

# TEACHER EDUCATION (TEACH\_ED)

**TEACH\_ED 301-0 Schooling in America (1 Unit)** This course will explore the development of schools in the United States by understanding the ideologies and decisions (pedagogical and political) that have shaped schools over 200 years.

**TEACH\_ED 302-0 Social, Cultural, and Linguistic Contexts of Education (1 Unit)** This course is designed to explore how the ways that we live culturally provide strengths for teaching, learning and design. The course draws from the interdisciplinary study of socio-cultural, linguistic, and contextual influences of education, as well as perspectives from learning, teaching, research and policy. Candidates will examine how issues of power and privilege as they pertain to race, ethnicity, language, class, gender, sexuality and identity politics shape and are shaped within our education system. Candidates will be asked to consider their own schooling experiences, and deeply evaluate their beliefs, thoughts and assumptions about the influence of various legal, historical, socio-cultural and linguistic factors on their ideas about teaching, learning, and schooling. Special attention will be given to the major trends that influence contemporary landscapes of PK-12 education and the potential systemic benefits and harms associated with them. Candidates will produce an autoethnography that considers the impact of personal formal and informal learning experiences rooted in racial, cultural and linguistic identity on their life view, as well as how they move through the world as advocates for justice.

**TEACH\_ED 309-0 Designing and Supporting Discourse-Rich Environments for Learning (1 Unit)** Across the K-12 curriculum, approaches to teaching and learning that focus on student sensemaking and meaningful learning rely on creating a classroom where much of this sensemaking work occurs through talk. Supporting productive classroom discourse is a key element in engaging students in meaningful knowledge-building work. Teachers need tools and strategies to create and support an environment in which students feel welcome and responsible for contributing by sharing their ideas, building on one another's thinking, and working together to further their learning as a community. This course address how to support discourse in the classroom, including designing discussion-based tasks, supporting students in academic discourse, creating a classroom climate supportive of discussion, questioning strategies and talk moves that facilitate discussion, and assessment in discussion-based tasks. We will examine current approaches to supporting effective classroom discussions drawn from elementary, middle school, and high school classrooms, and across multiple disciplines including math, literacy, history, science, and others. Work in the course will involve discussing articles sharing discourse strategies and analyzing video of classroom interactions to see these approaches in action. Students will have the opportunity to work with the tools and strategies of the course in analyzing a classroom discussion they choose to observe, designing discussion-based lessons for their own teaching context, and to try out these tools in facilitating discussions with their peers.

**TEACH\_ED 310-0 Foundations of Learning in a New Language (1 Unit)** Historical, political, sociocultural, and educational practices that impact linguistically and culturally diverse learners in American schools.

**TEACH\_ED 311-0 Elementary Science Methods and Content (1 Unit)** This is Part I of a two-part combined Elementary Science and Social Studies Methods course sequence. This course prepares preservice teachers to teach science and social studies in the elementary grades.

Inquiry is a grounding principle that will be explored in the context of both science and social studies planning. Candidates will examine interdisciplinary planning and shared pedagogy, and methodologies for both science and social studies. Some class sessions, readings, or experiences will focus on either science or social studies in contrast with some of the cross-curricular approaches. Science topics include the fundamental principles and interrelationships among various areas of science (life, physical, environmental, earth and space), science and engineering practices and investigation to solve problems, and how to engage students in acquiring new knowledge. The broad range of social science content will be addressed, including history, geography, culture, economics and citizenship, with connections to Illinois, the United States and the world. Candidates will work with and examine Next Generation Science Standards, Common Core Standards, and Illinois State Standards.

