Overview of Coursework

The purpose of this overview is to provide a general scope and sequence of coursework in the MSEd TFA/TNTP Program.

Important Notes:
- Courses are regularly updated and reviewed for relevance. Information contained here is subject to change and may not reflect ongoing course updates.
- There is great variety among program plans, as each cohort of incoming candidates has a unique program plan. For example, candidates from Teach For America Regional Partnerships who are completing coursework to meet certification requirements in their region will have a program plan specific to the region’s certification pacing and requirements.
- With the exception of certification requirements, candidates are permitted up to five years to complete the Master of Science in Education degree, which means that candidates may extend beyond the sample program plan displayed here.

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Sample Program Plan

Year 1

<table>
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<th>Semester</th>
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Year 2

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Updated: 26 July 2019
Summary of Courses & Modules

Course Group: Seminar in Transformational Leadership and Teaching

The Seminar in Transformational Leadership and Teaching series is made up of four courses. Each of the seminar courses allow for candidates to take a deep dive into three topics that impact classroom culture, curriculum, and instruction. The final session in each seminar course is a reflection on what candidates have learned throughout the course.

Seminar in Transformational Leadership and Teaching Part I

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<td>Typical enrollment</td>
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Overview

Candidates 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 candidates will evaluate for alignment with their vision of transformational teaching. Finally, they will develop a plan of action to apply within their own context.

Session I: Family Engagement

- Candidates explore models for creating strong partnerships with families. Candidates work in groups to create a family engagement plan that they can use in their own classroom.

Session II: Student Access & Advocacy

- Candidates learn how to expose students and their families to people, programs, resources, and connections that can open doors for them. Candidates also learn about the importance of inspiring and teaching their students to own their learning and advocate for themselves and for others. They work in groups to create a presentation to inform others about the importance of access and advocacy.

Session III: Special Education
Candidates learn to recognize and capitalize on the knowledge and experiences that all students bring into their classroom. They explore how to plan instruction to meet the needs of all of their students, including those in special education.

- Note: For candidates who are also enrolled in Effective Practices I, Module 1 of EP1 is also focused on special education. Topics in that module include special education law and terminology, IEP meetings and implementation, effective documentation, and current issues in special education. Candidates can utilize and connect to those topics throughout their work in this module.

**Session IV: Continuously Improving Effectiveness**
- Candidates reflect, in groups, on one of the previous three sessions. After reflection, candidates share out a previous session’s group project that they found to be the most impactful. Through discussion, candidates reflect on their learning during the course.

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**Seminar in Transformational Leadership and Teaching Part II**

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**Overview**
Candidates build upon the foundational knowledge gained in STLT I to demonstrate 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.

**Session I: Beginning the Year Regroup**
- Candidates begin the new semester by exploring how they can evaluate and reflect upon both their instruction and the set up of their classroom. They evaluate evidence of student engagement. In groups, candidates revise their vision and goals based on their reflection.

**Session II: Common Core**
- Candidates explore how to implement a feature of the Common Core - the Socratic Seminar - in their classrooms.

**Session III: True Community Building - The Joy Factor**
- This session is focused on Doug Lemov’s concept of the "Joy Factor." Candidates explore how rigor is interrelated with joyful students pushing...
each other toward academic success. They work in groups to create a series of plans that teachers can use to increase the level of joy in their classrooms.

Session IV: Continuously Improving Effectiveness
- Candidates reflect, in groups, on one of the previous three sessions. After reflection, candidates share out a previous session’s group project that they found to be the most impactful. Through discussion, candidates reflect on their learning during the course.

Seminar in Transformational Leadership and Teaching Part III

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Overview
Candidates build upon the foundational knowledge gained in STLT I and STLT II to apply knowledge about 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.

Session I: Reinvestment
- Candidates reflect on their past teaching experience in order to improve their instruction. Candidates focus on classroom goals and what they want to be true about their teaching practice and student learning. Candidates work with their students to set learning goals for the school year, and then work in teams to create accountability tools to track the progress towards these goals over the course of the year.

