

**Table 1: Dominican University Master of Teaching with Middle Level Endorsement in Mathematics course descriptions and sequence. Note: sequence may be adjusted.**

<b>Summer 1</b>	
<b>Course number and name</b>	<b>Brief course description</b>
EDUA 503: Introduction to Teaching	This course introduces participants to core practices <sup>1</sup> 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 II 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.
<b>Fall 1</b>	
EDUA 553 Teaching and Assessing in Math Middle Level Classrooms/Providing Diverse Learners Access to the General Education Curriculum (6 credit hours)	<p><i>Focus:</i> getting to know adolescent students; classroom culture/environment; general content methods of teaching in middle school mathematics classrooms; long/short-term planning; collaboration, adaptation &amp; modification for students with exceptionalities in the general education classroom.</p> <p>Participants' experiences in this extend course will include:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Create and monitor interdependent, independent, and inclusive opportunities for collaboration and decision-making responsibilities in learning activities.</li> <li>• Use technology systems and models to support instruction and enhance adolescent student learning.</li> <li>• Demonstrate providing access to the general education social science curriculum through scaffolding, accommodations, and modifying instructional methods, curricular materials, the learning environments, and state and local assessments.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Evaluate, select, develop and implement mathematics subject area 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 students with IEPs and 504 plans, and struggling and advanced readers).</li> <li>• 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.</li> <li>• Collaborate and communicate with other stakeholders to promote and enhance students’ learning, well-being, and positive ethical learning environments that are generative of equitable instruction for all middle-level students.</li> <li>• Participate in the design and implementation of individualized instruction for adolescent students with special needs and/or gifted students.</li> </ul>
<p>EDUA 593 : Middle Level Education Residency (1 credit hour)</p>	<p>In their two-year residency, candidates will be involved in a full-time guided teaching experience supported by a University Supervisor and the mentor teacher. Candidates will be enrolled in a semester long block of courses concurrent with their residency. Residency will include practices of creating meaningful learning experiences (1) oriented around the central topics of the block, (2) using content area knowledge that includes central concepts, methods of inquiry, and structure of the discipline, and (3) guided by the Danielson Framework on Effective Teaching. Practice and reflection will be guided by assessment and dialogue with the program coordinator/university supervisor. Practice will be drawn from and brought back to block coursework.</p>
<p><b>Spring 1</b></p>	
<p>EDUA 555: Methods in Middle Grades Math and Content Literacy Instruction (6 credit hours)</p>	<p>Participants’ experiences in this extend course will include:</p> <ul style="list-style-type: none"> <li>• Develop successful practice of teaching in mathematics coursework to support their foundational knowledge and teaching practice.</li> <li>• 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.</li> <li>• 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 Literacy Standards for All Teachers in the Middle Grades (Section 21.120) and the Illinois Learning Standards for Literacy in Mathematics, Science and Technical Subjects (i.e. Common Core State Standards).</li> <li>• Use a variety of assessment and instructional practices, including reading and writing strategies (e.g., before, during, after reading both fiction and 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</li> </ul>

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	<p>writing for authentic purposes across subject areas.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Analyze and use student information, assessment data, student work samples, and observations of student progress to plan, adapt, modify, implement, and evaluate effective social science content area middle level instruction according to the characteristics, development, and needs of each student.</li> </ul>
EDUA 593: Middle Level Education Residency (1 credit)	See Fall 1 above.
<b>Summer 2</b>	
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.
<b>Fall 2</b>	
EDUA 576 Philosophy, Psychology and Methods of Middle Level Education	Candidates will examine the physical, cognitive, social, emotional, and moral characteristics of middle-level students, to develop an informed, research based philosophy and practice of teaching that capitalizes on major concepts, principles, theories, and research underlying the 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	See Fall 1 above.

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Education Residency (1 credit hour)	
<b>Spring 2</b>	
<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 (1 credit hour)	See Fall 1 above.
EDU 523 Teaching in Diverse Classrooms	This course provides students with information and experiences designed to support culturally responsive teaching and learning in diverse settings. Teacher candidates examine personal and societal underlying assumptions about democracy, social order, race/ethnicity, class, abilities/exceptionalities, language and power, and gender relations. Using the foundations of intercultural and critical pedagogy, candidates use information learned to plan classroom structures and lessons that are supportive of identity development, diversity, educational equity social justice, and inclusion. Diversity presents challenges and opportunities that push candidates to further develop the disposition of a responsive educator supportive of respectful educational environments that capitalize on the potential of each individual student.