

# EDUCATION - URBAN TEACHING RESIDENCY MASTER'S (EDTF)

These courses are only available to students in the Urban Teaching Residency program.

## EDTF 5030 Methods: Elementary A

This course is designed to enhance literacy and mathematics instruction that engages all students as readers, thinkers and sense makers. In this course, we will explore the interrelationship of language, literacy, numeracy, and culture, and will co-construct a knowledge base for understanding how children learn. We will also develop and practice new routines for teaching literacy and mathematics that build on students interests, curiosities, and informal knowledge. Throughout the course, you will be encouraged to critically reflect on continually develop your teaching practice. Course readings, discussions, and assignments will offer opportunities to think in both theoretical terms and practical terms about your teaching. Prerequisite: Enrollment in Urban Teaching Residency Program.

Fall

Also Offered As: EDTC 5030

1 Course Unit

## EDTF 5040 Methods: Middle Years A

This course focuses on you as both a learner and a teacher of mathematics and science. Its development is premised on the notion that in order for you to foster understanding and engagement for all your students, you have to develop and draw on different kinds of knowledge, skills, and dispositions. As a result, the course is designed to help you hone your practice as a teacher of mathematics and science and involves you learning about learners (yourself included), the understandings and conceptions they hold, and the developmental processes through which they learn. It also involves developing skills in teaching practices that engage students in mathematical and scientific exploration, creating an environment that facilitates reasoning and promotes inquiry, and finding ways to analyze and learn from your own teaching. Good teaching is essentially a decision laden process, and the decisions you make are contextually based. Consequently, the aim of the course is not to provide you with a bag of tricks that are applicable or generalizable to all situations, but rather to help you develop necessary tools for thinking and working as a teacher. These tools include ways to explore scientific and mathematical content, assess your students understanding on an ongoing basis, and help all your students develop as learners of mathematics and science. Prerequisite: Enrollment in Urban Teaching Residency Program.

Fall

Also Offered As: EDTC 5040

1 Course Unit

## EDTF 5050 Methods: English A (Middle Level and Secondary)

This course is designed for preservice and working educators and is intended to weave theory into practice. In this data and standards driven climate, educators are often hit with buzzwords instead of solid theory and solid pedagogy. The framework for the course is to provide a foundation in theory and then explores how that theory works within and against existing practices in schools. We will be reflecting on practice and designing and redesigning lessons and units based on theory and best practices for adolescent literacy. This course is an overview of the theory and pedagogy needed for effective English language arts instruction. Prerequisite: Enrollment in Urban Teaching Residency Program.

Fall

Also Offered As: EDTC 5050

1 Course Unit

## EDTF 5060 Methods: Science A

The purpose of this class is to introduce middle level and secondary science teachers to pedagogy, content and methodologies supported by a three-pillar foundation: teaching diverse learners (cultural responsiveness), curriculum development (Understanding by Design) and demonstration of knowledge and skill acquisition (high leverage practices and competencies). Prerequisite: Enrollment in Urban Teaching Residency Program.

Fall

Also Offered As: EDTC 5060

1 Course Unit

## EDTF 5080 Methods: World Languages A

The objectives of this course are for teachers to be able to: Align the four domains of professional practice with world languages pedagogy, recognize and demonstrate how pedagogical theories inform effective methodologies, incorporate a variety of standards-driven instructional practices using communicative techniques that engage students, research, identify and use resources that encourage student-centered learning practices, investigate and utilize a variety of assessments that effectively measure student performance and enhance proficiency, participate in local, state and national professional World Languages organizational activities including workshops and/or conferences. Prerequisite: Enrollment in Urban Teaching Residency Program.

Fall

Also Offered As: EDTC 5080

1 Course Unit

## EDTF 5120 Methods: 7-12 Science (Chemistry)

The purpose of this class is to introduce secondary science teachers to pedagogy, content and methodologies supported by a three-pillar foundation: teaching diverse learners (cultural responsiveness), curriculum development (Understanding by Design) and demonstration of knowledge and skill acquisition (high leverage practices and competencies). Prerequisite: Enrollment in Urban Teaching Residency Program.

