

**EDMI 511 Fall 2005 CRN 41430
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

- California State Department of Education. (2001). *Taking Center Stage*. Sacramento, CA: Author.
- National Middle School Association. (2001). *This We Believe: Developmentally Responsive Middle Schools*. Columbus, OH.
- Task Stream Electronic Portfolio, Must register and pay fee online prior to first class @ www.TaskStream.com (register for 1 year minimum).

Please note assignments are due whether or not you 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)

Taking Center Stage (TCS) Due September 16 to JMcD.

(TPE addressed through this assignment: 6e)

You will present to your classmates an overview of your section of TCS.

Beginning the School Year Due September 19 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 6 (draft) and 13 (final) to JMcD.

(TPE addressed through this assignment: 10)

You will complete a lesson plan in class on October 6.

Classroom Organization Plan (25 points) Due October 21 to JC.

(TPE addressed through this assignment: 10)

You will create a plan for your own middle school classroom.

Participation 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:**Attendance/participation/quiz & homework grade (10%)**

Day 1 _____ Day 2 _____ Day 3 _____ Total Points _____ / 10 %

Day 4 _____ Day 5 _____ Day 6 _____

Day 7 _____ Day 8 _____ Day 9 _____

Day 10 _____ Day 11 _____ Day 12 _____

Day 13 _____ Day 14 _____ Day 15 _____

Taking Center Stage _____ / 5 %

Beginning of the Year _____ / 15 %

Shadow a Student _____ / 20 %

Lesson Plan _____ / 25 %

Classroom Management _____ / 25 %

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