Stephen F. Austin State University  
Department of Education Studies  
MLGE 4201.506  
The Middle Level Learning Community  
Fall 2021  

Instructor: Dr. Leah Kahn  
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Course Time & Location: Online  
Office Hours: Available in office or virtually: Tues.1:45-3:00; Wed.12:30-2:00; Thurs. 9:00-9:30 & 10:45-12:30  
All other times by appointment only.  
Credits: 2  

Prerequisites: Admitted to the Educator Preparation Program (EPP) and enrolled in Field Experience 1.  

I. Course Description:  
Examination of educational practice in the middle grades (4th - 8th) including trends and issues unique to the middle grades as they relate to the Texas Code of Ethics. Emphasis on broadening understanding of foundational components, organizational patterns, instructional programs and management techniques.  

“The Middle Level Learning Community” (2 credits) typically meets twice each week (Tuesday/Thursday) in 75-minute segments for 15 weeks. This version of the MLGE 4201 course contains content requiring students to engage independently in reading module information and researching additional information for assignments prior to class meetings. In addition to reading and researching course material, students are expected to complete weekly before class assignments over the course content to demonstrate knowledge of the content read. There are three major projects in the course: a shadow study, classroom management plan, and ideal middle level school project. For every credit hour the student should expect two hours of class preparation outside of weekly class meetings.  

There is one critical assignment in this course that requires you to upload them into LiveText, our College of Education data management system: The Ideal Middle Level Design Project.  

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):  
This course is aligned with the mission of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The COE theme is “preparing professional educators who positively impact learning for all students.” In the COE at Stephen F. Austin State University, we are committed to the following core values:  

- 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, and  
- Service that enriches the community.  

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 middle level learners. The
Program Learning Objectives are aligned to the Association for Middle Level Education (AMLE) and the TExES PPR and 4/8 Content Standards.

**PLOs and SLOs and corresponding Assessments**

**Middle Level Grades**

**PLO 1:** The teacher candidates will understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning (AMLE 1).

  - **Element A: Knowledge of Young Adolescent Development**
  - **Element B: Implications of Young Adolescent Development for Middle Level Curriculum, Instruction and Schooling.** (PPR 1.1k, 2k, 3k, 4k; TS2Ci, TS2Cii)
    - SLO 1.1 Candidates will understand human developmental processes and apply this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs by understanding the middle level school philosophy. (PPR 1.1k, 2k, 3k, 4k; TS2Ci, TS2Cii)
    - SLO 1.1.1 Assessment - Shadow Study (PPR 1.1k, 2k, 3k, 4k; TS2Ci, TS2Cii)

**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 1. 5k, 6k, 11k, PPR 3 – 19s, 20s; TS2Biii, TS1Fi, TS3Aiii, TS6Diii).

  - **Element A: Subject Matter Content**
    - SLO 2.1: The teacher candidates will demonstrate knowledge and competency in their content area.
      - SLO Assessment 1: Review for Content Certification Exam Benchmark Assessment I: TExES Content Certification Exam (PPR 1.5k, 6k, 11k, PPR 3 – 19s, 20s; TS2Biii, TS1Fi, TS3Aiii, TS6Diii).

**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). (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s, 14s, 21s; TS4Ai, TSAiii, TS4C1, TS4Bi, TSRBii, TS2Aii)

  - **Element A: Middle Level Philosophical Foundations**
  - **Element B: Middle Level Organization and Best Practices**
    - SLO 3.1 Candidates will understand ethical guidelines and district policies/procedures for managing behavior and know how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive by creating a positive climate utilizing strategies for creating an organized and productive learning environment and for managing student behavior by a) establishing routines and procedures, b) designing appropriate schedules and use of time, 3) Understanding and practicing effective classroom management, d) effectively monitoring of students, 4) time management, 5) transitions, 6) managing/monitoring behavior, 7) safe physical spaces and accessibility (EC12 Texas PPR ST II) (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s, 14s, 18s, 19s, 20s, 21s; TS4Ai, TSAiii, TS4C1, TS4Bi, TSRBii, TS2Aii)
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. (AME 5). (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS3Aiii, TS5Biii, TS6Dii, TS6Bii, TS3Aii, TS6Di, TS6Diii, Code of Ethics).

