Stephen F. Austin State University  
Department of Elementary Education  
Integrating Middle Grades Learning  
MLG 403P.516  
Spring 2016

Instructor: Dr. Mark Montgomery  
Office: ECRC 209J  
Office Phone: 936-468-1697  
Office Hours:  
  T/Th: 10:00-11:15 & 2:00-3:15  
  Other: By appointment

Credits: 2 semester hours  
Course Time: Online  
Location: Online  
Email: montgomems@sfasu.edu

Prerequisites: Admission to Educator Certification. It must be taken concurrently with MLG 403.

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)  
  Element A: Subject Matter Content  
  Element B: Interdisciplinary Nature of Knowledge and  
  Element C: Middle Level Student Standards  
  SLO 2.1: The teacher candidates will design and teach a minimum of three lessons in their Practicum II classrooms.  

SLO Assessment 1: Lesson Plans  
SLO Assessment 2: Observation and Performance Summary

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 3.2 The teacher candidate will reflect over what is happening in their Practicum II classroom and respond in a journal reflection weekly. Some topics will be specific, while some topics will be more general.

SLO Assessment 3: Journal Reflections over Best Practices  
SLO Assessment 3B: Reflection on Video Lesson  
SLO Assessment 5: Language Observation, Performance and Reflection Summaries

PLO 4: The teacher candidates will understand, use, and reflect upon the major concepts, principles, theories and research related to data-informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents. (AMLE 4)
Element A: Content Pedagogy
Element B: Middle Level Instructional Strategies
Element C: Middle Level Assessment and Data-formed Instruction

SLO 4.3 The teacher candidates will complete a Work Sample in which they reflect in detail over lesson design, assessment, delivery, and their own personal strengths and weaknesses as a teacher. This lesson will be videoed on-site and analyzed in depth.

Benchmark Assessment II: Work Sample (submitted in LiveText)

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

Element A: Professional Roles of Middle Level Teachers
Element B: Dispositions and Professional Behaviors

SLO 5.4 The teacher candidates will conduct themselves as professionals while engaging in the public schools during Practicum II

SLO Assessment 4: Professionalism Grade

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

<table>
<thead>
<tr>
<th>Course Assignments, Activities, Instructional Strategies, Use of Technology</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td><em>Work Sample: (Benchmark Assessment II)</em> 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. <strong>This assignment will be submitted in Live Text</strong> and a hard copy will be submitted in class. <strong>Students’ must submit Work Sample into LiveText. Failure to do so will result in a penalty of one letter grade in the course for each assignment not submitted.</strong></td>
<td>200 pts.</td>
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<tr>
<td>Lesson Plans (SLO Assessment 1) Teachers Candidates will complete three lesson plans for lessons to be observed during this field experience. These lesson plans will be submitted prior to teaching each lesson. Each lesson plan will be worth 40 pts.</td>
<td>120 pts.</td>
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<tr>
<td>Lesson Observations (SLO Assessment 2) Teacher Candidates will be observed teaching three lessons during this field experience. Each lesson observation will be worth 100 points.</td>
<td>300 pts.</td>
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<tr>
<td>Language Observation, Performance &amp; Reflections (SLO Assessment 5)</td>
<td>240 pts.</td>
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<tr>
<td>Journal Entries (SLO Assessment 3) Teacher Candidates will reflect on best practices as seen in their mentor classroom through weekly journal entries. Each entry will be work 30 points each.</td>
<td>240 pts.</td>
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<td>Mentor Teacher Evaluations Mentor teachers will complete a mid-term and final evaluation for each Teacher Candidate. Evaluations will be worth 25 points each.</td>
<td>50 pts.</td>
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<tr>
<td>Final Exam Teacher candidates will complete a reflective online exam.</td>
<td>40 pts.</td>
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<td>Professionalism (SLO Assessment 4) Professionalism grade will be a compilation of points including: class attendance, participation in class discussions, completion of on-line course evaluation and the exhibition of professional behavior in class and in the practicum setting.</td>
<td>50 pts.</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>1,240 pts.</td>
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*Scoring guides may be found in Course Handbook

