

MLED 2003 HANDBOOK



ARKANSAS
TECH
UNIVERSITY

College of Education



MEMORANDUM

TO: Introduction to Education Candidates

FROM: Curriculum and Instruction Faculty

SUBJECT: Welcome

Welcome to Introduction to Education MLED 2003. We are sure that you will find this to be an exciting and rewarding experience.

The purpose of this experience is to help you understand how the system of education really works. As you understand the system, you will also be gaining information to help you make an important career choice. Working with children is not the appropriate choice for everyone. Some of you will discover that teaching is not for you; others of you will "know for sure" that you want to devote your professional life to teaching. Each decision is equally important and is equally respected.

Although the actual classroom observation phase of this course is very important, the follow-up seminars that you will have with your colleagues and your professor are equally important in helping you to clarify the experience. It is not so much a new experience that helps us to grow, but it is the reflection on any experience.

We have all been classroom teachers, so we are well aware of the knowledge, skills and attitudes that are necessary if you are to be a successful teacher. Your education advisor will help you get into Stage II, and assist with other tasks as you move toward licensure to become a "real teacher".

College of Education: Important Names to Know

Dr. Linda Bean

Dean, College of Education and Health
Crabaugh 214-A
479.968.0418

Dr. Tim Carter

Associate Dean, College of Education and Health
Crabaugh 212
479.968.0420

Mrs. Veronica Scott

Director of Teacher Education Student Services
Crabaugh 109
479.968.0290

Dr. David Bell

Licensure Office
Crabaugh 203
479.968.0392

Department of Teaching and Educational Leadership

Vision:

- *Seek to develop and empower teachers and educational leaders to positively influence an ever changing world.*

Mission:

- *Develop and inspire teachers and educational leaders who value equity, innovation and student success.*

Appropriate Dress with Field Placement:

Please refer to the Dress Code Policy located on the teacher education webpage at:

http://www.atu.edu/education/teacher_education.php

The Criminal Background Check: Rules and Regulations Governing the Requirement of a Criminal Background check for all first time and Renewal Educational Licenses, and the Procedure for Revocation of Licenses. Forms for the completion of the required background check are available in Crabaugh 204. A copy of the Arkansas Department of Education Regulations governing the requirement of criminal background check for all first-time applicants, each applicant for his or her first license renewal and the revocation procedures for such licenses are available through the Arkansas Department of Education website. Dr. David Bell is the Director of Educator Licensure and Support Services. His email is dbell@atu.edu, and his phone number is 479-968-0392. For a complete list of the background check information, please see the Policies and Procedures Manual on the College of Education Teacher Education website at: <http://www.atu.edu/teachereducation/>.

Code of Ethics

Arkansas Department of Education – Rules Governing the Code of Ethics for Arkansas Educators

http://arkansased.org/teachers/licensure_initial.html

Arkansas Teaching Standards

http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Arkansas_Teaching_Standards_2012.pdf

Mentor teacher:

Thank you for agreeing to mentor one of our middle level preservice teachers from Arkansas Tech University. This is the students' first opportunity to formally observe and explore a middle school class from the perspective of a teacher. We sincerely appreciate your willingness to open your classroom to one of our students.

As part of this field experience, students will be required to complete 20 hours of classroom experience. During their 20 hours, the intern will have accompanying assignments that will help them reflect on what they learn. Students will be asked to interview a teacher; if you don't have time to do the interview, we would be grateful if you could connect our student with another teacher.

After completing the required observations, candidates may assist in the classroom as requested. These activities could include reading to and/or listening to students' reading, assisting individual students with assignments, checking papers, filing, and other routine duties in the classroom. Please remember that the candidate is enrolled in the introduction education course and has not yet taken education foundations and methods courses. This would preclude teaching supervision of students' assignments.

We appreciate your flexibility and openness. It would be beneficial if you and the ATU student communicate weekly about when they can observe (Please provide a copy of your schedule). It may also be helpful to exchange contact info. If you anticipate an absence when the ATU student is scheduled, please feel free to ask another teacher to host them so the ATU student can get the required 20 hours. Please do not hesitate to reach out if you have questions or concerns.

Dr. Heather Stefanski

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479-964-0583 X2565

Middle Level Program Director

Observation Log Summary Form

Candidate's Name: _____ T#: _____

Number Of Hours Observed

Date:	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Total	Teacher's Initials
GRAND TOTAL:							

Field-Based Supervisor's Signature: _____

School: _____

NOTE TO FIELD-BASED SUPERVISOR

This form can be used as a reference for hours completed. In the electronic survey there is a place to input the total hours observed.

