

ED.810 (TEACHER PREPARATION)

ED.810.602. Curriculum, Instruction, and Assessment in School Settings. 3 Credits.

Students consider the philosophical, historical, and psychological foundations for elementary and secondary school curriculum and explore the linkages between assessment-based curriculum and instructional strategies. After examining the scope and sequence of the K-12 curriculum, students evaluate options presented in various school reform plans and contemporary research findings in effective schools and effective instruction. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (3 credits)

ED.810.603. Methods of Teaching in the Elementary School: Part I. 3 Credits.

This course is designed for candidates in the elementary education certification program. Students explore strategies for teaching mathematics, language arts, and the aesthetic areas of music, art, and physical education in the elementary school. Activities, materials, and technology address the varying developmental and learning needs of elementary school children and examine ways of integrating aspects of the curriculum. Participants engage in lesson planning and micro-teaching activities for teaching problem solving and higher order thinking skills. This course includes uses of the Internet to obtain curricular resources. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools.

ED.810.604. Methods of Teaching in the Elementary School: Part II. 3 Credits.

This course is designed for candidates in the elementary education certification program. Students explore strategies for teaching social studies with an integration of language arts, and the aesthetics areas of music, art, and physical education in the elementary school. Activities, materials, and technology address the varying developmental and learning needs of elementary school children and examine ways of integrating aspects of the curriculum. Participants engage in lesson planning and microteaching activities for teaching problem solving and higher order thinking skills. This course includes uses of the Internet to obtain curricular resources. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools.

ED.810.606. Human Development and Learning. 3 Credits.

This course integrates key insights into current theory and practice in human growth and development and educational psychology (learning). Participants analyze a variety of learner characteristics that influence student development and academic achievement. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (3 credits)

ED.810.607. Culturally Responsive Teaching. 3 Credits.

Candidates will explore the social, organizational, and structural factors influencing educational opportunities, experiences, and outcomes of culturally diverse students. Through personal reflection and analysis, candidates will determine the best way for them to positively impact students, regardless of ethnicity, gender, socioeconomic status, sexual orientation, etc. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (2-3 credits)

ED.810.611. Methods of Teaching in Secondary English: Part I. 3 Credits.

Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs.

ED.810.612. Methods of Teaching in Secondary Mathematics: Part I. 3 Credits.

Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs.

ED.810.613. Methods of Teaching in Secondary Science: Part I. 6 Credits.

Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs.

ED.810.614. Methods of Teaching in Secondary Social Studies: Part I. 3 Credits.

Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs.

ED.810.621. Special Topics in Secondary English. 3 Credits.

The purpose of this course is to improve prospective teachers' content knowledge in English. Students explore specific topics in English through seminar discussions, research, projects, and classroom application assignments. Topics are content-focused and vary each semester with the needs of the students. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (3 credits)<P><I>Notes: </I>Open only to students admitted to Master of Arts in Teaching program.

ED.810.622. Special Topics in Mathematics. 3 Credits.

The purpose of this course is to improve prospective teachers' content knowledge in mathematics. Students explore specific topics in math through seminar discussions, research, projects, and classroom application assignments. Topics are content-focused and vary each semester with the needs of the students. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (3 credits) Notes: Open only to students admitted to the Master of Arts in Teaching program.

ED.810.623. Special Topics in Science. 3 Credits.

The purpose of this course is to improve prospective teachers' content knowledge in science. Students explore specific topics in science through seminar discussions, research, projects, and classroom application assignments. Topics are content-focused and vary each semester with the needs of the students. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (3 credits) Notes: Open only to students admitted to the Master of Arts in Teaching program.

ED.810.624. Special Topics in Secondary Social Studies. 3 Credits.

The purpose of this course is to improve prospective teachers' content knowledge in social studies. Students explore specific topics in social studies through seminar discussions, research, projects, and classroom application assignments. Topics are content-focused and vary each semester with the needs of the students. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools. (3 credits) Notes: Open only to students admitted to the Master of Arts in Teaching program.

ED.810.631. Methods of Teaching in Secondary English: Part II. 3 Credits.

Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs.

ED.810.632. Methods of Teaching in Secondary Math: Part II. 3 Credits.

Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs.

ED.810.633. Methods of Teaching in Secondary Science: Part II. 3 Credits.

Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs.

ED.810.640. Supervised Internship and Seminar in the Elementary Schools. 6 Credits.

