SCHOOL OF EDUCATION

Monroe University's School of Education prepares students to meet the needs of all learners by developing high-performing, skilled, and passionate educator-practitioners who advocate for their students, particularly those at risk. The curriculum is designed to sequentially build pre-service teachers' knowledge of content and pedagogical skills combining research and best practices with clinically rich field experiences. Graduates of the programs are: (1) well-versed in all aspects of the development of typical and delayed young children; (2) knowledgeable about the challenges and heightened risk factors facing urban families and schools; (3) well-equipped to provide effective instruction and intervention for all learners, including students with disabilities, English language learners and those growing up in poverty; and (4) well-prepared to assist students' families to advocate for their children and navigate education system complexities.

Programs

- Advanced Certificate: Teaching Early Childhood Students with Disabilities for ECE Classroom Teachers (https://catalog.monroeu.edu/catalog/schools-academic-programs/education/advcertspecialedeceteachers/)
- Advanced Certificate: Teaching Emerging Bilingual Learners for Classroom Teachers K-12 (https://catalog.monroeu.edu/catalog/schools-academic-programs/education/advcertteachbilingualforteachers/)
- Advanced Certificate: Teaching Students with Disabilities, All Grades for Teachers, All Grades (https://catalog.monroeu.edu/catalog/schools-academic-programs/education/special-education-all-grades-teachers-advanced-cert/)
- Bilingual Education Extension (Spanish/English) (https://catalog.monroeu.edu/catalog/schools-academic-programs/education/bilingual-education-extension-certificate/)
- Childhood Education, BS (https://catalog.monroeu.edu/catalog/schools-academic-programs/education/childhood-education-bs/)
- Childhood Urban Education/Urban Special Education, MAT (https://catalog.monroeu.edu/catalog/schools-academic-programs/education/childhood-urban-education-special-education-mat/)
- Early Childhood Education, BS (https://catalog.monroeu.edu/catalog/schools-academic-programs/education/early-childhood-education-bs/)
- Early Childhood Urban Education/Urban Special Education, MAT (https://catalog.monroeu.edu/catalog/schools-academic-programs/education/teaching-mat/)
- Teaching Early Childhood and Childhood Education for Teachers, MAT (https://catalog.monroeu.edu/catalog/schools-academic-programs/education/teaching-ecandceteachers-mat/)
- Teaching Early Childhood and Childhood Education, MAT (https://catalog.monroeu.edu/catalog/schools-academic-programs/education/teachingecandceteacher-mat/)
- Teaching Emerging Bilingual Learners for Classroom Teachers K-12, MS (https://catalog.monroeu.edu/catalog/schools-academic-programs/education/teaching-emergingbilngualteacher-ms/)
- Teaching Students with Disabilities for Career Changers, All Grades, MS (https://catalog.monroeu.edu/catalog/schools-academic-programs/education/special-education-all-grades-career-changers-ms/)
- Teaching Students with Disabilities for Teachers, All Grades, MS (https://catalog.monroeu.edu/catalog/schools-academic-programs/education/special-education-all-grades-teachers-ms/)

For information on the admission requirements for the Undergraduate programs, visit Education Admission Requirements (https://catalog.monroeu.edu/catalog/admissions/undergraduate-admissions/#text)

Course Offerings

Undergraduate

ED - Education

ED-101 - Foundations of Education (3 cr)
This course is an introduction to the history of education in the United States, including major theorists who have influenced American education. Students explore the concepts, laws, and regulations of the teaching profession in general and special needs education for early childhood through adolescent education. Students gain an understanding of learning and behavioral disabilities, within the foundation of education, from historical, legal, and social constructs. Additional Requirements: 20 hours of field experience. Fieldwork includes observation of Early Childhood learning environments.

ED-310 - Curriculum Development and Methods in Early Childhood and Childhood Education and to Gifted and Students With Disabilities and English Language Learners (3 cr)
This course is an overview of standards-based Common Core curriculum development and an analysis of the methodology of effective teaching strategies for the education of diverse learners. Students discuss methods of individualizing instruction and maximizing collaboration. An application of learning processes will be addressed via lesson and unit planning (thematic learning experience units) across the curriculum. Students explore techniques in motivation, communication, and classroom management to encourage and sustain interest, cooperation, and learning achievement. Collaboration with colleagues and parents as partners in the learning process are discussed. Additional Requirements: 20 hours field experience. Fieldwork includes observation and/or teaching individuals or small groups of pupils in a school setting.
Prerequisite: ED-101

ED-311 - Bilingual Curriculum Development (3 cr)
In this course, educators explore frameworks, materials, and strategies that help them plan curricula for classroom contexts where two languages are used as the medium of instruction (bilingual classrooms). The specific focus of the course is to build practical understandings of how to utilize Spanish language and bilingual texts in instruction using culturally relevant approaches. Practitioners apply their understandings of bilingual education theory to organizing and designing multicultural units of study that includes bilingual/Spanish-language and culturally relevant pedagogical materials.

ED-320 - Normal Speech and Language Development and Linguistics (3 cr)
This course examines the structure and form of the English language, as well as the normal development of language for monolingual and multilingual speakers from diverse ethnicities. Theories of linguists and their research of the cognitive-linguistic-communicative process are introduced and an application of language study within the field of education is addressed. Students explore the role of phonology, morphology, semantics, syntax, and pragmatics in language and literacy development. Additional Requirements: 20 hours of field experience. Fieldwork includes observation and/or teaching individuals or small groups of pupils in a school setting.
Prerequisite: ED-101

ED-330 - Teach Literacy, Including Literature Across the Curriculum in Early Childhood And Childhood Including Gifted and Students With Disabilities and English Language Learners (3 cr)
This course analyzes effective literacy instruction for diverse students at all levels including English language learners and students with special needs. Techniques for constructive assessment in reading, remediation, and enrichment are also addressed. This course also examines the teaching of reading and writing through the content areas. Critical thinking and reasoning skills are developed through exploration of primary and content area materials. Academic strategies and resources that engender success across the curriculum are evaluated. Additional Requirements: 20 hours of field experience. Fieldwork includes observation and/or teaching individuals or small groups of pupils in a school setting.
Prerequisite: ED-310

ED-340 - Teaching Mathematics, Science and Technology in Diverse Classrooms Including Gifted and Students With Disabilities and English Language Learners (3 cr)
This course investigates the creative teaching of curriculum content and approaches in mathematics and science in early childhood and childhood. Specific methods and materials for teaching mathematics and science are explored along with contemporary instructional practices for diverse learners, including computer applications and other instructional technology. An overview of appropriate strategies for English Language Learners and Students with Disabilities are explored. Additional Requirements: 20 hours of field experience. Fieldwork includes observation and/or teaching individuals or small groups of pupils in a school setting.
Prerequisite: ED-310; recommend MA-115, MA-135, MA-210

