Department of Elementary Education  
MLG 403.506 Integrating Middle Grades Learning  
Spring 2018

Instructor: Dr. Claudia Whitley  
Course Time & Location: online

Office: ECRC 209I  
Office Hours: T 12:15-3:15pm; R 9:00-11:00am

Credits: 2 semester hours

Cell Phone: 936-554-5447  
Email: whitleyc@sfasu.edu

Prerequisites: Admission into Educator Certification. Enrolled in Field Experience II.

I. Course Description:

Integrating Middle Grades Learning - Two semester hours for lecture. Middle Grades curriculum, instruction, and assessment designed to meet the needs of students in content area classes. The professional roles and responsibilities of teaching are also emphasized.

There are two critical assignments related to accountability and accreditation in this course. They are the Work Sample and the Philosophy Paper.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The mission of this course is to prepare competent, successful, careful, caring, and enthusiastic professional educators dedicated to responsible service, leadership and continued professional and intellectual development. The dispositions of service, openness to diversity, collaboration, integrity, academic excellence, and lifelong learning will be emphasized. They provide coherence for our curriculum, clinical experiences, and assessments. The course is linked to the University vision and values, and demonstrates how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions. Special emphasis is placed on dispositions, assessment, professional development, classroom management and effective lesson design and implementation in this course.

MLG Program Learning Outcomes and Student Learning Objectives:

PLO 2: Teacher candidates will understand and use the central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents’ competence in the areas of English/Language Arts/Reading, mathematics, science, and social studies. (AMLE 2; PPR Standard 1; ISTE 1c, 2b, 2e, 2d)

Element A: Subject Matter Content
SLO 2.1: The teacher candidates will demonstrate knowledge and competency in their content area.

Element B: Interdisciplinary Nature of Knowledge and Element C: Middle Level Student Standards
SLO 2.2: The teacher candidates will demonstrate the skills necessary to effectively present content to adolescent learners and the ability to assess their students understanding of that content. (TEA 4.10c, 5.7s, 5.9s);

Benchmark Assessment II: Candidate Work Sample (ISTE 1c, 2b, 2c, 2d); (TS 1A(ii), 1F(iii), 2A(i), 2C(i), 2C(ii), 3A(iii), 3C(i), 4A (i), 5A(i), 5A(ii), 5B(i)); (PPR 1.2k, 1.4k, 1.5k, 1.6k, 1.16k, 1.17k, 1.18k, 1.19k, 1.20k, 1.21k, 1.22k, 1.24k, 2.5k, 3.14k)
PLO 3: The teacher candidates will understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components. (AMLE 3)

Element A: Middle Level Philosophical Foundations

SLO 3.3 The teacher candidate will demonstrate their understanding of the middle level teachers’ knowledge, skills, and dispositions and cite references accurately. (TASC 1.5s, 2.2s, 3.1s; ISTE 5.2s)

Benchmark Assessment III: Professional Philosophy Paper (TASC 1.5s, 2.2s, 3.1s; 2.1k, 2.4k, 2.17k)

Element B: Middle Level Organization and Best Practices

SLO 3.4 The teacher candidate will develop and implement classroom management skills and techniques. Emphasis will be on classroom climate, procedures, and parental involvement.

SLO 3.5 The teacher will demonstrate their ability to work in academic teams and departmental teams.

SLO Assessment 2: Team Meetings (TS 6B(ii), 6C(ii), 6D(ii), 6D(iii)); (PPR 4.4k, 4.2s, 4.5s, 4.6s)

PLO 4: The teacher candidates will understand, use, and reflect upon the major concepts, principles, theories and research related to data-informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents. (AMLE 4)(ISTE 5.c)

Element A: Content Pedagogy

Element B: Middle Level Instructional Strategies

SLO 4.6 The teacher candidates will demonstrate their ability to differentiate instruction for ELL, Special Education, and GT students; PPR 1.15k

