Early Childhood Urban Education (MSED)

This Teach for America program is for Corps Members who are the teacher of record in a Kindergarten classroom.

There are three certification options associated with this MSEd. They are Early Childhood Students with Disabilities, Early Childhood TESOL (Teaching English to Speakers of Other Languages), and Early Childhood Bilingual Education.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>EDU 601</td>
<td>Intro to Education Foundations</td>
<td>3</td>
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<tr>
<td>EDU 603</td>
<td>Intro to Education Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDCH 502</td>
<td>Emergent Literacy</td>
<td>3</td>
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<tr>
<td>EDU 595</td>
<td>Child Abuse Workshop</td>
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<tr>
<td>EDU 596</td>
<td>Prevention of School Violence Workshop</td>
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<tr>
<td>EDU 597</td>
<td>Dignity for All Students Workshop</td>
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<tr>
<td>EDY 540</td>
<td>Early Childhood Learning and Development</td>
<td>3</td>
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<tr>
<td>SPE 580</td>
<td>Classroom Management</td>
<td>3</td>
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<tr>
<td>EDCH 543</td>
<td>Elementary Mathematics Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDCH 515</td>
<td>Assessment for Instruction</td>
<td>3</td>
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<tr>
<td>or EDU 556</td>
<td>Assessment for Diverse Learners</td>
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<tr>
<td>EDU 615</td>
<td>Research Methods</td>
<td>3</td>
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<tr>
<td>SPE 541</td>
<td>Inclusive Strategies</td>
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<tr>
<td>SPE 631</td>
<td>Reading and Writing Process for Students with Learning and Behavioral Disorders</td>
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<tr>
<td>or TESL 590</td>
<td>Foundations of Bilingual Education</td>
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<tr>
<td>EDU 589</td>
<td>Student Teaching Seminar</td>
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<tr>
<td>Total Credits</td>
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</tbody>
</table>

1 Take EDU 556 if you plan to add SWD.
2 Take TESL 590 if you plan to add TESOL or Bilingual.

Courses to Add SWD

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPE 644</td>
<td>Collaborative Practices on a Transdisciplinary Team</td>
<td>3</td>
</tr>
<tr>
<td>SPE 639</td>
<td>Therapeutic Approaches for Disruptive Behavior</td>
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</tr>
</tbody>
</table>

Total Credits 6

Please recall that SWD candidates need to take EDU 556 as their assessment course.

Courses to add TESOL K-12 (Teaching English to Speakers of Other Languages)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>TESL 585</td>
<td>Methods and Materials of Teaching English to Speakers of Other Languages</td>
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<tr>
<td>TESL 587</td>
<td>Evaluation Assessment in Bilingual/TESOL Education</td>
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Prerequisites for Early Childhood

Prerequisites for Childhood and Childhood SWD

Candidates must provide evidence of successful completion of six hours of college level credit in each of the following:

- English
- Mathematics
- Natural Science
- Social Studies

And three hours of college level credit in:

- Language Other Than English

Prerequisites for TESOL

Twelve credits in a language other than English

Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)

CANDIDATES IN THE TEACHER EDUCATION PROGRAMS WILL DEMONSTRATE CONTENT KNOWLEDGE, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE NECESSARY FOR SUCCESSFUL PERFORMANCE IN THEIR FIELD.

Teacher candidates will:

- Acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- Know the content they are responsible for teaching, and the pedagogical content knowledge to plan instruction that ensures growth and achievement for all students.
Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)
CANDIDATES IN THE TEACHER EDUCATION PROGRAMS WILL DEMONSTRATE PROFESSIONAL SKILLS AND DISPOSITIONS NECESSARY FOR SUCCESSFUL PERFORMANCE IN THEIR FIELD.
Teacher candidates will:
• Demonstrate professional dispositions and implement instruction that engages and challenges all students to meet or exceed the learning standards.

Learning Goal 3 (SERVICE)
CANDIDATES IN THE TEACHER EDUCATION PROGRAMS WILL DEMONSTRATE WILLINGNESS TO USE THEIR SKILLS TO BENEFIT AND SERVE SOCIETY. WITHIN THE CONTEXTS OF THEIR WORK, CANDIDATES PROMOTE AUTHENTIC LEARNING, SOCIAL AND EMOTIONAL DEVELOPMENT, AND A COMMITMENT TO SOCIAL JUSTICE IN ENVIRONMENTS THAT FOSTER RESPECT FOR DIVERSITY AND THE DIGNITY OF ALL.
Teacher candidates will:
• Work with all students to create a dynamic learning environment that supports achievement and growth.
• Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction for diverse learners.

Learning Goal 4 (PROFESSIONALISM)
CANDIDATES WILL DEMONSTRATE SELF-REFLECTION AS A HABIT OF MIND, CONTINUOUSLY ASSESSING AND REFINING THEIR PROFESSIONAL PRACTICE AS THEY CONSTRUCT A RICH REPERTOIRE OF RESEARCH-BASED KNOWLEDGE, SKILLS, AND ATTITUDES FOR EFFECTIVE PERFORMANCE ENSURING THAT ALL STUDENTS AND/OR CLIENTS HAVE OPTIMAL OPPORTUNITIES TO LEARN AND GROW.
Teacher candidates will:
• Set informed goals and strive for continuous professional growth.

Learning Goal 5 (LEADERSHIP)
CANDIDATES WILL BECOME ADEPT AT APPLYING THEIR ACQUIRED KNOWLEDGE IN THE PROCESS OF EVALUATING THEIR OWN PROFESSIONAL PERFORMANCE AND DECISION-MAKING WITH RESPECT TO ITS IMPACT ON STUDENTS AND/OR CLIENTS, ORGANIZATIONS, AND THE WIDER COMMUNITY.
Teacher candidates will:
• Demonstrate professional responsibility and engage relevant stakeholders to maximize impact on student growth, development, and learning.