

UNDERGRADUATE MIDDLE SCHOOL OPTION PROGRAM

1.1 PROGRAM CONCEPTUAL FRAMEWORK

PHILOSOPHY FOR PREPARATION

The philosophy of the Department of Reading, Elementary Education and Library Science/Communication Media is the preparation of teacher candidates who are well prepared, knowledgeable, and competent practitioners; dedicated to serving the educational needs of students of widely diverse backgrounds; and responsible participants in the quest for improvement of the nation's schools and the teaching profession.

In addition, the Middle School Option program has its own philosophy as well: that young adolescents have special educational requirements best served by those having specialized knowledge and dispositions, in special and specific ways differing from those of the primary and secondary programs

The conceptual framework of the Middle School Option program reflects a growing vision shared throughout the nation, including planned and articulated courses that focus on young adolescent development, middle level philosophy and organization, and middle level instruction. A group of middle school teachers, faculty and consultants met here to design the following definition in July 2002, and from that definition the program was formed.

Definition of a Middle School Teacher

A teacher is a person who is able to guide students to a high level of achievement in both academics and societal goals. The person is resourceful, creative, and energetic in imparting knowledge, as well as accepting of constructive criticism from peers or as a reflective practice. A teacher is an effective communicator with all stakeholders including students, parents, peers, administrators, and the community at large. They are life-long learners, having a sufficient knowledge base to encourage students in their quest for learning. A middle school teacher shares all of these qualities but also possesses the unique understanding of and ability to work with this particular population (5th-9th grade), by having knowledge of adolescent development, being able to employ multiple teaching strategies for the varied learning modalities, and blending the characteristics of both an elementary and secondary teacher in respect to content knowledge.

GOALS AND OBJECTIVES

The Middle School Option program is built upon the Chicago State University College of Education Conceptual Framework. The major tenets of this framework illustrate the expectations we have for our teacher candidates as they move from theory to practice. We believe that all teacher candidates should be prepared with:

- The knowledge and skills they will need to become competent personnel in public and private educational institutions and agencies;
- An understanding of the roles of education, the teaching profession, and scientific research in our society;

- An understanding of diverse student learning styles and the ability to apply a variety of instructional strategies that can successfully be adapted to them;
- The ability to develop instructional plans, deliver effective instruction, and apply appropriate assessment tools to evaluate instructional success;
- The analytical and technical skills to be able to foster critical thinking, problem-solving and performance skills in their students.
- The intrinsic motivation to demonstrate appropriate dispositions in the profession.

The Middle School Option program at Chicago State University leads to a Bachelor of Science degree in Education in Elementary with a Middle School endorsement. It was designed also to meet the Illinois State Board of Education requirements for a new proposed middle school certificate scheduled to become effective in the near future. The program will begin Fall 2002.

KNOWLEDGE BASE

The program is supported by a strong knowledge base which reflects professional standards established by the National Council for Accreditation of Teacher Education, The National Middle School Association, and the Illinois State Board of Education. This contextualized framework provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, comprehensive assessment, partnerships, and evaluation, emphasizing two important aspects: knowledge and practice. Technology is integrated into both the curriculum and the delivery of instruction. General and professional coursework will be supplemented by classes leading to middle grade endorsement in Literacy/Reading, and an addition, another specialty concentration will be selected by the students from the following list: Mathematics, Science, Social Science, Language Arts/English, or Computer Science/Technology.

The general education component consists of 50 hours of study designed to provide students with an understanding of and appreciation for a broad range of arts and sciences, meeting state standards. The professional education component consists of 45 credit hours. It provides students with an appreciation and understanding of key principles of middle school education, drawn from the historical, and philosophical foundations of education, the unique sociological considerations of the young adolescent, best-practice techniques for curriculum planning, instructional methods, and assessment strategies, and specialized knowledge about exceptional children and those whose language may not be English. An additional 9 credit hours complete the Literacy/Reading core.

