

# ADOLESCENCE URBAN EDUCATION (MSED)

## INTRODUCTION

This Teach for America option is for candidates who work in Buffalo secondary schools (grades 7-12). These candidates are teachers of record in their schools and work on a Transitional B license.

There are three certification options associated with this Urban MSED. They are Urban Adolescence 7-12 Students with Disabilities Generalist, Urban Adolescence plus TESOL (Teaching English to Speakers of Other Languages), and Urban Adolescence plus Bilingual Education.

## Curriculum

### Courses for Adolescence 7-12 in a Subject Area

Code	Title	Credits
EDU 601		3
EDU 603		3
EDAD 502	Foundations of Adolescent Literacy	3
EDU 595	Child Abuse Workshop	0
EDU 596	Prevention of School Violence Workshop	0
EDU 597	Dignity for All Students Workshop	0
EDAD 535	Learning and Human Development: Adolescence	3
EDAD 572	Pedagogical Strategies and Methods	3
EDU 556	Assessment for Diverse Learners	3
SPE 541	Inclusive Strategies	3
SPE 580	Classroom Management	3
EDR 501	Reading and Writing in the Content Areas	3
or TESL 583	Linguistics, Literacy, & Second Language Acquisition	
EDU 615	Research Methods	3
EDU 589	Student Teaching Seminar	2
<b>Total Credits</b>		<b>32</b>

<sup>1</sup> Take TESL 583 if you plan to add TESOL.

### Courses to Add SWD

Code	Title	Credits
SPE 631	Reading and Writing Process for Students with Learning and Behavioral Disorders	3
Please choose one of the following:		3
SPE 639	Therapeutic Approaches for Disruptive Behavior <sup>1</sup>	
SPE 650	Intellectual Disabilities and Autism Spectrum Disorders: Etiology & Educational Needs <sup>1</sup>	
SPE 649	Transition Issues for Adolescents with Disabilities <sup>2</sup>	
<b>Total Credits</b>		<b>6</b>

1 - Childhood and Early Childhood Candidates must choose the course that is offered that academic year.

2 - Adolescence Candidates must choose this course.

### Courses to add TESOL K-12 (Teaching English to Speakers of Other Languages)

Code	Title	Credits
TESL 585	Methods and Materials of Teaching English to Speakers of Other Languages	3
TESL 586	Methods of Teaching the Subject Areas in the Native Language	3
Please recall that TESOL candidates need to take TESL 583 instead of EDCH 509.		
<b>Total Credits</b>		<b>6</b>

### Courses to Add Bilingual Extension

Code	Title	Credits
TESL 590	Foundations of Bilingual Education	3
TESL 586	Methods of Teaching the Subject Areas in the Native Language	3
TESL 584	Curriculum, Assessment, & Methods of Teaching Native Language Arts	3
TESL 585	Methods and Materials of Teaching English to Speakers of Other Languages	3
<b>Total Credits</b>		<b>12</b>

### Prerequisites for Adolescence 7-12 Certification in the Content Area\*:

1. English: 36 credit hours are required in English. Topics that need to be covered include linguistics/grammar, American Literature, World Literature, Young Adult Literature, British Literature, and writing/composition (plus electives needed to meet the credit hour requirement)
2. Math: 37 credit hours are required in Math. Topics that need to be covered include Calculus I, II, and III, differential equations, abstract math, linear algebra, abstract algebra, geometry, and statistics. (plus electives needed to meet the credit hour requirement)
3. Biology: 36 credit hours are required in Biology. Topics that need to be covered include botany, evolution, microbiology, biochemistry, organismal biology, ecology, physiology, cell biology, zoology, genetics, and anatomy. (plus electives needed to meet the credit hour requirement)
4. Chemistry: 36 credit hours are required in Chemistry. Topics that need to be covered include inorganic chemistry, organic chemistry, biochemistry, analytical chemistry, and physical chemistry. (plus electives needed to meet the credit hour requirement)
5. Physics: 36 credit hours are required in Physics. Topics that need to be covered include general physics, classical mechanics, nuclear physics, optics, electricity/magnetism, quantum mechanics, electronics, and statistics & thermal dynamics. (plus electives needed to meet the credit hour requirement)
6. Social Studies: 36 credit hours are required in Social Studies. Eighteen (18) credits in history are required. Three credits are also required in each of the following areas: geography, political science/government, cultural studies, and economics. The remaining credits can come from other social sciences including psychology or philosophy.
7. Spanish, French, or German: 30 credit hours of study in that language are required

