Instructor: Dr. D. Michelle Williams
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Office Phone: 936 468 1597
Other Contact Information: Fax: 936 468 1701
Course Time & Location: web
Credits: 1 hour
Email: williamsdm@sfasu.edu

Prerequisites: Admitted to Teacher Education and registered for 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.

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. All content and assignments are aligned to these standards; this was assured as faculty aligned the curriculum during 2012-2014.

PLOs and SLOs and corresponding Assessments

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

- SLO1.1 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 schools philosophy.
  o SLO 1.1.1 Assessment – Journal Entries

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
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)
  o SLO 1.1.1 Assessment – Journal Entries
  o SLO 1.1.2 Assessment – Mentor Evaluations
  o SLO 1.1.3 Assessment - Lesson/Observation

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; InTASC 2, 3, 6, 7, 8).

- Element B: Middle Level Instructional Strategies
  o SLO 4.2 Candidates will demonstrate an understanding of the levels and verbs in Bloom’s Taxonomy and apply this understanding to lesson planning (EC12 Texas PPR ST I)
    ▪ SLO 4.2.1 Assessment - Write lesson objectives in which the verb is aligned to the thinking level in the TEKS
  o SLO 4.3 Candidates will apply knowledge prerequisite skills, using resources, and integrating technology into three different lesson plan models, including the 5 E plan, the Workshop Plan, and the Teaching Schema for Master Learners plan to design and develop quality, standards-based lesson plans.
    ▪ SLO 4.3.1 Assessment - Craft a complete standards-driven lesson plan in which strategies included meet the needs of a diverse classroom scenario.
- Element D: Young Adolescent Motivation
  o SLO 4.4 Candidates will demonstrate an understanding of the importance student motivation and of motivating the middle level student by choosing quality, student-centered strategies and techniques throughout the lesson plan, which meet the needs of the diverse learners in the
classroom including effective strategies for questioning, giving directions, cooperative learning, use of journals, and technology.

- SLO 4.4.1 Assessment - Craft a complete standards-driven lesson plan in which strategies included meet the needs of a diverse classroom scenario.

**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: 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 understand and adhere to legal and ethical requirements for educators including PDAS, IDEA, FERPA, Discipline, child abuse, homeless, student records, and know the structure of education in Texas (EC12 Texas PPR ST IV).
  - SLO 5.1.1 Assessment – Journal Entries
  - SLO 5.1.2 Assessment – Mentor Evaluations
  - SLO 5.1.3 Assessment – Lesson/Observations
  - SLO 5.1.4 Assessment - Professionalism grades

- SLO 5.2 Candidates will enhance professional knowledge and skills by understand their noninstructional 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).
  - SLO 5.2.1 Assessment – Journal Entries
  - SLO 5.2.2 Assessment – Mentor Evaluations
  - SLO 5.2.3 Assessment – Lesson/Observations
  - SLO 5.2.4 Assessment – Professionalism grades

- SLO 5.3 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 – Journal Entries
  - SLO 3.1.2 Assessment – Mentor Evaluations

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

1. **Quiz (Getting Started Quiz) - (10 pts)**
2. **Site Agreement (25 points)**
3. **Journal Entries submitted through Drop Box (Journal 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12) - (10 points each for 120 pts.)**
4. **Mentor Evaluations (mid-term and final) (25 points each for 50 pts.)**
5. **Lesson Plan (50 points)**
6. **Language Purpose Reflection (80 points)**
7. **Observation (100 points)**
8. Professionalism (This grade is entered at the end of the course and includes attending the face-to-face visit, getting assignments in by due date, thoroughly going through the modules as evidenced by the D2L reports, and participating in discussions) – (25 points)