ED-342 - Instructional Practice in Mathematics, Science, and Technology in Diverse Classrooms Disabilities and English Language (3 cr)
Students will build on and deepen their understanding of foundation mathematics concepts and explore and analyze effective, equity-based mathematics and science instruction for diverse early childhood and childhood learners. Through classwork and fieldwork, students will develop and implement instructional strategies and modifications for all learners to be successful. They will design and implement lesson and unit plans using and applying materials from Engage NY and other curricula used in our schools. Students will design and implement an effective RTI system for mathematics, using assessments and progress monitoring and learn how to utilize technology to support mathematical/scientific thinking and skill development.
Prerequisite: ED-340

ED-350 - Teaching Social Studies in Diverse Classrooms Including Gifted and Students With Disabilities and English Language Learners (3 cr)
This course examines the creative teaching of curriculum content and approaches in social studies in early childhood and childhood. Specific methods and materials for teaching social studies are explored along with contemporary instructional practices for diverse learners. The New York State learning standards for social studies along with the standards for health, physical education, family and consumer sciences, and career and occupational studies are addressed. Additional Requirements: 20 hours of field experience. Fieldwork includes observation and/or teaching individuals or small groups of pupils in a school setting.
Prerequisite: ED-310

ED-360 - Teaching Students With Disabilities in Inclusive Classrooms (3 cr)
This course explores effective teaching strategies and learning processes in the inclusive classroom of general education students, English Language Learners, gifted and/or students with disabilities. The course provides methods of individualizing instruction, cooperative learning, classroom management, behavior management applications, diversified instructional strategies, and lesson planning in order to stimulate and sustain pupil interest, cooperation, and achievement in an inclusive learning environment. Successful strategies for collaborating with other educators and parents are also addressed.
Prerequisite: ED-310 and ED-330

ED-361 - Assessment and Evaluation for Bilingual Students (3 cr)
This course provides an introduction to how bilingual learners are assessed and evaluated within the school system and at the classroom level. Educators examine and critique regulations and standards for bilingual learners, as well as become familiarized with methods for assessing students' progress in multiple areas of home and new language development. Practitioners create a functional "tool kit" of holistic bilingual assessments, and implement one or more of them in a bilingual classroom.

ED-370 - Teaching English Language Learners And Multicultural Issues (3 cr)
This course focuses on the research-based theories of first and second language acquisition, and provides practical strategies for diversified instructional delivery. The English as a Second Language Learning Standards, various instructional approaches and their application are addressed thoroughly. A section of this course reviews program models and assessment and placement of emergent bilinguals and bilingual gifted or students with disabilities. Multicultural issues that impact instruction of diverse learners and the classroom-learning environment are investigated. Additional Requirements: 20 hours of field experience. Fieldwork includes observation and/or teaching individuals or small groups of pupils in a school setting.
Prerequisite: ED-310 and ED-320 and ED-330

ED-371 - Teaching Bilingual Learners (3 cr)
This course provides an overview of the historical, political, and legal foundations of bilingual education in the United States and internationally, and multicultural perspectives in education. Educators examine theories of bilingual education and the development of different bilingual program models, as well as the psycholinguistic and sociolinguistic perspectives that have shaped them. This course addresses the developmental and educational needs of emergent bilingual students, including those with special needs.

ED-380 - Literacy Practicum in Early Childhood Including Gifted and Students With Disabilities and English Language Learners (3 cr)
This course presents practical instructional techniques useful for developing literacy within diverse learners in general education and special education classrooms. Assessment tools to measure literacy levels of diverse pupils are addressed. The course also reviews the causes of literacy problems and the testing resources and procedures useful for evaluating the factors in literacy challenges. Specific techniques and strategies, useful for developing literacy skills in a variety of skills areas for diverse learners, are presented. Additional Requirements: 20 hours of field experience. Fieldwork includes observation and/or teaching individuals or small groups of pupils in a school setting.
Prerequisite: Take ED-330.

ED-381 - Bilingual Literacy and Linguistics Practicum (3 cr)
This course provides an introduction to methods and research in teaching literacy skills to all emergent bilingual students. Practitioners review theories that have shaped our understanding of second/other language learning, and how this applies to the specific challenges faced by children who are developing literacy in English. Practitioners also explore pedagogical practices for implementing literacy instruction for emergent bilingual students within a variety of program settings.

ED-382 - Literacy Practicum in Childhood Education Including Gifted and Students With Disabilities and English Language Learners (3 cr)
This course will examine and analyze effective literacy/reading instruction for diverse students at all levels, from 1-6, including an exploration of appropriate strategies for English language learners and students with special needs. Techniques for constructive assessment in reading, and remediation will also be addressed through practical application of methods in classroom and field assignments, such as observation records, small group and individualized instruction, and a diagnostic evaluation and analysis via required field hours. Students will explore the role of Response to Intervention in evaluating, teaching, and monitoring students who are not progressing at the same rate as their peers. Students will develop and implement evidence-based and developmentally appropriate reading and writing development and instruction, reflecting on data to inform instructional decision-making. This course also examines the teaching of reading and writing through the content areas in grades 1-6. Critical thinking and reasoning skills will be developed through exploration of primary and content area resources and materials. Multicultural issues that impact instruction of diverse learners and the classroom learning environment will be investigated through analysis of the role of culture, ethnicity, heritage, linguistics, socioeconomic levels and the community plays in the students' learning readiness. Academic strategies and resources that engender success in a teaching-learning setting through literature across the curriculum will be evaluated.
Prerequisite: ED-330

ED-385 - Teaching the Creative Arts in Diverse Early Childhood and Childhood Classrooms Including Gifted and Students With Disabilities and English Language Learners (3 cr)
This course investigates the creative teaching of the arts in early childhood education and childhood. Specific methods and materials for teaching the arts are explored along with contemporary instructional practices for diverse learners. The New York State Arts Learning Standards are explored. Additional Requirements: 20 hours of field experience. Fieldwork includes observation and/or teaching individuals or small groups of pupils in a school setting.
Prerequisite: Take ED-330.

ED-390 - Education Seminar I (3 cr)
This course is designed to support students fieldworld and on-going professional development as preservice teachers through discussion of comtemporary issues impacting their training and careers as Early Childhood and Childhood teachers. In this seminar, students will explore what it means to be a teacher, what critical skills are required of teachers, and what issues teachers and students face in education today. Students will explore soft skills needed to teach and maintain a professional disposition in early childhood and childhood setting. They will also develop critical thinking and research skills by identifying critical issues in education, conveying these issues to an audience and advocations for change.

