

Course & Section Nos.	EDMI 512
Course Title	Middle Level Teaching and Learning II
Class Roster No.	25
Course Day(s)	Tuesdays
Time	9:00-3:30
Course Location	Virtual
Semester / Year	Spring/2021
<hr/>	
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Office Hours	Tuesdays 4:00-5:00

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 and departmentalized settings.

Course Prerequisites

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

Course Objectives

- To expand knowledge about general learning theories as they relate to middle grades (5th-9th grades) classrooms
- To demonstrate an understanding of effective teaching strategies for a wide range of learners
- To learn and apply Universal Design for Learning to maximize learning opportunities and provide access to the curriculum for all students

Course Format

- Asynchronous and Synchronous in weekly virtual course meeting (CSUSM Zoom)
- Tuesdays (9:00 am-3:30 pm)

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.*)

Special Education Inclusion

Consistent with the intent to offer a seamless teaching credential in the School of Education, this course discusses the infusion of special education competencies that reflect inclusive educational practices.

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. While all TPEs will be incorporated into this course, will be required to formally address the following TPEs in this course:

TPE 2: Creating and Maintaining Effective Environments for Student Learning (mastery shown through First Week Preparation Plan assignment)

TPE 4: Planning Instruction and Designing Learning Experiences for All Students (mastery shown through Exceptionality Matrix assignment)

TPE 5: Assessing Student Learning (introduction to and practice with through in-class activities on assessment)

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 can be found here: <https://www.csusm.edu/soe/currentstudents/tpa.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 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/Resources

- Asynchronous and Synchronous readings will be posted in the Cougar Courses container. Students are expected to check the Cougar Courses container and CSUSM email on a regular basis.
- All students must have a Taskstream account. Use self-enrollment code ML1920.

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. 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, instructor notification of an absence does not constitute an excuse.

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.

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 4200, contact by phone at (760) 750-4905, or TTY (760) 750-4909 or email: dss@csusm.edu 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.

Special Education Inclusion

Consistent with the intent to offer a seamless teaching credential in the School of Education, this course discusses the 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. Students making unauthorized copies of copyrighted materials or microcomputer software will receive a failing grade.

All University Writing Requirement

The university's minimum 2,500-word per course writing requirement is met through asynchronous and synchronous work.

Course Format

Due to the pandemic, EDMI 512 is held virtually on CSUSM's Zoom platform.

Necessary Technical Competency Required of Students

Candidates are required to have the technical expertise to use online browsers 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., Zoom, 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.

Contact Information for Technical Support Assistance

For technical support assistance, please contact the CSUSM Help Desk (760-750-6505). Access technical support help here: <https://www.csusm.edu/iits/iitsforyou/students.html>.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact me outside our weekly class times, e-mail is the easiest way to do so or by joining me in my office hours. 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.

<u>Projects:</u>	Points Possible
Foundations for an Effective CPII Experience ~ Due: February 9 th	25
First Year Preparation Plan (<i>assessment of TPE 2.1</i>) ~ Due: March 9 th	25
Exceptionality Matrix (<i>assessment of TPEs 1.4 & 4.5</i>) ~ Due: Feb. 23 rd	25
Culminating Learning Experience ~Due: March 16 th	25
Interdisciplinary Unit Plan ~ Due: TBD	25
Synchronous Activities and Discussions (10 points each)	100
Asynchronous Activities (10 points each)	100
Total Points	325

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 11:59 pm on the due date specified in this syllabus.

Specific instructions and rubrics for each project are listed below. In order to provide opportunity for you to focus on your own construction of meaning, sample projects and max/min pages are intentionally not provided.