Element A: Professional Roles of Middle Level Teachers
Element B: Advocacy for Young Adolescents and Developmentally Responsible Schooling Practices
Element C: Working with Family Members and Community Involvement
Element D: Dispositions and Professional Behaviors

SLO 5.1 Candidates will enhance professional knowledge and skills by understand their non-instructional duties, effectively interacting with other members of the educational community (including the types of interactions among professionals, ways to contribute to schools, roles of paraprofessionals and volunteers), and participating in various types of professional activities to understand the importance of professional development (EC12 Texas PPR ST IV; TS3Aii).

SLO 5.2.1 Assessment - Classroom Management Plan (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Bii, TS6Dii, TS6Bii, TS3Aii, TS6Di, TS6Diii, Code of Ethics).

SLO 5.2.2 Assessment – Journal Entries (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Bii, TS6Dii, TS6Bii, TS3Aii, TS6Di, TS6Diii, Code of Ethics).

SLO 5.2.3 Assessment – PLO 1 & PLO 2 Ideal Middle School Design Project (SPA #8) (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Bii, TS6Dii, TS6Bii, TS6Di, TS6Diii, Code of Ethics; TEC 3.5s3.15s, 5.4s).

SLO 5.2.4 Assessment - Professionalism grades (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Bii, TS6Dii, TS6Bii, TS3Aii, TS6Di, TS6Diii, Code of Ethics).

SLO 5.2 Candidates will understand the importance of family involvement in children’s education and know how to interact and communicate effectively with families.

SLO 3.1.1 Assessment - Classroom Management Plan (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Bii, TS6Dii, TS6Bii, TS3Aii, TS6Di, TS6Diii, Code of Ethics).
Special Education

PLO 1: Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

- **Element 1** Candidates practice within ethical guidelines and legal policies and procedures.
  - SLO 3.1.1 Assessment - Classroom Management Plan (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 6k, 7k, 8k, 9k, 10k, 11k, 12k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s, 14s, 18s, 19s, 20s, 21s; TS4Ai, TS4Bi, TS4Ci, TS4Bi, TS2Aii)
  - SLO 1.1.1 Assessment - Shadow Study (PPR 3.1k, 4.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s, 14s, 18s, 19s, 20s, 21s; TS4Ai, TS4Bi, TS4Ci, TS4Bi, TS2Aii)
  - SLO 1.1.2 Assessment - Classroom Management Plan (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s, 14s, 18s, 19s, 20s, 21s; TS4Ai, TS4Bi, TS4Ci, TS4Bi, TS2Aii)
  - SLO 1.1.3 Assessment - Journal Entries (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s, 14s, 18s, 19s, 20s, 21s; TS4Ai, TS4Bi, TS4Ci, TS4Bi, TS2Aii)
  - SLO 3.1.2 Assessment - Journal entries (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Bii, TS6Dii, TS6Bii, TS3Aii, TS6Di, TS6Dii, Code of Ethics).
  - SLO 3.1.3 Assessment - PLO 1 & 3 Ideal Middle School Design Project (SPA #8) (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Bii, TS6Dii, TS6Bii, TS3Aii, TS6Di, TS6Dii, Code of Ethics; TECH 3.15s, 4.1s5.4s).

- **Element 2** Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.
  - SLO 3.1.1 Assessment - Classroom Management Plan (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Bii, TS6Dii, TS6Bii, TS3Aii, TS6Di, TS6Dii, Code of Ethics).
PLO 3: Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

- **Element 2** Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.

- **SLO 2.1:** The teacher candidates will demonstrate knowledge and competency in their content area.
  - SLO Assessment 1: Review for Content Certification Exam Benchmark Assessment I: TExES Content Certification Exam (PPR 1.5k, 6k, 11k, PPR 3 – 19s, 20s; TS2Biii, TS1Fi, TS3Aiii, TS6Diii).

