

Elementary Education (ELED)

Courses

ELED-109. First Year Experience: Building Chicago One Teacher At A Time. 3 Hours.

In this course the five foundations (Future Planning, Integral Preparation, Research, Self-discovery, and Transitions) of Northeastern's First-Year Experience program are taught alongside an introduction to content specific to the discipline of Teaching of Elementary Education. Introduction to Chicago schools, communities, and diverse student population as well as curricular models, school structures and best practices in teaching.

ELED-300. Instructional Design In The 21st Century Classroom. 1.5 Hour.

This course prepares future elementary school teachers to teach all learners in today's classrooms. Special focus is given to teaching students in grades 1-6 with a variety of needs and abilities, including English language learners, students with disabilities, gifted/talented students, and reluctant students. This diversity brings some challenges for teachers. Strategies and practices are taught to prepare future teachers for these challenges in instruction and assessment.

Prerequisite: EDFN-305 with a minimum grade of C and EDFN-306 with a minimum grade of C.

Corequisite: SPED-317.

ELED-302. Writing Intensive Program: Foundation Of Teaching The English Language Arts. 3 Hours.

This course is designed to provide candidates with an overview of learning theories, practices, curriculum design and materials used in teaching Language Arts in grades 1-6. Language Arts instruction includes mastery of six language arts competencies: reading, writing, listening, talking, viewing and visual representation. The course addresses differentiating instruction to meet the needs of diverse learners with attention to special needs students and English Learners (ELs). This is a writing intensive course affording students the opportunity to demonstrate competency in writing in various genres.

Prerequisite: EDFN-305 with a minimum grade of C and EDFN-306 with a minimum grade of C.

Corequisite: ELED-308.

ELED-303. Children's And Young Adult Literature. 1.5 Hour.

This course familiarizes students with quality children's and young adult literature for elementary and middle grades. Students will learn to select, discuss, and critique books appropriate for this age range. Assigned readings and projects will enable students to develop critical, analytical and instructional skills for integrating culturally diverse children's literature across the curriculum.

Prerequisite: ELED-302 with a minimum grade of C and ELED-300 with a minimum grade of C and ELED-310 with a minimum grade of C and SPED-317 with a minimum grade of C.

Corequisites: ELED-309, ELED-328A.

ELED-304. Inquiry-Based Social Studies In The Elementary Grades. 3 Hours.

This course explores teaching, learning, and curriculum for all elementary students in grades 1-6. The course has an emphasis on creating an inquiry-based social studies classroom, designing project-based curriculum units, and finding and teaching with real-world resources. The course explores the vital role of social studies in a democratic society, social responsibility, teaching critical thinking, decision-making, and problem solving skills, and includes a focus on curricular integration of cultural diversity, global awareness, technology, and integrating literature in social studies. Students will also explore integrating standards and teaching skills for reading and writing informational texts in social studies.

Prerequisite: ELED-300 with a minimum grade of C and SPED-317 with a minimum grade of C.

ELED-305. Teaching Science In The Elementary School. 3 Hours.

This course focuses on the development of elementary science teaching skills and knowledge in grades 1-6. Emphasis is placed on designing inquiry-based science lessons to help linguistically and culturally diverse students engage in science. It addresses the importance of teaching scientific inquiry, the nature of science, and process skills using educational technologies and applying a 5E learning cycle to plan, teach, evaluate, and reflect on science lessons. The course content reflects the curricular emphases of the Next Generation Science Standards (NGSS).

Prerequisite: ELED-300 with a minimum grade of C and ELED-302 with a minimum grade of C and ELED-310 with a minimum grade of C and SPED-317 with a minimum grade of C.

ELED-306. Methods Of Literacy Instruction. 3 Hours.

This course is designed for pre-service teachers to develop the knowledge and skills to teach literacy in elementary level classrooms, grades 1-6. Content includes: concepts of print, phonemic awareness, phonics, word knowledge, comprehension, and the writing process, assessment, grouping strategies and differentiated instruction. Issues of diversity and equity as they relate to literacy teaching and learning in today's 21st century context will be threaded throughout the course with an emphasis on working with diverse student populations.

Prerequisite: BLBC-339 with a minimum grade of C and ELED-328A with a minimum grade of C and ELED-303 with a minimum grade of C and ELED-309 with a minimum grade of C and ELED-305 with a minimum grade of C.