Fall or Spring

Also Offered As: EDTC 5120

1 Course Unit

**EDTF 5130 Methods: 7-12 Science (Physics)**

The purpose of this class is to introduce secondary science teachers to pedagogy, content and methodologies supported by a three-pillar foundation: teaching diverse learners (cultural responsiveness), curriculum development (Understanding by Design) and demonstration of knowledge and skill acquisition (high leverage practices and competencies). Prerequisite: Enrollment in Urban Teaching Residency Program.

Fall or Spring

Also Offered As: EDTC 5130

1 Course Unit

**EDTF 5150 Child Development**

This course explores the origins and context of urban education in the United States by critically examining how schools reproduce and sustain systemic inequality. We will examine historical, political, economic, and socio-cultural frameworks for understanding urban schools, students and teachers. Through course readings, field visits and class discussions, we explore the following: (1) student, teacher and researcher perspectives on urban education, (2) the broader sociopolitical urban context of K-12 schooling in cities, (3) teaching and learning in urban settings and (4) ideas about re-imagining urban education. Prerequisite: Enrollment in Urban Teaching Residency Program.

Fall

Also Offered As: EDTC 5150

1 Course Unit

**EDTF 5200 Methods: Mathematics A**

The goal of this course is to enhance the teaching and learning of mathematics through a focus on the practical application of pedagogical theory. Each week we will engage in discussions and activities centered on different pedagogical approaches, using lessons covering specific mathematical concepts as demonstration tools. We will also use class time to reflect on experiences from our current teaching positions, and we will work together to develop solutions to problems that arise within our daily classroom experience. I aim to provide you with lesson and curricular development experience, multiple teaching techniques, and an engaging and supportive classroom environment to help us all develop as teachers and learners. Prerequisite: Enrollment in Urban Teaching Residency Program.

Fall

Also Offered As: EDTC 5200

1 Course Unit

**EDTF 5210 Foundations Special Educ**

This course strives to teach students who are working towards certification in general education problem solving strategies, teaching techniques, itinerant services, team and community building, and types of disabilities found in students who are eligible for Individualized Education Programming (IEPs) under the Individuals with Disabilities Act (IDEA). We will learn what constitutes disabilities in this population and issues surrounding providing this populations with an effective education. Students will explore the ramifications, jargon, specific goals and objectives included with implementing and IEP in the general education, or inclusive, environment. Students will discuss the appropriateness of various academic environments as children with disabilities progress from elementary to secondary education, and transition into adulthood. General issues surrounding the topic of inclusion and the least restrictive environment will be addressed. In addition, time will be spent in this course discussing the education of students who are English Language Learners from the standpoint of sheltered instruction and the use of WIDA lesson planning. A holistic approach to educating all students, with an emphasis on academic, social, emotional, behavioral, and transition skills area focus. Content will be presented through online lecture, hands on projects, and reading. It is expected that students will work within their current teaching placement and with actual students to complete some, if not all, of the 7 projects. Prerequisite: Enrollment in Urban Teaching Residency Program.

Spring

0 Course Units

**EDTF 5240 School & Society Seminar**

This course is designed to provide students with an opportunity to investigate the philosophical underpinnings, social context, and current discourse of education and schooling in the United States. By historically linking the development of educational initiatives to notions of power, nation building, and citizenship, this class furthers an understanding of the assumptions about the purpose of education within this democratic nation, and its role(s) within our current social and political climate. Discussions of differential access to power and resources will be central to this class, thereby providing a forum for critically exploring educational policy, teaching practices, and the aims and purposes of education that are intimately connected to the social stratification and reproduction. We will draw on students experiential knowledge of schools and teaching to imagine how urban educators can transform the socially reproductive practices of schools. Prerequisite: Enrollment in Urban Teaching Residency Program.