Session II: High Stakes Testing
- Candidates explore a variety of perspectives on the current assessment landscape in the United States, including criteria for a high-quality assessment system, research on the relationship between assessment and instructional practices, and the relationships between high stakes tests and the Common Core State Standards. By the end of this session, candidates will have a better understanding of the complexities in developing and aligning curriculum to high stakes tests.

Session III: Love & Logic
- Through a Love & Logic lens, candidates learn how to individualize classroom management strategies that are responsive to the experiences and needs of each student. Candidates collect student
survey data, reflect upon and present the data, and then work in teams to create a toolkit of resources that can be used to attain the vision that they have created for their classroom.

Session IV: Continuously Improving Effectiveness
- Candidates reflect, in groups, on one of the previous three sessions. After reflection, candidates share out a previous session’s group project that they found to be the most impactful. Through discussion, candidates reflect on their learning during the course.

Seminar in Transformational Leadership and Teaching Part IV

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Overview
Candidates build upon the foundational knowledge gained in STLT I, STLT II, and STLT III to extend knowledge about what transformational teaching looks like in the unique context of their field experience: classroom, school, and community. As this is the final course in the STLT course group, candidates reflect, share how their beliefs and teaching practices have developed, present a “lesson for impact”, and showcase what it means to move forward with an MSEd degree.

Session I: Habits of Mind
- At this point in their coursework, candidates have learned a significant amount about Habits of Mind, and have already spent time teaching and reinforcing the Habits of Mind in their classrooms. Candidates conduct student observations and reflect on which Habits of Mind are currently demonstrated as strengths, and which have room for further growth. Candidates then work in teams to develop a Professional Development session to educate key stakeholders about the benefits of spending classroom time focusing on the Habits of Mind.

Session II: Demonstrate Your Rigor
- Candidates explore examples of rigor and provide evidence of the level of rigor in their classroom. They work in groups to provide feedback and support to other group members with regard to rigorous instruction.

Session III: Lessons for Impact
- Candidates reflect on what they have learned throughout the Seminar in Transformational Leadership and Teaching series of courses. They examine how their beliefs and teaching practices have changed during the duration of their academic experience with Johns Hopkins. Each
candidate selects one “big idea” to discuss in a “TED talk” presentation. Candidates then view and provide feedback on their colleagues’ presentations.

Session IV: Forward for our Youth
- Candidates reflect on their learning throughout the Seminar in Transformational Leadership and Teaching series of courses. After reflecting on their learning, candidates select one activity to complete - from several available options - to showcase all they have learned in the program and what it means to graduate with an MSEd degree.

Course Group: Classroom Management

In Classroom Management Parts I and II, candidates explore how to refine their classroom culture and management strategies to support positive mindsets that lead students to reach their academic goals. Candidates learn how to include families and caretakers as active participants in their children’s education.

Classroom Management I

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Classroom Management I: Structuring the Environment
- This version is for candidates with fewer than 2 years of teaching experience
- This version has section designations that begin with EC (early childhood teachers), EL (elementary teachers), or SE (secondary teachers)

Candidates gain a deep understanding of basic classroom management approaches to maintain an organized and efficient learning environment through classroom procedures and routines. Candidates explore how to drive students to invest in their own academic success and be self-motivated in school and beyond.
- Candidates begin by reflecting on their own classroom culture and management strategies. Candidates explore how to build a classroom environment that displays student achievement and positive mindsets for their students.
Candidates learn how to implement community building, cooperative learning, and conflict resolution in order to create an environment that is supportive of student learning.

Candidates explore strategies for fostering relationships and opening communication with both students and their families, as well as learn about how they can better understand the various cultures represented in their classrooms.

Candidates explore examples of trauma that students suffer and learn about how to work with students who have had traumatic experiences.

