California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

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Course Number	**EDMI 512, Section 1**
Course Title	**Middle Level Teaching and Learning II**
CRN Number	**20824**
Days	**Arranged**
Time	**Arranged**
Course Location	**Woodland Park Middle School, San Marcos, CA**
Semester / Year	**Spring 2016**
Instructor	**Julie Rich, MEd**
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Office	**UH 453**
Hours	**By Appointment**

SCHOOL OF EDUCATION MISSION & VISION STATEMENT
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

Focuses on developing an advanced understanding of learning theory and instructional practice in self-contained or departmentalized settings. *Prerequisite: EDMI 511.*

Course Prerequisites

Admission to the Middle Level Teacher Credential Program and EDMI 511.

Course Objectives

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

Credit Hour Policy Statement

This course is delivered in a face-to-face instruction. Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts (from EDMI 511 to be used in EDMI 512)

- Association for Middle Level Education [National Middle School Association]. (2010). *This We Believe: Keys to Educating Young Adolescents.* ISBN 9781560902324

- Association for Middle Level Education [National Middle School Association]. (2010). *Research and Resources in Support of This We Believe.* (2nd ed.) ISBN 9781560902348

- Lemov, Doug. *Teach Like a Champion: 49 Techniques that Put Students on the Path to College (K-12).* Wiley & Sons. ISBN 9780470550472

- Powell, Sara Davis. (2016). *Introduction to Middle Level Education* (3rd ed.). Pearson. ISBN 9780133831566

  Additional Readings will be provided via Cougar Courses.

On-line Resource

- Common Core Standards and appendices
  http://www.cde.ca.gov/re/cc/
  http://www.corestandards.org/assets/Appendix_A.pdf
  http://www.corestandards.org/assets/Appendix_B.pdf
  http://www.corestandards.org/assets/Appendix_C.pdf

Authorization to Teach English Learners

This credential 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 met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

<div align="center">**COURSE LEARNING OUTCOMES**</div>

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 a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district 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 (Strategy Matrix)
>
> TPE 9 – Instructional Planning (Lesson and Unit Plan)
>
> TPE 14 – Educational technology (Lesson and Unit Plan)

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

CalTPA

To assist with your successful completion of the CalTPA, 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. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:
http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:
http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

<div align="center">**GENERAL CONSIDERATIONS**</div>

School of Education Attendance Policy – Attendance is Mandatory

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

This course: Teacher education is a professional preparation program. Therefore, for this course: students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Students missing more than three classes cannot earn a C+. Arriving late or leaving early by more than 20 minutes counts as an absence. Notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, 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.

All University Writing Requirement

The CSUSM writing requirement of 2500 words is met through the completion of course assignments. Therefore, all writing will be looked at for content, organization, grammar, spelling, and format. For this class please use APA Manual, 6th edition—see a guide at http://owl.english.purdue.edu/owl/section/2/10/ .

Person-First Language

Use "person-first" language in all written and oral assignments and discussions (e.g., "student with autism" rather than "autistic student"). Disabilities are not persons and they do not define persons, so do not replace person-nouns with disability-nouns. Further, emphasize the person, not the disability, by putting the person-noun first.

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, 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. All assignments will be submitted online, and some will be submitted in hard copy as well. 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 School 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.

Computer/Cell Phone Use during Class Sessions

You are welcome to use a laptop computer in class when working on class assignments, for example. However, you will need to save checking email or other personal computer use for time outside of class. Please refrain from texting in class. Most students find it disruptive when they are focusing on class activities or listening to presentations. Your kind consideration is greatly appreciated by all!

Special Education Inclusion

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

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession.   The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *meets, and advanced.*

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Grading Standards 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 School 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	930-1000 points	A-	900-920 points
B+	880-890 points	B	830-870 points
B-	800-820 points	C+	780-790 points

Assignment	Points	Due Date
Foundations for a Good CP II experience	50	February 16, 2016
UbD Unit Plan	100	Feb. 10;draft -March 9, 2016 final
Exceptionality Matrix	50	February 17, 2016
Supporting all students paper or volunteering)	200	Draft due of paper
EL Lesson Plan	50	March 1, 2016
Classroom Management Assessment & Plan	300	March 9, 2016
First Day Lesson Plan	50	March 16, 2016
Website	200	March 16, 2016

Final Exam Statement

There is no final exam.

EDMI 512 COURSE SCHEDULE, SPRING 2016

(The Instructor reserves the right to alter the course schedule.)

