

EDUCATION

DISCLAIMER: REGULATIONS FOR TEACHER LICENSURE ARE CURRENTLY UNDER REVIEW BY THE MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION. AS A RESULT, THE PROGRAMS DESCRIBED BELOW MAY BE SUBJECT TO CHANGE AT ANY TIME.

Department of Education

The Education Department offers a wide range of undergraduate and graduate programs in teacher education. Students can become licensed to teach in Early Childhood (PK-2), Elementary (1-6), Middle (5-8), Middle and Secondary (5-12), or Secondary (8-12) schools or credentialed to teach in preschool and day care programs through the undergraduate programs offered in the Education Department. The department programs offer a blending of classroom and fieldwork approaches. Kappa Delta Pi, the International Honor Society in Education, is available to outstanding upper-division students.

To teach in the Commonwealth of Massachusetts, a teaching license is required. The Worcester State University Teacher Education program is recognized by the Massachusetts Department of Elementary and Secondary Education as having an approved program in the fields of Early Childhood Education, Elementary Education, Middle School Education, and Secondary School Education. Those students who major in early childhood or elementary education, must also complete a minor or an additional major. The Middle and Secondary school programs require a major in a content area and a minor in education. The Massachusetts Test for Educator Licensure (MTEL) is embedded in the program at various stages and must be passed to obtain the initial license.

Graduate programs provide opportunities for students to prepare for careers in Reading, Educational Administration, Moderate Disabilities, English as a Second Language, and School Psychology as well as in Early Childhood, Elementary, Middle, Middle and Secondary, or Secondary Education. Please refer to the Graduate Catalog for further information.

- 4+ Initial License and M.Ed in Middle School Education
- 4+ Initial License and M.Ed in Secondary School Education
- 4+ Initial License in English as a Second Language
- 4+ Initial License in Middle School Education
- 4+ Initial License in Secondary School Education
- Early Childhood Education Major
- Early Education and Care Program
- Education Studies Major
- Education Studies Minor
- Elementary Education Major
- Middle School Education
- Secondary School Education

Faculty

Kristine A. Camacho, Assistant Professor (2020), B.S., Westfield State University; M.S., Worcester State University; C.A.G.S., Worcester State University; Ph.D., University of Massachusetts Amherst

Megan Connerly, Visiting Assistant Professor (2021), B.A., Coe College; M.S.E., Ph.D., The University of Kansas

Diane Cooke, Professor (2002), B.S., Louisiana State University; M.A., Ph.D., University of Colorado Boulder

Carol B. Donnelly, Professor (1997), A.B., Wellesley College; M.A., University of Miami; M.Ed., Harvard University; Ed.D. Boston University

Denise R. Foley, Professor (2010), B.A., College of the Holy Cross; M.Ed., Bridgewater State College; C.A.G.S., Fitchburg State College; C.A.G.S., University of Massachusetts, Boston; Ed.D., Indiana University of Pennsylvania

Sue F. Foo, Department Chair, Professor (2004), M.Ed., Ed.D., University of Cincinnati

Pamela Hollander, Professor (2012), B.A., State University of New York Binghamton; M.Ed., Rutgers University; Ed.D., University of Massachusetts Amherst

Christina L. Kaniu, Professor (2010), B.A., Stonehill College; M.Ed., Worcester State College; Ed.D., Northeastern University

Susan R. Monaghan, Associate Professor (2016), B.S., University of Massachusetts, Amherst; A.M., Stanford University; Ph.D., Marquette University

Margarita Perez, Professor (1999), B.A., Mount Holyoke College; M.A., Ed.D., Teachers College Columbia University

Heidi L. Wojcik, Assistant Professor (2020), B.A., M.Ed., Framingham State University; Ed.D., Leslie University

Sara L. Young, Professor (2010), B.A., School for International Training; M.S.T., New School for Social Research; Ed.D., University of Massachusetts Amherst

Courses

ED-101 MTEL Preparation for the Communication And Literacy Skills Subtest

Credits do not count towards graduation. MTEL preparation for the Communication and Literacy Skills Subtest.
Fall only and every year. 1 Credit

ED-102 MTEL Preparation for the General Curriculum Multi-Subject Or Early Childhood Subtests

Credits do not count towards graduation. MTEL preparation for the General Curriculum Multi-subject or Early Childhood Subtests.
1 Credit

ED-103 Mtel Preparation for the Foundations Of Reading Sub-Test

Credits do not count towards graduation. MTEL Preparation for the Foundations of Reading Sub-test.
1 Credit

ED-104 MTEL Preparation for the Mathematics Portion of the General Curriculum Subtest

Credits do not count towards graduation. MTEL Preparation for the Mathematics Portion of the General Curriculum Subtest.
1 Credit

ED-120 The Educational Experience Through Memoirs

LASC Categories: TLC, DAC

Explores educational issues through reading memoirs on teaching and being a student focused on diversity. Provides advanced reading strategies.