NOTE TO STUDENTS

You will be required to upload a copy of your signed hours at the end of the term. Please **keep a copy of this document for your records once you have completed the term.**

Candidate Evaluation Sample Form

MLED 2003: INTRODUCTION TO EDUCATION

Please evaluate (Candidate's Name) who has been assigned to you for 15 hours of classroom observation this semester. Please indicate your rating of this candidate's performance.

	Low		High		
1. The candidate was prompt and regular in terms of attendance.	1	2	3	4	5
2. The candidate carried out assigned duties with minimum supervision.	1	2	3	4	5
3. The candidate appreciates the importance of communicating attendance or non-attendance.	1	2	3	4	5
4. The candidate displayed initiative in learning about the middle level classroom.	1	2	3	4	5
5. The candidate displayed a positive attitude about working with all children; appreciates and respects individual variations among students, their diverse talents and abilities.	1	2	3	4	5
6. The candidate displayed a positive attitude toward me as a supervisor.	1	2	3	4	5
7. The candidate displayed a positive attitude toward the profession of teaching.	1	2	3	4	5
8. The candidate's grooming and dress were appropriate for the situation.	1	2	3	4	5
9. The candidate's use of standard English was appropriate for the profession.	1	2	3	4	5
10. The candidate displayed an interest in learning about the process and profession of teaching.	1	2	3	4	5
11. The candidate is aware of the importance of integration of technology for student learning.	1	2	3	4	5

Teacher's Signature _____ School _____ Grade/Age _____ Date _____



2022 REVISED MIDDLE LEVEL TEACHER PREPARATION STANDARDS OVERVIEW

STANDARDS

- 01 Middle Level Philosophy and School Organization
 - 02 Young Adolescent Development
 - 03 Middle Level Curriculum
 - 04 Middle Level Instruction and Assessment
 - 05 Middle Level Professional Roles
-



All Young Adolescents:

The middle level standards interpret “all young adolescents” to be inclusive, comprising students of diverse race, ethnicity, religion, language/dialect, gender, culture, age, appearance, ability, sexual orientation, socio-economic status, family composition, regional or geographic origin, and those with exceptional learning needs.

Middle Level:

The grade levels included in “middle level” are determined by middle level teacher licensure regulations in each state, for example grades 4–9, 5–8, 6–9.

STANDARD 1: MIDDLE LEVEL PHILOSOPHY AND SCHOOL ORGANIZATION

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

Components

Component 1.a. Middle Level Philosophical Foundations:

Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.

Component 1.b. Middle Level Organization and Practices:

Middle level teacher candidates use their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students. They demonstrate their ability to apply this knowledge and to function successfully, regardless of grade configurations (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully using middle level practices (e.g., interdisciplinary teaming, advisory programs, flexible block schedules, common teacher planning time).

STANDARD 2: YOUNG ADOLESCENT DEVELOPMENT

Middle level teacher candidates understand 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 creating healthy, respectful, safe, inclusive, equitable, supportive, and challenging learning environments for each young adolescent they teach. They successfully model middle level practices that affirm the diversity of all young adolescents.

Components

Component 2.a. Knowledge of Young Adolescent Development:

Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. Knowledge of young adolescent development includes the cognitive, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents, inclusive of the central roles technology has in their lives.

Component 2.b. Implications of Young Adolescent Development for Responsive Learning Environments:

Middle level teacher candidates use their comprehensive knowledge of young adolescent development to create healthy, respectful, safe, inclusive, equitable, supportive, and technologically rich and challenging learning environments for all young adolescents, including those whose languages, identities, and cultures differ from their own or others. Candidates establish relationships with young adolescents in order to understand the uniqueness of each adolescent, especially as it concerns the pervasive role of technology.

Component 2.c. Implications of Diversity for Young Adolescent Development:

Middle level teacher candidates demonstrate their knowledge that diversity has implications for the development of young adolescents. They are responsive to young adolescents' individual experiences and identities (e.g., race, ethnicity, religion, language/dialect, gender, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They successfully model middle level practices that affirm the diversity of all young adolescents.

STANDARD 3: MIDDLE LEVEL CURRICULUM

Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing curriculum and instruction. They understand and use concepts, standards, and research to design, implement, and evaluate curriculum. Candidates' understanding covers the broad scope of content standards within their subjects and reflects a thorough grasp of those standards and major concepts. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge and skills.

