

Course & Section	EDMI 511 (01)	
Course Title	Middle Level Teaching and Learning I	
Class Roster No.	42511	
Course Day(s)	Arranged	
Course Location	Woodland Park Middle School	
Semester / Year	Fall 2017	
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WELCOME

Welcome to EDM1 511, Teaching and Learning at the Middle Level I. We will spend our time together this semester learning the principles of student-centered learning for young adolescents. As team teachers (in this course and with our Middle Level Program colleagues), we will model exemplary practices in teaming in middle schools.

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

Middle Level Literacy I

Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and second language learning in self-contained or departmentalized settings. Course Prerequisites Admission to the Middle Level Teacher Education Program.

Course Objectives

- Students will demonstrate knowledge of the principles of effective schooling for young adolescents.
- Students will demonstrate effective standards-based lesson planning that is responsive to the needs of diverse young adolescents.
- Students will interpret major theories of young adolescent development through course assignments.
- 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 develop strategies for designing student-centered classroom environments.

TEXTS, MATERIALS AND/OR ACCOUNTS

Texts may be acquired in print or digital versions.

Required:

Association for Middle Level Education. (2010). *This We Believe: Keys to Educating Young Adolescents*. AMLE. ISBN: 9781560902324 <https://www.amle.org/Shop/> (print or ebook)

Powell, Sara Davis. (2015). *Introduction to Middle Level Education, 3rd edition*. Pearson. ISBN 9780133831566

Schniedewind, Nancy and Davidson, Ellen. (2014). *Open Minds to Equality: A Sourcebook of Learning Activities to Affirm Diversity and Promote Equity, 4th edition*. Rethinking Schools. ISBN: 9780942961607

Recommended:

Association for Middle Level Education. (2010). *Research and Resources in Support of This We Believe*. AMLE. ISBN: 9781560902348 <https://www.amle.org/Shop/> (only available in print)

TaskStream account.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- Analyze the components of effective schools for young adolescents.
- Describe and analyze the developmental characteristics of young adolescents.
- Design learning experiences to meet the needs of diverse learners.
- Apply a variety of classroom management strategies.

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 (2017)

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) 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 1: Engaging and Supporting All Students in Learning (Lesson Planning Assignment)

1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning (Classroom Management Assignment)

2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning (Lesson Planning Assignment)

3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students (Lesson Planning Assignment)

4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

- appropriate use of instructional technology, including assistive technology;
- applying principles of UDL and MTSS;
- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
- * appropriate modifications for students with disabilities in the general education classroom;
- opportunities for students to support each other in learning; and
- use of community resources and services as applicable

4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

TPE 5: Assessing Student Learning (Lesson Planning Assignment)

5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator

6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and Preliminary Multiple and Single Subject Credential Program Standards

California Teacher Performance Assessment (CalTPA)

As of 2008, all teacher candidates must successfully complete a Teacher Performance Assessment (TPA). Teacher Performance Assessments allow a candidate to demonstrate their knowledge, skills and abilities in relation to the Teacher Performance Expectations (TPE). Candidates must successfully pass the TPA to receive their California Preliminary Teaching Credential. To reflect the newly adopted TPEs, the Commission on Teacher Credentialing has worked to redesign the TPA. During the 2017-2018 academic year, CSUSM Middle Level Candidates will be participating in the Field Study of the redesigned CalTPA. The redesigned CalTPA consists of two cycles: Cycle 1 and Cycle 2. Candidates will complete both cycles. The Teacher Performance Assessment Coordinator will assist in preparing Middle Level candidates for the TPA.

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.

Final Exam Statement

There is no final exam for this course

Attendance Policy

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: 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+. Arriving late or leaving early by more than 20 minutes counts as an absence. Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not constitute an excuse.

GENERAL CONSIDERATIONS

Professional Expectations

Professional demeanor is expected of all students in the Middle Level Program. This includes but is not limited to the following:

- On-time arrival to all class sessions.
- Advance preparation of readings and timely submission of assignments.
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class).
- Carefully considered, culturally aware approaches to solution-finding.
- Your full attendance means you are not distracted by electronic equipment. Students will avoid recreational or casual use of devices during class and devices will be put away at the request of the instructor.

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.

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.

Credit Hour Policy Statement

Student effort will total at least 45 hours of work per credit.

Course Format

This is a face-to-face course format. All assignments will be turned in via Cougar Courses.

Necessary Technical Competency Required of Students

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, CougarCourses, 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.

If you need any technical support, contact IITS Student Help Desk: <http://www.csusm.edu/sth/>.

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 our 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.

COURSE REQUIREMENTS

Assignments: All assignments are described in detail on Cougar Courses (CC) and will be turned in electronically to CC. It is your responsibility to observe all deadlines and due dates even if you are absent from class. If you do not have access to CC for a timely submission, you may email the assignment to the instructor by the due date. When you re-establish access to CC, you will upload the assignment to our course website.

Late Assignment Policy: Late assignments will be penalized by deducting 10% of the potential points for each day late. After 5 days, the assignment will be given zero (0) points. Be sure to save electronic copies of all of your assignments on your own computer. If you have questions about an assignment, ask the instructor indicated below.

1. Beginning the School Year (McDaniel)

Due: September 10, 11:55 PM on Cougar Courses

Observe the beginning of the school year at your assigned school and write a reflection of 1,000-1,500 words. Follow the instructions provided to you in class and on Cougar Courses.

2. Shadow a Young Adolescent (McDaniel)

Due: October 1, 11:55 PM on Cougar Courses

Shadow a young adolescent as assigned and write a reflection of 1,000-1,500 words. Follow the instructions provided to you in class and on Cougar Courses.

3. Lesson Design (Gerent)

Due: October 18, 11:55 PM on Cougar Courses

Prepare a lesson plan demonstrating your understanding of instructional planning, specifically the components of lesson planning and assessment as well as differentiating for EL students. This assignment will be joint with the instructor of EDMI 555 and will be given points for each course. Follow the instructions provided to you in class and on Cougar Courses. You will present your lesson plans at our final class session.

4. Professionalism; Participation (McDaniel & Gerent)

Ongoing; Write-Up due: October 22, 11:55 PM on Cougar Courses

This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities. You will submit a self-assessment on Cougar Courses by October 22. We will consider your self-assessment when assigning points for this assignment. Answer the questions below and illustrate with examples from your participation in class.

1. How do you participate in class discussions productively, sharing your knowledge and understandings?
2. How do you participate in online class activities productively? What has been your approach to online sessions, and how effectively have you engaged in these sessions?

3. How do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
4. How do you contribute appropriately to group work—do you “do your share”?
5. How do you demonstrate that you are able to accept others’ opinions and that you are supportive of others’ ideas?
6. How do you support your peers during their presentations?
7. How do you manage potential diversions (electronics, personal business, appointments, etc.) that might impede your ability to give your full attention to class sessions?
8. How do you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?
9. What grade (10 points maximum) do you feel you have earned for your participation in EDM1 511 this semester?

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
<u>1. Beginning the school year</u>	<u>25</u>	<u>9/10</u>
<u>2. Shadow a young adolescent</u>	<u>30</u>	<u>10/1</u>
<u>3. Lesson design</u>	<u>35</u>	<u>10/18</u>
<u>4. Professionalism, participation</u>	<u>10</u>	<u>10/22</u>

Grading Standards

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

SCHEDULE/COURSE OUTLINE

See Cougar Courses website for the schedule of class sessions, required readings, and assignment due dates.