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Residency-Based
M.Ed. in ELEMENTARY EDUCATION (1-6) and TEACHER OF STUDENTS WITH MODERATE DISABILITIES (PreK-8)

Leading to Initial Teacher Licenses in Elementary (1-6) and Teacher of Students with Moderate Disabilities (PreK-8)

This joint Residency-Based M.Ed. in Elementary Education (1-6) and Teacher of Students with Moderate Disabilities (PreK-8) is offered by Lesley University in collaboration with the Urban Teacher Center (UTC) and district partners in Baltimore City, MD and Washington, DC. Applicants must apply through UTC and be accepted by both UTC and Lesley University to participate. Applicants are required to make a commitment to a 14-month intensive residency plus three years of teaching in a high-need urban elementary school. Lesley University grants the Master's degree and the Urban Teacher Center endorses the license.

Course Number	Course Title	Course Credits
Required Coursework		**43**
ERESD 5148	Foundations: Part I	3
ERLIT 5123	Language Development in Children	2
ERMAT 5170	Number, Operations, and Algebraic Thinking I	2
ERMAT 5171	Number, Operations, and Algebraic Thinking II	3
ERLIT 6101	Emergent and Early Reading	2
ERLIT 6102	Reading in the Upper Grades	2
ERSPD 5200	Special Education and Inclusion: Promises/Challenges	2
ERSPD 6210	Introduction to Assessment and Tiered Instruction	2
ERSST 5133	Social Studies Methods	3
ERMAT 5172	Measurement, Data, and Geometry	3
ERSPD 6200	Understanding and Managing Behavior	2
ERSPD 6212	Formal Assessment and Individualized Education Programs	4
ERLIT 6105	Content Area Reading	2
ERESL 6000	Teaching Writing in the Elementary Grades	3
ERSPD 6214	Specialized Instructional Techniques	3
ERESD 6152	Family and Community Collaboration in an Urban Setting	2
ERSCI 5135	Teaching STEM in the Elementary Grades	3
Practica		**15**
ERESD 7734	Elementary Education Residency Student Teaching/Coaching	6
ERESD 7704	Elementary Small Group Practicum (Regular and Special Education	3
ERSPD 7710	Special Education Student Teaching/Coaching & Trauma Training	6
TOTAL CREDITS		**58**

Accreditation:
Lesley University is accredited by the New England Association of Schools and Colleges and is authorized to offer degree programs in many states.

For more information, please visit our website lesley.edu

Please Note: Lesley University reserves the right to unilaterally add, withdraw, or revise any course offering in the above mentioned program of study including policies, provisions, requirements, and fees.

Lesley University is an Affirmative Action/Equal Opportunity institution and does not discriminate on the basis of age, race, religion, color, creed, national or ethnic origin, sex, sexual orientation, handicap or disability in its education programs, employment, or in admissions to, access to or treatment in its programs or activities.

Course Descriptions

ERESD 5148 Foundations: Part I
In this course, residents will begin to examine the features of high-quality instruction and in what ways are they the same and different across the content areas. Residents will explore the issues central to urban education, including race, culture, and diversity, as well as the importance of building relationships with students and families. Residents will also explore the ways in which colleagues can support each other in improving the teaching practice of all.

ERLIT 5123 Language Development in Children
This course focuses on oral language, which serves as the building block for literacy learning and enables students to communicate and expand their knowledge and reasoning skills. The course examines factors that influence first and second language acquisition and development and explores the milestones that mark English and second language development at various stages. This course engages residents in the examination of how language-rich environments and practices contribute to lasting language development.

ERMAT 5170 Number, Operations, and Algebraic Thinking I
Residents investigate the conceptual and procedural knowledge involved in learning to count, understanding our number system, and adding and subtracting whole numbers. Particular attention is given to the importance of the representation and communication of mathematical ideas, the attributes of worthwhile tasks, and to gaining a deep understanding of the ways in which algebraic thinking underpins arithmetic.

ERMAT 5171 Number, Operations, and Algebraic Thinking II
Residents investigate the conceptual and procedural knowledge involved in multiplying and dividing whole numbers; gaining a deep understanding of the meaning of fractions, decimals, percentages and integers; and operating with rational numbers and integers. Particular attention is given to the importance of the representation, communication, and assessment of mathematical thinking as well as the ways in which algebraic structures and generalizations deepen arithmetic thinking.

ERLIT 6101 Emergent and Early Reading
Residents learn about the development of social, cognitive, and linguistic processes involved in learning to read in English. Throughout the course, residents will engage in a series of iterative tasks to deepen their understanding of the connections between assessment, instruction, and materials for beginning readers and to contextualize the theoretical perspectives studied.

ERLIT 6102 Reading in the Upper Grades
Reading is an active process of constructing meaning from text. It requires the integration of a complex set of non-linear processes and is influenced by developmental, cognitive, social, and cultural factors. Residents will understand the research and use multiple ways and strategies to teach reading. Residents will use a wide array of assessment tools selected for their usefulness in improving instruction and monitoring progress.

ERSPD 5200 Special Education and Inclusion: Promises/ Challenges
This course provides: (1) an overview of the characteristics of students with exceptional learning needs; (2) the field's history, laws, procedures and trends; and (3) a framework for understanding key concepts in inclusion as they relate to the academic, social, and emotional development of all learners. Residents will begin to consider the cultural and linguistic issues that influence students' needs and families' understanding of special education services.

