

Middle Schl Educ & Tchng (MLED)

Courses

MLED-301. Curriculum & Instruction In The Middle School. 3 Hours.

The relationship of theory to practice is studied in a variety of middle school curricula. Analyses and interpretations of teaching-learning processes are conducted. Special attention is directed to: (1) instructional objectives in planning, (2) application of theories of adolescent development, learning, classroom management, and instructional methodology to multicultural curriculum development, (3) unit and lesson planning, and (4) evaluation techniques. Strategies for meeting the needs of students with special needs are explored.

MLED-302. Writing Intensive Program: Foundations Of Teaching English Language Arts In Middle Grades. 3 Hours.

This course is designed to provide candidates with an overview of the theory, best practices, curriculum design, and materials used in teaching language arts at the middle school level grades 5-8. Language Arts instruction includes mastery of six language arts competencies: reading, writing, listening, talking, viewing and visual representation. The course addresses differentiating instruction to meet the needs of diverse learners with attention to special needs students and English learners. This is a writing intensive course affording students the opportunity to demonstrate competency in writing in various genres.

Prerequisite: College of Education Admission with a score of Y.

MLED-304. Inquiry-Based Social Studies In The Middle Grades. 3 Hours.

This course explores teaching, learning, and curriculum in middle grade social studies. The course has an emphasis on creating an interdisciplinary inquiry-based social studies classroom, designing project-based curriculum units, and finding and teaching with real-world resources. The course explores the vital role of social studies in a democratic society, social responsibility, teaching critical thinking, decision-making, and problem solving skills, and includes a focus on curricular integration of cultural diversity, global awareness, technology, and integrating literature in social studies. Students will also explore integrating standards and teaching skills for reading and writing informational texts in social studies.

Prerequisite: College of Education Admission with a score of Y.

MLED-305. Methods Of Teaching Science In Middle School. 3 Hours.

This course prepares middle level teacher candidates to teach science skills and content. Emphasis is upon the nature of science and scientific inquiry, interdisciplinary inquiry-based teaching, multicultural science teaching, classroom management, data-driven assessments, science and civic engagement (i.e., service learning), and contemporary research and practice for science pedagogy in grades 5-8. Innovative education technology is applied to promote candidates' problem solving and effective science teaching and learning as an integral aspect of the course.

Prerequisite: College of Education Admission with a score of Y.

MLED-306. Methods Of Literacy Education In Middle School. 3 Hours.

This course is designed for candidates to develop the knowledge and skills to teach literacy in middle level classrooms, grades 5#8. Content includes: learning theories, vocabulary, comprehension, the writing process, assessment, and differentiation. Issues of diversity and equity as they relate to literacy teaching and learning in today's 21st century context will be threaded throughout the course and grounded in research on adolescent development.

Prerequisite: BLBC-339 with a minimum grade of B and MLED-328A with a minimum grade of B and ELED-303 with a minimum grade of B and MLED-309 with a minimum grade of B.

MLED-309. Reading And Writing In The Content Areas. 1.5 Hour.

In this course candidates will develop the knowledge, skills, and understandings to support the literacy development of students in middle grades (5#8) with a focus on literacy in the content areas. Topics include: learning theories, literacy strategies in the disciplines, assessment, differentiation, use of informational text, technology, and planning for instruction. Issues of motivation, engagement, and cultural relevance are integrated throughout.

Prerequisite: ELED-300 with a minimum grade of B and SPED-317 with a minimum grade of B and MLED-302 with a minimum grade of B and (MLED-310 with a minimum grade of B or MLED-305 with a minimum grade of B or MLED-304 with a minimum grade of B).

Corequisite: ELED-303.

MLED-310. Math Methods In The Middle Grades. 3 Hours.

This course is a study of instructional methods and materials for teaching mathematics to middle level students, including linguistically, culturally diverse learners and exceptional children. Students explore theoretical and practical frameworks and develop materials, techniques, and assessments for the teaching of middle school mathematics in grades 5-8. Students engage in mathematical processes to promote critical thinking and explore middle level math concepts and skills. Problem solving, modeling, and teaching middle school mathematics in interdisciplinary contexts are emphasized.