\*All teacher certification programs also require that candidates complete 3 credit hours in a Language other than English.

## Prerequisites for TESOL

Twelve credits in a language other than English

## Prerequisites for Students with Disabilities (SWD)

1. Six credit hours in English
2. Six credit hours in math
3. Six credit hours in social studies
4. Six credit hours in science
5. Three credit hours in a language other than English

## Learning Goals & Objectives

### Learning Goal 1 (KNOWLEDGE – Observed in Writing)

CANDIDATES IN THE TEACHER EDUCATION PROGRAMS WILL DEMONSTRATE CONTENT KNOWLEDGE, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE NECESSARY FOR SUCCESSFUL PERFORMANCE IN THEIR FIELD.

Teacher candidates will:

- Acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- Know the content they are responsible for teaching, and the pedagogical content knowledge to plan instruction that ensures growth and achievement for all students.

### Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)

CANDIDATES IN THE TEACHER EDUCATION PROGRAMS WILL DEMONSTRATE PROFESSIONAL SKILLS AND DISPOSITIONS NECESSARY FOR SUCCESSFUL PERFORMANCE IN THEIR FIELD.

Teacher candidates will:

- Demonstrate professional dispositions and implement instruction that engages and challenges all students to meet or exceed the learning standards.

### Learning Goal 3 (SERVICE)

CANDIDATES IN THE TEACHER EDUCATION PROGRAMS WILL DEMONSTRATE WILLINGNESS TO USE THEIR SKILLS TO BENEFIT AND SERVE SOCIETY. WITHIN THE CONTEXTS OF THEIR WORK, CANDIDATES PROMOTE AUTHENTIC LEARNING, SOCIAL AND EMOTIONAL DEVELOPMENT, AND A COMMITMENT TO SOCIAL JUSTICE IN ENVIRONMENTS THAT FOSTER RESPECT FOR DIVERSITY AND THE DIGNITY OF ALL.

Teacher candidates will:

- Work with all students to create a dynamic learning environment that supports achievement and growth.
- Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction for diverse learners.

### Learning Goal 4 (PROFESSIONALISM)

CANDIDATES WILL DEMONSTRATE SELF-REFLECTION AS A HABIT OF MIND, CONTINUOUSLY ASSESSING AND REFINING THEIR PROFESSIONAL PRACTICE AS THEY CONSTRUCT A RICH REPERTOIRE OF RESEARCH-BASED KNOWLEDGE, SKILLS, AND ATTITUDES FOR EFFECTIVE PERFORMANCE ENSURING THAT ALL STUDENTS AND/OR CLIENTS HAVE OPTIMAL OPPORTUNITIES TO LEARN AND GROW.

Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

### Learning Goal 5 (LEADERSHIP)

CANDIDATES WILL BECOME ADEPT AT APPLYING THEIR ACQUIRED KNOWLEDGE IN THE PROCESS OF EVALUATING THEIR OWN PROFESSIONAL PERFORMANCE AND DECISION-MAKING WITH RESPECT TO ITS IMPACT ON STUDENTS AND/OR CLIENTS, ORGANIZATIONS, AND THE WIDER COMMUNITY.

Teacher candidates will:

- Demonstrate professional responsibility and engage relevant stakeholders to maximize impact on student growth, development, and learning.