

# TEACHER EDUCATION (TCH-ED)

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## Courses

TCH-ED 5312 Legal and Ethical Aspects of Teaching Credits: 3

This course provides an introduction to landmark court cases, federal and state laws, and regulations that frame students' and teachers' rights and responsibilities and that provide guidance for ethical professional practices.

TCH-ED 5314 Cultural Diversity and Teaching English Language Learners Credits: 3

Foundational knowledge on teaching diverse populations and practical instructional approaches for meeting the needs of linguistically and culturally diverse learners. Emphasis on studying and applying instructional strategies that are appropriate for addressing the unique needs of children whose primary language may not be English.

TCH-ED 5315 Assessment and Data Literacy Credits: 3

Data collection and assessment strategies—including formative, summative, formal, and informal—to be used in developing student learning profiles, planning learning experiences, and monitoring student progress toward academic goals. Topics include the impact of assessment on equitable education for diverse learners, critical observation and questioning, basic qualitative and quantitative data analysis, working with data teams, collaboration/communication with families and other educational stakeholders, setting and monitoring learning goals, and the ethics of data collection and sharing.

TCH-ED 5385 Teaching and Learning with Technology Credits: 3

This course addresses the fundamentals of using technology in education and planning instruction to engage PK-12 students in technology-based problem solving and critical thinking. Topics within the course are informed by International Society for Technology in Education Standards (ISTE), InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0, Missouri Teacher Standards and Quality Indicators, and Missouri Learning Standards.

TCH-ED 5396 English Language Study for Middle and High School Teachers Credits: 3

Explores the fundamentals of teaching English language and grammar study, emphasizing patterns in the English language including sounds, words, sentences, meaning, and discourse as they are manifested in daily lives. Educationally relevant topics, such as applications of sociolinguistics to the teaching of English language and literature, varieties of grammar, and linguistic descriptions of styles and registers are an integral part of the course.

TCH-ED 5404 Education of the Exceptional Child and Youth Credits: 3

Students will be introduced to identification and educational intervention strategies for educating exceptional children and adolescents in inclusive classroom situations. This course requires a 10-hour field experience.

TCH-ED 5405 Special Methods for Teaching Art Credits: 3

Students preparing to teach K12 Art read, reflect on, and practice the application of current research and instructional practice in art education for the K12 learner.

**Prerequisites:** Admission to the Master of Arts in Teaching Program

TCH-ED 5412 Language Arts in the Elementary and Middle School Credits: 3

Provides instruction in planning, implementing and assessing language arts activities. Critical analysis in classroom settings is emphasized. Other issues discussed include: literature-based instruction, multicultural perspectives, special needs students and professional behaviors.

TCH-ED 5413 Mathematics in the Elementary School I Credits: 3

Mathematics-specific pedagogy. Methods, techniques, tools and materials for the effective teaching of mathematics. Focus on the principles, methods, and materials of elementary school mathematics instruction and state curriculum in the context of diverse student backgrounds.

TCH-ED 5417 Science Methods In The Elementary School Credits: 3

The course prepares pre-service teachers to teach science from a constructivist, inquiry-oriented perspective.

TCH-ED 5418 Social Studies Methods in the Elementary and Middle Schools Credits: 3

A critical analysis of current practices, teaching methods, materials and the relationship of the social sciences to social studies. Emphasis is on understanding cultural diversity and cultural influences on learning. The planning, implementation and evaluation of an interdisciplinary social studies unit of instruction, focusing on competencies and skills needed for the 21st Century.

TCH-ED 5419 Student Teaching in Elementary School Credits: 3-12

Culminating experience in an elementary school (grades 1-6). Elementary majors must enroll in 9 credit hours and engage in an all-day, full semester placement in an elementary classroom. Hours for other programs using this field experience vary. Teacher candidates should seek advisor approval.

**Prerequisites:** Department consent.

TCH-ED 5422 Practicum I - Middle and High School Credit: 1

The purpose of this field experience is to apply theoretical and practical knowledge gained in concurrent courses.

TCH-ED 5423 Practicum II - Middle and High School Credit: 1

The purpose of this field experience is to apply theoretical and practical knowledge gained in concurrent courses.

**Prerequisites:** TCH-ED 422 or TCH-ED 5422.

## TCH-ED 5424 Practicum III - Middle and High School Credit: 1

The purpose of this field experience is to apply theoretical and practical knowledge gained in concurrent courses.

