

ED 620 Curriculum Development

The candidate

1. Designs an instructional unit incorporating the principles of backwards design, according the Unit Plan Guidelines.
2. Applies the concepts of Understanding by Design to develop lessons, curriculum and assessment to be implemented during the internship.
3. Implements a variety of formative assessments to collect and analyze data related to student learning in order to differentiate instruction.
4. Participates in discipline related professional communities in order to implement best practices in pedagogy and assessment related to the academic discipline.
5. Critiques the unit plans and lesson plans of other students in order to provide thoughtful response to improve instruction and assessment.
6. Reflects on practice and discusses instructional issues with colleagues in online forums and discussions during web-conferences.
7. Uses the appropriate standards and grade level expectations as the basis for instructional planning.

ED 627 Educational Research

The candidate will

1. State the nature, purposes and types of educational research.
2. Demonstrate an understanding of procedures for reviewing research literature including library database search and synthesis of pertinent literature.
3. Display knowledge of the procedures involved in selecting and administering tests and other measurement devices
4. Show a mastery of the concepts and procedures relating to: descriptive research, causal- comparative research, correlational research, experimental research, and R & D studies.
5. Indicate a familiarity with the various statistical techniques appropriate for analyzing data from different research designs.
6. Conduct a teacher research project that focuses on an instructional question. The project will include the systematic gathering and analysis of data, followed by reflection and the professional presentation of the study.

ED 631 Educational Psychology

The candidate:

1. Defines learning and compare and contrast the factors that cognitive, behavioral, and humanistic theorists believe influence the learning process.
2. Articulates in depth knowledge of current human development theories with colleagues and can use that understanding to forecast student growth and provide adequate support.
3. Applies developmentally appropriate learning activities that promote thinking and social success.
4. Writes an academic reflective essay that demonstrates knowledge of learning theory, how the brain learns and theories of human development in the context of teaching practice.
5. Design instructional units that incorporate formative and summative assessment and analyses the student data to plan instruction.
6. Develops an individualized approach to motivation and classroom management based on the instructional context and learning and development theory.
7. Creates an info-graphic or media presentation that explains one theory of development: Piaget, Erikson, Maslow, Freud, Skinner or Vygotsky.
8. Conducts focused interviews of middle school or high school students, parents and administrators to study effective teaching in the context of education research related to development and neuroscience. This presentation, including edited audio/visual media is presented to the class.

ED 691 Teaching Internship I and II

The candidate

1. Describes the characteristics and preferred outcomes of a classroom in which the teacher employs effective teaching strategies
2. Uses teaching strategies that are based upon content standards, student developmental needs, student abilities and community awareness.
3. Explains the relationship between planning, teaching and assessment
4. Designs and implements an assessment system that is effective and meets the needs of a variety of learners.
5. Designs and implement an effective classroom management system and make adjustments as needed for the instructional context.
6. Designs instruction and incorporate best pedagogical practices to make learning relevant and motivate all students to succeed.
7. Participates in the Evaluation of Classroom Practice through self-evaluation and reflection.

ED 692 Educational Seminar I

The candidate

1. Writes the Goal One Reflective Essay that connects the standard, the performances, the evidence and the field experience in the program. This essay explains how the candidate applies current research and individual education philosophy in practice.
2. Writes the Goal Two Reflective Essay that connects the standard, the performances, the evidence and the field experience in the program. This essay explains how human development affects learning and how this knowledge is applied in practice.
3. Writes the Goal Five Reflective Essay that connects the standard, the performances, the evidence and the field experience in the program. This essay explains standards-based instruction and assessment as it is applied in practice.
4. Writes the Goal Seven Reflective Essay that connects the standard, the performances, the evidence and the field experience in the program. This essay explains how the candidate will use knowledge of local culture and community to contextualize learning and communicate effectively with parents.
5. Writes the Goal Nine Reflective Essay that connects the standard, the performances, the evidence and the field experience in the program. This essay explains how technology is integrated wisely and effectively in practice.
6. Participates in professional online discourse and discussions through web-conferences regarding current issues in education and research related to the study of effective teaching.

ED 692 Education Seminar II

The candidate:

1. Writes the Goal Three Reflective Essay that connects the standard, the performances, the evidence and the field experience in the program. This essay explains differentiated instruction and culturally responsive teaching as it applies to diverse instructional contexts.
2. Writes the Goal Four Reflective Essay that connects the standard, the performances, the evidence and the field experience in the program. This essay establishes the breadth and depth of content knowledge, as well as the structure of the curriculum in order to teach effectively in the area of certification.
3. Writes the Goal Six Reflective Essay that connects the standard, the performances, the evidence and the field experience in the program. This essay describes the strategies and approaches to creating an engaging, safe and responsive learning environment.
4. Writes the Goal Eight Reflective Essay that connects the standard, the performances, the evidence and the field experience in the program. In this essay candidates articulate the beliefs, dispositions and habits of mind for a professional teacher.
5. Completes the Teacher Work Sample as described in the TWS guidelines.
6. Participates in professional online discourse and discussions through web-conferences regarding current issues in education and research related to the study of effective teaching.