ED-391 - Education Seminar II (3 cr)
This course is designed to support students fieldwork and on-going professional development as preservice teachers through discussion of comtemporary issues impacting their training and careers as Early Childhood and Childhood teachers. In this seminar, students will explore current education topics including evidence-based practices related to the integration of technology in the classrom through rigorous discourse and reflection, students will develop strategies and techniques to integrate.
Prerequisite: ED-390

ED-392 - Education Seminar III (3 cr)
This course is designed to support students fieldwork and on-going professional development as preservice teachers through discussion of contemporary issues impacting their training and careers as Early Childhood and Childhood teachers. In this seminar, students will have an opportunity to strengthen their teaching philosophies, grounding them in both theory and practice, and solidifying their preparedness for their first teaching position. Using a personalized learning model, students will develop a plan focusing on targeted areas of licensing exams, lesson planning, classroom managment, and professionalism in prepararation for student teaching.
Prerequisite: ED-391

ED-410 - Mentored Education Internship I (birth - Grade 2: General and Special Needs Education) (3 cr)
This course is taken with ED-450 Education Student Teaching I (Birth - Grade 2: General and Special Needs Education) or ED-451 Education Student Teaching II (Birth - Grade 2: General and Special Needs Education). Each course provides students with the opportunity to review current issues, to reflect on understandings of the academic field, and apply classroom theory in academic settings through lectures, discussions, analysis, and portfolio development, as well as training in school violence prevention and intervention.
Prerequisite: ED-380
Corequisite: ED-450

ED-411 - Mentored Education Internship II (birth- Grade 2: General and Special Needs Education) (3 cr)
This course is taken with ED-450 Education Student Teaching I (Birth - Grade 2: General and Special Needs Education) or ED-451 Education Student Teaching II (Birth - Grade 2: General and Special Needs Education). Each course provides students with the opportunity to review current issues, to reflect on understandings of the academic field, and apply classroom theory in academic settings through lectures, discussions, analysis, and portfolio development, as well as training in school violence prevention and intervention.
Prerequisite: ED-410
Corequisite: ED-451

ED-412 - Mentored Education Internship I (Grades 1-6) (3 cr)
This course provides students with the opportunity to review current issues in education including best practices in diversity, equity and inclusion, reflect on understandings of the academic field and apply classroom theory in academic settings through lectures, discussions of student teaching situations, analysis of lessons, and development of an edTPA portfolio. The student teaching internship seminar, under the direction of the student teaching professor, is an integral part of the program, with the following goals: 1) to enable the student-teacher to reflect on the practice gained in the classroom, share experiences with their peers for positive growth, and 2) to provide instructional support to partner schools and the specific cooperating teacher and their students, and 3) to explore opportunities to join this academic community (school/district) upon graduation.
Prerequisite: ED-382
Corequisite: ED-452

ED-414 - Mentored Education Internship II (Grades 1-6) (3 cr)
Building on the understandings students developed in ED 412 Mentored Education Internship I, this course provides students with the opportunity to deepen their understanding of current issues in education including best practices in diversity, equity and inclusion, reflect on understandings of the academic field and apply classroom theory in academic settings through lectures, discussions of student teaching situations, analysis of lessons, and development/submission of an edTPA portfolio. The second student teaching internship seminar under the direction of the student teaching professor, is an integral and culminating part of the program, with the following goals: 1) to enable the student-teacher to reflect on the practice gained in the classroom,share experiences with their peers for positive growth,and 2) to provide instructional support to partner schools and the specific cooperating teacher and their students, and 3)to explore opportunities to join this academic community (school/district)or one that matches the graduates emerging teaching skills with available opportunities.
Prerequisite: ED-412
Corequisite: ED-451

ED-420 - Bilingual Content Instruction (mathematics, Social Studies, Science) (3 cr)
Taught in Spanish and English This course examines methods used for teaching curriculum content in both the home language and the new language of emergent bilingual students. Particular attention is paid to the development of language and literacy skills simultaneous to the development of content area understandings. Practitioners explore approaches and materials used for teaching Mathematics, Social Studies, and Science in programs where two languages are used in instruction. The course focuses on how to adapt curriculum for emergent bilingual students and emergent bilinguals with special needs.

ED-450 - Education Student Teaching 1 (birth- Grade 2: General and Special Needs Education (6 cr)
Student teaching provides students with the opportunity to exercise their understanding of the academic field and to apply classroom theory in actual classroom settings. The department, in consultation with the student, makes all placements. Care is given to providing the students with rich and diversified experiences with highly qualified teachers. Each teaching assignment requires 200 hours in a birth - grade 2 general and/or special needs education setting. Additional Requirement: Students must be registered for ED-410 Mentored Education Internship I (Birth - Grade 2: General and Special Needs Education) or ED-411 Mentored Education Internship II (Birth - Grade 2: General and Special Needs Education).
Corequisite: ED-410

ED-451 - Education Student Teaching II (birth - Grade 2: General and Special Needs Education) (6 cr)
Student teaching provides students with the opportunity to exercise their understanding of the academic field and to apply classroom theory in actual classroom settings. All placements are made by the department in consultation with the student. Care is given to providing the students with rich and diversified experiences with highly qualified teachers. Each teaching assignment requires 200 hours in a birth - grade 2 general and/or special needs education setting.
Corequisite: ED-450;ED-411

ED-452 - Education Student Teaching I (Grades 1-6) (6 cr)
This course provides students with the opportunity to exercise their understanding of the academic field and to apply classroom theory in actual work settings in supervised positions. Upon completion of this course, the student will have gained essential knowledge and educational/pedagogical literacy through a practical understanding of, and/or be able to do the following: 1. Orientation to Student Teaching 2. Student Teacher Values 3. Developing a Teaching Style 4. Preparing to be Observed 5. Review of Child Development and Learning Theory 6.Instructional Planning and Assessment 7. Classroom Management 8. edTPA Preparation
Corequisite: ED-412

ED-454 - Education Student Teaching II (Grades 1-6) (6 cr)
This course provides students with the opportunity to review current issues to reflect on understandings of the academic field and apply classroom theory in academic settings through lectures, discussions of student teaching situations, analysis of lessons, and development of an edTPA portfolio. The internship is an integral part of each of the majors and its primary goals are the following: 1) to enable the student-teacher to reflect on the practice gained in the classroom and in a practical school setting; and 2) to help the schools and their students and 3) for schools to get to know a prospective full-time candidate, assessing his/her profile and fit within the school for potential post graduate employment.
Prerequisite: ED-452

