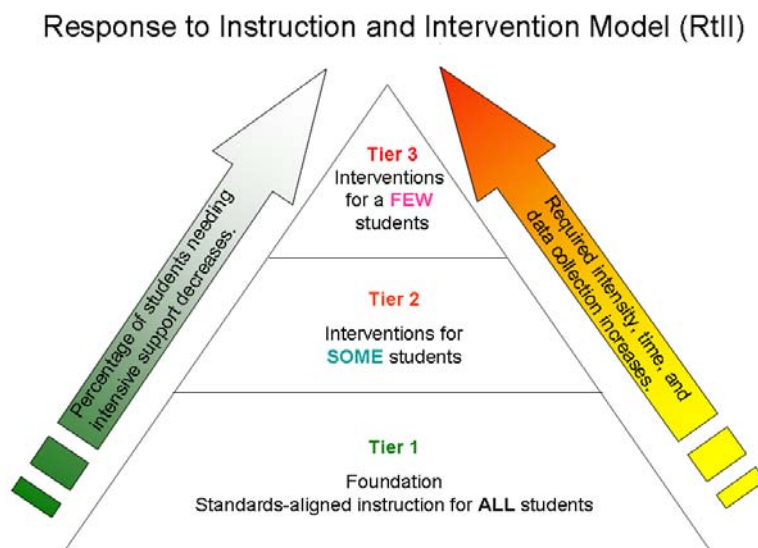


## Philosophy behind Our New Curriculum

Our new curriculum is based on Universal Design for Learning and differentiated instruction to address the needs of learners in an inclusive environment. Our philosophy is informed by the *Response to Instruction and Intervention (RtII)* model which views education as a unified system along increasing tiers of intervention (see diagram below). In RtII, the universal tier consists of evidence-based instructional practices for all students. The second tier consists of targeted interventions for students at risk for special education services. The third tier consists of intensive, more individualized interventions for at-risk students or those already identified as having special needs.



We view general education and special education as a continuum of more intensive services to meet the needs of diverse learners and **not** as separate or distinct programs. It is difficult to distinguish in our new curriculum where regular education ends and special education begins. Further, to be maximally effective, one tier cannot exist without the other. For example, good instruction based on evidence-based practices should be in place before more intensive interventions are required for any individual student.

Aligning instruction with standards —both state and national— is also a crucial element in our new curriculum. Our secondary teacher-preparation program trains our students to use a standards-aligned system where they (1) employ well-communicated and clear standards that evince high expectations, (2) design materials and select instructional resources that align with the standards, (3) design instruction

that enables a wide range of students to meet or exceed those standards, (4) confirm student progress using fair assessments that are matched to the standards, and (5) recognize and take advantage of instructional interventions to support students having difficulty meeting standards.

Collaboration is a key component of our new curriculum. It was designed in a collaborative process involving a curriculum committee drawn from our special education and teacher education programs, with input, feedback and approval from the faculty of the two programs. We also solicited and received additional input and suggestions from the faculty in the College of Education. To assure that we addressed realistic needs in school settings, we spoke with teachers and administrators in the schools about the most desirable traits, attitudes, skills, and types of knowledge teachers should have.

Three of the 10 courses in our new program are cross-listed between the special education and teacher education programs. Regardless of whether a course is cross-listed or not, however, faculty in our special education and teacher education programs collaborate on the design and delivery of our new courses, constantly looking for ways to train our graduates to be more effective inclusive teachers in their classrooms.

### **What Follows in This Document**

On next page, you will find a table of the courses in our new PreK-4 teacher-preparation curriculum. This table notes how much of each course will be dedicated to addressing special education issues and how much to addressing issues related to English language learners (ELL).

On pages four and five, you will find the course titles and descriptions for the courses in our new secondary program. Beside each course's title it tells whether it is a new course or a revision of an existing course.

On page six you will find a description of the four stages of required field experience and a description of how we plan to incorporate field experiences throughout our secondary program. On the final page you will find a table that shows how these field experiences are distributed across our courses.