Candidates examine and adjust their instructional strategies in order to minimize behavior problems and maximize teaching and learning time in their classroom.

**Classroom Management I: Family and Community Involvement**

- This version is for candidates with 2 or more years of teaching experience
- This version has section designations that begin with FK (pre-k through 5th grade teachers) or FS (6th grade through 12th grade teachers)

Candidates refine their classroom management approach and focus on strategies to create a sense of community and purpose that results in interested and hard-working students. Emphasis will be on applying effective practices to design engaging instruction and building positive relationships with students and families, investing them in a culture of achievement.

- Candidates begin by learning strategies to get to know their students and students’ families in order to involve families in a welcoming and respectful classroom environment.
- Candidates learn practical strategies and create an effective action plan for communicating with their students’ families.
- Candidates explore ways in which they can support parents and families with their childrens’ education through sharing parenting practices, “learn at home” strategies, and collaborative decision-making processes.
- Candidates also explore and develop volunteer opportunities that they can share with their students’ families to further involve families in the home-school connection.
- Candidates create a plan for collaborating with the community at large in order to provide additional resources and supports that will contribute to student learning and success.

**Classroom Management II**

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<tbody>
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Overview

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

Module 1: Habits of Mind

- Candidates learn about the Habits of Mind and character traits that maximize their students’ development as socially competent, joyful, independent learners. They learn strategies for helping students to develop and internalize positive habits and mindsets so that they will be invested in achieving rigorous academic goals and in becoming responsible, productive, and compassionate citizens. Candidates learn how to explicitly teach, integrate, and reinforce the Habits of Mind into their teaching practice and classroom culture.

Module 2: Refining Your Classroom Management Approach

- Candidates draw upon knowledge and skills across various areas of classroom management to increase intrinsic motivation and self-responsibility in students, instill in them a genuine desire to be interested and hard-working, and set them on a path toward a joyful and passionate academic, social, and civic life. Topics covered include restorative justice, responding to misbehavior, and culturally responsive teaching.

Course Group: Effective Practices in Teaching and Learning

The Effective Practices in Teaching and Learning series of courses focuses on the most foundational ideas, strategies, and skill sets needed to be an effective educator. Candidates explore special education and how to plan for instruction that includes all students. Candidates learn and implement backwards planning and create and implement effective assessments. Candidates also unpack how they can use neurological science to improve their instruction.

Effective Practices in Teaching and Learning Part I

| Course ID       | ED.813.621 for General Educators  
|                 | ED.813.631 for Special Educators  
|                 | ED.813.641 for ESOL Educators     |
| Credits         | 3 credits                          |
| Typical enrollment | Year 1, Fall Semester             |
Overview

Candidates explore research-based effective practices in teaching and learning and learn the foundational elements of special education and inclusive teaching. Utilizing backward planning methods allows candidates to learn how to effectively plan for instruction.

Module 1: Foundations of Special Education

- Candidates gain an understanding of the laws, including the Individualized Education Plan (IEP), that govern them as teachers of students with special needs. They also learn best practices for supporting students with special needs and advocating for those students. Topics include special education law and terminology, IEP meetings and implementation, effective documentation, and current issues in special education.
  - Note: For candidates who are also enrolled in STLT I, Session 3 of the Seminar is also focused on special education. In the Seminar module, candidates will build off of what they have learned in the EP I Foundations of Special Education module to support the development and self-advocacy of the special education students in their classroom.

Module 2: Instructional Planning & Assessment

- Candidates learn the elements of backward design. They utilize their own classroom’s vision and goals for planning. Candidates ensure alignment among relevant standards and long-term, unit, and lesson plans as well as the accompanying assessments. They learn how to create/modify and use diagnostic, summative, and formative assessments and explore how to use assessment data to inform their planning and instruction.