Fall or Spring

Also Offered As: EDTC 5240

1 Course Unit

**EDTF 5270 Social, Emotional, and Behavioral Interventions**

This course is designed to provide students with a comprehensive understanding of students who present with social, emotional, and behavioral difficulties. The course will focus on the definitions, characteristics, prevalence, causes, and assessment of emotional and behavioral disorders. Effective teaching practices will be integrated in the course, including education service placements, functional behavior assessment, ABA, positive behavior supports and social skills instruction. Current issues in the field will also be explored. There will be a focus on the direct application of knowledge and skills to the classroom, as well as the expectation that students' teaching experiences will inform discussion and learning. Prerequisite: Enrollment in Urban Teaching Residency Program.

Spring

Also Offered As: EDTC 5270

1 Course Unit

**EDTF 5290 Language and Literacy Acquisition**

This course addresses research-based instructional strategies for teaching literacy (including language development, reading, writing, and speaking) to learners in grade levels PreK- 12 as well as practical and effective modifications for diverse learners (including struggling readers, English language learners, and students with learning disabilities in reading, as well as students with a wide range of disabilities requiring accommodations (cognitive, linguistic, physical, and social)). Formative and summative assessments of emergent and content literacy, including components of literacy (phonological awareness, word analysis, comprehension, vocabulary, fluency) will also be addressed. Also included are factors which influence literacy acquisition (including, but not limited to: English Language Learners), social and cultural implications for language and literacy development, as well as life-long literacy for children and adolescents who struggle in literacy. Prerequisite: Enrollment in Urban Teaching Residency Program. Also Offered As: EDTC 5290  
1 Course Unit

**EDTF 5300 Contemporary Issues in Urban Education**

This course explores the origins and context of urban education in the United States by critically examining how schools reproduce and sustain systemic inequality. We will examine historical, political, economic, and socio-cultural frameworks for understanding urban schools, students and teachers. Through course readings, field visits and class discussions, we explore the following: (1) student, teacher and researcher perspectives on urban education, (2) the broader sociopolitical urban context of K-12 schooling in cities, (3) teaching and learning in urban settings and (4) ideas about re-imagining urban education. Prerequisite: Enrollment in Urban Teaching Residency Program.  
Fall  
1 Course Unit

**EDTF 5300A Contemp Issues Urban Ed**

This course explores the origins and context of urban education in the United States by critically examining how schools reproduce and sustain systemic inequality. We will examine historical, political, economic, and socio-cultural frameworks for understanding urban schools, students and teachers. Through course readings, field visits and class discussions, we explore the following: (1) student, teacher and researcher perspectives on urban education, (2) the broader sociopolitical urban context of K-12 schooling in cities, (3) teaching and learning in urban settings and (4) ideas about re-imagining urban education. Prerequisite: Enrollment in Urban Teaching Residency Program.  
Fall  
0.5-1 Course Unit

**EDTF 5300B Contemp Issues Urban Ed**

This course explores the origins and context of urban education in the United States by critically examining how schools reproduce and sustain systemic inequality. We will examine historical, political, economic, and socio-cultural frameworks for understanding urban schools, students and teachers. Through course readings, field visits and class discussions, we explore the following: (1) student, teacher and researcher perspectives on urban education, (2) the broader sociopolitical urban context of K-12 schooling in cities, (3) teaching and learning in urban settings and (4) ideas about re-imagining urban education. Prerequisite: Enrollment in Urban Teaching Residency Program.  
Fall  
0.5-1 Course Unit