PLO 4: Candidates assess students’ learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students’ eligibility determination, communicate students’ progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

- **Element 3** Candidates assess, collaboratively analyze, interpret, and communicate students’ progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.
  - SLO 1.1.1 Assessment - Shadow Study (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s. 14s , 18s, 19s, 20s, 21s; TS4Ai, TSIi, TS4C1, TS4Bi, TSRBii, TS2Aii )
  - SLO 1.1.2 Assessment – Classroom Management Plan (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s. 14s , 18s, 19s, 20s, 21s; TS4Ai, TSIi, TS4C1, TS4Bi, TSRBii, TS2Aii )
  - SLO 1.13 Assessment – Journal Entries (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s. 14s , 18s, 19s, 20s, 21s; TS4Ai, TSIi, TS4C1, TS4Bi, TSRBii, TS2Aii )

PLO 5: Candidates use knowledge of individuals’ development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-cognitive strategies to support and self-regulate learning.
- **Element 4** Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.
- **Element 6** Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.
  - SLO 1.1.1 Assessment - Shadow Study (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s. 14s , 18s, 19s, 20s, 21s; TS4Ai, TSAii, TS4C1, TS4Bi, TSRBii, TS2Aii )

**PLO 6:** Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

- **Element 1** Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.
- **Element 2** Candidates use a range of preventive and responsive practices documented as effective to support individuals’ social, emotional, and educational well-being.
- **Element 3** Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.
  - SLO 3.1 Candidates will understand ethical guidelines and district policies/procedures for managing behavior and know how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive by creating a positive climate utilizing strategies for creating an organized and productive learning environment and for managing student behavior by a) establishing routines and procedures, b) designing appropriate schedules and use of time, 3) Understanding and practicing effective classroom management, d) effectively monitoring of students, 4) time management, 5) transitions, 6) managing/monitoring behavior, 7) safe physical spaces and accessibility (EC12 Texas PPR ST II) (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s. 14s, 18s, 19s, 20s, 21s; TS4Ai, TSAii, TS4C1, TS4Bi, TSRBii, TS2Aii )
  - SLO 1.1.1 Assessment - Shadow Study (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s. 14s , 18s, 19s, 20s, 21s; TS4Ai, TSAii, TS4C1, TS4Bi, TSRBii, TS2Aii )
  - SLO 1.1.2 Assessment – Classroom Management Plan (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s. 14s , 18s, 19s, 20s, 21s; TS4Ai, TSAii, TS4C1, TS4Bi, TSRBii, TS2Aii )
  - SLO 1.13 Assessment – Journal Entries (PPR 2.1k, 2k, 3k, 6k, 7k, 8k, 9k, 10k, 11k, 13k, 14k, 15k, 16k, 18k, 19k, 20k, 21k, 22k, 23k, 2.6s, 10s, 11s, 12s, 13s. 14s , 18s, 19s, 20s, 21s; TS4Ai, TSAii, TS4C1, TS4Bi, TSRBii, TS2Aii )

**PLO 7:** Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.
o SLO 5.1 Candidates will enhance professional knowledge and skills by understand their non-instructional duties, effectively interacting with other members of the educational community (including the types of interactions among professionals, ways to contribute to schools, roles of paraprofessionals and volunteers), and participating in various types of professional activities to understand the importance of professional development (EC12 Texas PPR ST IV; TS3Aii).

o SLO 5.2.1 Assessment - Classroom Management Plan (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Biii, TS6Dii, TS6Bii, TS3Aii, TS6Di, TS6Dii, Code of Ethics).

o SLO 5.2.2 Assessment – Journal Entries (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Biii, TS6Dii, TS6Bii, TS3Aii, TS6Di, TS6Dii, Code of Ethics).

o SLO 5.2.3 Assessment – PLO 1 & 3 Ideal Middle School Design Project (SPA #8) (PPR 3.1k, 4.1k, 2k, 3k, 4k, 5k, 8k, 13k, 14k, 15, 16k, 4.1s, 2s, 4s, 5s, 6s, 9s, 16s; TS5Biii, TS6Dii, TS6Bii, TS3Aii, TS6Di, TS6Dii, Code of Ethics; TEC 3.5s3.15s, 5.4s).

