



## JIU Program Advising Tool\*

[MEd in K-12 English as a Second Language Education: Teacher Licensure Program](#) (48 credits)

[MEd in K-12 English as a Second Language Specialist: Bilingual Education Teacher Licensure Program](#) (48 credits)

Version Date: September 2, 2011

Course Number	Course Name	Required Activities in a K-12 School Setting?	Course Project & Required Hours To Be Completed in a School Setting	Course Sequence (48 Credits)
EDU 500	<a href="#"><u>Educational Theory Into Practice</u></a>	NO	<ul style="list-style-type: none"> <li>• <b>Project:</b> Lesson Plan Portfolio</li> <li>• <b>No field-based activity</b></li> </ul>	1 <sup>st</sup> Course
EDU 600	<a href="#"><u>Teaching &amp; Administering in Colorado &amp; the States</u></a>	NO	<ul style="list-style-type: none"> <li>• <b>Project:</b> Portfolio (licensure Information and state standards)</li> <li>• <b>No field-based activity</b></li> </ul>	2 <sup>nd</sup> or 3 <sup>rd</sup> Course
EDU 521	<a href="#"><u>K-12 Students Using Technology</u></a>	NO	<ul style="list-style-type: none"> <li>• <b>Project:</b> Technology Unit Plan &amp; Presentation</li> <li>• <b>No field-based activity</b></li> </ul>	2 <sup>nd</sup> or 3 <sup>rd</sup> Course
EDU 536	<a href="#"><u>Assessment for Linguistically Diverse Learners</u></a>	<b>YES</b> <b>sponsored course</b>	<ul style="list-style-type: none"> <li>• <b>Project:</b> Assessment for ESL Learners: A Training for Teachers</li> <li>• <b>8-10 Hours Required</b> (onsite in K-12 school setting)</li> </ul>	4 <sup>th</sup> Course
EDU 532	<a href="#"><u>Introduction to Second Language Acquisition</u></a>	<b>YES</b>	<ul style="list-style-type: none"> <li>• <b>Project:</b> Comprehensive Plan: Applying Theory to Practice</li> <li>• <b>8-10 Hours Required</b> (onsite in K-12 school setting)</li> </ul>	5 <sup>th</sup> , 6 <sup>th</sup> or 7 <sup>th</sup> Course
EDU 533	<a href="#"><u>Pedagogic Principles in Second Language Learning</u></a>	<b>YES</b>	<ul style="list-style-type: none"> <li>• <b>Project:</b> Field Research Analysis: Identifying Best Practices</li> <li>• <b>8-10 Hours Required</b> (onsite in K-12 school setting)</li> </ul>	5 <sup>th</sup> , 6 <sup>th</sup> or 7 <sup>th</sup> Course
EDU 534	<a href="#"><u>Teaching Language Skills</u></a>	NO effective Nov. 2011 term	<ul style="list-style-type: none"> <li>• <b>Project:</b> English Language Skills Toolbox</li> <li>• <b>No field-based activity (effective November 2011 term)</b></li> </ul>	5 <sup>th</sup> , 6 <sup>th</sup> or 7 <sup>th</sup> Course
EDU 523	<a href="#"><u>K-12 Classroom and Instructional Management</u></a>	NO	<ul style="list-style-type: none"> <li>• <b>Project:</b> Classroom Management Plan</li> <li>• <b>No field-based activity</b></li> </ul>	8 <sup>th</sup> Course
EDU 527	<a href="#"><u>Literacy I</u></a>	<b>YES</b> <b>sponsored course</b>	<ul style="list-style-type: none"> <li>• <b>Project:</b> Designing &amp; Implementing Literacy Lessons</li> <li>• <b>8-10 Hours Required</b> (onsite in K-12 school setting)</li> </ul>	9 <sup>th</sup> Course
EDU 528	<a href="#"><u>Literacy II</u></a>	<b>YES</b> <b>sponsored course</b>	<ul style="list-style-type: none"> <li>• <b>Project:</b> Implementing Literacy Lessons Within Content Areas</li> <li>• <b>8-10 Hours Required</b> (onsite in K-12 school setting)</li> </ul>	10 <sup>th</sup> or 11 <sup>th</sup> Course
EDU 524	<a href="#"><u>Exceptional Students in Inclusive Classrooms</u></a>	NO	<ul style="list-style-type: none"> <li>• <b>Project:</b> Instructional Action Plan</li> <li>• <b>No field-based activity</b></li> </ul>	10 <sup>th</sup> or 11 <sup>th</sup> Course
EDU518 or EDU519	<a href="#"><u>Instructional Methods for Secondary Mathematics</u></a> <a href="#"><u>Instructional Methods for Elementary Mathematics</u></a>	<b>YES</b> <b>sponsored course</b>	<ul style="list-style-type: none"> <li>• <b>Project:</b> Mathematics Teacher Work Sample</li> <li>• <b>8-10 Hours Required</b> (onsite in K-12 school setting)</li> </ul>	12 <sup>th</sup> Course
EDU 537	<a href="#"><u>Multicultural Communication</u></a>	<b>YES</b>	<ul style="list-style-type: none"> <li>• <b>Project:</b> Promoting Multicultural Education: A Tutorial for the Community</li> <li>• <b>8-10 Hours Required</b> (onsite in K-12 school setting)</li> </ul>	13 <sup>th</sup> or 14 <sup>th</sup> Course
EDU 535	<a href="#"><u>Bilingual Education</u></a>	<b>YES</b>	<ul style="list-style-type: none"> <li>• <b>Project:</b> Meeting the Needs of Bilingual Learners: Field Guide for Teachers</li> <li>• <b>8-10 Hours Required</b> (onsite in K-12 school setting)</li> </ul>	13 <sup>th</sup> or 14 <sup>th</sup> Course
EDU605A or EDU613	<a href="#"><u>Student Teaching: Classroom Practicum I</u></a> <a href="#"><u>Student Teaching I: Elementary Licensure</u></a>	<b>YES</b> <b>student teaching</b>	<ul style="list-style-type: none"> <li>• <b>Project:</b> Student Teaching Portfolio I</li> <li>• <b>300 Hours Required - 37.5 hours per week</b> (onsite in approved K-12 classroom, under the supervision of an approved mentor)</li> </ul>	15 <sup>th</sup> Course
EDU605B or EDU614	<a href="#"><u>Student Teaching: Classroom Practicum I</u></a> <a href="#"><u>Student Teaching II: Elementary Licensure</u></a>	<b>YES</b> <b>student teaching</b>	<ul style="list-style-type: none"> <li>• <b>Project:</b> Student Teaching Portfolio II</li> <li>• <b>300 Hours Required - 37.5 hours per week</b> (onsite in approved K-12 classroom, under the supervision of an approved mentor)</li> </ul>	16 <sup>th</sup> Course