**EDTF 5310 Methods: Elementary B**

In this course we will be examining many aspects of the teaching of science and social studies in elementary schools today. The importance of the National Science and Social Studies Education Standards, the Next Generation of Science Standards, and the Pennsylvania State Standards in curriculum development and reform will be explored in depth. Among the topics covered will be planning science and social studies instruction to include inquiry and integrated concepts, developing authentic assessments involving a variety of tools, creating and maintaining a safe laboratory and learning environment that meets the needs of diverse learners, and the integration of technology into science and social studies education. Prerequisite: Enrollment in Urban Teaching Residency Program.  
Spring  
Also Offered As: EDTC 5310  
1 Course Unit

**EDTF 5320 Methods: Middle Years B**

Middle school teachers are involved in the constant process of increasing students' active reading and writing about content area texts within the high-pressure environment of state accountability. Middle Years Methods offers practical strategies and applications that help establish a literate classroom environment in support of learning across all subject areas. Teachers learn approaches to help them establish literate classroom environments that are rich in problem-solving, critical thinking, logical reasoning concepts focused on state and national standards, and practical techniques that investigate and connect content in all subject areas to the real world. Middle Years Methods is structured to allow participants the opportunity to explore strategies and concepts for increasing student reading and writing proficiency. Prerequisite: Enrollment in Urban Teaching Residency Program.  
Spring  
Also Offered As: EDTC 5320  
1 Course Unit

**EDTF 5330 Methods: English B**

This course is designed for preservice and working educators and is intended to weave theory into practice. In this data and standards driven climate, educators are often hit with buzzwords instead of solid theory and solid pedagogy. The framework for the course builds from ELA Methods A. We will begin the semester by exploring the self, culturally relevant pedagogy, and how these things impact our practice. Then we will explore a variety of practices for teaching reading, writing, listening, and speaking. The practices for teaching reading, writing, listening, and speaking align to Special Education Competencies IV. Pedagogy. Prerequisite: Enrollment in Urban Teaching Residency Program.  
Spring  
Also Offered As: EDTC 5330  
1 Course Unit

**EDTF 5340 Methods: Science B**

This course is the second course in the three-course series that addresses teaching and learning in middle and secondary science classrooms. The methods topics have been carefully selected to represent current and relevant areas in science education research and are geared toward understanding issues impacting students, teachers and schools in the modern urban society. The course is premised on several organizing themes in education: Assessing misconceptions, teaching through multiple intelligences, expanding instructional practices, teaching science in urban schools, culturally relevant pedagogies, gender, professional learning communities and workforce development, problem-based learning, current STEM fields of research, citizenship science, and ethical decision making. Prerequisite: Enrollment in Urban Teaching Residency Program.

Spring

Also Offered As: EDTC 5340

1 Course Unit

**EDTF 5350 Methods: World Languages B**

This course includes theoretical and practical applications for the teaching of world languages based on the five "C" goal areas: Communication, Cultures, Comparisons, Connections, and Communities of the World-Readiness Standards for Learning Languages. Approaches and techniques will be explored to equip world language teachers with the knowledge and tools necessary to create a student-centered, standards-driven classroom. Prerequisite: Enrollment in Urban Teaching Residency Program.

Spring

Also Offered As: EDTC 5350

1 Course Unit

**EDTF 5360 Methods: Mathematics B**

Mathematics Methods B is enhancing student learning through knowing the content, planning around our knowledge and reflecting on our practice and our students thinking. Each week we will think about mathematics through talking about mathematics, doing mathematics, and presenting mathematics, as we will learn to expect our students to do. Each week we will spend time both learning concepts behind the mathematics taught and learned in middle and high school, with a couple of topics from elementary school that have bearing on middle and high school mathematics. We will learn about these concepts in ways that you will be able to use in the classroom, giving you experiences with different methods. Prerequisite: Enrollment in Urban Teaching Residency Program.

