Course & Section Nos.	**EDMI 511**
Course Title	**Middle Level Teaching & Learning**
Class Roster No.	**42445**
Course Day(s)	**Arranged**
Time	**Arranged**
Course Location	**Woodland Park Middle School, San Marcos Unified School District**
Semester / Year	**Fall 2019**
Instructor	**Erika Daniels, Ed.D.**
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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

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COURSE DESCRIPTION

Focuses on developing a preliminary understanding of learning theory and instructional practice in self-contained or departmentalized settings.

Course Prerequisites

Admission to the Middle Level education program

Course Objectives

1. To expand preservice candidates' knowledge about general learning theories and experiences with a range of pedagogical practices
2. To enhance preservice candidates' awareness of the multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings
3. To provide a safe environment for preservice candidates' discussion of, and experimentation with, a variety of techniques and methods of instruction

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

No texts are required for this course.

Cougar Courses

Access to Cougar Courses is required.

TaskStream Account

A one-year subscription to Taskstream is required. This can be set up at www.taskstream.com.

COURSE LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:
- Design learning experiences with a lesson planning template that clearly state instructional objectives and are aligned with state content standards
- Modify and differentiate lesson plans to meet the needs of diverse learners
- Deliver a lesson plan using effective practices: Anticipation, questioning, wait-time, modeling, active participation, and assessment
- Apply a variety of classroom management strategies
- Develop effective questioning techniques to assist students in critical thinking

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 (mastery shown through Lesson Design assignment)
- TPE 2: Creating and maintaining effective environments for student learning (mastery shown through XX assignment)
- TPE 3: Understanding and organizing subject matter for student learning (mastery shown through Lesson Design assignment)
- TPE 4: Planning instruction and designing learning experiences for all students (mastery shown through Lesson design assignment)
- TPE 5: Assessing student learning (mastery shown through XX assignment)
- TPE 6: Developing as a professional educator (mastery shown through XX assignment)

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 2017-18 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

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: https://www.csusm.edu/soe/currentstudents/tpa.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).

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.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 (course participants) have extenuating circumstances, s/he should

contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

GENERAL CONSIDERATIONS

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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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

Per the University Credit Hour Policy:
- Courses with face-to-face instruction (including activity and laboratory modes of instruction) require a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. Each unit of credit corresponds to two or three 'hours' of class-time, and two hours of student learning outside of class.

All University Writing Requirement

The All-University Writing Requirement (850 words for a 1-unit course, 1700 words for a 2-unit course, and 2500 words for courses of 3 or more units) is satisfied in this course through classroom activities and the major assignments.

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.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Grading Standards

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	Total Points
Beginning of the Year experience ~ Saturday, September 7, 2019	25
Shadow a Student analysis ~ Saturday, September 28, 2019	25
Lesson Design ~ Saturday, October 12, 2019	25
CPI Foundations ~ Saturday, October 19, 2019	25
Total Points	100

Course Assignments

Beginning of the Year Experience ~ (Due on Cougar Courses: September 7, 2019)
The beginning of the school year is a crucial time for students and teachers alike. Routines are established; expectations are set; classroom climate is forming. You will observe and experience the ways in which districts/schools/teachers establish climate, routines, and expectations for their stakeholders. If all goes well, much of this effort becomes invisible later on in the school year, so it is important to be in school on the first days of the year. The purpose of this assignment is to make connections between the real world and theories of best practices in educating young adolescents.

Address three topics in your reflection:
1. **Describe** the most salient experiences of your observations. Do not try to be all-inclusive; Choose carefully and attempt to categorize them or group them in some way.
2. **Analyze** your description by making connections to the SOE's professional dispositions, This We Believe, and the Middle Level program's themes.
3. **Conclude** by discussing these questions:
    a. What questions remain unanswered in your mind following your observations?
    b. What more would you like to know about how to begin the school year?

