EDMI 511
Middle Level Teaching and Learning I
CRN 48854
Days & Time: Arranged
Woodland Park Middle School
Fall 2014: As of August 27, 2014

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

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.

Required Texts

Texts are available in the CSUSM Bookstore. They may be acquired in print or digital versions.

- Association for Middle Level Education [National Middle School Association]. (2010). *This We Believe: Keys to Educating Young Adolescents.* ISBN 9781560902324

- Association for Middle Level Education [National Middle School Association]. (2010). *Research and Resources in Support of This We Believe.* (2nd ed.) ISBN 9781560902348

- Lemov, Doug. *Teach Like a Champion: 49 Techniques that Put Students on the Path to College (K-12).* Wiley & Sons. ISBN 9780470550472

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

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 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, 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: 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 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 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 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 candidate 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.

Use of Technology
Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, 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. All assignments will be submitted online, and some will be submitted in hard copy as well. 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 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. 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.

1. Beginning the School Year
Due: September 7, 11:55 PM, on Cougar Courses
Observe the beginning of the school year at your assigned school and write a reflection of 1,500-2,000 words. Follow the instructions provided to you in class and on Cougar Courses.

2. Shadow a Young Adolescent
Due: September 28, 11:55 PM, on Cougar Courses
Shadow a young adolescent as assigned and write a reflection of 1,500-2,000 words. Follow the instructions provided to you in class and on Cougar Courses.

3. Lesson Plan
Draft Due: October 5, 11:55 PM, on Cougar Courses
Final Due: October 19, 11:55 PM, on Cougar Courses
Complete a lesson plan in conjunction with EDMI 555. Follow the instructions provided to you in class and on Cougar Courses.

4. Professionalism; Participation
Ongoing; Write-Up due: October 19, 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 XX. 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	30	9/7
2. Shadow a young adolescent	30	9/28
3. Lesson plan	30	Draft 10/5 Final 10/19
4. Professionalism, participation	10	Ongoing, Final due 10/19

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.