**TEACH\_ED 312-0 Elementary Methods for Teaching Science and Social Studies II (1 Unit)** This is Part II of a two-part combined Elementary Science and Social Studies Methods course sequence. Candidates will continue their work and study from Part I. This course prepares preservice teachers to teach science and social studies in the elementary grades. Inquiry is a grounding principle that will be explored in the context of both science and social studies planning. Candidates will examine interdisciplinary planning and shared pedagogy, and methodologies for both science and social studies. Some class sessions, readings, or experiences will focus on either science or social studies in contrast with some of the cross-curricular approaches. Science topics include the fundamental principles and interrelationships among various areas of science (life, physical, environmental, earth and space), science and engineering practices and investigation to solve problems, and how to engage students in acquiring new knowledge. The broad range of social science content will be addressed, including history, geography, culture, economics and citizenship, with connections to Illinois, the United States and the world. Candidates will work with and examine Next Generation Science Standards, Common Core Standards, and Illinois State Standards. Prereq: completion of TEACH\_ED 311.

**TEACH\_ED 314-0 Math for Elementary Teachers (1 Unit)** Math for Elementary Teachers.

**TEACH\_ED 318-0 Teaching Math: Geometry (1 Unit)** The course is intended to deepen conceptual understanding of middle school and high school geometry topics, especially as related to attributes and relationships of geometric objects.

**TEACH\_ED 319-0 Teaching Math: Statistics and Probability (1 Unit)** This course aims to effectively prepare teachers to help middle school and high school students "learn with understanding" the fundamentally important statistics and probability concepts and skills that are needed for today's world and that are articulated in the Common Core State Standards.

**TEACH\_ED 320-0 Designing for Linguistically and Culturally Sustaining Instruction (1 Unit)** The Designing for Culturally and Linguistically Sustaining Teaching course engages pre-service candidates in developing equitable and sustaining planning and instructional techniques reflective of the lives, languages, literacies, and cultural ways of being that represent the children they will teach. Through exploring diverse heterogeneous instructional practices, this course delves into understanding strategies and ways of thinking about content that transform the daily instructional experiences we can offer our students, making connections a reality.

**TEACH\_ED 322-0 Linguistics Informed Approaches to Literacy (1 Unit)** The Linguistics Informed Approaches to Literacy course supports students in analyzing the aims of linguistic science as well as how

linguistic concepts apply to teaching in a variety of settings (including with multilingual students, monolingual students, and bilingual classrooms). Students will think about the complexities of language and how they connect with identity, culture, power, and schooling. Students explore topics like syntax, phonology, morphology, semantics, and cognates as they develop their own metalinguistic awareness in support of facilitating effective teaching and learning. A focal area will be supporting the development of students' literacies. Content-area reading topics include but are not limited to pre-reading, post-reading, vocabulary, fluency, and comprehension.

**TEACH\_ED 323-0 Elementary Literacy Methods & Content (1 Unit)**

In the course participants will gain an understanding of the cognitive foundations of reading comprehension and their influence on methods of instruction and assessment, as well as the interrelationships between reading processes and language learning.

**TEACH\_ED 324-0 Critical Issues in Literacy (1 Unit)** Continues on the work in MS\_ED 422-0 and TEACH\_ED 322-0, delving deeply into critical literacy issues.

**TEACH\_ED 326-0 Elementary Math: Methods and Content (1 Unit)**

The course provides an overview of mathematical topics taught in elementary and middle school. Course participants learn in small groups and reflect on their own and children's learning. Pedagogical contexts for the mathematical concepts are provided.

**TEACH\_ED 327-0 Educating Exceptional Children (1 Unit)** Students with disabilities, including learning disabilities resulting from human development and/or accidents; understanding and application of approved emergency, educational, and rehabilitative activities; interrelationships with medical, health, and educational personnel.

**TEACH\_ED 328-0 Dynamics of Middle School Curriculum (1 Unit)**

Identifying and understanding the effects of middle school dynamics (principles, structures, and practices) on classroom learning and instruction. Focuses on the development and social problems of fifth through eighth graders.

**TEACH\_ED 329-0 Cognition and Culture in Teaching and Learning (1 Unit)**

This course is an exploration of the theoretical foundations of research on culture and cognition and how to apply these ideas to views of learning and teaching in a variety of settings. Students enrolled in the course can still receive credit if LOC/LRN\_SCI 214 has already been taken. This course builds on topics from LRN\_SCI 301 with an emphasis on classroom environment.