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>Week &amp; Date</th>
<th>Module</th>
<th>Actions Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Jan. 19</td>
<td>Review these modules: Before Class Begins, Syllabus &amp; Timeline, LiveText, APA, Practicum Orientation</td>
<td>Getting Started Quiz, Practicum Site Agreement, Journal 1</td>
</tr>
<tr>
<td>Week 2 Jan. 25</td>
<td>Lesson Plan Module, School Law, Practicum Orientation</td>
<td>Journal 2 – Short week – Labor Day</td>
</tr>
<tr>
<td>Week 3 Feb. 1</td>
<td>School Law</td>
<td>Journal 3 – Feb. 1 and 2 – Mandatory Face-to-Face Visit.</td>
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<tr>
<td>Week 4 Feb. 8</td>
<td>Classroom Management and Procedures</td>
<td>Journal 4</td>
</tr>
<tr>
<td>Week 5 Feb. 15</td>
<td>Classroom Management and Procedures</td>
<td>Journal 5</td>
</tr>
<tr>
<td>Week 6 Feb. 22</td>
<td>Student Discipline Issues</td>
<td>Journal 6 - Schedule your lesson/observation with mentor and instructor.</td>
</tr>
<tr>
<td>Week 7 Feb. 29</td>
<td>Working with Parents Module</td>
<td>Journal 7</td>
</tr>
<tr>
<td>Week 8 Mar. 7</td>
<td>Mid-Term</td>
<td>Mid-Term Mentor Evaluation Due</td>
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<tr>
<td>Week 9 Mar. 14</td>
<td>Spring Break</td>
<td>Have a Great Spring Break</td>
</tr>
<tr>
<td>Week 10 Mar. 21</td>
<td>Response to Intervention Module</td>
<td>Journal 8</td>
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<tr>
<td>Week 11</td>
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<td>Journal 9</td>
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VI.

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

1. LiveText account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at [www.livetext.com](http://www.livetext.com). If you have already purchased LiveText, you will use that account and do not need to buy it again. Note: if you plan to use financial aid to purchase this account, you must do so by the date set by financial aid (Required).

In this course you must purchase and activate the LiveText 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.com for a fee of $18.00.

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.

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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.

You will receive 5 bonus points for completing this important evaluation.

**VIII. Student Ethics and Other Policy Information:**

**Attendance**

This course meets in cyberspace. Students will login to Desire to Learn (D2L) EACH day. Due to an abbreviated semester, it is imperative that students stay abreast of all assessments, assignments, chats, discussions, postings, and communications. The only way to do this is to CHECK THE COURSE at least once daily.

A student tracking system monitors courses in D2L. Evidence of daily participation, discussion postings, viewing and submitting assignments, and viewing and taking quizzes is available to the instructor of record and the instructional assistant. Learn more in D2L. **Professionalism points will be deducted if there are modules or portions of modules that you have not completed.**

There is one required face-to-face meeting on at SFASU in the ECRC on Monday and Tuesday, February 1 and 2, 2016. You will receive parking permits and an agenda in the mail approximately two weeks prior to the visit. This is MANDATORY and an important part of your semester.

**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.

**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/disabilitieservices/](http://www.sfasu.edu/disabilitieservices/).

**Academic Integrity (policy 4.1)**

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

**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; 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.
- **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 Semester Grades (Policy 6.5)**

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

**Acceptable Student Behavior (Policy 10.4)**

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

**Additional Information:**

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, 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 [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must
provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

LiveText Statement:

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText 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 account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

IX. Other Relevant Course Information:

This is a one hour lab course that is accompanied by a two hour course, MLG 401 - The Middle Level Learning Community. Students are expected to keep a journal of activities completed in the lab portion and relate those to the content MLG 401. A shadow study will be completed with a student in the class to which the teacher candidate is assigned.

Assignment Policy

Students must read all assignments and be prepared to participate in D2L discussions. All students are expected to complete assignments on the due date. In order to receive an "A" in the course, ALL assignments must be completed. Late work receives '0" points and indicates completion. Of course, extenuating circumstances are always considered.

Drop Class

Sometimes students find it necessary to drop a course. Should you need to drop a course, it is a common (and professional) courtesy to notify the instructor of record. Failure to notify the instructor leaves him or her wondering why you are not participating in class or replying to emails.

Life Happens

In the event “life” happens to you and you see it will affect your work, it is your responsibility to contact your professors at the earliest moment possible. Often times we can provide assistance and help you handle the stresses of graduate school while dealing with your crisis or extenuating
circumstance(s). To better enable me to help you, contact me immediately; do not wait until your situation is almost resolved.

Work Policies

- **Late Work**— Late work receives no points unless there is prior approval from the instructor.
- **Make-up Work Policy**— The decision whether to accept make-up work is at the discretion of the instructor of record. In general, make-up work will be accepted two days from the original due date. No make-up work will be accepted the last week of the session.
- **“Redo Work” Policy**— Some assignments may be subject to editing and resubmission at the discretion of the instructor of record or the instructional assistant. In this event, the resubmitted work is due no later than one day after it is returned. Edited work resubmitted without the original work will not be accepted. Do not ask permission to redo work to raise your grade. The instructor of record or the instructional assistant will approach you to see if you want to redo an assignment.