

California State University San Marcos
College of Education

EDMI 512: Middle Level Teaching and Learning II
Differentiated Design for All Students

CRN: 30082

Time: 6:00 – 9:50 p.m.

Location: Mon. & Wed. ACD115

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Office Location and Office Hours: UH321B – Monday's 5:00 – 6:00 p.m.

Mission Statement of the College of Education

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, lifelong learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

INFUSION

CLAD

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

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.

COURSE DESCRIPTION

This collaboratively designed two-semester course is an introduction to the teaching and learning of all students. The course accentuates the principles prescribed in the Mission of the College of Education: diversity, educational equity and social justice, reflective teaching, and lifelong learning. The course infuses general and special education standards, and includes web-based components and participation in public schools. The online site may be accessed at www.courses.csusm.edu. Students will be required to do some assignments online.

The following themes are emphasized:

- Structures and Procedures that Promote Learning
- Reflective Practice
- Ways of Learning and Knowing Connected to Practice and Social Commitment
- Differentiated Design
- Teachers as Professionals

REQUIRED TEXTS AND WEBSITES

1. Choate, J. S. (2000). *Successful inclusive teaching: (3rd ed.)*. Needham Heights, MA: Allyn and Bacon.
2. Custom Reader and/or handouts provided by the instructor
3. <http://courses.csusm.edu>
4. Villa, R. and Thousand, J. (1995). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development.
5. Lowe, B. & Tenorio R. (eds.) (1994). *Rethinking our classrooms: Teaching for equity and justice*. Milwaukee, WI: Rethinking Schools, Ltd.

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all learners
- Assessing student learning
- Developing as a professional educator

TEACHING PERFORMANCE EXPECTATIONS

- A. Making Subject Matter Comprehensible To Students
 - TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
 - TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
- B. Assessing Student Learning
 - TPE 2: Monitoring Student Learning During Instruction
 - TPE 3: Interpretation and Use of Assessments
- C. Engaging and Supporting Students in Learning
 - TPE 4: Making Content Accessible
 - TPE 5: Student Engagement
 - TPE 6: Developmentally Appropriate Teaching Practices
 - TPE 6A: Developmentally Appropriate Teaching Practices K-3
 - TPE 6B: Developmentally Appropriate Teaching Practices 4-8
 - TPE 6D: Developmentally Appropriate Teaching Practices for Special Education: Teaching the Special Education Population in the General Education Environment
 - TPE 7: Teaching English Learners
- D. Planning Instruction and Designing Learning Experiences for Students
 - TPE 8: Learning about Students
 - TPE 9: Instructional Planning
- E. Creating and Maintaining Effective Environments for Student Learning
 - TPE 10: Instructional Time
 - TPE 11: Social Environment
- F. Developing As A Professional Educator
 - TPE 12: Professional, Legal, and Ethical Obligations
 - TPE 13: Professional Growth
 - TPE 14: Technology in Teaching and Learning
 - TPE 15: Social Justice and Equity
 - TPE 16: Biliteracy

COE 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. 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

Professional Expectations (see rubric)

- Students must come to class prepared to discuss required readings, submit required assignments, and participate in class activities. Teacher education is a professional preparation program, and students will be expected to adhere to standards of dependability, confidentiality, and writing achievement.
- Attend all class sessions, be on time, stay for the entire session, and contact the instructor (in writing) and your class partner when you must miss all or part of class.
- Word-process and keep copies of all written work.
- Complete and hand in all assignments on the given due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please notify the instructor. Grades on assignments will be lowered by 10% for each day the assignment is late. After one week, the assignment will not be accepted.
- Read and understand the university policy on plagiarism and academic honesty.
- Students must participate in class discussions and group activities, and demonstrate positive interpersonal skills with classmates and guests.
- 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.
- To receive a teaching credential from the state of California you must maintain a B average (3.0 GPA), with all grades at a C+ or better, in your teacher education course

Assignments (Specific criteria for all assignments will be provided)

Attendance, Participation, & Professionalism	40 pts.
Reading Summary Responses (<i>TPE's 12, 13</i>)	25 pts..
Case Study (<i>TPE's 1,2,4,6,9,10,14,15</i>)	25 pts.
Personal Credo & Philosophy Action Plan (<i>TPE's 12, 13</i>)	25 pts.
SST Project – Presentation and Write-up (<i>TPE 1-13, & 15</i>)	30 pts.
IEP In-Class Presentation and Write-Up (<i>TPE's 1-13, & 15</i>)	25 pts.
TPE Response (<i>TPE's 1-16</i>)	30 pts

Grading Scale:

A	100% - 90%	C	79% - 70%	F	below 59%
B	89% - 80%	D	69% - 60%		

Tentative Schedule

	Topic/Theme	Readings Due	Assignments Due
Week # 1 May 24 & 26	Introduction/ Course Overview <i>Teachers as reflective practitioners</i>	Daniels, D. C. (2002). "Becoming a Reflective Practitioner." <i>MSJ Research Article</i> (Instructor handout)	<i>Philosophy Credo (draft)</i>
Week #2 June 2	<i>Equity and Social Justice</i>	¹ Rethinking Our Classrooms – self select ² Sapon-Shevin, M. (2003). Inclusion: A matter of social justice. <i>Educational Leadership v.61(2)</i> . (Instructor handout) ³ Goodlad, J.I. (2003/04) Teaching what we hold sacred. <i>Educational Leadership v.61 (4)</i> . (Instructor handout).	<i>Case Study prep</i> (write up due 6/7)
Week #3 June 7 & 9	<i>Interventions and modifications</i>	¹ Hines, R. (2001). Inclusion in Middle Schools. <i>ERIC - ED459000</i> (Instructor handout) ² What is the impact of inclusion on students and staff in the middle school setting? <i>NMSA Research Summary #14 (1998)</i>	
Week #4 June 14 & 16	<i>Meeting the needs of all learners</i>	¹ Scherer, M. "Perspectives/Miles to go" ² Tomlinson, C. A. "Deciding to teach them all." <i>ascd.org – Educational Leadership – October 2003.</i>	<i>SST</i>
Week #5 June 21 & 23	<i>Teaching for understanding</i>	¹ Trimble, S. (2003). What works to improve student achievement <i>NMSA Research Summary #20</i> ² Eisner, E. W. (2003/04) Preparing for today and tomorrow. <i>Educational Leadership v.61(4)</i> . (Instructor handout).	<i>IEP</i>
Week #6 June 28 & 30	<i>Teachers as professionals</i>	Morocco, C.C., Clark-Chiarelli, N., Aguilar, C.M., & Brigham, N. (2002). Cultures of excellence and belonging in urban middle schools. <i>NMSA – RMLE Online v.25(2)</i> .	¹ <i>TPE Response</i> ² <i>Philosophy Credo (final)</i> ³ <i>Action Plan</i>