

ELEMENTARY TEACHING

SESP's interdisciplinary elementary teaching concentration combines subject-area courses in the fields of Physical, Life, and Earth and Space Sciences, Civics and Government, Economics, Geography, Literature and Fine Arts, Historical Studies, and Mathematics/Statistics chosen from SESP and the Weinberg College of Arts and Sciences with courses in child and adolescent development, elementary education theory and methods, and urban education. In addition to the elementary teaching concentration-specific requirements, such as foundational, concentration cluster, and methods courses, elementary teaching candidates must also complete SESP's Core courses, electives, distribution requirements, global engagement overlay, and Heterogeneities, Systems and Inequalities overlay. The program leads to an Illinois Professional Educator license as well as a bachelor of science in education and social policy degree. The degree is 42 units.

Similar to the other SESP concentrations, which have a four unit practicum in the third year, elementary teaching students must complete a one-quarter student teaching internship in the last year while enrolled in TEACH_ED 387-0 Student Teaching: Elementary.

Weinberg College of Arts and Sciences students who wish to pursue elementary teaching licensure must apply to the program by the fall of their third year and complete the requirements of the elementary teaching concentration. They also must complete the degree requirements of the Weinberg College of Arts and Sciences.

Students must also complete the Undergraduate Registration Requirement (<https://catalogs.northwestern.edu/undergraduate/requirements-policies/undergraduate-registration-requirement/>) and the degree requirements of their home school.

Total requirements—42 units

- **Foundational disciplines**—10 units
- **SESP core**— 8 units
- **Foundations Courses** – 6 units
- **Concentration Cluster Courses** – 11 units
- **Electives**— 8 units

Plus the SESP Overlay Requirements: Global Engagement, Methods in Context, and Heterogeneity, Systems, and Inequalities

Plus additional licensure requirements of:^{*}

- History courses taken through the historical studies foundational discipline requirement
- Literature courses taken through the literature and arts foundational discipline requirement
- Math and statistics courses taken through SESP 210-0 and 1 empirical and deductive reasoning foundational discipline requirement
- Physical science, life science, and earth and space science courses; 2 of these courses can be taken through the natural science foundational discipline requirements, 1 course is a part of the concentration course requirement.

* All licensure requirements are included in the 42 units needed for the degree.

Overlay Requirements*

* Overlay requirements are fulfilled by courses taken for the concentration

Course	Title
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Global Engagement

1 quarter of study abroad or 3 quarters of foreign language or equivalent.

Heterogeneities, Systems, and Inequalities

1 course counted towards the concentration: HDC 305-0, LOC 214-0, LOC 214-BR, LOC 351-0 (Identities, Intersection, and Organizations), LRN_SCI 202-0, LRN_SCI 214-0, LRN_SCI 302-0, LRN_SCI 309-0, SESP 251-0 (Finding Your Path: Future Possibilities and Social Change) and (Community Research Methods: Educational Justice), SESP 317-0, SESP 320-0, SESP 323-0, SESP 324-0, SESP 325-0, SESP 351-0 (Computing, Ethics, and Society or Public Learning Through the Arts), SOC_POL 313-0, SOC_POL 315-0, SOC_POL 331-0, SOC_POL 333-0, SOC_POL 351-0 (Intersectional Identities and Public Policy or Urban Education Policy and Practice) TEACH_ED 302-0, TEACH_ED 351-0 (Cognition and Culture in Teaching and Learning), TEACH_ED 341-0

Methods in Context¹

1 course counted towards the concentration: HDC 330-0, HDC 351-0 (Mapping and Spatial Analysis for Social Issues), LOC 308-0, LOC 311-0, LRN_SCI 301-0, LRN_SCI 309-0, LRN_SCI 313-0, LRN_SCI 326, LRN_SCI 351-0 (Sports, Technology and Learning), LRN_SCI 372-0, SESP 204-0, SESP 251-0 (Demystifying Quantitative Data and Community Research Methods: Educational Justice), SESP 310-0, SESP 323-0, SESP 324-0, SESP 351-0 (Public Learning or The Life Story Interview), SOC_POL 330-0, SOC_POL 331-0, SOC_POL 332-0, SOC_POL 333-0, SOC_POL 334-0

¹ For Elementary Teaching students, any TEACH_ED Methods course can also fulfill this overlay requirement: TEACH_ED 311-0, TEACH_ED 312-0, TEACH_ED 323-0, and TEACH_ED 326-0.

