TEACHER EDUCATION: MIDDLE LEVEL EDUCATION (GRADES 5-9) B.S.ED.

The mission of the Middle Level Education program is to prepare and support critically conscious middle level educators who are leaders and advocates for social justice and who center developmentally and culturally responsive practices in their work with youth. The program provides a minimum of four supervised school-based experiences within reasonable commuting distance whereby university students engage with a diverse range of middle level educators and students.

Students who satisfactorily complete the program earn a minimum of 120 credits of study across four areas: General Education, Content Concentration, Professional Studies, and Fieldwork. This design ensures that each student achieves a balance of academic and professional preparation to meet the expectations and challenges associated with teaching at any level. During the students' first year, advisors guide them in devising an eight-semester plan that is balanced across the four areas of study described below:

GENERAL EDUCATION (CATAMOUNT CORE)

Students earn credits in liberal arts and sciences from an array of disciplines such as: English, mathematics, social science, history, political science, humanities, and art. Most of these courses are generally completed during the first three to four semesters and, since students sometimes transfer from one program to another, these credits easily transfer to other degree programs in the College of Education and Social Services as well as other colleges within the university.

PROFESSIONAL STUDIES

Courses that concentrate on the professional work of teaching span all four years. These studies are grounded in theory, research and policies associated with the very best practices in middle level education. Courses on young adolescent learning and development, learning theory, special education, and teaching culturally and linguistically diverse students are taken in the first two years as pre-professional requirements. These courses include a minimum of one field placement within a middle school. More heavily school-based courses in curriculum, pedagogy, assessment, team organization, literacy, mathematics, and evaluation and assessment are taken the last two years.

DUAL CONTENT CONCENTRATION AREAS

Students in Middle Level Education complete two Highly Qualified Teacher (HQT) content areas (English, mathematics, social studies, science). The students must work closely with their advisor to determine the two content areas and sequence of courses.

FIELDWORK

The faculty is committed to providing students as many school-based experience as possible and deemed practical during a four-year course of study. Four courses (EDML 1890, EDML 2890, EDML 3590, and EDML 4890) include school-based based experiences and, while taking these courses, students will enjoy working with teachers on up to four different teaching teams. Emphasis is placed on high levels of integration between campus-based learning and field experience to ensure that students are sufficiently oriented and prepared for the real work of exemplary middle level schools.

The Middle Level Education program is designed to prepare teachers to create curriculum and learning environments that are responsive to the needs of students in grades 5-9. As such, all our courses center on teaching that is specific to young adolescents. In keeping with the middle school model, great emphasis is placed on concepts such as collaborative teaming, interdisciplinary teaching, challenging and relevant curriculum, student voice, and teaching for equity.

Finally, like all teacher education students at UVM, participants in this program use authentic assessment to demonstrate their growth over time in relation to specific teaching skills. Over the course of their program of study, students will curate samples of their professional work, reflect on their learning, and ultimately create an evidence-based portfolio in their senior year. Students will refine this portfolio of work in conjunction with their student teaching experience and ultimately submit it for review as part of the licensure process.

REQUIREMENTS
MIDDLE LEVEL EDUCATION

All students must meet the Degree and University Requirements.

All students must meet the Catamount Core Curriculum Requirements.

All students must meet the College Requirements.

Requirement Description		Credits
PRE-PROFESSIONAL REQUIREMENTS		
EDSP 1050	Iss Aff Persons W/Disabil	3
EDML 2890	Teachers & Teaching Process	3
EDML 1890	Foundations of Middle Level Ed	3
EDFS 1020	School and Society	3
or EDFS 3030	Soc, Hst & Phil Found of Educ	
ECLD 1560	Lang Policy Issues,Race&Sch	3
Demonstration of core competencies		
PROFESSIONAL COURSEWORK		
EDSC 2570	Intro to Teaching Math	3
EDML 3270	Inquiry Middle Grades Sci & SS	3
EDML 3770	Young Adolescent ELA Methods	3
EDML 3700	Middle School Org & Pedagogy	3

Choose 1 of the following 2 courses:		3
EDML 3590	Place-Based Mid Lev Practicum	
or EDML 3890	Mid Level Teaching Practicum I	
EDML 3220	Social Justice Education	3
EDML 3600	Teaching Young Adolescents	3
EDML 4890	Practicum II: Equ MG Learn Env	6
EDML 4991	Student Teaching: Internship	12
EDML 4860	Internship Support Seminar	3
Qualifying score on a state-approved content assessment or commensurate assessment approved by another US state or territory		

CONCENTRATION AREAS

Students must complete two of the following four areas of concentration.

English Language Arts Concentration

Requirement Description		Credits
Select 2 courses from the following options		6
ENGL 1001	Written Expression	
ENGL 1002	Topics In: Written Expression	
ENGL 1740	The Art of the Essay	
ENGL 1702	Topics in Intro Writing: Arts	
ENGL 1730	Intro to Creative Writing	
ENGL 2700	Topics in Writing	
ENGL 2740	Writing Creative Nonfiction	
ENGL 2760	Writing Poetry	
Choose 1 course from each of the following sets		
Multicultural Literature		3
EDLT 5360	Culturally Responsive Lit	
ENGL 1210	Topics in Race & Ethnic in Lit	
ENGL 2210	Topics in Race & Ethnic in Lit	
ENGL 2223	Topics in 20C AfAm Lit&Culture	
Survey Literature Courses		3
ENGL 1114	British Literature II	
ENGL 1122	American Literature I	
ENGL 1124	American Literature II	
Structure of the English Language Courses		3
LING 1500	Introduction to Linguistics	
LING 1400	Structure of English Language	
An elective from ENGS, LING or WLIT		3

Math Concentration

Requirement Description		Credits
MATH 1111	Elementary School Math	3
MATH 2111	Algebra for Educators	3
MATH 2180	Geometry for Educators	3
MATH 1212	Fundamentals of Calculus I	3
MATH 2001	Development of Mathematics	3
STAT 1410	Basic Statistical Methods 1	3
EDSC 3570	Tchg Math in Sec Schls	3

Science Concentration

Requirement Description		Credits
Choose 1 course from each category below. At least 3 must be 4-credit lab science courses:		
Life Science		
BIOL 1400	Principles of Biology 1	4
or BCOR 1400	Exploring Biology 1	
Living/Non-Living Systems		
BIOL 1450	Principles of Biology 2	4
or BCOR 1450	Exploring Biology 2	
or ENSC 1010	Intro Environmental Sci	
Chemistry		
CHEM 1100	Outline: General Chem w/lab	3-4
or CHEM 1400	General Chemistry 1	
or CHEM 1102	Outline: General Chem	
Geology		
GEOL 1400	Environmental Geology	4
Physics		
PHYS 1250	Conceptual Physics	3
or PHYS 1251	Conceptual Physics w/lab	
Astronomy		

ASTR 1405	Exploring the Cosmos	3
or ASTR 1400	Exploring the Cosmos w/lab	

Social Studies Concentration

Requirement Description		Credits
POLS 1300	US Political System	3
GEOG 1760	Global Environments & Cultures	3
HST 1310	Global History to 1500	3
or HST 1315	Global History since 1500	
HST 1610	US History to 1865	3
HST 1650	Topics in Race & US History	3
ECON 1400	Principles of Macroeconomics	3
or ECON 1450	Principles of Microeconomics	