Integrating Middle Grades Learning
MLGE 4250.643

Name: Dr. Nicole Letchworth
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Office: Early Childhood Research Center 209J
Office Phone: 936-468-2034
Office Hours: Virtual by Appointment

I am available to set up appointments in my office when I am on campus, by phone, or through Zoom. I will reply to your email within 24 hours during the week and by COB Monday if you email over the weekend.

Department: Perkins College of Education

Class meeting time and place:
Fully online

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.

As a capstone course, we will review important aspects of working with middle level students such as middle level philosophy, differentiations, cooperative learning, classroom management, and school law. We will also delve into professional organizations, assessment, and how to get a job!

Prerequisites

Admission into Educator Certification. Enrolled in Field Experience II – MLGE 4251

Course Contact Hours and Study Hours

Integrating Middle Grades Learning Practicum” (2 credits) spans 16 weeks. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least two hours per week. Students have significant weekly reading segments, are expected to take regular reading quizzes and a final examination, are required to make a major presentation in which they research and present a professional education organization to the class, 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. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

General Education Core Curriculum

The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Intended Learning Outcomes/Goals/Objectives

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

MLG Program Learning Outcomes and Student Learning Objectives:

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 4/8 Content Standards. All content and assignments are aligned to these standards.

MLGE 4250 is the capstone course for middle level certification. This course ties together with the curriculum from your previous MLGE courses and your content area courses. The goal is to synthesize your knowledge and apply those learnings into practice. MLGE 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)

Element A: Subject Matter Content
- SLO 2.1 Candidates will demonstrate knowledge and competency in their content area
  - SLO 2.1.1 Assessment - Practice Test Reporting Dropbox
  - SLO 2.1.2 Assessment - Work Sample Rationale

Element B: Interdisciplinary Nature of Knowledge
- SLO 2.2 Candidates will demonstrate the skills necessary to effectively present content to adolescent learners, and the ability to assess their students' understanding of the content
  - SLO 2.2.1 Assessment - Instructional Video Segment Discussion Boards

Element C: Middle Level Student Standards
- SLO 3.3 Candidates will demonstrate their understanding of the middle level teachers' knowledge, skills, and dispositions.
  - SLO 3.3.1 Assessment - Work Sample Rationale
  - SLO 3.3.1 Assessment - TEALearn Academy CEU Project
- SLO 3.4 Candidates will develop and implement effective classroom management skills and techniques. Emphasis will be on classroom climate, procedures, and parental involvement.
  - SLO 3.4.1 Assessment - Team Meetings

MLGE 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 Candidates will demonstrate their understanding of the middle level teachers' knowledge, skills, and dispositions.

Element B: Middle Level Organization and Best Practices
- SLO 3.4 Candidates will develop and implement effective classroom management skills and techniques. Emphasis will be on classroom climate, procedures, and parental involvement.
  - SLO 3.4.1 Assessment - Team Meetings

MLGE PLO 4. The teacher candidates will understand, use, and reflect on 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 B: Middle Level Instructional Strategies
Element C: Middle Level Assessment and Data-Informed Instruction
- SLO 4.6 Candidates will demonstrate their ability to differentiate instruction for ELL/emergent bilingual, Special Education and GT students
SLO 4.6.1 Assessment - Benchmark Assessment II: Work Sample
- SLO 4.7 Candidates will be able to utilize pre/post assessment in their lessons and illustrate student progress through technology
SLO 4.7.1 Assessment - Benchmark Assessment II: Work Sample
- SLO 4.8 Candidates will familiarize themselves with formal assessments (i.e. STAAR, AEIS Reports, benchmarks) used in Texas middle schools
SLO 4.8.1 Assessment - Benchmark Assessment II: Work Sample

MLGE 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 D: Dispositions and Professional Behaviors
- SLO 5.9 Candidates will demonstrate a knowledge of professional organizations and the opportunities for professional development those organizations provide.
SLO 5.9.1 Assessment - Work Sample Rationale
- SLO 5.10 Candidates will demonstrate their ability to read and discuss a book with peers for professional development
SLO 5.10.1 Assessment - Educational Law Presentation
- SLO 5.11 Candidates will demonstrate their ability to reflect on their classroom practices, dispositions, and middle level philosophy.
SLO 5.11.2 Assessment - Instructional Video Segment Discussion Boards

