

PSYCHOLOGICAL FOUNDATIONS OF LEARNING (3 credits)
56:300:500; Mode: HYBRID

Course description:

This course examines child and adolescent development and focuses on developmental stages, learner motivation, student interests, creating a healthy learning climate, language development, and individual differences. (NJPST 1)

Standards Addressed:

NJPST Standard One: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning goals:

- Explain the characteristics and components of human developmental stages
- Demonstrate an awareness of the differences in the social and academic development of young people
- Describe the distinct approaches to learning and motivation
- Analyze the factors which contribute to learner development and how instructional strategies can be used to promote learning at various developmental stages

Book:

McDevitt, T. and Ormrod, J. (2024). *Child development and education*. (8th ed.) Pearson ISBN-13: 9780137871506

EXCEPTIONALITIES (3 credits)
56:300:501; MODE: HYBRID

Course description:

A survey of the neurological, sensory, orthopedic, communicative, and social disabilities, including autism spectrum disorders, present in children and the impact of these on the psychological and academic development of the child. Students will also examine the effect of the disabilities on cognitive, mental, and social growth, the factors to be considered in assessment and rehabilitative developments, and strategies for professional collaboration to meet students' needs. (NJPST 2)

Standards Addressed:

NJPST Standard Two: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Learning goals:

- Explain the characteristics, diagnosis, and prevalence of common exceptionalities in the P-12 student population.
- Demonstrate an understanding of the differences in the social and academic development of students with diagnosed exceptionalities.
- Describe accommodations and modifications to help exceptional learners be successful in school.
- Outline factors that sometimes contribute to societal understanding and myths of exceptionalities.

Book:

Hallahan, D.P., Kauffman, J. M, & Pullen P.C. (2022). *Exceptional learners: Introduction to special education* (15th ed.). Pearson.

FUNDAMENTALS OF EDUCATION (3 credits)
56:300:510; MODE: HYBRID

Course description:

An examination of the foundations of teaching and instruction based on the New Jersey Professional Standards for Teachers. The completion and documentation of the 50-hour clinical experience is a course requirement. (NJPST 1-11)

Standards Addressed:

NJPST Standard One: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

NJPST Standard Two: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

NJPST Standard Three: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation

NJPST Standard Four: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

NJPST Standard Five: Application Of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

NJPST Standard Six: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

NJPST Standard Seven: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context

NJPST Standard Eight: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

NJPST Standard Nine: Professional Learning

The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.

Standard Ten: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard Eleven: Ethical Practice

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

Learning goals:

- Based on the New Jersey Professional Standards for Teachers and the InTASC standards, students will explore the standards content and expectations outlined for educators, including what teachers must know, the habits they need to cultivate, and the actions they must engage in.
- Identify factors educators must account for when planning for lessons and teaching.
- Design a lesson plan using the Rutgers Camden lesson plan format.

Book:

Kauchak, D. and Eggen, P. (2020). *Introduction to teaching: Becoming a professional*. (7th ed.) Pearson.

READING AND WRITING IN THE SECONDARY CURRICULUM (3 credits)
56:300:515; MODE: Hybrid

Course description:

This course will focus on developing literacy practices across the curriculum for middle and high school grades. Emphasis on higher order comprehension skills, vocabulary development, and content area reading and writing. (NJPST 4, 7, 8)

Standards Addressed:

NJPST Standard Four: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

NJPST Standard Seven: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context

NJPST Standard Eight: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Learning goals:

- Explore current theories of reading/writing in the content areas and for a diverse learners and learning styles.
- Learn strategies to analyze readability and level of content area texts.
- Recognize the power of language and reading for facilitating self-expression, identity development, and learning.
- Incorporate reading, including study skills; writing; speaking; listening; research and inquiry, and technology and media into content areas.

Book:

Fisher, D. Hattie, J., & Frey, N. (2016) *Visible learning for literacy, grades K-12: Implementing the practice that work best to accelerate student learning.* (1st ed.) Corwin.

Lent, R. C. (2015) *This is disciplinary literacy: Reading, writing, thinking, and doing.... content area by content area.* (1st ed.) Corwin.

CLINICAL PRACTICE I (2 credits)
56:300:520; MODE: Field Experience (In-person)

Course description:

This course consists of 175 hours in a fieldwork component and seminar. Students will put theory into practice by strengthening pedagogy through observation and active classroom participation. Clinical practice is supervised and observed by University staff and assigned cooperating teachers. (NJPST 1-11)
(Pre-req Fundamentals of Education; 56:300:510)

Standards Addressed:

NJPST Standard One: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

NJPST Standard Two: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

NJPST Standard Three: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation

NJPST Standard Four: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

NJPST Standard Five: Application Of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

NJPST Standard Six: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

NJPST Standard Seven: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context

NJPST Standard Eight: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

NJPST Standard Nine: Professional Learning

The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.

Standard Ten: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard Eleven: Ethical Practice

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

Learning goals:

- Observe and actively participate, planning and teaching a minimum of 10 lessons, in an assigned PK-12 classroom.
- Follow the regulations, procedures, instructional practices, and professional expectations of the placement school and district
- Use the feedback from the Rutgers-Camden evaluations, based on the 11 NJPST, to learn and grow from for future lessons.