165 hours of field experience, both early and late, in a variety of school settings, afford students an opportunity to develop proficiency in integrating knowledge from content areas together with applied teaching skills prior to student teaching, and are tied to instruction in the psychology of adolescence, the education of exceptional children, and in classroom management, and includes discussion of professional and community-based topics such as continued professional development, cross-cultural pluralism, and a teacher's additional roles as advisors and advocates. Student teaching provides an opportunity for the preservice teacher to merge all areas of their instruction with practice under supervision.

Candidates are required to pass the Illinois Basic Skills Tests, an examination on the state and federal constitutions, and the Illinois Certification Examination of Subject Matter Knowledge. The assessment requirements include an approved student portfolio and a successful pre-student teaching oral interview.

In addition to faculty teaching responsibilities, assistance is provided in the form of advising, and by referral to the Reading Lab, the Teacher’s Writing Center, the “boot-camp” run by the Center for Urban Research in Education, and/or an Oral Language non-credit course, as well as university-wide programs in counseling, information services (library), and specialized tutoring.

Other strengths of the program are a faculty and staff committed to the focus of the program by conscious choice, the emphases on tailoring lessons to suit individual candidates’ needs, on integration of subject areas, and on cooperation across all lines (institution, college, program) to make the program succeed. To that end, numerous meetings have already been held between departments of the College, between the College of Education and the College of Arts & Sciences, and between the University and various community colleges that feed into our degree program. A cohort of students is already enrolled at two community colleges, and university students enrolled in other

1.2 UNITS RESPONSIBLE FOR PREPARATION OF MIDDLE SCHOOL TEACHER CANDIDATES

General Education Courses (A & S in all fields, except 2 Health hours in Ed)	50 hrs
Required Core Literacy/Reading Courses (all in ED)	9
Additional Required Concentration Courses (A & S except 6 MidS hours in Ed)	18
Professional Pre-admittance Education Courses (all in Ed except 3 Psych hours in A & S)	24
Professional Education Courses (Education in all fields)	<u>25</u>
TOTAL CREDITS (SEMESTER HOURS)	126

ADVISING

Teacher candidates are assigned a content specialization advisor who is active in co-teaching some of the professional education courses in the specialization major. In addition, there is one Key Middle School Education Assessment Coordinator who facilitates issues that arise between the content area advisors, students in the program, the Teacher Certification Office, and the Office of Field Placement. The assessment coordinator helps to ensure students are meeting the requirements.

PLACEMENTS AND SUPERVISION

The College of Education Office of Field Placement is responsible for placement and supervision of all field experiences. Our belief is that students should have field experience both early and often. The faculty who teach Middle School methods and student teaching courses are content faculty who are experienced current or former certified teachers who now teach at the university level. These faculty take the lead on the 100-hour internship and the student teaching clinical. The office of Field Placement locates field-based mentor teachers/supervisor who also complete evaluations.

1.3 CANDIDATES' COURSE OF STUDY (126 Semester Hours)

General Education Core

50 hours

Composition

Eng	123/127	(3)	Composition I
Eng	124/128	(3)	Composition II

Humanities

Speech	113	(3)	Communication for Professionals
Eng 126/ Art 101/Mus 134		(3)	Intro to Literature/Vis Arts/Hist & Appr of Mus
For Lang I		(3)	Foreign Language elective
For Lang II		(3)	Foreign Language elective

Natural Sciences

Bio	151	(3)	Concepts of Biology
PS	110	(3)	Physics in Everyday Life
PS	113	(3)	Chemistry in Everyday Life
PS	114	(3)	Earth/Space/Geog in Everyday Life

Social Sciences

Econ 100/ Pols 101		(3)	Issues in American Economy/Amer Natl Government
Hist	131	(3)	U.S. History since 1877
Geog	101+	(3)	Societies and Environments
Psych	141	(3)	Introduction to Psychology

Mathematics

Math	140	(3)	Concepts of Math I
Math	141	(3)	Concepts of Math II

Health/Physical Development

PE	205	(1)	Introduction to the Study of Human Movement
HS	225	(1)	Introduction to Health Issues

Literacy/Reading Core

9 hours

[This concentration includes 9 additional hours in Professional Development: Read 270, Read 370, and MidS 308.]

