

# TEACHER LEADERSHIP (M.A.)

## Program Overview

The Master of Arts in Teacher Leadership program seeks students who wish to enhance their knowledge and ability to deliver content instruction and further develop their leadership skills in educational settings. This program is designed to be developmental and experiential in nature, fostering ethical behavior and the improvement of self and one's profession. The program is based upon current leadership standards. These standards emphasize performance-based learning opportunities in the areas of articulating and implementing a vision for learning, promoting effective instruction, effectively utilizing and managing resources in the learning environment, collaborating with families and community members, promoting the success of all students in an ethical manner, and recognizing the influence of the larger political, social, economic, legal, and cultural context.

The teacher leadership degree program serves those students who seek a graduate program that will develop their professional capacities as teachers and leaders. Increasingly, teachers are called upon to play a leadership role in the following areas: design, coordinate, and evaluate standards-based curricular programs; assess the outcomes of instruction; support the work of other teachers through mentoring, peer-coaching, and collaborative problem-solving; contribute to the professional development of the staff by providing and facilitating teacher in-service programs; and to promote a positive climate and culture for learning both inside and outside of the classroom. This program also prepares students for formal instruction/supervisory roles by emphasizing the knowledge, skills, and dispositions needed to assume leadership responsibilities for school and district-wide improvement initiatives.

Leadership Growth Projects are a requirement of every teacher leadership core course within the program. They provide students with an opportunity to develop and practice their teacher/supervisory leadership skills throughout the program so that they are well-prepared for the requirements of their internship experience (Capstone Project). An electronic portfolio showcasing how Standards have been addressed will be submitted during the internship course to document continuous and sustained accomplishments of all candidates in their educational settings.

Upon the completion of the Master of Arts Degree in Teacher Leadership, graduates will qualify for the New Jersey Instructional Supervisor Certificate and the Teacher Leader Endorsement. Concentration areas may also lead to additional certificates.

## Curriculum Overview

Developed by Rider University's respected and CAEP (<https://caepnet.org/>)-accredited College of Education and Human Services, the Master of Arts is designed to prepare experienced teachers to assume a greater leadership role in their schools, and share their skills and knowledge while remaining active in the classroom.

Teachers who complete the full master's degree will acquire both content knowledge and the skills needed to be effective teacher leaders in their schools and school districts. The full master's degree program includes both the 21-credit teacher leadership core and the 15-credit core content disciplines. Students who complete the master's degree track are eligible

to apply for New Jersey Supervisor Certification and New Jersey Teacher Leader Endorsement.

The teacher leadership core is designed to prepare experienced teachers to assume a greater leadership role in their schools and share their skills and knowledge while remaining active in the classroom. This is a low-residency program that combines the best of face-to-face learning with the convenience of online learning. Its innovative design gives participants the flexibility they need to balance work and family demands while advancing their skill as teacher leaders. In the core content disciplines, teachers select content courses designed to build content knowledge and pedagogy in specialized fields. Teachers may select courses in only one concentration or a combination of courses in more than one concentration.

## Teacher Leadership Concentration Options

The concentrations provide teachers with face-to-face and/or online courses that require the application of what is being learned in class to how content is being taught in their classrooms. The primary goal is to enhance content knowledge and ability to deliver instruction in a common core curriculum area of specialization. The completion of five courses in the concentrations will result in a Rider University Professional Development Certificate in that specific concentration and in some instances a New Jersey Department of Education endorsement/certification.

## Degree Offered

- M.A. in Teacher Leadership

## Contact

**Bonnie Lehet, Ed.D**  
Program Director  
Bierenbaum Fisher Hall  
609-896-7750

[blehet@rider.edu](mailto:blehet@rider.edu)

**Program Website:** Teacher Leadership (<https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate/teacher-leadership/>)

**Associated Department:** Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/>)

## Related Programs

- Teacher Leadership Professional Development Certificate
- Master of Arts in Teaching (<http://catalog.rider.edu/graduate/colleges-schools/education/programs-certificates/ma-teaching/>)
- Educational Leadership (<http://catalog.rider.edu/graduate/colleges-schools/education/programs-certificates/educational-leadership/>)
- Organizational Leadership (<http://catalog.rider.edu/graduate/colleges-schools/education/programs-certificates/organizational-leadership/>)