Shadow a Student ~ (Due on Cougar Courses: September 28, 2019)

In this case study, you will focus on a particular middle school student. The purpose of this assignment is to help you make connections between the theoretical material you have read concerning early adolescence and the actual students in your schools. Your write-up will contain two primary sections:

Description: Describe the school, your student, and the general context of experience. Lead us through the school day chronologically and explain a little about each class period or activity. In this section, be sure to include a description of the scenarios that you will mention in your analysis.

Analysis: Reflect upon what you observed and experienced; be sure to incorporate what you have been learning about young adolescents and instructional implications of early adolescent development. Following are some questions to consider as you write but please do not try to include every single one. Use them as a starting point for your analysis.

1. Where does the student seem to be in her/his development (physically, socially, ethically, personality/identity and/or cognitively)? Provide support from your data. Make connections to the theoretical models we have addressed in class but *do no diagnose the student in any absolute terms.* (E.g., do not say, "This student is at the concrete operational stage." Instead, say, "When the student was working on his math problems, his use of manipulatives indicated he may have been thinking at the concrete operational stage.")
2. What have you learned about the student in relationship to the school? What issues about middle level schooling are raised through your observations?
3. What are the implications of this experience for your work as a teacher? If you were a teacher to this student, what are some still unanswered questions that you would like to have answered? What do you think you might do in your classroom to address the needs of this student?

Exemplary papers are characterized by:
Completeness of description
Interesting and supportive examples for analysis
Reasonable inferences so that the analysis and the descriptive data are compatible
Integration of your readings & content from the class sessions
Correct grammar, syntax, spelling (i.e. proper use of conventions

Lesson Design ~ (Due on Cougar Courses: October 12, 2019)
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.

Design a lesson where you show your understanding of the connection between pedagogy and content. You will submit the same unit plan for this course. Use the Middle Level lesson design template, and I will look 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

You are welcome to submit the same lesson plan that you use for 543, 521, and/or 555 as long as the above criteria are met.

Foundations for an Effective CPI Experience ~ (Due on Cougar Courses: October 19, 2019)
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 specific modifications or accommodations for English learners or students with special needs as specified in IEPs or 504 plans.
- Identify instructional goals for the eight weeks of CPII and cite the content standards that drive those goals using 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 the ones in which 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 changes you might make.

Final Exam Statement

There is no final exam in this course.

SCHEDULE/COURSE OUTLINE

While this schedule was carefully planned, I reserve 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	August 29 Thursday, AM	Overview	Review the syllabus
Week 2 Teaching is the negotiation among theory, practice, and students.	September 4 Wednesday, AM & PM	Debrief BoY experience Middle School Concept Context of Middle School	**READ:** Motivation Matters, Chapters 1 & 2 **BRING:** Notes from the BoY experience **DUE:** BofY Experience
Week 3 Teaching is the negotiation among theory, practice, and students.	September 13 Friday, AM/PM	Young Adolescent Development Young Adolescent Panel	**READ:** Motivation Matters, Chapter 3
Week 4 Students are the center of our work.	September 16 Monday, PM September 18 Wednesday, AM	Introduction to UDL (Lesson Design & Standards) Assessment	**READ:** Motivation Matters, Chapter 5 **READ:** Motivation Matters, Chapter 6
Week 5 Empowerment of students is essential to the students' meaningful participation in a democratic society.	September 24 Tuesday, PM September 25 Wednesday, PM	Shadow a Student debrief Reflective Writing Connections to CPI	**BRING:** Notes from the Shadow day **DUE:** Shadow a Student analysis
Week 6 Teaching is the negotiation among theory, practice, and students.	October 4 Friday, AM/PM	Professional Development (Mark Carolino) Workshop time	No advance preparation required
Week 7 Students are the center of our work.	October 7 Monday, AM October 8 Tuesday, PM	Class Management Reflective Writing	**READ:** Motivation Matters, Chapter 4 **DUE**: Lesson Design
Week 8 Students are the center of our work.	October 14 Monday, AM October 18 Friday, PM	Preparing for CPI Workshop time	**DUE:** CPI Foundations