



Graduate School of Education

COURSE DESCRIPTIONS: Teacher Preparation Certificate Program for Teacher Licensure

Please Note: The Specific General Education Competencies are embedded in the following Modules:

- ❖ **Foundations and History of Education** is incorporated in Module 1 and totals the equivalent of 45 contact hour/3 credit hour course requirement.
- ❖ **Survey of Special Education** competencies are incorporated in Modules 2, 4, 5 and 6 and totals the equivalent of 45 contact hour/3 credit hour course requirement.
- ❖ **Dyslexia and Special Needs Assisted Technology** is incorporated in Module 2 and totals the equivalent of 45 contact hour/3 credit hour course requirement.
- ❖ **Literacy, to include Phonics** is incorporated in Module 3 and totals the equivalent of 90 contact hour/6 credit hour course requirement.
- ❖ **Classroom Management and Human Growth & Development** is incorporated in Module 4 and totals the equivalent of 45 contact hour/3 credit hour course requirement.
- ❖ **Curriculum & Instruction with an introduction to methods** is incorporated in Module 6 and totals the equivalent of 45 contact hour/3 credit hour course requirement.
- ❖ **Methods of teaching in preparation for clinical practice** is incorporated in Module 7 and totals the equivalent of 15 contact hour/1 credit hour course requirement.
- ❖ **Professional Learning and Ethical Practice** is incorporated in Module 8 and totals the equivalent of 30 contact hour/2 credit hour course requirement.

Module 1: Course Introduction – 1 credit course

This course is an introduction course to TEACH-NOW's program offerings.

Module 1 is an orientation to the overall program mission, objectives, digital learning and the TEACH-NOW program platform. Candidates become familiar with the syllabi, program structure, grading policies, performance expectations and the learning design of the program. Teacher candidates apply TEACH-NOW's learning design philosophy of learning by doing, collaborative learning and digital learning by completing assigned activities in the module.

Module 2: The Culture of Schooling – 3 credit course

This course covers competencies in foundations of education and teaching exceptional learners.

Module 2 explores the foundations of the education profession in the context of teaching as well as the many aspects of diversity in the classroom. Candidates investigate the profession of teaching in educational systems, and the organization and structure of educational delivery. They research education statistics and explore ways statistics can be used to learn about student demographics, achievement data including literacy skills, to provide a context for education in a country, state or region. They explore the relationship among federal, state and local governments, educational organizations, and unions and how the policies and laws made determine how schools operate and how students are served. Candidates begin reviewing strategies and activities to differentiate instruction for diverse

student populations in terms of their backgrounds, skills, abilities, and difficulties. The full IEP process is introduced in this course.

Module 2 also encompasses part 1 of a 4-part comprehensive course of study on teaching exceptional learners. Candidates analyze various types of student diversity that co-exist in a classroom environment and discuss ways in which all students' learning needs can be addressed through differentiated learning. Candidates take an in-depth look at two types of student diversity – special education and English Language Learners (ELLs). They examine special education categories, accommodations and the student referral process and compare ELL programs, standards and instructional strategies for effective English language acquisition for all students based on their literacy skills and academic and developmental capabilities.

Key topics covered in **Module 2** include the following: Laws and Policies that Affect Teaching, Student Diversity to include multilingual language learners, Student Data Analysis, Differentiated Instruction, IEP teams, forms, processes timelines and assessments, Students with Exceptionalities, Personalized Learning in Special Education, Students with Learning Difficulties and Assistive Technologies for Intervention to include Dyslexia.

Module 3: The Learner and Learning in a Digital Age – 3 credit course
This course is focused on human growth and development and educational technology.

Module 3 focuses on understanding the student learner, the learning process, learning theories and how teachers can engage and empower students with innovative teaching strategies that focus on acquiring and enhancing 21st Century skills. They design surveys that help them understand their students' developmental capabilities, literacy skills, socio-economic and cultural influences, interests, talents and special needs. Candidates examine the influence of technology on students' lives and explore ways in which technology can be used to enhance learning and create effective instruction. They use this information about their students to design a student-centered learning environment as well as student centered approaches to learning design, assessment, literacy skill development, physical movement and differentiation to create learning experiences that meet the needs of every student. Candidates experiment with a new technology or innovative teaching practice with a group of students and reflect on the success and limitations of their teaching experiment. Candidates research future trends, opportunities and challenges of using technology in the classroom and share their findings.

