MLG 403P-411 Integrating Middle Grades Learning Syllabus

Department of Education Studies
2 Credit Hours
ELE 352.501
Spring 2020

Instructor: Dr. Sarah M. Straub
Office: ECRC 201H
Cell Phone: (281) 685-8873
Office Hours: Tuesdays, 10am -12pm and Thursdays, 9am – 12pm.

I will be available to answer emails during office hours. If you would prefer to visit in person, or via Skype/Zoom, please email 24 hours in advance to make arrangements. I will respond to all emailed communication within 48 hours.

Email: straubsm@sfasu.edu

Preferably, call or text with questions related to this course. If you must email, please use Brightspace to send emails related to the course. If Brightspace is unavailable, send email to straubsm@sfasu.edu and include “ELE 478” somewhere in the subject line.

Please Note: The syllabus may change at the discretion of the instructor. Notification of changes will be made through Brightspace.

Course Information

Prerequisites

Admitted into Educator Preparation: Enrollment in Field Experience II. (Reference; SFASU General Bulletin)

Course Description

Integrating Middle Grades Learning - Two semester hours for practicum. 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.

This practicum course allows you to apply your knowledge of curriculum, instruction and assessment into practice as you work with middle level students.

Course Justification: “Integrating Middle Grades Learning Practicum (2 credits; fully online) spans 15 weeks. Students spend approximately 16 hours a week in a middle level classroom in public school where they observe, teach lessons, work with small groups and perform professional
teacher activities. Students must prepare a minimum of three full lessons in their content area and be observed teaching these lessons. They must reflect on their performance and meet with their professor to receive feedback on their progress as a teacher. They are also required to complete weekly journal entries over specific elements of teaching. These activities average at a minimum of 4 hours of work each week to prepare outside of classroom hours.

Course Fee: $40

LiveText: Attendance Log

Critical Assignments: Work Sample

Vision

The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

Mission

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the Perkins College of Education are to:

• Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice.
• Prepare teachers, support personnel, and educational leaders for Texas Employ and support faculty members who are committed to excellence in teaching, scholarship, and service.
• Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations.
• Maintain resources and facilities that allow each program to meet its expected outcomes.
• Collaborate with external partners to enhance students' knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit.
• Engage in outreach services.
• To address specific needs in the broader community.
• To enhance student learning.
• To instill commitment to service, and To promote the reputation of the University.
• To conduct research to advance knowledge and to contribute to the common good.

Core Values

In the Perkins College of Education, we value and are committed to:

• Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior

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• Service that enriches the community

Diversity Statement

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Course Goals

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct early childhood to middle level learners. The Program Learning Objectives are aligned to the Association for Early Childhood International (ACEI) standards, the Interstate Teacher Assessment and Support Consortium (InTASC) standards, ISTE, and the TEA EC6 Educator Standards. Content and assignments are aligned to these standards.

Program Learning Outcomes

• PLO2: 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
  - Element B: Interdisciplinary Nature of Knowledge and
  - Element C: Middle Level Student Standards

• 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 Foundation
  - Element B: Middle Level Organization and Best Practices

• 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
  - Element C: Middle Level Assessment and Data-formed Instruction

• 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
  - Element B: Dispositions and Professional Behaviors

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Course Objectives (Student Learning Outcomes)

Upon completion of this course, students should be able to:

- SLO 2.1 The teacher candidates will design and teach a minimum of three lessons in their Practicum II classrooms. (TAC3.11s, 4.6s, 4.7s, 4.10s, 5.1s, 5.7s, 5.9s); (ISTE 2.b); (CRES 1A (i), 1A(ii), 1A(iii), 1B(i), 1B(ii), 1B(iii), 1C(i), 1C(iii), 1D(i), 1D(ii), 1D(iii), 1E(i), 1E(ii), 1E(iii), 1F(i), 1F(ii), 1F(iii), 2A(i), 2A(ii), 2A(iii), 2B(i), 3B(i), 3B(ii), 3B(iii), 4A(ii), 4B(i), 4B(ii), 4C(iii), 4D(i), 4D(ii), 4D(iii), 5B(i), 5B(ii), 5D(i)); (PPR 1.12k, 1.13k, 1.14k, 1.19k, 1.26k, 1.1s, 1.3s, 1.4s, 1.5s, 1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.14s, 1.15s, 1.16s, 1.17s, 1.19s, 1.20s, 1.21s, 1.22s, 1.24s, 1.25s, 1.26s, 1.27s, 1.29s, 2.4k, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8s, 2.9s, 2.10s, 2.14s, 2.15s, 2.16s, 2.17s, 2.18s, 2.19s, 2.20s, 2.21s, 3.1k, 3.2k, 3.3k, 3.4k, 3.6k, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.12k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s, 3.18s, 3.19s, 3.20s – Lesson Plans, Observation and Performance Summary