IV. Evaluation and Assessments (Grading):

A = 1,016 – 1,240 points
B = 892 – 1,015 points
C = 768 – 891 points
F = Below 768 points
### Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 18-22</td>
<td>Orientation</td>
<td>Syllabi and Course Handbook</td>
<td>• Attend Orientation at Lufkin Middle School</td>
<td>January 20</td>
</tr>
<tr>
<td>Jan. 25-29</td>
<td>Begin Field Experience</td>
<td>Course Handbook</td>
<td></td>
<td>TENTATIVE</td>
</tr>
<tr>
<td>Feb. 1-5</td>
<td>Field Experience Site</td>
<td></td>
<td>• Journal 1 Due</td>
<td>February 7</td>
</tr>
<tr>
<td>Feb. 8-12</td>
<td>Field Experience Site</td>
<td></td>
<td>• Journal 2 Due • 1st Lesson Plan Due • 1st Observation Scheduled</td>
<td>February 14</td>
</tr>
<tr>
<td>Feb. 15-19</td>
<td>Field Experience Site</td>
<td></td>
<td>• Journal 3 Due</td>
<td>February 21</td>
</tr>
<tr>
<td>Feb. 22-26</td>
<td>Field Experience Site</td>
<td></td>
<td>• Journal 4 Due • 1st Observation Completed</td>
<td>February 28</td>
</tr>
<tr>
<td>Feb. 29 – Mar. 4</td>
<td>Field Experience Site</td>
<td></td>
<td>• Journal 5 Due • 2nd Lesson Plan Due • 2nd Observation Scheduled</td>
<td>March 6</td>
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<tr>
<td>Mar. 7-11</td>
<td>Lufkin Spring Break</td>
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<tr>
<td>Mar. 14-18</td>
<td>SFASU Spring Break</td>
<td></td>
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<tr>
<td>Mar. 21-25</td>
<td>Field Experience Site</td>
<td></td>
<td>• Journal 6 Due</td>
<td>March 29</td>
</tr>
<tr>
<td>Mar. 28- Apr. 1</td>
<td>Field Experience Site</td>
<td></td>
<td>• Journal 7 Due • Mentor Mid-Term Evaluation Due</td>
<td>April 3</td>
</tr>
<tr>
<td>Apr. 4-8</td>
<td>Field Experience Site</td>
<td></td>
<td>• Journal 8 Due • 3rd Lesson Plan Due • 3rd Observation Scheduled</td>
<td>April 10</td>
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<tr>
<td>Apr. 11-15</td>
<td>Field Experience Site</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Apr. 18-22</td>
<td>Field Experience Site</td>
<td></td>
<td>• Work Sample Due*</td>
<td>April 24</td>
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<tr>
<td>Apr. 25-29</td>
<td>Field Experience Site</td>
<td></td>
<td>• Mentor Final Evaluation due • Attendance Due</td>
<td>May 1</td>
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<tr>
<td>May 2-6</td>
<td>Dead Week</td>
<td></td>
<td></td>
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<tr>
<td>May 9-13</td>
<td>Final Exam</td>
<td></td>
<td>• Final Exam Due</td>
<td>May 10</td>
</tr>
</tbody>
</table>

*This assignment is related to accountability and accreditation and must be submitted into LiveText*
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required: LiveText FEM Add-On Instructions for Students
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 e-mail 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 LiveText account, call ext. 1267 or email SFALiveText@jacks.sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@jacks.sfasu.edu. Failure to activate the account and/or submit the required assignments within the LiveText system may result in course failure.

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, 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. 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: 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 (1) using or attempting to use unauthorized materials to aid in achieving a better grade on any class assignment or exam. (2) falsifying or inventing of any information, including citations, on an assignment; and/or (3) 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 your own. Examples of plagiarism include, but are not limited to: (1) submitting an assignment as if it were one’s own work when it is at least partly the work of another person; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) 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 resubmission 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, outlining Academic Appeals by Students (6.3).

**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 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 a D. 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 for the purpose of computing the grade point average.

**Student Code of Conduct: 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 prohibition 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.judicial/earlyalert.asp](https://www.sfasu.judicial/earlyalert.asp) or by calling their office (936-468-2703).

**IX. Other Relevant Course Information:**

**Expectations:**

1. Future teachers are held accountable for correct spelling and grammar usage. Spelling and correct grammar are expected at all times, on all assignments. Points will be deducted for incorrect spelling and poor grammar. If you are experiencing difficulty with
standard English and the conventions of speaking and writing, you should seek
assistance at the campus Academic Resource Center. Call 468-4108. You may also visit
the following website for assistance in writing: www.columbia.edu/acis/bartleby/strunk
2. All submitted work must be typed unless the instructor provides a template (i.e., in-class
assignments). Handwritten work will not be accepted.
3. In order to pass this course ALL WORK must be completed and submitted to the
instructor.
4. All work should be completed by the due date. The grade for all work turned in within
1
week of the due date will be penalized by 10%. The grade for all work turned in within 2
weeks of the due date will be penalized by 20%. After two weeks, work must be
completed and turned in, but will receive a grade of 0. Any exceptions must be approved
ahead of time by the professor.
5. Students are expected to read all assignments and be prepared to participate in all class
discussions. Participation will be noted according to the depth and comprehension of
your responses during class discussions. Participation will contribute to your final
professionalism grade (8 points max).

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 is a reflection of 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.

Cell phones should be turned off during class. Texting during class is not a professional behavior.
Violations of this policy will result in a reduction of your professionalism grade (Conduct in class).

Certification/Licensing Requirements
To complete Certification/Licensing Requirements in Texas related to public education, 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; the completed information form is due February 1, 2013. 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/). 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 a state mandated fingerprint background check. If you have a
history of criminal activity, you may want to reconsider your major while at SFASU.

For Fall 2016 Student Teaching, the following dates have been established:
1. Currently – Online application are available
2. Sept. 15, 2016 – Deadline for submitting online application
3. Dec. 12, 2016 - Passing scores on the content area certification exam must be
received in the Educator Certification Office