



# SCHOOL OF EDUCATION

UNIVERSITY of WASHINGTON | TACOMA

## Master of Education for Practicing Educators

**Description:** This graduate degree program incorporates five knowledge and skill areas from which graduate students can select to emphasize those that best fit their professional learning goals. These areas include diversity, equity and justice; learning theory and child and adolescent development; research and measurement; curriculum, instruction, and implementation science; and systems of social, emotional, and behavioral supports.

**Student Learning Goals:** Upon completion of the program students will be able to:

Course Requirements	Course	Credits	Quarters Offered	Course Title
Course Options (30 credits)	<b>Area 1: Development &amp; Learning Theory (6 credits required)</b>			
	T EDUC 502	3	AUT/SUM	<b>Learning About Learning</b>
	T EDSP 539	3	WINTER	Intro to Exceptionalities
	T SPSY 548	3	WINTER	Applied Child and Adolescent Development
	<b>Area 2: Diversity, Equity, and Justice (6 credits required)</b>			
	T EDUC 501	3	WIN/SUM	<b>Foundations of Education: Policy, Ethics, Philosophy</b>
	T EDUC 520	3	AUT/SPR/SUM	<b>Equity and Justice in Educational Practice</b>
	T EDUC 563*	3	WINTER	Culture and Linguistic Contexts for Instructing ELL
	<b>Area 3: Research and Measurement (3 credits required)</b>			
	T EDUC 503	3	AUT/SUM	Assessment Foundations
	T EDUC 504	3	AUT/SPR/SUM	<b>Understanding Educational Research</b>
	T EDUC 569*	3	SUMMER	Testing and Evaluation for ELL
	<b>Area 4: Curriculum, Instruction, and Implementation (3 credits required)</b>			
	T EDUC 541	3	AUTUMN	Reading Methods and Interventions
	T EDSP 543	3	SPRING	Math Methods and Interventions
	T EDUC 564*	3	AUTUMN	Cultural and Linguistic Contexts for Instructing ELL
	T EDUC 530	3	SPRING	Curriculum Inquiry
	T EDUC 531	3		Curricular Uses of Children's Literature
	T EDUC 565*	3	SPRING	Research and Methods in Math and Science Instruction for ELL
	T SPSY 552	3	SPRING	Specially Designed Instruction
	T EDSP 546	3	WINTER	Collaborative Consultation w/ Schools, Communities, & Families
	T EDUC 540	3	AUTUMN	Multi-tiered Systems of Prevention and Support
	<b>Area 5: Social, Emotional, and Behavior Systems and Supports (3 credits required)</b>			
	T EDUC 542	3	WINTER	Classroom and School Behavior Support
	T EDSP 545	3	SPRING	Individualized Supports for Students w/ Emotional & Behavior Challenges
	T EDSP 556	3	AUTUMN	Social and Emotional Learning
	T SPSY 554	3	AUTUMN	Trauma Informed Crisis Prevention and Response
	Culminating Experience (6-10 credits)	Winter Quarter: TEDUC 599 ~ Culminating Project Spring Quarter: TEDUC 599 ~ Culminating Project Final project designed in collaboration with faculty as an application of the program's theory and research.		
Total Credits	<b>36 CREDITS</b>			
*= 100% Online classes Bold= Required Courses				
<b>Electives: Elective courses from any of the Area lists to satisfy required credit total.</b>				

**T EDUC 501 Foundations of Education: Policy, Ethics, and Philosophy**

Provides in-depth examination of current issues in public schools focusing on the life decisions of professional education practice in classrooms, schools, and communities.

**T EDUC 502 Learning about Learning**

Explores behaviorist, cognitive, constructivist, and sociocultural theories of learning. Analyzes and critiques each theory as it applies to classroom teaching. Focuses on the psychological and socio-psychological contexts.

**T EDUC 503 Educational Measurement**

Introduces elements of measurement essential to good teaching. Emphasizes critical thinking about assessment instruments, evaluation of assessment instruments, innovative curricula, and other instructional materials.

**T EDUC 504 Understanding Educational Research**

Introduction to research in the behavioral and social sciences relevant to study of education. Emphasizes the evaluation of research literature and the applicability of research findings.

**T EDUC 520 Equity and Justice in Educational Practice**

Explores major theoretical, political, and pedagogical issues in multicultural education. Studies institutional and cultural discrimination such as race, ethnicity, class, sexuality, gender, disability, and language.

**T EDUC 530 Curriculum Inquiry**

Examines reading, writing, and thinking as it occurs in various specific and integrated content areas of the school curriculum in grades K-12. Focuses on the ideas and strategies needed to enhance instructional effectiveness.

