

**EDMI 511 Fall 2006 CRN 41833
Middle Level Teaching and Learning I (3 units)**

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Mission Statement of the College of Education, CSUSM

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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

Infused Competencies

Authorization to Teach English Learners Senate Bill (SB) 2042

This 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 addressed by SB 2042. The competencies needed to teach these students are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework.

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

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: 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 will 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 students have extenuating circumstances, please contact the instructor as soon as possible. If you miss two class sessions or are late (or leave early) for more than three sessions, the highest possible grade earned will be a B+. If you miss three class sessions, the highest possible grade earned will be a C+.

Notification of absences does not allow students to assume they are automatically excused from class or making up missed class.

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 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 penalized by a 10% deduction in points for each weekday late. After one week, late assignments will be given a zero.

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.

Course Objectives

- Students will demonstrate writing effective lesson planning that incorporates SDAIE methodologies to accommodate diverse language and learning differences and that are linked to curriculum standards/frameworks and sequences of instruction.
- Students will interpret major learning theories through various applications in course assignments.
- Students will create assessment plans that are ability, age, language, and task appropriate.

- Students will develop strategies for becoming informed about learners including family, community, special needs, and learning styles.

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple Subjects Credential with Middle Level Certificate to develop the skills, knowledge, and attitudes necessary to assist schools and districts 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. The following TPEs are addressed in this course:

TPE 6e: Middle Level Philosophy and School Organization
TPE 10: Instructional Time

The Teacher Performance Expectations identified here are addressed in EDM I 511 through class discussions, activities, oral/visual presentations, and written assignments.

Required Texts

National Middle School Association. (2003). *This We Believe: Successful Schools for Young Adolescents*. Columbus, OH: Author.

National Middle School Association. (2003). *Research and Resources in Support of This We Believe*. Columbus, OH: Author.

Retrieve online, CSUSM eReserves (<http://library.csusm.edu/finding/reserves>) (password=paste) under EDM I 511:

Grant, C. & Gillette, M. D. (2006). *Learning to teach everyone's children: Equity, empowerment, and education that is multicultural*. Belmont, CA: Thomson Higher Education (chapters 3, 4, 5, and 12).

Vatterott, C. (2007). *Becoming A Middle Level Teacher: Student-Focused Teaching of Early Adolescents*. NY: McGraw-Hill. Ch 2, 3

Retrieve online, (<http://www.nmsa.org/>) Various articles and research summaries as assigned.

Turnbull, A., Turnbull, R. & Wehmeyer, M. (2007). *Exceptional lives: Special education in today's schools*. Upper Saddle River, NJ: Pearson.

Task Stream Electronic Portfolio, Must register and pay fee online @ <http://www.TaskStream.com> (register for 1 year minimum).

Please note assignments are due whether or not you (or we) are present in class that day.

While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.

Assignments (Details to be given in class)

Beginning the School Year Due September 11 to JMcD.

(TPE addressed through this assignment: 6e)

You will write a reflection your observation of a teacher during the first week of school.

Shadow a Young Adolescent Due October 6 to JMcD.

(TPE addressed through this assignment: 6e)

You will follow a young adolescent for one school day and write an analysis of the student's day, relating the experience to class texts and discussions.

Lesson Plan (20 points) Due October 11 to ED.

(TPE addressed through this assignment: 10)

You will complete a lesson plan as described in class.

Creating Motivating Learning Environments (25 points) Due October September 27 to ED.

(TPE addressed through this assignment: 10)

You will create a plan for motivating your middle school students.

TPE Reflective Statements (5 points) due Sept 28 (TPE 6e) and Oct 18 (TPE 10)

In EDM1 511, you are specifically responsible for writing a reflective statement for TPEs 6E and 10 in the TaskStream Electronic Portfolio. You must attach your Beginning of the Year or Shadow a Student reflection as an artifact to support your ideas for TPE 6e, and either the Lesson Plan or Creating Motivating Learning Environments for TPE 10. You may attach other artifacts that also support your ideas. The same artifact may appear in multiple TPE reflections.

Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified TPE. As you write, the goal is to describe your learning as it relates to the TPE, to analyze artifacts (assignments) and explain how they are evidence of your learning, and to reflect on the significance of your learning (the "so what?") and where you need to go next related to the TPE. A four paragraph structure will help you develop your response:

- **1st Paragraph:** Introduction to your response that uses the words of the TPE. DO NOT restate the TPE; instead, introduce your reader to the focus of your response as it relates to the TPE. This is basically an extended thesis statement related to the TPE (refer to *TPEs-at-a-Glance with Salient Features* on the COE website)

- **2nd Paragraph:** Explain how one attached artifact is evidence of your learning related to the TPE. The key here is “evidence.” How does this artifact prove that you have learned something specific related to the TPE?
- **3rd Paragraph:** Explain how another attached artifact is evidence of your learning related to the TPE. (Optional for EDM 511)
- **4th Paragraph:** Reflect upon and summarize the significance of your learning overall (connected to the TPE) and explain what you still need to learn related to this TPE. This addresses the “so what?” of your learning.

Please be succinct in your writing; more is NOT better. State your ideas clearly and keep them grounded in the evidence of your learning as represented by your artifacts. When you submit each TPE response, you will receive feedback from the instructor that asks for revisions or says that you are done. You will not get full credit for this assignment if you are asked to revise and you do not. Please continue to check your Taskstream portfolio until the instructor says you are done with each TPE response for the course. More details about using Taskstream will be given in class and can be found the Taskstream website.

Participation (10 points) Ongoing

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

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you “do your share”?
- Are you able to accept others’ opinions?
- Are you supportive of others’ ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?

Assignments/Grading:

Beginning of the Year	_____ / 20 %
Shadow a Student	_____ / 20 %
Lesson Plan	_____ / 20 %
Motivating Environments	_____ / 20 %
TPE Reflections	_____ / 10 %
Participation	_____ / 10 %

Total _____ / 100 % = _____ **Grade**

Grading

A	93-100 points	B-	80-82 points
A-	90-92 points	C+	78-79 points
B+	88-89 points	C	73-77 points
B	83-87 points	C-	70-72 points