

Course & Section Nos.	EDMI 511
Course Title	Middle Level Teaching and Learning I
Class Roster No.	40372
Course Day(s)	Arranged
Time	9:00 am – 3:30 pm
Course Location	Online, UH 444
Semester / Year	Fall 2020
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Instructor	Erika Daniels, Ed.D.
Phone	760-750-8547 (not in use Fall 2020)
E-Mail	edaniels@csusm.edu
Office	UH 402 (not in use Fall 2020)
Office Hours	Mondays, 2:00 pm – 4:00 pm; Thursdays, 12:00 – 1:00 pm

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 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

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

REQUIRED TEXTS, MATERIALS, AND/OR ACCOUNTS

Required Texts

No texts are required for this course. Articles and texts are provided on the Cougar Courses container.

Cougar Courses

Access to Cougar Courses is required.

TaskStream Account

A one-year subscription to [Taskstream](#) is required. Once you have set up your account, register for the Middle Level DRF using the code: **ML2021**.

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 Single Subject and Multiple Subject credentials. This course is designed to help candidates 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 activities and assignment)
- TPE 2: Creating and maintaining effective environments for student learning (mastery shown through Foundations assignment)
- TPE 3: Understanding and organizing subject matter for student learning (mastery shown through Lesson Design activities and assignment)
- TPE 4: Planning instruction and designing learning experiences for all students (mastery shown through young adolescent development class activities, Foundations assignment, and Shadow a Student assignment)
- TPE 6: Developing as a professional educator (mastery shown through professional dispositions activities and assignment as well as the mandatory reporter training)

Teacher Performance Assessment

All California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. The CSUSM School of Education uses the California TPA. 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).

The Cal TPA Handbook, seminar schedule, and other support materials are found on the [SOE website](#).

Professional Expectations in the Education Profession

Professional Dispositions (*assessment of TPEs 6.2 & 6.5*)

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.

As a teacher candidate, you will participate in an activity where you analyze your performance on each of the six dispositions. This will allow you to recognize your own values and implicit and explicit biases so that you can mitigate any negative impact on your students' learning. By analyzing your mastery of the professional dispositions, it ensures that you exhibit an attitude of caring, support, acceptance, and fairness toward all students, families, and colleagues. The purpose of the assignment is also to help you demonstrate professional responsibility for all aspects of student learning and classroom management and be assured of conducting yourself with integrity in your professional practice. Specific instructions for this assignment are located on pages 10 – 11 of this syllabus.

Mandated Reporter Training (*practice with & assessment of TPE 6.6*)

All professional educators are considered to be mandated reporters. Additionally, they must comply with all laws concerning professional responsibilities, professional conduct, and moral fitness. The state of California provides a training to help educators understand their responsibilities as mandatory reporters and special issues related to related incidents. Through this training, you will practice developing the skills identified in TPE 6.6. Mastery of these skills is shown through the Mandated Reporter Training and can be found here: <https://mandatedreporterca.com/training/school-personnel>

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).*

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. Leaving early or arriving late by more than 15 minutes constitutes one absence. Illness and emergencies are considered on a case-by-case basis; however, notification of an absence does not constitute an excuse.

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.

Civility Statement

The Fall 2020 semester brings heightened concerns related to COVID-19, the political climate, social unrest, financial hardships, and many other issues. It will therefore be especially important for all of us to be fully self-aware and self-monitoring to ensure that stress does not negatively influence the way we interact with others. It is the expectation that students' words and actions will be professional, collaborative, courteous, and supportive at all times. Failure to display a civil disposition may result in the issuing of a Statement of Concern.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

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.

Course Assignments	Total Points
Beginning of the Year experience ~ Saturday, September 12	25
Lesson Design ~ Saturday, September 26	25
CPI Foundations ~ Saturday, October 17	25
Online Learning Activities (OLA) ~ Each Saturday, Weeks 1 – 8	80
Total Points	155
A: 144-155 A-: 139-143 B+: 136-138 B: 128-135 B-: 124-127 C+: 120-123	

Course Assignments

Beginning of the Year Experience ~ (Due on Cougar Courses: September 12 by 11:59 pm)

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?

