

TEACHER EDUCATION PROGRAM TFA (EDT)

EDT-601 Field Experience Module Registration (0 credits)

Field Experience Module Registration for Live Text

Prerequisite(s): Secondary licensure candidates only

EDT-602 Field Experience Module 1 (1 credit)

Field Experience Module 1 for Teach for American students

EDT-603 Field Experience Module 2 (1 credit)

Field Experience Module 2 for Teach for America Students

EDT-604 Methods of Mathematics (3 credits)

Through this course, students become familiar with the national and state standards related to the teaching of mathematics in grades K-8 and develop strategies to teach mathematics for understanding.

EDT-608 Literacy in Early/Middle Childhood (3 credits)

Students continue their study of the nature and process of reading. They focus on objectives, methods, materials, and techniques for the teaching of reading at the middle childhood and early adolescence levels. A balanced approach to reading instruction is emphasized, including spelling instruction, vocabulary, comprehension, and the integration of reading, writing, and language arts into the curriculum for developmental and fluent readers and writers. Students will further their knowledge of and experience with authentic assessment tools and procedures, developmentally appropriate practice vocabulary, comprehension and spelling instruction.

EDT-611 Human Development & Learning (3 credits)

Students explore a wide variety of developmental approaches to learning, including the development of cognition, emotion, and motivation as they apply to diverse learners. Using an integrative approach to development, they apply key theoretical perspectives in creating a multidimensional model of the learner. Students apply developmental and learning theory to support learning approaches appropriate to their target learning groups.

EDT-612 General Methods of Teaching (4 credits)

Students make links across current literature in education and instructional design, examining the connections between theories of multiple intelligences and ability-based learning. They explore constructivist approaches to curriculum design and examine the role of metacognition in learning. They apply frameworks from human development and learning to actual teaching environments. Students examine a range of cases, including their own teaching experiences, as they design approaches to effectively address the teaching and learning issues of the environments in which they work.

EDT-613 Field Experience (2 credits)

Field experience for EDT students.

EDT-621 Literacy Methods 2 - Reading to Learn (3 credits)

Students study the nature and process of literacy development, including objectives, methods, materials and techniques for teaching literacy in adolescence, recognizing the range of student needs they may encounter, including those from whom English is a new language. Becoming aware of the key role of literacy in content area learning they develop a range of strategies to support students' reading skills, especially with regard to comprehension. In addition, they develop approaches to the integration of language arts across the curriculum. Students learn to interpret standardized assessment information as well as to develop meaningful classroom assessment of literacy.

EDT-622 Middle School Content & Methods (3 credits)

Students learn teaching strategies and assessment methods specific to their subject areas to respond to diverse early adolescent/adolescent learners. They develop inviting dispositions and articulate their educational assumptions and rationale for decisions regarding content and methodology. Using the Wisconsin Model Academic Standards as well as national standard for subject areas, students design effective lesson/unit plans. Students design learning opportunities that use disciplinary strategies to promote current student learning, achievement, and enjoyment. Students examine interdisciplinary approaches to teaching, learning and assessing in order to design interdisciplinary instruction with students from other subject areas. Drawing upon literature focused on teaching in their subject areas, students engage in professional discourse.

EDT-629 K-9th Grade Developmental Methods (3 credits)

The course presents an analytical study of child development and learner-centered instruction in Kindergarten through 9th grade settings. The student will be able to identify the significant elements in each model and will develop their own working philosophy of Early Childhood, Elementary, and Middle Level Education and its implications for curriculum. The course introduces the student to the various curriculum components of a developmentally appropriate program for students in K-9th grades. The student will demonstrate competence and resourcefulness in the ability to provide adequate experiences, instruction, and assessments in accordance with the developmental needs of the student. This course is concurrent with a field placement course in kindergarten/ early elementary and middle level grades. In this placement, the priority is to provide the students with opportunities to cultivate developmentally appropriate, learner-centered teaching and assessment practices, with an emphasis on the effective use of questions as an instructional strategy.

EDT-631 Teaching Exceptional Learners (3 credits)

Students in this course explore the range of factors that impact students' schooling both at the personal and structural levels. Building an understanding of the categories of students learning needs and the legal requirements for addressing those needs, they identify resources and processes that can support special needs learners in the classroom and the school building. The course focuses particularly on developing understanding and skill in adapting instruction to meet the needs of exceptional learners, with a special emphasis on the Individualized Educational Plan (IEP) process. In addition, students develop strategies to proactively engage parents/guardians, special education teachers and others in meeting learner needs.

