

Masters of Education in Instructional Coaching Course Descriptions

MEDU 500: Mission Driven Leadership

- Credits: 4
- Prerequisites: N/A

This course emphasizes the development of future school leaders, including the roles of principal, assistant principal, department chair, team leader, and student coordinator. MEDU 500 is a pre-admission course to either a master's degree in Leadership and Administration for the certification of a future principal/assistant principal or a master's degree in Teacher as Leader in Curriculum and Instruction for the teacher leader who desires a role in leadership with the option of teacher leadership endorsement. Students will examine school culture, standards, organizations, and the learning community, and the importance of increasing leadership capacity to achieve success in schools today. The course is designed to foster development and competencies in future leaders regarding decisions they will make about their practice and how those decisions will affect students, teachers, and the community. Emphasis is given to the leader's role in building a learning community, the development of human resources, defining school effectiveness, and the process of change. This course introduces the leadership standards as a foundation for the development and assessment of knowledge, dispositions, and performance of successful school leaders.

At the conclusion of this course, students may determine to seek out a certification as a principal or assistant principal, a master's program in teacher leadership with an endorsement in supervision (for the department chair), or return to the classroom with additional leadership skills for roles such as team leader or student coordinator.

MEDU 534: Supervision & Instruction

- Credits: 4
- Prerequisites: MEDU 500

This course is designed to examine the educational leader's role as a facilitator of learning. The primary objective of the course is the development of human resources as integral to achieving school success for students. Content includes exploration of coaching, mentoring, supervision, evaluation, pedagogical inquiry, conflict resolution, critical conversations, professional development, and instructional development. The emphasis will be on developing the skills of leadership that are required to enhance and extend student learning, including instructional supervision whether as a teacher colleague or supervisor.

Candidates in principal preparation will be required to participate in training by certified staff in accordance with the provisions of Section 24A-3 of the School Code [105 ILCS 5/24A-3] outside of the course and prior to the Internship.

MEDU 536: School, Home & Community

- Credits: 4
- Prerequisites: MEDU 500

School, Home, Community is a course designed for each aspiring leader to discover and define the administrator's or teacher leader's interactive role and relationship in the school, home, and community. Through discussion, interactive exploration, action teams, and networking, the student will experience ways to be a collaborative leader within the triad of the school, home and community. Focus will be on cultural responsiveness, implicit bias, collaboration, inclusion, partnership-building, and fostering community stakeholders.

MEDU 600: Teaching Diverse Students

- Credits: 4
- Prerequisites: MEDU 603

The aim of this course is to examine what it means to teach in an educational organization within a multicultural society. Specific focus will be on cultural, racial, and ethnic backgrounds, teacher awareness of and expanded meaning of culturally responsive pedagogy, and examination of the school/classroom environment that leads to increased learning of all students.

MEDU 601: Data-Driven Decision-Making

- Credits: 4
- Prerequisites: N/A

This course is designed to foster the essential link between learning and assessment. Emerging theory on performance-based assessment, brain research, and curriculum- aligned assessment will be explored to better understand the fundamental nature of authentic assessment. Students will be engaged in a systematic study of different methods of performance-based assessment. Hands-on experience will be incorporated to apply these methods and develop effective performance assessments for the classroom.

MEDU 603: Teacher Leadership

- Credits: 4
- Prerequisites: N/A

This course is an introduction to the complex issues and challenges of school as a professional community. Each teacher leader will identify the potential for building individual and organizational leadership capacity in order to maximize learning and continuous school improvement. The challenge of current education issues, school ethics, and the ability to implement change to meet the needs of a diverse community of learners will be addressed in this course. Teacher leaders will reflect on their own knowledge and skills to learn, lead, and contribute to the learning culture of this school community.

MEDU 697: Instructional Coach Capstone

- Credits: 4
- Prerequisites: Completion of 26 credit hours in MEDU program

This course will serve as the capstone course in the Master's Program in Instructional Coaching. The purpose of this capstone course is to deepen and broaden your concept of and skill base for teacher leadership and peer observations, instructional coaching, professional development, and action research. This purpose will be assisted through your synthesis, application, and extension of the knowledge you have gained through courses and field experiences in preceding coursework.

Electives:

Two additional electives are selected from courses that can apply towards a Learning Behavior Specialist (LBS1) or English Language Learner (ESL) endorsement or students may choose a special topic course.

