



Program Information

College:	Clarice C. and Leland H. Bagwell College of Education
Department:	Secondary and Middle Grades Education
Program:	Middle Grades Education, BS

Program Student Learning Outcomes

- Middle Grades Core: The program shall conform to the following standards for Initial Programs in Middle Level Teacher Education adapted from the Association for Middle Level Education (AMLE) Middle Level Teacher Preparation Standards (2012):
 - 1. Young Adolescent Development Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents. Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents and participate successfully in instructional practices that acknowledge and value the diversity of all young adolescents.
 - 2: Middle Level Curriculum Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach. Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., gender, race, ethnicity, culture, age, appearance, ability, sexual orientation, gender expression, gender identity, socioeconomic status, family composition).



- 3: Middle Level Philosophy and School Organization Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the historical and philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components. Middle level teacher candidates perform ASSESSMENT OF LEARNING Self-Study Assessment Documentation successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time.
- 4: Middle Level Instruction and Assessment Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They establish and maintain equitable, caring, and productive learning environments for all young adolescents. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., gender, race, ethnicity, culture, age, appearance, ability, sexual orientation, gender expression, gender identity, socioeconomic status, family composition). They use instructional strategies and technologies that are especially effective in the subjects that they teach in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. Middle level teacher candidates develop and administer assessments and use them as formative and summative tools for assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.
- 5: Middle Level Professional Roles Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.
- Standard 2: Reading and Writing. The program shall prepare candidates who understand and apply principles of teaching reading and writing at the middle grades level and who



meet the elements of the standards specified by the International Reading Association (IRA) Standards for Reading Professionals, 2010.

- Standard 3. Areas of Concentration. Baccalaureate degree programs shall require preparation of candidates in at least two of the following areas of concentration: reading, language arts, mathematics, science, or social science. Post-baccalaureate programs shall require preparation of candidates in at least one of the following areas of concentration: reading, language arts, mathematics, science, or social science.

Language Arts Concentration

- I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
- II. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.
- III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.
- IV. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.) ASSESSMENT OF LEARNING Self-Study Assessment Documentation
- V. Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.
- VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

Mathematics Concentration

- I. Content Knowledge. Candidates of middle level mathematics demonstrate conceptual understanding and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.
- II. Mathematical Practices. Candidates of middle level mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. Candidates understand that these practices intersect with mathematical content



and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.

- III. **Content Pedagogy.** Candidates of middle level mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. Candidates incorporate research-based mathematical experiences and include multiple instructional mathematical understanding and proficiency. Candidates provide students with opportunities to do mathematics by allowing students to talk about it, connect it to both theoretical and real-world contexts. Candidates plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice. (IV)
- IV. **Mathematical Learning Environment.** Candidates of middle level mathematics exhibit knowledge of young adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. Candidates demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. Candidates use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.
- V. **Impact on Student Learning.** Candidates of middle level mathematics provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. Candidates support the continual development of a productive disposition toward mathematics. Candidates show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematical-specific technology in building new knowledge. **ASSESSMENT OF LEARNING Self-Study Assessment Documentation**
- VI. **Professional Knowledge and Skills.** Candidates of middle level mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform



practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.

Science Concentration

- I. The program shall prepare candidates who can understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in the fields of biology, physical sciences and earth and space science. The sciences should be interwoven to develop interdisciplinary perspectives and mastery of competencies in each content area: life science, physical science, and Earth and space science:
- II. The program shall prepare candidates who understand how students learn and develop scientific knowledge;
- III. The program shall prepare candidates who are able to plan for engaging students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, practices of science and engineering, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources-- including technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met;
- IV. The program shall prepare candidates who can in a classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure;
- V. The program shall prepare candidates who can provide evidence to show that students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization;
- VI. The program shall prepare candidates who strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content and science pedagogy. They identify with and conduct themselves as part of the science education community.

Social Studies Concentration

- I. The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity;
- II. The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at



- the appropriate school level for the study of time, continuity, and change;
ASSESSMENT OF LEARNING Self-Study Assessment Documentation
- III. The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment;
 - IV. The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity;
 - V. The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions;
 - VI. The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance;
 - VII. The program shall prepare candidates in social studies who possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services;
 - VIII. The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society;
 - IX. The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence; and
 - X. The program shall prepare candidates in social studies who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

EPP Tech. Standard 1: Technology Proficiency: Candidate demonstrates proficiency with current and emerging technologies.

EPP Tech. Standard 2: Technology Integration: Candidate demonstrates the ability to integrate technology into standards-based teaching, learning, and assessment

EPP Tech. Standard 3: Blended/Online Learning: Candidate demonstrates the specialized knowledge and skills necessary for teaching and learning in blended/online learning environments

EPP Tech. Standard 4: Field and Clinical Experiences: Candidate demonstrates technology proficiency, technology integration, and competency in blended/online learning during field.