

California State University San Marcos
 College of Education
 EDMI 512 – Middle Level Teaching and Learning II
 20297
 Spring 2009 – Woodland Park Middle School—Arranged

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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.

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 – Attendance is Mandatory: 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 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 you have extenuating circumstances, contact the instructor as soon as possible. **In this section of**

EDMI 512, the following attendance policy applies: You may miss one class session without penalty to your grade. (Three early departures/late arrivals count as a "class session.") Each additional missed session drops your final grade by 1/3 grade point: A to A-, A- to B+, etc. If you miss four or more class sessions, you earn an F.

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 the following written assignments: Unit of Study; Philosophy Activity, Cover Letter, and Resume.

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.

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 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 accepted only under extenuating circumstances. Consult the instructor in advance if an assignment will be turned in late.

| | | | |
|----|---------------|----|--------------|
| 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 |

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 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 College 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 Objectives

- Students will demonstrate knowledge of general learning theories and experiences within a wide range of pedagogical practices.
- Students will demonstrate awareness of the multiple perspectives and learning styles existing in diverse classrooms and other educational settings.
- Students will discuss and experiment with a variety of techniques and methods of instruction.

Required Texts

- Brown, Dave F, Knowles, Trudy. (2007). *What Every Middle School Teacher Should Know*. Portsmouth, NH: National Middle School Association.
- Tomlinson, C. (2001). *How to differentiate in Mixed-Ability Classrooms: 2nd Edition*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Turnbull A., Turnbull, R. & Wehmeyer, M.L. (2007). *Exceptional Lives: Special Education in Today's Schools, 5th Ed*. Upper Saddle River, New Jersey: Pearson, Merrill Prentice Hall.
- Villa, R. A. and Thousand, J. S. (2005). *Creating an Inclusive School* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Task Stream Electronic Portfolio, Must register and pay fee online @ <http://www.TaskStream.com> (register for 1 year minimum).

Recommended Text

Marzano, Robert J. (2003). *Classroom Management That Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subjects Credential. 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. You will be required to formally address the following TPEs in this course:

TPE 6d: Engaging and Supporting all Learners
TPE 14: Educational Technology

The Teacher Performance Expectations identified here are addressed in EDMI 512 through class discussions, activities, oral/visual presentations, and written assignments.

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, COE classes use common pedagogical language, lesson plans (lesson designs), and Units of Study (Units of Study) 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 COE website provided at the website provided: <http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

Professional Dispositions

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.

You will complete a self-evaluation in which you consider the following:

- Do you interact productively with peers?
- Do you do your share in group projects and activities?
- Do you accept others' opinions and ideas?
- Do you support others during presentations?
- Do you participate the way you would want your students to participate?
- Do you turn in high-quality assignments on time?
- Are you on time?

Your instructor(s) consider your self-evaluation in determining your grade in professional dispositions.

| Assignment | Points | Due Date |
|---|--------|-------------|
| 1. Exceptionality Matrix, Bloom Ball | 20 | February 23 |
| 2. Philosophy Review Activity, Cover Letter, and Resume | 25 | March 2 |
| 3. Classroom Environment Plan - Revision | 15 | March 9 |
| 4. Unit of Study | 25 | March 10 |
| 5. Professional Dispositions | 15 | On-going |

EDMI 512 Course Schedule Spring 2009

(The instructors reserve the right to alter the course schedule. Bring books to class.)