Effective Practices in Teaching and Learning Part II

| Course ID     | ED.813.622 for General Educators  
               | ED.813.632 for Special Educators  
               | ED.813.642 for ESOL Educators     |
|---------------|----------------------------------|
| Credits       | 3 credits                        |
| Typical enrollment | Year 1, Spring Semester         |
| Overview      | Candidates continue to acquire knowledge and skills of research-based effective practices in teaching and learning. Candidates complete three discrete modules that further develop their planning and instructional methods. |

Module 1: The Brain and Learning

- Candidates explore research from the cognitive and neurological sciences about how the brain processes, stores, and retrieves...
information. They learn how neuroscience applies to effective teaching, creative thinking, problem-solving, and use of the arts across content areas. Candidates use a teaching model based on this research to create learning experiences designed to increase the learning and achievement of all students.

Modules 2 and 3 differ across ED.813.622, ED.813.632, and ED.813.642.

ED.813.622 for General Educators

Module 2: Differentiating Instruction
- Candidates will review research-based approaches to developing content literacy, a critical component for student achievement in the content areas. They will learn and apply assessment practices, including diagnostic, portfolio, and student self-assessments, which pinpoint students’ content literacy strengths and areas for improvement. Candidates 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 responsiveness to students’ learning differences (e.g., language, culture, learning styles, multiple intelligences, learning difficulties/disabilities, and giftedness).

Module 3: Foundations of Culturally Responsive Teaching
- Candidates examine the history and influences of diversity in Pre-K to 12 education in the United States. They learn definitions of culture and the importance of culturally responsive teaching while engaging in an examination of their own cultural identities as well as the cultural identities of their students. Candidates explore research-based frameworks for culturally responsive teaching and classroom application.

ED.813.632 for Special Educators

Module 2: Teaching Students With Special Needs: Academic
- Candidates utilize IDEA policies and special education services to identify strategies and interventions that promote students’ academic achievement.

Module 3: Teaching Students With Special Needs: Behavioral
- Candidates learn about and identify interventions and supports that can be used to promote the progress of students with social and behavioral needs in the learning environment.

ED.813.642 for ESOL Educators

Module 2: English Grammar and Second Language Acquisition
 Candidates gain a deeper understanding of English language grammar and the challenges it presents for their English language learners. They analyze their own teaching context and the learner variables that their students bring to the classroom. Candidates learn strategies for determining the individual needs of their students and how to integrate grammar and language acquisition into their instruction.

Module 3: Foundations of Culturally Responsive Teaching

- Candidates examine the history and influences of diversity in Pre-K to 12 education in the United States. They learn definitions of culture and the importance of culturally responsive teaching while engaging in an examination of their own cultural identities as well as the cultural identities of their students. Candidates explore research-based frameworks for culturally responsive teaching and classroom application.

Course Group: Teaching for Transformation

The Teaching for Transformation courses teach candidates how to integrate ideas of access and advocacy into their instruction. Candidates also dive into best practices for planning and instruction within their specific content area and grade band.

Teaching for Transformation Part I

| Course ID          | ED.813.681 for Secondary Content  
                      | ED.813.682 for Early Childhood/Elementary Content |
|--------------------|-----------------------------------|
| Credits            | 3 credits                         |
| Typical enrollment | Year 2, Fall Semester             |
| Overview           | Candidates develop skills in providing students access to opportunities otherwise unavailable to them that will inspire students to become lifelong learners. Candidates also explore ways to invest students in advocating for positive social change. Finally, candidates will build upon their knowledge and skills in content-area teaching and learning to become strategic instructional decision makers and improve student learning and achievement. |

Module 1: Providing Access to Opportunity

- Candidates examine access as the process of connecting students and their families to people, experiences, and opportunities that will help them acquire knowledge and develop attitudes, skills, and dispositions necessary for career and college readiness and for making decisions that will lead to a productive and fulfilling life. They explore resources that are not readily available, strategically select the strongest opportunities, and develop those opportunities into action plans. By
enacting on their action plans, candidates will provide students educational, career, and life experiences to which they may not otherwise have access.

