

MIDDLE GRADES EDUCATION B.A. OVERVIEW AND COURSE PROGRESSION

	PRE-ADMISSION	SEMESTER 1
COURSES	EDUC 1100/2100: Foundations of Edu and Diversity in School SPED 2100: Introduction to Students with Special Needs	MDSK 3100: Inclusive Classrooms
INTASC	Standards 1, 2, 3, 4, 9	Standards 1,2, 3, 8, 9
FIELD EXPERIENCES CHECKLIST	None assigned	MDSK Checklist 1
PLACEMENT SPECIFICS	No specified placement type (grade-band specific)	Yearlong Clinical in a Middle School (Diverse Middle Grades Placement: Title I, +60% F/R lunch eligible, or low-performing)
DURATION AND COMPLEXITY	<p>These pre-requisite courses must be completed prior to entry into the program.</p> <p>EDUC 1100/2100: Candidates are conducting 10 hours of classroom observation*. As this is their introduction courses, observation of teaching and learning is the priority. Candidates are asked to complete course assignments directly related to what they observe. Placements are facilitated by the Office of School and Community Partnerships (OSCP).</p> <p>SPED 2100: Candidates are conducting 10 hours of classroom observation*. As this is their introduction courses, observation of teaching and learning is the priority. Candidates are asked to complete course assignments directly related to what they observe. Placements are facilitated by the Office of School and Community Partnerships (OSCP).</p> <p>*Candidates taking both EDUC 1100/2100 and SPED 2100 in the same semester may count the same hours for both courses with instructor permission. Candidates taking the courses in different semester must complete 10 clinical hours for each course.</p>	<p>The first semester of a two-semester, yearlong placement at the same school site. However, candidates can be assigned to different teachers each semester or the same teacher for both semesters, with the second semester placement coinciding with candidates taking 3151, 3130 and 4210. A total of 15 hours of clinicals should be completed in the first semester. Candidates should plan to visit the school at least 5 times, with the visits spread out over the course of the semester.</p> <p>MDSK 3100: An extension of SPED 2100 or MDSK 2100, candidates work with diverse student populations (i.e. ELLs, students with exceptionalities, and/or students identified as AIG). This placement does not need to be content specific, although that would be preferred. The goal is for candidates to be observing multiple types of learners/students. Placements are facilitated by the Office of School and Community Partnerships (OSCP).</p>
FOCUS PRACTICES	None	None
ASSESSMENT	<ol style="list-style-type: none"> 1) Dream Resume and Statement of Purpose 2) Inquiry Project and Presentation 3) Online Professional Portfolio 	<ol style="list-style-type: none"> 1) Case Study Project 2) Field Experiences Log (submitted in Taskstream) 3) Clinical Educator Feedback on Candidate 4) assigned to Field Experience
DISPOSITIONS	Dispositions Self-Assessment 1	N/A