EDT-632 Curriculum, Instruction & Assessment (3 credits)

Students in this course learn to see the connections between large curricular goals and the assessment of student learning in the classroom. Working with content standards and ability outcomes, they explore the important concepts and skills their learners need to develop in a grade level or levels. Employing a process called backward design, they identify performances that capture the big outcomes and design both appropriate instruction and meaningful performance assessments using specific criteria. They explore the concept of assessment-as-learning, which involves a formative approach, positive feedback and self assessment as means of guiding learning.

EDT-635 Science & Social Studies Methods (3 credits)

In this course students will explore methods of teaching science and social studies at the elementary school level. Drawing upon previous experiences in lesson and unit planning, students will incorporate science, health, social studies, and technological content knowledge with process skills and assessment strategies. Students will design integrated learning experiences based on appropriate frameworks linking science and social studies to other content areas including art, math and language arts.

EDT-636 A Vision of Teaching (0 credits)

This 2nd External is designed to provide an opportunity to reflect on how connections among theoretical frameworks, teaching standards, education abilities and course and field work contribute to effective community building and instructional design. It provides a framework for portfolio development by identifying a theme or metaphor. It mirrors professional development activities such as peer coaching, goal setting and administrator feedback.

Prerequisite(s): For LTM students who have completed 4 LTM courses.

EDT-638 Early Elementary Curriculum (3 credits)

The student becomes acquainted with early childhood philosophies and their application to the development of early childhood education models. Through analyzing and synthesizing various frameworks, they develop the ability to communicate their own philosophy and to develop appropriate early childhood curricular designs. The student develops the ability to design and implement developmentally appropriate teaching strategies for children with a variety of learning needs and styles in the areas of play, language arts, mathematics, science, social studies, environmental education, creative arts, health, and motor development.

EDT-640 EDT Portfolio Assessment (0 credits)

The assessment demonstrates an EDT candidate's readiness for student teaching. The candidate will prepare a folder documenting their proficiency in the 10 Wisconsin Teaching Standards and Alverno graduate education abilities. The portfolio review process consists of two parts. First, an internal Alverno faculty member and external assessor, such as an administrator or teacher, will evaluate the portfolio against established criteria. Second, the assessors will conduct an interview with the candidate in which the candidate will highlight several artifacts, present and comment on an electronic demonstration of teaching effectiveness, and answer questions on teaching, learning and assessing in general and on portfolio contents in particular.

EDT-641 Learning Organization & Social Change (3 credits)

Students draw upon a range of disciplines and theories to examine organizational culture, including patterns of leadership, authority, and communication and their impact on the climate of the organization. They analyze case studies of organizational change, identifying sources of success and failure. Critiquing varied approaches in particular settings, they develop proposals for achieving goals for ongoing growth and improvement.

Prerequisite(s): EDT-675 Concurrent with EDT-750

EDT-651 Educational Inquiry: Research in Action (3 credits)

Students examine the nature of systematic inquiry by using an action research perspective as they address questions related to improvement of their practice. Focusing on the context of learning environments, they explore the assumptions and applications of varied methodological approaches. Through their experiences with a small-scale action research project, they develop skills in conceptualizing researchable questions; designing research projects; collecting, analyzing, and interpreting data; communicating their findings; and identifying potential limits and benefits of their inquiry for their own professional practice and specific setting.

Prerequisite(s): For EDT students only.

EDT-675 Student Teaching (3 credits)

The student explores critical issues in education in meetings held during the student-teaching semester.

EDT-676 edTPA Cut Score Met (0 credits)**EDT-697 Student Teaching Fem (0 credits)****EDT-700 Culturally Responsive Instruction (1 credit)**

Through this course, students become familiar with strategies to close the achievement gap, work with diverse classrooms, align to best practices, and increase student engagement.

EDT-701 Culturally Responsive Instruction (1 credit)

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EDT-750 Practicum (3 credits)

Students engage in an inquiry process related to their work sites. Working with a community mentor, they implement their proposed plan, gathering data and reflecting upon their process in an ongoing way. Students bring the results of their work-based inquiry projects to a discussion of the larger frameworks of learning, development, and social change. They analyze and interpret the results of their study in relation to the research of other students, while also making links to broader questions. They prepare for the presentation of their inquiry in a conference setting.

Prerequisite(s): Take LTM-675, EDT-675, SPEDT-675 or SPE-675.