Spring

Also Offered As: EDTC 5360

1 Course Unit

**EDTF 6010 Methods: Advanced Elementary**

This course has been designed for first and second year teachers who are currently teaching in elementary classrooms. Our work together will build upon the course work you completed this year, your past experiences as a student and a teacher, and your current classroom practices. In this course, we explore the interrelationship of language, literacy, numeracy and culture in order to co-construct a knowledge base for understanding how children learn. We will interrogate our own teaching practices in an effort to make our classrooms more content-rich and child-centered. Our work will span content areas - math, literacy, social studies, and science - emphasizing both their interconnectedness and their particularity. The course will offer opportunity to think in both theoretical terms and practical terms about implications of our teaching. Prerequisite: Enrollment in Urban Teaching Residency Program.

Also Offered As: EDTC 6010

1 Course Unit

**EDTF 6040 Methods: Advanced English**

This course is designed to give working teachers intensive, hands-on practice with research-based pedagogy that they need to address the immediate challenges of teaching English in urban public schools. Students will develop plans for a full course, several conceptual units, and eight weeks of daily lesson plans. In addition, students will develop and present various instructional routines, which the class will critique. Finally, students will share resources with each other and engage in problem-solving of their real-world classroom issues. Prerequisite: Enrollment in Urban Teaching Residency Program.

Also Offered As: EDTC 6040

1 Course Unit

**EDTF 6050 Methods: Advanced Science**

This course addresses teaching and learning in middle and secondary science classrooms. The advanced methods topics have been carefully selected to represent current and relevant areas in science education research and are geared toward understanding issues impacting students, teachers and schools in the modern urban society. The course is premised on several organizing themes in education. Skills: topics investigated under this theme include: assessing misconceptions, teaching through multiple intelligences, expanding instructional practices. Teaching Science in Urban Schools: topics investigated under this theme include: culturally relevant pedagogies, gender, professional learning communities and workforce development. 21st Century Learning: topics investigated under this theme include: problem-based learning, information technologies, educational technologies, current STEM fields of research, citizenship science, and ethical decision making. Prerequisite: Enrollment in Urban Teaching Residency Program.

Also Offered As: EDTC 6050

1 Course Unit

**EDTF 6060 Methods: Advanced World Languages**

As a sequel to your introductory world language teaching and learning courses, this course assumes a level of familiarity with theoretical and practical approaches to world language teaching and learning such as: communicative language teaching, task-based instruction, student centered instruction, and national and state standards. Building on this background, we will examine and analyze the use of emerging key concepts in world language education as well as consider critical perspectives to more traditional pedagogical approaches. Our exploration of world language learning and teaching methods will be grounded in praxis; that is, we will consider how theoretical and research-based approaches inform classroom practices, experiences, and beliefs, and vice versa. Accordingly, the course will provide opportunities for you to bridge theory and practice through an ongoing cycle of discussion, in-class application, and learning experiences such as collaborative activities, peer feedback, self-reflection, brief presentations, and the design of instruction materials. Prerequisite: Enrollment in Urban Teaching Residency Program.

Also Offered As: EDTC 6060

1 Course Unit

**EDTF 6130 Education Law**

The practice of pushing students out of the education system and into the legal system has become known more concisely as the "school-to-prison pipeline." This course will examine the policies and procedures of school discipline grounded in the rhetoric of law and order and the criminalization of young people. We will address the historical, social, political, economic, and ethical dimensions of the relationship between education and the carceral state, with justice as our primary focus. We will engage with philosophical, theoretical, and empirical readings from a wide variety of disciplines toward the development of meaningful research questions and a proposal for the capstone. Prerequisite: Enrollment in Urban Teaching Residency Program.

Fall

1 Course Unit

**EDTF 6160 Politics of School Reform**

In this course we will explore the implications of US school reform in the post-Brown era. Interdisciplinary in nature, Politics of School Reform takes on the causes and consequences of reform by considering historical, sociological, and legal concepts related to major reform issues and initiatives. Prerequisite: Enrollment in Urban Teaching Residency Program.