Lesson Design (introduction to TPEs 3.4 & 3.5; practice with TPE 3.5; introduction to, practice with, & assessment of TPE 3.6, MS subject-specific TPEs) ~ (Due on Cougar Courses: September 26)

Teaching and learning are reciprocal processes 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. Through in-class lecture and activities during EDM 511, you will learn to plan for effective subject matter instruction (TPE 3.4). A PowerPoint lecture and interactive activity during week 4 will introduce you to Universal Design for Learning strategies that help educators use multiple means of representing, expressing, and engaging students to demonstrate their knowledge (TPE 3.4). Additional in-class activities during week 6 will teach you to adapt your subject matter curriculum in ways that support the acquisition and use of academic language within learning activities to support a wide-range of learners, including those with disabilities and special learning needs (TPE 3.5).

Working in groups of three, you will design a lesson where you show your understanding of the connection between pedagogy and content focusing on one of three "special topics" areas—health education, physical education, or the visual and performing arts (MS subject-specific TPEs). You will also demonstrate how you are able to use and adapt resources, standards-aligned instructional materials, and a range of technology to facilitate students' equitable access to the curriculum (TPE 3.6). Each group member will choose a different area so that the whole group gains experience with all three topics. 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

Foundations for an Effective CPI Experience (introduction to TPE 4.4) ~ (Due on Cougar Courses: October 17)

Effective teachers make effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all learners (TPE 4.4). In this activity, 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. This will allow you to practice applying appropriate modifications for students with disabilities in the general education classroom (TPE 4.4).
- 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. Include a discussion of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students (TPE 4.4)
- 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.

Online Learning Activities ~ (Due: Weekly, Each Saturday by 11:59 pm)

Each week you will complete an asynchronous task connected with that week's goals and topics. Specific directions for each week's task will be discussed in class and will be found in the Cougar Courses container.

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	Topic	Preparation Required
Week 1 Learning happens in caring communities	Thursday, September 3 12:45 – 3:30 pm Online via Zoom	<u>Professionalism</u> Overview Understanding professional dispositions (TPEs 6.2 & 6.5)	Review the syllabus DUE (Saturday, September 5): OLA deliverable
Week 2 Teaching is the negotiation among theory, practice, and students.	Tuesday, September 8 9:00 am – 3:30 pm In-person; UH 444 @ CSUSM	<u>Students</u> Debrief BoY experience Middle School Concept Context of Middle School (TPE 4.4) Young Adolescent Development (TPE 4.2)	READ: Motivation Matters, Chapters 1 & 2 BRING: Notes from the BoY experience DUE (Saturday, September 12): BoY Experience DUE (Saturday, September 12): OLA deliverable
Week 3 Teaching is the negotiation among theory, practice, and students.	Tuesday, September 15 9:00 am – 3:30 pm Online via Zoom	<u>Curriculum</u> Standards Assessments Introduction to lesson design	READ: Motivation Matters, Chapter 3 DUE (Saturday, September 19): OLA deliverable
Week 4 Students are the center of our work.	Tuesday, September 22 9:00 am – 3:30 pm Online via Zoom	<u>Instruction</u> Introduction to UDL (TPE 3.4, 3.6) Pedagogical strategies	READ: Motivation Matters, Chapter 5 READ: Motivation Matters, Chapter 6 DUE (Saturday, September 26): Lesson Design DUE (Saturday, September 26): OLA deliverable
Week 5 Empowerment of students is essential to the students' meaningful participation in a democratic society.	Tuesday, September 29 9:00 am – 3:30 pm Online via Zoom	<u>Professionalism</u> Connections to CPI (TPE 4.4) Evidence-based writing Reflection and analysis	DUE (Saturday, October 3): OLA deliverable
Week 6	Tuesday,	<u>Students & Curriculum</u>	No advance preparation

Teaching is the negotiation among theory, practice, and students.	October 6 9:00 am – 3:30 pm Online via Zoom	Special Topics—Health Education, Physical Education, Visual & Performing Arts (MS subject-specific pedagogy TPEs) Supporting the development of academic language (TPE 3.5)	required DUE (Saturday, October 10): OLA deliverable
Week 7 Students are the center of our work.	Tuesday, October 13 9:00 am – 3:30 pm In-person; UH 444 @ CSUSM	<u>Students & Instruction</u> Class Management	READ: Motivation Matters, Chapter 4 DUE (Saturday, October 17): CPI Foundations DUE (Saturday, October 17): OLA deliverable
Week 8 Students are the center of our work.	Tuesday, October 20 9:00 am – 3:30 pm Online via Zoom	<u>Professionalism</u> Preparing for CPI (TPE 4.4) Career Center	DUE (Saturday, October 24): OLA deliverable

