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Graduate School of Education
http://www.lesley.edu/prek-12-education-programs/

M.Ed. in MIDDLE SCHOOL ENGLISH (5-8) and SPECIALIST TEACHER of READING (All Levels)

Leading to Initial Teacher Licenses in Middle School English (5-8) and Specialist Teacher of Reading (All Levels)

This joint program offers students the option to earn their classroom teaching license and their reading specialist license through one streamlined program. Students complete the middle school portion of the program and earn their initial license in Middle School English, and begin teaching with that license while continuing to work towards their reading licensure. Students apply their coursework to a practicum experience and gain a wealth of specialized knowledge applicable to a range of settings, student populations, and consultant roles.

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teaching Licensure in English (5-8) and Specialist Teacher of Reading (All Levels) in the Commonwealth of Massachusetts.

NOTE: An Initial or Professional License and at least one year of teaching experience under that license are required by the Massachusetts Department of Elementary and Secondary Education to be eligible for a license as a Specialist Teacher of Reading.

Program Prerequisites: Completion of a college or university's requirements for a major in the discipline or have passed the Massachusetts Tests for Educator Licensure (MTEL) in the English (5-8) content area test.

Courses may have prerequisites for registration; please check course descriptions before registering.

Course Number	Course Title	Course Credits
Required Courses		**21-25**
EEDUC 6203	Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom*	3
EEDUC 6100	Adolescent Development in the Context of Families, Communities, and Schools*	3
EEDUC 6170	Middle and High School Content Literacy*	3
EEDUC XXXX	Choose EEDUC 5104, EEDUC 5121, or EEDUC 6001	3
EEDUC 6103	Curriculum, Instruction, and Assessment in English*	3
EEDUC 6210	Differentiated Instruction in Secondary Inclusive Classrooms*	3
EEDUC 6215	Effective Management of Secondary Inclusive Classrooms*	3
EECLD 6116	Sheltered English Instruction (5-12)* *Note: may be waived with documented state approved Sheltered English Immersion (SEI) endorsement*	4
Practicum		**6**
EEDUC 7730	Practicum and Seminar in English (5-8)	6

Practicum prerequisites: Successful completion of a 75-hour early field experience** and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL)*** requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.

Required Courses		**15**
Choose **two** of the following courses according to course chosen above:		6
EEDUC 5104	Literature for Children and Young Adults*	
EEDUC 5121	Literacy: The Integration of the Language Arts*	
EEDUC 6001	The Teaching of Writing (K-12)*	
Each of the following courses is required:		
EEDUC 6136	Struggling Readers and Writers*	3
EEDUC 6135	Assessment: A Literacy Perspective*	3
EEDUC 7103	Roles of the Language Arts Professional: Consultation and Collaboration (*may be taken concurrently with EEDUC 7105)*	3
Practicum		**6**
EEDUC 7105	Practicum: Interactive Assessment and Instruction for Literacy	6

Practicum prerequisites: Successful completion of required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL)*** requirements. This 150-hour practicum is accompanied by a weekly seminar and requires a field experience fee.

TOTAL CREDITS	**48-52**

**Must be completed prior to the practicum, and many courses include field-based assignments.*
***As early in the program as possible, and prior to the practicum, graduate students must complete a 75-hour Early Field Experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)*
****For current information on state testing requirements for initial licensure programs, Massachusetts Test for Educator Licensure (MTEL) test administration dates, and the Lesley University test policy, see Lesley's Certification Office web page at www.lesley.edu/certification.html..*

Please Note: Lesley University reserves the right to unilaterally add, withdraw, or revise any course offering in the above mentioned program of study including policies, provisions, requirements, and fees.

Lesley University is an Affirmative Action/Equal Opportunity institution and does not discriminate on the basis of age, race, religion, color, creed, national or ethnic origin, sex, sexual orientation, handicap or disability in its education programs, employment, or in admissions to, access to or treatment in its programs or activities.

Accreditation:
Lesley University is accredited by the New England Association of Schools and Colleges and is authorized to offer degree programs in many states.

For more information, please visit our website lesley.edu

Course Descriptions

EEDUC 6203 Principles of Teaching, Learning, and Assessment in the Inclusive Secondary Classroom
This course is designed to provide pre-service and in-service educators with the knowledge, skills, and strategies fundamental to the best practices of inclusive education in secondary schools. Students will study and learn what to teach, how to teach all students, how students with special needs learn, and how to assess in what ways students learn. Course goals will be accomplished through the reading of pedagogical works, modeling by the instructor, direct instruction, class activities, the completion of both formal and informal writing assignments, and the design and execution of a unit plan, lesson plans, and a teaching lesson.

EEDUC 6100 Adolescent Development in the Context of Families, Communities, and Schools
Students will investigate the historical, contemporary, cultural, physical, and psychological aspects of this important stage of human development. While learning about the characteristics of adolescents, learners will reflect on their own experiences and come to know themselves more fully. A goal of this course is to apply theory to authentic experience so that pre- and in-service teachers develop an appreciation and understanding of how the institutions of society, and specifically schools, can best serve this age group.

EEDUC 6170 Middle and High School Content Literacy
Explore how listening, speaking, reading, writing, and viewing are tools for accessing and demonstrating content knowledge within an academic discipline at the secondary level. This course investigates the process of teaching argumentative, informational/explanatory, and narrative writing as well as how to conduct research to build and construct knowledge within an academic discipline. Diverse text types and genres are examined for their complexity and content, and as tools for scaffolding content learning.

