Course & Section Nos.	EDMI 512-01
Course Title	Middle Level Teaching and Learning II
Class Roster No.	22298
Course Day(s)	ARR
Time	ARR
Course Location	Woodland Park Middle School, San Marcos Unified School District
Semester / Year	Spring 2018
Instructor	Erika Daniels, Ed.D.
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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

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COURSE DESCRIPTION

EDMI 512 focuses on developing an advanced understanding of learning theory and instructional practice in self-contained or departmentalized settings.

Course Prerequisites

Admission to the Middle Level teacher credential program as well as successful completion of EDMI 511.

STUDENT LEARNING OUTCOMES

1. To expand knowledge about general learning theories as they relate to middle grades classrooms
2. To demonstrate an understanding of effective teaching strategies for a wide-range of learners
3. To learn and apply Universal Design as a means of differentiated instruction and effective lesson design

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 Subject 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 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 formally address the following TPEs in this course:

> TPE 1: Engaging and Supporting All Students in Learning
>
> TPE 2: Creating and Maintaining Effective Environments for Student Learning
>
> TPE 3: Understanding and Organizing Subject Matter for Student Learning
>
> TPE 4: Planning Instruction and Designing Learning Experiences for All Students
>
> TPE 5: Assessing Student Learning
>
> TPE 6: Developing as a Professional Educator

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. The Middle Level Education Program uses CalTPA (California Teacher Performance Assessment).

CalTPA 2.0

To assist with your successful completion of the CalTPA, Karen Escalante—TPA Coordinator—offers a series of informational seminars over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. 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

Credit Hour Policy Statement

Per the University Credit Hour Policy: The combination of face-to-face time, out-of-class online, and field time associated with the course totals to at least the minimum 45 hours per unit of credit, which means that 135 hours will be spent engaged with this course.

REQUIRED TEXTS, MATERIALS, AND/OR ACCOUNTS

Required Texts

Association for Middle Level Education. (2010). *This We Believe: Keys to Educating Young Adolescents*. ISBN: 978-1-5609-02324.

Readings posted in the Cougar Courses container

Cougar Courses

Resources and information will be available in this course's Cougar Courses container. Students are expected to check the container on a regular basis.

TaskStream Account

All students must have a Taskstream account. Use self-enrollment code ML1718.

GENERAL CONSIDERATIONS

School of Education 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 who miss 2 class sessions cannot receive an A. Students who miss 3 class sessions cannot receive a B. Students who miss 4 or more class sessions will not pass the course.

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.

Assessments are 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.

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 Disability Support 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.

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.

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.

Academic Honesty and Integrity: 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

It is expected that each candidate 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.

All work in this course must be the original work of the credential candidate. Scanning of student work via TurnitIn™ software may be used to verify student authorship and accurate citation of copyrighted materials or thoughts, ideas, and/or work of others. The instructor may require that some assignments in the course be submitted using the built in TurnitIn™ software feature. Students making unauthorized copies of copyrighted materials or microcomputer software will receive a failing grade.

All University Writing Requirement

This course ensures that the university's minimum 2,500-word per course writing requirement is met through the course assignments and in-class work.

Course Format

EDMI 512 is a face-to-face course with additional online resources offered as necessary and appropriate.

Necessary Technical Competency Required of Students

Candidates are required to have the technical expertise to use online browsers (e.g., Firefox) to access information, use the Cougar Courses platform to access and download course content posted at Cougar Courses and submit assignments, and use various forms of technology (e.g., word processing, CSUSM electronic mail, presentation tools such as PowerPoint) to produce course assignments and instruct others for assignments requiring in-class instruction by candidates. The following link: https://cc.csusm.edu/mod/page/view.php?id=27208: details the technical requirements necessary for online learning and identifies resources for support and technical assistance as necessary.

Contact Information for Technical Support Assistance

For technical support assistance, please contact the CSUSM Help Desk (760-750-6505). See information on the various ways in which students may get technical support at
http://www.csusm.edu/sth/support/index.html

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.

GRADING STANDARDS

Grading Scale (in percentages)

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

NOTE: The minimum acceptable grade for a course in the professional education credential sequence is C+. A "B" average must be maintained for continuation in the program.

Assignment	Points Possible
Foundations for an Effective CPII Experience ~ Saturday, February 17	20
Exceptionality Matrix ~ Saturday, February 24	15
First Week Preparation Plan ~ Saturday, March 10	20
Culminating Learning Experience ~ Wednesday, March 14	25
Understanding By Design Unit Plan ~ Same as for 544/545	20
Total Points	100

Final Exam Statement

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.

Specific instructions for each assignment are listed below, and rubrics for each are found in the top section of the EDMI 512 Cougar Courses container. I do not provide sample assignments as I want candidates to focus on their own construction of meaning as opposed to attempting to replicate an arbitrary example. Similarly, I do not specify page minimums or maximums so that you remain focused on the content.