3 Credits

ED-125 Principles of Child Growth and Development From Birth-8**LASC Categories:** HBS, ICW

Survey of the theory, research, and observed characteristics regarding development and learning of children from birth through age 8. Meets Massachusetts Department of Early Education and Care requirement for a Child Growth and Development Course.

Spring only and every year. 3 Credits

ED-130 PK-2 Concepts in Mathematics**LASC Categories:** QR**Prerequisites:** ED-250 or ED-206.

This course teaches the foundational mathematics concepts required to successfully teach in pre-school and early elementary classroom settings, and is aligned with the Department of Elementary and Secondary Education standards of Mathematics

Fall and Spring and every year. 3 Credits

ED-149 Introduction to the Teaching Profession Middle/Secondary School**LASC Categories:** HBS

This course will provide a basic understanding to the teaching aspects in middle and secondary classrooms. It will explore the Massachusetts Department of Educational Professional Standards for Teachers and give students a general orientation to the profession. Principles of the teaching/learning process and related skills will be addressed, in addition to observable behaviors in the classroom setting(s). Students will be required to do 5 fieldwork observation hours in an accredited middle/secondary school.

Fall and Spring and every year. 3 Credits

ED-150 Introduction to the Teaching Profession**LASC Categories:** HBS, ICW

Overview of the teaching profession, including an examination of a variety of grade levels (Birth-Grade 12), learning environments, equity issues and school management and organization. Developmental domains of learning will be introduced. Students will engage in lesson planning, observational techniques and collaboration. 5 hours of fieldwork or Experiential Learning. Fall and Spring and every year.

Fall and Spring and every year. 3 Credits

ED-155 Teaching and Learning in Elementary School**LASC Categories:** ICW

Overview of the teaching profession, examination of a variety of learning environments, organizing and managing schools, integrating curricula, observational techniques. 5 hours of fieldwork.

Fall and Spring and every year. 3 Credits

ED-160 Early Childhood Education Today**LASC Categories:** HBS

Exploration of early childhood education emphasizing developmentally appropriate creativities, motor skills. Discussion: families, community resources, play, integration of special needs. 5 hours of fieldwork.

Fall and Spring and every year. 3 Credits

ED-191 Explorations in Education

An introductory education course on a current or specialized topic.

Every 2-3 years. 3 Credits

ED-193 First Year Seminar Education**LASC Categories:** FYS

Introductory level course covering topics of special interest to first year students. Offered only as a First Year Seminar.

Every year. 3 Credits

ED-205 An Introduction to Social-Emotional Learning**LASC Categories:** ICW**Prerequisites:** one of the following courses: ED-150 ED-149 ED-155 ED-160.

This course introduces students to learning strategies needed to promote effective behavior management and social-emotional learning needs in today's classrooms. This course will promote the notion that in order for students to succeed academically, teachers need to ensure that social-emotional and behavioral needs are met. Different strategies for promoting positive behavioral support and social emotional learning strategies at the individual and class-wide level will be introduced.

Fall and Spring and every year. 3 Credits

ED-206 Development and Learning of Typical and Atypical Children Birth to Age 8**LASC Categories:** DAC, ICW**Prerequisites:** ED-150 or ED-160.

Analysis of children's learning, focusing on special education, typical and atypical conditions for learning- birth through age eight.

Fall and Spring and every year. 3 Credits

ED-207 The Adolescent in Schools & Society**LASC Categories:** ICW

This course will investigate the educational, psychological, social and environmental factors related to adolescents in school settings.

Fall and Spring and every year. 3 Credits

ED-211 Integrating Science, Social Studies and the Fine Arts in Early Childhood Curriculum**Prerequisites:** either ED-150 or ED-160, and both ED-206 and PS-210.

Designing and evaluating multi-disciplinary curricula for all children; materials, organizing environments, regulations, learning theories, evaluation of children's learning and development. 10 hours of fieldwork.