MA - Math

MA-210 - Number Theory: Conceptual Understanding Of Mathematical Principles (3 cr)
This course serves to provide pre-service teachers with a deep conceptual understanding of mathematics and number theory across topics that they will be expected to teach. Topics include number sets, numeration systems, number theory, and properties of the natural numbers, integers, rational, and real number systems with an emphasis on problem solving and critical thinking. In addition, students will gain facility with creating and using mathematical notation, develop a habit of looking for reasons and creating mathematical explanations, and become more comfortable exploring unfamiliar mathematical situations. Mathematical reasoning and precision of language are emphasized. Education students only.
Prerequisite: MA-135

Graduate

ED - Education (Graduate)

ED-605 - Foundations & Contemporary Issues Of Education (3 cr)
Students will examine the foundations of education through multiple lenses: Historical and Philosophical; Political, Economic and Legal; and Social and Curricular. Through readings, class discussion, and a variety of research projects, students will focus on the works of educational pioneers and key theorists, analyzing their work and exploring them for application and impact in today's classrooms.

ED-608 - Foundations of US Bilingual Education Programs (3 cr)
This course provides an in-depth exploration of the theoretical foundations and practical applications of bilingual education. Students will critically examine the historical, sociocultural, linguistic, and educational perspectives that shape bilingual education policies and practices. Students will become well-versed in the continuum of program approaches to Emerging Bilingual Students (EBLs) and ways to evaluate their effectiveness. Through readings, discussions, and fieldwork, students will develop a comprehensive understanding of the challenges and opportunities associated with bilingual education and its impact on diverse student populations.

ED-610 - Foundations and Contemporary Issues Of Urban & Special Education (3 cr)
Students will examine and analyze the policy and legal mandates in special education from a historical and contemporary lens, exploring the impact on practice, service systems and instructional models, specifically in urban environments. Students will be introduced to key researchers and theorists in urban and special education, providing a theoretical framework for their studies. They will explore disabilities and services from the perspective of equity and excellence maximized to assist in helping all young children, including those who are culturally and linguistically diverse, and learn the important roles of parents, teachers, and evaluators in the special education process. Students will review current research and study key issues in special education including accountability, the over-representation of minorities, teacher shortages, the rise in autism, challenges in assessing and providing appropriate services to linguistically and culturally diverse young learners, and meeting the special education challenges in urban classrooms.

ED-612 - Early Development and Practice: Risk, Resilience and Early Intervention (Birth - Age 8) (3 cr)
Students will explore child development from birth to age 8 from both theoretical and practical perspectives, looking carefully at typical and delayed development across the physical, cognitive, linguistic and social domains through the lens of risk factors, including those heightened in urban environments. The work of key developmental theorists such as Gesell, Brunner, Piaget, Vgotsky, and Bronfenbrenner will be studied in light of contemporary relevance. Students will explore resiliency and intervention in young children, including those who are linguistically and culturally diverse using the NY State Culturally and Sustainable framework, and how it can be maximized to assist in helping young children reach developmentally appropriate milestones. Students will analyze intervention services and promising programs and learn important strategies to work in conjunction with parents and caregivers to understand the nature of their child's needs and assist them in navigating the Early Intervention (EI), the Committee on Pre-school Special Education (CPSE) and the Committee on Special Education (CSE) system.

ED-614 - Child Development & Practice: Risk, Resilience and Early Intervention (childhood Ages 6-11) (3 cr)
Students will explore child development of children from 6 -11 years old from both a theoretical and practical perspective. They will explore the growth of typical and delayed development across all developmental domains analyzing risk factors, including those heightened in urban environments. Students will explore resiliency and intervention in children and how both can be maximized to assist children to grow and develop prior to adolescence. Students will develop classroom strategies that teachers can implement to support children reaching their potential. They will also analyze the impact Special Education and other interventions play in supporting students with cognitive, physical or social/emotional challenges.

ED-615 - Foundations of Literacy: Research and Practice (3 cr)
This course will examine and analyze effective literacy/reading instruction from a developmental perspective, exploring research and best practices. Students will analyze the work of the National Reading Panel and National Early Literacy Panel as a framework for effective, research-based literacy instruction. Students will explore key findings including the recommendations that all literacy programs provide systematic and explicit instruction in: phonemic awareness, phonics, fluency, vocabulary development, and comprehension. Students will explore the continuum of literacy skill development from a developmental perspective from pre-emergent to fluent reader and evaluate how the Next Generation-Learning Standards support the development of these skills. Students will apply what they have learned in class as they observe these literacy components in a classroom and reflect on those observations in ways that synthesize research/theory and practice. Required: 25 hours of fieldwork

ED-616 - Perspectives in Multi-Cultural Education Childhood Classrooms (3 cr)
This course offers a comprehensive exploration of multicultural education, integrating powerful perspectives such as critical multiculturalism and intersectionality. Candidates will examine student demographics in K-12 settings, including second language learners, from both historical and contemporary angles. The course is grounded in the ideals of freedom, justice, equality, and human dignity. Through readings, discussions, and projects, students will deepen their understanding of cultural diversity and analyze educational practices, particularly in the context of second language learning, using a multicultural/equity lens within broader socio-political contexts. The goal is to create more equitable and inclusive educational environments that foster success for all learners.

ED-620 - Observation & Assessment of Children With Exceptionalities (3 cr)
Students will explore the topic of assessment through the lens of culture and environment, NY State Culturally Responsive and Sustaining framework, making students aware of the need for cultural understanding and sensitivity when assessing learners. Students will develop skills to assess all young learners, including those who are culturally and linguistically diverse, in pre-school or school settings, for the purposes of identifying typical progress as well as areas of concern and referring students to CPSE (Committee on Pre-School Special Education) and CSE (Committee on Special Education), as appropriate, establishing goals to support the child and measuring progress. Students will develop skills in using observation as a powerful tool for assessment. Students will explore informal and formal assessments and learn when each assessment can be most useful in obtaining relevant data. Students will have an opportunity to assess children in the field using instruments they have learned about in class. Students will utilize video and other technology to deepen their understanding of the observation and assessment process and utilize appropriate technical applications (apps) to assist them in tracking and analyzing their observations. Required: 25 hours of fieldwork

ED-621 - Foundations in Applied Linguistics for Multilingual Learners (3 cr)
This course introduces candidates to concepts in Applied Linguistics by providing a pedagogical framework that supports cross-linguistic transfer between English and Spanish, thereby fostering bilingualism and biliteracy among multilingual learners in grades K-12. Students will explore key concepts in second language acquisition, sociolinguistics, psycholinguistics, and structural-functional linguistics. Through readings, assignments, and comparative syntactic practices, students will examine sounds, grammar, and meaning. Additionally, students will learn about translanguaging, which involves utilizing the diverse linguistic resources of multilingual learners to enhance their bilingual skills and literacy. By the end of the course, students will acquire the knowledge and skills to critically analyze how culture, identity, and social dynamics influence language acquisition and usage in the classroom.