Students spend a minimum of a semester in appropriate elementary school settings under the guidance and direct supervision of a certified teacher and/or a university supervisor, depending upon the program format. A support seminar meets to enable students to discuss and reflect upon their experiences. Emphasis is placed on applying concepts, techniques, and theories learned in courses and other structured learning experiences to classroom settings. Supervisors provide guidance in the application of rigorous content in developmentally appropriate ways. Participants reflect, continue to develop their portfolios, and prepare for portfolio presentations. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools.

ED.810.641. MAT Clinical Practice for Elementary Candidates: Part I. 2 Credits.

This school based experience is designed to provide MAT candidates with an opportunity to work with public and private school students in diverse settings. Hosting sites (Professional Development Schools and partnership schools) serve as clinical laboratories where students begin a minimum 100-day internship where they can observe how pupils learn, discover appropriate teaching strategies, plan lessons, implement teaching methods, as well as develop classroom management skills. This course is aligned with the expectations of the Maryland Common Core. This course provides an opportunity to practice clinically while being guided by an experienced master teacher and university faculty.

ED.810.642. MAT Clinical Practice for Elementary Candidates: Part II. 3 Credits.

This school-based experience is designed to provide MAT candidates with an opportunity to continue working with public and private school students in diverse settings. Hosting sites (Professional Development Schools and partnership schools) serve as clinical laboratories where students complete their minimum 100-day internship observing how pupils learn, practicing appropriate teaching strategies, planning lessons, implementing teaching methods, as well as refining classroom management skills. Students will complete their professional portfolio with evidence acquired in this course. This course is aligned with the expectations of the Maryland Common Core. This course provides an opportunity to practice clinically while being guided by an experienced master teacher and university faculty.

Prerequisite(s): ED.810.641

ED.810.645. Supervised Internship and Seminar in the Secondary Schools. 6 Credits.

Students spend a minimum of one semester in appropriate secondary school settings under the guidance and direct supervision of a certified teacher and/or a university supervisor, depending upon the program format. A support seminar meets to enable students to discuss and reflect upon their experiences. Emphasis is placed on applying concepts, techniques, and theories learned in courses and other structured learning experiences to secondary classroom settings. Supervisors provide guidance in the application of rigorous content in developmentally appropriate ways. Participants reflect, continue to develop their portfolios, and prepare for portfolio presentations. Course content is aligned with the Maryland Common Core Curriculum employed by partnership schools.

ED.810.646. MAT Clinical Practice for Secondary Candidates: Part I. 2 Credits.

This school-based experience is designed to provide MAT candidates with an opportunity to work with public and private school students in diverse settings. Hosting sites (Professional Development Schools and partnership schools) serve as clinical laboratories where students begin a minimum 100-day internship where they can observe how pupils learn, discover appropriate teaching strategies, plan lessons, implement teaching methods, as well as develop classroom management skills. This course is aligned with the expectations of the Maryland Common Core. This course provides an opportunity to practice clinically while being guided by an experienced master teacher and university faculty.

ED.810.647. MAT Clinical Practice for Secondary Candidates: Part II. 3 Credits.

This school-based experience is designed to provide MAT candidates with an opportunity to continue working with public and private school students in diverse settings. Hosting sites (Professional Development Schools and partnership schools) serve as clinical laboratories where students complete their minimum 100-day internship observing how pupils learn, practicing appropriate teaching strategies, planning lessons, implementing teaching methods, as well as refining classroom management skills. Students will complete their professional portfolio with evidence acquired in this course. This course is aligned with the expectations of the Maryland Common Core. This course provides an opportunity to practice clinically while being guided by an experienced master teacher and university faculty.

Prerequisite(s): ED.810.646

ED.810.650. Independent Study: Methods of Teaching in Secondary Schools Part II. 3 Credits.

Students will use their subject area content expertise to design effective lesson and unit plans that apply significant concepts and understandings as defined by local, state, and national curriculum and professional standards. Discipline appropriate pedagogy will be the focus of instructional delivery as course content when taken into the internship classroom. In both Part I and Part II, unit plans will be developed and assessed. Part I will focus on planning and the integration of standards and content and classroom management. Part II will expand upon this focus and will also include an emphasis on instructional technology and differentiation for students with special needs

ED.810.653. MAT Field Experience. 1 Credit.