Fall and Spring and every year. 3 Credits

ED-214 Emergent Literacy**LASC Categories:** WAC

Prerequisites: either ED-150 or ED-160. Take EN-102, ED-206, and ED-211. Early literacy skills, content and approaches include construction of meaning with written and spoken language, written language forms and functions, letter-sound relationship, phonemic awareness, vocabulary development and assessment. Methods of teaching second language are included. 10 hours of fieldwork.

Every year. 3 Credits

ED-230 PK-2 Mathematics Methods**Prerequisites:** MA-130.

This course focuses on using the foundational knowledge of mathematics to develop and implement effective methods for teaching mathematics in PK-2 settings. Requires 10 hours of fieldwork in a PK-2 classroom.

Fall and Spring and every year. 3 Credits

ED-235 Grades 3-6 Concepts in Mathematics**LASC Categories:** QR**Prerequisites:** ED-130 or MA-130, and ED-230.

Develop an understanding of the foundational concepts and academic language at a depth sufficient for the successful teaching of mathematics in elementary school settings.

Fall and Spring and every year. 3 Credits

ED-250 Educational Psychology

Prerequisites: either ED-150 or ED-155. Take PS-210.

Learning and developmental processes of typical and atypical learners. Motivation, relationships of intelligence, affect, and achievement. Application to teaching and learning. 10 hours of fieldwork. Prerequisite Elementary: PS 210, and ED 155 or ED 150. Every year. 3 Credits

ED-251 Principles of Curriculum, Instruction, And Assessment in Middle and High School

LASC Categories: WAC

Prerequisites: ED-149 or ED-150, and take ED-207.

Introduces lesson planning, literacy demands, curriculum development and assessment strategies at the middle and high school level. 10 hours of fieldwork.

Every year. 3 Credits

ED-253 History and Philosophy of Ed

LASC Categories: USW

Contemporary problems of education in relation to selected ancient, medieval, and modern philosophers of education.

Other or on demand and every year. 3 Credits

ED-261 Introduction to the Foundations of Reading

This course provides an opportunity for prospective elementary and early childhood level teachers to acquire a strong foundation in current knowledge, perspective and procedures for teaching literacy in grades PK through 6.

Every year. 3 Credits

ED-270 Diversity & Multicultural Ed

LASC Categories: DAC, DIV

Prerequisites: ED 149 OR ED 150 Take ED-207 ED 251 must be taken concurrently or before ED 270

Prerequisites or Corequisite: ED-251 previously or concurrently.

Introduction to multicultural education, equity and social justice issues in education including a focus on race, ethnicity, languages, class, gender, gender identity, sexual orientation, and disabilities.

Fall and Spring and every year. 3 Credits

ED-271 International and Comparative Education

LASC Categories: ICW, GP

This course compares the educational policies, practices and outcomes in two or more countries.

3 Credits

ED-275 Curr/Instr in Elementary Ed

LASC Categories: WAC

Prerequisites: either ED-150 or ED-155, and take PS-210.

Analysis of interactions in effective elementary schools through participation in and exploration of curriculum, teaching and learning roles. 10 hours of fieldwork.

Fall and Spring and every year. 3 Credits

ED-285 Understanding and Supporting Children And Youth With Disabilities

LASC Categories: ICW

Introduction to the characteristics of diverse children and youth with disabilities and multidisciplinary supports designed to meet their special needs for success in school.

Fall and Spring and every year. 3 Credits

ED-302 Educational Assessment & Measurement

Prerequisites: ED 150 (or equivalent: ED 149, ED 155) and any Education class at the 200-level or above.

Examine the range of assessment tools & procedures (observation to standardized tests) measuring functioning domains (e.g., behavior, achievement, career interest) for decision making; In-depth focus on cultural appropriateness and fairness.

Other or on demand and every year. 3 Credits

ED-303 Urban Education

Development of understanding of the social, psychological, and educational problems of the culturally different; strategies and techniques for teaching in the inner-city practicum.

Other or on demand and other or on demand. 3 Credits

ED-304 Best Practices for English Language Learners

LASC Categories: TLC, DAC, DIV

Prerequisites: ED-270 or ED-275, or ED-214

Research-based grade level subject matter, instructional strategies, and performance assessments of English Language Learners are the focus of discussions and class projects.

Fall and Spring and every year. 3 Credits

ED-305 Teaching Adult ESL and SIFE

LASC Categories: HBS, DAC

Prerequisites: ED-148 and 9 Education credits

Designed to enhance teacher effectiveness in the adult ESL classroom taking into consideration their unique circumstances.