ED-622 - Child and Adolescent Development (3 cr)
This multidisciplinary, multicultural course introduces students to the broad study of child development from the prenatal stage through adolescence. Students will review historic and contemporary scientific research, study key theorists, and analyze and discuss the differing experiences, cultures, histories, and perspectives of peoples from a variety of ethnic, gender, racial, and social class backgrounds to provide a comprehensive view of human development as both typically unfolding and simultaneously flexible. Development will also be explored through a contemporary lens, looking at topics impacting children and adolescents in the 21st century.

ED-625 - Curriculum in General and Special Education: Instruction & Planning in Inclusive Learning Environments to Support Whole Child Development (3 cr)
Students will examine and analyze effective planning and instructional practices for teaching all learners including students with disabilities in inclusive environments. They will focus on implementing standards based curriculum that includes modifications appropriate to meet individual needs. Students will learn how to develop IEP goals and utilize Response to Intervention strategies to support at-risk learners, students with disabilities and emergent bilinguals' progress in meeting standards. Students will learn teaching techniques to address the social-emotional, physical, and cognitive needs of students in diverse settings. Students will explore the role of technology and assistive technology in assisting students with disabilities to be successful in an inclusive environment. Required: 25 hours of fieldwork

ED-626 - Curriculum Development, Instructional Planning and Research Based Supports for Students With Disabilities (3 cr)
This course provides graduate-level teachers with the knowledge and skills necessary to effectively plan, implement, and assess curriculum for students with disabilities, including those who are linguistically and culturally diverse, applying Universal Design (UDL) theory and New York State's Cultural and Sustaining Framework. Students will focus on best practices in implementing a standards-based curriculum, across all content areas with a specific focus on Social Studies, by investigating instructional strategies, accommodations, modifications, and assistive technologies that support the diverse learning needs of all students with disabilities in inclusive and self-contained educational settings. Teachers will examine the principles of curriculum development and instructional design specifically tailored to meet the unique needs of students with disabilities from a research perspective with an emphasis on practical application to support student success, applying high-level practices. They will learn how to develop and revise IEP (Individualized Education Plan) goals within a curriculum framework and implement data-driven progress monitoring tools to support continuous growth. By the end of the course, teachers will be equipped with the content knowledge and pedagogical skills employing high-level practices necessary to design and deliver high-quality curriculum and instruction that promotes meaningful learning experiences for all students with disabilities.

ED-628 - Culturally and Linguistically Sustaining Pedagogy: Planning Instruction for Multilingual Learners K-12 (3 cr)
This course is designed to help K-12 teachers already versed in planning curriculum and instruction expand their capacity to reflect, write, and adapt content curriculum and instructional materials for bilingual settings. Particular emphasis will be placed on refining teaching philosophies, culturally responsive resources, engaging language activities, and bilingual instructional practices. In this course, teachers will explore the intersections of culture, identity, race, gender, language, and learning as they develop a conceptual framework for bilingual education that is culturally responsive. Candidates will investigate ways education can be made more equitable for all students when practitioners and learners engage with topics that teach about diversity and address cultural competence. Teachers will learn methods for building caring and nurturing communities for diverse learners through planning and adapting their own curricular materials to the classroom contexts unique to their schools, communities, and student populations. It will start with teachers understanding and knowing their students first. Ultimately, teachers will reflect on and deepen their understanding of their role as advocates for historically marginalized student populations within the sociopolitical context of schooling. As a culminating project, teachers will apply their teaching philosophies and methodological practices to create a culturally responsive content-specific unit of study.

ED-630 - Language and Literacy Development in Linguistically and Culturally Diverse Early Childhood Classrooms (3 cr)
Students will explore the components of literacy: reading, writing, speaking and listening from a developmental perspective for children from birth-age 8, using the work of key developmental theorists and linguists as a theoretical framework. They will examine first and second language acquisition and development from the perspective of typical and delayed young learners and explore the impact of risk factors on young children's language development. Students will investigate promising parent and school-based programs to support early language and literacy development and address early language-based achievement gaps. Students will apply classroom theory to practice through targeted fieldwork experiences. Required: 25 hours of fieldwork
Prerequisite: ED-612 and ED-615

ED-632 - Teaching Language and Literacy Practices In Bilingual Classrooms (3 cr)
This course aims to provide educators with the knowledge, strategies, and pedagogical approaches necessary to effectively teach bilingualism and biliteracy in English and Spanish. The course promotes the development of bilingual and biliterate students who can leverage their funds of knowledge to build on crosslinguistic skills in both languages. Additionally, it emphasizes the cultivation of sociocultural competence, enabling students to understand and integrate with diverse cultural perspectives. Throughout the course, participants will examine the implications of monolingual and multilingual perspectives to support the development of literacy skills. They will explore how students' language use and utterances reflect their developing bilingualism and learn to embrace and build upon students' diverse language repertoires. The course emphasizes the need to move away from monolingual expectations and instead support students using all their linguistic resources to express themselves effectively. In addition, participants will critically reflect on these systems from a multilingual perspective, considering the unique characteristics of simultaneous bilinguals and the changing demographics of English learners in the United States.

ED-635 - Teaching Emergent Bilinguals With Disabilities (3 cr)
This course is designed to develop teachers' culturally responsive skills in partnering with diverse families of children with disabilities. With a strong emphasis on understanding disabilities categorized under the IDEA and Section 504, candidates will be able to provide accurate support and placement for emergent bilingual students. Students will explore the co-teaching model, where general education and bilingual special education teachers collaborate to meet the needs of all students. Candidates will also delve into differentiated instruction and its application in inclusive general education settings such as Response to Intervention (RTI) and Universal Design Learning (UDL). Emphasis will be placed on practical skills in community building and culturally responsive classroom management, particularly in supporting culturally and linguistically diverse students with disabilities. Students will also engage with humanizing pedagogy and its relevance in inclusive education throughout the course. They will critically examine the power dynamics inherent in educational systems and explore ways to create classrooms that prioritize all students' holistic well-being and identity development. In addition to these topics, students will be introduced to the social model of disability, which encourages a broader understanding of disabilities within a social and cultural context. The course will also address the issue of the overrepresentation of emergent bilingual students in special education programs analyzing the contributing factors and exploring strategies to ensure equitable identification and support for culturally and linguistically diverse students.

