks Valley Road, University Hall 468
San Marcos, California 92096-0001
760.750.4300
www.csusm.edu/education

California State University SAN MARCOS

SCHOOL OF EDUCATION

Course Number	EDMI 511	
Course Title	**Middle Level Teaching and Learning I**	
CRN	**48854**	
Days	**Arranged**	
Time	**Arranged**	
Course Location	**Woodland Park Middle School**	
Semester / Year	**Fall 2015**	
Instructor	Janet McDaniel, Ph.D	Julie Rich. M.A.
Phone	(760) 750-4318	(760) 750-8550
E-Mail	mcdaniel@csusm.edu	jrich@csusm.edu
Office	University Hall 458	University Hall 453
Hours	Office hours: By appt or after class	Office hours: By appt or after class

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

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

COURSE DESCRIPTION

Focuses on developing a preliminary understanding of learning theory and instructional practice in self-contained or departmentalized settings.

Course Prerequisites

Admission to the Middle Level Teacher Education 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy, students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Texts may be acquired in print or digital versions.

Required:

Lemov, Doug. *Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College (K-12).* Wiley. ISBN: 9781118901854

Powell, Sara Davis. (2015). *Introduction to Middle Level Education, 3rd edition.* Pearson. ISBN 9780133831566

Association for Middle Level Education. (2010). *This We Believe: Keys to Educating Young Adolescents.* AMLE. ISBN: 9781560902324 https://www.amle.org/Shop/ (print or ebook)

Recommended:

Association for Middle Level Education. (2010). *Research and Resources in Support of This We Believe.* AMLE. ISBN: 9781560902348 https://www.amle.org/Shop/ (only available in print)

TaskStream Account

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 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
> TPE 6e: Middle level philosophy and school organization
> TPE 9: Creating and managing effective instructional time

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the Middle Level Teacher Education Program will use the CalTPA (California Teacher Performance Assessment).

To assist with your successful completion of the CalTPA, 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. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

GENERAL CONSIDERATIONS

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 require 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 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).*

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

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled 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

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, including the "Beginning the School Year" and "Shadow a Young Adolescent" case studies.

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

Necessary Technical Competency Required of Students

To successfully complete course activities, you need to use Cougar Courses (download course documents, watch presentations and videos, upload your assignments, post discussion responses and reply to peers' posts, join online chats, etc.). You need to use email effectively and know how to attach files. It is best that you know how to make minor configuration changes in a Web browser (change font sizes, open and close tabs, allow or disable pop-ups and plug-ins, enable Cookies and JavaScript, etc.). In addition, you are expected to use office applications (such as a word processor, a presentation tool, a spreadsheet tool, an image viewer, a PDF reader, etc.), engage in collaboration and file sharing (such as Dropbox and/or Google Drive & Apps), and apply Web literacy skills (conduct an effective search with a search engine, evaluate trustworthiness of web content, understand copyrights). Lastly, you may need to troubleshoot basic hardware and software problems.

If you need any technical support, contact IITS Student Help Desk: http://www.csusm.edu/sth/.

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.

COURSE REQUIREMENTS

Assignments:

All assignments are described in detail on Cougar Courses (CC) and will be turned in electronically to CC. It is your responsibility to observe all deadlines and due dates even if you are absent from class. If you do not have access to CC for a timely submission, you may email the assignment to the instructor by the due date. When you re-establish access to CC, you will upload the assignment to our course website. Late assignments will be penalized by deducting 10% of the potential points for each day late. After 5 days, the assignment will be given zero (0) points. Be sure to save electronic copies of all of your assignments on your own computer. If you have questions about an assignment, ask the instructor indicated below.

1. Beginning the School Year (McDaniel)
Due: September 13, 11:55 PM on Cougar Courses
Observe the beginning of the school year at your assigned school and write a reflection of 1,000-1,500 words. Follow the instructions provided to you in class and on Cougar Courses.

2. Shadow a Young Adolescent (McDaniel)
Due: October 4, 11:55 PM on Cougar Courses
Shadow a young adolescent as assigned and write a reflection of 1,000-1,500 words. Follow the instructions provided to you in class and on Cougar Courses.

3. Lesson Plan (Rich)
Due: October 14, 11:55 PM on Cougar Courses
Prepare a lesson plan demonstrating your understanding of instructional planning, specifically the components of lesson planning and assessment as well as differentiating for EL students. This assignment will be joint with the instructor of EDMI 555 and will be given points for each course. Follow the instructions provided to you in class and on Cougar Courses.

4. Classroom Management Plan (Rich)
Due: October 25, 11:55 PM on Cougar Courses
Prepare an initial classroom management plan based on your philosophy of discipline. This will include a class profile and a lesson on team-building that could be used as a model for the first day of school for building classroom community. Follow the instructions provided to you in class and on Cougar Courses.

5. Professionalism; Participation (McDaniel)
Ongoing; Write-Up due: October 25, 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 25. 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?

Assignment	Points	Due Date
1. Beginning the school year	25	9/13
2. Shadow a young adolescent	25	10/4
3. Lesson plan	25	10/14
4. Classroom management plan	15	10/25
5. Professionalism, participation	10	10/25

Grading Standards

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

SCHEDULE/COURSE OUTLINE

See Cougar Courses website for the schedule of class sessions, required readings, and assignment due dates.