## Teacher Leadership (M.A.) Program Requirements

### Teacher Leadership Core Courses (p. 2) (21 credits)

#### Optional Concentrations (15 credits each)

English as a Second Language (p. 2)  
 Gifted Education and Creativity (p. 2)  
 Inclusive Practices in Education (p. 2)  
 Literacy (p. 2)  
 Mathematics (p. 3)  
 Principal (p. 3)  
 Science (p. 3)

### Teacher Leadership Core Courses

Code	Title	Credits
<b>Teacher Leadership Core Courses</b>		<b>21</b>
CURR 552	Creative, Ethical Teacher Leadership	
EDAD 505	Supervisor/Teacher Leadership for Improved Instruction and Student Learning	
CURR 531	Strategies for Curriculum Development, Innovation and Change	
CURR 538	Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners	
EDAD 521	Using Research Strategies and Analysis of Data to Make Decisions in Schools	
EDAD 511	Group Process in Supervision for Creative Change and Collaboration in Schools	
EDAD 510	Seminar/Practicum in Teacher Leadership and Supervision	
<b>Teacher Leadership Concentration Options</b>		<b>15</b>
<b>Select one concentration from the list below.</b>		
English as a Second Language/Bilingual Concentration		
Inclusive Practices in Education Concentration		
Math Concentration		
Principal Concentration		
Science Concentration		
Literacy Concentration		
Gifted Education and Creativity Concentration		
<b>Total Credits</b>		<b>36</b>

### Teacher Leadership Concentration Options

#### English as a Second Language/Bilingual Concentration

(15 credits)

Code	Title	Credits
CURR 548	Curriculum and Instruction for Diverse Learners	3
EDUC 520	Introduction to Linguistics and Psycholinguistics	3
EDUC 521	Teaching a Second Language	3
EDUC 560	Educating and Evaluating the Bilingual Child	3

LITR 508	Literacy and the Bilingual/Bicultural Child	3
<b>Total Credits</b>		<b>15</b>

### Gifted Education and Creativity

(15 credits)

Code	Title	Credits
CURR 650	Understanding Gifted Learners	3
CURR 652	Differentiating Instruction for the Gifted and Talented	3
CURR 654	Innovative Instructional Strategies for Gifted Education	3
CURR 656	Creative, Interdisciplinary Thinking	3
Select one additional course from other concentrations.		3
<b>Total Credits</b>		<b>15</b>

### Inclusive Practices in Education

(15 credits)

Code	Title	Credits
SPED 512	Psychology of Exceptionality	3
SPED 514	Applied Behavior Analysis for Students with Autism Spectrum Disorder and other Behavior Needs	3
SPED 524	Collaboration and Inclusive Practice for Students with Mild and Severe Disabilities	3
SPED 531	Assessment and Evaluation of Students with Diverse Learning Needs	3
SPED 539	Instructional Practices for Students with Disabilities	3
<b>Total Credits</b>		<b>15</b>

### Literacy

(15 credits)

Code	Title	Credits
<b>Select five of the following courses:</b>		<b>15</b>
CURR 548	Curriculum and Instruction for Diverse Learners	
LITR 500	New Literacies for New Learning	
LITR 501	Theories and Processes of Literacy and Language Development Across Disciplines <sup>1</sup>	
LITR 502	Curriculum, Instruction and Supervision in Literacy <sup>1</sup>	
LITR 504	Advanced Study of Literacy Across the Disciplines <sup>1</sup>	
LITR 508	Literacy and the Bilingual/Bicultural Child	
LITR 510	Research and Survey of Texts for Children and Adolescents	
LITR 560	Writing Project at Rider	

LITR 600	Independent Research and Study in Literacy Education
SPED 542	Literacy and Students With Special Needs

<sup>1</sup> Successful completion of these courses can lead to a Reading Specialist Certification ([http://catalog.rider.edu/graduate/colleges-schools/education/programs-certificates/reading\\_spec\\_endorse/](http://catalog.rider.edu/graduate/colleges-schools/education/programs-certificates/reading_spec_endorse/)).