**Co-requisites:** TCH-ED 315, TCH-ED 463, TCH-ED 438, Content specific methods courses.

## TCH-ED 5427 Reading in the Secondary School Credits: 3

An examination of the reading process and study of methods and materials used by the secondary school classroom teacher in assessing student reading ability, determining the readability of content area materials and teaching students of all reading levels how to comprehend their textbooks and other printed instructional materials in various content area subjects.

## TCH-ED 5430 Analyzing Learning Environments in Urban Contexts Credits: 3

This course serves as the major vehicle for articulating a programmatic construction of classroom management as establishing productive learning environments, facilitating social interaction, and planning relevant and engaging learning experiences based upon deep knowledge of individual students' contexts and cultures.

## TCH-ED 5431 Summer Community Experience Credits: 3

This field-based course provides an in-depth examination into both the evolution of urban communities and dynamics of community building in inner cities, with special emphasis on Kansas City, Missouri. In addition, theories of educational psychology as well as child and adolescent behavior will be infused to assist participants in developing age appropriate mentoring/teaching strategies and activities. Students in the course are engaged with the community through field trips, simulations, course events, and community service.

**Prerequisites:** Admission into Elementary Education program or Institute for Urban Education.

## TCH-ED 5432 Special Methods of Teaching English in Middle and High Schools Credits: 3

This course stresses the skills, knowledge, and dispositions pertinent to teaching English Language Arts in middle schools and high schools.

## TCH-ED 5433 Special Methods of Teaching Mathematics in Middle and High Schools Credits: 3

This course stresses the skills, knowledge, and dispositions pertinent to teaching mathematics in middle schools and high schools.

**Co-requisites:** TCH-ED 315, TCH-ED 463, TCH-ED 438.

## TCH-ED 5434 Seminar in Social Science Curriculum Credits: 3

This seminar course is designed to strengthen teacher candidates' content knowledge for designing and enacting transformative social science curriculum and pedagogy. Students will actively examine key content, concepts, themes, issues, multiple perspectives, and enduring questions embedded in the social science disciplines such as history, geography, economics, anthropology, sociology, political science and psychology and cultural and social contexts to enhance their knowledge, skills, and confidence for designing and enacting a transformative social science curriculum for diverse middle and high school students' development of civic competence.

## TCH-ED 5435 Special Methods of Teaching Science in Middle and High Schools Credits: 3

Provides an opportunity for future science teachers to refine their skills as science educators and at the same time to reflect upon the ways and whys of teaching science.

## TCH-ED 5436 Special Methods of Teaching Social Science in Middle and High Schools Credits: 3

This course will assist teacher candidates in developing the knowledge, skills, and dispositions needed to design and enact powerful transformative social studies curricular experiences, to foster middle and secondary school students' abilities to make informed, reasoned decisions and actions for the public good. Students will be introduced to powerful teaching practices, issues, and resources in secondary school social science.

## TCH-ED 5437 Student Teaching in High School Credits: 3-9

Culminating experience in a high school (grades 9-12). Enrollment hours vary for teacher candidates in Music, Art, and Foreign Languages. Secondary majors in English, Mathematics, Science, and Social Science enroll for 9 semester credit hours.

**Prerequisites:** Department consent.

## TCH-ED 5438 Culturally Responsive Strategies for Teaching Diverse Learners Credits: 3

This course is designed to move students from cultural awareness to the application of culturally responsive practice. Specifically, this course will heighten students' understanding of cultural characteristics and their relationships to teaching and learning. Students will learn culturally responsive strategies and their enactment in instruction for diverse learners.

## TCH-ED 5440 Introduction To Early Childhood Education Credits: 3

Introduction to the field of early childhood care and education, birth to age 8. Designed to familiarize future practitioners with the unique characteristics of early childhood education and its practice.

## TCH-ED 5441 Literacy Development I Credits: 3

An introduction to how language is acquired and how to facilitate oral language expression in early childhood classrooms.

## TCH-ED 5442 Observation, Assessment &amp; Screening in Early Childhood Classrooms Credits: 3

This course is designed to identify developmentally appropriate ways to measure and evaluate child growth and development.

**TCH-ED 5444 Mathematics In Early Childhood and Elementary Schools Credits: 3**

The course prepares teachers who can create a learning environment in which mathematical concepts are drawn from and modeled within the child's active investigation of his or her own surroundings and views of the world. The emphasis is upon mathematics as a sense-making tool through which observation, action, classification, ordering, seeking patterns and common features, and testing of ideas come together to organize experiences and solve problems in the immediate environment. Stress is placed on methods and materials to make mathematics learning active and hands-on. A variety of materials, physical models, and tools are studied in terms of the way they can be used to help children explore, develop and test ideas, construct meaning, and communicate ideas.