**Module 2: Student-Led Advocacy**
- Candidates explore how to cultivate in their students the knowledge and skills needed to advocate for justice for themselves and for others. They plan and partner with students to expand their knowledge of injustice in the world and help them use their voices and actions to promote positive social change. Emphasis is on an advocacy lesson, a needs assessment, summary of findings meeting, and advocacy action plan.

**Module 3: Content-Specific Modules**
- **Secondary Methods I: English**
  - Candidates engage in reflection in order to develop a philosophy of teaching English language arts in middle and secondary grades. From this philosophy, candidates develop strategies for igniting a passion for reading high-quality literary works. They use the context of their classrooms to guide instructional decisions and evaluate student and classroom variables that impact learning. Candidates learn strategies for selecting appropriate literature titles and themes. They learn how to plan engaging lessons that integrate literature and the language arts.
- **Secondary Methods I: World Languages**
  - Candidates review research and effective methods for teaching foreign language in middle and secondary grades. They explore theories and foundational concepts for second-language acquisition that support such methods as Total Physical Response (TPR) and Total Physical Response Storytelling (TPRS). Candidates plan, implement, and engage in reflection of assessment-driven, standards-based instruction using TPR and TPRS with emphasis on comprehensible input, contextualized learning, and fluency.
- **Secondary Methods I: Social Studies**
  - Candidates review research and effective methods for teaching social studies in middle and secondary grades. Based on their learning, candidates plan and implement strategies to make social studies meaningful and relevant for students. Emphasis is placed on the candidate’s understanding of citizenship, concern in a global and diverse world, and the use of primary source documents within their classroom.
- **Secondary Methods I: Science**
  - Candidates review research and effective methods for teaching science in middle and secondary grades. They explore the importance of science and scientific inquiry for their students. Based on this understanding, candidates plan and implement strategies to make science engaging and meaningful for their
students. Scientific inquiry and creating a safe and well-managed science learning environment will be emphasized.

- Secondary Methods I: Math
  - Candidates explore effective methods for teaching math in middle and secondary grades. They examine and apply research-based strategies to develop their students’ conceptual understanding of secondary mathematics, with an emphasis on real-world problem-solving. Candidates review how they can align their planning and instruction to the Common Core State Standards in Mathematics and the National Council of Teachers of Mathematics (NCTM) content and process standards.

- Elementary Methods I: Math and Science
  - Candidates explore and apply research-based strategies to develop their students’ conceptual understanding of elementary mathematics with an emphasis on real-world problem-solving. They align their planning to the Common Core State Standards in Mathematics and the National Council of Teachers of Mathematics (NCTM) content and process standards. Candidates also explore research-based strategies to promote scientific inquiry and critical thinking for science learning. Emphasis will be given to aligning planning with National Science Education Standards (NSES), effective use of materials and technology, and integration of science with math and other curricular content areas.

- Early Childhood Methods I: Math and Science
  - Candidates explore and apply research-based strategies to develop young children’s conceptual understanding of early childhood mathematics with an emphasis on real-world problem-solving. They align their planning to the Common Core State Standards in Mathematics and the National Council of Teachers of Mathematics (NCTM) content and process standards. Candidates also explore research-based strategies to promote scientific inquiry and critical thinking for early science learning. Emphasis is given to alignment with National Science Education Standards (NSES), effective use of materials and technology, and integration of science, math, and other curricular areas.

### Teaching for Transformation Part II

| Course ID          | ED.813.683 for Secondary Content  
                        | ED.813.684 for Early Childhood/Elementary Content |
|--------------------|----------------------------------|
| **Credits**        | 3 credits                        |
| **Typical enrollment** | Year 2, Spring Semester          |

Updated: 26 July 2019
Overview

Candidates will advance their knowledge and skills as instructional leaders. They will begin the course by building off of the content-specific modules that they completed in TT I. Candidates continue to explore culturally responsive teaching practices to create classroom context and learning experiences that value and build upon the cultural influences of students and families. Candidates also learn about child development in order to plan instructional and learning experiences that are developmentally appropriate for the students that they teach.