**T EDUC 531 Curricular Uses of Children's and Young Adult Literature**

Examines the issues and strategies in using children's and young adult literature across the curriculum in K-12 classrooms. Analyzes the variety of trade books currently available.

**T EDUC 540 Multitiered Systems of Prevention and Support (3)**

Develops an understanding of equity-centered, multi-tiered systems of support (MTSS) in educational settings. Emphasizes theories of change that equitably engage educational stakeholders, use data to inform educational programming and practices, and promote supportive environments for diverse school communities. Includes collaborative, culturally responsive, team facilitation skills necessary for leading and implementing MTSS efforts.

**T EDUC 541 Reading Methods and Interventions**

Utilizes theory, research, and validated methods for designing literacy instruction. Focuses on effective teaching for beginning and struggling readers. Includes instructional design, assessment, and monitoring progress.

**T EDUC 542 Classroom and School Behavior Support Systems (3)**

Provides theory and research-based methods for creating safe and equitable classroom and school environments that support wellbeing and academic engagement. Emphasizes multi-tiered systems of prevention that are culture and identity-affirming. Builds the capacities of educators to develop equity-centered classroom management structures and collaborate in school teams that promote an environment in which all students thrive.

**T EDUC 543 Math Methods and Interventions**

Utilizes theory, research, and validated methods for designing effective mathematics instruction for academic interventions and support for students struggling in mathematics.

**T EDUC 563 Cultural and Linguistic Contexts for Instructing English Language Learners**

Examines research on the social contexts of learning and teaching English as a second language. Analyzes multidisciplinary studies on culture in applied linguistics, sociolinguistics, and language policy.

**T EDUC 564 Methods and Curricula in Literacy Instruction for English Language Learners**

Focuses on research finding related to oral language, literacy, and academic achievement for English language learners in the United States. Examines the theoretical underpinnings and research-based principles of various methods and curricula.

**T EDUC 565 Research and Methods in Mathematics and Science Instruction for ELL**

Examines mathematics and science instruction for English learners by drawing upon theories and research finding in mathematics/science education, bilingual education, second language acquisition, and multicultural education.

**T EDUC 569 Testing and Evaluation for English Language Learners**

Focuses on the research on language assessment. Examines the debates about the socially situated nature of language and the skill-based individualistic focus in current conceptualizations of language proficiency.

**T SPSY 548 Applied Child and Adolescent Development (3)**

Examines theory, research, and issues in child and adolescent development and focuses on applications most relevant to development and learning in school settings. Includes in-depth explorations of characteristics and factors important to human development, including socio-cultural identities, individual differences, and abilities.

**TSPSY 552: Specially Designed Instruction (3)**

Focuses on the development of data-informed specially designed instruction (SDI) across content areas for individual education programming. Includes the use of adaptive technology to create universally accessible instruction.

**T SPSY 554 Trauma-Informed Crisis Prevention and Response in Schools (3)**

Discusses leading theoretical frameworks in the study of trauma including neurobiological, psychosomatic, and cognitive-behavioral. Emphasizes the roles and responsibilities of educators, school psychologists, and other school personnel in effective crisis prevention and response. Examines healing-oriented and culturally appropriate approaches to school-based crisis prevention, mitigation, response, and recovery strategies.

**T EDSP 539 Introduction to Exceptionalities (3)**

Provides overview of educationally-related exceptionalities with focus on recognized categories for special education eligibility. Examines the nature of exceptionalities and intersections with facets of identity including social, cultural, race, gender, and linguistic differences. Critiques and evaluates theory and practice as related to equity, culturally responsive programming, advocacy, collaboration, and service delivery options.

**T EDSP 546 Collaborative Consultation (3)**

Focuses on the need for collaboration between general and special educators brought on by current changes in both instructional delivery systems for students with disabilities, and in the law. Overview of the knowledge and skills necessary to become a full participant in school-based collaboration model.

**T EDSP 556 Social and Emotional Learning (3) *Feuerborn***

Prepares teacher to meet the social and emotional needs of primary and secondary students. Provides in-depth exploration of theory and practice including evidence-based assessment and supports across the universal, targeted, and intensive levels of prevention. Geared toward teachers interested in working with students who lack critical skills necessary for resiliency.

**T EDUC 599 Culminating Project**

Final project designed in collaboration with faculty as an application of the program's theory and research. Prerequisites: T EDUC 501; T EDUC 502; T EDUC 504; and T EDUC 520.