## Draft Secondary Curriculum

Course Title	Credits	Proportion of course (credits) addressing SpEd competencies & learner needs *	Proportion of course (credits) addressing ELL competencies & learner needs *
SpEd 332. Education and Inclusion of Individuals with Special Needs in K-12 † ‡	3	3.00	0
TLT/SpEd 404. Diversity, Families, and School Collaborations in K-12 † ‡	3	1.50	1.50
TLT/SpEd 405. Principles and Applications of K-12 Assessment † ‡	3	2.50	.50
TLT 407. Instructional Design for K-12 Classrooms † ‡	3	1.00	0
TLT/SpEd 409. K-12 Classroom Environment and Management † ‡	3	2.00	.50
TLT 432. Reading and Critical Thinking in Middle Level & High School Education	3	.50	.50
Content Area Special Method course (one of the following)	3	See below	See below
TLT 431. Social Studies in Middle Level and High School Education		.50	.20
TLT 434. English in Middle Level and High School Education		.50	.50
TLT 436. Science in Middle Level and High School Education		.50	.10
TLT 438. Mathematics in Middle Level and High School Education		.50	.10
TLT 440. Pre-professional seminar	3	.50	.50
SpEd 465. Advanced Inclusionary Practices in K-12 † ‡	3	2.50	.50
TLT 444. Student Teaching and Seminar †	3	.50	.50
<b>Total</b>	<b>30</b>	<b>14.5</b>	<b>4.6 - 5.0</b>

\* Course proportions demonstrated through percentage of course content, class periods, out-of-class activities, and field experiences.

† Course also included in the revised PreK-4 curriculum

**NOTE:** In order to assure adequate content knowledge, each student in the secondary teacher-preparation program is required to undergo a content audit by a content-area specialist in the appropriate academic department in the College of Arts and Sciences at Lehigh, using a PDE-approved course-mapping form that aligns coursework with required content area competencies. While in the past we have required content area coursework as part of the secondary certification masters and our master's degree was 42 credits, our new curriculum eliminates that course work requirement in favor of demonstrated content expertise using the content audit form and reduces our master's program to 30 credits. If a student seeking secondary certification lacks expertise in one or more content sub-areas, he or she will be required to take the course or courses specified by the content area specialist. These courses are taken to fulfill the content area requirements of the certification process, however; they are not part of the secondary master's degree program.

## Draft Course Descriptions

### **SpEd 332. Education and Inclusion of Individuals with Special Needs in K-12 (3) [Revised course]**

Overview of social, developmental, legal, and educational issues and practices related to the special education of individuals with disabilities. Covers social, environmental, and physiological etiology; development; identification; learning characteristics; and needs of individuals identified for special education. Emphasizes meeting diverse needs of students in general education classrooms through evidence-based practices and adaptations matched to learner needs. Addresses legal rights of students and their families, as well as legal responsibilities of teachers as required by IDEIA and other related special legislation.

### **TLT/SpEd 404. Diversity, Families, and School Collaborations in K-12 (3) [New course]**

Cultural and linguistic diversity as critical variables in educational equity for all learners, including ELL. Explores home-school partnerships, family and professional collaboration, and teacher self-awareness. Implementing culturally sensitive and responsive classroom practices as well as forming collaborative relationships with families that respect diversity of family contexts. Collaborative, multidisciplinary teaming to support, optimize, and advocate for student's educational needs and connect to community services and resources available to individuals and families. Addresses family mental health issues and wraparound services.

### **TLT/SpEd 405. Principles and Applications of K-12 Assessment (3) [Revised course]**

Assessment applied to learning in classroom learning environments, including universal screening and progress monitoring. Discusses assessment approaches, ways to implement assessment, and use of assessment tools to monitor all students, including ELL and students with disabilities. Use of data-management and grading systems. Addresses diagnostic assessments for student placement and analysis of assessment data to tailor instruction to diverse student needs. Emphasis on research-based practices of assessment to inform instructional decision-making consistent with the RtII framework.

### **TLT 407. Instructional Design for K-12 Classrooms (3) [Revised course]**

Introduces the systematic design of instruction following the Response to Instruction and Intervention (RtII) and Universal Design for Learning models. Explores theories of learning and instructional applications as a part of technology-based and standards-aligned classroom education grounded in the use of a quality, research-based core curriculum and effective instructional practices to meet the needs of all learners. Addresses appropriate use of instructional technologies for universal learning. Students will plan, design, and develop student-centered, standards-aligned, technology-supported instruction and appropriate learner assessments.