Module 1: Content-Specific Modules

- **Secondary Methods II: English**
  - Candidates continue to build upon their learning in Secondary Methods I: English to advance their knowledge and skills in English language arts teaching and learning. Emphasis is placed on strategic instructional decision making, reflective practice, and developing a sense of self-efficacy with regard to designing instruction in English language arts that will have a significant positive impact on students. This module includes a focus on writing, poetry, media literacy, and the integration of appropriate technologies for improving teaching and learning.

- **Secondary Methods II: World Languages**
  - Candidates build upon their learning in Secondary Methods I: World Languages to advance their knowledge and skills in world language teaching and learning. Emphasis is placed on instructional decision making, reflective practice, and developing a sense of self-efficacy with regard to designing instruction in world languages that will have a significant positive impact on student motivation, learning, and achievement.

- **Secondary Methods II: Social Studies**
  - Candidates continue to build upon their learning in Secondary Methods I: Social Studies to advance their knowledge and skills in social studies teaching and learning. Special emphasis is placed on strategic instructional decision making, reflective practice, and developing a sense of self-efficacy with regard to designing instruction in social studies that will have the greatest positive impact on student motivation, learning, and achievement.

- **Secondary Methods II: Science**
  - Candidates build upon their learning in Secondary Methods I: Science to advance their knowledge and skills in science teaching and learning. Emphasis is placed on strategic instructional decision making, reflective practice, and developing a sense of self-efficacy with regard to designing instruction in science that will have a significant positive impact on student motivation, learning, and achievement. Candidates focus on equity in science education, research-based methods and...
strategies, societal issues, and exploration through labs and fieldwork.

- **Secondary Methods II: Math**
  - Candidates build upon their learning in Secondary Methods I: Math to advance their knowledge and skills in mathematics teaching and learning. Emphasis is placed on strategic instructional decision making, reflective practice, and developing a sense of self-efficacy with regard to designing instruction in mathematics that will have a significant positive impact on student motivation, learning, and achievement.

- **Elementary Methods II: Language Arts and Social Studies**
  - Candidates build upon their learning in Elementary Methods I: Math and Science to advance their knowledge and skills in Language Arts and Social Studies teaching and learning. Emphasis is placed on strategic instructional decision making, reflective practice, and developing a sense of self-efficacy with regard to designing and integrating instruction in language arts, social studies, and the arts that will have a significant positive impact on student motivation, learning, and achievement.

- **Early Childhood Education II: Language Arts and Social Studies**
  - Candidates build upon their learning in Early Childhood Methods I: Math and Science to advance their knowledge and skills in Language Arts and Social Studies teaching and learning. Emphasis is placed on strategic instructional decision making, reflective practice, and developing a sense of self-efficacy with regard to designing developmentally appropriate instruction in language arts, social studies, and the arts, that will have a significant positive impact on children’s motivation, learning, and achievement.

**Module 2: Strategies for Culturally Responsive Teaching**

- Building upon the foundations presented in the Foundations of Culturally Responsive Teaching module, this module explores effective practices for creating a culturally responsive learning environment and for planning culturally responsive instruction. Candidates will apply strategies for creating a context for culturally responsive teaching and learning, fostering cultural sensitivity in the classroom, and planning learning experiences that honor and build upon the cultural influences of students and families.

**Module 3: Childhood Development**

- Candidates explore the developmental milestones and growth patterns of school-age children (Pre-K to 12) across the physical, cognitive, social, emotional, and moral domains. They learn about the differences in child development within and across various stages and implications for effective teaching and learning practices. Drawing from this
information, candidates plan and implement developmentally appropriate learning experiences for their students.

