

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

**EDMI 512—Middle Level Teaching and Learning II CRN: 25765
Woodland Park Middle School
Spring 2013**

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Office Hours: By Appointment**

School of Education Mission Statement

The Mission of the School 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)*

Course Description: EDMI 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 EDMI 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).

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.

School of Education Attendance Policy – Attendance is Mandatory: 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. At a minimum, students 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 student have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

Teacher education is a professional preparation program. Therefore, 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+. Students missing more than three classes cannot earn a C+. Arriving late or leaving early by more than 20 minutes counts as an absence. Notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence.

Notice from the CSUSM Faculty: The California Faculty Association is in the midst of difficult contract negotiations with the CSU administration. In response to the CSU's stance, it is possible that the faculty union will call for a one-day strike or other work stoppage. When a decision for such action has been reached, you will be informed about the decision and of any disruption to the posted schedule.

All University Writing Requirement: The CSUSM writing requirement of 2500 words is met through the completion of course assignments. Therefore, all writing will be looked at for content, organization, grammar, spelling, and format. For this class please use APA Manual, 6th edition—see a guide at <http://owl.english.purdue.edu/owl/section/2/10/> .

Person-First Language: Use “person-first” language in all written and oral assignments and discussions (e.g., “student with autism” rather than “autistic student”). Disabilities are not persons and they do not define persons, so do not replace person-nouns with disability-nouns. Further, emphasize the person, not the disability, by putting the person-noun first.

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.

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 (School of Education) 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 at <http://www.csusm.edu/coe/CalTPA/CalTPA.html>

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 communicates 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, faculty members in the School of Education, or to persons within the greater educational community. 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.

Computer/Cell Phone Use during Class Sessions: You are welcome to use a laptop computer in class when working on class assignments, for example. However, you will need to save checking email or other personal computer use for time outside of class. Please refrain from texting in class. Most students find it disruptive when they are focusing on class activities or listening to presentations. Your kind consideration is greatly appreciated by all!

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.

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.

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. (2011). *Introduction to Middle School* (2nd ed.). New Jersey: Pearson, Merrill Prentice Hall.
2. Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2010). *Exceptional Lives: Special Education in Today's Schools, 6th Ed.* Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.
3. Himmele P. & Himmele W. (2011). *Total Participation Techniques: Making Every Student an Active Learner.* Alexandria, VA: Association for Supervision and Curriculum Development.
4. Lemov, D., Atkins, N. (2010). *Teach Like a Champion: 49 Techniques that Put Students on the Path to College.* San Francisco, CA: Jossey-Bass.
5. Additional Readings will be provided via Cougar Courses.

Recommended Texts

1. Lemov, D. (2012). *Teach Like a Champion Field Guide: A Practical Resource to make the 49 Techniques Your Own.* San Francisco, CA: Jossey-Bass.
2. Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

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 School 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	93-100 points	A-	90-92 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

Assignment	Points	Due Date
1. Classroom Management Assessment	15	February 4 th
2. Interview Portfolio	20	March 1 st
3. Exceptionality Matrix/Brochure	15	March 8 th
4. Effective Teaching Strategy Cards	15	March 11 th
5. Unit of Study	20	March 15 th
6. Professional Dispositions/Attendance	15	Ongoing