ASYNCHRONOUS AND SYNCHRONOUS PROJECTS

Asynchronous Learning Activities (ALA) ~ Due weekly January 25th-March 19th

Connected with each session’s goals and topics, there will be an asynchronous learning activity. Specific directions for each session’s task will be discussed in class, housed and submitted in Cougar Courses. (Each ALA is worth 10 points)

Foundations for an Effective CPII Experience ~ Due~Tuesday, February 9, 2021

During your Clinical Practice Thursdays, strategizing and planning with your cooperating teacher will focus on the co-teaching relationship. The goals are to meet your professional learning needs and TPE assessments while serving the student needs and expected learning outcomes. Organize your approach and plans with the following elements:

- Create a class profile for at least two of the classes you will be co-leading. 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 full-time CPII and cite the content standards that drive those goals using the cooperating teacher/department/and or district sequencing/pacing guides. Explain how you and your cooperating teacher decided what classes/content you will be fully responsible for planning and the classes in which you will serve in a supportive co-teaching role.
- List your assessment expectations by explaining how you will gather progress-monitoring data (formative assessments) and what larger summative assessments you will administer. Discuss informal and formal assessments as well as ways you will teach students to self-assess their progress toward learning goals.
- Describe general classroom and behavioral policies and procedures—explain what procedures your cooperating teacher uses and indicate what adjustments and/or enhancements you would like to implement.

Rubric:

BELOW TARGET Areas for Improvement	TARGET Standards for this Project Foundations for an Effective CPII Experience	ABOVE TARGET Evidence of Exceeding Standards
	<p>Class Profile: Create a class profile for at least two of the classes you will be co-leading. Identify the students' general strengths and needs Capture students who are struggling Describe any specific modifications or accommodations for English learners or students with special needs as specified in IEPs or 504 plans.</p>	
	<p>Instructional Plans: Develop instructional goals for the 8 weeks of full-time CPII Cite the content standards that drive those goals using your cooperating teacher's/department's/and or district sequencing/pacing guides. Describe and 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.</p>	
	<p>Assessment Plan: Describe your assessment plan Identify formative assessments (formal and informal) Identify summative assessments (formal and informal) Incorporate student self-assessment</p>	
	<p>Behavioral Policies and Procedures Describe policies and procedures Highlight what you intend to adjust, modify or develop in relationship to what you CT already has in place</p>	

First Year Preparation Plan (assessment of TPE 2.1) ~ Due: Tuesday, March 9 2021

All of the work you have done and will continue to do in this credential program is to prepare you for your first contracted teaching role. The intention of this project is to provide an opportunity for you to capture and clarify your vision for your first classroom and group of students. This project provides a launching point for 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. All of this work is done with the larger goal of promoting students' social-emotional growth, development, and individual responsibility through the use of positive interventions and supports (TPE 2.1). As a teacher of young adolescents, your understanding of their unique cognitive, social, and emotional needs will allow you to foster a caring community where each student is treated fairly and respectfully (TPE 2.1). To this end, you will create a first-year plan that includes the following:

- A professional website that includes your philosophy of education. Explore a variety of different districts, cooperating teachers (CPI, CPII) and district colleagues in order to choose a format that aligns with who you are as an educator. Be sure that your philosophy statement includes information about the ways in which you will promote conflict resolution, employ restorative justice practices, and use positive support strategies to ensure the well-being of all learners (TPE 2.1).
- The Classroom Physical Layout (based on reasonably expected resources). Include a rationale for the layout design. Feel free to digitize your layout.
- Your Classroom Management approach that describes behavioral, instructional, procedural, and cultural expectations that capture teaching and learning constructs. Be sure and include positive/negative consequences of choices and behaviors. This component should clearly demonstrate how the policy will implement positive intervention and support strategies across the school day. (TPE 2.1)
- Design lesson plans for the first week of school (assume you are teaching 2 different grade levels). Include an introduction to your class and community building activities.