## OTHER REQUIREMENTS AND K-12 RESOURCES

Requirement	Description		
<ul style="list-style-type: none"> <li><b>Clinical Practice Policy</b></li> </ul>	<p>The SoE's Clinical Practice Policy may be found in the <a href="#">K-12 Clinical Practice Guide</a>. As part of this policy, candidates are required to ensure their student teaching mentor completes and submits the Mentor Appraisal of Candidate Proficiencies as directed by the student teaching JIU faculty member. This includes mentor submission of the appraisal via an online survey. Candidates are not eligible to receive a passing grade for the student teaching course until the mentor has submitted the requisite appraisal. The Clinical Practice Policy also requires JIU faculty members to communicate frequently and regularly with mentors. This requirement includes a minimum of two phone conferences for each student teaching course.</p>		
<ul style="list-style-type: none"> <li><b>Clinical Practice Sites and Mentor Approval</b></li> </ul>	<p>All candidates are required to work with the SoE Field Placement Facilitator to identify a student teaching placement site and a qualified, licensed mentor. Candidates are advised to initiate this process 6 months prior to the anticipated start of student teaching. Candidates are required to complete student teaching in one targeted endorsement area. Candidates are required to complete all course prerequisites prior to registration for EDU605A or EDU613. The Field Placement Facilitator approves all student teaching sites and mentor qualifications. Candidates are not permitted to register for student teaching until these approvals have been completed.</p> <p><b>Student Teaching Sites Must Meet the Following Parameters:</b></p> <ul style="list-style-type: none"> <li>-The site must be designated as a school setting (home-school settings are not permitted);</li> <li>-The school must be a licensed American school. It can be located within the United States or abroad;</li> <li>-The site must provide JIU candidates with multiple opportunities to work with diverse K-12 students;</li> <li>-The placement consists of school settings at the grade level(s) required for the candidate's intended teacher license;</li> <li>-The placement consists of K-12 classroom / school community settings that allow the candidate to complete all required coursework.</li> </ul> <p><b>Mentor Teacher Qualifications include:</b></p> <ul style="list-style-type: none"> <li>-possession of a current United States teacher license,</li> <li>-possession of three years or more of licensed experience as a teacher in the endorsement area sought by the candidate, and</li> <li>-current employment in the role of a teacher in the endorsement area sought by the candidate.</li> </ul> <p>As part of EDU605A and EDU613 prerequisites, candidates are required to submit copies of the <b>mentor's state license</b>, and <b>resume</b> to the Field Placement Facilitator. For complete information about course prerequisites, please refer to the <a href="#">K-12 Clinical Practice Guide</a> or speak with your Student Support Counselor.</p>		
<ul style="list-style-type: none"> <li><b>Level I Field Experience - 200 Hours</b></li> </ul>	<p>All candidates must complete 200 hours of Level I field experience and submit a Level I Field Experience Documentation Form to the JIU Registrar prior to registration for EDU605A or EDU613. Level I field experience hours must be completed while enrolled at JIU. Candidates can complete these hours at a school or community agency (e.g., Boys and Girls Club). Candidates are encouraged to complete their 200 level I field hours at the school setting utilized for the field-based coursework outlined on the first page. Candidates benefit <u>significantly</u> when they engage in additional opportunities to practice their skills and observe master teachers, especially in the areas of classroom management (EDU523), working with students who have exceptional needs (EDU524), and literacy instruction (EDU527 and EDU528). Finally, school personnel and parents always appreciate the support of a volunteer / student intern.</p>		