EEDUC 5104 Literature for Children and Young Adults
This survey of children's books from preschool through the adolescent years identifies the characteristics of the various literary genres, develops criteria for evaluating children's books, fosters an awareness and nurtures a consideration of how the developmental and diverse cultural needs of children affect their responses to literature, and shares strategies for integrating literature across the curriculum for enjoyment, learning, and classroom reading instruction.

EEDUC 5121 Literacy: The Integration of the Language Arts
This course presents fundamental principles of elementary reading and language arts. Focus is on students understanding the interrelationship of reading, writing, listening, and speaking. Students will also become knowledgeable about current materials, instructional strategies, and classroom-based assessment for emergent reading, beginning reading, and fluent reading.

EEDUC 6001 The Teaching of Writing (K–12)
This course promotes the thoughtful examination of writers and writing instruction. Throughout the course, students are introduced to strategies and skills they can use to enhance their own writing and the writing of K–12 students. Using a process approach, students learn how to communicate ideas effectively in a variety of genres and for a multitude of purposes. Based on the most current understandings in the field, this course explores such topics as writer's workshop, conferencing, struggling writers, assessment, reading/writing connections, writing in the disciplines, revision and editing, the use of technology to support writers, and the management of writing instruction.

EEDUC 6103 Curriculum, Instruction, and Assessment in English
This course provides historical and structural foundations of the language for teachers of English in middle schools. Components of the course include the history of the English language; an examination of rules, conventions, and purposes of written and spoken English; a survey of selections of American, English, and world literature for middle school students; and methods of assessing students' needs as well as meeting the needs of diverse learners. *Prerequisite: EEDUC 6203 or CEDUC 2353*

EEDUC 6210 Differentiated Instruction in Secondary Inclusive Classrooms
This course focuses on instructional strategies secondary teachers use to deliver educational supports to students with special needs who attend regular classes. Universal Design for Learning and differentiated instruction are used to develop a "toolkit" of teaching and learning resources. The course also helps participants understand their responsibilities in light of federal and state laws governing the education of students with special needs, as well as the implementation of Individualized Education Plans (IEP's). *Prerequisite: EEDUC 6100*

EEDUC 6215 Effective Management of Secondary Classrooms
This course is focused on helping participants develop a comprehensive vision of classroom management that enables them to create optimal learning environments, prevent disruptive behaviors, and respond appropriately when problematic behaviors occur. Participants will gain confidence in their ability to create safe, welcoming, supportive classrooms that promote mutual respect. Participants will also learn to use effective consequences and supportive interventions to help reluctant and resistant learners change their behavior. *Prerequisite: EEDUC 6100*

EECLD 6116 Sheltered English Instruction (5-12)
This course prepares pre-service and in-service teachers with the knowledge and skills to effectively shelter content instruction for the growing population of bilingual students to access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy. The course covers the bilingual students' world, second language acquisition process, academic language and literacy development in the Sheltered English Instruction (SEI) and bilingual classrooms. *This course may be waived with documented state-approved Sheltered English Immersion (SEI) endorsement.*

EEDUC 7730 Practicum and Seminar in English (5–8)
Full-semester, full-time practicum in English (5–8) under the supervision of a supervising practitioner and University program supervisor. Practicum is accompanied by a seminar addressing issues in the field. *Prerequisites: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required.*

EEDUC 6136 Struggling Readers and Writers
This course explores the nature of the challenges facing those students at all grade levels who struggle (for diverse reasons) to achieve expected progress in reading and writing development. Participants will describe and analyze the nature of difficulties encountered by struggling readers and writers; they will identify appropriate classroom approaches to address these difficulties and will survey the many well-established programs for learners who are struggling. Issues related to serving diverse populations are raised throughout. *Prerequisites: EEDUC 5121, EEDUC 6001, and EEDUC 6101*

EEDUC 6135 Assessment: A Literacy Perspective
This course examines principles of assessment and evaluation in the language arts, with emphasis on reading and writing, for the literacy educator. The central concern is the role of assessment in instruction for both individual students and whole classrooms. Topics of study include the nature of data collection, analysis and interpretation in various assessment approaches, and issues related to serving diverse student populations. *Prerequisites: EEDUC 5121, EEDUC 6001, and EEDUC 6101.*

EEDUC 7103 Roles of the Language Arts Professional: Consultation and Collaboration
Emphasizing consultative and collaborative approaches, students explore the varied roles of a consultant teacher of reading involving areas such as professional development; materials and curriculum development; materials, curriculum, and program evaluation; and the coordination and implementation of legislation and funded programs.

EEDUC 7105 Practicum: Interactive Assessment and Instruction for Literacy
Instruction and supervised practicum experience in the use of formal and informal methods of literacy assessment from emergent to mature levels of ability. From the ongoing analysis of assessment results, each tutor develops a specific instructional program for a tutee. Emphasis is on the interaction of assessment and instruction, and the revision of instructional goals based on the analysis of daily performance. *Prerequisites: EEDUC 5104, EEDUC 6001, EEDUC 6101, EEDUC 6102, EEDUC 6135, and EEDUC 6136 (or equivalents)*