Rubric~

BELOW TARGET Areas for Improvement	TARGET Standards for this Project First Year Preparation Plan	ABOVE TARGET Evidence of Exceeding Standards
	<p>Website: --Contact information; include information about the best ways to contact you and your preferred meeting times --Information about academic content (calendar, syllabus, standards, goals for the year) --Resources for students or families --Information on policies, procedures, and expectations Philosophy statement describes the ways in which you will promote conflict resolution, employ restorative justice practices, and use positive support strategies to ensure the well-being of all learners (TPE 2.1). Website is clearly laid out, and visually appealing.</p>	
	<p>Classroom Design: classroom layout: --Visual arrangement of classroom furniture, instructional space, teacher space, collaboration spaces, student work areas, wall displays Classroom Design: rationale Explains why this layout is appropriate both for your instructional goals and for your style of teaching while meeting the needs of the students and content</p>	
	<p>Classroom/Behavior section policies and procedures: --Explains process for developing classroom policies, procedures and expectations (presented or co-created) --Describes consequences—positive and negative—instructional practice and classroom expectations --Identify what classroom procedures for successful teaching and learning (borrowing supplies, going to the bathroom, transitioning from one activity to the next)</p>	
	<p>First week lessons (no set number but aim for 3-5): -Utilize the ML Lesson Plan Template -Explain in detail what you will do during each day of the first week of school. --Show how you will build a classroom community --Describe how you will preview the course content and big ideas/standards for the length of the course (Semester or Year)</p>	
	<p>Writing conventions: Correct grammar, punctuation, spelling, word usage</p>	

Exceptionality Matrix (assessment of TPEs 1.4 & 4.5) ~ Due: Tuesday, February 23, 2021

Aligned with the Whole Child Approach to Teaching and Learning, teams will obtain a general understanding of federal and state laws as well as students’ rights and instructors’ responsibilities is an important step in learning how to tailor and differentiate your instruction to meet the needs of a wide range of learners. This includes IEP plans, 504 plans, and students in difficult situations such as homelessness and foster care. Being able to use the principles of Universal Design for Learning to support access to the curriculum for a wide range of learners within the general education classroom is also an essential skill for effective teachers (TPE 1.4). When you understand these principles, you are better able to promote student success and assist them in successfully participating in their own IEP and 504 plans (TPE 4.5).

Each team will be assigned a specific qualifying condition. Teams will design and develop an easily accessible resource that demonstrates understanding of the condition, support models, and resources applicable to both general educators, students and families. Each team’s resource~

- Provides research-based background information about the specific qualifying condition.
- Identifies resources that general education teachers, students and families may access to academically support students with the specific qualifying condition. This should include information about a variety of developmentally and ability-appropriate instructional strategies and resources as well as references to the principles of UDL and MTSS that support access to the curriculum to a wide range of learners (TPE 1.4)
- Describes modifications, adaptations and accommodations that general education teachers can implement into their instruction and inclusive learning environments. Ground this description in the accommodations and modifications that would be found on an IEP or 504 plan and explain how general education teachers can promote success for students with the specific qualifying condition (TPE 4.5).

Rubric~

BELOW TARGET Areas for Improvement	TARGET Standards for this Project First Year Preparation Plan	ABOVE TARGET Evidence of Exceeding Standards
	Detailed background information on assigned condition includes: --Description of the condition or situation --List of characteristics that a student with this condition might exhibit --Causes and approaches to care --Reasons it is important to understand this condition	
	--Identifies specific resources for general education teachers and parents/guardians --Explains why the resources are useful and what their goals are --Includes links and/or documents when appropriate --Identifies local, state, and/or national organizations that support families --Provides information about a variety of developmentally and ability-appropriate instructional strategies and resources (TPE 1.4) --Describes the principles of UDL and MTSS that support access to the curriculum to a wide range of learners (TPE 1.4)	
	--Describes, in details, what modifications and accommodations general education teachers might apply --Identifies strategies for parents/guardians to use when the child is not in school --Connects the accommodations and modifications to the condition or situation and includes an explanation of why they are appropriate in terms of what would be found on an IEP or 504 plans (TPE 4.5).	
	--Includes a final reflection that explains how teachers can promote success for students with your assigned condition (TPE 4.5).	
	Writing conventions—Correct grammar, punctuation, spelling, and word usage	

