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.

As a capstone course we will review important aspects of working with Middle Level students such as Middle School Philosophy, working with ELL students, Cooperative Learning, and classroom management. We will also delve into Professional Organizations, assessment, and how to get a job.

Course Justification: “Integrating Middle Grades Learning” (2 credits) meets twice each week in 75 minute segments for 14 weeks, and also meets for a 2 hour final examination. Students have significant weekly reading segments, are expected to take regular reading quizzes and a final examination, are required to make a major class presentation in which they research and present a professional education organization to the class, are required to research and write a philosophy paper, and are required to complete a Work Sample which includes an original videoed lesson which they analyze and reflect upon in great detail. In addition they are required to view a peer’s lesson and reflect upon that lesson as well. Students are also required to read a professional education book of their choice and report upon it in writing and in class. These activities average at a minimum of 6 hours of work each week to prepare For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments."

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

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. It provides coherence for our curriculum, clinical experiences, and assessments. It is linked to the University vision and values, and describes 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.

MLG 403 is the Capstone Course for the Middle Level Certification program. This course ties together the curriculum from MLG 400, 401, 402 and your content area courses. The goal is to synthesize your knowledge and apply those learnings into practice.

MLG Program Learning Outcomes and Student Learning Objectives:
PLO 2: The 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 subject matter. (AMLE 2; PPR Standard 1)

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. TA 4.10s, 5.7s, 5.9s; ISTE 1c, 2b, 2c, 2d

Benchmark Assessment II: Candidate Work Sample TA 4.10c, 5.7s, 5.9s; ISTE 1c, 2b, 2c, 2d

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. TAC 1.5s, 2.2s, 3.1s;

Benchmark Assessment III: Professional Philosophy Paper TAC 1.5s, 2.2s, 3.1s;

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

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)

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;

Benchmark Assessment II: Work Sample

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) TAC 3.2s, 3.7s, 4.3s, 4.5s, 4.6s, 5.15s; ISTE 5c

Benchmark Assessment II: Work Sample TAC 3.2s, 3.7s, 4.3s, 4.5s, 4.6s, 5.15s; ISTE 5c
  SLO 4.8 The teacher candidate will familiarize themselves with formal assessments (i.e. STAAR, AEIS Reports, Benchmark Assessments) used in Texas Middle Schools.

SLO Assessment 3: Assessment Activities

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. TAC 1.2K, 1.3s, 2.1s, 3.3k, 3.4s, 3.5s, 3.14s, 4.1s, 4.6s, 4.7s; ISTE 2b, 3c, 3d, 5a;
SLO Assessment 4: Presentation on Professional Organizations: TAC 1.2k, 1.3s, 2.1s, 3.3k, 3.4s, 3.5s, 3.14s, 4.1s, 4.6s, 4.7s; ISTE 2b, 3c, 3d, 5a
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
SLO 5.11 The teacher candidates will demonstrate their ability to engage in practices and behaviors that develop their competence as professionals. TAC 5.8k; ISTE 2a

SLO Assessment 6: Professional Development Documentation TAC 5.8k; ISTE 2a

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. TAC 4.11s; ISTE 2d

Benchmark Assessment II: Work Sample TAC 4.11s; ISTE 2d
Benchmark Assessment III: Philosophy Paper

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 will be submitted in Live Text/Watermark and a hard copy will be 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/Watermark and D2L.

Lesson Rationale: 38 points
A practice rationale will be completed in class to learn how to determine what to teach, how to teach the content, and how to meet the needs of all learners in the classroom.

Team Meetings: (SLO Assessment 2) 42 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.)

*Technology Presentation on Professional Organization (SLO Assessment 4) 75 points
Teacher candidates 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 50 points
Each teacher candidate will complete 5 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: class attendance, participation in class discussions, and completion of on-line course evaluation.

Tests (3 at 10 points each) 30 points
Teacher candidates will complete check tests over textbook reading assignments.

*Scoring guides may be found in Course Handbook
IV. Evaluation and Assessments (Grading):

A = 796-885 points  
B = 717-795 points  
C = 645-716 points  
F = Below 645 points