## Mathematics

(15 credits)

Code	Title	Credits
CURR 517	Teaching and Learning Number and Operations	3
CURR 518	Teaching and Learning Rational Numbers and Proportional Reasoning	3
CURR 519	Teaching and Learning Algebraic Reasoning	3
CURR 520	Teaching and Learning Geometric Understanding	3
CURR 522	Teaching and Learning Measurement and Data	3
<b>Total Credits</b>		<b>15</b>

## Principal

(15 credits)

Code	Title	Credits
EDAD 501	Educational Leadership and Organizational Theory	3
EDAD 507	Education and the Law	3
EDAD 514	School Finance and Fiscal Management	3
EDAD 591	Seminar/Practicum in Educational Leadership/Supervision	3
EDAD 592	Seminar/Practicum in Educational Leadership/Supervision	3
<b>Total Credits</b>		<b>15</b>

## Science

(15 credits)

Code	Title	Credits
CURR 640	Teaching and Learning Physical Science	3
CURR 641	Teaching and Learning Life Science	3
CURR 642	Teaching and Learning Earth and Space Science	3
CURR 643	Engineering Solutions to the Challenges of Contemporary Science Issues	3
CURR 644 or CURR 682	Teaching and Learning Chemical Science Climate Science: Socioscientific Issues in the STEM Classroom	3
<b>Total Credits</b>		<b>15</b>

## Courses and Descriptions

### CURR 517 Teaching and Learning Number and Operations 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding early number theory. It addresses students' mathematical understanding of representing numbers, relationships among numbers, and number systems; operations and how they relate to one another; and computation. Strong emphasis is placed on the cognitive development of children's thinking in number and operations, and the instructional, curricular, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Practices.

### CURR 518 Teaching and Learning Rational Numbers and Proportional Reasoning 3 Credits

This course provides an in-depth study of the content and pedagogy for understanding rational numbers and proportional reasoning. Content includes a variety of situations involving proportions, for example, real-world problems involving ratios, rates, and percents; geometry involving similarity; algebra involving linearity; and probability involving assigning a probability to an event. Distinguishing proportional situations from those that are not and reasoning proportionally in appropriate situations are emphasized. Emphasis is placed on children's cognitive development of rational numbers and proportional reasoning, and the instructional, curricular, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Practices.

### CURR 519 Teaching and Learning Algebraic Reasoning 3 Credits

This course provides an in-depth study of the content and pedagogy necessary to facilitate the transition from concrete arithmetic reasoning to abstract algebraic reasoning. It addresses students' mathematical understanding of equality, variable, generalization, and functions; cognitive development of algebraic reasoning; and the instructional, curricular, and assessment implications for fostering algebraic reasoning in students. Strong emphasis is placed on the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core State Standards for Mathematics Content and Mathematical Practices.

### CURR 520 Teaching and Learning Geometric Understanding 3 Credits

This course provides an in-depth study of the content and pedagogy for geometric understanding. It addresses students' mathematical understanding of shapes and their properties, location, transformation of shapes, and visualization; the cognitive development of geometric thinking; and the instructional, curricular, and assessment implications for teaching. Emphasis is placed on the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and on the Common Core State Standards for Mathematics Practices.

**CURR 522 Teaching and Learning Measurement and Data 3 Credits**

This course provides an in-depth study of the content and pedagogy for measurement, data analysis, and probability. Mathematical content includes units, systems, and processes of measurement; techniques, tools, and formulas to determine measurements; data collection and display; statistical methods to analyze data; and, evaluating inferences and predictions. Emphasis is placed on children's cognitive development of measurement and data, and the instructional, curricula, and assessment implications for teaching. The course includes the NCTM Principles of problem solving, reasoning and proof, connections, communication, and multiple representations and the Common Core state Standards for Mathematics Practices.

**CURR 531 Strategies for Curriculum Development, Innovation and Change 3 Credits**

This course will address the importance of philosophy, historical precedents, learning theory, developmental theory, emerging social trends and issues, and recent trends in content knowledge as bases for designing and developing the K-12 curriculum. The articulation of curriculum aims and goals, the development and selection of learning experiences, the organization of learning experiences, and plans for evaluating curriculum outcomes are used as steps for developing the curriculum. Students investigate the roles teachers, teacher leaders, supervisors and administrators play in implementing curriculum designs in school settings. Students are expected to demonstrate course understandings through actual school applications and field experiences that are referenced to state and national standards.

**CURR 538 Assessment of Curriculum and Instruction to Improve the Performance of Teachers and Diverse Learners 3 Credits**

This course establishes the implemented curriculum by establishing the relationship between curriculum goals and the instructional strategies needed to realize those purposes. Emphasis will be placed on analyzing and using various instructional models to meet the learning expectations embodied in curriculum goals and core curriculum content standards from pre-school to high school. Students will examine instructional strategies from the perspectives of assessing research findings on effective practices, realizing curriculum standards, adapting the classroom to diverse learner needs, establishing appropriate staff development agendas, and providing forms of supervisory support to optimize learning and achievement. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards, professional development standards, and national school leadership standards.