This school or community based experience is designed to provide MAT candidates with an opportunity to observe and work with public and private school students in diverse settings. Hosting sites serve as clinical laboratories where students can observe how pupils learn, discover appropriate teaching strategies, implement teaching methods, as well as begin to develop classroom management skills. This course is aligned with the expectations of the Maryland Common Core and CAEP requirements. This course provides an opportunity to practice clinically while being guided by an experienced master teacher and university faculty. Candidates must complete this experience with a B or better in order to advance to the Clinical Practice I course.

ED.810.660. Teacher as Thinker and Writer. 3 Credits.

Novice teachers will reflect upon and write about their teaching experiences as a means of improving their teaching practice. They will employ a variety of writing forms to reflect on their different roles and contexts required of them in their classrooms, schools, and communities. Each class session will serve as a writing workshop with collaborative activities designed to generate pieces of writing (expository, narrative, descriptive, imaginative, and dramatic). (3 credits)

ED.810.661. Portfolio Development.

This course is required for Master of Science in Education candidates. The course is yearlong, requiring monthly submissions from the candidates and communication with a portfolio coach to support them as they develop their Master's portfolio.

ED.810.665. In the Age of Change: School Reform in the United States. 3 Credits.

This course examines reform movements across the United States. School reform occurs at many different levels, from the classroom level with individual teachers, to the national level with federal mandates. We will explore reform at different levels and analyze the theory, policies, practices, and controversies of various mechanisms of reform, including the K-8 movement, small high schools, school choice (charters and vouchers), mayoral control, community schools and federal reform initiatives. Participants will synthesize information about school reform in the United States schools and systems and will reflect on their role in this process. Final evaluation of reform strategies will be grounded in the effect these reforms are having on improving learning for all students across the United States schools.

ED.810.679. Classroom Management. 2 Credits.

Students consider the practical ways of managing the classroom by examining organizational techniques, procedures and routines, and teaching strategies that help foster appropriate student behavior. Class members investigate management styles and discipline models to develop their own framework for effective classroom management. (2-3 credits)

ED.810.680. Number and Operations for K-8 Lead Teachers. 3 Credits.

This course will include the following topics: Number systems, number sets, infinity and zero, place value, meaning and models for operations, divisibility tests, factors, number theory, fractions, decimals, ratios, percents, rational numbers, and proportional reasoning. This course will model the process standards of problem solving, reasoning and proof, representations, connections, and communication, and will take a content-applications approach to each topic. (3 credits)

ED.810.681. Algebra for K-8 Lead Teachers. 3 Credits.

This course will include the following topics: Algebraic thinking, patterns, functions and algorithms, proportional reasoning, linear functions and slopes, solving equations, non-linear functions, and algebraic structure. This course will model the process standards of problem solving, reasoning and proof, representations, connections, and communication, and will take a content-applications approach to each topic. (3 credits)

ED.810.682. Geometry for K-8 Lead Teachers. 3 Credits.

This course will include the following topics: Geometric thinking, triangles and quadrilaterals, polygons, parallel lines and circles, dissections and proof, Pythagorean Theorem, symmetry, similarity, and solids. This course will model the process standards of problem solving, reasoning and proof, representations, connections, and communication, and will take a content-applications approach to each topic. (3 credits)

ED.810.683. Measurement for K-8 Lead Teachers. 3 Credits.

This course will include the following topics: Measurable properties, measurement fundamentals, metric system, indirect measurement and trigonometry, area, circles and pi, volume, and measurement relationships. This course will model the process standards of problem solving, reasoning and proof, representations, connections, and communication, and will take a content-applications approach to each topic. (3 credits)

ED.810.685. Integrated Mathematics and Science Applications for K-8 Lead Teachers. 3 Credits.

This course will apply mathematical concepts identified in the standards in various science content areas (Life Science, Earth and Space Science, Chemistry, Physics, and Environmental Science). Basic mathematical concepts and operations such as numbers, rates, lines, angles, time, shapes, dimensions, equations, averages probabilities, ratios, etc. will be used to make connections to science. Additionally, mathematical representations will be used to plot, graph, and analyze scientific data. The course provides opportunities for the teacher-leaders to develop requisite goals, plans, and materials for teacher development workshops in their school to enhance their peers' understanding and skills in relation to teaching math and science with an integrated approach. The methodology will include problem solving, collaborative learning, multiple criteria and tools for assessment, and case study analysis. (3 credits)

ED.813.601. Seminar in Transformational Leadership and Teaching: Part I. 1 Credit.