Prerequisite: College of Education Admission with a score of Y.

MLED-328A. Clinical Experience English Learners In Middle Grades. 3 Hours.

This course provides teacher candidates who are enrolled in BLBC-339 Culturally Responsive Teaching in Diverse Classrooms with intensive clinical experience in grades 6#8 middle level classrooms with culturally and linguistically diverse (CLD) students. This course provides candidates with opportunities for observations and supervised teaching with English learners. Candidates meet with a university supervisor in weekly seminars. This course fulfills 100 clock hours of the 200 clinical experience hours required by the State for certification/licensure.

Prerequisite: ELED-300 with a minimum grade of B and SPED-317 with a minimum grade of B and MLED-302 with a minimum grade of B and (MLED-304 with a minimum grade of B or MLED-305 with a minimum grade of B or MLED-310 with a minimum grade of B).

MLED-328B. Clinical Experience Literacy In Middle Grades. 3 Hours.

This seminar provides clinical experience in middle school for students enrolled in MLED-306. The clinical involves observation and supervised teaching with a focus on literacy in grades 6#8 classrooms. The seminars will provide an overview and preparation to complete edTPA during student teaching. This course fulfills 100 of the 200 required clock hours of clinical experiences.

Prerequisite: BLBC-339 with a minimum grade of B and MLED-309 with a minimum grade of B and ELED-303 with a minimum grade of B and MLED-328A with a minimum grade of B.

MLED-328M. Clinical Experiences In Elementary/Middle School Math. 1 Hour.

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Includes a biweekly seminar meeting on campus and 50 clock hours of individual visits to a local K-8 school with a strong emphasis on middle level mathematics teaching that effectively integrates science into the curriculum. Must be taken with the academic methods course and academic and clinical experiences courses for science. Currently taken only by MSTQE math-science minors in the term before student teaching and completion of the program.

Prerequisite: MLED-301 with a minimum grade of C and MLED-340 with a minimum grade of C and MLED-335 with a minimum grade of C.

MLED-328S. Clinical Experiences In Elementary/ Middle School Science. 1 Hour.

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Includes a biweekly seminar meeting on campus and 50 clock hours of individual visits to a local K-8 school with a strong emphasis on middle level science teaching that effectively integrates mathematics into the curriculum. Must be taken with the academic methods course and academic and clinical experiences courses for mathematics. Currently taken only by MSTQE math-science minors in the term before student teaching and completion of the program.

Prerequisite: MLED-301 with a minimum grade of C and MLED-340 with a minimum grade of C and MLED-335 with a minimum grade of C.

MLED-329. Student Teaching In The Middle School. 7.5 Hours.

This course is 16 weeks of full#day student teaching under the tutelage of a licensed cooperating teacher in a middle school classroom in the candidate's endorsement area. Candidates are required to take full responsibility for a class of middle school students, attend weekly seminars, and prepare for regular visits with the university supervisor.

Prerequisite: Illinois Content Area Test with a score of P and MLED-328A with a minimum grade of B and MLED-328B with a minimum grade of B.

Corequisite: EDFN-308.

MLED-329B. Student Teaching In Middle Grades. 3.75 Hours.

This course provides the teacher candidate with sixteen weeks of full day supervised classroom teaching experience combined with a weekly seminar.

Requirement: Successful completion of all program courses with a minimum GPA of 3.0. Passing scores on content area tests.

MLED-335. Teaching Science At The Middle School/ Elementary Levels W/ Problem Solving. 3 Hours.

A study of instructional methods and materials for teaching science to all K-9 students, focusing on the development of lessons and units that promote scientific thinking, utilization of basic scientific principles, and inquiry approaches to learning. Strong emphasis on: (1) planning and methodology to meet the unique needs of middle school science students and (2) integrating mathematics throughout the middle school science curriculum. Includes 50 clock hours of clinical experience with local K-9 teachers of science who effectively integrate mathematics into curriculum.

MLED-340. Teaching Mathematics At The Middle School/ Elementary Levels W/ Problem Solving. 3 Hours.

