Course & Section Nos.	EDMI 512
Course Title	Middle Level Teaching and Learning II
Class Roster No.	22184
Course Day(s)	Arranged
Time	Arranged
Course Location	Woodland Park Middle School, San Marcos, CA
Semester / Year	Spring 2017
Instructor	Erika Daniels, Ed.D. and Julie Rich, MAed
Phone	(760) 750-8547
E-Mail	edaniels@csusm.edu and jrich@csusm.edu
Office	UH 402
Office 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

TABLE OF CONTENTS

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 successful completion of 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.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

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

- Readings will be provided via Cougar Courses.

- Association for Middle Level Education [National Middle School Association]. (2010). *This We Believe: Keys to Educating Young Adolescents.* ISBN 9781560902324
  *You already have this text from EDMI 511

- Association for Middle Level Education [National Middle School Association]. (2010). *Research and Resources in Support of This We Believe.* (2nd ed.) ISBN 978156090234
  *You already have this text from EDMI 511

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

STUDENT LEARNING OUTCOMES

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)*

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 (Exceptionality Matrix)

TPE 9 – Instructional Planning (Lesson and Unit Plans)

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:

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

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).

GENERAL CONSIDERATIONS

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).*

For 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

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable 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. Candidates 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.

Syllabus is subject to change.

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.

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.

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

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. Candidates are expected to meet the level of *initial target* during the program.

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.

GRADING STANDARDS

Grading Scale (in percentages)

A: 93-100   A-: 90-92   B+: 78-89   B: 83-86   B-: 80-82   C+: 78-79

Assignment	Points Possible
Website (In Class, February 10—draft & March 6—final)	10
First Day Lesson Plan (February 17, 2017)	20
Exceptionality Matrix (In Class, February 21, 2017)	10
Classroom Management Assessment & Plan (March 4, 2017)	25
UbD Unit Plan (March 11, 2017	25
Foundations for an Effective CPII Experience (March 15, 2017)	10
Total Points	100

Syllabus is subject to change.

<u>Final Exam Statement</u>

There is no final exam for this course.

General Considerations:
All assignments are expected to be completed by the assigned due date. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately. Notification of a concern does not constitute an excuse.

All written work should be word-processed and submitted to the appropriate space in the Cougar Courses container as a Word document by midnight of the due date specified in this syllabus.

EDMI 512 COURSE SCHEDULE—SPRING 2017

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

Week/Theme	Date/Session	Topic	Preparation Required
Week 1 **Learning happens in caring communities.**	January 23 AM (Erika)	Overview of the course Creating motivating learning environments	**Read:** Motivation Matters, Introduction and Chapter 1
Week 2 **Students are the center of our work.**	January 30 PM (Erika & Karen Escalante) January 31 AM (Julie)	Creating motivating learning environments—Class management Cal TPA 2.0 Effective lesson planning	**Read (1/30):** Motivation Matters, Chapters 2 & 3 **Read (1/31):** Motivation Matters, Chapter 5
Week 3 **Teaching is the negotiation among theory, practice, and students.**	February 7 AM (Julie) February 10 AM (Julie)	Productive group work Assessment & evaluation	**Read (2/10):** Motivation Matters, Chapter 6 **Due (2/10, in class):** Website draft
Week 4 **Teaching is the negotiation among theory, practice, and students.**	February 13 AM (Erika) February 15 AM & February 17 PM (Erika)	Using assessment to drive instruction Class management	**Read:** **Read (2/15):** Motivation Matters, Chapter 4 **Due (2/17):** First Day Lesson Plan
Week 5 **Empowerment of students is essential to the students' meaningful participation in a democratic society.**	February 20 AM (Erika) February 21 PM (Erika)	Special education for the general education teacher More on SPED	**Read:** **Due (2/21, in class):** Exceptionality Matrix
Week 6 **Teaching is the negotiation among theory, practice, and students.**	February 27 AM (Erika) February 28 ALL DAY (Julie)	Supporting all learners (Differentiation) Mock interviews Diana Sanchez	**Read:** **Due (3/4):** Classroom Management Assessment & Plan
Week 7 **Students are the center of our work.**	March 6 AM (Erika and Karen Escalante)	"Getting Ready, Part I" Classroom website Parent communication Infusing technology Cal TPA 2.0	**Read:** **Due (3/6, in class):** Website **Due (3/11):** UbD Unit Plan
Week 8 **Students are the center of our work.**	March 13 12:00-1:00 (Erika) March 15 PM (Julie)	Clinical Practice II "Getting Ready, Part II" Back to School Night Student led conferences	**Read (3/13):** Motivation Matters, Chapter 7 **Due (3/15):** Foundations for an Effective CPII Experience

Syllabus is subject to change.

ASSIGNMENTS

Teaching Website (IN CLASS: Draft due February 10: Final due March 6)

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 to use during your job search with the goal of having them into resources you will use during your first few years of teaching. For the website, you may choose any platform such as Weebly, Wix, etc. 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.

First Day Lesson Plan (DUE ON COUGAR COURSES: February 17)

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.

Exceptionality Matrix (DUE IN CLASS: February 21)

Obtaining a general understanding of Special Education laws, rights, and responsibilities is an important first step in learning how to best tailor and differentiate your instruction to meet the individual needs of all learners. For this assignment, you will become an expert on federally identified handicapping conditions, resources available to address these conditions, and other responsive strategies. You will demonstrate your knowledge by completing the Exceptionality Matrix and detailing adaptations and supports necessary for student success in a general education classroom. We will do this assignment fully in class.

Classroom Management Assessment & Plan (DUE ON COUGAR COURSES: March 4)

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.

UbD Unit Plan (DUE ON COUGAR COURSES: March 11)

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.

Foundations for an Effective CPII Experience (DUE ON COUGAR COURSES: March 15)

You will strategize with your cooperating teacher to develop a co-teaching relationship that both serves the students and meets your professional development needs. In doing so, you will:

1. Create a class profile for at least two (2) of your periods that identifies the students' general strengths and needs
2. Identify your instructional goals for the eight (8) weeks of CPII making sure to cite the content standards that drive them
3. List your assessment expectations by explaining how you will gather progress-monitoring data throughout each lesson and what, if any, large summative assessments your cooperating teacher wants you to administer
4. Describe general policies and procedures that you discuss with your cooperating teacher