Course Group: Literacy

Assessment for Reading Instruction

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<tr>
<td>Overview</td>
<td>Candidates explore foundational concepts of assessment in reading as well as the various types and purposes of literacy assessment. Candidates plan and implement research-based reading assessments and use assessment data to make educational decisions and inform literacy instruction. They also learn effective techniques for communicating assessment results to peers, students, and parents.</td>
</tr>
</tbody>
</table>

Instruction in Reading

<table>
<thead>
<tr>
<th>Course ID</th>
<th>ED.813.666: Instruction in Reading for the Young Child (Early Childhood)  ED.813.667: Instruction in Reading (Elementary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Typical enrollment</td>
<td>Varies</td>
</tr>
<tr>
<td>Overview</td>
<td>Candidates explore research-based approaches to developing a comprehensive literacy program for students at varying stages of literacy development. They incorporate 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 into their daily lessons. 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.</td>
</tr>
</tbody>
</table>
Materials for Teaching Reading

| Course ID          | ED.813.668: Materials for Teaching Reading to the Young Child (Early Childhood)  
|                   | ED.813.669: Materials for Teaching Reading (Elementary) |
| Credits           | 3 credits |
| Typical enrollment| Varies |
| Overview          | Candidates focus on evaluation and selection of reading materials for a comprehensive, developmentally-appropriate literacy program. They 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 is given to evaluating quality of literature, addressing diverse cultural and linguistic backgrounds, leveling systems, intervention and family support, and students’ interests and motivations. |

Literacy in the Content Areas Part II

| Course ID        | ED.884.510 |
| Credits          | 3 credits  |
| Typical enrollment| Varies |
| Overview         | Candidates extend their understanding of the adolescent learner as they explore, apply and discuss literacy skills across the disciplines. Candidates will demonstrate understanding and the ability to design, implement and assess effective literacy instruction in the content classroom. |

Course Group: Portfolio Development

The portfolio is created in lieu of a Master’s Thesis and is based upon experiences from classroom teaching and graduate coursework. In Part 1: Teacher Growth, candidates develop a Framework and then three portfolio sections, each focused on an InTASC Standard. In Part 2: Student Growth, candidates develop four sections, each focused on a Transformational Teaching Paradigm Outcome. Each portfolio section is focused on artifacts from the classroom and graduate coursework that demonstrate growth and proficiency in the related standard or outcome. A portfolio section is comprised of a set of artifacts and associated interpretation. Candidates receive extensive feedback and revise throughout the semester and then receive final scoring on the entire Teacher Growth or Student Growth portfolio at the end of the semester.

Portfolio Development, Part 1: Teacher Growth

| Course ID | ED.813.664 |
In Part 1: Teacher Growth, candidates develop the Framework for their portfolio and then three Teacher Growth sections.

- **Evidence Plan**
  - Candidates begin the semester by crafting an Evidence Plan, in which they identify which instructional activities, student work samples, coursework, and other artifacts they will use to meet the requirements of each section of the portfolio.

- **Framework**
  - The Framework is the basic templating and contextual part of the portfolio. Candidates develop a template according to design requirements and build three sections: About Me, About My Classroom, and Teaching Philosophy.

- **Assessment**
  - InTASC Standard 6: 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.

- **Planning for Instruction**
  - InTASC Standard 7: 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.

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

**Portfolio Development, Part 1: Teacher Growth (edTPA)**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>ED.813.664</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>0 credits</td>
</tr>
<tr>
<td>Typical enrollment</td>
<td>Year 2, Fall Semester</td>
</tr>
<tr>
<td>Overview</td>
<td>In Part 1: Teacher Growth (edTPA), candidates develop Tasks 1-3 or Tasks 1-4 (Elementary Only) of their edTPA assessment for official submission to Pearson to meet the licensure requirements for their state.</td>
</tr>
</tbody>
</table>

- edTPA Prep
Candidates begin the semester by developing expertise in the content-specific requirements for the edTPA assessment for licensure in their state.