| Date | Topic | Readings and Assignments Due |
|--|---|---|
| <u>Session 1</u> January 20 PM | <ul style="list-style-type: none"> Semester overview Community building Class jobs review | <ul style="list-style-type: none"> Brown/Knowles 5 |
| <u>Session 2</u> January 26 PM | <ul style="list-style-type: none"> Special education SSTs and IEPs | <ul style="list-style-type: none"> Villa/Thousand 1, 2 Turnbull/Turnbull 1, 2 |
| <u>Session 3</u> January 30 AM | <ul style="list-style-type: none"> Differentiation Classroom Management Plan Role play "Professionalism" | <ul style="list-style-type: none"> Tomlinson 1, 2, 3 Brown/Knowles 1, 6, 7 |
| <u>Session 4</u> February 2 PM | <ul style="list-style-type: none"> Assessment | <ul style="list-style-type: none"> Tomlinson, 4, 5 Brown/Knowles 8 |
| <u>Session 5</u> February 3 AM | <ul style="list-style-type: none"> Handicapping conditions Exceptionality Matrix | <ul style="list-style-type: none"> Turnbull/Turnbull 3 Bring Turnbull/Turnbull, Villa/Thousand to class |
| <u>Session 6</u> February 6 PM | <ul style="list-style-type: none"> Unit of Study workshop Introduction to Philosophy Review Activity | <ul style="list-style-type: none"> Tomlinson 11, 12, 13 Review www.csusm.edu/careers |
| <u>Session 7</u> February 10 PM | <ul style="list-style-type: none"> Classroom management Differentiation for both <i>advanced</i> and <i>struggling</i> learners | <ul style="list-style-type: none"> Brown/Knowles 9 Tomlinson 6, 8 Turnbull/Turnbull 398 |
| <u>Session 8</u> February 17 AM | <ul style="list-style-type: none"> Effective teaching strategies | <ul style="list-style-type: none"> Villa/Thousand 5 |
| <u>Session 9</u> February 20 PM | <ul style="list-style-type: none"> Handicapping conditions workshop | <ul style="list-style-type: none"> Read "Curricular Cultures" article Read chapters in Turnbull/Turnbull that relate to your assigned conditions |
| <u>Session 10</u> February 23 PM | <ul style="list-style-type: none"> Handicapping conditions presentations | DUE: Exceptionality Matrix |
| <u>Session 11</u> February 24 PM | <ul style="list-style-type: none"> Motivation, Part II Online Session | <ul style="list-style-type: none"> Read "Understanding Keys to Motivation" (McCombs), "Failure-Syndrome Students" (Brophy), "Developing Motivation" (Dweck), and "Challenging and Engaging" (Stowells/Daniels) |
| <u>Session 12</u> March 2 AM | <ul style="list-style-type: none"> Differentiation | DUE: Philosophy Review Activity, Cover Letter, Resume <ul style="list-style-type: none"> Tomlinson 9, 10 |
| Session 13 March 3 AM | <ul style="list-style-type: none"> Revisit Classroom Environment Plan Connection – environment, behavior | <ul style="list-style-type: none"> Bring resources related to differentiation, effective teaching strategies, management, motivation |
| Session 14 March 9 PM | <ul style="list-style-type: none"> Career advice | DUE: Classroom environment plan, revised |
| Session 15 March 10 AM | <ul style="list-style-type: none"> TPEs | <ul style="list-style-type: none"> Revisit www.csusm.edu/TPE |

Learner Objectives: Refine personal philosophy of teaching, create a cover letter, and a resume.

Product: Chart, presentation, word-processed cover letter, and resume

Philosophy Review: What truths guide you in the classroom?

| <i>PHILOSOPHY</i> | <i>DEFINITION</i> | <i>CHART/GRAPH</i> | <i>EXPLANATION</i> |
|-----------------------------|-------------------|--------------------|--------------------|
| 1. Perennialism | | | |
| 2. Essentialism | | | |
| 3. Experimentalism | | | |
| 4. Social Reconstructionism | | | |
| 5. Existentialism | | | |
| 6. Postmodernism | | | |

Checklist for Philosophy Review Activity

1. _____ Copy the chart into your word-processing program – you'll need to resize it.
2. _____ In the box for each philosophy listed, insert or draw a simple symbol to represent that philosophy.
3. _____ Use your book and/or class discussions to fill out the "DEFINITION" section in complete sentences.
4. _____ For the "CHART/GRAPH" section, choose a chart or graph (pie, line, bar, etc.) Graph the approximate percentage of each philosophy that is part of your personal philosophy.
5. _____ Explain your chart or graph in the "EXPLANATION" section. Be thoughtful!
6. _____ On a separate paper, put your graph together to show your whole philosophy of education.
7. _____ Finally, explain how your philosophy of education benefits kids - show your knowledge of *adolescents* and of *philosophies*. Present your explanation to our class. You can (a.) create a giant Venn Diagram, (b.) create a short, one-page play, (c.) create a game, (d.) make a Power Point presentation, or (e.) create a project of your design.
8. Keep it simple, make it creative, and show professionalism!