Book:

none

SECONDARY TEACHING METHODS (4 credits)
56:300:516; MODE: HYBRID

Course description:

This course will examine instructional strategies and methodologies for all disciplines taught in secondary schools and current educational trends and issues in relation to secondary school settings. It will strongly emphasize the role of assessment in the teaching and learning process, integrating literacy instruction across all content areas, academic achievement, lesson plan development, differentiated teaching strategies and assessments, family/school connections, learning environment, and classroom management. (NJPST 5, 6, 7, 8) (Co-req Clinical Practice I)

Standards Addressed:

NJPST Standard Five: Application Of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

NJPST Standard Six: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

NJPST Standard Seven: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context

NJPST Standard Eight: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Learning goals:

- Demonstrate how to choose, evaluate, and implement research-based activities for determined content area and based students' developmental and academic needs.
- Demonstrate how to choose, evaluate, and implement research-based assessments and assessment practices for a variety of purposes in schools and based on students' developmental and academic needs.
- Critically analyze and adapt differing curricula to meet the needs of a diverse student population and the NJSLS.
- Use multiple formats and technologies to communicate ideas effectively in large and small group settings.
- Develop lessons for identified content area that integrates literacy strategies connected to the NJSLS.

Book:

Borich, G. D. & Blanchette, A. (2022). *Effective teaching methods: Research-based practice. (10th ed.)* Pearson

CONTEMPORARY ISSUES IN SECONDARY TEACHING (3 credits)
56:300:517; MODE: HYBRID

Course description:

This course aims to foster critical inquiry about current educational issues at the secondary level. Students will examine issues, policies, challenges, and other influences that affect and shape the roles of the secondary school educator. Through reading, discussion and debate, reflection, and writing, students develop a thorough and nuanced understanding of these issues and their implications for their own schools and classrooms. (NJPST 3, 8). (Co-req Clinical Practice I)

Standards Addressed:

NJPST Standard Three: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation

NJPST Standard Eight: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Learning goals:

- Investigate multiple factors that influence the dynamics of student behavior and learning at the secondary level that promote learning for a range of students from diverse academic, cultural, and linguistic backgrounds.
- Examine instructional strategies and modifications to strategies for different age levels.
- Explore contemporary issues for middle and high school students, including but not limited to topics like the impact of adolescent development on instruction, the ethics and use of social media in the classroom, student motivation and apathy, parent participation and support, mandated assessments, and school violence.

Book:

Carjuzza, J. and Kellough, R.D. (2021) Teaching in the middle and secondary schools. (11th ed). Pearson

CLINICAL PRACTICE II (3 credits)
56:300:521
MODE: Field Experience (In-person)

Course description:

This course consists of a full-time, semester-length student teaching experience in a school setting. Students will continue to refine their planning and teaching skills. Clinical practice is supervised and observed by University staff and assigned cooperating teachers. (NJPST 1-11)

Standards Addressed:

NJPST Standard One: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

NJPST Standard Two: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

NJPST Standard Three: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation

NJPST Standard Four: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

NJPST Standard Five: Application Of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

NJPST Standard Six: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

NJPST Standard Seven: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context

NJPST Standard Eight: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

NJPST Standard Nine: Professional Learning

The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and

ideas to increase student learning.

Standard Ten: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard Eleven: Ethical Practice

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

Learning goals:

- Actively and progressively participate in an assigned PK-12 classroom
- Follow the regulations, procedures, instructional practices, and professional expectations of the placement school and district
- Use evaluations and comments to learn and grow from for future lessons

Book:

none

PROFESSIONAL RESPONSIBILITY (3 credits)
56:300:522; MODE: HYBRID

Course description:

This course explores the role of a teacher and teacher leader both as a collaborator and role model in and outside the classroom. Students will investigate teacher professionalism and the organizational culture of schools with the aim that these understandings will prepare students to take a greater leadership role on issues that affect classroom practice and students' learning. Students will also finalize their professional teaching portfolio, reflect on clinical experiences, and examine ways to further their students' success. (NJPST 9,10,11) (Co-requisite Clinical Practice II – 56:300:521)

Standards Addressed:

NJPST Standard Nine: Professional Learning

The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.

Standard Ten: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard Eleven: Ethical Practice

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

Learning goals:

- Through collaboration with peers and colleagues, explore best practices and analyze student data from classroom placements to improve student achievement.
- Participate in a Professional Learning Community.
- Develop a greater understanding and application of the NJPST as a novice classroom teacher.
- Assess student learning and evaluation data for purposes of teacher and student growth.

Book:

Birk, C. & Casas. (2024) *Words on the wall: Culturizing your classroom for observable impact.* ConnectEDD Publishing.

Casas, J. (2017) *Culturize: Every student. every day. Whatever it takes.* Dave Burgess Consulting, Inc.

SECONDARY TEACHING FOR DIVERSE LEARNERS (3 credits)
56:300:526; MODE: HYBRID

Course description:

This course is for secondary teacher candidates to implement practices and learning experiences for diverse learners, implementing a variety of research-based methods to create a classroom environment rich in learning activities that reflect each student's language proficiency and learning style. Students will identify students' learning needs and use that information for planning, implementing, and evaluating evidence-based interventions, and explore various influences, including cultural and linguistic backgrounds and exceptionalities. (NJPST 2, 6, 8). (Co-req Clinical Practice II).

Standards Addressed:

NJPST Standard Two: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

NJPST Standard Six: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

NJPST Standard Eight: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Learning goals:

- Learn to modify and accommodate learning activities for students who are performing above and below grade level.
- Design effective MLL instruction for content curriculum.
- Demonstrate knowledge of and skill of how to choose, evaluate, and implement research-based assessments and assessment practices based on students' developmental and academic needs.
- Evaluate instructional materials, teaching approaches, assessment tools, and intervention strategies for struggling readers.

Book:

Echevarria, J., Vogt, M.E., & Short, D.J. (2018) *Making content comprehensible for secondary english learners: the SIOP model*. (3rd ed.) Pearson.

Doubet, K.J. & Hockett, J. A. (2015) *Differentiation in middle and high school: Strategies to engage all learners*. ASCD.