Department of Education

Middle School Teacher Preparation
Undergraduate Program

The Department of Education offers an undergraduate major in Middle School teacher education. The Middle School Program prepares students to teach grades 5-9 and requires course work in three areas: general education, professional education, and in one or two subject areas (English/Language Arts, Math, Science or Social Studies).

Washington University’s teacher preparation programs qualify a student for certification to teach in the public schools. On the recommendation of the Department of Education, the Missouri State Department of Education will issue a teaching certificate to an individual who successfully completes a Washington University teacher preparation program. In the case of other states, additional study may be required to qualify for a certificate.

Philosophy

At Washington University the teacher education programs are designed to produce teachers who take an inquiry-oriented approach to education. Based upon the belief that teaching is a complex, normative, and changing activity, teacher education is viewed as an on-going, problem solving process as opposed to a search for the “one right” answer or “one best” way. Therefore, our students are expected to develop the ability and the inclination to look at educational policy and classroom decision making from multiple perspectives and to raise fundamental questions about the purposes, processes, and inequities of the current system. In addition, they are expected to act in ways that have a sound and defensible rationale rooted in research, ethical standards, and personal experience and to reflect upon and reconsider that practice in the interest of all of their students.

Declaration of Major

Middle School majors (5-9) must either double major in Education and another subject field or complete two areas of concentration composed of specific classes from the fields of English, Science, Math or Social Studies in addition to their Education major. Students may declare the major online through WebSTAC. They will be assigned an appropriate advisor after declaring a major and meeting with the Student Services Secretary (rludy@wustl.edu). Declaration of a major is the first step of admission to a teacher education program, but it does not guarantee admission. In addition to declaring a major, students must complete an application and pass a designated Basic Skills exam to be considered for admission (see admission details below). Information about the department can be found in the main office (Seigle 107) or online: education.wustl.edu
Admission

A candidate should have at least a 3.0 average in his/her major, a 3.0 overall grade point average, and not be on academic probation. Other factors which affect admission are: the ability to complete the necessary course work prior to graduation; performance in any Education course work taken; past experience in working with children and adolescents; a passing score on the MOGEA (https://dese.mo.gov/educator-quality/educator-preparation/assessments), the Missouri General Education Assessment; and a commitment to teacher education.

The Missouri State Department of Education requires undergraduates wishing to be admitted to a teacher certification program to pass the MOGEA, an achievement test which focuses on basic knowledge and skills in English (including a writing sample), mathematics, science, and social studies. More information can be provided by the Department of Education Student Services office in Seigle 107 (935-6791; rludy@wustl.edu).

As soon as the student begins to consider a teaching major, he/she should pick up an application for admission from Seigle 107. This form should be returned to Seigle 107. The Department of Education’s Pre-Service Admission Committee reviews all applications for admission once a semester. The student will receive a letter indicating the Committee’s decision.

Once admitted to the program, the student’s academic progress is monitored by the Teacher Education advising team. In particular, academic progress is reviewed before permission is given to take the professional semester and student teach; ordinarily students will not be permitted to student teach if they have incomplete course work.

Program of Study

Students are responsible for making sure that all program requirements are met and should monitor their progress carefully. Student teaching placements are made by the faculty; students should not attempt to make their own field experience placements. Students should arrange to meet with an Education Advisor as soon as possible.

Professional Education

Social Foundations (Choose one of the following – ED 301C The American School, ED 453B Sociology of Education, ED 459F Philosophy of Education, or ED 481 History of Education) – 3 credits.

Educational Psychology (ED 4052) – this 4 credit course is offered both semesters of the academic year and includes field work in a classroom (50 hours) as well as academic study. This course can be taken prior to admission to teacher certification and must be taken prior to the professional semester.