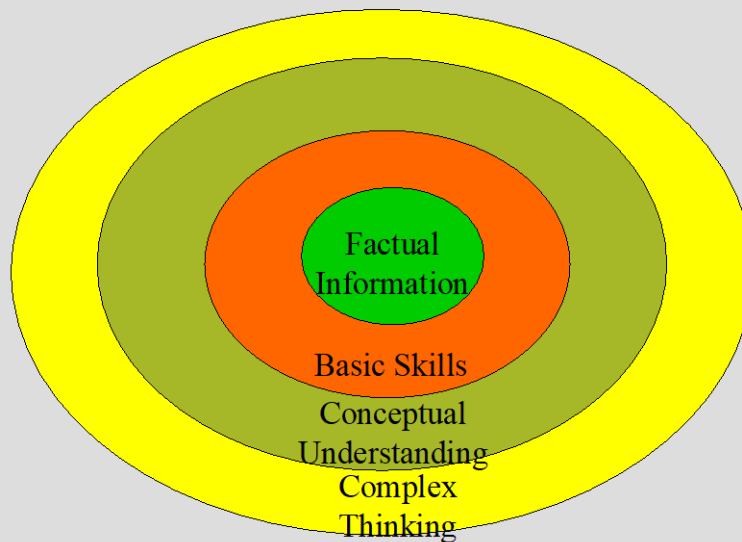
ACTIVITIES FOR ASSESSING STUDENT LEARNING

(introduction to TPEs 5.1 & 5.3; practice with 5.8)

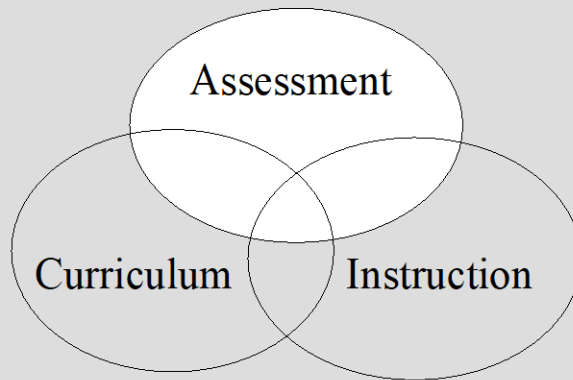
Effective teachers apply knowledge of different types of assessment (TPE 5.1) and also involve their students in self-assessment and reflection on progress toward learning goals (TPE 5.3). This matters because students must learn how to use feedback to revise their work (TPE 5.3) as they move toward mastery of academic content and grade-level standards. When working with students with special needs, especially those with IEPs or 504 plans, it is important that you are well-versed in using assessment data to establish learning goals and then to use those goals and those data to plan, differentiate, and modify instruction (TPE 5.8).

Following are slides and other content that preview our in-class work toward meeting the above goals during weeks 3 & 6 of Spring semester.




Learning is a complex process. It includes:



Assessment should be woven into curriculum design and instructional planning.



“THE BIG THREE”

-  **Standard(s)** With specific objectives
-  **Assessment (Formal & Informal)** Entry level
Progress monitoring
Summative
-  **Instructional activities** These must be aligned to the standards, assessments, & needs specified in 504 plans and IEPs.

ASSESSMENTS

Assessments (standardized, teacher-made, informal, formal, formative, summative) should be closely connected to the identified standards.

Guiding questions:

- What must a student know and be able to do if he/she has mastered the standard?
- What evidence must be collected from the students for them to demonstrate that proficiency?
- How might you engage them in self-assessment?

DIFFERENT AUDIENCES NEED DIFFERENT TYPES OF INFORMATION ABOUT LEARNING.



Students need feedback so they know what they are doing well and what they need to do differently. They also need to learn to self-assess.



Teachers need information about their students' understanding in order to make productive decisions about what and how to teach.



Parents/Guardians need information about their students' learning progress so they know the areas where additional support is needed.