Benchmark Assessment II: Work Sample (TS 2B(iii)); (PPR 1.3k, 1.14k, 1.25k, 1.26k, 1.27k)

Element C: Middle Level Assessment and Data-formed Instruction

SLO 4.7 The teacher candidates will be able to utilize pre/post assessment in their lessons and illustrate student progress through technology (Excel/Charts) (TASC 3.2s, 3.7s, 4.3s, 4.5s, 4.6s, 5.15s); (ISTE1b, 5c); (TS 5C(i), 5C(ii), 5D(i)); (PPR 1.12k, 1.13k)

Benchmark Assessment II: Work Sample (TASC 3.2s, 3.7s, 4.3s, 4.5s, 4.6s, 5.15s); (ISTE 5c); (TS 5C(i), 5C(ii), 5D(i), 5D(ii)). (PPR 1.7k, 1.12k, 1.28k, 1.29k)

SLO 4.8 The teacher candidate will familiarize themselves with formal assessments (i.e. TEKS, STAAR, AEIS Reports, Benchmark Assessments) used in Texas Middle Schools.

(PPR 1.7k)

SLO Assessment 3: Assessment Activities (PPR 1.30k, 1.31k, 1.25s, 1.28s, 1.29s, 4.18k, 4.18s)

PLO 5: The teacher candidates will understand the complexity of teaching young adolescents and they engage in practices and behaviors that develop their competence as professionals. (AMLE 5)

Element A: Professional Roles of Middle Level Teachers

SLO 5.9 The teacher candidates will demonstrate a knowledge of professional organizations and the opportunities for professional development those organizations provide and communicate that information effectively to peers using digital age media and formats.

SLO Assessment 4: Presentation on Professional Organizations: (TASC 1.2k, 1.3s, 2.1s, 3.3k, 3.4s, 3.5s, 3.14s, 4.1s, 4.6s, 4.7s); (ISTE 1a, 2b, 2d, 3c, 3d, 5a) (PPR 4.6k, 4.13s)

SLO 5.10 The teacher candidates will demonstrate their ability to read and discuss a book with peers for professional development.

SLO Assessment 5: Book Talk on Professional Books (PPR 4.13s)

SLO 5.11 The teacher candidates will demonstrate their ability to engage in practices and behaviors that develop their competence as professionals. (TASC 5.8k); (ISTE 2a); (PPR 4.13s)
Element D: Dispositions and Professional Behaviors
SLO 5.12 The teacher candidates will demonstrate their ability to reflect on their classroom practices, dispositions, and middle level philosophy.

Benchmark Assessment II: Work Sample (TASC 4.11s); (ISTE 2d); (TS 6A(i)), (PPR 4.12k, 4,14s, 4.15s)
Benchmark Assessment III: Philosophy Paper (PPR 1.11k)

SLO Assessment 7:
T-TESS Activity (PPR 4.11k)

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

*Work Sample: (Benchmark Assessment II) 200 points
Teacher candidates will video tape one lesson during lab and use it to complete their Benchmark Work Sample. They will design a pre/post assessment to evaluate the lesson they are teaching. Students will be expected to reflect on and evaluate their lesson as well as one of a peer. This assignment must be submitted in Live Text and a hard copy submitted in class.

*Philosophy Paper: (Benchmark Assessment III) 200 points
Teacher candidates will complete a philosophy paper as one of their Benchmark Assessments. Instructions may be found in the Intern II Handbook. This assignment must be submitted in LiveText and D2L.

Team Meetings: (SLO Assessment 2) 55 points
Team Meetings will be simulated in the online class through discussions and journal entries.

Assessment Activities (SLO Assessment 3) 50 points
Teacher candidates will investigate assessment commonly found in Texas Middle Schools. Two activities will be completed in class (Diggin' for Data and Authentic Assessments.)

T-TESS Activity (SLO Assessment 7) 50 points
Teacher candidates will complete an in class assignment on T-TESS.