### **TLT/SpEd 409. K-12 Classroom Environment and Management (3) [Revised course]**

Designing inclusive classroom environments that maximize learning. Emphasis on fostering a community of learners using connections among classroom arrangement, classroom management, and cognitive development to create positive learning outcomes for all students, including ELL learners and students with disabilities. Addresses the tiered model of prevention and positive behavior support, including the role of functional assessment and individual positive behavior support plans in classroom management. Highlights the ways a positive climate for learning involves establishing and maintaining partnerships with families.

### **TLT 432. Reading and Critical Thinking in Middle Level and High School Education (3) [Revised course]**

Development of reading in the secondary content areas (English/language arts, mathematics, science, social studies). Highlights effective teaching strategies in critical areas, such as higher order reading and study skills. Addresses analysis of evidence based methods and current research for improving the reading development and analytical skills of all students.

**Content Area Special Methods Course:**

**TLT 431. Social Studies in Middle Level and High School Education (3) [Revised course]**

Middle and high school curriculum, content, teaching strategies, and instructional materials for the social studies. Emphasis on organizing content, using appropriate methods, testing and evaluation, and appropriate integration of technology. Overview of Pennsylvania's 4-8 and 8-12 standards for social studies and related standards from the National Council for the Social Studies and other national organizations. Explores relevant research, courses of study, textbooks, and teacher-made materials. Addresses inclusive evidence-based and standards-aligned instructional approaches and techniques, including co-teaching.

**TLT 434. English in Middle Level and High School Education (3) [Revised course]**

Curricula, philosophy, methods, strategies, and materials for the teaching of middle and high school English. Literature, genres, and the nature of text and text differences. Critical analysis and drawing inferences from narrative text and poetry. Techniques for teaching and enhancing writing in various styles. Applications of technology and assessment principles. Addresses inclusive evidence-based and standards-aligned instructional approaches and techniques, including co-teaching.

**TLT 436. Science in Middle Level and High School Education (3) [Revised course]**

Overview of inquiry-based activities and investigations to promote science learning in secondary science classrooms. Emphasis on aligning instruction with Pennsylvania's Standards for Science and Technology and Environment and Ecology standards. Course activities include planning effective lessons, trying out new methods of teaching, inclusionary methods, reflective practice, and integrating instructional technologies into science learning. Evidence-based assessment types highlighted within instructional contexts.

**TLT 438. Mathematics in Middle Level and High School Education (3) [Revised course]**

Standards-based and technology-intensive curricula, instructional activities, and manipulative aids for mathematics in middle level and high schools. This course models and explores an investigative and hands-on approach to secondary mathematics instruction. Particular attention given to learning theories, curriculum issues, and recommendations arising from state, national, and international assessments. Research-based practices and inclusionary approaches to teach mathematics to learners from a variety of backgrounds and across a range of abilities. **Addresses standards-aligned instructional approaches and techniques, including co-teaching.**

**TLT 440. Pre-professional Seminar (3) [Revised course]**

Study, directed observation of, and initial practice in the various phases of teaching in secondary schools. **Guided opportunities to try out inclusive, differentiated, standards-aligned, and evidence-based instructional approaches in actual school settings.** Prerequisite: consent of the program coordinator.

**SpEd 465. Advanced Inclusionary Practices in K-12 (3) [Revised course]**

Advanced techniques grounded in current research-based methods and best practice for educating and assessing students with disabilities, students from diverse backgrounds, and English language learners using a standards-aligned system. Accommodations, modifications, planning for physical and instructional inclusion through embedded strategic instruction, adaptations, and curriculum overlapping. Addresses decision hierarchies for level of instructional adaptation and social inclusion methods through social facilitation techniques. Explores critical factors in developing, implementing, and modifying curriculum using evidence-based practices. Explores collaborative co-planning and co-teaching models.

**TLT 444. Student Teaching and Seminar (3) [Revised course]**

Intensive practice in the application of principles of teaching in a supervised internship in the schools. Regular meetings among student teachers for critical analysis and discussion of classroom instructional practices, as illustrated by the student teachers' experiences in the schools. Practical mentoring on professionalism, applying differentiated instructional models in real-world setting, and aligning instruction with standards. Prerequisite: consent of the program coordinator.