### III. Course Assignments, Activities, Instructional Strategies, use of Technology:

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<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>Upon successful completion of this course, students will: Middle Level Philosophy Modules and Working with Parents Module</td>
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(Middle Level Philosophy Modules and Working with Parents Module) (SLO 1.1) The teacher candidate will understand human development processes and apply this knowledge to plan instruction and ongoing assessment that motivates students and is responsive to their developmental characteristics and needs by understanding the middle level school philosophy.

(Middle Level Philosophy Modules and Working with Parents Module) (SLO 5.1) Candidates will enhance professional knowledge and skills by understand their non-instructional duties, effectively interacting with other members of the educational community (including the types of interactions among professionals, ways to contribute to schools, roles of paraprofessionals and volunteers), and participating in various types of professional activities to understand the importance of professional development.

Learning Objective 1: The teacher candidate will demonstrate knowledge and understanding of the middle level philosophy through enthusiastic and comprehensive participation in weekly class discussions (either synchronously or asynchronously) which meets requirements of a rubric.

Learning Objective 2: The teacher candidate will demonstrate an understanding of the unique developmental characteristics of the adolescent learner and incorporate the essential attributes and characteristics of the middle school philosophy, through designing an ideal middle school, which meets requirements of a rubric.

- Ideal Middle Level Project
- Weekly Discussions
- Online quizzes
- Online assignments
- Shadow study
- Reading assignments
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<th>(SLO 5.2) Candidates will understand the importance of family involvement in children’s education and know how to interact and communicate effectively with families.</th>
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<td>SLO (3.1) Candidates will understand ethical guidelines and district policies/procedures for managing behavior and know how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive by creating a positive climate utilizing strategies for creating an organized and productive learning environment and for managing student behavior by a) establishing routines and procedures, b) designing appropriate schedules and use of time, c) Understanding and practicing effective classroom management, d) effectively monitoring of students, e) time management, f) transitions, g) managing/monitoring behavior, h) safe physical spaces and accessibility.</td>
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<td>Learning Objective 1: The teacher candidate will demonstrate knowledge of the middle school student through analyzing and synthesizing collected information on a middle school student and completing a shadow study that meets the requirements of a rubric.</td>
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<tr>
<td>Learning Objective 2: The teacher candidate will demonstrate knowledge of classroom management and procedures that meet the social, emotional and academic needs of middle school students through developing a classroom management plan that meets the requirements of a rubric.</td>
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<td>Learning Objective 3: The teacher candidate will demonstrate knowledge and understanding of the middle level philosophy as it relates to classroom management and procedures through enthusiastic and comprehensive participation in weekly class discussions (either synchronously or asynchronously) which meets requirements of a rubric.</td>
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<td>Module Goal: (SLO 1.1) The teacher candidate will understand human development processes and apply this knowledge to plan instruction and ongoing assessment that motivates students and is responsive to their developmental characteristics and needs by understanding the middle level school philosophy.</td>
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Learning Objective 2: The teacher candidate will demonstrate knowledge of the middle school student through analyzing and synthesizing collected information on a middle school student and completing a shadow study that meets the requirements of a rubric.

Learning Objective 3: The teacher candidate will demonstrate an understanding of the unique developmental characteristics of the adolescent learner and incorporate the essential attributes and characteristics of the middle school philosophy, through designing an ideal middle level school, which meets requirements of a rubric.

PLO 2 SLO 2.1 This will be covered in the Field Experience I lab course. Teacher candidates will be required to purchase 240 Tutoring subscription to prepare for their content Exam.

Major Course Assignments
- Classroom Management Plan – 50 points (PLOs 1, 3, 5 and SLOs 1.1, 3.1,2, 5.1,2,3)
- Ideal Middle School Design – 100 points (PLOs 1, 3, 5 and SLOs 1.1, 3.1,2, 5.1,2,3)  
  *This assignment must be submitted into LiveText for accountability and accreditation purposes. Failure to submit to LiveText will result in loss of credit for the assignment
- Shadow Study – 50 points. (PLOs 1, 3 and SLOs 1.1 and 3.1,2)