ERSPD 6210 Introduction to Assessment and Tiered Instruction
This module examines teaching and learning for students with exceptional learning needs in the general education classroom with specific attention to the role of informal assessment and subsequent differentiation in response to findings. Foci include: (a) best practices for nondiscriminatory assessment, (b) practice administering group and individual informal assessments, (c) knowing how, when, and why to vary learning environments, learning activities, and content, and (d) implementing Tier 1 accommodations/modifications and Tier 2 interventions to support student learning opportunities.

ERSST 5133 Social Studies Methods
Residents are given an overview of social studies via a close study of state and national standards. They come to understand the teacher's role in designing social studies instruction that engages students in relevant interpretation of a historical event, movement, or period. Geography as a means of helping students make sense of the world around them and civics education through the lens of social justice and active citizenship are also addressed.

ERMAT 5172 Measurement, Data, and Geometry
Residents investigate the conceptual and procedural knowledge involved in measurement, geometry, and data. Particular attention is given to connections among these domains; ways these domains support learning in other areas of mathematics; and strategies for interdisciplinary learning. The use of technology to support conceptual inquiry-based learning is also emphasized.

ERSPD 6200 Understanding and Managing Behavior
An overview of behavior management is presented within the framework of understanding the context and function of behavior and developing systems that promote prosocial behaviors to facilitate engagement in the educational activities of the classroom. Residents will show an understanding of and develop a Functional Behavior Analysis and a Functional Behavior Plan/Behavior Improvement Plan and consider the interactions of people, environments, and responses to behaviors as they influence student behavior.

ERSPD 6212 Formal Assessment and Individualized Education Programs
This course provides review of measurement statistics and practice with the administration, scoring, and interpretation of commonly used norm-referenced instruments and procedures for determination of eligibility for special education. Comparisons are made with informal assessment results, and ways to communicate results are discussed. Writing a formal report based on multiple data points is explained and detailed. The IEP process, from referral to eligibility determination and placement, is examined.

ERLIT 6105 Content Area Reading
This module will give residents an in-depth understanding of nonfiction reading, writing, and researching. Residents will (1) explore nonfiction literature (2) analyze the processes of reading and writing in the content areas, (3) conceptualize, design, and implement a content area research project with their students. Using a workshop model, residents will be immersed in the process of researching and reporting out new content knowledge first as learners, and then through the lens of a teacher.

ERESL 6000 Teaching Writing in the Elementary Grades
This course prepares residents for the thoughtful examination of writers and writing instruction. Throughout the module, residents will be introduced to strategies and skills they can use to enhance their own writing and the writing of their students. Using a process approach and workshop model, residents will learn how to teach students to communicate ideas effectively in a variety of genres, for different purposes, and for diverse audiences.

ERSPD 6214 Specialized Instructional Techniques
Residents investigate Tier 3 interventions in literacy, math, and behavior to establish: how they differ from the kind of support that students already receive; the evidence base for them; factors that would need to be considered to implement them; ways in which they are implemented; and ways to monitor their effectiveness.

ERESD 6152 Family and Community Collaboration in an Urban Setting
This course provides an overview of collaboration strategies including the special education consulting model, community education, and staff development for parent, family, and community engagement in urban schools. Emphasis is placed on development of effective interpersonal communication skills for working with families of students from diverse backgrounds, school-based staff, and community agencies and support networks. Effective planning in relation to mapping student progress will be addressed.

ERSCI 5135 Teaching STEM in the Elementary Grades
This course integrates physical, life, and earth science; space, engineering, and technology. It explores the application of science and the examination of crosscutting concepts such as patterns, structure and function, and stability and change. Course activities involve the direct investigation of phenomena as learners and doers of science; observations of young children's exploration of the same phenomena; instruction; and reviews of national and state standards, curriculum resources, and instructional artifacts (student work, video, and lesson plans).

ERESD 7734 Elementary Education Residency Student Teaching/Coaching
Residents are required to complete six weeks of student teaching to fulfill the clinical experience obligations during the spring of residency year. This experience provides scaffolded opportunities to develop and practice instructional and classroom management skills with an emphasis on planning for and delivering whole group instruction using core curriculum materials. Residents are expected to implement the content and skills developed through coursework and inherent clinical experiences in a comprehensive manner in the assigned host classroom.

ERESD 7704 Elementary Small Group Practicum (Regular and Special Education)
Residents plan for and deliver small group differentiated instruction. They select, administer, and interpret formative assessments for small, inclusive groups of 8-10 students including students with special needs. Assessment data inform planning and instruction to provide 100-150 minutes of face-to-face instruction each week. The practicum prepares residents for intervention instruction to students below grade level. Residents are expected to implement the appropriate constructs and models for teaching and learning that they have acquired throughout coursework.

ERSPD 7710 Special Education Student Teaching/Coaching & Trauma Training
This seminar will provide information and support as candidates for teaching licensure participate in the special education practicum. Topics will include curriculum planning and modification, special education procedures and mandates (including IEP development), classroom management, effective communication with parents and colleagues, stress management, and assistive and adaptive technology, with an added emphasis on trauma awareness for the candidates.