Checklist for Cover Letter

Paragraphs One and Four

_____ Briefly explain why you want to teach, what you offer the school and kids!

Paragraph Two

_____ Identify your belief about curriculum and provide an example.

_____ Identify your belief about instruction and provide an example.

_____ Identify your belief about classroom management and provide an example.

Paragraph Three

_____ Identify the students you are prepared to teach.

_____ Identify what you can do to connect with your students to help your students learn.

Organization and Preparation

_____ Is your cover letter four paragraphs and no more than one page?

_____ Did you connect to educational theory?

_____ Are all of your drafts and comments from peers and instructor included in this submission?

_____ Are all words spelled correctly? Is all grammar and punctuation correct?

Checklist for Cover Letter

_____ Use the College of Education website to create a resume you can use for the college or job hunting.

Exceptionality Matrix

20 Points

Due:

Learner Objectives: Student demonstrate knowledge of U.S. special education disability categories, accompanying learner characteristics, and supports for success in general education

Product: Students create a Bloom Ball and matrix of exceptionalities.

What to do:

A. Fill in the Exceptionality Matrix for the handicapping condition you're assigned. (Disability categories in IDEA: Autism, Deaf-blindness, Deafness, Emotional Disturbance, Hearing Impaired, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Other Health Impaired, Specific Learning Disabilities, Speech and Language Impaired, Traumatic Brain Injury, Visual Impairment including Blindness, ADHD/ADD from Section 504, and Gifted and Talented)

B. Using that information and other resources, create a graphic organizer in the form of a Bloom Ball.

C. Present your handicapping condition to the class. From it, we will fill in our Exceptionality Matrix.

D. Bloom Ball:

1. *Get a sheet of patterned paper from electronic reserve.* You'll need 13 circles total – trace or copy. One circle will be used as a Title circle and 12 circles will make up the actual graphic organizer.
2. *You may plan a theme for your project to decorate the edges.*
3. *Do not write or draw outside the lines.* They will be folded and used to connect your ball.
4. *Follow the directions below.* Write information in each circle, except the title circle. Make sure your name is on the title circle.
5. *When you are finished writing and coloring,* cut out the circles and assemble your Bloom Ball.
6. *All writing must be in ink or typed.*
7. Each of the following pieces of information is on a *separate circle*:
 - a. The name of the handicapping condition
 - b. A brief description of the learning and/or social behaviors associated with the disability
 - c. One assessment appropriate to use to determine the presence or degree of the disability
 - d. One typical adaptation/modification in *curriculum, materials, goals (content)*
 - e. Another typical adaptation/modification in *curriculum, materials, goals (content)*
 - f. One typical adaptation/modification in *classroom environment (process)*
 - g. Another typical adaptation/modification in *classroom environment (process)*
 - h. One typical adaptation/modification in *teaching practices (process)*
 - i. Another typical adaptation/modification in *teaching practices (process)*
 - j. One typical adaptation/modification in *assessments required of the student (product)*
 - k. Another typical adaptation/modification in *assessments required of the student (product)*
 - l. A symbolic – not literal - representation of the condition or of what you've learned about the condition

Exceptionality Matrix: Scoring Guide

| Score/ Categories | 3.5 | 4 | 3 |
|---|---|---|---|
| Graphic Organizer – Bloom Ball and Matrix | Inappropriate or disorganized, lacks aesthetic appeal | Appropriate, organized, has some aesthetic appeal | Appropriate, organized, information easily identified, aesthetic appeal |
| Name/Description | Elements missing and/or inaccurate | Some elements addressed; partially correct | All elements addressed; information correct |
| Assessments for Disability | Elements missing and/or inappropriate | Some elements addressed; partially correct | All elements addressed; information correct |
| Adaptations/Modifications | Elements missing and/or inappropriate | Some elements addressed; partially correct | All elements addressed; information correct |

Unit of Study 25 points Due: to Dr. Ochanji

This assignment will be in coordination with your Social Studies and Science methods courses. All 4 instructors will grade this assignment. The instructors for EDMI 512 will focus on the differentiation strategies for all types of learners, pacing and sequencing, and planning for engaging and supporting all learners.

Learner Objectives: The student will demonstrate understanding of curriculum content, motivation strategies, and effective teaching strategies through the creation of an integrated unit plan. He/she will demonstrate an understanding of the ways in which standards, assessments, and instructional activities build upon and support each other.