Every year. 3 Credits

ED-306 Elementary Reading, Language Arts and Literature

Stresses interrelationships of oral/written communication; investigates concepts, skills and procedures for teaching literacy and using children's literature in grades 1-6. 20 hours of fieldwork.

Every year. 6 Credits

ED-307 ECE - Science

Thematically taught developmentally-appropriate activities linked to State Science Frameworks (Life, Physical, Earth/Space). Emphasizing hands-on inquiry and relevance to learners' experiences, and addressing diversity, authentic assessment, and use of technology. 10 hours of fieldwork. Prerequisite: Admitted to Stage 2

Fall and Spring and every year. 3 Credits

ED-308 ECE - Mathematics

LASC Categories: QAC

Application of Piaget's ideas to early mathematical education. Other well-known psychologists' views concerning early mathematics instruction, with application. Field experience. 10 hours of fieldwork. Prerequisite: Admitted into Stage 2.

Fall and Spring and every year. 3 Credits

ED-313 Practicum in Early Childhood Education: Preschool/Kindergarten

Prerequisites: either ED-150 or ED-160. Take ED-206, ED-211, and PS-210. Take ED-400 concurrently.

Corequisites: ED-400

150 hour practicum in an NAEYC accredited preschool/kindergarten/licensed day care center. Students apply content, methods, and materials from college courses.

Fall and Spring and every year. 3 Credits

ED-315 Pre-Practicum Experience in Early Childhood Education

Prerequisites: At least 3 stage II Classes. Transfer students who have completed a preschool practicum (ED 313) are eligible to take this course.

Pre-practicum experience in an Early Childhood classroom to strengthen skills required to become an effective teacher Topics will include well structured lessons, high expectations, teaching all students, providing a safe learning environment, and professionalism. The Department of Elementary and Secondary Education required Gateway Assessment will be the culminating experience in this course.

Fall and Spring and every year. 3 Credits

ED-319 Advanced Field Experience in Early Childhood Education

LASC Categories: CAP

Prerequisites: ED-313 and ED 400.

Students who have already completed a preschool practicum complete an additional 100-150 hour field experience in Early Childhood Education. Portfolio required.

Fall and Spring and every year. 3 Credits

ED-320 Elementary Science

Thematically taught grade-appropriate activities linked to State Science Frameworks (Life, Physical, Earth/Space). Emphasizing hands-on inquiry and relevance to learners' experiences, and addressing diversity, authentic assessment, and use of technology. 10 hours of fieldwork.

Prerequisite: Admitted into Stage 2

Fall and Spring and every year. 3 Credits

ED-321 Gateway Experience in Early Childhood Ed

Prerequisites: Candidates must have completed at least three Stage II Courses. Co-requisite with ED 313 or ED 315 Pre-practicum Experience in Early Childhood Education.

Prerequisites or Corequisite: ED-313 or ED-315 concurrently.

Gateway experience in Early Childhood Education. Preparation for, completion, and analysis of Worcester State University's approved DESE Gateway Assessment. Must take place in an educational setting.

Fall and Spring and every year. 1 Credit

ED-322 Contemporary Education Policy

LASC Categories: QR

Prerequisites: EN102, an introductory education course (ED150, ED149, ED155, or ED160) and a college level math course.

This is an applied statistics course, focused on education policy. Education policy at the state and federal level is justified and evaluated by the use of data, statistics, and statistical models. In this course, students will gain an understanding of statistics and current education policy to deeply examine and evaluate the quantitative justification and evaluation of policies. They will build upon this understanding to use available data to propose a new equitable policy or policy change that is ethically justified by data, analysis, and statistical models.

Other or on demand and other or on demand. 3 Credits

ED-323 Grades 3-6 Mathematics Methods

Prerequisites: MA-130 and MA-131.

This course focuses on using the knowledge of and language of mathematics to develop and implement effective methods for teaching mathematics in grade 3-6 settings. Requires 10 hours of fieldwork in a public grades 3-6 classroom.