Foundations for an Effective CPII Experience ~ (Due on Cougar Courses: February 17, 2018)
You will strategize with your cooperating teacher to develop a co-teaching relationship that both serves your students and meets your professional learning needs. In doing so, you will:
- Create a class profile for at least two of your periods. Identify the students' general strengths and needs as well as describe any unique needs for English learners or as specified in IEPs or 504 plans.
- Identify the instructional goals for the eight weeks of CPII and cite the content standards that drive those goals and use your cooperating teacher's individual and/or department sequencing/pacing guides. Explain how you and your cooperating teacher decided what periods and/or content you will be fully responsible for and where you will serve in a more supportive role.
- List your assessment expectations by explaining how you will gather progress-monitoring data and what, if any, larger summative assessments your cooperating teacher wants you to administer.
- Describe general classroom and behavioral policies and procedures—explain what procedures your cooperating teacher uses and indicate whether and how you will remain in alignment with them and where deviations might occur.

Exceptionality Matrix ~ (Due on Cougar Courses: February 24, 2018)
Obtaining a general understanding of special education laws, rights, and responsibilities is an important first step in learning how to tailor and differentiate your instruction to meet the individual needs of learners with unique needs.

For this assignment, you will demonstrate your knowledge of the above through an Exceptionality Matrix that shows your understanding of: ***federally-identified handicapping conditions, resources available to support educators, responsive strategies to support the needs of all learners.***

Create a resource that does the following:
1. Provides research-based background information about your assigned handicapping condition (specified in federal law)
2. Identifies resources that general education teachers and parents/guardians can access as they work with students who have one or more of these conditions
3. Describes ways in which general education teachers can modify or adapt instruction and the classroom environment to support all learners

You will post this matrix in a Google Drive folder so that your classmates can access all of the resources.

First Year Plan ~ (Due on Cougar Courses: March 10, 2018)
All of the work you have done and will continue to do in your credential program is to prepare you for your first "real" teaching job. While you will make many big and small adjustments as you move through that first year, it is important to start with a clear idea of who you are as an educator, what you envision your classroom environment to look and sound like, and what specific policies and procedures will ground your curriculum and instruction.

To that end, you will create a first year plan that includes the following:
1. A website that includes your philosophy of education. Look at your cooperating teacher's website (if he/she has one) as well as others from a variety of different districts to choose a format that works best for your style.
2. Your ideal classroom physical layout based upon resources you can reasonably expect to have
3. A behavioral policy that describes how you will teach and/or co-construct norms/rules/expectations and identifies consequences—positive and negative—for choices and behaviors

4. Several lesson plans for the first week of school that focus on both community building and an introduction to your course content

Culminating Experience ~ (Due: March 7, 2018)
Effective educators understand that teaching requires a blend of content knowledge, pedagogical strategies, and professional dispositions. Additionally, the Middle Level Education Program is grounded in the following themes:

Learning happens in caring communities.
Students are the center of our work.
Teaching is the negotiation of theory, practice, and students.
Empowerment of students is essential to the students' meaningful participation in a democratic society.
Education requires political action to achieve a just society.

You will demonstrate your mastery of and commitment to these principles through this culminating experience. Through a TED talk, podcast, blog, or other format of your choosing, reflect upon the program's themes as well as the importance of content, pedagogy, and dispositions.

Unit Plan ~ (Due on Cougar Courses when submitted to 544 and 545)
Teaching and learning are reciprocal process with the latter being the goal of the former. Carefully crafted lesson plans that have instructional activities closely aligned to standards and/or to learning outcomes are essential, and it is important to remember that just because we teach something does not mean that students learn it.
In EDMI 544 and 545, you will write a unit plan where you put everything you have learned about pedagogy and content into practice. You will submit the same unit plan for this course. There is no rubric for this assignment, but I will grade it looking for the following:
- Alignment among the standards, assessments, and instructional activities
- Awareness of young adolescents' cognitive, social, and emotional needs manifested in the learning activities

SCHEDULE OF CLASS SESSIONS

While this schedule was carefully planned, the instructor reserves the right to make changes based upon teachable moments and learning opportunities.

Week/Theme	Date/Session	Topic	Preparation Required
Week 1 Learning happens in caring communities	January 22 Monday, PM January 25 Thursday, AM	Young adolescent development Creating motivating learning environments	Review the syllabus **READ:** Motivation Matters: Chapters 1 & 2
Week 2 Students are the center of our work.	January 31 Wednesday, PM February 2 Friday, AM	Class management Class management, continued	**READ:** Motivation Matters: Chapter 4
Week 3 Teaching is the negotiation among theory, practice, and students.	February 6 Tuesday, PM February 8 Friday, PM	Learning theories + Lesson design More on effective lesson planning (curriculum design)	**READ:** Motivation Matters: Chapters 5 & 6
Week 4 Teaching is the negotiation among theory, practice, and students.	February 12 Monday, AM	Principles of effective pedagogy (instruction)	**DUE:** Foundations of an Effective CPII Experience (Saturday, February 17)
Week 5 Empowerment of students is essential to the students' meaningful participation in a democratic society.	February 19 Tuesday, all day	Special education for the general education teacher	**READ:** TBD **DUE:** Exceptionality Matrix (Saturday, February 24)
Week 6 Teaching is the negotiation among theory, practice, and students.	February 28 Wednesday, all day	Supporting all learners (Differentiation) Workshop Time	**READ:** TBD
Week 7 Students are the center of our work.	March 7 Wednesday, PM	Diana Sanchez	**DUE**: First Year Plan (Saturday, March 10)
Week 8 Students are the center of our work.	March 14 Wednesday, all day	Mock interviews + Culminating Experience	**DUE:** Culminating Experience