

# TEACHING & LEARNING (TLRN)

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## **TLRN 433 - ASSESSING STUDENT LEARNING**

Various approaches to the assessment of student learning. Application, analysis, and interpretation of assessment results. The use of results to provide feedback to diverse learners and parents, and improve curriculum, instruction, and learning. Development, implementation, and evaluation of assessment tools and models.

Credits: 3

## **TLRN 434 - SPECIAL TOPICS: INTRODUCTION TO NATIONAL BOARD CERTIFICATION**

Explores how to submit artifacts and documents for National Board Certification. Reviews the theories and practices needed for National Board Certification and provides support for the development and submission of all materials.

Credits: 3

Course Notes: Approval of Program Director Required.

## **TLRN 435 - LEADERSHIP IN PROFESSIONAL DEVELOPMENT**

Preparation for leadership roles in schools and districts. Various strategies for promoting teachers' growth. Analysis of school cultures, inservice workshop models, informal staff development activities, classroom observation, and approaches to supervision for working with both experienced teachers and pre-service education students.

Credits: 3

## **TLRN 436 - RETHINKING THE CURRICULUM**

Curriculum theory and its practical application; analysis of curriculum including instruction; limitations and variations of possible and existing designs. Teachers as curriculum-makers and catalysts for change.

Credits: 3

## **TLRN 438 - ADVANCED FRAMEWORKS FOR TEACHING DIVERSE LEARNERS**

Characteristics of diverse learners. Emotional, physical, psychological, and socio-cultural factors that impact learners, learning, and classroom environment. Techniques for developing effective classroom environments that enhance career goals and learning through service. Strategies for enhancing school and classroom climate in collaboration with families and the community.

Credits: 3

## **TLRN 440 - POSITIVE DISCIPLINE IN THE CLASSROOM**

Examination of where and why student behavior problems exist. Cooperative learning as well as other teaching strategies to enable teachers and students to build a community of learners who want to be responsible for their own behavior.

Credits: 3

## **TLRN 443 - ACCOMPLISHED TEACHING FOR NATIONAL BOARD CERTIFICATION**

Introduction to the five core propositions of the National Board of Professional Teaching Standards. Collaboration with other teachers and exploration of a variety of texts and other resources to identify areas for personal and professional growth in line with the standards. Upon completion, teachers will have an action plan which may include continuing the process of National Board Certification.

Credits: 3

## **TLRN 444 - BECOMING A MASTER TEACHER: I**

Teachers will learn how to best examine their own performance through analysis and reflection and how to record this in writing. The focus will be on the first of the five NBPTS core propositions: TEACHERS ARE COMMITTED TO STUDENTS AND THEIR LEARNING. Students will videotape their own teaching, and submit video(s) to the instructor and class.

Credits: 3

## **TLRN 445 - BECOMING A MASTER TEACHER: II**

Teachers are supported as they engage in continuous analysis of student work, instructional practice and adaptive decision making through video taped lessons and the documentation of student performance. The lenses for analysis are the second and third of the five NBPTS core propositions: TEACHERS KNOW THE SUBJECTS THEY TEACH AND HOW TO TEACH THOSE SUBJECTS TO STUDENTS and TEACHERS ARE RESPONSIBLE FOR MANAGING AND MONITORING STUDENT LEARNING. Activities focus on planning and the assessment of student learning.

Credits: 3

## **TLRN 446 - BECOMING A MASTER TEACHER: III**

This course involves the study of content area knowledge related to the specific certification that is sought by each NBPTS candidate. It also focuses on the implementation of instruction with an emphasis on communication and complexity of instructional content. Teachers examine their teaching through the critical lenses of the fourth and fifth of the five NBPTS propositions: TEACHERS THINK SYSTEMATICALLY ABOUT THEIR PRACTICE AND LEARN FROM EXPERIENCE and TEACHERS ARE MEMBERS OF LEARNING COMMUNITIES.

Credits: 3

## **TLRN 480 - INQUIRY IN THE CLASSROOM**

Knowledge and practical experience in teacher research. Students extend reflective practice to conducting and writing research about their own teaching for the purpose of improving classroom practice.

Credits: 3

## **TLRN 495 - INDEPENDENT STUDY**

Credits: 1-6