ASSESSMENT

Formal assessment: Its purpose is to determine what each individual student knows based on what you have taught. There must be specific criteria that the teacher and student understand with evaluation that can be used for grading student's progress.

Informal assessment: Informal assessment is done every day during every lesson to determine if the majority of students understand the lesson that is being taught. This can be completed in a variety of ways including, but not limited to, choral responses, KWL, pair sharing with reporting out, and other strategies that do not always require written responses. The results are used to continually inform the teacher of the current understanding of each segment of the lesson. When informal assessments are used well, the results on formal assessments are not a surprise.

CLASSROOM ASSESSMENT

What are the goals of the unit and what needs to be assessed?

Review the content standards and learning goals for the unit of study and determine what needs to be assessed. These must be specific to what you are teaching and be a mix of the following:

- **Entry-level assessment** reveals what students know and can do as it relates to the upcoming instruction. Analysis of entry-level assessments show what information the students will need in order to be successful in the new learning of the unit of study.
- **Progress monitoring assessments** provide information about whether and how students are making sense of what you are teaching. This is also known as checking for understanding.
- **Summative assessments** allow students to demonstrate their understanding of the skills, knowledge, and abilities they have learned throughout a lesson or unit.

What is the reason I am going to assess?

- Clarify prior to teaching the specific purpose of gathering data. Determine a clear vision of what the assessment will accomplish.
- Think about ways in which each assessment will enhance student learning and inform your teaching.
- Make sure the results of this assessment track student progress in learning towards the content standards.
- Review IEPs and 504 plans to identify students' "present levels of performance" and goals

How will I interpret the results? What performance standards and criteria will I use?

- The choice of the measurement technique depends on the purpose and learning target as well as the ways in which the data will be used.
- Criteria are an important part of the evaluation process. A criterion is a means of measuring or scoring the results of the assessment to determine success and gaps in the students learning. A criterion involves the type of scoring criteria, scoring

guidelines, or rubrics. Teachers must use criteria for scoring tests and papers with clear content standards in mind.

- Standards and criteria communicate to students the teacher's expectations.
- The nature of questions and feedback, the difficulty of assignments, and rigor of the criteria tell students what the teacher believes they are capable of achieving.

How do I inform my students of their results to help them understand their learning?

- The kind of feedback students will receive to increase the understanding of their knowledge.
- Students must be given specific feedback about their successes and challenges.
- Give specific ways and timeline that students will be given feedback.
- Feedback should be tied into the content standards, so they see where they need to improve to master content standards.

How will I need to change my instruction to meet the needs of my students?

- Assessment must be tied to how the instruction can be improved.
- Assessment criteria must be about individual students as well as group strengths, challenges and needs.
- The teacher must diagnosis the specific area that needs further attention and to identify where progress is being made. The teacher must determine WHY a student may be having difficulty to provide the appropriate instructional activities can be prescribed.
- Teachers must reflect on the data to make determinations of how they can improve their instruction as well as change unsuccessful strategies. They must collaborate with their grade level team to improve their instruction to reach the learning targets.

Culminating Experience ~ (Presented and shared in final course session: Tuesday, March 16, 2021)

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.

This project will demonstrate your mastery of and commitment to these principles through this culminating experience. Be creative: design and develop a TED talk, podcast, blog, collage, multimedia presentation, or other format of your choosing, reflect upon the program’s themes as well as the importance of content, pedagogy, and dispositions.