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SEMESTER 2	
COURSES	<p>MDSK 3151: Instructional Design and Technology</p> <p>MDLG 3130: The Early Adolescent</p> <p>MDSK 4210: Classroom Leadership</p>
INTASC	Standards 1, 2, 3, 5, 6, 7, 8, 9, 10
FIELD EXPERIENCES CHECKLIST	MDSK Checklist 2
PLACEMENT SPECIFICS	Yearlong Clinical in a Middle School (Diverse Middle Grades Placement: Title I, +60% F/R lunch eligible, or low-performing)
DURATION AND COMPLEXITY	<p>The second semester of a two-semester, yearlong placement at the same school site. Candidates may be placed in one site for all clinical hours. Candidates taking both MDSK 3151 and MDLG 3130 will complete a minimum of 30 required clinical hours (see individual course breakdown for clinicals below). Candidates are expected to spread out the clinical visits over the course of the semester, consistently visiting 1 classroom on a weekly basis for at least 10 weeks (a minimum of 10 school visits total). The courses candidates are enrolled in this semester are typically blocked together (one after the other) to allow time for candidates to visit the same classroom each week and then have a debriefing session on-site at the school with the course instructor and other classmates. This will require the school/administration to provide a room/area for instructors to meet with candidates on-site. Candidates may accrue more hours if they wish; the more time candidates spend in a school, the more likely they are to acclimate to the school culture and processes. Placements are facilitated by the Office of School and Community Partnerships (OSCP).</p> <p>MDSK 3151: Candidates will complete 15 hours of clinical hours. These hours should be conducted during a consistent block in a content specific classroom (see description above). The clinical placement should provide an opportunity for candidates to observe quality instruction design and implementation. Participating teachers would need to be willing to collaborate with candidates on designing one lesson and allowing candidates to implement it. In addition, candidates may be asked to complete assignments on the Clinical Progression Checklist.</p> <p>MDLG 3130: Candidates will complete 15 hours of clinical hours. These hours should be spread out over the semester, and involve visiting the same classroom of students (see description above). Clinical activities will include required assignments on the Clinical Progression Checklists, in addition a series of reflective assignments and activities throughout the semester based on their interactions in classrooms. Clinical activity culminates with a clinical reflection submitted in class.</p> <p>MDSK 4210: will require a "field trip" type of clinical observation component and will be integrated into existing clinical hours (see description above). We recommend that administration/staff of the school collaborate with instructors (since there are three classes in this semester) to develop an opportunity for candidates to hear from the administrative and support staff regarding school and classroom management initiatives within the school. Ideally, candidates would hear from principals, guidance counselors, resource officers, and teachers discussing the classroom leadership and overall discipline within the school. If possible, candidates would have opportunities to interview stakeholders about classroom management, leadership, and discipline.</p>
FOCUS PRACTICES	<ol style="list-style-type: none"> 1) Eliciting and Interpreting Student Thinking 2) Setting Up and Managing Small Group Work 3) Facilitating Whole Group Discussion
ASSESSMENT	<ol style="list-style-type: none"> 1) Unit Evaluation 2) Lesson Outline Part 1 3) Technology Integration Evaluation 4) Focus Practice Use 5) Field Experiences Log (submitted in Taskstream) 6) Clinical Educator Feedback on Candidate assigned to Field Experience
DISPOSITIONS	<p>Disposition/Self-Assessment 2 (mid-point assessment). Evaluated by faculty on COED Dispositions Rubric in SECD 4140.</p>