Special Education Program Learning Outcomes and Student Learning Outcomes

CEC 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.
- SLO 1.1 Candidates practice within ethical guidelines and legal policies and procedures
SLO 1.1.1 Assessment - Educational Law Discussion Boards
- SLO 1.2 Candidates will 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 1.2.1 Assessment - Educational Law Discussion Boards

CEC PLO 2. Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual’s strengths and needs.
- SLO 2.1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individual strengths and needs.
SLO 2.1.1 Assessment - Context for Learning SLO 2.1.2 Assessment -
CEC 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.

- SLO 3.1 Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.
- SLO 3.1.1 Assessment - Educational Law Discussion Boards
- SLO 3.1.2 Assessment - Instructional video Segment Discussion Boards

CEC 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.

- SLO 4.1 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.
- SLO 4.1.1 Assessment - Work Sample Rationale

CEC 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 individual instruction to support each student. 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.

- SLO 5.1 Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.
- SLO 5.1.1 Assessment - Work Sample Rationale
- SLO 5.1.2 Assessment - Instructional Video Segments Discussion Boards
- SLO 5.2 Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think while learning.
- SLO 5.2.1 Assessment - Practice Test Reporting Dropbox
- SLO 5.3 Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.
- SLO 5.3.1 Assessment - Team Meetings
- SLO 5.3.4 Assessment - Work Sample Rationale
- SLO 5.4 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.
- SLO 5.4.1 Assessment - Work Sample Rationale

CEC 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 preventative and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines to work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

- SLO 6.1 Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.
- SLO 6.1.1 Assessment - Instructional Video Segments Discussion Boards
- SLO 6.2 Candidates use a range of preventative and responsive practices documented as effective to support individuals’ social, emotional and educational well-being.
- SLO 6.2.1 Assessment - edTPA Task 1-3 Portfolio Reviews

CEC 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.

- SLO 7.1 Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity.
and jointly address students’ instructional and behavioral needs

SLO 7.1.1 Assessment - Team Meetings

● SLO 7.2 Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families

SLO 7.2.1 Assessment - Instructional Video Segment Discussion Boards

● SLO 7.3 Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and support to meet the identified needs of individuals with exceptionalities and their families.

SLO 7.3.1 Assessment - Team Member Meetings

● SLO 7.4 Candidate work with and mentor paraprofessionals in the paraprofessionals’ role of supporting the education of individuals with exceptionalities and their families

SLO 7.4.1 Assessment - Instructional Video Segment Discussion Boards

Text and Materials

You must purchase Certify Teacher. A Certify Teacher subscription to the Test Prep software costs $35 with our Promo Code JACKS4728. You need to purchase Test Prep NOT the Study Guide. The promo code does NOT work for the study guide. Certify Teacher provides practice test questions only. You will have access in 35 day increments for up to 3 years or until you pass the exam, whichever comes first. You must use your @Jacks email when you create the account for the Promo code to work and for your faculty to be able to access your progress.

Course Requirements

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<tr>
<th>Future Professional Goals (80 pts)</th>
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<tbody>
<tr>
<td>Introduction Discussion Board</td>
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<tr>
<td>TEA Learn Academy: Identifying your CEUs Dropbox</td>
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<tr>
<td>TEA Learn Academy Certificate(s) and Reflection(s)</td>
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**Note: You will instead spend 12 hours in Certify Teacher if you have not passed the TeXas 161 Exam. You will complete all modules to an 80% or higher instead of TEA Learn and will write a reflection on this experience.

<table>
<thead>
<tr>
<th>edTPA Assignments (100 Points)</th>
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<tr>
<td>edTPA Context for Learning</td>
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<tr>
<td>edTPA Task 1 Portfolio Review</td>
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<td>edTPA Task 2 Portfolio Review</td>
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<td>edTPA Task 3 Portfolio Review</td>
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<tr>
<th>Lesson Plans (230 pts)</th>
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<tr>
<td>Lesson Plan 1</td>
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<tr>
<td>Lesson Plan 2</td>
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<tr>
<td>Mentor form</td>
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Note: The use of any artificial intelligence such as but not limited to Chat GBT is NOT allowed and will be checked via Turnitin. Any use of AI will be considered an act of plagiarism and will be submitted to the university.