EDMI 512 Course Schedule, Spring 2013

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

iPad symposium Interview Q/TLC talk

Week/Theme	Date/Session	Topics	Readings and Assignments Due
Week 1: Building Community	#1: Wed. Jan. 23—AM	<ul style="list-style-type: none"> Semester Overview Community Bldg. 	<ul style="list-style-type: none"> Syllabus
	#2: Fri. Jan. 25—AM	<ul style="list-style-type: none"> Classroom Management 	<ul style="list-style-type: none"> Powell: ch. 4, pp. 86-92 Powell: ch. 11 TLC ch. 5 techniques
Week 2: Motivation & Engagement	#3: Mon. Jan. 28—PM	<ul style="list-style-type: none"> Effective Teaching Strategies 	<ul style="list-style-type: none"> Himmele: intro, ch.1-3 Powell: ch. 8
	#4: Wed. Jan. 30—AM	<ul style="list-style-type: none"> Differentiation Supporting struggling students 	<ul style="list-style-type: none"> Articles on Cougar Courses TLC ch. 4 techniques
Week 3: Demonstrating Learning	#5: Mon. Feb. 4—PM	<ul style="list-style-type: none"> Unit Planning 	<ul style="list-style-type: none"> Articles on Cougar Courses DUE: Classroom Management Assessment
	#6: Fri. Feb. 8—AM	<ul style="list-style-type: none"> Unit Planning 	<ul style="list-style-type: none"> Turnbull: ch. 3-4 TLC ch. 2 techniques
Week 4: Professionalism	#7: Mon. Feb. 11--PM	<ul style="list-style-type: none"> High Tech Middle Unit Planning 	<ul style="list-style-type: none"> Articles on Cougar Courses
	#8: Wed. Feb. 13—AM	<ul style="list-style-type: none"> Professionalism 	<ul style="list-style-type: none"> Articles on Cougar Courses
	#9: Fri. Feb. 15—AM	<ul style="list-style-type: none"> ONLINE interview question discussion Work on portfolios 	<ul style="list-style-type: none"> TLC ch. 7 and 1 techniques Portfolio resources
Week 5: Assessment	#10: Wed Feb 20--AM	<ul style="list-style-type: none"> Assessment 	<ul style="list-style-type: none"> Powell: ch. 9 Articles on Cougar Cour
Week 6: Special Education	#11: Mon. Feb 25--PM	<ul style="list-style-type: none"> SST/IEP/504/RTI 	<ul style="list-style-type: none"> Turnbull: ch. 1-2
	#12: Fri. Mar. 1—AM	<ul style="list-style-type: none"> Handicapping Conditions 	<ul style="list-style-type: none"> Turnbull: ch. 5 pp. 142-147 Turnbull: your matrix chap. TLC ch. 3 techniques DUE: Interview Portfolio
Week 7: Classroom Management	#13: Mon. Mar 4—AM	<ul style="list-style-type: none"> Mock Interviews 	<ul style="list-style-type: none"> Articles on Cougar Courses TLC ch. 6 techniques
	#14: Fri. Mar. 8—AM	<ul style="list-style-type: none"> Matrix Presentations 	<ul style="list-style-type: none"> Turnbull: ch. 3-4 DUE: Exceptionality Matrix/Brochure
Week 8: Content Area Application & Planning	#15: Mon Mar 11--AM	<ul style="list-style-type: none"> Tolerance Wrap-up 	<ul style="list-style-type: none"> Powell ch. 5 DUE: Effective Teaching Strategy Cards
	#16: Fri. Mar 15—AM	<ul style="list-style-type: none"> Safe Zone Training 	<ul style="list-style-type: none"> TLC ch. 8-9 DUE: Unit of Study

Assignments

➤ **Classroom Management Assessment**

15 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 Hollywood “Super Teacher.” More details will be provided during class.

➤ **Interview Portfolio**

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.

➤ **Exceptionality Matrix/Brochure**

15 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 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. More details will be provided during class.

➤ **Effective Teaching Strategy Cards**

15 points

Throughout the course you will be required to complete at least 25 Effective Teaching Strategy Cards from the book Teach Like a Champion and Total Participation Techniques. More information will be given in class.

➤ **Unit of Study**

20 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 and Attendance**

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.

Please consider the following guidelines for the development of your professional dispositions:

1. Do you interact productively with peers?
2. Do you do your share in group projects and activities?
3. Do you accept others' opinions and ideas?
4. Do you actively support others during presentations?
5. Do you participate the way you would want your students to participate?
6. Do you to save checking email or other personal computer use for time outside of class?
7. Are you prepared for class?
8. Do you turn in high-quality assignments on time?
9. Are you punctual with your assignments and attendance?
10. Do you attend each class session?
11. Do you stay for the duration of each class session?