In the Seminar in Transformational Leadership and Teaching, educators will determine what transformational teaching looks like in the unique context of their field experience: classroom, school, and community. Each session will focus on specific topics that educators will evaluate for alignment with their vision of transformational teaching. Finally, they will develop a plan of action to apply within their own context. Topics may include the attributes of exemplary teachers, services of community organizations, and characteristics of today's learners.

ED.813.602. Seminar in Transformational Leadership and Teaching: Part II. 1 Credit.

In the Seminar in Transformational Leadership and Teaching, educators will determine what transformational teaching looks like in the unique context of their field experience: classroom, school, and community. Each session will focus on specific topics that educators will evaluate for alignment with their vision of transformational teaching. Finally, they will develop a plan of action to apply within their own context. Topics may include the attributes of exemplary teachers, services of community organizations, and characteristics of today's learners.

Prerequisite(s): ED.813.601

ED.813.603. Seminar in Transformational Leadership and Teaching: Part III. 2 Credits.

In the Seminar in Transformational Leadership and Teaching, educators will determine what transformational teaching looks like in the unique context of their field experience classroom, school, and community. Each session will focus on specific topics that educators will evaluate for alignment with their vision of transformational teaching. Finally, they will develop a plan of action to apply within their own context. Topics may include the attributes of exemplary teachers, services of community organizations, and characteristics of today's learners.

Prerequisite(s): ED.813.602

ED.813.604. Seminar in Transformational Leadership and Teaching: Part IV. 2 Credits.

Teach For America corps members are required to attend a Seminar in Transformational Leadership and Teaching course all four semesters while in the corps. This course will develop corps members' competencies in the Teaching as Leadership (TAL) framework, the TAL impact model, and our developing understanding of transformational teaching. While much of a corps members' university development is rooted in instructional methods and teacher execution, the Seminar in Transformational Leadership and Teaching course develops teachers' ability to foster the more enduring qualities of access, advocacy, and habits of mind. Additionally, the students in this class will be observed once per quarter via a video-based online protocol.

Prerequisite(s): ED.813.603

ED.813.611. Classroom Management: Part I. 1 Credit.

In this course, educators will gain a deep understanding of basic classroom management approaches including skills to maintain organized and efficient learning environments through classroom procedures and routines. Further, teachers will study motivation theory and apply the research in their own classrooms. This course focuses on how to drive students to invest in their own academic success and be self-motivated in school and beyond.

ED.813.612. Classroom Management: Part II. 2 Credits.

In this course, educators learn advanced strategies to help students become self-motivated to drive their own academic growth and future life options. By studying motivation theory, educators develop plans to support the individual learning and behavioral needs of all students, even those who may be disruptive in class. Educators use their own unique classroom experiences to further their professional growth and learning in this course.

Prerequisite(s): ED.813.611

ED.813.621. Effective Practices in Teaching and Learning I: General Educators. 3 Credits.

In this course, educators will acquire the knowledge and skills of research-based effective practices in teaching and learning. Through a combination of coaching and online modules, educators will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. Educators will select online modules that best address their development as a transformational teacher.

ED.813.622. Effective Practices in Teaching and Learning II: General Educators. 3 Credits.

In this course, educators will build upon the knowledge and skills of research-based effective practices acquired in Effective Practices in Teaching and Learning I. Through a combination of coaching and online modules, educators will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. With guidance from advisors and coaches, educators select online modules that best address their development as a transformational teacher.

Prerequisite(s): ED.813.621

ED.813.631. Effective Practices in Teaching and Learning I: Special Educators. 3 Credits.

In this course, educators will acquire the knowledge and skills of research-based effective practices in teaching and learning. Through a combination of coaching and online modules, educators will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. Educators will select online modules that best address their development as a transformational teacher. Special educators will also receive differentiated instruction to address the specific needs of their classrooms.

ED.813.632. Effective Practices in Teaching and Learning II: Special Educators. 3 Credits.

In this course, educators will build upon the knowledge and skills of research-based effective practices acquired in Effective Practices in Teaching and Learning I. Through a combination of coaching and online modules, educators will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. With guidance from advisors and coaches, educators select online modules that best address their development as a transformational teacher.