MIDDLE GRADES EDUCATION B.A. OVERVIEW AND COURSE PROGRESSION

	SEMESTER 3	SEMESTER 4
COURSES	<p>Content Area Methods (First Concentration): FLED 4200/5200: Foreign Language TESL 4103/5103: Teaching English as Second Language MDSK 4251/5251: Science MDSK 4253/5253: Social Studies ENGL 4254/5254: English/Language Arts MAED 4252/5252: Mathematics</p> <p>Content Area Assessment (First Concentration - pick one to align with Methods): MDSK 4101/5101: Assessment in Teaching K-12 Science MDSK 4102/5102: Assessment in Teaching K-12 Math MDSK 4103/5103: Assessment in Teaching K-12 Social Studies MDSK 4104/5104: Assessment in Teaching K-12 English FLED 4104/5104: Assessment in Teaching K-12 Foreign Lang TESL 4104/5104: Authentic Assessment MDSK 4100L: Lab in Content Pedagogy MDLG 3131: Philosophy and Curr of Middle Grades Edu</p>	<p>Content Area Methods (Second Concentration): FLED 4200/5200: Foreign Language TESL 4103/5103: Teaching English as Second Language MDSK 4251/5251: Science MDSK 4253/5253: Social Studies ENGL 4254/5254: English/Language Arts MAED 4252/5252: Mathematics</p> <p>Content Area Assessment (Second Concentration - pick one to align with Methods): MDSK 4101/5101: Assessment in Teaching K-12 Science MDSK 4102/5102: Assessment in Teaching K-12 Math MDSK 4103/5103: Assessment in Teaching K-12 Social Stud MDSK 4104/5104: Assessment in Teaching K-12 English FLED 4104/5104: Assessment in Teaching K-12 Foreign Lang TESL 4104/5104: Authentic Assessment MDSK 4100L: Lab in Content Pedagogy</p>
INTASC	Standards 1, 2, 3, 4, 6, 7, 8, 9, 10	Standards 1, 2, 3, 8, 9
FIELD EXPERIENCES CHECKLIST	MDSK Checklist 3	MDSK Checklist 3 (repeated with different teacher)
PLACEMENT SPECIFICS	Three-Semester Internship (Middle School)	
DURATION AND COMPLEXITY	<p>Methods, Assessment, and Lab courses in the same concentration area are co-requisites; Middle Grades candidates complete complete coursework in two (2) concentrations. Candidates are placed in one site for all clinical hours. The placement is for three consecutive semesters, culminating in the full-time student teaching semester. Candidates go to their placement site the equivalent of one full school day per week. Candidates may break this up into two half-days if needed. For the duration of the three-semester placement, candidates are assigned to two Clinical Educators, whose areas of licensure should correspond to the candidate's concentrations. The candidate should work each semester with the Clinical Educator whose licensure area corresponds to the Methods course (e.g., if the candidate is taking Math methods, the semester would be spent with the Math CE). The more time candidates spend in a school, the more likely they are to acclimate to the school culture and processes. Candidates are expected to: begin teaching small lessons, work with students directly, design assessments, and practice interpreting data results. Placements are facilitated by the Office of School and Community Partnerships (OSCP).</p> <p>Clinical activities will include required assignments on the Clinical Progression Checklists, in addition to course assignments related to instructional planning and technology based on classroom interaction with assigned teachers and P-12 students. All checklists will be submitted in the Field Experiences Log in Taskstream at the end of the semester. Key assessments include edTPA practice tasks 1, 2, and 3.</p>	<p>Methods, Assessment, and Lab courses in the same concentration area are co-requisites; Middle Grades candidates complete complete coursework in two (2) concentrations. Candidates are placed in one site for all clinical hours. The placement is for three consecutive semesters, culminating in the full-time student teaching semester. Candidates go to their placement site the equivalent of one full school day per week. Candidates may break this up into two half-days if needed. For the duration of the three-semester placement, candidates are assigned to two Clinical Educators, whose areas of licensure should correspond to the candidate's concentrations. The candidate should work each semester with the Clinical Educator whose licensure area corresponds to the Methods course (e.g., if the candidate is taking Math methods, the semester would be spent with the Math CE). The more time candidates spend in a school, the more likely they are to acclimate to the school culture and processes. Candidates are expected to: begin teaching small lessons, work with students directly, design assessments, and practice interpreting data results. Placements are facilitated by the Office of School and Community Partnerships (OSCP).</p> <p>Clinical activities will include required assignments on the Clinical Progression Checklists, in addition to course assignments related to instructional planning and technology based on classroom interaction with assigned teachers and P-12 students. All checklists will be submitted in the Field Experiences Log in Taskstream at the end of the semester. Key assessments include edTPA practice tasks 1, 2, and 3.</p>
FOCUS PRACTICES	<ol style="list-style-type: none"> 1) Eliciting and Interpreting Student Thinking 2) Setting Up and Managing Small Group Work 3) Facilitating Whole Group Discussion 	<ol style="list-style-type: none"> 1) Eliciting and Interpreting Student Thinking 2) Setting Up and Managing Small Group Work 3) Facilitating Whole Group Discussion
ASSESSMENT	<ol style="list-style-type: none"> 1) edTPA practice task 1: planning 2) edTPA practice task 2: teaching 3) edTPA practice task 3: assessment 4) Field Experiences Log (submitted in Taskstream) 5) Clinical Educator Feedback on Candidate assigned to Field Experience (random) 	<ol style="list-style-type: none"> 1) edTPA practice task 1: planning 2) edTPA practice task 2: teaching 3) edTPA practice task 3: assessment 4) Field Experiences Log (submitted in Taskstream) 5) Clinical Educator Feedback - YLI Midterm/Final semester Evaluations
DISPOSITIONS	N/A	N/A

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SEMESTER 5

COURSES	MDLG 4440: Student Teaching/Seminar
INTASC	Standards 1, 2, 3, 5, 6, 7, 8, 9, 10
FIELD EXPERIENCES CHECKLIST	Student Teaching
PLACEMENT SPECIFICS	Three-Semester Internship (Middle School)
DURATION AND COMPLEXITY	The Student Teaching placement is the third semester of a three-semester placement. Candidates complete the full-time, 16-week student teaching experience, splitting the semester with both CEs for equal time. For a complete description of student teaching requirements and expectations, please review the Student Teaching Internship Handbook provided by the Office of School and Community Partnerships.
FOCUS PRACTICES	<ol style="list-style-type: none">1) Eliciting and Interpreting Student Thinking2) Setting Up and Managing Small Group Work3) Facilitating Whole Group Discussion
ASSESSMENT	<ol style="list-style-type: none">1) Entire edTPA Project2) STAR3) CLASS4) Candidate Exit Survey
DISPOSITIONS	Dispositions assessed by clinical educator and the site coordinating faculty member