A study of instructional methods and materials for teaching mathematics to all K-9 students, focusing on the development of lessons and units that promote mathematical thinking, utilization of basic mathematical principles, and inquiry approaches to learning. Strong emphasis on : (1) planning and methodology to meet the unique needs of middle school mathematics students and (2) integrating science throughout the middle school mathematics curriculum. Includes 50 clock hours of clinical experience with local k-9 teachers of mathematics who effectively integrate science into curriculum.

MLED-350. Teaching Interdisciplinary Curriculum In Middle School. 3 Hours.

This course focuses on the philosophy of teaching middle school and the theory and practice of designing interdisciplinary curriculum in the middle grades 5-8. The course explores the unique characteristics and integration of the organization of middle grades and teaching adolescents. The course includes designing projectbased learning across the disciplines, integrating 21st century skills, teaching through inquiry, and literacy across the curriculum. The course also studies thematic curriculum, integrating standards across the curriculum, working in collaborative teams, and a variety of authentic, formative, and summative assessments.

Prerequisite: BLBC-339 with a minimum grade of B and MLED-309 with a minimum grade of B and ELED-303 with a minimum grade of B and MLED-328A with a minimum grade of B.

MLED-403. Methods Of Teaching Mathematics In Middle School. 3 Hours.

This course involves the investigation and development of research, methodology, techniques, content, and teaching aids for the teaching of mathematical concepts to all middle grade students, grades 5-8, including special needs, EL, LEP, exceptional, and gifted in diverse, multicultural classrooms. Different instructional models will be explored, research methods considered, current resources identified, and collaborative efforts will be investigated. The course includes a focus on differentiation and appropriate classroom management techniques.

MLED-415. Teaching Science As Inquiry In Middle School. 3 Hours.

This course prepares middle level teacher candidates to teach science skills and content in grades 5-8. Emphasis is upon the nature of science and scientific inquiry, interdisciplinary inquiry-based teaching, multicultural science teaching, classroom management, formal and informal assessments, STEM (Science, Technology, Engineering, and Mathematics), science and civic engagement (i.e., service learning), and contemporary research and practice for science pedagogy for diverse adolescent learners. Innovative education technology is applied to promote candidates' problem solving and effective science teaching and learning as an integral aspect of the course.

MLED-416. Social Studies As Inquiry In The Middle Grades. 3 Hours.

This course is a study of the theory and practice of teaching social studies in middle grades 5-8. The course has an emphasis on creating an inquiry-based classroom and designing project-based units. The course explores the vital roles of social studies in a democratic society, including active and critical citizenship, social responsibility, teaching critical thinking, decision-making, and problem solving. The course focuses on curricular integration of cultural diversity, global awareness, technology, integrating literature, and strategies for reading and writing informational texts. The course includes teaching with standards and applying assessment strategies.

MLED-428. Clinical Teaching In The Middle Grades. 1 Hour.

This 100-hour clinical teaching experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience and seminar focus on literacy instruction in middle grade classrooms. Students will conduct classroom observations and practice teaching one-on-one, in small groups, and with the whole class. A university supervisor will observe students teaching a minimum of three times.

MLED-428A. Clinical Experience: Literacy In The Middle Grades. 1 Hour.

This 50-hour clinical teaching experience involves supervised and graduated literacy observation and teaching with middle level students in grades 5-8. This clinical experience has a thematic focus on teaching literacy (language arts). Students will conduct classroom observations and spend a minimum of 35 hours teaching literacy one-on-one, in small groups, and the whole class. A university supervisor will observe students teaching a minimum of two times.

Corequisite: ELED-504.

MLED-428B. Clinical Experience English Learners. 1 Hour.

This course provides teacher candidates who are enrolled in BLBC-440 Culture and Language in Diverse Classrooms with clinical experience in grades 5-8 in middle level elementary classrooms with culturally and linguistically diverse (CLD) students. This course provides candidates with opportunities for observation and teaching middle grade English learners. This course fulfills 50 clock hours of the 200 clinical experience hours required by the MAT/MLED program. MLED candidates will be observed teaching a minimum of two times by their University Supervisor.

Corequisite: BLBC-440.