Teacher Preparation Program

Students who wish to be licensed as teachers must apply to the SESP Teacher Preparation Program. This program is approved by the Illinois State Board of Education. Completion of the courses alone does not result in licensure, nor is licensure required for completion of the SESP degree.

Application and Admission

Students apply to the Teacher Preparation Program by the fall of their third year. To be admitted, they must have a minimum overall GPA of 2.5 and a minimum GPA of 3.0 in the subject-area courses in the fields of Physical, Life, and Earth and Space Sciences, Civics and Government, Economics, Geography, Literature and Fine Arts, Historical Studies, and Mathematics/Statistics chosen from SESP and the Weinberg College of Arts and Sciences. Additional admissions requirements include two letters of recommendation and responses to selected essay prompts. Students must be eligible for entrance to the program no later than the end of fall quarter of their third year.

Clinical Experience

Students in the Teacher Preparation Program complete two clinical experiences: a school practicum (typically during fall of the last year); and student teaching (typically during winter of the last year).

To be eligible for the clinical experiences, students must have met the GPA requirements for and been admitted to the Teacher Preparation Program. Students need to be on track to have completed a minimum of 9 courses in the elementary teaching subject area by the end of the practicum term for placement with a teacher mentor at a local school.

Additionally, students must be available to begin the practicum at the start of the field-site placement's academic school year. Please note that the students' practicum/student teaching field-site placement can be postponed, stopped or withdrawn due to concerns over their health or academic or professional performance.

Clinical experiences gained at the field-site are central to the discussion of methods and theories in the practicum seminar TEACH_ED 377-0 Theory & Practice of Teaching in Multiling. & Multicult. Contexts: Elementary and the Elementary methodology courses TEACH_ED 311-0 Elementary Methods for Teaching Science and Social Studies I, TEACH_ED 312-0 Elementary Methods for Teaching Science and Social Studies II, TEACH_ED 323-0 Elementary Literacy Methods & Content, and TEACH_ED 326-0 Elementary Math: Methods and Content.

To be eligible for student teaching, students must have successfully completed the applicable Elementary methodology courses TEACH_ED 311-0, TEACH_ED 312-0, TEACH_ED 323-0 Elementary Literacy Methods & Content and TEACH_ED 326-0 Elementary Math: Methods and Content as well as TEACH_ED 377-0 Theory & Practice of Teaching in Multiling. & Multicult. Contexts: Elementary, earned a passing score on the applicable ILTS Content-Area Test, fulfilled minimum GPA requirements for student teaching, completed 9 elementary teaching subject-area courses and have been recommended for continuation to student teaching. Most school districts also require a criminal background check.

Student teaching involves full-time placement in a local school for the entire quarter. Teacher candidates attend an evening seminar (TEACH_ED 387-0 Student Teaching: Elementary). The internship and seminar together earn 4 units. No other courses are taken concurrently. Teacher candidates are evaluated by their school mentor, a Northwestern supervisor, and the seminar instructor.

Other Licensure Requirements

In addition to successful completion of the clinical experiences, all teacher candidates must successfully complete the Teacher Performance Assessment, at the end of the practicum.

Recommendation for Licensure

Students are recommended for licensure when they successfully complete degree requirements, earn a rating of recommendation for licensure for practicum/student teaching and pass all outside tests as noted above. Although legal requirements for licensure vary from state to state, the SESP Teacher Preparation Program is flexible enough to permit students who plan carefully to complete provisional requirements for most states. As it is easier to obtain a teaching license in another state through reciprocity than through independent certification, all students who complete the program and are eligible are encouraged to apply for an Illinois license before leaving the state.

Students should apply for the license immediately upon graduation. Teacher Preparation Program graduates who are recommended, but do not apply for certification upon graduation may not be eligible for certification at a later date due to changes in state requirements.

The Illinois School Code has provided that school districts may not knowingly employ individuals who have been convicted of certain offenses (principally those related to sex or drugs). Illinois school districts require applicants to submit to a criminal background check.

Program of Study

- Elementary Teaching Major (<https://catalogs.northwestern.edu/undergraduate/education-social-policy/elementary-teaching/elementary-teaching-major/>)

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 Supporting Discourse in K-12 Classrooms (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 Methods for Teaching Science and Social Studies I (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 Learning and Teaching with Technology (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.