**TEACH\_ED 332-0 Assessment of Linguistically Diverse Students (1 Unit)**

The Assessment of Linguistically Diverse Students course engages pre-service teacher candidates in learning about a variety of assessment approaches, (including but not limited to standardized, formative, diagnostic, performance-based, etc.) with special attention to how assessment of English-Language Learners has been conceptualized within American historical and contemporary sociopolitical and sociocultural contexts. Issues of legality, bias, non-discriminatory policies, and ethical considerations that must accompany decisions about standards and practices used in the assessment of culturally and linguistically diverse students will be explored. Candidates will be asked to examine policies facing educators of linguistically diverse learners over the last century, and articulate multiple perspectives associated with the issue drawing from course readings and outside research.

**TEACH\_ED 333-0 Science Content for Teachers (1 Unit)** This course utilizes a discussion format with a heavy emphasis on critical thinking and skills based activities. The inquiry/discussion approach will help us

delve into the concepts of ecology & earth systems found on the Illinois Licensure Test.

**TEACH\_ED 334-0 Social Science Content for Teachers (1 Unit)** Students will explore ways to select social studies content that is both meaningful and empowering for their students by engaging with texts that critically examine various social studies topics.

**TEACH\_ED 336-0 Instructional Design & Assessment (1 Unit)** Students will gain an overview of various approaches to curriculum design and instructional models, and will investigate several kinds of assessments, including formative and summative, and how those assessments are linked to instructional design, teaching and learning. Opportunities will be given to practice grading, providing good feedback, and managing a class assessment system.

**TEACH\_ED 338-0 Computational Tools for Justice and Inquiry-Based Learning (1 Unit)** Theory and practice of designing school environments that integrate new technologies and media. Taught with LRN\_SCI 338-0; may not receive credit for both courses.

**TEACH\_ED 351-0 Special Topics in Teacher Education (1 Unit)** Advanced work on special topics.

**TEACH\_ED 355-0 Methods & Techniques: World Languages (1 Unit)**

Analysis of research, teaching methodologies, and literature related to the content area. Focuses on learning experiences, methods, and educational techniques appropriate for elementary, middle school, and high school students. Concurrent registration in TEACH\_ED 378-0 or TEACH\_ED 379-0 required.

**TEACH\_ED 356-0 Methods & Techniques: English (1 Unit)** Analysis of research, teaching methodologies, and literature related to the content area. Learning experiences, methods, and educational techniques appropriate for high school students.

**TEACH\_ED 357-0 Methods and Techniques: Secondary Mathematics (1 Unit)** See description for MS\_ED 456-0.

**TEACH\_ED 358-0 Methods and Techniques: Science (1 Unit)** See description for MS\_ED 456-0.

**TEACH\_ED 359-0 Methods & Techniques: Social Science (1 Unit)** See description for MS\_ED 456-0.

**TEACH\_ED 366-0 Middle Grades Methods & Techniques of Teaching: English (1 Unit)**

**TEACH\_ED 367-0 Middle Grades Methods & Techniques of Teaching: Mathematics (1 Unit)**

**TEACH\_ED 368-0 Middle Grades Methods & Techniques of Teaching: Science (1 Unit)**

**TEACH\_ED 369-0 Middle Grades Methods & Techniques of Teaching: Social Sciences (1 Unit)**

**TEACH\_ED 373-0 Topics in High School Math (1 Unit)** Content varies.

**TEACH\_ED 375-0 Theory & Practice of Tchg in Multiling. & Multicult.**

**Contexts: Secondary Math (1 Unit)** The Theory & Practice of Teaching in Multilingual and Multicultural Contexts course is strategically designed to support teacher candidates in applying their theoretical understandings and knowledge as they engage in the practices of observing, planning, teaching, assessing learning, and reflecting in the context of their fall practicum school placement. Asset-based pedagogies are central to the course and teacher candidates will be engaged in a variety of experiences that help them learn about their students and school communities (including understanding students' linguistic repertoires). Teacher candidates will continue to develop their understandings of language acquisition, theories of learning, content knowledge development, and

effective teaching, as they analyze and explore classroom instruction (through both professional noticing in classrooms and their own teaching). A variety of methods for teaching all students, including multilingual students, (both through ESL and bilingual lenses) will be explored as well as domain-specific methods. Teacher candidates will explore strategies for making content comprehensible for all learners (including language learners) while supporting students and their development in each of the modes of communication (interpersonal, presentational, and interpretive). This course prepares teacher candidates for the transition to full-time student teacher the following quarter.