Read	378/G	(3)	Clinical Practice: Reading Instruction
Lib Sci	324/G	(3)	Library Materials and Reading Guidance
And choose 1 of 2:			
Read	365/G	(3)	Teaching Reading to Multicultural Children
Bil	350/G	(3)	Teaching for Literacy in Linguistically Different Classrooms

Professional Education Core

47 hours

ELCF	152	(2/10)	Introduction to Teaching
MidS	201	(3)	Standards-Based Exploration of Middle School Mathematics Topics
MidS	202	(3)	Standards-Based Exploration of Middle School Social Studies Topics
ELCF	200	(3/10)	History & Philosophy of Education
ED	210	(2)	Educational Computing
Psyc	377/G	(3/30)	Adolescent Psychology for Middle Grade Teachers
Read	270	(3)	Foundations in Reading Instruction
SPED	301/G	(3/15)	Characteristics of Exceptional Children
SPED	303/G	(2/15)	Teaching Students with Exceptional Needs
ELCF	344/G	(3)	Philosophy, Curriculum, and Instructional Methods for the Middle School
Read	370/G	(3)	Reading Assessment for Classroom Teachers

***Pick one that matches concentration area:

***MidS	310/G	(3)	Teaching Mathematics in the Middle School
*** MidS	315/G	(3)	Teaching Science in the Middle School
***MidS	325/G	(3)	Teaching Social Studies in the Middle School
***MidS	330/G	(3)	Workshop Methods of Reading and Language Arts in the Middle School
***MidS	335/G	(3)	Workshop Methods of Comp. Sci & Technology in the Middle School *
MidS	320/G	(3)	Teaching Creative Arts in the Middle School
MidS	350/G	(4)	Teaching Reading and Language Arts in the Middle School
MidS	374/G	(3/100)	Field-based Practicum/Internship in the Middle School Education
MidS	375/G	(6)	Student Teaching in the Middle School Classroom

Concentration Options (Recommended Courses)**18 hours****Mathematics**

Math	162	(3)	College Algebra	*
Math	209	(3)	Basic Calculus	
Math	210	(3)	Basic Probability & Statistics	
Math	304/327	(3)	Number Theory for Middle School Teachers	
Math	305/342	(3)	Geometry for Middle School Teachers	
Math	307/320	(3)	History of Mathematics for Middle School Teachers	

Science

PS	210	(3)	Physics for the Middle School Teacher	*
PS	213	(3)	Chemistry for the Middle School Teacher	*
PS	214	(3)	Earth Science for the Middle School Teacher	*
Bio	171	(3)	Introduction to Biology (Cell & Molecular)	

And choose 2 of these:

Bot	205	(3)	Biology and Algae, Plants and Fungi
Physl	204	(3)	Human Physiology
Zoo	204	(3)	Biology of Animals
Bio	259	(3)	Introductory Microbiology

Social Science

Hist	328	(3)	World Civilizations 500 BC B 1500 AD
Hist	362	(3)	The World since 1945
Geog	204	(3)	Geography of the World Economy
Pols	207	(3)	Legislative Process
Econ	101	(3)	Principles of Economics

Pick one of two:

Geog	100	(3)	Critical Perspectives in Geographic Thinking
Anth	101	(3)	Introduction to Cultural Anthropology

Language Arts/English

Eng	291	(3)	African American Literature
MidS	302	(3)	Teaching Writing in the Middle Schools
Eng	228	(3)	Critical Strategies for Writing
Eng	370	(3)	American Ethnic Experience in Literature
Eng	377	(3)	Teaching Writing in a Multicultural Setting

Pick one of two:

MidS	2XX	(3)	English-Second-Language for Middle School Teachers (elective)	*
For Lang	III	(3)	Foreign Language elective	

Computer Science/Technology (*)

We are currently investigating “best practices” of technology in the classroom. This investigation will include results of a survey given to teachers in area middle schools in order to inform course development.

In addition to the program requirements, the following are university requirements:

(+) Non-west/3rd World (3) fulfilled by the Geog 101 course.

Natural Science Laboratory course (3) fulfilled by all the Natural Science courses in program.