Components

Component 3.a. Context for Middle Level Curriculum:

Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing middle level curriculum and when selecting and using instructional strategies.

Component 3.b. Subject Matter Content Knowledge:

Middle level teacher candidates demonstrate a depth and breadth of content knowledge in the subjects they teach. Candidates demonstrate competence with the broad scope of content standards corresponding to the subjects they teach. Candidates also have a sufficiently deep understanding of the major concepts of content standards such that they are equipped to teach in an engaging manner and to guide students in applying knowledge and skills to real-world problems and transferring knowledge and skills across disciplines.

Component 3.c. Middle Level Curriculum Standards:

Middle level teacher candidates use their knowledge of local, state, national, and international standards to frame their teaching. These standards include academic content standards as well as other standards that address the holistic needs of young adolescents (e.g., socio-emotional learning, college and career readiness, technology skill development). They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, challenging, exploratory, integrative, and diverse curriculum for all young adolescents.

STANDARD 3 (CONTINUED)

Component 3.d. Interdisciplinary Nature of Knowledge and Skills:

Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing challenging, exploratory, integrative, and diverse curriculum. They model and develop in young adolescents the skills needed for success across diverse settings. These skills include such things as written and oral communication, collaboration, critical thinking, creativity, cultural competence, problem solving, resiliency, digital literacy, information literacy, and citizenship.

STANDARD 4: MIDDLE LEVEL INSTRUCTION AND ASSESSMENT

Middle level teacher candidates successfully use their knowledge of instruction and assessment strategies in the subjects they teach. They employ a wide variety of effective teaching, learning, and assessment strategies. Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences.

Components

Component 4.a. Content Pedagogy:

Middle level teacher candidates use their knowledge of instruction and assessment strategies that are effective in the subjects they teach, and understand that instruction and assessment are interrelated.

Component 4.b. Middle Level Instructional Strategies:

Middle level teacher candidates employ a wide variety of effective, developmentally and culturally responsive, equitable, and anti-racist teaching, learning, and assessment strategies. They do this in ways that encourage cognitive exploration, creativity, and relevant digital literacy and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained).

Component 4.c. Middle Level Assessment that Advances Learning:

Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences. They do this by assessing prior learning, monitoring progress with the use of technology and data, implementing effective lessons, collaborating with young adolescents to reflect on their learning, and adjusting instruction based on the knowledge gained. Assessment should be fair and unbiased.

STANDARD 5: MIDDLE LEVEL PROFESSIONAL ROLES

Middle level teacher candidates are successful in their various roles as middle level professionals. They serve as informed advocates for all young adolescents and for responsive schooling practices. They engage with families and community members to form collaborative relationships. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

Components

Component 5.a. Professional Roles of Middle Level

Teachers:

Middle level teacher candidates understand, critically reflect on, and are successful in their various roles as middle level professionals (e.g., members of interdisciplinary teams, advisors to young adolescents).

Component 5.b. Advocacy for Young Adolescents and Responsive Schooling Practices:

Middle level teacher candidates serve as advocates for all young adolescents and for responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create equitable and just opportunities for all young adolescents.

Component 5.c. Engaging with Family and Community Members:

Middle level teacher candidates value family and community members as assets. They understand the ways diverse structures and cultural backgrounds influence and enrich learning (e.g., race, ethnicity, religion, gender, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They enact practices and participate in activities that build positive, collaborative relationships with families and community members, leveraging technological tools to enhance engagement.

Component 5.d. Dispositions and Professional Behaviors:

Middle level teacher candidates demonstrate positive dispositions toward teaching young adolescents and model high standards of ethical behavior, including the use of technology, and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.



AMLE is a constituent member of the Council for the Accreditation of Educator Preparation (CAEP), formerly the National Council for Accreditation of Teacher Education (NCATE). CAEP accredits schools, colleges, and departments of education that provide professional preparation for teachers and other school specialists. AMLE is responsible for the program review process within CAEP for institutions seeking national recognition of middle level teacher preparation programs. The specialized professional preparation of teachers of young adolescents must be a high priority of teacher preparation programs. AMLE continues to be the leader in promoting responsive policies, practices and programs for young adolescents and their teachers.

For more information about professional preparation and credentialing of middle level teachers, the SPA review process, or if you wish to apply to become a member of the AMLE Program Review Board, please contact AMLE CAEP Coordinator, Dr. Ellis Hurd, at ehurd@ilstu.edu.