Fall or Spring

1 Course Unit

**EDTF 6180 Methods: Advanced Mathematics**

This course will focus on gaining a deeper understanding of the methods of mathematics teaching practice. This course will provide students the opportunity to put theory into practice through in class demonstrations of mathematical pedagogical practices. Through in class and online discussions, students will reflect on current teaching practices and the impact that these practices have on learning. It is my goal to support each student in further creating effective student-centered rational behind all teaching decisions. Prerequisite: Enrollment in Urban Teaching Residency Program.

Also Offered As: EDTC 6180

1 Course Unit

**EDTF 6190 Research Seminar**

Research plays a critical role in education. Discipline-specific studies are used to evaluate new curricula and educational programming, and to better understand classroom and school environments. The ability to both use and to be a critical consumer of this literature is essential for educators. In this course, we examine multiple research and evaluation methodologies, their applicability to issues in education, and the use of research findings to develop educational policy. The course provides an overview of research design and qualitative and quantitative data collection and analysis. A key goal is to equip students with the knowledge they need to become critical consumers and strategic users of educational research. Prerequisite: Enrollment in Urban Teaching Residency Program.

Fall

1 Course Unit

**EDTF 6250 Culturally Responsive Pedagogy**

What is culturally responsive (or relevant) pedagogy? What does it look like, what does it consist of, how is it done, who can do it, when and where can it enter? Is it effective, and for whom? What are the impediments and limitations? What are its roots? What can its future look like, and what can it mean for urban education, student success, and community empowerment? This course will explore these questions and more, providing a theoretical grounding to push this field further, and practical tools to incorporate into current and future teaching and learning activities. The course will also look closely at various intersections (critical race theory, critical pedagogy, gender studies, social justice, multiculturalism, diversity/equity), sociopolitical landscapes, and educational reform efforts, to understand how culturally responsive pedagogy fits within the broader narratives. The class is intentionally designed as a seminar/workshop. Class activities will include full group discussions, small group breakouts, video clips, informal presentations, and possible guest speakers. Students are expected to actively engage both with the readings and in class activities. Prerequisite: Enrollment in Urban Teaching Residency Program.

Spring

Also Offered As: EDTC 6250

1 Course Unit

**EDTF 6270 Outside of the School Box**

This course explores education broadly, focusing on the interconnections between individuals, families, and policy as each relates to urban public schools. Drawing from a critical sociocultural lens, Outside the School Box also engages with ongoing discussions of school quality and public policy. Major topics include the impact of housing selection on the makeup of urban public schools; teacher training, recruitment and retention; and causes and effects of market-driven educational systems. Prerequisite: Enrollment in Urban Teaching Residency Program.

Fall

1 Course Unit

**EDTF 6280 Racial Literacy**

This course will provide you with opportunities to explore the experiences, perspectives, and contributions of various cultures, groups, and individuals while exposing you to the knowledge, skills, and tools that are necessary to become a racially competent and highly effective educator. We will learn how racial literacy is defined, practiced, acquired, and used ensure that culturally responsive practices are a substantial piece of your pedagogical framework. This course will introduce a number of different racial perspectives about the same subject matter in an effort to demonstrate that understanding different viewpoints can improve ones ability to respond accordingly. Through storytelling, journaling, stress management practice, role-playing, and open exchange and dialogue you will see how racial literacy is established by reflecting on in-the-moment stress reactions. We will support you as you learn how to address diversity related topics in ways that create teaching and learning environments where mutual respect and trust form the basis of the relationships between you and the communities you serve. Prerequisite: Enrollment in Urban Teaching Residency Program.

Fall or Spring

1 Course Unit

**EDTF 7010 Educating Students with Disabilities - Part II**

The purpose of this course is to teach students problem solving strategies, teaching techniques, itinerant services, team and community building, and types of disabilities found in students who have disabilities related to specific learning disabilities. We will learn what constitutes disabilities in this population and issues surrounding providing this population with an effective education. Students will explore the ramifications, jargon, specific goals and objectives included with creating and implementing an IEP for students in the population. General issues surrounding the topic of inclusion and the least restrictive environment will be addressed. Instructional techniques and assessments strategies will be a focus. Prerequisite: Enrollment in Urban Teaching Residency Program.