Exams
- Mid-Term Activity – Ideal Middle School project draft – 50 points (PLOs 1, 3, 5 and SLOs 1.1, 3.1,2, 5.1,2,3)
- Final Reflection 20 points (PLOs 1, 3, 5 and SLOs 1.1, 3.1,2, 5.1,2,3)

TExES content exam preparation
- Teacher Candidates enrolled in MLGE 4201 (Field Experience I) must provide documentation of a passing score (80%) on all required practice tests in 240Tutoring by October 10th to be cleared to take the required sections of the TExES Content exam by the end of the term. Teacher candidates must successfully pass this exam to move forward to MLGE 4250 (Field Experience II). Evidence required to be submitted in D2L. 50 points

Participation and Professionalism
- Joining and participating in CMLA or other professional or service organizations 20 points and participation in one service learning activity 10 points. (PLOs 1, 3, 5 and SLOs 1.1, 3.1,2, 5.1,2,3)
- Enthusiastic participation in the course is expected. Time in D2L, and whether all pages in D2L models have been accessed, will be monitored. Students can earn up to 50 points for participation and professionalism.

Students will use technology in the class to make presentations and also at their practicum sites as they work with their mentor teachers.
IV. Evaluation and Assessments (Grading):

Grading Scale:
- A (100-90%)
- B (89-80%)
- C (79-70%)
- F (69% or below)

If you do not upload the required documents into LiveText, you will not receive credit for those assignments.

In order to receive an “A” in this course, ALL assignments must be completed. Failure to complete any assignment will result in a zero for that particular assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment, regardless of the total number of points earned.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 23</td>
<td>Practicum Orientation 9:00 a.m. ECRC Room 211</td>
</tr>
<tr>
<td></td>
<td>Email to mentor teacher due at 11:59 PM</td>
</tr>
<tr>
<td>Aug. 24</td>
<td>Morning Meeting, Introduction to the course, syllabus, procedures, etc.</td>
</tr>
<tr>
<td></td>
<td>Social contract</td>
</tr>
<tr>
<td>Aug. 25</td>
<td>Practicum Orientation at schools with principals (times to be announced)</td>
</tr>
<tr>
<td>Aug. 26</td>
<td>Intro. to ML philosophy activities</td>
</tr>
<tr>
<td></td>
<td>Introduce Ideal Middle Level Design Project</td>
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<tr>
<td></td>
<td>Sign up for morning meetings</td>
</tr>
<tr>
<td>Aug. 30</td>
<td>First Day at Field Experience site from 7:45-11:45 😊😊 Have Fun!</td>
</tr>
<tr>
<td>Aug. 31</td>
<td>Morning Meeting, ML philosophy continued</td>
</tr>
<tr>
<td></td>
<td><em>Read This We Believe</em> Culture and Community</td>
</tr>
<tr>
<td>Sept. 2</td>
<td>ML philosophy continued</td>
</tr>
<tr>
<td></td>
<td>Intro. to Lesson Observation Rubric</td>
</tr>
<tr>
<td>Sept. 7</td>
<td>Morning Meeting</td>
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<tr>
<td></td>
<td>ML philosophy continued</td>
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<tr>
<td></td>
<td><em>Read This We Believe</em> Curriculum, Instruction, and Assessment</td>
</tr>
<tr>
<td>Sept. 9</td>
<td>ML philosophy continued</td>
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<tr>
<td></td>
<td>Adolescent Quiz</td>
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<tr>
<td>Sept. 14</td>
<td>Morning Meeting – ML philosophy continued</td>
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<tr>
<td></td>
<td><em>Read This We Believe</em> Leadership and Organization</td>
</tr>
<tr>
<td>Sept. 16</td>
<td>ML philosophy continued</td>
</tr>
<tr>
<td></td>
<td>Read assigned middle level concept article to share in class (jigsaw activity)</td>
</tr>
<tr>
<td>Sept. 21</td>
<td>Morning Meeting – ML philosophy continued</td>
</tr>
<tr>
<td>Sept. 23</td>
<td>ML philosophy continued</td>
</tr>
<tr>
<td></td>
<td>Putting it all together and summing up ML philosophy</td>
</tr>
<tr>
<td>Sept. 28</td>
<td>Morning Meeting – Intro to Classroom Management</td>
</tr>
<tr>
<td></td>
<td>View and discuss Disruptive Dan Video</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
</tr>
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<td>------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Sept. 30</td>
<td>Introduce Classroom Management Plan</td>
</tr>
<tr>
<td>Oct. 5</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>Oct. 7</td>
<td>Classroom Management continued</td>
</tr>
<tr>
<td>Oct. 12</td>
<td>Classroom Management continued</td>
</tr>
<tr>
<td>Oct. 14</td>
<td>Morning Meeting - Classroom Management</td>
</tr>
<tr>
<td>Oct. 21</td>
<td>Morning Meeting Classroom Management and Procedures</td>
</tr>
<tr>
<td>Oct. 26</td>
<td>Working with Parents – Role Play Handling Difficult Conversations</td>
</tr>
<tr>
<td>Nov. 2</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>Nov. 4</td>
<td>Meeting Learning Needs RTI Process continued</td>
</tr>
<tr>
<td>Nov. 9</td>
<td>Meeting Learning Needs RTI Process continued</td>
</tr>
<tr>
<td>Nov. 11</td>
<td>Meeting Learning Needs RTI Process continued</td>
</tr>
<tr>
<td>Nov. 16</td>
<td>Meeting Learning Needs RTI Process continued</td>
</tr>
<tr>
<td>Nov. 18</td>
<td>Meeting Learning Needs RTI Process continued</td>
</tr>
<tr>
<td>Nov. 22-26</td>
<td>Thanksgiving Holidays</td>
</tr>
<tr>
<td>Nov. 30</td>
<td>Meeting Learning Needs conclusion</td>
</tr>
<tr>
<td>Dec. 2</td>
<td>Ideal Middle Level School Design Project Presentations.</td>
</tr>
<tr>
<td>Dec. 7</td>
<td>Final reflection is due by midnight Tuesday, Dec. 7th</td>
</tr>
</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