Week/Theme	Date/Session	Topics	Readings and Assignments Due
Week 1: Building Community	**#1 January 26, Tuesday-- 9 a.m. – 11:45 a.m.**	Semester Overview Community Building Gallery Walk – Review of 511 Website Intro	Syllabus Assignments and Links in Cougar Courses
	#2: January 27, Wednesday p.m.	**Effective teaching strategies:** Learning Styles Piaget, ZPD, **LP: UbD Intro**	Assignments and Links in Cougar Courses
Week 2: Curriculum Requirements and Planning Making it work for all students	**#3: February 2, Tuesday p.m.** _____	Safe Zone Presentation _____ **Effective teaching strategies:**	Assignments and Links in Cougar Courses _____ _
	#4: Feb. 3, Wednesday p.m.	Text Complexity; from Blooms to DOK, Lexiles UbD Continued CCSS review	Assignments and Links in Cougar Courses
Week 3: Classroom Management	**#5: February 8 Monday p.m.** _____	Assessment _____ _	Assignments and Links in Cougar Courses _____
	#6: February 10 Wednesday p.m.	Assessment	
_____ ____ **Week 4: Demonstrating Learning, Assessment, & Evaluation**	**#7: February 16 Tuesday p.m.**	Supporting struggling students: Differentiation EL Strategies Schema Building, Scaffolding IDEA, 504 RTI SSTs & IEPs Handicapping conditions	**Foundations for CP II Assignment Due Draft of UbD Plan due** Assignments and Links in Cougar Courses
	#8: February 17 Wed. a.m.	Supporting struggling students Cont'd	Assignments and Links in Cougar Courses **DUE (to be completed in class): Exceptionality matrix Due: Supporting all students draft paper**
Week 5: Special Education	**#9 February 23 Tuesday a.m.**	Classroom Management Creating motivating learning environments	Assignments and Links in Cougar Courses
	# 10 February 24 Wednesday a.m. _____	Professionalism Goal setting, interview prep _____ _	Assignments and Links in Cougar Courses
	#11: February 24 Wednesday p.m.	Mock Interviews	
Week 6	**#12: February 29 Monday a.m** _____ _	Classroom Management _____ Synthesis: Lesson Planning with EL focus	_____ _ **DUE: EL Lesson Plan (in class)**
	#13 March 1 Tuesday p.m.		
Week 7 Applications	**#14 March 9 Wednesday a.m.**	Synthesis: Interdisciplinary Teaching Humanities and beyond	**DUE: Classroom Management Assessment & Plan Due: UbD Unit Plan final**
Week 8 Professionalism	**# 15 March 14 Monday a.m**	Diana Sanchez, Career Center, resumes	

Week/Theme	Date/Session	Topics	Readings and Assignments Due
	#16 March16 Wednesday a.m.	Preparing for CP II Lori Solarski, Program finishing	Due: Website complete/link Due :First Day Lesson Plan
Week 9 – 16 Content Area Applications		On your site	

ASSIGNMENTS

Assignment calendar – EDMI Teaching and Learning 512 Spring 2016

Foundations for a good CP II experience: Cooperating Teacher Interview, Class Profiles and Lesson Observations sheets

You will interview your cooperating teacher to develop a co-teaching relationship to best serve the students. You will also do a class profile for each of your classes (up to 2) to build your knowledge base about students' needs. Watching and observing another teacher through a crucial lens can help you to determine your own areas of strength as well as ways to improve your teaching in general. You will also observe 5 lessons and, using the diamond foldable, record what you are observing. **Due February 16.** (50)

Understanding by Design

For this assignment you will use the information and templates provided to develop an interdisciplinary unit plan outline in the areas of social science and science of approximately 3-4 weeks of instruction for heterogeneous middle grades classrooms. This will be the guideline for your joint assignments in the methods courses. More details will be provided during class. **Draft due February 10, final due March 9.** (100)

Exceptionality Matrix/ including RTI, 504 and other designations

Obtaining a general understanding the U.S. categories of Special Education is an important first step in learning how to best tailor and differentiate your instruction to meet the individual needs of students. For this assignment, you will become an expert on handicapping conditions, 504s and other designations as defined by IDEA and responsive strategies (e.g. RTI). You will demonstrate your knowledge by completing the Exceptionality Matrix and detailing adaptations and supports necessary for student success in a general education classroom. This will be an <u>in-class</u> project due at the end of the session, **Feb. 17.** (50)

** Supporting all students: 5 page paper draft due February 17, final paper due March 9 more information will be found on Cougar Courses; or volunteering (200)

EL Lesson Plan

 In this assignment, you will design a poetry writing lesson that is based on a Common core writing standard and CA Content standard and is differentiated for English Learners so as to ensure that your English Learner students have access to the core curriculum and the lesson it culturally relevant for all of your students. You will also need to include an ELD standard in your lesson plan. This Lesson will be completed in class and based on one of the two poems discussed <u>in class</u> and due at the end of the session, **March 1.** (50)

Classroom Management Plan

You will write your philosophy of discipline, develop rules and routines, and craft two weeks of lesson plans for the first two weeks of school. This will include a student survey or 'getting to know you activity', team building activities and a parent letter. More information and a complete template and model will be found on Cougar Courses. **Due March 9**. (300)

First Day Lesson Plan You will design your first day lesson plan that includes a team building activity and 'getting to know you strategy' for your first full day (or a day during the first full week) of your CP II. **Due March 16** (50)

Teaching Website-marketing yourself!

Who are you as an educator and how does that translate to finding a job in today's schools? You will create a professional cover letter, resume, and website. You may choose any website platform such as weebly, etc. which is free. During coursework, you will be given the chance to review interview questions and determine your own emerging teaching style and pedagogical practices. Diana Sanchez from the Career Center will review effective letter and resume writing techniques. **Due March 16.** (200)