**TCH-ED 5445 Science In Early Childhood and Elementary Schools Credits: 3**

Focus on ways of involving young children in science activities and experiences designed to promote curiosity, investigation and self-awareness as they explore their world.

**TCH-ED 5447 Social Studies In Early Childhood and Elementary Schools Credits: 3**

This course is designed to help students understand basic social studies concepts and pedagogy for young learners.

**TCH-ED 5448 Literacy Development II Credits: 3**

This course is designed to introduce the student to the different theories on literacy development. Students will examine different approaches but focus on a developmental perspective to literacy development.

**TCH-ED 5449 Literacy Development III Credits: 3**

This course is designed to help students identify effective and developmentally appropriate practices, strategies and experiences that foster literacy development.

**TCH-ED 5450 Integrating The Curriculum In Early Childhood Education Credits: 3-4**

A culminating curriculum course for early childhood students. The overall goal is to help students become more aware, skilled and informed about developmentally and educationally appropriate practice and curriculum for children during early childhood. Its focus is on constructing an integrated curriculum. A field-based experience is included.

**TCH-ED 5451 Child Guidance Within The Classroom Credits: 3**

Designed to help students examine and evaluate guidance techniques and teaching strategies used in classrooms for young children. Preventive measures in classroom management will be stressed.

**Co-requisites:** TCH-ED 481.

**TCH-ED 5452 Family and Program Relationships in Early Childhood Education Credits: 4**

Provides insight into the challenge of parenting, knowledge about the development and implementation of parent education and support programs, and the significance of school-family relationships. In addition, this course seeks to facilitate students' understanding of and sensitivity to parents' perspectives regarding the care and education of their young children.

**Co-requisites:** TCH-ED 453.

**TCH-ED 5453 Learning From Parents Credits: 2**

Designed to provide students with direct interactions with parents whose children are participating in early childhood programs, birth to age 8. Emphasis is placed upon students' understanding of, and sensitivity to, parents' perspectives regarding the care and education of their young children and recognition of parents as significant informants about their children.

**Co-requisites:** TCH-ED 452.

**TCH-ED 5454 Human Relations In The Early Childhood Classroom Credits: 3**

Students will analyze the connections between an effective helping relationship and effective teaching in the early childhood classroom. Effective interpersonal communication skills will be identified and practiced. The development of self-concept will be discussed.

**TCH-ED 5455 Student Teaching In Preschool Credits: 6-10**

Observation and student teaching under supervision in a preschool setting.

**TCH-ED 5456 Student Teaching In Elementary, K Through 3 Credits: 6-12**

Observation and student teaching under supervision in an elementary school, grades K through 3.

**TCH-ED 5457 Infant And Toddler Care And Education Credits: 3**

In this course, students will investigate infant and toddler care and education theories and practices. Students will learn about appropriate curriculum and teaching methods, visit infant and toddler programs, learn about state regulations and national standards for quality, and complete an environment rating scale.

**TCH-ED 5458 Practicum For Learning About Infants And Toddlers Credit: 1**

The purpose of this course is to learn about child care and education practices in various centers. We will discuss how practices are influenced or constrained by human biology and developmental stages, as they are by ecological and environment pressures such as mothers' work roles. The central themes of the course can be summarized by the phrases purposeful care practices and the optimal practices for infants and toddlers.

**TCH-ED 5459 Early Childhood Program Management and Advocacy Credits: 2**

Students will begin to explore basic early childhood program components. Different types of advocacy will be presented, discussed, and implemented.

**Prerequisites:** TCH-ED 440.

**TCH-ED 5460 Middle School Curriculum Credits: 2**

This course offers the pre-service teachers an overview of middle school goals, basic principles, and organizations. The course explores interdisciplinary teaming, flexible scheduling, exploratory and advisory programs, and other aspects of the organization within the context of middle school goals and practices.

**TCH-ED 5461 Student Teaching In Middle School Credits: 3-9**

Culminating field experience in a middle school setting. Student teachers engage in an all-day, full semester placement in a middle school classroom. Middle School Education (English, Mathematics, Science, Social Science) majors must enroll in 9 credit hours. Hours for other programs using this field experience vary. Teacher candidates should seek advisor approval.

**Prerequisites:** Department consent.

**TCH-ED 5462 Middle School Philosophy and Organization Credits: 3**

This course offers teacher candidates an overview of middle school goals, basic principles, and organizations. Topics include interdisciplinary teaming, flexible scheduling, exploratory and advisory programs, and other aspects of the organization within the context of middle school goals and practices.