**Prerequisite(s):** CURR 531.

**CURR 548 Curriculum and Instruction for Diverse Learners 3 Credits**

This course will examine the curricular and instructional issues that educational leaders must address in accommodating the school program to the needs and abilities of diverse learners. A historical perspective will be developed with an emphasis on how schools have responded to meet the needs of the exceptional child. Legal issues and programmatic trends will be examined and assessed since the inception of the Individuals with Disabilities Education Act. Multicultural issues will be introduced within the context of school and society. The responsibility of the educational leader in fostering a multicultural perspective pertaining to curriculum and instruction, governance, bias and prejudice and school climate and culture will be emphasized. Students will identify and develop curricular possibilities and solutions in school settings to accommodate learners' diverse needs. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards, professional development standards, state adopted core curriculum content standards, professional development standards, standards and national school leadership standards.

**Prerequisite(s):** CURR 531, CURR 538.

**CURR 552 Creative, Ethical Teacher Leadership 3 Credits**

In order to be effective, teacher leaders require in-depth understanding of the complex, threat-filled, 21st-century globalized environment that provides the context for their work. They must understand the problems, opportunities, and pressures generated by the current socioeconomic, political, and cultural system of the United States, which is characterized by dogmatism-saturated disputes over the purposes of education and the allocation of resources. In addition, they must appreciate the ways in which the larger forces of globalization influence these national trends and issues. Finally, they must understand the ways in which the principles of wise, ethical, intelligent, and creative leadership can help them and their colleagues in their efforts to maintain and strengthen student learning in these daunting conditions.

**CURR 640 Teaching and Learning Physical Science 3 Credits**

This course provides an in-depth study of content and pedagogy for understanding selected physical science (physics and chemistry) topics aligned with Next Generation Science Standards (NGSS). The course will be structured around big ideas identified in NGSS, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

**CURR 641 Teaching and Learning Life Science 3 Credits**

This course provides an in-depth study of content and pedagogy for understanding selected life science topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

**CURR 642 Teaching and Learning Earth and Space Science 3 Credits**

This course provides an in-depth study of content and pedagogy for understanding selected earth and space science topics aligned with state and national standards. The course will be structured around big ideas identified in standards. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

**CURR 643 Engineering Solutions to the Challenges of Contemporary Science Issues 3 Credits**

This course provides an in-depth study of the content and pedagogy for understanding selected technology, engineering and design topics aligned with state and national standards. The course will be structured around big ideas identified in standards, common misconceptions, and appropriate learning progressions. While addressing the content, emphasis will also be placed on: effective instructional strategies and science practices through the use and study of such practices and strategies.

**CURR 644 Teaching and Learning Chemical Science 3 Credits**

This course provides an in-depth study of content and pedagogy for understanding selected chemistry topics aligned with Next Generation Science Standards (NGSS). The course will be structured around big ideas identified in NGSS, common misconceptions, and appropriate learning progressions. While addressing the chemistry content, emphasis will also be placed on: effective instructional strategies and science practices for the K-8 classroom through the use and study of such practices and strategies. Participants will engage in experiences with the states and properties of matter, develop models of the atom, and gain an understanding of the major principles of chemistry. The course will focus on states of matter, characteristic physical and chemical properties of matter, and chemical and physical transformations of matter.

**CURR 650 Understanding Gifted Learners 3 Credits**

The course explores the ways in which the gifted and talented can differ from more typical learners in terms of their cognition, social-emotional dimensions, behavior, and long-term development. It focuses on theories of intelligence, differing conceptions of giftedness and talent development, and learning processes. Some specific topics include underachievement, perfectionism, dual exceptionalism, gender issues, and underserved populations. The course also addresses the ways in which gifted education can evolve to fit the demands and opportunities embedded in complex, 21st-century socioeconomic, cultural, and technological contexts.

**CURR 652 Differentiating Instruction for the Gifted and Talented 3 Credits**

This course provides the rationale and practical strategies for effective instructional differentiation for the gifted and talented within and beyond the regular classroom. Participants will learn how to differentiate within subject areas by adjusting content, process, product, and learning environment to meet the needs of learners. They also will explore the nature and nuances of differentiation by ability, readiness, and interest, as well as the implications of instructional differentiation for formative and summative assessment. Throughout the course they will design and share examples of differentiation including tiered assignments, complex instruction, independent studies, graphic organizers, and learning contracts.