ED-640 - The Development of Mathematical Thinking and Science Exploration in Diverse Early Childhood Classrooms (3 cr)
Students will explore and analyze effective instructional practices in mathematics and science for diverse young learners through an understanding of child development from both theoretical and practical perspectives and corresponding learning trajectories. Students will be required to study and produce project-based learning activities connecting math and science concepts for young children incorporating culturally responsive pedagogy. Students will have the opportunity to explore the integration of play with exploration of hands-on materials in the development of mathematical and scientific thinking through classroom and fieldwork. Special attention will be given to the developmental differences among diverse learners including students with disabilities. Students will learn how to support cognitive growth through developmentally appropriate lessons and activities and the integration of technology and virtual platforms for remote learning. Students will learn how to assess student progress in mathematics and develop support plans and academic goals for all learners. Through writing about foundational math concepts and their solutions to grade-level math tasks, pre-service teachers will also develop their own math vocabulary and learn techniques for supporting young children in learning the language of mathematics. Required: 15 hours of fieldwork (certified teachers); 30 hours of fieldwork (uncertified teachers)

ED-642 - Planning for Effective Math and Science Instruction in Childhood Classrooms (3 cr)
Students will explore and analyze effective mathematics and science instruction for diverse learners in grades 1-6, using the Next Generation Standards for Mathematics and Science as a foundation. Through class discussions, hands-on math experiences, lab practice, and fieldwork, students will develop an understanding of developmental concepts, strategies, and models taught in childhood mathematics classrooms, while deepening their own mathematical understanding. Students will design and implement lessons using high-quality instructional materials in mathematics and science, using assessments and progress monitoring of student thinking to collect and analyze data, and designing and measuring student-centered goals. Students will also be required to study and produce project-based learning activities connecting math and science concepts for children, applying culturally responsive pedagogy. Through writing about foundational math concepts and their solutions to grade level math tasks, pre-service teachers will also develop their own math vocabulary and learn techniques for supporting young children in learning the language of mathematics. Requirements: . 15 hours of lab practice: Praxis for EC & practice solving NYS Exam Released Test Questions for Grades 3-6 . 15 hours of fieldwork (certified teachers); 30 hours of fieldwork (uncertified teachers)

ED-645 - Application and Problem-Solving in Mathematics for Early Childhood and Childhood Classrooms (3 cr)
In this course, students will learn to recognize children as capable mathematicians with their own informal knowledge of concepts and developing skills, while deepening their own knowledge of mathematical content. They will practice planning for and implementing problem-solving tasks that center on rigor, relevance, and relationships with all learners, utilizing culturally responsive pedagogy. The concrete-semi-concrete-abstract trajectory will be foundational to students' development of theory around how young learners progress over time with a wide variety of problem-solving strategies. Students will use this knowledge to develop an understanding of how multiple pathways can lead to the same solution to a task or problem. Additionally, students will articulate the rationale for and utilize the math workshop model to plan lesson openers that "hook" learners with engaging tasks; use minilessons to model thinking and problem-solving; manage work time for both group and independent learning; create classroom routines that support conferring; and ensure deep understanding with sharing and reflecting opportunities (Ward-Hoffer, 2012). Students will continue to use writing as a tool for problem-solving, thinking, and the synthesis of conceptual ideas. Requirements: 15 hours of lab practice ECE: Praxis for ECE and Khan Academy EC: Praxis for EC & practice solving NYS Exam Released Test Questions for Grades 3-6 15 hours of fieldwork (certified teachers); 30 hours of fieldwork (uncertified teachers)
Prerequisite: ED-625

ED-650 - Collaborative Partnerships and Inclusive Practices in Special Education (3 cr)
Students will explore the legal and ethical reasons to include students with disabilities, including those who are linguistically and culturally diverse, in general education classrooms and develop an understanding of the importance of collaborative partnerships for students' success in an inclusive environment. Special attention will be focused on the role of collaboration for Autism Spectrum Disorder students and English Language Learners with Disabilities to promote success. Strategies to maximize partnerships with parents, between general and special educators and other professionals will be discussed and developed. Emphasis will be placed on the collaborative co-teaching model, applying the NY State Culturally and Sustainable framework. Students will learn about the current status of inclusion within the public and charter schools of New York and explore the challenges to implementation in an urban environment. Students will explore the role of technology and assistive technology in assisting students with disabilities to be successful in an inclusive environment.

ED-655 - Testing, Evaluation, and Equitable Assessment for Emergent Bilingual Learners (3 cr)
Using a culturally responsive and research-based decision-making process, teachers will identify the purpose, instrument, method, and use of assessments and evaluations most appropriate for emergent bilingual students (EBLs). Through a "lens of promise" or an asset-based perspective, candidates will develop a toolkit of culturally responsive assessments suitable across all four language modalities, implementing high-quality assessments and accountability measures in language education programs for K-12 students. By the end of the course, candidates will understand the relationship between assessment and instruction (data-driven instruction), the consequences of assessments, how to interpret test scores, and understand the language of testing. Candidates will also design strategic instructional implementations, such as differentiation and student placement, which will enable them to advocate for Emergent Bilingual Learners and enhance their understanding of state and federal assessment practices.

ED-658 - Conducting Psycho-Education Evaluations And Developing High-Quality Individualized Education Programs (IEPs) For Exceptional Learners All Grades (3 cr)
This course prepares teachers to legally and ethically conduct academic and behavioral assessments to identify initial and continuing special education eligibility among struggling Pre-K-12 students. Teachers will develop skills in choosing and administering psychoeducational tests being mindful of the students' culture and language, analyzing results, collaborating with families and multi-discipline evaluators, and making professional recommendations to the Committee on Pre-School Special Education (CPSE) and Committee on Special Education (CSE) based on data and research-based practices. Teachers will build competency to develop high-quality Individualized Education Programs (IEPs) that set measurable goals and utilize evidence-based strategies tailored to each student's strengths and needs. Teachers will become familiar with New York State Assessments at the elementary and high school levels and the specific requirements for Students with Disabilities. Teachers will be prepared to advocate for the needs and rights of students with disabilities within inclusive classrooms and school communities. At the end of the course, teachers will have developed assessment literacy to support academic decision-making and evidence-based interventions for students with disabilities.