Spring

Also Offered As: EDTC 7010

1 Course Unit

**EDTF 7020 Special Education Law & Processes**

This course is designed to provide students with an understanding of special education processes, including the evaluation processes, exceptionalities and eligibility, the development and delivery of Individual Education Plans, as well as theories and best educational practices in the field and profession of special education. Students will become familiar with the Individuals with Disabilities in Education Act (IDEA), the cornerstone of special education law, Section 504 of the Americans with Disabilities Act, and Pennsylvania statutes and regulations governing special education law. Issues related to an understanding of the evaluation and determination of exceptionalities in a cultural context will be explored. There will be a focus on the direct application of knowledge and skills to the classroom, as well as the expectation that students teaching experiences will inform discussion and learning. Prerequisite: Enrollment in Urban Teaching Residency Program.

Fall

Also Offered As: EDTC 7020

1 Course Unit

**EDTF 7030 Educating Students with Disabilities - Part I**

The purpose of this course is to teach students problem solving strategies, teaching techniques, itinerant services, team and community building, and types of disabilities found in students who are eligible to take alternative state testing. We will learn what constitutes disabilities in this population with an effective education. Students will explore the ramifications, jargon, specific goals and objectives included with creating and implementing an IEP for students in the population. Students will discuss the appropriateness of various academic environments as children with more encompassing disabilities progress from elementary to secondary education, and transition into adulthood. General issues surrounding the topic of inclusion and the least restrictive environment will be addressed. A holistic approach to educating this population, with an emphasis on social, emotional, behavioral, transition and life skills are a focus. Students will receive a grade of a pass or fail at the conclusion of the fall term. 40 mandatory hours of fieldwork will take place in the spring semester. This will allow students to demonstrate learning acquired in the course work in a realistic setting. At the conclusion of the spring semester, a grade will be issued. Content will be presented through on line lecture, hands on projects, reading and fieldwork experience. Prerequisite: Enrollment in Urban Teaching Residency Program.

Fall

Also Offered As: EDTC 7030

1 Course Unit

**EDTF 7040 Special Education Capstone - Part I**

In this course, students who are working towards their Masters of Education in the Urban Teaching Residency Program will be involved in the process of designing and utilizing research in education. Students will learn the components of an educational research project including hypothesis development, literature review techniques, and various research methodologies including action research, data collection and analysis. Significant topics in education will be discussed. Students will be required to complete a preliminary literature review, Capstone Project Proposal and completed literature review in the fall term; followed by methodology, data analysis and discussion in the spring term. Both semesters will include whole group and individual instruction that will support the completion of a comprehensive Capstone Project that addresses a notable issue in education. Prerequisite: Enrollment in Urban Teaching Residency Program.

Spring

1 Course Unit

**EDTF 7050 Urban Education Capstone Writing Seminar**

This course is designed as a writing seminar in order to complete a thesis for a master's degree. Students are required to develop a research question and methods for data collection, analyze existing literature related to the research question, collect data, analyze the data, and draw conclusions from the data. There will be four whole class sessions and at least three individual writing conferences. During the whole class sessions, students will learn how to plan, execute, and analyze research. Since this class is a writing seminar, be prepared to spend time in class drafting, conferencing, and/or researching. Prerequisite: Enrollment in Urban Teaching Residency Program.

Spring

1 Course Unit

**EDTF 7060 Special Education Capstone - Part II**

In the second session of the Special Education Capstone students will continue the writing process with finalizing edited Literature Review sections from session I, and learning how to write and develop research based methodology appropriate for each student's project. The course will then break apart the components of data analysis and discussion with students moving through the research process to compose each. The semester is comprised of face to face sessions in whole group and individual conferences. Prerequisite: Enrollment in Urban Teaching Residency Program.

Spring

1 Course Unit