Rubric:

BELOW TARGET Areas for Improvement	TARGET Standards for this Project Culminating Learning Experience	ABOVE TARGET Evidence of Exceeding Standards
	Demonstrates awareness of five program themes Explains why these themes matter when working within middle school Shows an understanding of young adolescent development Identifies ways in which social, emotional, and cognitive needs affect students’ middle school experiences	
	Shows and/or discusses how you will operationalize program themes and your knowledge of young adolescent development over the course of your career	
	Presentation quality: -Engaging -Professional -Reflective	

Interdisciplinary Unit Plan~Due: TBD in conjunction with all EDM I Spring Courses

Unit Planning Assignment ~ Middle Level Education Program Spring 2021

Middle school teachers must strike a balance between content area expertise and interdisciplinary thinking. While existing school structures can make it difficult to collaborate across multiple disciplines and help students see big ideas between and among concepts, they learn during the school day, implementing this approach is part of being a change agent and helps you operationalize the Middle Level program's themes. To that end, you will plan a unit of study appropriate for an interdisciplinary team that includes one lesson from each core content area, a lesson focused on the development of literacy skills, and is grounded in an understanding of project-based learning (PBL). This unit should be for approximately two to three weeks of instruction for a heterogeneous middle grade classroom, and you may work alone or with one partner of your choosing.

This unit plan addresses TPES 1.7, 2.2, 2.5, 3.1, 3.3, 3.5, 3.8, 4.1, 4.6, 5.1, and the Foundational TPE

What to Do:

1. **Choose a theme and develop essential questions.** As you think about a theme that will ground your unit, keep in mind the Middle Level Program's five themes as well as the School of Education's commitment to developing learning environments that are socially just and educationally equitable. Develop essential questions related to this theme that will engage students. Construct a web or visual that shows how big ideas as suggested by the themes and EQs cut across all content areas and lend themselves to deep thinking and problem solving. Briefly describe the demographic make-up of your class (using the TPA Class Profile if helpful).
2. **Identify standards and assessments.** List the state curriculum standards that are addressed by the essential questions and will be mastered after students engage in the PBL activities. Describe a mixture of formative and summative assessments that will provide information about whether and how students are approaching mastery of the standards.
3. **Design lesson plans and sequence of instruction.** The activities you choose should be *meaningful* activities that help the students develop mastery of the standards—not activities just for the sake of something to do. Provide for student choice in the activities and incorporate appropriate technology—for both in-person and hybrid learning experiences. Create a calendar (the sequence of the way you will do things) of the unit for approximately two to three weeks and note whether the lessons are based on having one period of class time for each subject area devoted to the unit or a block schedule. Write (or revise) one lesson each for Science, Social Studies, English/Language Arts, and Math plus a fifth lesson that specifically teaches literacy skills for any content area. Each of the lesson plans should include ELD standards as appropriate and use the Middle Level lesson plan template. Use strategies that we have modeled throughout the program and others that you have explored in your readings and field experiences.
4. **Reflect by using evidence-based writing.** Similar to the way you reflect on lessons both before and after you teach them, take a critical look at your unit plan once it is finalized. As you reflect, include specific examples (evidence) to support your analysis. Questions to consider include:
 - a) How well do you think your unit plan reflects your understanding of young adolescent development?
 - b) In what ways are the essential questions connected to the standards and supported by the PBL strategies?
 - c) How will the PBL aspects of the unit enrich the learning experiences and make them more meaningful than traditional ways of teaching and learning?
 - d) How do the UDL strategies help you to create more equitable learning environments?
 - e) How might you use information gathered from the assessments to inform subsequent instructional decisions and continue to meet the needs of all learners?

Required Sections (The syllabus for each course--512, 522, 544, and 545--identifies which sections will be assessed and how many points they are worth for that specific course.) For this course: EDMI 512, the following will be assessed:

Section 2:

- Alignment of **Assessments, Learning Outcomes/Standards, and Instructional Strategies/Activities.**
- **Intentional Instructional Design** that includes awareness of cultural, cognitive, social and emotional needs manifested in the learning environment.