## Field Experiences

PDE guidelines also require that each teacher-in-preparation have 190 hours of pre-student teaching field experiences distributed across four “stages” of experience:

**Stage 1 – Observation:** Students observe in a variety of education and education-related settings including community-based child care, Head Start, early intervention, and school districts. Observations should occur in a range of school and early learning settings (e.g., urban, suburban, rural; high and low-performing schools) so students have a broad experience and learn as much as possible about pre-K through grade 4 learners and pre-K through grade 4 education philosophy.

**Stage 2 – Initial Experience** [exploration]: The candidate works under the teacher’s supervision during individual tutorials or with a small group of students. Activities can include reading, math, and other subject-matter experiences, tutoring children, small-group conversations, outdoor play, and monitoring classroom routines and procedures.

[A minimum of 40 hours are required for Observation and Exploration (Stage 1 & 2).]

**Stage 3 – Pre-student teaching:** This is the beginning of student teaching in which candidates teach small groups of students, in schools and early learning settings. This combines individual tutorials, small-group, and whole-class instruction at the selected grade level over the course of the semester. Students work with materials they have prepared and created for classroom instruction. [A minimum of 150 hours are required for Stage 3.]

**Stage 4 – Student Teaching:** A minimum of 12 weeks full-time student teaching as prescribed in §354.25(f).

Each instructor designs a series of field experiences that are appropriate to the content of the course and enable students in the course to have exposure to experiences in schools and other settings that enhance students’ understanding of family and cultural issues, RtII, standards-aligned instruction, inclusive practices, and differentiated instruction. Field experiences embedded in courses throughout the curriculum are designed to assure that students are never far from secondary classrooms. This allows teachers-in-training to reinforce what they are learning in their coursework through observation, data collection, one-on-one tutoring or teaching, small group work, and whole-class teaching.

Unlike our new PreK-4 teacher-preparation program, we have retained in our new secondary curriculum a pre-professional seminar where students spent an intensive period of time in the school. We have done this because there are fewer courses in the secondary program across which to distribute field experiences and we see the value of an intensive field experience just prior to going out to student teach. In addition, having such a pre-student teaching experience allows us to maintain one of our current commitments and practices: having secondary certification student teach in both urban and suburban settings and in both middle school and high school. Thus, students who complete their pre-student teaching experience in a suburban school usually complete student teaching in an urban setting (and vice versa) and those who complete pre-student teaching in a middle school usually complete their student teaching in a high school (and vice versa).

Under our new curriculum, field experiences are distributed across all but one course. The table on the next page details the number of hours in each stage required by the courses in our new curriculum. These are minimums. That is, course instructors may require additional field experiences.

## New Curriculum for New Secondary Certification / 7

### Field Experiences Distribution across Curriculum

Course Title	Hours of Field Experience	Stage
SpEd 332. Education and Inclusion of Individuals with Special Needs in K-12 † ‡	10	1 & 2
TLT/SpEd 404. Diversity, Families, and School Collaborations in K-12 † ‡	10	1 & 2
TLT/SpEd 405. Principles and Applications of K-12 Assessment † ‡	5+5	2+3
TLT 407. Instructional Design for K-12 Classrooms † ‡	0	
TLT/SpEd 409. K-12 Classroom Environment and Management † ‡	10	1 & 2
TLT 432. Reading and Critical Thinking in Middle Level & High School Education	2+8	2+3
Content Area Special Methods course (one of the following):	See below	See below
TLT 431. Social Studies in Middle Level and High School Education	2+8	2+3
TLT 434. English in Middle Level and High School Education	2+8	2+3
TLT 436. Science in Middle Level and High School Education	2+8	2+3
TLT 438. Mathematics in Middle Level and High School Education	2+8	2+3
TLT 440. Pre-professional Seminar (2 full weeks in schools)	80	3
SpEd 465. Advanced Inclusionary Practices in K-12 † ‡	5+5	2+3
TLT 444. Student Teaching and Seminar (first two weeks of 14-week placement, 7:30 am-3:30pm)	80	3
Student Teaching	12 weeks	
<b>Total</b> (44 hours of stage 1+2; 186 hours of stage 3)	<b>230</b>	

NOTE: Hours listed above are minimums.