*Technology Presentation on Professional Organization (SLO Assessment 4) 75 points
Teacher candidates (either individually or in pairs) will research a professional teaching organization. They will prepare a technology presentation over their organization for the class and provide a handout of essential information for each member of the class.

Book Talk/Summary on Professional Development Book (SLO Assessment 5) 100 points
Each teacher candidate will select one or more professional development books from the suggested reading list. They will complete a written summary of the book and reflect on how the book will be useful to them in their future classroom. They will also participate in a literary circle on the books in class.

Professional Development Documentation (SLO Assessment 6) 50 points
Teacher candidates will complete and document five professional development activities during the semester.

Final Exam 50 points
Teacher candidates will complete a reflective online exam.

Professionalism 50 points
Professionalism grade will be a compilation of points including: attendance at class, at field experience, participation in class discussions, and completion of on-line course evaluation. Students who do not attend class and participate in the first three weeks of class will be dropped from financial aid for this course.

*Scoring guides may be found in Course Handbook

IV. Evaluation and Assessments (Grading):

A = 792-880 points
B = 704-791 points
C = 616-703 points
F = Below 616 points

**Live Text assignments must be submitted in Live Text. Failure to do so will result in the reduction of one letter grade in the class for each assignment not submitted.**

**Failure Clause:** You can immediately earn an F in this course due to the following reasons:
- Your placement site asks for you to be removed.
- You have violated state or federal law
- You have violated The Code of Ethics and Standard Practices for Texas Educators
- You have violated school and/or district policy
- You have violated university policy
- Any other egregious acts of non-professional behavior
- You have accumulated 5 unexcused absences in this class

**v. Tentative Course Outline/Calendar:** ALL ASSIGNMENTS ARE DUE BY 11:55 PM ON SUNDAY EVENINGS EACH WEEK!!

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
<th>SLO’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 21</td>
<td>Course Overview</td>
<td>Syllabi and Course Handbook</td>
<td>Getting Started Module</td>
<td>All</td>
</tr>
<tr>
<td>Jan. 28</td>
<td>ESL Module</td>
<td>ESL Module 10</td>
<td>Module 10</td>
<td>3.3, 5.12</td>
</tr>
<tr>
<td>Feb. 4</td>
<td>Classroom Management (Climate)</td>
<td>Chapters 1 and 7 in text</td>
<td>Module 1</td>
<td>2.1, 3.3, 5.12</td>
</tr>
<tr>
<td>Feb. 11</td>
<td>Classroom Management (Procedures)</td>
<td>Chapter 2 in text</td>
<td>Module 2</td>
<td>2.2, 3.5</td>
</tr>
<tr>
<td>Feb. 18</td>
<td>Classroom Management (Parents)</td>
<td>Chapter 3 in text</td>
<td>Module 3</td>
<td>2.2</td>
</tr>
<tr>
<td>Feb. 25</td>
<td>Cooperative Learning</td>
<td>Chapter 6 in text and Cooperative Learning Folders</td>
<td>Module 4</td>
<td>5.9/2.2</td>
</tr>
<tr>
<td>Mar. 4</td>
<td>Professional Organizations</td>
<td>Internet Resources</td>
<td>Professional Organization Presentation Due</td>
<td>4.7</td>
</tr>
<tr>
<td>March 11</td>
<td>Professional Organizations Continued</td>
<td></td>
<td>Review of Professional Organizations Due</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar. 24</td>
<td>Philosophy of Education</td>
<td>Selected articles and websites.</td>
<td>3.5, 4.8</td>
</tr>
<tr>
<td>April 8</td>
<td>Philosophy of Education</td>
<td>Selected articles (20)</td>
<td>3.5, 4.8</td>
</tr>
<tr>
<td>Apr. 15</td>
<td>Assessment</td>
<td>Selected articles</td>
<td>3.4,3.5</td>
</tr>
<tr>
<td>Apr. 22</td>
<td>Work Sample</td>
<td></td>
<td>5.11, 5.12</td>
</tr>
<tr>
<td>Apr. 29</td>
<td>Work Sample</td>
<td>Submit Work Sample in Livetext and mail hard copy to Dr. Whitley</td>
<td>5.11, 5.12</td>
</tr>
<tr>
<td>May 6</td>
<td>Book Talks</td>
<td>Selected books</td>
<td>5.10, 5.11</td>
</tr>
<tr>
<td>May 8</td>
<td>Final Exam</td>
<td>Final Exam due @ 5:00 pm</td>
<td>All</td>
</tr>
</tbody>
</table>