Corequisite: ELED-328B.

ELED-308. Instructional Design. 3 Hours.

This course is an introduction to long and short-term curriculum planning and instruction. Candidates learn about the decisions involved in creating classroom communities that are inclusive, culturally responsive, and engaging.

Prerequisite: EDFN-305 with a minimum grade of C and EDFN-306 with a minimum grade of C.

ELED-309. Content Area Literacy. 1.5 Hour.

In this course, candidates will develop the knowledge, skills, and understandings to support the literacy development of students in elementary grades (1-6) with a focus on literacy in the content areas. Topics include: learning theories, literacy strategies in specific disciplines, assessment, differentiation, use of informational text, technology, and planning for instruction. Issues of motivation, engagement and cultural relevance are integrated throughout.

Prerequisite: ELED-300 with a minimum grade of C and ELED-302 with a minimum grade of C and ELED-310 with a minimum grade of C and SPED-317 with a minimum grade of C.

Corequisite: ELED-303.

ELED-310. Methods Of Teaching Mathematics In The Elementary Grades. 3 Hours.

This course is a study of instructional methods and materials for teaching mathematics to grades 1-6 elementary school level students, including linguistically, culturally diverse learners and exceptional children. Students explore theoretical and practical frameworks and develop materials, lessons, techniques, and assessments for the teaching of early and late elementary grade mathematics. Students engage in mathematical processes to promote critical thinking and explore elementary level math concepts and skills. Problem solving, modeling, teaching, and integrating elementary level mathematics in various content areas are emphasized.

Prerequisite: MATH-149 with a minimum grade of C.

Corequisite: ELED-308.

ELED-313. Literature And Literacy In The Content Areas. 3 Hours.

In this course, candidates will develop the knowledge and skills to support literacy development across the curriculum. Candidates will learn to select, analyze, and evaluate culturally diverse children's literature for use in the content areas.

ELED-316. Critical Issues In Education. 3 Hours.

In this course, candidates will examine pedagogical elements such as curriculum, instruction, assessment, classroom management, and more, through critical historical and contemporary perspectives.

ELED-320. Classroom Management. 1.5 Hour.

This course will provide teacher candidates with the theoretical and practical foundations necessary to manage and organize the classroom. The class will explore strategies and approaches for guiding student behavior, fostering engagement, and designing a classroom conducive to student learning. Candidates will develop a personal management plan based on the theorists examined and practical examples shared. Candidates will also design an ideal classroom to demonstrate understanding of creating learning contexts to motivate and engage all students.

Prerequisite: ELED-303 with a minimum grade of C and ELED-309 with a minimum grade of C and BLBC-339 with a minimum grade of C and ELED-328A with a minimum grade of C.

ELED-328A. Clinical Experiences. 3 Hours.

This course provides teacher candidates who are enrolled in BLBC-339 Culturally Responsive Teaching in Diverse Classrooms with intensive clinical experience in elementary classrooms with culturally and linguistically diverse (CLD) students. This course provides candidates with opportunities for supervised interactions with children in selected content areas. Candidates meet with a university supervisor in 3 weekly seminars. This course fulfills 100 clock hours of the 200 clinical experience hours required by the State for licensure.

Prerequisite: ELED-300 with a minimum grade of C and SPED-317 with a minimum grade of C and ELED-302 with a minimum grade of C and ELED-310 with a minimum grade of C.

Corequisite: BLBC-339.

ELED-328B. Clinical Experience In Elementary Education. 3 Hours.

ELED-328B provides intensive clinical experience in elementary schools for students enrolled in ELED-306. Involves supervised and graduated teaching interactions with children in literacy in 1-6 classrooms and includes weekly seminars. The seminars will provide intensive preparation and practice with EdTPA and a focus on the clinical context. This course fulfills 100 of the 200 required clock hours of clinical experiences.

Prerequisite: ELED-300 with a minimum grade of C and ELED-309 with a minimum grade of C and BLBC-339 with a minimum grade of C and ELED-328A with a minimum grade of C.

Corequisite: ELED-306.

ELED-329. Student Teaching In Elementary Grades. 7.5-9 Hours.

This course provides the teacher candidate with sixteen weeks of full day supervised classroom teaching experience combined with weekly class discussions.

Prerequisite: Illinois Content Area Test with a score of P.

