

# EDUCATION FOUNDATION (EDE)

---

## **EDE 200 Effective Classroom Management 3 Credits**

Issues of classroom management often pose the biggest challenges for novice teachers. However, with the proper training many of these obstacles can be prevented, which results in more time spent on effective instruction. This course is based on two premises: (1) that most problems of classroom order can be prevented through the use of effective, research-based classroom management strategies, positive teacher-student relationships, and engaging instruction; and (2) that the goal of classroom management is the development of an environment conducive to both academic and social emotional learning. Given these premises, the course focuses not on disciplinary interventions designed to control students, but on ways of preventing disruptive behavior, creating a peaceful, caring community, resolving conflicts, and meeting the needs of diverse students through the use of effective motivational and instructional strategies. A cumulative GPA of 2.75 is required.

**Prerequisite(s):** EDU 106 and EDU 206.

## **EDE 225 Guided Field Experience in K-12 Classrooms 3 Credits**

This is a field-based course in which students will spend an intensive three-week term in a designated school setting, mediated by University faculty. Students will participate in the daily routines of elementary, middle, or secondary schools. Field-site teachers will mentor students by articulating decisions that they make regarding classroom instruction and assessment. Students will meet regularly in seminar to analyze and discuss issues related to teaching and learning. This course will be offered J-Term, Summer I or other three week period.

## **EDE 226 Teaching and Managing in the Urban Classroom 3 Credits**

This course focuses on teaching and managing K-12 classrooms in urban settings. Through four weeks of on-line instruction, students will learn key principles of classroom management and examine foundational issues that can underpin educational inequality, such as racial, ethnic and linguistic diversity, poverty, high student mobility and frequent teacher turnover. The course culminates with the Philadelphia Urban Seminar, a two-week residential experience (mediated by Rider University faculty) that includes ten days of intensive field experience in central Philadelphia classrooms, weekday seminars with faculty, and historical/cultural experiences and community service project activities on the weekend.

## **EDE 306 Thinking Critically with Data 1 Credits**

This course will help students develop the kinds of data literacy skills needed for success in teaching. It will focus on five related that teachers need: (1) finding the relevant pieces of data in the data system or display available to them (data location); (2) understanding what the data signify (data comprehension); (3) figuring out what the data mean (data interpretation); (4) selecting an instructional approach that addresses the situation identified through the data (instructional decision making); (5).

## **EDE 307 Assessment in 21st Century Classrooms 1 Credits**

This course offers an in-depth look at assessment to meet the need of 21st century teaching and learning. Students learn how to plan, develop, interpret, and manage valid assessments of student learning. Students will learn the following assessment-related skills and understandings: (1) the purpose of assessment in 21st century classrooms; (2) basics of assessments: reliability and validity; formative and summative assessment; alignment of assessments with objectives; and determining what can (what cannot) be reliably and validly assessed; (3) basics of rubric development; (4) holistic scoring; (5) assessment of critical thinking skills in diverse domains; (6) assessment of creativity in diverse domains. The course will be taught online.

## **EDE 375 Applications for Teaching Mathematics in Grades 4-5 1 Credits**

This course will provide students the experience to share and learn about the practical applications of teaching mathematics to the 4th and 5th grade children as they are based on the field site classrooms of these grades. Students complete reflections about their work with mathematics and their observations of their cooperating teachers' lessons. The developmental aspect of math skills will be reviewed, looking at the Learning Progressions that are the basis for the new Common CORE State Standards. This course will provide an opportunity for students to have guidance in the teaching and learning of mathematics in the upper elementary grades. Upon completion of this course, students should have the knowledge, skills and confidence to meet the needs of all students, K-6. Prerequisite(s): ELD 375.

**Corequisite(s):** ELD 376 or ELD 308 or as prerequisite.