<ul style="list-style-type: none"> <li><b>State Licensure Exams</b></li> </ul>	<p>All candidates are required to pass <u>all</u> state-required licensure exams for the state where they intend to seek licensure and submit the exam score reports to the JIU Registrar prior to registration for EDU605A or EDU613. JIU strongly recommends candidates register for state licensure exam(s) during the first 6 months of the program. The submission of passing scores on all requisite licensure exams is also part of graduation and institutional recommendation requirements.</p>		
<ul style="list-style-type: none"> <li><b>Instructional Resources</b></li> </ul>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• Website: <a href="#">JIU K-12 Clinical Practice Resources</a></li> <li>• Website: <a href="#">U.S. Department of Education</a></li> <li>• Website: <a href="#">K-5 Student Center Activities and K-3 Instructional Routines</a></li> <li>• Website: <a href="#">Common Core State Standards</a></li> <li>• Website: <a href="#">Comprehension Instruction Across the Content Areas</a></li> <li>• Website: <a href="#">Doing What Works (6 Minute Video): Intentional Teaching -- Mathematics</a></li> <li>• Practice Guide: <a href="#">Effective Instruction for Adolescent Struggling Readers</a></li> <li>• Practice Guide: <a href="#">Organizing Instruction and Study To Improve Student Learning</a></li> </ul> </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> <li>• Practice Guide: <a href="#">Instructional Models and Strategies For Teaching English Language Learners</a></li> <li>• Article: <a href="#">Differentiated Instruction and Universal Design for Learning</a></li> <li>• Book: <a href="#">Data-Driven Dialogue: A Facilitators Guide to Collaborative Inquiry</a></li> <li>• Book: <a href="#">Making Differentiation a Habit</a></li> <li>• Book: <a href="#">Professional Learning Communities</a></li> <li>• Policy Brief: <a href="#">Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools</a></li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Website: <a href="#">JIU K-12 Clinical Practice Resources</a></li> <li>• Website: <a href="#">U.S. Department of Education</a></li> <li>• Website: <a href="#">K-5 Student Center Activities and K-3 Instructional Routines</a></li> <li>• Website: <a href="#">Common Core State Standards</a></li> <li>• Website: <a href="#">Comprehension Instruction Across the Content Areas</a></li> <li>• Website: <a href="#">Doing What Works (6 Minute Video): Intentional Teaching -- Mathematics</a></li> <li>• Practice Guide: <a href="#">Effective Instruction for Adolescent Struggling Readers</a></li> <li>• Practice Guide: <a href="#">Organizing Instruction and Study To Improve Student Learning</a></li> </ul>	<ul style="list-style-type: none"> <li>• Practice Guide: <a href="#">Instructional Models and Strategies For Teaching English Language Learners</a></li> <li>• Article: <a href="#">Differentiated Instruction and Universal Design for Learning</a></li> <li>• Book: <a href="#">Data-Driven Dialogue: A Facilitators Guide to Collaborative Inquiry</a></li> <li>• Book: <a href="#">Making Differentiation a Habit</a></li> <li>• Book: <a href="#">Professional Learning Communities</a></li> <li>• Policy Brief: <a href="#">Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools</a></li> </ul>
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\* **This tool outlines select requirements for the program specializations listed above** and is intended to provide general information about requirements related to completing field experiences in school settings. **This tool does not contain all requirements associated with these program specializations.** For comprehensive information about all program specialization and course requirements, please refer to the [JIU Admissions Web Page](#), the [JIU Student Handbook](#), the [JIU School of Education Catalog](#) and the [K-12 Clinical Practice Guide](#). **Program requirements and the information in this tool change frequently.** The most current version of this document can be found on the SoE website: <http://www.jiu.edu/schools/education/field-experience>.