Product: The student will write a Unit of Study that incorporates the following elements:

- Standards-based science lessons
- Standards-based social science lessons
- a field trip
- assemblies and special programs (DARE, etc.)
- formative and summative assessments
- differentiation strategies for several types of learners
- effective teaching strategies
- technology for student use
- technology for teacher use in instruction
- technology for assessment (electronic grade books, rubrics, etc.)

The calendar will integrate a schedule of events from "real" schools.

Task Guidelines for Planning Calendar

Step One: You will create an integrated Unit of Study for this assignment. On the assigned day, bring the following artifacts to complete your assignment: a school calendar from a school site, a calendar grid or published planning book, and all of your notes on lesson planning from 511.

Step Two: Work with a group of three to four members. Referring to your school calendar, you will first need to block out times in your plan book for holidays, assemblies, special programs, in-service days, etc. You will then plan your curriculum into manageable blocks of time in your calendar grid or lesson plan book. The amount of time you select to cover the various content areas is dependent upon your district and/or school standards. For example, if your district mandates two hours of language arts instruction per day you must plan accordingly. You will need to provide evidence of these criteria in your finished calendar grid.

Your plan will be an integrated plan that uses Universal Design and Backward Design principles. That is to say, it will be necessary to teach math, science, and social science throughout the day as part of your literacy instruction or to explain how the four content teachers will collaborate in their lessons.

You will write out all of the California state standards you will cover during the unit. Place these standards in an easily visible way so that anyone will see them. Standards should be organized using "themes" or "big ideas." Your plan must also include strategies for to address several different learning styles as part of differentiated instruction.

Step Three: Write detailed lesson plans for one month.

Checklist for Unit of Study

The following checklist will help you create your three-month unit. Does your unit include:

1. A description of your classroom context- student population, grade level, local community, etc.
2. Strategies for special needs students
3. Strategies for second language learners
4. Strategies for advanced/gifted learners
5. Strategies for multiple intelligences
6. A planning grid
7. Technology components- assessment, instruction, student use
8. Detailed lesson plans for one month's worth of instruction
9. An outline of what was taught in the preceding month and what will be taught in the following months to show understanding of sequencing.

Note: All components are to be typed.

Classroom Environment Plan: REVISION

20 Points

Due:

Directions: You have an opportunity to revisit and revise your Classroom Environment Plan to make it more useful! First, go through your plan and write "sticky notes" on those sections you'd revise. Secondly, collect at least five strategies. Finally, write 6 (six) paragraphs explaining your revisions as directed below.

Step One: Write "sticky notes" to briefly explain what you'd change. Have at least five "stickies" with brief descriptions.

Step Two: (Paragraph #1): Review the evaluator's comments and the scoring guide; explain which comment made you think and why.

Step Three: (Paragraph #2): Collect at least 5 ideas and/or strategies – writing notes if necessary - and add them to your Classroom Environment Plan in a new section entitled, "Strategies/Ideas." Briefly explain them in this paragraph.

Step Four: Discuss how you changed your plan in light of better understanding of *differentiation* (Paragraph #3), *effective teaching strategies* (Paragraph #4), *class management* (Paragraph #5), and *motivation* (Paragraph #6).

Step Five: Review to make certain your responses are thoughtful, word-processed, and edited.

| Classroom Management Plan (REVISION): Checklist Items | Yes | No |
|--|-----|----|
| 1. Original Management Plan has at least five (5) large "sticky notes" explaining changes. | | |
| 2. There is a new section entitled, "Strategies/Ideas." | | |
| 2a. In "Strategies/Ideas," there are at least five (5) artifacts – either handouts or notes. | | |
| 3. There is a word-processed, six-paragraph essay included with the Revised Classroom Management Plan. | | |
| 3a. Paragraph one (1) explains which of the evaluator's comments made the author think and why. | | |
| 3b. Paragraph two (2) explains the "Strategies/Ideas" collected (See #2 and #3 above.) | | |
| 3c. Paragraph three (3) explains how the plan would be changed because of better understanding differentiation . | | |
| 3d. Paragraph four (4) explains how the plan would be changed because of better understanding effective teaching strategies . | | |
| 3e. Paragraph five (5) explains how the plan would be changed because of better understanding classroom management . | | |
| 3f. Paragraph six (6) explains how the plan would be changed because of better understanding motivation . | | |