Fall and Spring and every year. 3 Credits

ED-325 Elementary Mathematics

LASC Categories: QAC

Prerequisites: MA-130 and MA-131 or MA-132

Mathematics in elementary school. Emphasizes curriculum theory, material development, and evaluation of materials/techniques. 10 hours of fieldwork. **Prerequisite:** Admitted into Stage 2

Fall and Spring and every year. 3 Credits

ED-330 Elementary Social Studies and Multiculturalism

Goals, curriculum, skills, issues, teaching strategies in educating diverse populations in a global context. 10 hours of fieldwork. **Prerequisite:** Admitted into Stage 2

Fall and Spring and every year. 3 Credits

ED-339 Children's Literature: Multicultural Literature for PK-9

LASC Categories: HBS, TLC, DAC, DIV

Prerequisites: EN-102 or EN-202

In this class, students will read, discuss, and analyze children's and young adult literature by people of diverse backgrounds including diversity in race, ethnicity, class, gender, sexual orientation, ability, language, and country. Genres and formats may include fiction, nonfiction, biographies, novels in verse, graphic novels, fairy tales, fantasy, and wordless books. While children's and young adult literature will comprise the primary texts in this course, secondary sources from education, linguistics, English, history, sociology, anthropology, women's studies and communications will provide context and theory to guide analysis

Fall and Spring and every year. 3 Credits

ED-340 Language Arts & Literacy for the Primary Grades

Early literacy/language arts content, curriculum materials, and approaches including phonological awareness, phonics, vocabulary, fluency, comprehension, writing and assessment. 10 hours of fieldwork. Admitted into Stage 2.

Fall and Spring and every year. 3 Credits

ED-348 Teaching Children's Literature

LASC Categories: CA

Prerequisites: EN-102

Inquiry into children's literature with a focus on teaching strategies, awards, history, aesthetics, and genres including emphasis on image and text in picture books and graphic novels.

Other or on demand. 3 Credits

ED-351 Exceptionalities and Accommodating Diverse Learners in Secondary Schools

Exploration of learning disabilities and other exceptionalities. Addresses strategies to differentiate secondary school curriculum to meet student needs. 10 hours fieldwork.

Fall and Spring and every year. 3 Credits

ED-352 Exceptionalities and Accommodating Diverse Learners in Middle Schools

Exploration of learning disabilities and other exceptionalities. Addresses strategies to differentiate middle school curriculum to meet student needs. 10 hours fieldwork.

Fall and Spring and every year. 3 Credits

ED-353 Assessment, Adjustment to Practice, and Classroom Management in the Secondary School

LASC Categories: WAC

Explores classroom management and development and analysis of assessment strategies and data to inform secondary school teaching. 15 hours fieldwork.

Fall and Spring and every year. 3 Credits

ED-354 Assessment, Adjustment to Practice, and Classroom Management in the Middle School**LASC Categories:** WAC

Explores classroom management and development and analysis of assessment strategies and data to inform secondary school teaching. 15 hours of fieldwork.

Fall and Spring and every year. 3 Credits

ED-370 Methods and Materials in Science, Technology, Engineering, and Mathematics (STEM) At the Middle and Secondary Level**Corequisites:** ED-382 or ED-383

Teaching methods and advanced curriculum course for STEM fields including math, health, and the sciences. Taken concurrently with pre-practicum.

Fall and Spring and every year. 3 Credits

ED-371 Methods and Materials in Humanities and Social Sciences At the Middle and Secondary Level.**Corequisites:** ED-382 or ED-383

Teaching methods and advanced curriculum course for humanities fields, including English, World Language, and History/Political Science. Taken concurrently with prepracticum.

Fall and Spring and every year. 3 Credits

ED-372 Technology, Digital Literacy, and Education**Prerequisites:** a curriculum course from ED-251, ED-275 or ED-211.

This course will provide students with the opportunity to review, implement and evaluate educational technologies and digital literacy teaching and learning resources.

Other or on demand. 3 Credits

ED-375 Prepracticum: Instruction, Classroom Management, and Family and Community Engagement in the Elementary School

Prepracticum experience in the elementary classroom, addressing accommodations of ELL's and children with disabilities, classroom management, and family/community engagement.

Every year. 3 Credits

ED-382 Prepracticum Experience in Middle School

Prepracticum experience in the subject areas and at the level of the license which the candidate is pursuing. Taken concurrently with ED-370 or ED-371. 45 hours fieldwork.

1 Credit

ED-383 Prepracticum Experience in Secondary School

Prepracticum experience in the subject areas and at the level of the license which the candidate is pursuing. Taken concurrently with ED-370 or ED-371. 45 hours fieldwork.

1 Credit

ED-386 Assessment and Adjustment in Practice In Early Childhood Education

Development of skills to assess young children and identify special needs. Analyzing assessment data and adjusting practice to improve learning. 10 hours of fieldwork. Pre-requisite: Admitted to Stage 2.

Fall and Spring and every year. 3 Credits

ED-395 Educator & Cultural Diversity

To enable the educator to better understand the roots and contributions of diverse cultures in America.