- **Task 1**
  - The Planning for Instruction and Assessment Task demonstrates candidates’ ability to successfully plan a content-specific 3-5 lesson arc around a central focus, content-specific academic language, and standards-based assessments.

- **Task 2**
  - The Instruction Task demonstrates candidates’ ability to successfully execute their 3-5 lesson arc and to showcase instructional strategies that lead to positive academic outcomes and support diverse learner needs.

- **Task 3**
  - The Assessment Task demonstrates candidates’ ability to use formative and summative assessments to measure student success, provide strengths and needs-based feedback, and interpret academic data to inform instruction.

- **Task 4 (Elementary Only)**
  - Elementary teachers focus on either Literacy or Math for Tasks 1-3. In Task 4, candidates demonstrate their ability to design and implement a re-engagement lesson to improve academic outcomes based on a previously given assessment in whichever content they did not use for Tasks 1-3 (Literacy or Math)

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**Portfolio Development, Part 2: Student Growth**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>ED.813.665</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>0 credits</td>
</tr>
<tr>
<td>Typical enrollment</td>
<td>Year 2, Spring Semester</td>
</tr>
</tbody>
</table>

**Overview**

In Part 2: Student Growth, candidates develop four sections, based on the Transformational Teaching Paradigm Outcomes.

- **Evidence Plan**
  - Candidates begin the semester by crafting an Evidence Plan, in which they identify which instructional activities, student work samples, coursework, and other artifacts they will use to meet the requirements of each section of the portfolio.

- **Access**
  - Outcome Statement: Students and their families have been exposed to people, programs, resources, and connections that
can open doors for them, and they are able to navigate and access those opportunities.
○ Candidates must demonstrate that they research and present outside opportunities to their students and that they encourage students to take advantage of those opportunities.
○ These must be opportunities that are not regionally obvious and readily available.

● Habits & Mindsets
○ Outcome Statement: Students reference their teacher's guidance in organization, study habits, character traits and values (like persistence, striving for accuracy, etc.). They have internalized these traits beyond just talking about them which has led to personal growth on the part of the student.
○ Candidates must demonstrate that they explicitly teach multiple habits and mindsets and that they clearly reinforce those same habits and mindsets.
○ Habits and mindsets must come from this approved list:
    ■ Persisting
    ■ Thinking and communicating with clarity and precision
    ■ Managing impulsivity
    ■ Gathering data through all senses
    ■ Listening to others with understanding and empathy
    ■ Creating, imagining, and innovating
    ■ Thinking flexibly
    ■ Responding with wonderment and awe
    ■ Thinking about thinking (metacognition)
    ■ Taking responsible risks
    ■ Striving for accuracy
    ■ Finding humor
    ■ Questioning and posing problems
    ■ Thinking interdependently
    ■ Applying past knowledge to new situations
    ■ Remaining open to continuous learning

● Advocacy
○ Outcome Statement: Students have knowledge of injustice in the world, have informed opinions about it, and know that their voice and actions have value. They can advocate for themselves and others.
○ There are two indicators on the Advocacy Rubric:
    ■ Students learn that they can use individual or collective assets to navigate and challenge systemic injustices or inequity of opportunities, or to increase pride in cultural identity.
    ■ Students demonstrate the ability to speak/write/think about real-world problems.
○ Candidates must demonstrate that they are teaching the above indicators and that there is student engagement and follow through.

● Dramatic Academic Growth
  ○ Outcome statement: Academic gains are the ultimate door opener - they are the foundation of a truly transformational teacher. Students make dramatic levels of academic growth (that is measurable and rigorous). Families know the level of rigor necessary for college and career readiness in the 21st century.
  ○ The Dramatic Academic Growth section addresses two types of growth:
    ■ Quantitative, which includes presenting and analyzing data showing growth or mastery in one or more content areas
    ■ Qualitative, which shows growth in student work samples over time