**TEACH\_ED 376-0 Theory & Practice of Tchg in Multiling. & Multicult.**

**Contexts: Secondary Science (1 Unit)** The Theory & Practice of Teaching in Multilingual and Multicultural Contexts course is strategically designed to support teacher candidates in applying their theoretical understandings and knowledge as they engage in the practices of observing, planning, teaching, assessing learning, and reflecting in the context of their fall practicum school placement. Asset-based pedagogies are central to the course and teacher candidates will be engaged in a variety of experiences that help them learn about their students and school communities (including understanding students' linguistic repertoires). Teacher candidates will continue to develop their understandings of language acquisition, theories of learning, content knowledge development, and effective teaching, as they analyze and explore classroom instruction (through both professional noticing in classrooms and their own teaching). A variety of methods for teaching all students, including multilingual students, (both through ESL and bilingual lenses) will be explored as well as domain-specific methods. Teacher candidates will explore strategies for making content comprehensible for all learners (including language learners) while supporting students and their development in each of the modes of communication (interpersonal, presentational, and interpretive). This course prepares teacher candidates for the transition to full-time student teacher the following quarter.

**TEACH\_ED 377-0 Theory & Practice of Teaching in Multiling. & Multicult.**

**Contexts: Elementary (1 Unit)** The Theory & Practice of Teaching in Multilingual and Multicultural Contexts course is strategically designed to support teacher candidates in applying their theoretical understandings and knowledge as they engage in the practices of observing, planning, teaching, assessing learning, and reflecting in the context of their fall practicum school placement. Asset-based pedagogies are central to the course and teacher candidates will be engaged in a variety of experiences that help them learn about their students and school communities (including understanding students' linguistic repertoires). Teacher candidates will continue to develop their understandings of language acquisition, theories of learning, content knowledge development, and effective teaching, as they analyze and explore classroom instruction (through both professional noticing in classrooms and their own teaching). A variety of methods for teaching all students, including multilingual students, (both through ESL and bilingual lenses) will be explored as well as domain-specific methods. Teacher candidates will explore strategies for making content comprehensible for all learners (including language learners) while supporting students and their development in each of the modes of communication (interpersonal, presentational, and interpretive). This course prepares teacher candidates for the transition to full-time student teacher the following quarter.

**TEACH\_ED 378-0 Theory & Practice of Tchg in Multiling. & Multicult.**

**Contexts: Sec. Humanities (1 Unit)** The Theory & Practice of Teaching in Multilingual and Multicultural Contexts course is strategically designed to support teacher candidates in applying their theoretical understandings and knowledge as they engage in the practices of observing, planning, teaching, assessing learning, and reflecting in the context of their fall practicum school placement. Asset-based pedagogies are central to the

course and teacher candidates will be engaged in a variety of experiences that help them learn about their students and school communities (including understanding students' linguistic repertoires). Teacher candidates will continue to develop their understandings of language acquisition, theories of learning, content knowledge development, and effective teaching, as they analyze and explore classroom instruction (through both professional noticing in classrooms and their own teaching). A variety of methods for teaching all students, including multilingual students, (both through ESL and bilingual lenses) will be explored as well as domain-specific methods. Teacher candidates will explore strategies for making content comprehensible for all learners (including language learners) while supporting students and their development in each of the modes of communication (interpersonal, presentational, and interpretive). This course prepares teacher candidates for the transition to full-time student teacher the following quarter.