**CURR 654 Innovative Instructional Strategies for Gifted Education 3 Credits**

This hands-on, experiential course immerses participants in simulations and analyses of new and revised student-centered teaching models and strategies that are conducive to creative and critical thinking, advanced content mastery, and the invigoration of students' interests. Participants analyze the potential of each model/strategy while considering the ways in which it can apply to content learning in various subject areas/domains. The course also engages participants in studying the fundamental principles of program design in gifted education so they can make the best possible use of the instructional models and strategies.

**CURR 656 Creative, Interdisciplinary Thinking 3 Credits**

This course facilitates creative thinking through the exploration of important insights from a wide variety of disciplines in the social sciences, humanities, natural sciences, and education. The process of creative association enables participants to combine diverse, remotely associated constructs to create new products and processes. Applications of interdisciplinary thinking to curriculum and instruction are explored. These applications include novel methods for curriculum integration, discovery and development of children's interests, and instructional modifications for the gifted and talented. Exploration of concepts and processes in multiple academic domains and professional fields also provide appreciation for the domain-specific natures of giftedness and creativity.

**CURR 682 Climate Science: Socioscientific Issues in the STEM Classroom 3 Credits**

Socioscientific issues are important avenues through which to teach scientific literacy and to create the next generation of critical thinkers and sustainable solution engineers. Anthropogenic climate change is one of the most complex and critical issues the global community faces today. Understanding climate change and the scientific, social, and economic ramifications is crucial for science pedagogues. This course examines the ideas of socioscientific issues and critical thinking in science education and how they can be taught through NGSS-aligned global change pedagogies that highlight climate and energy literacy. Pedagogues will learn to utilize authentic data resources that elucidate the story of our changing climate and think critically about how to implement data into their teaching. The philosophical, ethical, and scientific basis of these problems and their solutions will be discussed.

**EDAD 501 Educational Leadership and Organizational Theory 3 Credits**

This introductory course will provide leadership candidates with a framework for understanding the complexity of organizational behavior in an educational setting. Theories and issues in the technical core of teaching and learning, educational governance, leadership, communication patterns, decision-making, school culture, organizational problem solving and school change will be presented, examined and applied through a series of case studies and student initiated inquiry/research projects and presentations. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state and national standards.

**EDAD 505 Supervisor/Teacher Leadership for Improved Instruction and Student Learning 3 Credits**

This course will explore the supervisory and evaluation practices in K-12 settings by examining and identifying the relationships among collegiality and collaboration, educational leadership, and the improvement of instruction. This course will emphasize the development of practical observation skills and approaches and the development of appropriate professional growth plans to enhance staff performance and bring about increased student learning. Multi-track evaluation programs will be examined as well as an analysis of current observation and supervisory approaches used in school districts. Participants in the course will develop a personal supervisory platform. This course will emphasize the development of collaborative and clinical supervision approaches as well as communication skills and interpersonal qualities of the effective supervisor. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state and national standards.

**Prerequisite(s):** Permission of Program Director.



**EDAD 507 Education and the Law 3 Credits**

This course will address legal issues and requirements confronting educational leaders in school settings. Students will be introduced to varied legal requirements that pertain to educational settings. Legal concepts and issues, and policies and procedures relating to students, parents, teachers and administrators, the board of education, and the community will be introduced and examined. Some of the topics referenced will include: regulations and the key concepts in the Individuals with Disabilities Education Act and the Americans with Disabilities Act; No Child Left Behind legislation; church-state issues; free-speech rights of students, teachers and extracurricular groups; curriculum development and implementation; rules governing student and staff conduct; creating and maintaining a safe school environment; child abuse; search and seizure procedures; affirmative action requirements; and, due process procedures. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards, professional development standards and national school leadership standards.

**EDAD 510 Seminar/Practicum in Teacher Leadership and Supervision 3 Credits**

This course requires the student to self-assess supervisory leadership strengths for the purpose of establishing an agenda for an extensive site-based internship. The internship agenda is guided by national leadership standards that ensure a comprehensive exposure to supervisory responsibilities. Students deepen their understanding of supervisory theory and best practice and apply this knowledge to the development and refinement of a personal leadership platform. Considerable attention is placed on understanding the ethical basis of supervisory practice. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state and national standards.

**Prerequisite(s):** CURR 531 with a minimum grade of D and (CURR 532 with a minimum grade of D or CURR 538 with a minimum grade of D), and EDAD 505 with a minimum grade of D, and Permission of Program Director.