Other or on demand. 3 Credits

ED-400 Inclusive Early Childhood Education: Preschool Through Grade 2

Special education law and procedures, modification of programs for English language learners, working with parents, and developing and implementing an anti-bias curriculum. Pre-requisite: Admitted to Stage II.

Fall and Spring and every year. 3 Credits

ED-405 Classroom Management and Child Guidance Techniques**LASC Categories:** CAP**Prerequisites or Corequisite:** ED-430

Guided analysis/application of principles for students completing a practicum in primary classrooms. Classroom management and guidance techniques.

Fall and Spring and every year. 3 Credits

ED-408 Directed Study: Education

Directed study offers students, who because of unusual circumstances may be unable to register for a course when offered, the opportunity to complete an existing course with an established syllabus under the direction and with agreement from a faculty member.

3 Credits

ED-410 Spec Topics: Education**Prerequisites:** ED-155

A seminar course on current issues or topics in education.

Fall and Spring and every year. 3 Credits

ED-424 Sem: Teaching Practicum**LASC Categories:** CAP**Prerequisites or Corequisite:** ED-480 or ED-485

Implications of the attempts to juxtapose theory and practice are analyzed from the viewpoint of becoming professional teachers. Taken concurrently with ED-480 and ED-485. Prerequisite: Admitted into Stage 3

Fall and Spring and every year. 3 Credits

ED-425 Sem: Applying Ed Principles**LASC Categories:** CAP**Prerequisites or Corequisite:** ED-435

Guided analyses and application of principles and procedures for students completing their practicum. Prerequisite: Admitted into Stage 3.

Fall and Spring and every year. 3 Credits

ED-430 Practicum in Early Childhood Education: Grade 1 or Grade 2**Prerequisites or Corequisite:** ED-405.

Semester-long 200-hour practicum in first or second grade. Planning, implementing, evaluating learning. Setting includes children with special needs.

Fall and Spring and every year. 9 Credits

ED-435 Practicum in Teaching: Elementary School**Prerequisites or Corequisite:** ED-425

Principles, techniques, and responsibility of planning, executing, and evaluating teaching and learning for a full semester.

Fall and Spring and every year. 9 Credits

ED-440 Education Studies Internship**Prerequisites:** 30 credits of Education courses.

Internships in museums, schools, community organizations, government agencies, etc. under joint supervision of the organization/agency and WSU faculty.

Fall and Spring and every year. 3 Credits

ED-450 Independent Study in Education

For the student who wishes to pursue independent study in education; faculty members from other disciplines may be called upon to counsel the student.

Fall and Spring and other or on demand. 1-9 Credits

ED-460 Education Studies Capstone

Prerequisites: 30 credits of Education courses.

This is a capstone course that will be the culminating experience for students in the education major and can take many forms including but not limited to research projects, service-learning projects, curriculum projects, etc. The format of the capstone will be determined based on the career path and interest of the student.

Fall and Spring and every year. 3 Credits

ED-475 Practicum in Teaching

For the secondary education student; practice in teaching in the secondary school. Prerequisite: Completion of required education courses including the appropriate course in methods and media

Fall and Spring and every year. 6-12 Credits

ED-480 Practicum Tchg Secondary Sch

Prerequisites or Corequisite: ED-424

planning, teaching, and evaluating learning experiences. Prerequisite: Admitted into Stage 3

Fall and Spring and every year. 9 Credits

ED-485 Practicum in Teaching Middle School

Prerequisites or Corequisite: ED-424

Full semester teaching experience in a middle school. Includes planning, teaching, and evaluating learning experiences. Prerequisite: Admitted into Stage 3

Fall and Spring and every year. 9 Credits

Program Learning Outcomes

- Candidates have subject matter knowledge for the content they will teach.
- Candidates apply and evaluate pedagogical principles and can integrate them with content in planning, implementing and assessing.
- As caring professionals, our candidates have high expectations for all learners and work with learning communities to meet the individual needs of diverse learners.
- Candidates reflect upon and evaluate teaching practices in order to improve learner outcomes.
- Candidates use evidence from research and practice to address challenges and improve student outcomes.
- Candidates develop and demonstrate in practice the affirmation of diversity and promote equity in schools and in the larger world. (e.g. race, gender, ethnicity, class, sexual orientation, language, family structure, religion, ability and age, etc.)
- Candidates use technology and digital media strategically and critically in research, teaching and learning.
- Candidates collaborate with colleagues and community members to advance professional practice (e.g. across the curriculum, interdisciplinary, community service etc.).