ELED-329B. Student Teaching In Elementary Grades. 3.75 Hours.

This course provides the teacher candidate with sixteen weeks of full day supervised classroom teaching experience combined with a weekly seminar.

Requirement: Successful completion of all program courses with a minimum GPA of 3.0. Passing scores on content area tests.

ELED-342. Classroom Assessment. 1.5 Hour.

Provides the teacher candidates with a thorough understanding of the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools. Candidates will examine the appropriate uses of formative and summative assessments for determining student needs, measuring student growth, and evaluating student outcomes. Candidates will understand how to make evidence-based decisions about curricular and instructional effectiveness and how to adjust practice to meet the needs of all students.

Corequisite: ELED-320.

ELED-403. Teaching Mathematics In Elementary Grades. 3 Hours.

This course is for prospective elementary school teachers to learn methods of teaching mathematics in grades 1-6, with an emphasis on culturally and linguistically diverse students, exceptional students, and gifted students in multicultural classrooms. The course provides teacher candidates an opportunity to reflect on their beliefs about teaching, learning, and expectations for students. Additionally, teacher candidates will become familiar with Common Core State Standards for Mathematics, different instructional models, teaching aids for learning mathematics concepts, and current technological resources for teaching mathematics.

ELED-406. Research Skills For The Classroom Teacher. 3 Hours.

Enables the regular classroom teacher to use tools and procedures that will demonstrate the working effectiveness of any instructional practice; thus, the teacher will develop data that will foster constructive decision-making for continued curriculum building.

ELED-414. Principles Of Curriculum Development. 3 Hours.

Fundamental criteria for curriculum planning and the principal types of curriculum patterns as they apply to various subject-matter disciplines; emphasis focused on the student's subject area of specialization and its applicability to the improvement of the curriculum in the classroom and in the school; study of selection and organization of learning experiences, as well as objectives and evaluation.

Prerequisite: EDFN-406 with a minimum grade of C.

ELED-415. Teaching Science As Inquiry In Elementary Grades. 3 Hours.

This course focuses on the development of elementary science teaching skills and knowledge in grades 1-6. Emphasis is placed on designing and implementing inquiry-based interdisciplinary science lessons to help linguistically and culturally diverse students engage in science. It addresses the importance of teaching scientific inquiry within the Next Generation Science Standard (NGSS) Framework, the nature of science, research and practices using classroom technologies, science misconceptions, differentiated instruction, classroom management, and informal and formal assessment strategies.

ELED-416. Teaching Social Studies As Inquiry In Elementary Grades. 3 Hours.

This course explores the theory and practice of teaching social studies in the elementary grades 1-6 with an emphasis on creating an inquiry-based classroom and designing project-based curriculum. Teacher candidates will learn about the vital role of social studies in a democratic society, teaching critical thinking and decision-making. The course includes a focus on cultural diversity, global awareness, technology, using children's literature in social studies, multiple forms of assessment, and standards. Candidates will also explore strategies for reading and writing informational texts in social studies. ELED-428C Clinical in the Content Areas will be taken simultaneously.

ELED-417. Multicultural Literature And Drama In The Elementary Classroom. 3 Hours.

Develops an in-depth understanding of multicultural literature and its application in the classroom through creative drama techniques which include improvisation, role-play, playmaking and guided imagery. Study, discussion and hands-on application through cooperative learning groups focusing on exploration of theoretical and pedagogical research and their relationship to thinking, listening, speaking, reading and writing competencies. Exploration of the use of visual arts and its application to the multicultural classroom.

ELED-418. Theoretical Implications For Instruction In The Elementary Classroom. 3 Hours.

The contributions of learning psychologists that are applicable to the teaching-learning process; areas explored include implications of learning in curriculum design, instructional methods, educational decisions and in the use of learning resources; relevant for the classroom teacher who attempts to utilize learning concepts in the classroom and in research.

ELED-419. Current Issues In Elementary Language Arts Instruction. 3 Hours.

Developmental of an understanding of principles and techniques of instruction in elementary school language arts; students to investigate research as it relates to the improvement of instruction in language arts.

ELED-428. Clinical Teaching. 1 Hour.