**TCH-ED 5463 Literacy Intervention across the Disciplines Credits: 3**

Examination of research, policy, and effective practice of literacy intervention in middle and secondary disciplinary classrooms (i.e. English/language arts, mathematics, science, and social studies). Topics will include recognition of reading and writing difficulties, response-to-intervention (RTI), scaffolding instruction for grade level reading comprehension, metacognition, and culturally responsive literacy instruction.

**TCH-ED 5464 Math Methods for Urban Teachers Credits: 3**

Mathematics-specific pedagogy for urban teachers. Methods, techniques, tools and materials for the effective teaching of mathematics. Emphasis on problem solving and reasoning skills in applying mathematics and on teaching in the context of diverse student backgrounds. Portions of this course will occur in urban school classrooms. Students will apply learning to urban classrooms.

**TCH-ED 5465 Urban Education VI: Teaching Diverse Students Credit: 1**

This interactive course will investigate and examine the principles of teaching diverse students and factors influencing effectiveness of instruction, including empowering African American males, teaching students from diverse populations and working with students with special needs. Some of the class sessions will be taught electronically and work will be submitted electronically.

**Prerequisites:** Admission into the Institute of Urban Education.

**TCH-ED 5466 Field Experience: Diverse Learners Credit: 1**

Students will spend a minimum of 90 hours in an urban school classroom. Students will have the opportunity to apply learning and lessons designed in the semester's pedagogical courses, particularly Best Practices for Teaching Math, Science, and strategies for working with diverse learners. Students will work with their seminar leader, having the opportunity to be observed and conference about their teaching.

**Prerequisites:** Admission into the Institute for Urban Education.

**Co-requisites:** TCH-ED 465.

**TCH-ED 5470 Philosophy and History of Science and Technology Credits: 3**

This course uses an historical survey to introduce the main philosophical interpretations of the nature and structure of both science and technology. Core concepts such as prediction, explanation, progress, truth, and utility will be examined in light of various philosophical perspectives. Following this, case study methodology will be used to examine interactions among science, technology, and society. Although the major focus will be upon modern Western culture, some attention will be paid to earlier and non-Western cultures. Case studies to be examined include: Perception and Estimation, nuclear power and pesticides; the impact of high technology upon medicine; and the estimated cost/benefit of computer-mediated communications, for example, the Internet.

**TCH-ED 5475 Working with Families and Communities Credits: 3**

This course provides an in-depth examination of research and theory relative to children, family, and community which have implications for and application to learning and instruction. Emphasis will be placed on the exploration and critical examination of and insights into the challenge or parenting, knowledge about the development and support programs, and the significance of school-family relationships. In addition, this course seeks to facilitate students' understanding of and sensitivity to families' perspectives regarding the care and education of their children and adolescents. The course is for students in the elementary education program and Institute for Urban Education.

**Prerequisites:** Admission into Teacher Education or IUE.

**TCH-ED 5480 Practicum I Early Childhood Credit: 1**

Early Childhood students will participate in observation, assessment, and screening activities as they explore the complex nature of primary school settings. Students will be expected to spend 60 hours at classroom sites during the semester.

**Co-requisites:** TCH-ED 442.

**TCH-ED 5481 Practicum II Early Childhood Credit: 1**

Early Childhood students will participate in classroom management and guidance practices as they explore the complex nature of pre-kindergarten settings. Students will be expected to spend 60 hours at classroom sites during the semester.

**Prerequisites:** TCH-ED 480, admission into teacher education program.

**Co-requisites:** TCH-ED 451.

**TCH-ED 5482 Seminar in Teaching and Evaluating Writing Credits: 3**

This course is designed to provide future teachers with a framework for success in the teaching of writing within the English Language Arts curriculum. The goal is to help students turn sound theory provided by the National Writing Project, the National Council of Teachers of English, and other experts in the field of rhetoric and composition into effective practice in the classroom.

**TCH-ED 5483 Early Childhood Reading I: Introduction to Literacy and Reading Education Credits: 4**

This course introduces concepts about literacy processes: i.e., social, cultural, cognitive and linguistic foundations of reading and writing processes. The major focus of the course is on learning components of comprehensive reading curriculum and a range of instructional approaches and methods appropriate for early childhood learners at different stages of literacy development.