Key topics covered in **Module 3** include the following; Understanding the Learner, Students in a Digital Age, Technology enhanced Instruction, Student Centered Learning and learning theories, Student Case Studies on learning theories and human development.

Module 4: Managing the Learning Environment – 3 credit course
This course focuses on classroom management and teaching exceptional learners.

Module 4 explores multiple aspects of managing the classroom to ensure that all students have a safe and supportive environment for learning—including building positive relationships between the teacher and each student and among the students themselves. Candidates investigate the importance of building and maintaining a positive classroom environment and demonstrate the steps for doing so. Candidates practice IEP student goal setting, implementing action plans to meet the goal, and analyze changes in behavior after implementation of the goal. They plan for an inclusive classroom by assessing the academic levels and literacy skills of their students and designing a behavior management plan based on this assessment to ensure that all students receive instruction at appropriate levels.

Module 4 also encompasses part 2 of a 4-part comprehensive course of study on teaching exceptional learners. Candidates learn and develop the skills to design, implement and teach classroom rules, procedures, and class norms. Using classroom observations, candidates share examples of how best to handle various student behaviors. Candidates look closely at transitions students make during lessons and throughout the day and learn how to facilitate those transitions successfully. Finally, candidates analyze the physical components of a classroom and

determine ways to allocate space effectively for learning and evaluate their allocation of time for instructional and administrative tasks.

Key topics covered in **Module 4** include the following; Managing Student Behavior, Strategies for Managing the Learning Environment, Growth vs Fixed Mindset, Analyzing Disruptive Behaviors, Building a Positive Classroom Climate, Positive Behavior Intervention Supports (PBIS), Managing Challenging Student Behavior, IEP forms, processes and assessments, Using Technology to Monitor Student Behavior, Planning for an Inclusive Classroom and Planning Norms, Procedures and Transitions.

Module 5: Student Assessments – 2 credit course
This course focuses on assessment and teaching exceptional learners.

Module 5 explores the types, purposes, and uses of student assessments and encompasses part 3 of a 4-part comprehensive course of study on teaching exceptional learners. Candidates learn how to develop effective assessments and rubrics and how to use both formative and summative assessment data to modify their teaching practice. They design formative assessments based on the student data gathered on grade level, subject area, literacy skills with the objective of using this data to inform instruction and make modifications to the assessment to meet the needs of English language learners and students with special needs. Candidates learn how to monitor progress, provide effective feedback to students, and involve students in monitoring their own practice. They design pre-assessment to determine needs for differentiation and inform plans to address the knowledge gaps including literacy skills in students. Candidates use social media and digital sources to expand a resource base for developing questioning techniques, designing rubrics, and using a variety of formative assessment strategies. They create a plan to communicate results of student assessments, overall academic progress, improvement in literacy skills and social skills to parents and caregivers and involve parents in creating a development and improvement plan for the students. Candidates design differentiated assessments for an English language learner and a special education student in an inclusive classroom. Candidates share resources and ideas for creating a culture of achievement in the classroom.

Key topics covered in **Module 5** include the following; Write a Unit Plan and daily Lesson Plan, Review and revision of Lesson Plans, Differentiating Lessons, Evaluating a TEACH-NOW Special Education Clinical Practice Lesson, Evaluating a TEACH-NOW ESL Clinical Practice Lesson.

Module 6: Planning and Preparation for Learning – 2 credit course
This course focuses on instruction, curriculum planning and teaching exceptional learners.

Module 6 focuses on the processes involved in planning and preparing for standards-based instruction and encompasses part 4 of a 4-part comprehensive course of study on teaching exceptional learners. Candidates evaluate state and national standards and use these as the basis for planning instruction in their content area. They unpack standards to identify the knowledge and skills that students must demonstrate to meet standards. This includes unpacking the standards and designing curriculum maps that include the big ideas, proficiencies and student skills including literacy skills, activities and assessments to help students master the standards. Candidates develop comprehensive and detailed lesson plans and unit plans based on overarching educational goals, specific objectives that include acquiring the necessary literacy skills derived from standards, student reading levels, and student IEPs. The lesson plans include vocabulary and literacy skills, descriptions of projects and activities, and differentiated instructional strategies for all exceptional learners. Candidates peer review lesson plans to ensure that they meet the goals and objectives, have adequate and appropriate formative and summative assessments, include a variety of appropriate, effective, and innovative teaching strategies for diverse learners with varying reading levels, special needs, and English language acquisition needs, as well as incorporating 21st Century skills and including innovative and appropriate uses of technology as needed.