Psychology of Adolescence (Psych 325) – 3 credits, you may substitute ED 313B Education, Childhood, Adolescence, and Society or Psych 321 Developmental Psychology.
Education and Psychology of Exceptional Children (ED 408) – while this 3 credit course may be taken prior to admission, we do not recommend it be taken before Education 4052. We suggest student enroll in the Fall section, but it can also be taken in the Spring. Curriculum and Instruction course in the appropriate subject area (ED 4XX)

Field Experience Seminar (ED 4843) 3 credits

Philosophy & Organization of Middle School (ED 4951) 2 credits

Middle School Curriculum and Instruction (ED 4952) 3 credits

Teaching Reading in the Elementary School (ED 4681) 3 credits

Instructional Interventions in Reading for Adolescents & English Language Learners (ED 5253) 3 credits

Reading and Writing in the Content Area (ED 5681) 3 credits

Teaching-Learning Process in the Secondary School (ED 4821) 3 credits

Student Teaching (ED 4922) Max. 8 credits

Secondary Professional Semester – The “professional semester” is designed to help the student integrate curriculum and methods course work with student teaching. The professional semester is offered once a year (Spring semester) only and is a full-time experience (8:30-4:00 daily, with one or two late afternoon/early evening classes). Undergraduates should plan to take the professional semester during the spring of their senior year. Since this semester is a full-time experience, the student should not take any other course work and should keep outside commitments to an absolute minimum.

Subject (Teaching Field) Area Requirements/Second Major:
Middle School teacher education students must complete either a second major in English, Social Studies, Math or one of the sciences, or two areas of concentration (or minors) of 21 credit hours in two of the four content areas – Language Arts, Social Studies, Mathematics or Science.

Certificate of Merit in Instructional Technologies

The Department of Education is committed to helping all of its students become proficient in the latest instructional technologies. To this end, we have created the Certificate of Merit in Instructional Technologies, required for all students in the Teacher Education programs, to demonstrate proficiency in PowerPoint, Notebook for interactive whiteboards, and digital video production. Individuals must demonstrate such proficiency to be awarded a Certificate of Merit for inclusion in their professional portfolio.

Over the course of their program, students will submit a project created in each of these technologies and present them to a review committee. Projects can include lesson plans created for student teaching, presentations created for department coursework, or other class assignments completed throughout the program. During the oral presentation, students will be asked to assess how these technologies enhance student learning.

Projects submitted will be scored based upon the student’s understanding and creative use of each technology. Questions in the evaluation process will include:
How did the use of a particular technology further the effectiveness of the project?
How well did the student exploit the full potential of the technology?
How well does the student understand how these technologies can contribute to teaching and learning processes?
In what practical ways can the student envision using these instructional technologies in her or his teaching career?

No previous technical experience is required. Workshops, class assignments, and personal mentoring are available to help every student successfully complete the requirements.

For more information, contact Brian Cohen (bcohen@wustl.edu) or Ron Banfield (rbanfield@wustl.edu) in the Department of Education.

Certification

Upon completion of the Middle School Certification Program and graduation from Washington University, a student may apply for a Missouri teaching certificate. It is the student’s responsibility to submit the appropriate application materials and communicate with the Student Services Secretary (rludy@wustl.edu) about the application requirements.

Our certification officer will help students achieve teacher certification in other states. Currently, many states are revising their certification requirements. The student is well advised to check the certification requirements of each state in which they want teacher certification. **Students desiring certification in other states may need additional coursework.** Please see the departmental office (Seigle 107) for further information.

All persons completing a teacher certification program must meet the following requirements in order to be certified in the state of Missouri:

1) Overall final G.P.A. of 3.0 on a 4.0 scale.
2) Final G.P.A. in the teaching area of 3.0 on a 4.0 scale.
3) No grade of less than “B” in a required Education course.
4) Undergraduates must have passed the MOGEA
5) Completion of the Missouri Educator Profile (MEP)
6) The student must take and pass the Missouri Content Assessment in the appropriate area.

**Information can be obtained in Seigle 107.**
7) Completion of the Missouri Pre-Service Teacher Assessment (MOPTA) during student teaching.

The university must make available to the public information about the quality of our teacher education graduates. The department submits that information annually with the State of Missouri. The current report can be found at [http://education.wustl.edu/undergraduate/certification](http://education.wustl.edu/undergraduate/certification)

Washington University  
Department of Education  
Campus Box 1183  
One Brookings Drive  
St. Louis, MO 63130-4899  
(314) 935-6791  
[http://education.wustl.edu/](http://education.wustl.edu/)
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For more information, contact Roshonda Ludy (rludy@wustl.edu) or Ron Banfield (rbanfiel@wustl.edu) in the Department of Education.