**EDAD 511 Group Process in Supervision for Creative Change and Collaboration in Schools 3 Credits**

This course will apply theory and research to the supervisory function of developing group capacity in educational settings. Students will identify group process "best practices" to be modeled by educational leaders. Candidates will develop and refine techniques, strategies, and personal skills facilitating the development of helping and caring relationships with faculty and staff, while promoting interactive communication with stakeholders concerned with improving teaching and learning. Students will demonstrate effective supervisory behaviors in class sessions and simulations that represent daily challenges and opportunities present in school settings. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards, professional development standards and national school leadership standards.

**Prerequisite(s):** EDAD 505 with a minimum grade of D.

**EDAD 514 School Finance and Fiscal Management 3 Credits**

This course will examine the principles and court decisions involved in shaping the legal framework of school finance. Students will examine the historical spending patterns of a school district budget and develop new budget proposals using "generally accepted accounting procedures" and the appropriate state budgeting codes. Students will study school budgeting procedures as a tool for program and school improvement. The class will examine the financial implications associated with site-based management models and whole school reform. Legislation pertaining to the financing of short and long term debt will be examined. Students will use technology to gather data; identify non-tax based resources; create presentations for specific audiences; and, work with models of data driven indicators to examine issues of equity, efficiencies and resource deployment. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards, professional development standards and national school leadership standards.

**Prerequisite(s):** EDAD 501 with a minimum grade of D.

**EDAD 521 Using Research Strategies and Analysis of Data to Make Decisions in Schools 3 Credits**

This course will develop the skills needed by educational leaders at all levels to interpret, use, and apply statistical concepts and research methodologies in critical administrative and supervisory functions. Statistical methodology will be used to further understanding of different research strategies. Students will interpret data and make informed decisions regarding the frameworks, implementation, and evaluation of instructional programs and practices designed to improve teaching and learning in school, district, and national settings. Course activities and field work will include: scenario and case study analyses; the use of critical friends' discussion groups; the application and use of different technologies and software programs; and, the identification of appropriate problem solving and resolution strategies. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards, professional development standards and national school leadership standards.

**Prerequisite(s):** EDAD 501 and EDAD 514.

**EDAD 591 Seminar/Practicum in Educational Leadership/Supervision 3 Credits**

This is the first of two "capstone" internship courses for candidates in the leadership program in educational administration. The course meets New Jersey Department of Education requirements for an extended administrative internship in the schools. This course is taken in the fall semester and is followed in the spring semester with EDAD 592. After analysis of leadership strengths, based on a self-assessment completed by the candidate, specific internship experiences will be cooperatively planned by the candidate, site-based mentor, and instructor. The capstone internship will build on strengths, develop growth experiences, be substantial and sustained, and be ethically informed. Students will cooperatively evaluate and problem-solve internship experiences, assess leadership performance from best-practice perspectives, finalize the development of a leadership platform statement, review and discuss topics and scenarios derived from readings and other resources, engage in simulations and case analyses, and interact with students in other graduate programs. Presentations by practicing administrators and other school personnel will provide understanding of the patterns of interaction that occur among different leadership positions in educational institutions. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards, professional development standards and national school leadership standards. Enrollment by permission of Instructor.

**EDAD 592 Seminar/Practicum in Educational Leadership/Supervision 3 Credits**

This is the second of the "capstone" internship course sequence that coincides with the school-year calendar and is taken during the spring semester. In combination with EDAD 591, the course meets New Jersey Department of Education requirements for an extended administrative internship in the schools. Students will continue pursuing field-based internship projects initiated in EDAD 591 in collaboration with a site mentor and the course instructor. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards, professional development standards and national school leadership standards. Enrollment by permission of instructor.

**Prerequisite(s):** EDAD 591.

**EDUC 520 Introduction to Linguistics and Psycholinguistics 3 Credits**

This course provides an introduction to the properties of human languages and to their systematic study in the field of linguistics and psycholinguistics. Topics include the nature of human language as distinct from other communication systems; sound patterns (phonology), word-formation (morphology), sentence structure (syntax), and meaning (semantics) in the world's languages; relations to cognition, communication, and social organization; dialect variation and language standardization; language learning by children and adults; and the nature and history of writing systems. Intended for any undergraduate and graduate interested in language or its use. It is assumed that students have had no prior course work or exposure to linguistics and will begin with the basic assumptions that are shared by those who study language from a variety of perspectives. Students analyze their own speech patterns, investigate different speech acts in different languages and develop a research project using a linguistic construct in order to apply it to the second language classroom. Students present this project in a poster format to the university community at the end of the semester.

