



Summer 1	
Course number and name	Brief course description
EDUA 503: Introduction to Teaching	This course introduces participants to core practices and experiences that support diverse student populations through culturally responsive teaching and research-based practices. Participants will be introduced to content pedagogy via instructional activities that will support their movement into the classroom experience. In addition, participants will develop practices for building a strong classroom culture that facilitates learning for all students.
EDUA 577: Literacy Methods for Middle Level Educators (3 credit hours)	Participants focus on how to facilitate and improve reading, writing, vocabulary, and study skills in a variety of disciplines, genres, and purposes, aligned with Common Core Standards. Content from various disciplines will provide opportunities to read, think and discuss from multiple perspectives, critique a variety of texts, and to integrate literacy skills and strategies across the curriculum. Candidates examine and construct various types of formative and summative literacy assessments and learn to align them with content objectives and instructional standards. They also examine issues related to standardized testing and methods for reporting student achievement as these apply to assessment practices, instructional methods and materials, and media and technology in the content areas. They learn to assist learners with diverse abilities and backgrounds, and analyze content area texts for readability levels and social and cultural perspectives.
Fall 1	
EDUA 543: Teaching and Assessing in English Language Arts Middle Level Classrooms/ Providing Diverse Learners Access to the General Education Curriculum (6 credit hours)	<p><i>Focus:</i> In this course, participants focus on: getting to know adolescent students; classroom culture/environment; general content methods of teaching in middle school English/language arts classrooms; long/short-term planning; collaboration, adaptation & modification for students with exceptionalities in the general education classroom.</p> <p><i>Fuller Description:</i> participants examine the physical, cognitive, social, emotional, and moral characteristics of middle-level students as a basis for understanding how individuals function in the educational setting and how teachers can respond appropriately to their diverse needs. Using evidence and research-based knowledge participants will work to establish expectations, routines, and organizational and behavioral practices/procedures (including behavior management plans) that create an equitable, safe, positive, productive learning environment for all adolescent learners.</p> <p>Participants will create and monitor interdependent, independent, and inclusive opportunities for collaboration and decision-making responsibilities in learning activities; and use technology systems and models to support instruction and enhance adolescent student learning. In addition, participants will demonstrate providing access to the general education English language arts (ELA) curriculum through scaffolding, accommodations, and modifying instructional methods, curricular materials, the learning environments, and state and local assessments.</p>

	<p>Participants evaluate, select, develop and implement ELA instructional resources, content materials, technology applications, and language to introduce subject matter concepts and principles through a differentiated learning process that is supportive of all adolescent learners (including ELLs, students with IEPs and 504 plans, and struggling and advanced readers).</p> <p>Participants provide and evaluate confidential formal and informal assessments of individual adolescent students and the whole class to determine the outcomes of curricular processes to better determine next steps in designing Integrated unit curriculum maps and lesson plans to meet the diverse and developmental learning needs of each middle-level student.</p> <p>Specific attention is given to effective collaboration, communication, and co-teaching practices with other teachers, students, parents or guardians, specialists, administrators, and community partners to promote and enhance students' learning, well-being, and positive ethical learning environments that are generative of equitable instruction for all middle-level students. Candidates will participate in the design and implementation of individualized instruction for adolescent students with special needs, ELL, and/or gifted students.</p>
<p>EDUA 593: Middle Level Education Residency Year 1 (1 credit hour)</p>	<p>Each participant is assigned to teach full-time as a teacher of record or co-teacher in a Chicago Public School, a charter school in Chicago, or another high-need school in the surrounding suburbs at the middle school level. Participants are visited on average weekly by a program coordinator and evaluated by both the principal and program coordinator. Each candidate will be assigned a mentor who holds a professional educator license and is employed by the school district where the candidate is serving his or her residency.</p>
<p>Spring 1</p>	
<p>EDUA 544: Methods in Middle Grades ELA and Content Literacy Instruction (6 credit hours)</p>	<p>In this block, participants develop successful practice of teaching in English language arts (ELA). Specifically, participants will address the English Language Arts Standards for Literacy Teachers in the Middle Grades—Section 21.140 including being prepared to develop foundational knowledge; alphabetic code; reading comprehension; writing; speaking and listening skills; vocabulary; and, materials, texts and technology.</p> <p>Participants create approaches to learning that are multi-modal and interdisciplinary. Representations of concepts and content that are diverse in form and viewpoint and practices that engage diverse learners in inquiry within and across content areas and subjects will be examined.</p> <p>In addition, participants will develop proficiency in implementing instructional strategies and techniques for reading and writing instruction. Specific attention is given to the exploration and implementation of the Illinois English Language Arts Standards for Literacy Teachers in the Middle Grades and the accompanying Illinois Learning Standards for ELA (i.e. Common Core State Standards) using a variety of assessment and instructional practices, including reading and writing strategies (e.g., before, during, after reading both fiction and</p>