*These assignments are related to accountability and accreditation and are submitted into LiveText

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience. Failure to purchase and activate the account and/or submit the required assignments within the FEM system may result in course failure. FEM must be purchased from [www.livetext.com](http://www.livetext.com) for a fee of $18.00 for a multiple year subscription.
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an email concerning LiveText Registration, please be sure to check your junk mail folder and your spam filter for these emails.

If you have questions about obtaining or registering your Live Text account, call ext. 1267 or email SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call 7050 or email livetext@sfasu.edu. Failure to activate the account and/or submit the required assignments within the LiveText system may result in course failure.


Reading List: Choose at least 1 (These do not need to be purchased. You may check them out from a library.)

Supplementary Textbooks: (not required)

This we believe: Keys to educating young adolescents (2010). Westerville, Ohio: Association of Middle Level Education

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
Class Attendance and Excused Absences: Policy 6.7
Regular, punctual attendance, documented participation, and if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty Policy: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to:

- using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
- the falsification or invention of any information, including citations, on an assigned exercise; and/or
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are but not limited to:

- submitting an assignment as if it were one’s own work when it is at least partly the work of another person.
- submitting a work that has been purchased or otherwise obtained from the Internet or another students
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author due credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.
Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Semester Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e. Active Military Service (6.14)]. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://icare.sfasu.edu/judicial/early alert.asp or call the office at 936-468-2703.

Additional Information:
  Certification/Licensing Requirements
  To meet the Certification/Licensing Requirements in Texas related to public education and other educational settings, you will be required to:
  1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
  2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
  3. Successfully complete a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

  For more information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or email her at snyderke1@sfasu.edu

IX. Other Relevant Course Information:
  Expectations:
  1. Future teachers are held accountable for correct spelling and grammar usage. Spelling and correct grammar are expected at all times, on all assignments. Points will be deducted for incorrect spelling and poor grammar. If you are experiencing difficulty with standard English and the conventions of speaking and writing, you should seek assistance at the campus Academic Resource Center. Call 468-4108. You may also visit the following website for assistance in writing: www.columbia.edu/acis/bartleby/trunk
2. All submitted work must be typed unless the instructor provides a template (i.e. in-class assignments). Handwritten work will not be accepted.
3. In order to pass this course ALL WORK must be completed and submitted to the instructor.
4. All work should be completed by the due date. The grade for all work turned in within 1 week of the due date will be penalized by 10%. The grade for all work turned in within 2 weeks of the due date will be penalized by 20%. After two weeks, work must be completed and turned in, but will receive a grade of 0. Any exceptions must be approved ahead of time by the professor.
5. Students are expected to participate in all class discussions. Participation will be noted according to the depth and comprehension of your responses during class discussions. Participation will contribute to your final professionalism grade (8 points max).

**Professionalism:**

Enthusiastic completion of the course activities is of utmost importance in demonstrating commitment to becoming a responsible teacher. Mastery and professional products reflect quality work and reflect on the work you will produce as a teacher. Attitude and confidentiality are essential in determining the teacher’s potential as a successful educator.

Gossiping is a reflection of negativism, lack of maturity, and integrity. If problems occur, go to your university professor: you will find that others’ attitudes are easily influenced through negativity.

For **Fall 2018 Student Teaching**, the following dates have been established:

1. Currently – On-line application available
2. February 15, 2018 – Deadline for submitting on-line application
3. August 15, 2018 - Passing scores on the content area certification exam must be received in the Educator Certification Office