

# ADOLESCENCE EDUCATION (ADED)

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## **ADED-510 ADV.HUMAN GROWTH & DEVELOPMENT (3 Credits)**

The course addresses development and cognitive processes governing learning from conception to death. Normative, non-normative and historical effects within childhood, adolescence, adulthood and later life are presented. Formal developmental and learning theory is emphasized in conjunction with practical interpretation and application. The course provides an orientation and background for sound educational practices.

## **ADED-523 DESIGNING/DELIVERING INSTRUCTN (3 Credits)**

This course introduces students to the basic models, strategies, resources and management tools used to implement instruction. Students will apply models of teaching, develop lessons and assessments, examine curriculum issues, utilize current research, and reflect on practice. Appropriate uses of technology and utilization of effective inclusive practices are major strands in the course.

## **ADED-524 METH/MODELS/MGMT OF INSTRUCTION (2 Credits)**

This course expands on knowledge gained in EDUC 523: Designing and Delivering Instruction and addresses specific issues in secondary subjects. Students apply discipline-specific knowledge of basic instructional models, strategies, resources and management tools used to implement instruction. Additional emphasis is placed on the use of technology, application of discipline specific curriculum standards, current issues and professional development. Appropriate uses of technology and utilization of effective inclusive practices are major strands in the course.

## **ADED-524A SECONDARY ENGLISH METHODS (1 Credit)**

This course examines the methods, skills and best practices for teachers of English. The recommended practices and activities from the National Council for Teachers of English provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement effective instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

## **ADED-524B SECONDARY L.O.T.E. METHODS (1 Credit)**

This course examines the methods, skills and best practices for teachers of Languages Other Than English (L.O.T.E.). The recommended practices and activities from the National Council for Teachers of Foreign Languages provide the basis for this content specific course for secondary certification. Students apply knowledge of basic instructional models, strategies, resources, and management tools used to implement instruction as it applies in a L.O.T.E classroom. Additional emphasis is placed on the uses of technology, application of L.O.T.E. curriculum standards, current issues, and professional development.

## **ADED-524C SECONDARY MATH METHODS (1 Credit)**

This course examines the methods, skills and best practices for teachers of Math. The recommended practices and activities from the National Council for Teachers of Math provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement effective instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

## **ADED-524D SECONDARY SCIENCE METHODS (1 Credit)**

This course examines the methods, skills and best practices for Science teachers. The recommended practices and activities from the National Science Teachers Association provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement effective instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

## **ADED-524E SECONDARY SOCIAL STUDIES METHODS (1 Credit)**

This course examines the methods, skills and best practices for teachers of English. The recommended practices and activities from the National Council for Teachers of English provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement effective instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

## **ADED-526 MANAGING INSTRUCT. & BEHAVIOR (3 Credits)**

Students learn the skills of managing the instructional process through identification of curriculum to be taught, standards integration, instructional delivery, assessment, and re-teaching. Information is also provided on the various theories and models of classroom management and managing individual student behavior to improve learning and student success.

## **ADED-528 LEGAL ISSUES FOR TEACHERS (3 Credits)**

This course examines legal and ethical issues affecting teachers, including civil and constitutional issues, copyright (including internet) issues, testing and grading issues, teacher liability, employment, contracts, assignment, dismissal tenure, retirement, special needs issues, and pupil control. Students will be familiar with major laws and cases that affect schools, as well as sources of information on legal issues for teachers.

## **ADED-533 HIST/PHIL FOUND OF CURR. (3 Credits)**

The purpose of this course is to provide teachers and administrators with a solid historical and philosophical curriculum foundation in order to prepare them to be leaders of K-12 curriculum development and design. Students will examine numerous historical, theoretical and philosophical approaches to the foundations of curriculum design. Students will explore components of curriculum design and implementation as they relate to local and state curriculum issues and trends. Students will gain knowledge of approaches to the curriculum process, the nature of the subject matter, and how society/culture and learners contribute to the curriculum. Students will analyze curriculum evaluation strategies and curriculum-based assessment in terms of the effect of the curriculum on students and the school community.

## **ADED-540 EVAL.LEARNERS/LEARNING (3 Credits)**

Students investigate the uses and functions of traditional and alternative assessments in the context of 1) recognized measurement principles; 2) national and state, and local standards and benchmarks; and 3) sensitivity to learner differences and needs. Students will develop, administer and interpret results of a variety of classroom assessments and scoring instruments. Legal, ethical and political aspects of collecting and disseminating assessment results and grades will also be examined.

**ADED-588 SECONDARY STUDENT TEACHING (3 Credits)**

Student teaching is the culminating experience in the professional preparation of teachers. The secondary student teaching experience consists of approximately 14 weeks of full time experience in a secondary classroom. Students are expected to: apply developmentally appropriate instruction, develop both long and short term plans to implement curriculum, adapt instruction to meet individual needs, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment, and exhibit the characteristics and ethics of a professional educator.

**ADED-589A TEACHER RESIDENCY 1 ADOLESCENCE EDUCATION (3 Credits)**

Teacher residency is the practice of teaching in a 7-12 classroom under the direct supervision of an attending teacher. Teacher residency requires a minimum of 1000 hours in the classroom as a paid resident who is not the teacher of record. Teacher residents must be accepted into a residency by a school partner and match with an attending teacher. Residents are expected to: apply developmentally appropriate instruction, develop both long- and short-term plans to implement curriculum, adapt instruction to meet individual needs, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment, and exhibit the characteristics and ethics of a professional educator.

**ADED-589B TEACHER RESIDENCY 2 ADOLESCENCE EDUCATION (3 Credits)**

Teacher residency is the practice of teaching in a 7-12 classroom under the direct supervision of an attending teacher. Teacher residency requires a minimum of 1000 hours in the classroom as a paid resident who is not the teacher of record. Teacher residents must be accepted into a residency by a school partner and match with an attending teacher. Residents are expected to: apply developmentally appropriate instruction, develop both long- and short-term plans to implement curriculum, adapt instruction to meet individual needs, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment, and exhibit the characteristics and ethics of a professional educator.

**Prerequisite(s):** TAKE ADED-589A