Constitution Test fulfilled by HS transcript or PoIS 101.

Foreign Language requirement (6) fulfilled by courses at CSU or by transfer.

(*) denotes new courses that need further development.

1.4 FIELD EXPERIENCES, INTERNSHIPS, AND STUDENT TEACHING

The College of Education defines field experiences as the comprehensive on-site experiences in which teacher candidates learn from practicing professionals within the culture of schools. During these field experiences every candidate has opportunities to learn about students, school culture, teaching and learning, assessment, and professional dispositions. Candidates work with teachers, individual students, and both small and large groups of students. They teach lessons, assess learning, and participate in the professional responsibilities of teachers. Candidates learn from practicing teachers, university faculty, specialists, administrators, students, parents, and self-reflections from their own personal experiences in the classroom. University (campus-based) supervisors and school mentor teachers (field-based supervisors) provide joint supervision of field experiences.

PRE-ADMISSION REQUIREMENTS:	Field Hours
ELCF 152: Introduction to Teaching Experience in a variety of charter, public, and private schools at all grade levels. The purpose is to familiarize teacher candidates with different schooling structures and models, to reinforce classroom discussions, and to generate thoughtful discourse about systems for schooling in a democracy. Teacher candidates observe the classrooms and do a series of reflective entries that include an awareness of professional teaching dispositions.	10
MIDS 201: Standards-based Exploration of Middle School Mathematics Topics (3) Integrating mathematical knowledge of standards and skills to apply problem solving skills to real world problems that encompass national, state, and local standards at the intermediate and middle school level. Students are required to provide assistance and tutoring in partner middle school settings.	50
MIDS 202: Standards-based Exploration of Middle School Mathematics Topics (3) Integrating social science knowledge of standards and skills to apply problem solving skills to real world problems that encompass national, state, and local standards at the intermediate and middle school level. Students are required to provide assistance and tutoring in partner middle school settings.	50
ELCF 200: History and Philosophy of American Education Experience in partner schools and agencies. Teacher candidates observe the classrooms and do a series of reflective entries that include an awareness of educational philosophies that are prevalent in a classroom setting.	10
Psychology 377: Adolescent Psychology for Middle Grade Teachers Explores the development issues of early adolescence as they pertain to middle school education. Explores the advisory role of middle school teachers in assessing, coordinating, and referring students to health and social service agencies. Students observe and write reflective entries.	30

Special Education 301: Psychology of Exceptional Children 15
Experience in a variety of charter, public, and private schools at all grade levels. Teacher candidates observe the classrooms and do a series of reflective entries that include an awareness of psychological characteristics exhibited by the children being observed.

Special Education 303: Teaching Students with Exceptional Needs 15
Experience in a variety of charter, public, and private schools at all grade levels. Teacher candidates observe the classrooms and do a series of reflective entries that include an awareness of adaptation strategies for all learners.

POST-ADMISSION REQUIREMENTS: Field Hours

MIDS 374: Field Practicum in Middle School Education 100
Supervised hands-on experience in an elementary classroom with intermediate and middle school emphasis designed for students to apply teaching and learning strategies acquired in methods courses. Course content includes: classroom management; school policies, rules, and laws; teaching strategies; dispositions; and technology. Field practicum is to be taken the long semester prior to student teaching. Students are required to successfully teach at least 4 lessons at a passing grade of B or higher.

MIDS 375: Student Teaching in Middle School Education 600
Placement in an elementary field-based classroom with an emphasis in intermediate and middle school settings. University and cooperating school supervision will occur for the five full days over 16 weeks in the classroom plus one weekly seminar held on-site or on-campus. Students will be required to successfully teach at least 4 weeks of a full load at a passing grade of B or higher.

1.5 VARIANCE FROM NCATE STANDARDS

The Middle school option program is consistent with NCATE standards. The state license is defined as a grades Pre-K-9 certificate, with Intermediate option being grades 4-6. The NMSA-based program is intended for a 5-9 certificate. Therefore we attempt to cover the whole spectrum. The program prepares students to teach elementary, middle, or junior high classes, since different schools in the area use all these organization plans.

