I. Course Description:

*Integrating Middle Grades Learning* - Two semester hours for lecture. Middle Grades curriculum, instruction, and assessment designed to meet the needs of students in content area classes. The professional roles and responsibilities of teaching are also emphasized.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

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

MLG Program Learning Outcomes and Student Learning Objectives:

PLO 2: The teacher candidates will understand and use the central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. (AMLE 2; PPR Standard 1)

Element A: Subject Matter Content

SLO 2.1: The teacher candidates will demonstrate knowledge and competency in their content area.

Element B: Interdisciplinary Nature of Knowledge

Element C: Middle Level Student Standards

SLO 2.2: The teacher candidates will demonstrate the skills necessary to effectively present content to adolescent learners and the ability to assess their students understanding of that content.

Benchmark Assessment II: Candidate Work Sample

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. (AME 3)

Element A: Middle Level Philosophical Foundations

SLO 3.3 The teacher candidate will demonstrate their understanding of the middle level teachers' knowledge, skills, and dispositions.

Benchmark Assessment III: Professional Philosophy Paper

Element B: Middle Level Organization and Best Practices
SLO 3.4 The teacher candidate will develop and implement classroom management skills and techniques. Emphasis will be on classroom climate, procedures, and parental involvement.

SLO 3.5 The teacher will demonstrate their ability to work in academic teams and departmental teams.

**SLO Assessment 2: Team Meetings**

**PLO 4:** The teacher candidates will understand, use, and reflect upon the major concepts, principles, theories and research related to data-informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents. (AMLE 4)

Element A: Content Pedagogy
Element B: Middle Level Instructional Strategies
SLO 4.6 The teacher candidates will demonstrate their ability to differentiate instruction for ELL, Special Education, and GT students.

**Benchmark Assessment II: Work Sample**

Element C: Middle Level Assessment and Data-formed Instruction
SLO 4.7 The teacher candidates will be able to utilize pre/post assessment in their lessons and illustrate student progress through technology.

**Benchmark Assessment II: Work Sample**

SLO 4.8 The teacher candidate will familiarize themselves with formal assessments (i.e. STAAR, AEIS Reports, Benchmark Assessments) used in Texas Middle Schools.

**SLO Assessment 3: Assessment Activities**

**PLO 5:** The teacher candidates will understand the complexity of teaching young adolescents and they engage in practices and behaviors that develop their competence as professionals. (AMLE 5)

Element A: Professional Roles of Middle Level Teachers
SLO 5.9 The teacher candidates will demonstrate a knowledge of professional organizations and the opportunities for professional development those organizations provide.

**SLO Assessment 4: Presentation on Professional Organizations:**

SLO 5.10 The teacher candidates will demonstrate their ability to read and discuss a book with peers for professional development.

**SLO Assessment 5: Book Talk on Professional Books**

SLO 5.11 The teacher candidates will demonstrate their ability to engage in practices and behaviors that develop their competence as professionals.

**SLO Assessment 6: Professional Development Documentation**

Element D: Dispositions and Professional Behaviors
SLO 5.12 The teacher candidates will demonstrate their ability to reflect on their classroom practices, dispositions, and middle level philosophy.

**Benchmark Assessment II: Work Sample**

**Benchmark Assessment III: Philosophy Paper**

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

**Work Sample: (Benchmark Assessment II)**

Teacher candidates will video tape one lesson during lab and use it to complete their Benchmark Work Sample. They will design a pre/post assessment to evaluate the lesson they are teaching. Students will be expected to reflect on and evaluate their lesson as well as one of a peer. **This assignment will be submitted in Live Text** and a hard copy will be submitted in class.

**Philosophy Paper: (Benchmark Assessment III)**

Teacher candidates will complete a philosophy paper as one of their Benchmark Assessments. Instructions may be found in the Intern II Handbook. **This assignment must be submitted in LiveText.**

**Team Meetings: (SLO Assessment 2)**

Team Meetings will be simulated in the online class through discussions and journal entries.

**Assessment Activities (SLO Assessment 3)**

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Teacher candidates will investigate assessments commonly found in Texas Middle Schools. Two activities will be completed in class (Diggin’ for Data and Authentic Assessments.)

* **Technology Presentation on Professional Organization (SLO Assessment 4) 75 points**
  Teacher candidates (either individually or in pairs) will research a professional teaching organization. They will prepare a technology presentation over their organization for the class and provide a handout of essential information for each member of the class.

* **Book Talk/Summary on Professional Development Book (SLO Assessment 5) 100 points**
  Each teacher candidate will select one or more professional development books from the suggested reading list. They will complete a written summary of the book and reflect on how the book will be useful to them in their future classroom. They will also participate in a literary circle on the books in class.

**Professional Development Documentation** 50 points
**Final Exam** 50 points
Teacher candidates will complete a reflective online exam.

**Professionalism** 50 points
Professionalism grade will be a compilation of points including: attendance at the Online Completer Orientation, participation in class discussions, and completion of on-line course evaluation.

*Scoring guides may be found in Course Handbook

### IV. Evaluation and Assessments (Grading):

- A = 792-880 points
- B = 704-793 points
- C = 616-703 points
- F = Below 616 points

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

V. Tentative Course Outline/Calendar: ALL ASSIGNMENTS ARE DUE BY 11:59 P.M. ON SUNDAY EVENING EACH WEEK!!

| Apr. 12/14 | Getting a Job (12) Resumes (14) | Selected articles | 5.11, 5.12 |
| Apr. 19/21 | Resumes (19) Interviewing (21) | Selected articles | 5.11, 5.12 |
| Apr. 26/28 | TPR (26) Teaming (28) | Selected articles | Work Sample due Apr. 26 |
| May 3      | Book Talks                      | Selected books    | Book Summary and Professional Development Documentation Due |
| May 10     | Final Exam                      | Final Exam due     | All |

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| May 10     | Final Exam                      | Final Exam due     | All |
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience. Failure to purchase and activate the account and/or submit the required assignments within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00.

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 email to another account and do not receive an email concerning LiveText Registration, please be sure to check your junk mail folder and your spam filter for these emails.

If you have questions about obtaining or registering your Live Text account, call ext. 1267 or email SFALiveText@jacks.sfasu.edu. Failure to activate this account may result in course failure.


Reading List: Choose at least 1 (These do not need to be purchased. You may check them out from a library.)

Supplementary Textbooks: (not required)

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

VII. Course Evaluations:
“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know
that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

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

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

Class Attendance and Excused Absences: Policy 6.7
Regular, punctual attendance, documented participation, and if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty Policy: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.