**TCH-ED 5484 Early Childhood Reading II: Assessing and Teaching Diverse Learners Credits: 4**

This course introduces focuses on understanding the major components of reading processes (Phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading for individual students at different stages of literacy development. The major projects for the course involves assessing and teaching an individual student over the course of the semester. Teacher candidates should also assess and teach in small groups of readers.

**Prerequisites:** Admission into the teacher education program.

**TCH-ED 5485 Language Arts in the Early Childhood Classroom Credits: 3**

This course provides instruction in planning, implementing, and assessing early childhood (birth through third-grade) language arts activities. Critical analysis in classroom settings is emphasized. Other issues discussed include: literature-based instruction, multicultural perspectives, special needs students and professional behaviors.

**TCH-ED 5492 Language Arts Capstone Credits: 2**

Designed for students in their last professional semester of the TE program, and are in a full-time student teaching placement. The course will serve as a culminating experience of the major concepts from the previous three semesters. Topics covered include school law, classroom management, working with special needs students, building critical thinking activities into the curriculum, planning and implementing authentic assessments, and examining the obligations, challenges, and realities of the teaching profession.

**Prerequisites:** TCH-ED 432.

**Co-requisites:** student teaching.

**TCH-ED 5493 Seminar - Mathematics Credits: 3**

Supports the culminating mathematics student teaching experience and the submission of a final professional teaching portfolio. Student teachers analyze the effectiveness of the teaching strategies they are applying in their student teaching experiences for their effectiveness in facilitating learning in classrooms, and adapt lessons and assessments for individual learners. Peer and mentor collaboration in the analytical process are fundamental to the course objectives.

**Prerequisites:** TCH-ED 5433.

**Co-requisites:** Student Teaching.

**TCH-ED 5494 Seminar - English/Language Arts Credits: 3**

Designed for students in their last professional semester of the TE program, and are in a full-time student teaching placement. The course will serve as a culminating experience of the major concepts from the previous three semesters. Topics covered include: school law, classroom management, working with special needs students, building critical thinking activities into the curriculum, planning and implementing authentic assessments, and examining the obligations, challenges, and realities of the teaching profession. Supports the culminating English/Language Arts student teaching experiences, and the submission of a final professional teaching portfolio. Student teachers analyze the effectiveness of the teaching strategies they are applying in their student teaching experiences, for their effectiveness in facilitating learning in classrooms, and adapt lessons and assessment for individual learners. Peer and mentor collaboration in the analytical process are fundamental to the course objectives.

**Prerequisites:** TCH-ED 5432.

**Co-requisites:** Student teaching.

## TCH-ED 5495 Seminar - Science Credits: 3

Supports the culminating Science Education student teaching experience and the submission of a final professional teaching portfolio. Student teachers analyze the effectiveness of teaching strategies they apply in their student teaching experiences, their effectiveness in facilitating learning in classrooms, and adaption of lessons and assessment for individual learners. Peer and mentor collaboration in the analytical process are fundamental to the course objectives.

**Prerequisites:** TCH-ED 5435.

**Co-requisites:** Student teaching.

## TCH-ED 5496 Seminar — Social Science Credits: 3

Supports the culminating Social Science Education student teaching experience and the submission of a final professional teaching portfolio. Student teachers analyze the effectiveness of the teaching strategies they are applying in their student teaching experiences, for their effectiveness in facilitating learning in classrooms, and adapt lessons and assessment for individual learners. Peer and mentor collaboration in the analytical process are fundamental to the course objectives.

**Prerequisites:** TCH-ED 5436.

**Co-requisites:** Student Teaching.

## TCH-ED 5497 Teaching Internship Credits: 3-8

Teacher candidates will work 3 to 5 days at the school site in which the candidate will complete the year-long teaching internship.

**Prerequisites:** TCH-ED 398.

## TCH-ED 5498 Urban Education Seminar VII Credit: 1

This seminar meets weekly for 2 hours and is led by a clinical professor who serves as a mentor for the students throughout their program. Students will work closely with mentor teachers in the application and integration of social justice and the elementary school curriculum. A critical analysis of current practices, teaching methods, materials and how social justice manifests in curriculum and instruction. Emphasis is on understanding cultural diversity and cultural influences on learning. Concepts of a classroom community, parental relations and democratic classroom processes will be addressed. Students will have opportunities to apply their learning to urban classrooms.

**Prerequisites:** Admission into the Institute for Urban Education.

## TCH-ED 5499 Capstone Credits: 2

This seminar is designed to complement the student teaching experience through the discussion and analysis of school-based issues. It is intended to help further develop a reflective, critical and analytical approach to pedagogical decision making through supportive collaboration.