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

V. Tentative Course Outline/Calendar:

**TENTATIVE COURSE TIMELINE**  
**MLG 403.001 Fall 2019**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
<th>SLO’s</th>
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<td>Aug. 27/29</td>
<td>Course Overview</td>
<td>Syllabi and Course Handbook</td>
<td>Getting Started Module</td>
<td>All</td>
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<tr>
<td>Sept 4/10</td>
<td>Middle School Philosophy</td>
<td>This We Believe</td>
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<tr>
<td>Sept. 12/17</td>
<td>Review of MS Philosophy &amp; Writing a Philosophy Paper</td>
<td>Chapters 1 and 7 in text</td>
<td>Test Ch. 1 (12)</td>
<td>2.1, 3.3, 5.12</td>
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<tr>
<td>Sept. 19/24/26</td>
<td>Lesson Planning Rationale</td>
<td>This We Believe</td>
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<td></td>
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<tr>
<td>Oct. 1/3/8</td>
<td><strong>ESL Unit</strong></td>
<td>Classroom Texts</td>
<td>Rationale Due Oct. 1 * **Philosophy Paper Due Oct. 8</td>
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<tr>
<td>Oct. 10/15/17</td>
<td>Cooperative Learning</td>
<td>Cooperative Learning Charts</td>
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<tr>
<td>Oct. 22/24</td>
<td>Professional Organization Presentations</td>
<td></td>
<td>Professional Organization Presentations due Oct. 22</td>
<td>5.9/2.2</td>
</tr>
<tr>
<td>Oct. 29</td>
<td>Pre/Post Assessment</td>
<td>Selected articles</td>
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</tbody>
</table>
### VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required Textbooks:**  

*This we believe: Keys to educating young adolescents* (2010). Westerville, Ohio: Association of Middle Level Education. ISBN# 978-1-56090-232-4

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<table>
<thead>
<tr>
<th>Oct. 31</th>
<th>State Assessment</th>
<th>Selected articles and websites.</th>
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<tr>
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<td>Benchmark Assessments (5)</td>
<td>Selected articles (5)</td>
<td>Authentic Assessment Activities due Nov. 5</td>
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<td>Classroom Management</td>
<td>Text Ch. 2/3</td>
<td>Test Ch. 3(12) Test Ch. 3 (14)</td>
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<td>Nov. 19</td>
<td>Getting a Job</td>
<td>Selected articles</td>
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<td>Nov. 21</td>
<td>Resumes Job Applications</td>
<td>Selected articles</td>
<td><strong>Work Sample due Nov. 21</strong></td>
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<tr>
<td>Dec. 3</td>
<td>Interviewing</td>
<td>Selected articles</td>
<td>5.11, 5.12</td>
</tr>
<tr>
<td>Dec. 5</td>
<td>Book Talks</td>
<td>Selected books</td>
<td><strong>Book Summary and Professional Development Documentation Due Dec. 5</strong></td>
</tr>
<tr>
<td>Dec 10</td>
<td>Final Exam</td>
<td>Final Exam due Dec. 10</td>
<td>All</td>
</tr>
</tbody>
</table>

*These assignments are related to accountability and accreditation and are submitted into LiveText/Watermark  
** These assignments are related to diversity
Reading List: Choose at least 1 (These do not need to be purchased. You may check them out from a library.)


Resources:

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

This courses uses the Live Text/Watermark data management system to collect official assessments for students who are Perkins College of Education majors (undergraduate, graduate, or doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing Live Text/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your Live Test/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning Live Text/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or email LiveText@sfasu.edu. Failure to activate the
account and/or submit the required assignments within the LiveText/Watermark system may result in course failure.

FEM is used for field experiences, practica and internships in a way to document the offsite experiences. In this course you must purchase and activate the LiveText/Watermark add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.LiveText/Watermark.com for a fee of $18.00 for a multiple year subscription.

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.

Teacher candidates who complete the online evaluation will receive 10 points toward their professionalism grade.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

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 on any class assignment or exam.
- Falsifying or inventing of any information, including citations, on an assignment
- 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 one’s own. Examples of plagiarism include, but are not limited to:

- Submitting an assignment as 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 source.
- Incorporating the words or idea of an author into one’s paper or presentation without giving the author 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: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, 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 semesters, 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 Early Alert Program at SFA.

**Additional Information:**

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and
obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac.view=4&ti=198&pt=7&ch=247&rl=Y

To complete Certification/Licensing Requirements in Texas related to public education and other professional setting you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a Non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

   You are eligible to request a Preliminary Criminal History evaluation if:
   - You enrolled or are planning to enroll in an educator preparation program or
   - You are planning to take a certification exam for initial educator certification, and
   - You have reason to believe that you may be ineligible for education certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

   In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information may be found at https://tea.texas.gov/TexasEducators/Investigations/Preliminary_Criminal_History_Evaluation:FAQs.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TEES exams (additional information available at www.texas.ets.org/registration_Bulletin/)

   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 state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke12sfasu.edu.
IX. Other Relevant Course Information

Expectations:
1. Future teachers are held accountable for correct spelling and grammar usage. Spelling correct grammar are expected at all times on all assignments. Points will be deducted for incorrect spelling and poor grammar.
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 the course ALL Work must be completed and submitted to the professor.
4. All work should be completed by the due date. The grade for all work turned in with 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 O. 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).
6. **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 professor. You will find that others’ attitudes are easily influenced through negativity.

For Spring 2020 Student Teaching, the following dates have been established:
1. Currently – On-line applications are available.
2. Sept, 15, 2019 - Dead line for submitting on-line application.
3. January 8, 2020 – Passing scores on the content area certification exam must be received in the Educator Certification Office.