- SLO 3.2 The teacher candidates will reflect over what is happening in their Practicum II classroom and respond in a journal reflection weekly. Some topics will be specific, while some topics will be more general. (TAC 1.15c, 3.1s, 3.5s, 3.16s, 5.7k); (CRES 1C(i), 1C(ii), 2B(iii), 2C(iii), 3A(i), 3C(i), 3C(ii)); (PPR 1.6k, 1.2s, 3.5k – Journal Reflections, Observation and Performance Summary

- SLO 4.3 The teacher candidates will complete a Work Sample in which they reflect in detail over lesson design, assessment, delivery, and their own personal strengths and weaknesses as a teacher. This lesson will be videoed on-site and analyzed in depth. (TAC 1.2k, 1.3s, 2.1s, 3.3k, 3.2s, 3.7s, 4.3s, 4.5s, 4.11s, 4.12s, 5.15s); (ISTE 1c, 2b, 2c, 2d, 3d)(CRES 6A(ii), 6B(i), 6D(iii)); (PPR 1.28s, 4.14s) – Work Sample (Benchmark Assessment II)

- SLO 5.4 The teacher candidates will conduct themselves as professionals while engaging in the public schools during Practicum II. (CRES 4D(v)); (PPR 4.3s, 4.7s, 4.8s) – Professionalism Grade

Course Assignments*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Dates</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plans (SLO Assessment 1)</td>
<td>150 Points</td>
<td>See Course Calendar</td>
<td>Brightspace by D2L; Dropbox</td>
</tr>
<tr>
<td>Lesson Observations (SLO Assessment 2)</td>
<td>300 Points</td>
<td>See Course Calendar</td>
<td>Hard copy observation rubric; all lessons will be videoed and a 10 min segment will be posted on D2L</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
<th>Submission Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Reflection/ELL Summaries (SLO Assessment 2)</td>
<td>240</td>
<td>See Course Calendar Brightspace by D2L; Dropbox</td>
</tr>
<tr>
<td>Journal Entries (SLO Assessment 3B)</td>
<td>120</td>
<td>See Course Calendar Brightspace by D2L; Dropbox</td>
</tr>
<tr>
<td>Mentor Teacher Evaluations</td>
<td>50</td>
<td>See Course Calendar Brightspace by D2L; Dropbox</td>
</tr>
<tr>
<td>Mentor Teacher Evaluations</td>
<td>50</td>
<td>See Course Calendar Brightspace by D2L; Dropbox</td>
</tr>
<tr>
<td>Total Course Value</td>
<td>910</td>
<td>End of Semester Brightspace by D2L</td>
</tr>
</tbody>
</table>

*Professionalism grade will be a compilation of points including: class attendance, professional communication with professor with regards to scheduling, and professional behavior in the practicum setting.

A = 90-100%
B = 80-89%
C = 70-79%
F = Below 70%

Scoring Guides may be found in the Course Handbook.

Students must submit Live Text Assignments into Livetext. Failure to do so will result in a penalty of ONE letter grade in the course for each assignment not submitted.

Course Materials

LiveText

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.

This course uses the LiveText/Watermark 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/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 LiveText/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 LiveText/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 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the
account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

Required Technology:

This course is a hybrid course that will be partially delivered through the university’s Learning Management System (LMS), Brightspace. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (sfasu.edu) email account.

Required Text:

There are no required textbooks for this class.

As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio files. Students must have a working computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with audio are submitted as PowerPoint files. All other submitted files must be in PDF or Word format.

Resources:


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


Course Evaluations:

This course is an independent study with the opportunity to expand into a full minor program. Your feedback is invaluable and will be collected at various points in the semester as well as in the 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!

Technical Support

If at any point during the course you experience technical difficulties in Brightspace, please let your instructor know immediately.

You will also need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936.468.1919) for technical help.

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and 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 take 2 absences without penalty over the course of the semester. After the second absence, the students will begin to accrue a 5 point deduction for each additional
absence. Students are responsible for notifying their instructors in advance, when possible, for absences. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Integrity**

Academic integrity is a responsibility of all university faculty and students. Please ensure that all work you post or submit is your original work, and that any material belonging to others is properly cited according to our discipline’s manual of style (APA).

Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

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; 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 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; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

For additional information about academic dishonesty, please read and abide by the complete university policy at SFASU Academic Dishonesty Policy.

**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, and Room 325 (936.468.3004) 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 SFASU Disability Services.

**Withheld Grades: Policy 5.5**

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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.

**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.


**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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 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 educator 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 can be found at https://tea.texas.gov/Texas_Educators/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 TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

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

Other Relevant Course Information:

Syllabus and course calendar subject to change.