MEDU 690: Topics in Education

Recognizing the varied and evolving needs of educators, this course will focus on one particular area of interest and faulty expertise impacting the educational environment. Topics and prerequisites (if any) will be announced in advance as will the format of the course (online, blended, face-to-face). This course may fulfill the elective requirement of the Instructional Coaching Master's degree. It may be repeated with different content, though only one elective applies to the Instructional Coaching Master's degree.

LBS1 Electives:

MEDU 530: Characteristics of Students with Disabilities

- Credits: 3
- Prerequisites: MEDU 330

Effective instructional methods, strategies, accommodations and modifications, in multiple content areas, as they relate to teaching K-12 students with high incidence disabilities in inclusive settings. Strategies to collaborate with colleagues and with parents/families of students with disabilities are also covered, including co-teaching, family-educator conferences and working effectively with paraprofessionals. Students may not receive credit for both EDUC 432 and EDUC 530.

MEDU 532: Methods for Teaching Students with Disabilities Catalog Ready

- Credits: 3
- Prerequisites: MEDU 530 or concurrent enrollment

Effective instructional methods, strategies, accommodations and modifications, in multiple content areas, as they relate to teaching K-12 students with high incidence disabilities in inclusive settings. Strategies to collaborate with colleagues and with parents/families of students with disabilities are also covered, including co-teaching, family-educator conferences and working effectively with paraprofessionals. Students may not receive credit for both EDUC 433 and MEDU 532.

MEDU 538: Diagnosis and Assessment of Students with Disabilities

- Credits: 3
- Prerequisite: MEDU 530

Prepares students in the field of education with knowledge, skills and experience related to:

- 1) diagnostic and educational assessment instruments and methods;
 - 2) administration and scoring of diagnostic and educational assessments;
 - 3) interpretation of assessment results;
 - 4) data-based decision making regarding placement, instructional planning and evaluation of students with disabilities; and
 - 5) communication of diagnostic and educational assessment results to colleagues and parents.
- Students may not receive credit for both EDUC 434 and MEDU 538.

ESL Electives:

MEDU 580: Theoretical Foundations of Teaching ESL/Bilingual Students

- Credits: 3

This course guides students to develop a critical approach to the theoretical foundations of ESL and bilingual education through an in-depth examination of academic literature on the historical, philosophical, political, social, and educational models that have shaped education in the United States. Second language and multilingual acquisition theory will be the focus of the course in which students will develop bibliographical research to culminate in an individualized research project.

MEDU 582: Cross Cultural Foundations for Teaching English Language Learners

- Credits: 3
- Prerequisite: MEDU 580

This course introduces students to the most recent theoretical perspectives that examine how cross-linguistic and cross-cultural factors influence ELL settings. Review of academic literature and bibliographical research on these topics will equip students for the required clinical experience and for success in the field. This course requires 25 hours of field experience.

MEDU 583: Methods and Materials for Teaching English Language Learners

- Credits: 3
- Prerequisite: MEDU 580

This course focuses on methods, approaches and materials used in the teaching students for whom English is a second language. Methods of teaching different language skills as well as theories and practices to differentiate instruction to respond to K-12 English language learners' needs are emphasized. Students are engaged in developing, implementing and evaluating lessons and materials for ELLs. Students will read and discuss research and literature on best practices for ELLs. This course requires 50 hours of field experience.

MEDU 585: Assessment for ELL/Bilingual Students

- Credits: 3
- Prerequisite: MEDU 580

This course provides a comprehensive understanding of using assessment data to make informed decisions for the education of English language learners (ELLs). Students are made aware of critical issues related to the assessment of culturally and linguistically diverse learners and the ability to select, construct, administer, interpret, and communicate the results of measurement instruments appropriate for English language learners based on best practices in research and professional literature. Students investigate a variety of formal and informal assessment tools to determine and monitor ELLs' English proficiency in academic settings. Students are also involved in diagnosing and providing effective instructions to meet the needs of ELLs. This course requires 25 hours of field experience.

MEDU 586: Language and Linguistics

- Credits: 3

An investigation of the essentials of human language: what it includes (sounds, words, sentence patterns, and meanings), how it works, how it varies in social settings, and how it changes across time.