**TEACH\_ED 381-0 BSED/BSJ Experiential Learning Community Workshop Series (0 Unit)**

In their second year, students choose 1 experiential education requirement – either the SESP Practicum, Student Teaching, or Medill Journalism Residency for 4 units of credit. The students participate in the Community Workshop Series during the year they complete their experiential education requirement.

**TEACH\_ED 385-0 Student Teaching in Multilingual and Multicultural**

**Contexts: Secondary Math (4 Units)** The Student Teaching Seminar supports teacher candidates in developing skills, practices, and understandings essential for successful professional educators, including the use of theoretical knowledge to inform professional practice and the cultivation of questions rooted in practice to illuminate the meaning of theory. Teacher candidates are guided in the development and implementation of instructional units and lessons that apply a variety of methods and approaches (including ones designed to support linguistically diverse students). Teacher candidates work together and with the support of mentors to consider the selection and evaluation of instructional materials and consider how they can be used, scaffolded, and adapted to meet the needs of students. Further, teacher candidates examine, adapt, and develop a range of classroom assessments to effectively measure content area learning as well as English language development. Based on assessment findings, teacher candidates plan logical next steps for students and consider how to effectively differentiate instruction. The course emphasizes teacher reflection in support of growth. Prerequisite: TEACH\_ED 375-0.

**TEACH\_ED 386-0 Student Teaching in Multilingual and Multicultural**

**Contexts: Secondary Science (4 Units)** The Student Teaching Seminar supports teacher candidates in developing skills, practices, and understandings essential for successful professional educators, including the use of theoretical knowledge to inform professional practice and the cultivation of questions rooted in practice to illuminate the meaning of theory. Teacher candidates are guided in the development and implementation of instructional units and lessons that apply a variety of methods and approaches (including ones designed to support linguistically diverse students). Teacher candidates work together and with the support of mentors to consider the selection and evaluation of instructional materials and consider how they can be used, scaffolded, and adapted to meet the needs of students. Further, teacher candidates examine, adapt, and develop a range of classroom assessments to effectively measure content area learning as well as English language development. Based on assessment findings, teacher candidates plan logical next steps for students and consider how to effectively differentiate instruction. The course emphasizes teacher reflection in support of growth. Prerequisite: TEACH\_ED 376-0.

**TEACH\_ED 387-0 Student Teaching: Elementary (4 Units)** The Student Teaching Seminar supports teacher candidates in developing skills, practices, and understandings essential for successful professional educators, including the use of theoretical knowledge to inform professional practice and the cultivation of questions rooted in practice to illuminate the meaning of theory. Teacher candidates are guided in the development and implementation of instructional units and lessons that apply a variety of methods and approaches (including ones designed to support linguistically diverse students). Teacher candidates work together and with the support of mentors to consider the selection and evaluation of instructional materials and consider how they can be used, scaffolded, and adapted to meet the needs of students. Further, teacher candidates examine, adapt, and develop a range of classroom assessments to effectively measure content area learning as well as English language development. Based on assessment findings, teacher candidates plan logical next steps for students and consider how to effectively differentiate instruction. The course emphasizes teacher reflection in support of growth. Prerequisites: TEACH\_ED 377-0.

**TEACH\_ED 388-0 Student Teaching in Multilingual & Multicultural Contexts: Secondary Humanities (4 Units)** The Student Teaching Seminar supports teacher candidates in developing skills, practices, and understandings essential for successful professional educators, including the use of theoretical knowledge to inform professional practice and the cultivation of questions rooted in practice to illuminate the meaning of theory. Teacher candidates are guided in the development and implementation of instructional units and lessons that apply a variety of methods and approaches (including ones designed to support linguistically diverse students). Teacher candidates work together and with the support of mentors to consider the selection and evaluation of instructional materials and consider how they can be used, scaffolded, and adapted to meet the needs of students. Further, teacher candidates examine, adapt, and develop a range of classroom assessments to effectively measure content area learning as well as English language development. Based on assessment findings, teacher candidates plan logical next steps for students and consider how to effectively differentiate instruction. The course emphasizes teacher reflection in support of growth. Prerequisites: TEACH\_ED 378-0.