1.6 PRIMARY FACULTY

Name	Rank	Tenure Status	Area of Preparation	Program Responsibilities
REEL DEPARTMENT				
Cathryn Busch	Associate Professor	Tenured	Ph.D Curriculum and Instruction	Methods of Teaching
Rosemary Buteau	Assistant Professor	Tenure-track	MS. Ed Computer Technology	College Technology Coordinator Educational Computing
Gayles Evans	Assistant Professor	Tenure-track	M.S. Library Sciences	Adolescent Literature
Gabriel Gomez	Assistant Professor	Tenure-track	Ph.D. Library Sciences	Educational Technology
Nancy Grim	Assistant Professor	Tenure Track	M.S. Chemistry; MS/HS Teacher; Ph.D. candidate, Science Education	MS Project Director; Methods of Teaching Middle School Science; Student Teaching; IL Certification exam review; Physical Science for Teachers
Timothy Harrington	Assistant Professor	Tenure-track	Ph.D. Math Education	Methods of Teaching Mathematics Standards-based Exploration of Mathematics
James Hawking	Associate Professor	Tenured	Ph.D. Reading	Reading Comprehension
Michelle Jolivette	Assistant Professor	Tenure-track	M.S. ED Curriculum and Instruction Ph.D. candidate in Curriculum and Instruction	Methodsof Teaching Social Studies Standards-based Exploration of Social Studies
Virginia E. Jones	Professor	Tenured	Ph.D. Reading	Chair
Margaret Kelly	Assistant Professor	Tenure-track	M.S. ED Curriculum and Instruction Ph.D. candidate, n Curriculum and Instruction	Field Practicum
Phyllis Merkin	Instructor	Full-time	M.A. Reading	Reading Workshop Methods
Ann Min	Lecturer	Part-time	M.S. Science Education, MS	Chemistry In Everyday Life; Practical Earth and Space

			Science Teacher; NBCT	Science for Teachers Methods of Teaching Middle School Science
Jashu Patel	Professor	Tenured	Ph.D. Library Science	Adolescent Literature
Gloria Pleasont	Professor	Tenured	Ph.D. Reading	Foundations in Reading Instruction; Reading Assessment for Classroom Teachers
Karen Sampson	Professor	Tenured	Ph.D. Reading	Methods of Teaching Reading in the Middle School Classroom
Arelene Saretsky	Professor	Tenured	Ph.D. Reading	Methods of Teaching Reading
Nicole Strange	Assistant Professor	Tenure- track	Ph.D. Reading	Reading Assessment for Classroom Teachers

1.7 PROGRAM COMPLETION

The first actual MIDS classes will begin in Spring 2003. Accordingly, there are no statistics as of yet concerning needed changes, but we have planned to hold annual “reunions” of graduates for the purposes of gathering feedback for future change. Another data-gathering instrument will be reports from mentor teachers during the Student Teaching phase. Currently, we have 24 new or transfer students who joined the MIDS Option Program this Fall 2002.A

1.8 ADMISSION TO POST-BACCALAUREATE PROGRAMS

We are seeking approval at this time for only our baccalaureate programs in the Middle School Option, leading to initial teacher licensure. However, students who return to the University after completing a bachelor’s degree may complete licensure as a posts-baccalaureate candidate. To receive a license, students must take all of the courses or their equivalents that an undergraduate teacher candidate would. The minimum g.p.a. average of 2.5 in all coursework either transferred or completed at the University is required for admission into the program. The office of Teacher Certification verifies that the requirements are met and recommends plans to fill any gaps discovered in the audit process.

1.9 ADDITIONAL RESOURCES

Please refer to following pages for the course sequences:	
Middle School Option Program Course Sequence	p. 11
Please refer to following pages for the program handouts:	
Pre-requisites for Student Teaching	p. 12
Timeline to Enter Student Teaching	p. 13
Please refer to following pages for the assessment documents:	
Assessment Plan	p. 14
Assessment Plan Checksheet	p. 15
Instructional/Thematic Unit Grading Rubric	p. 16
Observation Report	p. 17
Student Teacher Evaluation Report	p. 18