Key topics covered in **Module 6** include the following; Designing Formative Assessments, Evaluating Results from Data, Using Assessment Data to Inform Instruction, Communicating Results to Parents, Response to Intervention, Differentiating Assessments, Pre-Assessment for Differentiation, and Designing Differentiated Assessments.

Module 7: Introduction to Clinical Practice – 1 credit course

This course is a preparation for student teaching and the clinical practice experience.

Module 7 focuses on preparing candidates for their 12-week clinical practice. Through discussions with their mentor and the instructor, candidates gain a deeper understanding of the expectations for the clinical experience and their anticipated responsibilities in the classroom. Candidates prepare several lesson plans, review classroom management strategies, and determine the approaches they will use in their first weeks in the classroom.

Module 8: Teacher Practice and Proficiency – 8 credit course

This course is the clinical practice that provides supervised teaching experiences.

Module 8 is a twelve-week clinical experience that provides candidates with an extended period of full responsibility for instruction and learning in a preK-12 classroom learning environment under the guidance and direction of a mentor teacher and TEACH-NOW clinical supervisor. Candidates are responsible for planning and implementing effective instruction designed for student learning, evaluating student progress and using the results to improve their teaching, and collaborating with other school personnel as appropriate. They review sample teaching videos of TEACH-NOW candidates against the different InTASC standards to recognize strengths and identify areas of improvement in collaboration with their cohort and make recommendations for changes to ensure that every student learns and develops academic and literacy skills as per their appropriate grade level and subject matter. Candidates also use technology to develop their own personal learning network and build a system of continuous learning that will serve them after they complete the TEACH-NOW program. Candidates are expected to demonstrate mastery of the 10 InTASC Standards. (see below)

Key topics covered in **Module 8** focus on InTASC standards and include the following; Student Case Study, Learning Environments, Standards 1, 2, and 3 Video and Reflection, Mentor Evaluation for Standards 1, 2 and 3, Instructional Strategies, Standards 6, 7, and 8 Video and Reflection and Mentor Evaluation for Standards 6, 7 and 8.

Ten InTASC Standards

- Standard #1: Learner Development
- Standard #2: Learning Differences
- Standard #3: Learning Environments
- Standard #4: Content Knowledge
- Standard #5: Application of Content
- Standard #6: Assessment
- Standard #7: Planning for Instruction
- Standard #8: Instructional Strategies
- Standard #9: Professional Learning and Ethical Practice
- Standard #10: Leadership and Collaboration

Module 8 also includes an in-depth teacher assessment that meets or exceeds the competencies covered in EdTpa in the following manner;

- ★ Candidates are rated on rubrics by their mentors on submitted videos
- ★ Candidates are provided with extensive descriptive and prescriptive discussions of the video lessons by their instructor
- ★ Candidates engage in peer review of colleagues' video submissions including ranking on a rubric and comments in the Discussion Forum
- ★ Candidates meet weekly in a virtual classroom (VC) to discuss the InTASC Standard for the week, present case studies, and engage in dialogue with each other about particular problems in the classroom.

- ★ Candidates prepare a Professional Learning Plan (PLP) that focuses on future topics for professional development.
- ★ Candidates prepare and present to either a School Administrator or the School Site Council an idea that can be implemented to improve instruction at the school. The plan must be cost effective and realistic. In addition to classroom teaching, candidates are expected to participate other routine teaching duties, i.e., sitting in or conducting parent teacher conferences, attending an IEP meeting as an observer, attending school faculty meetings, attending performances with which they are involved (Science Fair, music presentations, art exhibits, Family Math and Family Literacy events).
- ★ Candidates who are coaching sports or cheerleading teams are expected to attend all practices and games/events.
- ★ Candidates are expected to conduct themselves professionally and to dress appropriately for the subjects/grades they will be teaching.
- ★ Candidates are expected to follow the mandates and guidelines of the school/district/charter that is hosting them.