**Required**


**Optional (but highly recommended)**


**Required for preparation for content exam:**

**Required Content Test Prep Program**—[www.240Tutoring.com](http://www.240Tutoring.com), you will need to use the following invitation link [https://study.240tutoring.com/subscribe/SFASUopd](https://study.240tutoring.com/subscribe/SFASUopd). If you do not use the invitation link your account will not be attached to SFA and it will delay your test clearance. 240Tutoring costs $20 per month when you use the link to subscribe.

During Field Experience I you must provide evidence you achieved at least 80% on the practice tests by midterm to be cleared to take the TExES Content exam. **Teacher candidates must successfully pass this exam to move forward to MLGE 4250 (Field Experience II).**

**LiveText/Watermark Statement:**

**Required**

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. The email will be from support@watermarkinsights.com.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 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.

**FEM Statement:**

FEM is used for field experiences, practica, and internships in a way to document the offsite experiences.

All other required reading is located in the content modules of the course (Required).

**References**
VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
3. Making decisions on faculty tenure, promotion, pay, and retention.

Near the conclusion of each semester, students in the COE electronically evaluate courses taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the COE, 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.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: 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 or one week of a summer term, 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, and 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/](http://www.sfasu.edu/disabilityservices/).

**Student Academic Dishonesty: 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 ideas 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, re-submission 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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”,...
the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

SFASU values students' mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

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.


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.

IX. Other Relevant Course Information:

**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 reflects 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.

**Attendance:**

- Time spent within the D2L modules will be monitored
- log in daily to the course is expected
- read all communications from professor
- be on time to Zoom meetings (A five-minute allowance will be granted)
- Face-to-face students are expected to attend weekly Zoom meetings if required

**Late Work:**

Assignments are due as assigned. Late work will not be accepted except with prior arrangements from the instructor. All work must be completed to receive an A in the course.

**Response Time:** Emails from students will receive a response within 24 hours between Monday – Friday.

**Grades:**

If you do not upload the required documents into LiveText, you will not receive credit for those assignments.

In order to receive an “A” in this course, ALL assignments must be completed. **Failure to complete any assignment will result in a zero for that particular assignment and an automatic reduction of the course grade earned by one letter grade for each missed assignment**, regardless of the total number of points earned.