

**California State University San Marcos**  
**College of Education**

**EDMI 511 – Middle Level Teaching and Learning I – Fall 2002**

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**Mission of the College of Education at Cal State San Marcos:** 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 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)

**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)

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

**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

**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.
- If you miss two class sessions or are late (or leave early) for more than three sessions, you cannot receive a grade of A. If you miss three class sessions, you cannot receive a grade of B.
- 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.

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

**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 describe specific strategies for motivating students to perform toward academic excellence including psychological factors affecting first and second language development.
- 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 create assessment plans that are ability, age, language, and task appropriate.
- Students will develop strategies for becoming informed about learners including family, community, and learning styles.
- Students will demonstrate knowledge and application of principles of universal design and differentiated instruction.

### **Required Texts**

California State Department of Education. (2001). *Taking Center Stage*. Sacramento, CA: Author.

Choate. J. S. *Successful Inclusive Teaching* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.

Stevenson, C. (2002). *Teaching Ten to Fourteen Year Olds* (3<sup>rd</sup>. ed.). Boston: Allyn & Bacon.

Villa, R. & Thousand, J. (Eds.) (1995). *Creating an Inclusive School*. Alexandria, VA: ASCD.

### **Optional text**

National Middle School Association. (1996). *This We Believe: Developmentally Responsive Middle Schools*. Columbus, OH.

### **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:

#### *Primary Emphasis:*

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretations and Use of Assessments

TPE 5: Student Engagement

TPE 6a: Developmentally Appropriate Practices in Grades K-3

TPE 6b: Developmentally Appropriate Practices in Grades 4-8

TPE 6d: Developmentally Appropriate Practices for Special Education

TPE 6e: Middle Level Philosophy and School Organization

TPE 8: Learning About Students

TPE 9: Instructional Planning

TPE 10: Instructional Time

TPE 11: Social Environment

#### *Secondary Emphasis:*

TPE 4: Making Content Accessible

TPE 7: Teaching English Learners

TPE 12: Professional, Legal, and Ethical Obligation

TPE 13: Professional Growth

TPE 14: Educational Technology

TPE 15: Social Justice and Equity

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

**Assignments (Details to be given in class)**      **Revised 9/16/02**

**Beginning the School Year (10 points)**      **Due September 9**  
*(TPEs addressed through this assignment: 3, 5, 6b, 6d, 6e, 7, 8, 9, 11, 12, 13)*

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

**Lesson Planning Workshop (10 points)**      **Due September 25**  
*(TPEs addressed through this assignment: 4, 5, 6b, 6d, 6e, 7, 8, 9, 10, 11)*

You will complete a lesson plan in detail in class on September 25. This is an in-class assignment.

**Assessment Plan (10 points)**      **Due October 7**  
*(TPEs addressed through this assignment: 3, 6b, 6d, 7, 9)*

You will complete an assessment plan for a lesson you have designed.

**Shadow a Young Adolescent (15 points)**      **Due September 30**  
*(TPEs addressed through this assignment: 4, 5, 6b, 6e, 7, 8, 10, 11, 13)*

You will follow a young adolescent for one school day (September 20) and write an analysis of the student's day, relating the experience to class texts and discussions.

**Classroom Organization Plan (15 points)**      **Due October 18**  
*(TPEs addressed through this assignment: 2, 6b, 6d, 6e, 11)*

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

**Disabilities Matrix (15 points)**      **Due October 23**  
*(TPEs addressed through this assignment: 6d, 8)*

You will create a table, graphic organizer, or other visual representation of the special education disability categories studied in this course.

**Observation Report (15 points)**      **Due December 13**  
*(TPE addressed through this assignment: 6d, 8)*

You will write a report based on your observation of a student with disabilities.

**Participation (10 points)**      **Ongoing**  
*(TPE addressed through this assignment: 13)*

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?