Prerequisite(s): ED.813.631

ED.813.641. Effective Practices in Teaching and Learning I: ESOL Educators. 3 Credits.

In this course, educators will acquire the knowledge and skills of research-based effective practices in teaching and learning. Through a combination of coaching and online modules, educators will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. Educators will select online modules that best address their development as a transformational teacher. Further, elements of effective ESOL education will be highlighted.

ED.813.642. Effective Practices in Teaching and Learning II: ESOL Educators. 3 Credits.

In this course, educators will build upon the knowledge and skills of research-based effective practices acquired in Effective Practices in Teaching and Learning I. Through a combination of coaching and online modules, educators will reflect upon their practice and apply instructional skills to motivate their students to achieve at the highest academic level. With guidance from advisors and coaches, educators select online modules that best address their development as a transformational teacher.

Prerequisite(s): ED.813.641

ED.813.653. Current Issues in Educational Leadership. 3 Credits.

Today's educational leaders are confronted with a myriad of diverse issues on a daily basis. Those issues traditionally include governance, academic affairs and resources. In the current education environment, leaders must also be prepared to act on issues concerning accountability, accessibility, technology, competition and community partnerships as well as quickly changing local, state and federal policies. This course will introduce students planning to pursue careers as education leaders, in both K-12 and higher education, to the issues and pressures they will encounter in real time. After receiving instruction in a broad overview of a number of important current issues, students are asked to examine case studies and develop leadership strategies to manage these high profile education issues.

ED.813.661. Assessment for Reading Instruction for Young Children. 3 Credits.

This course presents foundational concepts of assessment in reading as well as the various types and purposes of emergent and beginning reading assessments. Educators will plan and implement research-based reading assessments and use assessment data to make educational decisions and inform early literacy instruction. Educators will use effective techniques for communicating assessment results to peers, students, and parents.

Prerequisite(s): ED.813.662[C]

ED.813.662. Assessment for Reading Instruction. 3 Credits.

This course presents foundational concepts of assessment in reading as well as the various types and purposes of literacy assessment. Educators will plan and implement research-based reading assessments and use assessment data to make educational decisions and inform literacy instruction. Educators will use effective techniques for communicating assessment results to peers, students, and parents.

Prerequisite(s): ED.813.661[C]

ED.813.663. Teaching Reading in the Content Areas: Part II. 1 Credit.

This course focuses on research-based approaches to developing content literacy, a critical component for student achievement in the content areas. Students will learn and apply assessment practices, including diagnostic, portfolio, and student self-assessments, which pinpoint students' content literacy strengths and areas for improvement. Educators also will learn and apply instructional strategies to use before, during and after engaging with content area texts and materials. An emphasis will be on assessing the responsiveness to student's learning differences (e.g., language, culture, learning styles, multiple intelligences, learning difficulties/disabilities, and giftedness).

ED.813.664. Portfolio Development, Part I: Teacher Growth.

The course is part one of the yearlong process, requiring monthly submissions from the candidates and communication with a portfolio coach to support them as they develop their Master's portfolio. (0 credit)

Prerequisite(s): ED.813.621 OR ED.813.631 OR ED.813.641

ED.813.665. Portfolio Development, Part II: Student Growth.

The course is part two of the yearlong process, requiring monthly submissions from the candidates and communication with a portfolio coach to support them as they develop their Master's portfolio. (0 credit)

Prerequisite(s): ED.813.621 OR ED.813.631 OR ED.813.641; ED.813.622 OR ED.813.632 OR ED.813.642; ED.813.681 OR ED.813.682; ED.813.601 AND ED.813.602

ED.813.666. Instruction in Reading for the Young Child. 3 Credits.

This course presents research-based approaches to developing a comprehensive literacy program for children at varying stages of literacy development. Early childhood educators will incorporate into their daily lessons effective practices to promote language and literacy development, including concepts of print, phonological and phonemic awareness, word recognition (e.g., phonics and spelling), fluency, vocabulary, comprehension, and writing. This course focuses on accelerating literacy development through early intervention strategies. Also emphasized are strategies for involving families and the community in support of the literacy program.

Prerequisite(s): ED.813.667[C]

ED.813.667. Instruction in Reading. 3 Credits.