ED-660 - Classroom Management Through Positive Behavior Supports (3 cr)
In this course, students will explore classroom management techniques that can be implemented to create positive classroom learning environments and learn how to implement a PBIS model. Students will learn and understand the role of self-regulation and developmentally appropriate social skills as fundamental to the development of appropriate behavior, and develop strategies to effectively assist all learners, including those who are culturally and linguistically diverse, in their acquisition of these skills. Students will learn specific strategies, including conducting a functional behavior assessment and developing an appropriate support plan, to meet IDEA mandates and to manage challenging behaviors that are disruptive to the classroom and put students at risk for school failure.

ED-670 - Teaching English Language Learners and Multi-Cultural Issues (3 cr)
This course focuses on key issues in identification, instruction, and assessment for Early Childhood and Childhood English Language Learners (referred to henceforth as emergent bilinguals - EBLs). The Pre-K Learning Standards, the New York State Next Generation Learning Standards and Bilingual Learning Standards, and the NY State Bilingual Common Core Initiative will provide the framework for lesson planning and assessment. Emphasis will be placed on the research based SIOP model for sheltered instruction and its application in general education classrooms. Emphasis will also be placed on involving parents and community members as key stakeholders and partners in the education of young EBLs. Students will also learn evidence- based practices to support diverse learners through a culturally responsive-sustaining education lens. Required: 25 hours of fieldwork.

ED-672 - Foundational Literacy for Students With Disabilities (Pre-K-5) (4 cr)
This course provides graduate level teacher candidates with an examination of linguistics relative to typical and delayed language acquisition and of research-based methods and strategies for teaching foundational literacy skills to elementary students with disabilities. Candidates will explore topics including phonological awareness, phonics, fluency, vocabulary, comprehension, and their application to Next Generation Literacy Standards, preparing them to effectively teach reading, writing, speaking, and listening to elementary students with disabilities in inclusive, resource, or self-contained settings. Teacher candidates will learn how to assess reading abilities, identify skill deficits, and design targeted data-driven literacy instruction to meet the needs of diverse learners, using Response to Intervention (RTI) and Universal Design for Learning (UDL) as frameworks. Emphasis is placed on structured literacy interventions, explicit and systematic instruction, and the use of assistive technology. Teacher candidates will develop skills to align literacy goals with IEP (Individualized Education Programs) goals and use curriculum-based measures to chart progress and refine IEPs (Individualized Education Programs). Teacher candidates will study ways to adapt materials to meet the needs of all learners, including those who are culturally and linguistically diverse, and provide modifications, accommodations, and technologies to enable students with disabilities to access grade-level content and be successful on statewide assessments.

ED-675 - Biliteracy and Content Instruction in Arts and Social Sciences (3 cr)
This course explores theories and methodologies for teaching content and language development to linguistically diverse learners in bilingual settings, specifically focusing on Art and Social Studies. It emphasizes integrating English/Spanish language development into content instruction through language scaffolding, including visual, graphic, and interactive supports to promote biliteracy. The course incorporates teaching for biliteracy, focusing on language, literacy, and content while implementing cross-linguistic transfer between languages and content. Educators will learn research-based approaches such as the Sheltered Instruction Observation Protocol (SIOP) model and its practical application in general education classrooms. They will design culturally responsive lesson plans that promote content knowledge and English and Spanish language skills using bilingual and Spanish-language resources. Throughout the course, educators will engage in focused classroom observations in bilingual settings, conduct in-depth readings and studies, and conduct personal research to deepen their knowledge of instructional practices for teaching Social Studies and the Arts to EBL students in English and Spanish. By the end of the course, participants will collaborate on creating a comprehensive resource binder that includes bilingual lesson plans, Spanish-language resources, and culturally responsive pedagogical materials tailored for instruction in Social Studies and Art. This resource binder will be a valuable tool for educators to implement effective, inclusive, and engaging content and language instruction for EBL students in both English and Spanish.

ED-680 - Language and Literacy Development in Linguistically & Culturally Diverse Childhood Classrooms (3 cr)
This course will examine and analyze effective literacy/reading instruction for diverse students at all levels including an exploration of appropriate strategies for English language learners and students with special needs. Techniques for constructive assessment in reading, and remediation will also be addressed through practical application of methods in classroom and field assignments, such as observation records, small group and individualized instruction, and a diagnostic evaluation and analysis via required field hours. Students will explore the role of Response to Intervention in evaluating, teaching, and monitoring students who are not progressing at the same rate as their peers. This course also examines the teaching of reading and writing through the content areas. Critical thinking and reasoning skills will be developed through exploration of primary and content area resources and materials. Multicultural issues that impact instruction of diverse learners and the classroom learning environment will be investigated through analysis of the role of culture, ethnicity, heritage, linguistics, socioeconomic levels and the community plays in the students' learning readiness. Academic strategies and resources that engender success in a teaching-learning setting through literature across the curriculum will be evaluated.
Prerequisite: ED-614 and ED-615

ED-682 - Teaching Literacy and Application to Grade Level Content for Middle and High School Students With Disabilities (grades 6-12) (4 cr)
This course provides graduate level teacher candidates with an in-depth examination of literacy development, assessment, and instruction for middleand high school students with disabilities. Throughout the course, teacher candidates will explore effective evidence-based methods and strategies for teaching literacy skills to diverse adolescent learners, including those with language-based learning disabilities such as dyslexia, those who struggle with reading, and English language learners in inclusive, resource room, and self-contained settings. Candidates will gain hands-on experience administering assessments and reporting results to parents and school-based teams, developing lesson plans and interventions in alignment with IEP goals, and practicing methods for explicitly teaching literacy strategies aimed at improving comprehension, fluency, vocabulary, and writing. In addition to a focus on teaching foundational literacy skills in the secondary classrooms, teacher candidates will study best practices in literacy across the curriculum delving into supporting grade level reading comprehension, vocabulary development and writing. Teacher candidates will be well-equipped to deliver data-driven, structured literacy interventions, provide accommodations, and modifications for students with disabilities, implement culturally responsive pedagogy, and integrate technology and assistive technology to support literacy development.
Prerequisite: TAKE ED-626;