	<p>non-fiction texts), close reading of complex texts from diverse perspectives, multicultural literacy materials, use of technology as a tool for learning, and extensive reading and writing for authentic purposes across subject areas.</p> <p>Participants will evaluate and adapt assessment strategies, devices, and procedures that are technologically, culturally, linguistically, and developmentally appropriate for diverse adolescent readers and learners. Participants examine assessment both in the context of educational decision-making and as a tool for enabling students to gain an understanding of the meaning of academic success.</p> <p>Participants analyze and use student information, assessment data, student work samples, and observations of student progress to plan, adapt, modify, implement, and evaluate effective ELA content area middle level instruction according to the characteristics, development, and needs of each student.</p>
EDUA 593: Middle Level Education Residency Year 1 (1 credit hour)	See Fall 1 above.
Summer 2	
EDUA 657: Foundations of Language Minority Education (3 credit hours)	Candidates explore theoretical frameworks for understanding how children acquire multiple languages, how languages are processed in the brain, the history of language education, the different types of language education programs, and the types of national and state policies that affect language education, as well as the legal aspects of how bilingual students should be served in local schools. The course grounds itself on the theoretical constructs of bilingual schooling from historical, political, philosophical, sociological and pedagogical perspectives.
SPEA 521: Exceptional Children: Characteristics and Methods for Supporting Learning in the General Education Classroom (3 credit hours)	Candidates study students with exceptionalities, with specific focus on students with disabilities identified in IDEA. Identification and characteristics of these disabilities as well as their impact on learning, behavior, and communication will be examined. Methods for providing access to the general education curriculum including evidence based practices for exceptional children, universal design for learning, and accommodations will also be studied.
Fall 2	
EDUA 576: Philosophy, Psychology and Methods of Middle Level Education (3 credit hours)	Participants develop an informed, research based philosophy and practice of teaching that capitalizes on major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools. Participants review the philosophical and psychological frameworks of middle level education and engage in a collegial team process to design interdisciplinary curricular maps, content lessons, and advisory lessons with level-appropriate strategies and materials that meet the diverse and developmental learning needs of middle level students. To inform their curricular plans and practice, participants investigate common problematic issues that challenge adolescents and propose patterns of adult response that are well founded in research and theory.
EDUA 651: Methods and Materials of ESL Education	Focuses on the different approaches and methods for teaching English Language Learners. Candidates research and apply methods related specifically to English language acquisition. Methods related to the

	teaching of content area subject matter will also be applied. Candidates will learn to apply adaptations and modifications for the English Language Learner within the mainstream classroom setting.
EDUA 593: Middle Level Education Residency Year 2 (1 credit hour)	Each candidate is assigned to teach full-time as a teacher of record in a Chicago Public School, a charter school in Chicago, or another high-need school in the surrounding suburbs at the middle school level. Participants are visited on average weekly by a program coordinator and evaluated by both the principal and program coordinator. Each candidate will be assigned a mentor who holds a professional educator license and is employed by the school district where the candidate is serving his or her residency.
Spring 2	
<i>Required:</i>	
EDUA 579: School and Society: Critical Issues in Education (3 credit hours)	This course examines the sociological impact and history of education in the United States along with the locations and institutions of schooling within our society. Students examine how schools are organized and operate and explore factors of student success, access and equity. Topics include: historical, philosophical and sociological concepts and contexts in education; analysis of the school as a specific social institution in society; the effects of social class, stratification, caste, role, status and peer group relationships in education.
EDUA 593: Middle Level Education Residency Year 2 (1 credit hour)	See Fall 2 above.
<i>Elective (Choose 1):</i>	
EDUA 643: School Law (3 credit hours)	This course provides participants an in-depth study of the legal foundations of schooling in the United States as well as an examination of current legal trends and issues impacting schools. Participants examine the law and the impact that legal decisions have on the management and operation of public (including charter) and private schools to promote efficient, effective and safe (physical and emotional) learning environments. Participants will consider and evaluate the potential moral and legal consequences of decision-making. Participants will consider ways in which policies and laws impact all children, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics; and advocate for changes to policies and laws that may work against learning and success for all students. Included in the course of study are legal issues related to educating special populations (e.g. the education of children with disabilities, English Language Learners). Bullying prevention is also addressed from the legal and policy dimension.
EDUA 606: Introduction to Research (3 credit hours)	The purpose of this course is to assist each participant to become a reader of and critical thinker about quantitative, qualitative and mixed methods approaches to educational research and testing. As a foundation, participants get an overview of fundamental educational statistics. Participants examine research studies in education, assessing their importance and applying research information to practical school situations, including curriculum and program development. Topics and project opportunities include conducting literature reviews; meta-analysis centered on classroom or school based research questions; test analysis including testing mechanisms, types of questions

	being asked, social contexts in which tests are framed, and the response to interventions offered in educational research; and more.
EDUA 654: Assessment of ESL Students (3 credit hours)	In this course, candidates analyze a number of qualitative and quantitative issues in the assessment of English Language Learners. Candidates examine the political context for assessment, including trends in statewide testing and recent changes in federal legislation, and study the guidelines for appropriate assessment procedures in the identification and placement of English Language Learners and those with possible learning disabilities. Candidates also complete a portfolio composed of various types of classroom-based assessments used in ESL/bilingual classrooms and learn how to link assessment data to instruction. The assessment of social emotional standards as well as the assessment of creativity are addressed in the course. Lastly, the study of value-added, growth metric data is addressed as well as concerns pertaining to validity and reliability.
EDUA 583: Children and Young Adult Literature (3 credit hours) <i>Note: ELA teachers may be required to take this course to meet ISBE Content knowledge requirements.</i>	The content includes the interpretation, evaluation, selection, and use of quality children' s and young adult literature to enhance and enrich understanding of the human condition, and provide multicultural insight into global cultures and traditions. Assignments will help students develop a broader perspective of global literacy and intercultural understanding with the ability to recognize and deconstruct stereotypes. A significant emphasis will be ways that the children/young adult literary genre can provide greater insight into the global society and other countries and cultures, while exploring the complexity of youth, identity, and the American culture.

Note: sequence of courses may be subject to change