MLED-428C. Clinical Experience Endorsement Areas In The Middle Grades. 1 Hour.

This 100-hour clinical experience involves supervised teaching with middle level students in grades 5-8 in the candidate's endorsement area (literacy, social studies, math, or science). All 100 hours will be in the endorsement area and participation in grade-level team activities. The clinical seminar is integrated into the methods courses being taken concurrently (LTCY-502, MLED-450 or EDFN-450, MLED-403, MLED-415, or MLED-416).

Students will conduct classroom observations and will spend a minimum of 75 hours teaching one-on-one, in small groups, and the whole class. A university supervisor will observe students teaching a minimum of three times. Taken concurrently with at minimum ONE of the following courses in the candidates' endorsement area: LTCY-502 Content Area Literacy; MLED-403 Teaching Math MG; MLED-415 Teaching Science MG; MLED-416 Teaching Social Studies MG.

MLED-429. Internship In The Middle Grades. 6 Hours.

This course is the seminar for student teaching in the middle grades. Candidates are engaged in full-time student teaching for 16 weeks in their endorsement area. With support from their Cooperating Teacher and University Supervisor students gradually increase their classroom responsibilities and then assume complete responsibility for all curriculum planning and teaching for five weeks. Students will design and teach an original instructional unit. In this course students complete their Teacher as Learner Presentation (TLP) and edTPA portfolio. The University Supervisor will observe candidates teaching a minimum of five times. Completion of all required content courses to earn the endorsement (math, science, literacy, social studies).

Prerequisite: ELED-506 with a minimum grade of C and EDFN-442 with a minimum grade of C and ELED-435 with a minimum grade of C and ELED-504 with a minimum grade of C and LTCY-402 with a minimum grade of C and SPED-404 with a minimum grade of C and BLBC-440 with a minimum grade of C and EDFN-405 with a minimum grade of C and ELED-525 with a minimum grade of C and MLED-450 with a minimum grade of C and MLED-428A with a minimum grade of B and MLED-428B with a minimum grade of B and MLED-428C with a minimum grade of B and (ELED-403 with a minimum grade of C or MLED-415 with a minimum grade of C or MLED-416 with a minimum grade of C).

MLED-429B. Internship In The Middle Grades. 3 Hours.

This course is the seminar for student teaching in the middle grades. Candidates are engaged in full-time student teaching for 16 weeks in their endorsement area. With support from their Cooperating Teacher and University Supervisor students gradually increase their classroom responsibilities and then assume complete responsibility for all curriculum planning and teaching for five weeks. Students will design and teach an original instructional unit. In this course students complete their Teacher as Learner Presentation (TLP) and edTPA portfolio. The University Supervisor will observe candidates teaching a minimum of five times. Completion of all required content courses to earn the endorsement (math, science, literacy, or social studies).

Requirement: Completion of all MAT MLED program courses, completion of all content courses required by the Illinois State Board of Education, passing score on the ICTS Subject Area Test, and no more than two Cs in all program courses and a minimum grade of B in both clinical courses.

MLED-450. Interdisciplinary Curriculum Design In Middle School. 3 Hours.

This course explores the unique philosophy of middle school and the design of interdisciplinary curriculum. MLED-450 includes the study of the theory, design, implementation, and practice of interdisciplinary curriculum in the middle grades 5-8. The course emphasizes designing authentic learning experiences, inquiry-based and project-based learning across the disciplines, and teaching literacy across the curriculum. The course also focuses on working in collaborative teams, connections to the school community, integrating standards, and a variety of forms of assessment. Taken concurrently with ONE of the following in the candidate's endorsement area: LTCY-502 Reading; MLED-403 Teaching Math; MLED-415 Inquiry Science MS; MLED-416 Social Studies MG.

Prerequisite: ELED-506 with a minimum grade of C and EDFN-442 with a minimum grade of C and ELED-435 with a minimum grade of C and ELED-504 with a minimum grade of C and LTCY-513 with a minimum grade of C and SPED-404 with a minimum grade of C and BLBC-440 with a minimum grade of C and EDFN-405 with a minimum grade of C and ELED-525 with a minimum grade of C.