This 100-hour clinical teaching experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience and seminar focus on literacy instruction in elementary classrooms. Students will conduct classroom observations and practice teaching one-on-one, in small groups, and with the whole class. A university supervisor will observe students teaching a minimum of three times. Taken concurrently with ELED-504.

ELED-428A. Clinical Teaching: Literacy. 1 Hour.

This 50-hour clinical teaching experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience has a thematic focus on teaching reading, writing, and speaking. Clinical seminar is integrated into ELED-504 and ELED-435. Students will conduct classroom observations and will spend a minimum of 35 hours teaching one-on-one, in small groups, and with the whole class. A university supervisor will observe students teaching a minimum of two times.

Prerequisite: ELED-506 with a minimum grade of B and EDFN-442 with a minimum grade of B.

Corequisites: ELED-435, ELED-504.

ELED-428B. Clinical Diversity. 1 Hour.

This 50-hour clinical experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience has a thematic focus on teaching for human diversity, including cultural, linguistic, English language learners, students with special needs, gender, LGBTQ, and socioeconomic. Clinical seminar is integrated into BLBC-440. Students will conduct classroom observations and will spend a minimum of 35 hours teaching one-on-one, in small groups, and with the whole class. A university supervisor will observe students teaching a minimum of two times. Concurrency with EDFN-406 Human Development & Learning OR SPED-404 Survey of the Field of Special Education.

Prerequisite: ELED-506 with a minimum grade of B and (INMD-410 with a minimum grade of B or EDFN-442 with a minimum grade of B).

Corequisite: BLBC-440.

ELED-428C. Clinical Teaching: Content Areas. 1 Hour.

This 100-hour clinical teaching experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience has a content area and inquiry focus integrated through ELED-416 and a weekly seminar. Teacher candidates will observe as well as teach one-on-one, small groups, and the whole class in a content area. A university supervisor will observe students teaching a minimum of three times, once per subject. To be taken concurrently with ELED-416.

ELED-429. Internship In Elementary Education. 6 Hours.

In this course teacher candidates are engaged in full-time student teaching for the entire semester in an elementary classroom within grades 1-6. With support from their cooperating teacher and university supervisor, candidates gradually increase their classroom responsibilities and then assume responsibility for all curriculum planning and teaching for a minimum of five weeks. In this course, candidates complete their Illinois licensure requirement and present their MAT Exit Project. Teacher candidates will be observed a minimum of five times by their university supervisor.

Requirement: Completion of all MAT program courses, completion of all science and social science courses required by the Illinois State Board of Education, passing score on the ICTS Subject Area Test, and no more than two Cs in all program courses and a minimum grade of B in both clinical courses.

ELED-429B. Internship In Elementary Education. 3 Hours.

In this course teacher candidates are engaged in full-time student teaching for the entire semester in an elementary classroom within grades 1-6. With support from their cooperating teacher and university supervisor, candidates gradually increase their classroom responsibilities and then assume responsibility for all curriculum planning and teaching for a minimum of five weeks. In this course, candidates complete their licensure requirement and present their MAT Exit Project. Teacher candidates will be observed a minimum of five times by their university supervisor.

Requirement: Completion of all MAT program courses, completion of all science and social science courses required by the Illinois State Board of Education, passing score on the ICTS Subject Area Test, and no more than two Cs in all program courses and a minimum grade of B in both clinical courses.

ELED-430. Trends And Issues In Assessment. 3 Hours.

Reviews principles of educational testing and evaluation. Explores trends and critical issues in assessment with emphasis on the teacher's role in relating assessment to instructional objectives. Provides opportunities for students to study assessment strategies and issues specific to the level (elementary or secondary), linguistic-cultural background, and subject-matter area of their teaching or internship assignment.

ELED-435. Children's And Young Adult Literature. 3 Hours.

Students will read, peruse, and study all genres of diverse literature written for elementary and middle school students, grades 3-8, as well as some appropriate young adult literature. Topics emphasized are: identifying and locating high quality books, evaluating books for appropriate developmental stages, critical reading, integrating literature across the curriculum, designing curriculum with literature, teaching reading with literature, creating classroom libraries, using a wide variety of multicultural and global literature, connecting books to real-world resources, using literature to cover standards, motivating students to read, and appreciating good writing.

ELED-453. Inquiry-Based Social Studies Instruction. 3 Hours.

