

ELEMENTARY/MIDDLE GRADES (4-8) EDUCATION MAJOR

The Elementary/Middle Grades (4-8) Education major is an accredited program approved by the Pennsylvania Department of Education (PDE) requirements for teacher certification in Grade 4-8. The program is aligned with PDE requirements for certification. Throughout the program, students integrate theory with practice through coursework and field experiences in 4-8 classrooms in local schools.

The undergraduate Teacher Education programs are built upon a strong liberal arts curriculum provided through the Cornerstone Core Curriculum (CCC) at Saint Joseph's University. This enables students to integrate their understanding of interdisciplinary content with an understanding of developmentally appropriate pedagogy.

Learning Goals and Outcomes

Goal 1: The student will demonstrate an understanding of young adolescent learner development.

Outcome 1.1: The student will understand and accurately interpret key concepts, principles, theories, and research about young adolescent development in social context.

Outcome 1.2: The student will identify the diverse developmental needs and abilities of 4-8 learners.

Goal 2: The student will understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter.

Outcome 2.1: The student will describe and explain the philosophical foundations of middle level education and apply this knowledge in analyzing classroom management and instructional design.

Goal 3: The student will understand and use developmentally appropriate instructional strategies.

Outcome 3.1: The student will describe and analyze a range of specific teaching strategies and apply them appropriately in instructional planning, modifying their use based on the unique learning needs of middle school students.

Outcome 3.2: The student will demonstrate a practiced habit of self-analysis and collaboration with students and colleagues to assess the impact of instruction on student motivation and learning and will adjust teaching accordingly.

Goal 4: The student will demonstrate understanding and effective use of multiple methods of assessment.

Outcome 4.1: The student will define and describe types of valid and reliable educational assessments (including screening, diagnostic, formative, summative, and authentic) and identify strengths, weaknesses, and appropriate uses associated with each.

Outcome 4.2: The student will analyze and interpret assessment data to understand patterns and gaps in learning, to guide planning

and instruction, and to provide meaningful feedback to learners and their guardians.

Goal 5: The student will demonstrate an understanding of educating for social justice.

Outcome 5.1: The student will describe key elements of interacting positively and respectfully with those of different racial, ethnic, language, and socioeconomic backgrounds and sexual orientations.

Outcome 5.2: The student will identify and describe practices and policies that reinforce inequalities and undermine 4-8 student learning, as well as steps that can be taken to challenge such practices in order to create a more just society.

INTASC Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Requirements

Cornerstone Core Curriculum Requirements

Consist of 14 core and 2 overlay requirements. See below for additional detailed information on each of these requirements.

Code	Title	Hours
First Year Course Requirements		
ENG 101	Craft of Language	3
World History Course Area		3
Philosophy Requirements		
Either Level One or Level Two (but not both) – must be Ethics designated. If approved, philosophy courses may count for a student's Writing Intensive overlay. Students may not double-count the same course as Philosophy Level Two and as a Mission Overlay course.		
Philosophy Level One		3
Philosophy Level Two		3
Theology & Religious Studies Requirements		
If approved, Theology & Religious Studies courses may count for a student's Writing Intensive overlay. Students may not double-count the same course as CCC Theology and as a Mission Overlay course.		
Theology		3
Religious Studies		3
Diversity & INT 151 Requirements		
A student's Diversity course may not count for any other CCC course area requirement or as their Mission Overlay course. If approved, Diversity courses may count for a student's Writing Intensive Overlay requirement. INT 151 may not count for any other CCC requirements. This course must be taken in the first two years		
Diversity		3
INT 151	Inequality in American Society	1
Math & Natural Science Requirements		
If approved, Math & Natural Science Requirements may count toward overlay requirements.		
Mathematics		3-4
Natural Science		4
Social Science Requirement		
If approved, such Social Science Requirement may count toward a student's overlay requirements.		
Non-Native Language Requirement		
A single Non-Native Language course may not count as an overlay course but a second language course fulfills a student's Mission Overlay requirement.		
Literature Requirement		3
If approved, Literature courses may count toward a student's overlay requirements.		
Fine and Performing Arts, Creativity, and Design Requirement		

If approved, Fine and Performing Arts, Creativity, and Design courses may count toward a student's overlay requirements.

Overlay Requirements	
Writing-Intensive	3
If approved, Writing-Intensive courses may double count as major courses, minor courses, electives, or as any CCC course area requirement except for the first-year courses (World History and Rhetoric and Composition).	
Mission-Overlay	3
Mission Overlay courses may double count as major courses, minor courses, elective courses, or any of the following CCC course areas: Fine and Performing Arts, Creativity, and Design, Literature, Mathematics, Natural Science, or Social Science.	
Total Hours	47-49

Recommended CCC Courses

Code	Title	Hours
Literature		
	ENG Literature Course	
Diversity		
EDU 150	Schools in Society w/ Field	
Social Science		
EDU 151	Cognition & Learning w/ Field	
Writing Intensive		
EDU 151	Cognition & Learning w/ Field	
Mission-Overlay		
SPE 160	Intro to Special Edu w/Field	

Major Requirements

Code	Title	Hours
EDU 150	Schools in Society w/ Field	3
EDU 151	Cognition & Learning w/ Field	3
EDU 157	Adolescent Development w/Field	3
EDU 231	Assessment and Evaluation	3
EDU 246	Language and Culture w/ Field	3
EDU 247	Literacy in Cont Areas w/Field	3
EDU 471	Writing in the Classroom	3
SPE 160	Intro to Special Edu w/Field	3
SPE 205	Inclusive Classrooms w/ Field	3
SPE 379	Fam School & Comm:Diverse Soc	3
One required Instructional Techniques course (Two other Instructional Techniques Courses or Content Area courses (check concentration curriculum worksheet))		9
EDU 410	Instr Techniq English w/Field	
EDU 412	Instr Techniq Soc St w/Field	
EDU 416	Instr Techniq Math w/Field	
EDU 418	Instr Techniq Science w/Field	
Student Teaching		
EDU 496	Student Teaching 4-8	12

4-8 Major Additional Content Requirements

Students who complete the 4-8 program can be certified to teach all subjects in grades 5-6. They must choose one or two disciplines and take additional introductory and advanced courses in order to be certified to

teach the selected subject(s) in grades 7-8. The following options are available:

Option 1: One concentration and three generalist academic content areas

Code	Title	Hours
Option 1A: English/Language Arts/Reading		
Option 1B: Mathematics		
Option 1C: Science		
Option 1D: Social Studies		

This option for teacher candidates is to complete a minimum of 30 credit hours in one of the four content areas of mathematics, science, English/language arts and reading or social studies as well as 12 credits in each of the two remaining content areas.

Option 2: Concentration in two content areas

Code	Title	Hours
Option 2A: English/Language Arts/Reading and Mathematics		
Option 2B: Science and Mathematics		

Free Electives

Graduation requires 120 credits. Any credits necessary to reach that number outside of the CCC and major requirements are considered free electives.