This course presents research-based approaches to developing a comprehensive literacy program for students at varying stages of literacy development. Educators will incorporate into their daily lessons effective practices to promote language and literacy development, including phonological and phonemic awareness, word recognition (e.g., phonics and spelling), fluency, vocabulary, comprehension, and writing. This course focuses on accelerating literacy development in students with low reading achievement through early identification and intervention strategies. Also emphasized are strategies for involving families and the community in support of the literacy program.

Prerequisite(s): ED.813.666

ED.813.668. Materials for Teaching Reading to the Young Child. 3 Credits.

This course focuses on evaluation and selection of reading materials for a comprehensive early literacy program. Early childhood educators will learn and apply effective practices for selecting, evaluating, and organizing texts and materials, including informational and digital texts and resources, for a variety of purposes of reading. Attention will be given to evaluating quality of literature, addressing diverse cultural and linguistic backgrounds, leveling systems, intervention and family support, and children's interests and motivation.

Prerequisite(s): ED.813.669[C]

ED.813.669. Materials for Teaching Reading. 3 Credits.

This course focuses on evaluation and selection of reading materials for a comprehensive literacy program. Educators will learn and apply effective practices for selecting, evaluating, and organizing texts and materials, including informational and digital texts and resources, for a variety of purposes of reading. Attention will be given to evaluating quality of literature, addressing diverse cultural and linguistic backgrounds, leveling systems, intervention and family support, and student interest and motivation.

Prerequisite(s): ED.813.668[C]

ED.813.681. Teaching for Transformation I: Secondary Content. 3 Credits.

In this course, educators in grades 6-12 will take a three-part journey to advancing their knowledge and skills as secondary instructional leaders. They will: 1) learn and apply effective practices for conducting action research in the classroom to inform teaching and learning; 2) engage in a process for providing students access to opportunities otherwise unavailable to them that will inspire students to become lifelong learners and make productive and fulfilling life choices; and 3) build upon their knowledge and skills in content area teaching and learning to become strategic instructional decision makers, increase their self-efficacy in the classroom, and improve student learning and achievement. Emphasis will be on synthesizing learning, reflective practice, and professional growth.

ED.813.682. Teaching for Transformation I: Elementary Content. 3 Credits.

In this course, educators in grades PreK-5 will take a three-part journey to advancing their knowledge and skills as elementary instructional leaders. They will: 1) learn and apply effective practices for conducting action research in the classroom to inform teaching and learning; 2) engage in a process for providing students access to opportunities otherwise unavailable to them that will inspire students to become lifelong learners and make productive and fulfilling life choices; and 3) build upon their knowledge and skills in content area teaching and learning to become strategic instructional decision makers, increase their self-efficacy in the classroom, and improve student learning and achievement. Emphasis will be on synthesizing learning, reflective practice, and professional growth.

ED.813.683. Teaching for Transformation II: Secondary Content. 3 Credits.

In this course, educators in grades 6-12 will take a three-part journey to advancing their knowledge and skills as secondary instructional leaders. They will: 1) learn and apply effective practices for conducting action research in the classroom to inform teaching and learning; 2) engage in a process for providing students access to opportunities otherwise unavailable to them that will inspire students to become lifelong learners and make productive and fulfilling life choices; and 3) build upon their knowledge and skills in content area teaching and learning to become strategic instructional decision makers, increase their self-efficacy in the classroom, and improve student learning and achievement. Emphasis will be on synthesizing learning, reflective practice, and professional growth.

Prerequisite(s): ED.813.681

ED.813.684. Teaching for Transformation II: Elementary Content. 3 Credits.

In this course, educators in grades PreK-5 will take a three-part journey to advancing their knowledge and skills as elementary instructional leaders. They will: 1) learn and apply effective practices for conducting action research in the classroom to inform teaching and learning; 2) engage in a process for providing students access to opportunities otherwise unavailable to them that will inspire students to become lifelong learners and make productive and fulfilling life choices; and 3) build upon their knowledge and skills in content area teaching and learning to become strategic instructional decision makers, increase their self-efficacy in the classroom, and improve student learning and achievement. Emphasis will be on synthesizing learning, reflective practice, and professional growth.

Prerequisite(s): ED.813.682

ED.813.690. TNTP Independent Study. 6 Credits.

In this course, educators will demonstrate competency of objectives related to effective instruction. Through a combination of independent personal development and cultivation of classroom evidence, educators will create a portfolio. Topics covered in the portfolio will include: instructional planning, assessment and data review, classroom management and culture, and special education.