ANALYSIS OF PROFESSIONAL DISPOSITIONS

(assessment of TPEs 6.2 & 6.5)

Purpose of the Assignment: Participate in an activity where you analyze your performance on each of the six dispositions. This will allow you to recognize your own values and implicit and explicit biases so that you can mitigate any negative impact on your students' learning. By analyzing your mastery of the professional dispositions, it ensures that you exhibit an attitude of caring, support, acceptance, and fairness toward all students, families, and colleagues. The purpose of the assignment is also to help you demonstrate professional responsibility for all aspects of student learning and classroom management and be assured of conducting yourself with integrity and ethical conduct in your professional practice.

Assignment Description: Review the six SOE professional dispositions in the table below and discuss what they are and why they matter for teachers. Then, do the following—

- 1) Describe what they look and sound like when enacted by teachers in classrooms
- 2) Reflect upon how they manifest themselves in your own professional life
- 3) Identify and describe two dispositions that characterize your professional strengths
- 4) Identify and describe two dispositions to work on this year

Disposition	Criteria
<p><u>1. Social Justice and Equity</u> Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.</p>	Consistently models respect for all learners. Behaves in ways that reflect concern and equitable effort on behalf of all. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds in learning experiences and provides opportunities for students to hear, consider, discuss different viewpoints). Consistently advocates for inclusion and consideration of diverse perspectives.
<p><u>2. Collaboration</u> Candidates practice the skills of collaboration in their professional interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers and those in the wider community.</p>	Consistently interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. Values and builds relationships. Encourages and supports participation and success for all.
<p><u>3. Critical Thinking</u> Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.</p>	Analyzes professional contexts, by a) seeking information from a variety of sources to analyze student needs and b) planning and implementing appropriate decisions about professional practice. Seeks a variety of perspectives in exploring issues. Asks questions and takes action to achieve goals or solve dilemmas. Anticipates needs and assists others in obtaining resources.
<p><u>4. Professional Ethics</u> Candidates make and act on well-reasoned, principled judgments.</p>	Consistently honors the needs and best interests of students, the work setting (school, district, university), and the profession. Makes well-reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.
<p><u>5. Reflective Teaching and Learning</u> Candidates critically review their professional practice and the impact it has on student success.</p>	Consistently demonstrates understanding of the relevant teaching/learning standards. Consistently evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Generates ideas for potential improvements or revisions and applies them to future professional practice and performance. Is open-minded and positive when receiving feedback from others, and acts upon suggestions.

<p>6. Life-Long Learning Candidates recognize the need for and are committed to actively seeking new knowledge, skills and experiences.</p>	<p>Demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Seeks and takes advantage of learning opportunities to stay professionally current, acquire new knowledge, skills, and experiences. Is familiar with relevant professional organizations, current research, and interdisciplinary practices. Makes connections between concepts, experiences, and content. Consistently seeks and uses contemporary theory, research, and data-based evidence to inform instruction.</p>
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Assignment Rubric

<p>Concerns <i>Areas that Need Work</i></p>	<p>Criteria <i>Standards for This Performance</i></p>	<p>Advanced <i>Evidence of Exceeding Standards</i></p>
	<p>--Includes a detailed description of what each of the six dispositions looks and sounds like when enacted by teachers in classrooms. --Reflects upon what each looks like in your own professional life. Recognizes your own values, implicit, and explicit biases. Describes how these dispositions will help you to exhibit caring, support, acceptance, and fairness toward all students, families, and colleagues.</p>	
	<p>--Identifies two dispositions that characterize your professional strengths --Describes why you feel they are strengths, provides examples to support your analysis --Explains how embodiment of these dispositions allows you to take professional responsibility for all aspects of student learning and classroom management</p>	
	<p>--Identifies two dispositions that you need to work on over the course of the credential program --Describes why you feel they are weaknesses and provides examples to support your analysis</p>	
	<p>Uses writing conventions correctly</p>	