**EDUC 521 Teaching a Second Language 3 Credits**

This course focuses on interactive methods of teaching a new language as well as cross-cultural understanding. Students learn to plan using national and state standards for language instruction, organize activities, design and direct language learning tasks, and assess learning. Includes theoretical positions on communicative language learning and teaching, the use and evaluation of currently used materials, the design of new materials, and field experiences in the language to be taught. Students develop their professional portfolio, participate in an E-seminar, prepare a unit of study, and present lesson segments. Open to prospective world language teachers, ESL and bilingual teachers, as well as practicing teachers seeking certification.

**EDUC 560 Educating and Evaluating the Bilingual Child 3 Credits**

An examination of the historical, legal and pedagogical aspects of the education of language minority students. Considers the design of school programs for minority students including legal mandates, testing, staffing and funding. Emphasis is placed on the evaluation of bilingual students as they enter, develop and exit from special programs of study.

**LITR 500 New Literacies for New Learning 3 Credits**

As we consider the rapid expansion of information and text it is timely to take a critical view of what literacy means and how it is influencing children's literacy development and the work of educators. Many argue that the rapidly evolving use of technology is potentially shifting the ways in which we construct and comprehend information, or is it? In this hybrid/online course, we aim to explore these sometimes competing conceptions of text as we consider what these new literacies mean for children's literacy development as well our own work as educators.

**LITR 501 Theories and Processes of Literacy and Language Development Across Disciplines 3 Credits**

Advanced study of foundational theories, current research trends, and evidenced based practices for working with diverse literacy learners in pre-k -12 settings across disciplines. Course participants will study how theoretical models and research evidence inform the practices of supporting the foundational reading and writing skills of children and adolescents with various learning and language needs.

**LITR 502 Curriculum, Instruction and Supervision in Literacy 3 Credits**

Reading and literacy pedagogy for ALL learners, gifted, average, and diverse learners is the course content. Current strategies for teaching comprehension, composition, vocabulary, language study, and independence skills are learned in a workshop setting. How to manage literacy instruction through content areas for all aged children in mainstream classrooms is studied. Parent education and inservice training are also included in course content.

**LITR 504 Advanced Study of Literacy Across the Disciplines 3 Credits**

Advanced study of reading and structured literacy, including phonics, phonemic awareness, vocabulary, reading comprehension, fluency, and concepts of print. Course participants will examine research based strategies for supporting the literacy development and learning of diverse children and adolescents across the disciplines. Opportunities to consider how the diverse communities within and outside of schools support literacy development across the pre-k - 12 continuum will be included. Initial assessment and screening methods for understanding the specific needs of children and adolescents with diverse linguistic and learning needs will be studied. The role of the Reading/Literacy Specialist as teacher leader who communicates these needs to classroom teachers, administration, families and community partners will be examined.

**LITR 505 Study of Literacy Assessment, Intervention, and Program Implementation (Practicum) 3 Credits**

The study of methods for assessing and supporting developing literacy learners with varying abilities, cultural and linguistic backgrounds and needs. Opportunities to examine the role of the literacy leader as interventionist and coach are studied. Culturally responsive strategies for supporting striving readers and writers are examined. Strategies for working with multilingual learners in class and in small group experiences are explored. The role of the Reading/Literacy Specialist as teacher leader who communicates these needs to classroom teachers, administration, families and community partners will be examined. This course includes a supervised clinical experience where course participants apply these methods and frameworks to a practicum setting (30 hours).

**Prerequisite(s):** LITR 504.

**LITR 508 Literacy and the Bilingual/Bicultural Child 3 Credits**

Presents multidisciplinary and interdisciplinary perspectives on bilingual/bicultural children and their reading process. Strategies and materials for second language reading instruction are suggested and discussed.

**LITR 510 Research and Survey of Texts for Children and Adolescents 3 Credits**

This course surveys developmental trends in texts for children and adolescents. Students will become knowledgeable about the theoretical and practical aspects of the study of the texts (both digital and print) available for youth and adolescents. Candidates will explore their own assumptions about text and the relationship to literacy development. Course participants will explore strategies for integrating diverse print and non-print texts into the school curricula in ways that support youth and adolescent literacy development.