This course is a study of instructional methods and materials for teaching social studies through inquiry. Explores approaches to promoting children's cognitive and affective knowledge and understanding in the social sciences, including history, current events, and critical thinking skills. The course includes an exploration of teaching for cultural diversity, global awareness, and critical citizenship skills and dispositions, along with a focus on creating an inquiry-based social studies classroom, the teacher as a creator of curriculum and an in-depth examination of the literature within the field of social studies education.

ELED-501. Curriculum And Instruction. 1 Hour.

This course introduces teacher candidates to the fundamentals of curriculum and instruction: teaching and learning processes, instructional planning, classroom management, and critical thinking. Candidates explore the relationships between theory and practice and learn about the connections between individuals, classrooms and communities.

ELED-504. Teaching Writing: Purpose, Voice, Craft. 3 Hours.

This course is designed to provide teacher candidates with an in-depth exploration of Writer's Workshop and the theory, best practices, curriculum design and materials used in writing in the K-8 school setting. Candidates will engage in writing in a variety of genres using the Writing Workshop model. The course addresses differentiating instruction to meet the needs of diverse learners. To be taken concurrently with ELED-428 or MLED-428.

ELED-506. Research Methodologies For Classroom Teachers. 3 Hours.

A general survey of qualitative and quantitative research methods in educational research. The aim of this course is to develop candidates' abilities to design and conduct classroom-based inquiry related to teaching and learning. This course is designed to make candidates knowledgeable consumers of academic research. The survey of methods includes; a brief analysis of paradigms in qualitative and quantitative research, a discussion of the inquiry process, and an synthesis of research designs including; survey, narrative, experimental, ethnographic, correlation, case study, and action research. Action research design is discussed in details. This course is the first course in the sequence of 3 research courses (ELED-506, ELED-507, ELED-508).

ELED-507. Action Research Design Seminar. 1 Hour.

Candidates will design an action research plan that involves identifying a significant problem related to student learning in their current classroom. Candidates will locate and review relevant research on the designated problem, and design an intervention plan that will allow the candidate to examine the impact of instructional procedures or interventions on student learning. Candidates will develop reflective decision-making in using data to improve learning in elementary classrooms.

Prerequisite: ELED-506 with a minimum grade of B and ELED-525 with a minimum grade of B and ELED-520 with a minimum grade of B and BLBC-439 with a minimum grade of B.

ELED-508. Action Research Project. 3 Hours.

This course guides students through finalizing their action research design, implementing that design, collecting data, analyzing their data, and writing their action research paper. Students will implement their action research project in their classroom with a focus on understanding the process of data collection and analysis. Students will write their project as a major paper (including the literature study they completed in ELED-507 Action Research Design Seminar), and formally present their project as a PowerPoint to the class. This is a thesis-model hybrid course with some of the work and feedback given online and in conferences with the Instructor.

Prerequisite: ELED-506 with a minimum grade of B and ELED-525 with a minimum grade of B and ELED-520 with a minimum grade of B and BLBC-439 with a minimum grade of B and ELED-507 with a minimum grade of B.

ELED-520. Curriculum And Inquiry. 3 Hours.

This course is an overview of curriculum theory, development, design, and implementation for the experienced classroom teacher. The focus is on understanding the theory and practice of inquiry-based and project-based curriculum across subject disciplines, authentic literacy, and finding and using interesting and diverse real-world resources. Course emphasis is also on the history of curriculum development and schooling; and creating multicultural, critical, and creative curriculum that integrates technology, the arts, critical thinking, and standards. Students will critique and analyze their school curriculum and resources, and design curricular units for their own classroom.

Prerequisite: ELED-506 with a minimum grade of B and ELED-525 with a minimum grade of B.

ELED-525. New Literacies For The 21st Century. 3 Hours.

This course explores how the ideas and understandings of "literacy" have changed and evolved over the past century, the new literacies that are vital to life in the 21st century, and strategies for teaching those literacies. This course develops an understanding of designing curriculum and strategies for teaching critical thinking skills; collaboration; problem solving skills; media, technology, and information literacy; creativity and imagination; innovative thinking; civic, multicultural, and global literacy; critical literacy; environmental literacy; and systems thinking. The course will begin to study the theory and practice of inquiry-based, project-based, and problem-based teaching and learning, as well interdisciplinary curriculum and different forms of 21st century assessment, such as student exhibitions and presentations.