Rubric~

BELOW TARGET Areas for Improvement	TARGET Standards for this Project Culminating Learning Experience	ABOVE TARGET Evidence of Exceeding Standards
	<p>Instructional Design Alignment:</p> <ul style="list-style-type: none"> -Evident and intentional alignment of Assessment, Learning Outcomes/Standards and Instructional Strategies/Activities -Assessments inform instruction -Student self-assessments assist and guide student progress -Learning Outcomes/Standards are clearly stated and identified -Instructional Strategies/Activities are meaningful, support the learning process and all levels of learners 	
	<p>Pedagogy Alignment:</p> <ul style="list-style-type: none"> -Awareness of young adolescent developmental needs -Purposeful cognitive, academic teaching and learning strategies -Intentional social and emotional tools and strategies 	

Schedule of class sessions

As with all Intentional Instructional Design, the professor reserves the right to adjust the schedule based on data, teachable moments and learning opportunities.

- For this semester, all ML Courses will be held on assigned full days, which results in 1 course day equaling 2 weekly sessions.
- For this course, please plan on being actively engaged 9:00-3:30pm with an incorporated 1-hour lunch break.

Session Week	Session Date	Session Focus	Before Session Preparation	Asynchronous and Synchronous Resources
Week 1	Tuesday, January 26 th Session 1: AM	Welcome Introduction to Course Syllabus Review Building our Course Culture	Review Syllabus Instructional Strategies Folder (Locate from 511)	Cougar Courses EDM I 512
	Tuesday, January 26 th Session 2: PM	Young Adolescent Development Guest Speaker: Dr. Erika Daniels	Motivation Matters Chapter 1	Cougar Courses EDM I 512
Week 2	Tuesday, February 2 nd Session 3: AM	Equity and Access Guest Speaker: Dr. Robin Withers		Cougar Courses EDM I 512
	Tuesday, February 2 nd Session 4: PM	Equity and Access Self-Awareness Identity	Motivation Matters Chapter 2	Cougar Courses EDM I 512
Week 3	Tuesday, February 9 th Session 5: AM	Class Management: Fostering, Engaging, Supporting Environments for All Students Guest Speaker: Mr. Mervin Jenkins	Motivation Matters Chapter 3	Cougar Courses EDM I 512
	Tuesday, February 9 th , Session 6: PM	Class Management: Challenges in the Classroom Project Due: Foundations for an Effective CPII Experience	Motivation Matters Chapter 4	Cougar Courses EDM I 512
Week 4	Tuesday, February 16 th Session 7: AM	Instructional Approaches, Methods & Strategies: Guest Speaker: Ms. Lezya Weglarz		Cougar Courses EDM I 512
	Tuesday, February 16 th Session 8: PM	Instructional Approaches, Methods & Strategies: Application		Cougar Courses EDM I 512
Week 5	Tuesday,	Intentional Instructional Design:	Motivation	Cougar Courses

	February 23 rd Session 9: AM	Differentiation in Action Guest Speaker: Mr. Darren Smith	Matters Chapter 5	EDMI 512
	Tuesday, February 23 rd Session 10: PM	Intentional Instructional Design: Frameworks in Action Project Due: Exceptionality Matrix		Cougar Courses EDMI 512
Week 6	Tuesday, March 2 nd Session 11: AM	Intentional Assessments Guest Speaker: Dr. Dennis Johnston	Motivation Matters Chapter 6	Cougar Courses EDMI 512
	Tuesday, March 2 nd Session 12: PM	Intentional Assessment: Self-Assessment		Cougar Courses EDMI 512
Week 7	Tuesday, March 9 th Session 13: AM	Developing as an Educator: Career Planning Guest Speaker: Mr. Mark Carolino		Cougar Courses EDMI 512
	Tuesday, March 9 th Session 14: PM	Developing as an Educator: Stand Up and Stand Out Project Due: First Year Preparation Plan		Cougar Courses EDMI 512
Week 8	Tuesday, March 16 th Session 15: AM	Mock Interviews Guest Panel: Administrators		Cougar Courses EDMI 512
	Tuesday, March 16 th Session 16: PM	Culminating Experience Project Due: Culminating Learning Experience		Cougar Courses EDMI 512

***Unit Plan (Project aligned with all 4 Spring Courses) Due Date: TBD**