**LITR 560 Writing Project at Rider 3 Credits**

Examines theory, research, and practices in the teaching of writing K-12, with emphasis on improved practices in teaching writing as well as the personal writing of participants. Students investigate relevant local and national standards and curriculum, design, present, and respond to peer demonstration lessons in writing, and publish to the National Writing Project e-anthology. Further participation in NWP activities is encouraged and supported. This Invitational Summer Institute is part of the National Writing Project network. Project participants, called Summer Fellows, become Teacher Consultants upon completion of the Institute and are expected to maintain affiliation with the Project and to participate in the dissemination of professional development in writing instruction K-12 for all subject areas.

**LITR 600 Independent Research and Study in Literacy Education 1-3 Credits**

Course content is designed specifically to meet specific academic needs or interests of students who wish to engage in independent study related to literacy education.

**SPED 512 Psychology of Exceptionality 3 Credits**

This course provides opportunities for the study of school psychological issues associated with supporting students with exceptionalities. Philosophical, historical, and legal foundations of special education, and the characteristics of students with disabilities will be examined. Special education policy, legal foundations, and evaluation procedures are discussed. Current issues related to inclusive practice and intervention strategies are examined from a psychological and sociocultural perspective. An experience in the field will enable students to apply knowledge in a realistic classroom setting. This course, or its equivalent, will be the prerequisite for all other SPED courses.

**SPED 514 Applied Behavior Analysis for Students with Autism Spectrum Disorder and other Behavior Needs 3 Credits**

This course is designed to provide extensive knowledge and practice in meeting the behavioral challenges of individuals through Applied Behavior Analysis for students with Autism Spectrum Disorder and other behavioral issues. Candidates will receive instruction in a problem-solving approach to identify the possible function(s) of problem behavior and the design of proactive, positive behavior intervention plans that emphasize the teaching of appropriate alternative skills. An emphasis is placed upon behavior change strategies, which intervene on antecedent events, teach appropriate alternative skills, and provide supports in the natural environment. Multi-component interventions also are designed to include the interest and preferences of the target student. Legal and ethical considerations are considered. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

**Prerequisite(s):** SPED 512.

**SPED 524 Collaboration and Inclusive Practice for Students with Mild and Severe Disabilities 3 Credits**

This course will emphasize curriculum planning, learning environments, materials, and modifications for students with mild and severe disabilities. Instructional and behavioral strategies to maximize learning of all students, including those with exceptional learning needs in the general education classroom will be examined. Inclusive educational practices including collaboration, communication and positive behavior supports and co-teaching will be discussed and applied for diverse learners. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

**Prerequisite(s):** SPED 512.

**SPED 531 Assessment and Evaluation of Students with Diverse Learning Needs 3 Credits**

In this course, formal and informal assessments are examined to support the identification and performance of students with disabilities in a variety of general and special education school settings. The roles of formal evaluation teams and their impact on placement, services and support will be examined. Culturally responsive practice, supporting diverse student populations, and the assessment of Multilingual Language Learners will also be addressed. Analyzing assessment data will lead to the identification of student academic and behavioral performance, instructional decisions, and other educational recommendations. A field experience will enable students to apply knowledge to practice.

**Prerequisite(s):** SPED 512 with a minimum grade of C+.

**SPED 539 Instructional Practices for Students with Disabilities 3 Credits**

This course will give students the opportunity to evaluate, select, develop, and adapt instructional and assessment materials for individuals with mild to severe disabilities. Using various case studies, students will have the opportunity to develop an Individualized Education Program (IEP) and synthesize assessment information to make appropriate instructional decisions addressing learner characteristic and classifications. Curriculum planning, learning environments, modifications, and materials for diverse learner needs will be examined. Students will experience the collaborative process and develop their ability to function as part of an educational team. A field experience with children with disabilities will enable students to apply knowledge in a realistic classroom setting. This is the capstone course for those earning a TOSD. Permission of instructor is required for registration.

**Prerequisite(s):** SPED 512 minimum grade of B.



**SPED 542 Literacy and Students With Special Needs 3 Credits**

The course will provide an overview of theories, assessment, and intervention techniques for the literacy development of students with special instructional needs. Students will explore research validated methods for literacy development and instruction, including current strategies for teaching comprehension, composition, vocabulary, and language study. Management of literacy instruction is studied in a workshop setting. An experience in the field will enable students to apply knowledge in a realistic classroom setting.

**Prerequisite(s):** SPED 512.