ED-685 - Mathematics, Science, and Technology for Linguistically Diverse Students (3 cr)
This course equips K-12 teachers with the knowledge and skills to effectively teach Mathematics, Science, and Technology to linguistically diverse students. Candidates will explore strategies to integrate content and pedagogy, ensuring all students can access high-quality instruction. Special attention will be given to addressing the unique needs of linguistically diverse learners in acquiring content knowledge while simultaneously developing English language proficiency using Spanish language support. Aligned with the Next Generation Science Standards (NGSS) and New York State Next Generation Mathematics Learning Standards, this course will focus on conceptual understanding, procedural fluency, and real-world application, aiming to equip students with the mathematical and science skills essential for success in the 21st century. Candidates will explore how the standards provide a platform for engaging students in dialogue and learning experiences that allow complex topics and ideas to be explored from many angles and perspectives and advance students' abstract reasoning, collaboration skills, and ability to learn from peers and through technology. The course will emphasize the importance of cross-linguistic transfer, metalinguistic awareness, and bridging concepts between languages. In addition, the course will explore the effective use of technology to enhance student learning, promote engagement, and facilitate differentiation. Candidates will discover how technology can be leveraged to create interactive and inclusive learning experiences that cater to the diverse needs of linguistically diverse students. Emphasis will be placed on creating a positive classroom climate that fosters multicultural science and mathematics education. Candidates will also develop an understanding of how to adapt instructional materials and assessments to meet the needs of linguistically diverse students effectively. Throughout the course, candidates will be able to demonstrate their emerging competence in teaching Mathematics, Science, and Technology in both English and Spanish.

ED-690 - Making Math and Science Accessible: Teaching Students With Disabilities Grades K-6 (3 cr)
This course provides graduate level teacher candidates with high leverage strategies and techniques for making math and science content comprehensible and accessible to students with disabilities in grades K-6. Using the Next Generation Standards for Mathematics and Science, New York State's Cultural and Sustaining Framework, and Universal Design as frameworks, teachers will learn how to differentiate instruction, modify curriculum, incorporate assistive technology, and use multi-modal teaching approaches to meet the needs of all special needs learners, including those who are also emerging bilingual students. The course emphasizes inclusive, culturally responsive, student-centered, high leverage instructional practices that actively engage students in the learning process. Teacher candidates will develop skills to design interactive lessons that teach foundational math and science concepts through hands-on exploration, inquiry-based learning, and cross-curricular connections, providing students with disabilities with a solid foundation in science and mathematical skills and problem solving. Through writing about foundational math/science concepts and their application to grade level math tasks, teacher candidates will also develop their own math vocabulary and learn techniques for supporting elementary age students, including those with disabilities, and those who are linguistically diverse, in learning the language of mathematics. Ongoing assessment and progress monitoring with curriculum-based measures will be utilized to ensure student growth and comprehension and facilitate the development of content and student specific IEP (Individualized Education Programs) goals. Through reflective writing, peer collaboration, and practical application, teachers will develop their capacity to create developmentally appropriate, accessible learning environments that support grade level content and promote measurable progress in math and science for students with disabilities.
Prerequisite: TAKE ED-626;

ED-695 - Teaching Mathematical and Scientific Concepts to Exceptional Middle and High School Learners (3 cr)
This course equips graduate-level teacher candidates with evidence-based strategies to make grade-level math and science instruction accessible and meaningful to middle school and high school students with disabilities. Candidates learn principles of universal design (UDL (Universal Design for Learning)) to reduce barriers from the outset while creating expert math and science learners within inclusive, self-contained, and resource room environments, enabling success on high-stakes assessments, including Regents. Through exploration of commonly occurring disabilities, candidates better understand diverse learning needs and are empowered to provide appropriate accommodations, reinforcing strengths, closing learning gaps, and deepening content knowledge. Candidates will become well-versed in the requisite math and science content by thoroughly investigating the Next Generation Learning Standards, deepening their conceptual understanding, problem-solving skills, and instructional strategies designed to support student success while ensuring access to high-level instruction. Using research and high-leverage practices, teacher candidates learn how to create interactive,practical activities incorporating manipulatives, technologies, assistive technologies, explicitskills sequencing, clear visual/verbal explanations, formative assessments, and thoughtfullyscaffolded support.
Prerequisite: TAKE ED-626;

ED-710 - Student Teaching & Mentored Internship In a General Education Setting/Early Childhood Or Childhood Education (6 cr)
This course provides students with the opportunity to review current issues, to reflect on understandings of the academic field, apply classroom theory in academic settings through lectures, discussions of student teaching situations, analysis of lessons, and development of a self-study project. The student teaching component provides students with the opportunity to exercise their understanding of the academic field and to apply classroom theory in actual work settings in paid and non-paid supervised positions in general education classrooms. Students will take part in three formal classroom observations in which they will work collaboratively with their student teaching supervisor. Students will be expected to integrate technology into each of these lessons, to maximize student engagement and achievement. Requires FT Placement for 10 weeks in one of the following settings, Pre-K to Grade 2 in urban education classes (50 days) or FT Placement for 10 weeks in each of two settings, Grades 1-6 in urban education classes (50 days).

ED-712 - Student Teaching and Mentored Internship (6 cr)
This course provides graduate teacher candidates with the opportunity to review current issues in education, to reflect on understandings of the academic field, apply classroom theory in academic settings through lectures, discussions of student teaching situations, analysis of lessons, and development of a portfolio. The student teaching component provides students with the opportunity to exercise their understanding of the academic field and to apply classroom theory in actual work settings in paid and non-paid supervised positions. Students will engage in reflective sessions that include discussions of topics related to school experiences; i.e., lesson planning, classroom management, delivery of instruction, assessment and portfolios, and challenges in special education and urban settings. Students will take part in three formal classroom observations in which they will work collaboratively with their student teaching supervisor. The students will plan and implement lessons and then reflect on the lesson while being guided by their student teaching supervisor. Students will be expected to integrate technology into each lesson to maximize student engagement and achievement. Students will also complete a TPA (Teacher Performance Assessment) project. Requires FT Placement for 14 weeks (70 school days) in grade bands and general/special education classrooms as required.
Prerequisite: ED-710

ED-725 - Teacher As Researcher: Capstone Project In a General Education Setting/Early Childhood Or Childhood Education (3 cr)
This course is designed to support teachers by highlighting principles and practices of being a reflective practitioner. Candidates will have an opportunity to explore a specific topic from their course of studies by implementing, exploring, and reflecting on through the development of a culminating Capstone project. Additionally, students will apply their understanding of first and second language acquisition theories into their action research centering their linguistically diverse students in K-12 settings. Action Reggio Emilia attests to the concept of "teacher as researcher." Teachers are encouraged to consistently evaluate our teaching practices in relation to the students they serve. Therefore, "teacher action research involves a systematic and sustained study of some aspects of teaching and learning" (Souto-Manning, 2012, p. 54). Action Research, is defined as, "a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. This research is carried out within the context of the teacher's environment-that is, with the students and at the school in which the teacher works-on questions that deal with educational matters at hand." (Ferrance, 2000). Required: 25 hours of clinical experiences

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