Technical Support

If at any point during the course you experience technical difficulties in Brightspace, you will need to contact the SFASU Brightspace Support Team by email (d2l@sfasu.edu) or phone (936.468.1919) for technical help.

Tentative Course Calendar

This timeline is set for those who are in Nacogdoches or Lufkin. If you have arranged your field experience hours at another site, you will work out your hours with your mentor teacher and keep your own log (similar to this)

Note: Our week will begin on Monday with work due Sunday by 11:59 CST unless otherwise noted.

<table>
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<tr>
<th>Dates</th>
<th>Assignments Due</th>
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<tr>
<td><strong>Week 1</strong> August 28- Sept 3</td>
<td>• Introduce Yourself Discussion Board (Initial Thread)</td>
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| **Week 2** Sept. 4- Sept 10 | • Introduce Yourself Discussion Board (2 Replies)  
      | • BEGIN: TEA Learn Academy Project Selection of Trainings  
      | Dropbox (12 hours) OR Certifyteacher if you did not pass your Texas 161. |
| **Week 3** Sept. 11- Sept 17 | • edTPA Context for Learning Dropbox |
| **Week 4** Sept. 18- Sept 24 | • Begin Lesson Plan 1  
      | • Submit Mentor Form for Lessons |
| **Week 5** Sept 25- Oct 1 | • edTPA Assignment - Task 1 Review Dropbox  
      | • Submit Lesson Plan 1 for DRAFT Feedback |
| **Week 6** Oct. 2- Oct 8 | • edTPA Assignment - Task 2 Review Dropbox  
      | • Lesson Plan 1 |
| **Week 7** Oct. 9- Oct 15 | • No assignments due this week. Work in your classroom with your mentor teacher. Take notes for reflection. |
| **Week 8** Oct. 16- Oct. 22 | • edTPA Assignment - Task 3 Review Dropbox  
      | • Get Clearance for content exam |
| **Week 9** Oct. 23- Oct 29 | • Begin Lesson Plan 2 |
| **Week 10** Oct. 30-Nov. 5 | • Submit Lesson Plan 2 for DRAFT Feedback |
| **Week 11** Nov. 6- Nov. 12 | • Lesson Plan 2 |
Week 12
Nov. 13- Nov. 19

- No assignments due this week. Work in your classroom with your mentor teacher. Take notes for reflection.

Nov 20-Nov 26

No class - THANKSGIVING BREAK

Week 13
Nov. 27- Dec. 3

- No assignments due this week. Work in your classroom with your mentor teacher. Take notes for reflection.

Week 14
Dec. 4- Dec. 10

- TEA Learn Academy Certificate/Certify Teacher Dropbox (12 hours & Reflection)

Week 15
Dec. 11- Dec. 15

- Complete Course Evaluations

**Note this is a short week with all work due Friday 12/15/ @ 11:59 CST.

Grading Policy

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

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.

Late work: There will be NO late work accepted in this class without prior approval to submit work late. To be approved for submitting work late, you must email faculty prior to the due date with evidence of an extenuating circumstance. For example- a doctor’s note. Emails after the due date will not be considered and the assignment will be graded with a 10% per day penalty and worth zero points after 5 days. Note that technical issues when attempting to submit last minute are not considered extenuating circumstances.

Note: A 10% per day deduction for late work is at the sole discretion of faculty.

Attendance Policy

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.

Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure,
computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction
with a program course or degree requirements. **ALL assignments using Artificial intelligence (other than Grammarly) will be considered as a plagiarized artifact.**

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another
person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an
extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to
injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned
only if the student cannot complete the coursework 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. If students register for the
same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point
average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**Students with Disabilities**

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 promptly may delay
your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience
stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges
associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)

[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)

936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202

[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)

936.468.1041

**The Health and Wellness Hub** “The Hub”

Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person –
mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)

936.468.4008

thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

**Course Evaluations**
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.