Courses

**EDU 200**  
**Early Childhood Education: Theories and Practices**  
An introduction to the field of Early Childhood Education, this course provides historical and theoretical foundations and engages students in the study of program models and the role of play in learning. Certification candidates will be introduced to the PA Early Learning Standards as a guide for intentional planning. Candidates will learn how to become an advocate for young children. Candidates will complete a minimum of ten hours of level one field work. Clearances are required.

**EDU 202**  
**Middle Level and Secondary Education: Theories and Practices**  
This course is designed to prepare students to teach in a Middle Level and/or Secondary Level environment. The course will be build around two philosophies: 1) a Middle Level structure for grades 4 through 8 and 2) a High School Level structure for grades 9-12. A strong focus of the course will be on the transition of elementary students into the Middle Level environment and the subsequent transition of Middle Level students into the High School Level environment. The types of teams and departmental organizations found in the school settings will be discussed. The role adolescent development will be studied as it impacts student performance in both settings. A study of learning theories will lay a foundation for the study of instructional methodology that supports adolescent learning. Candidates will complete a minimum of fifteen level one field hours. Clearances are required. Prerequisite: PSY 230 *Human Development*

**EDU 214**  
**Field Experience I**  
This is an experiential course designed to provide opportunities for the secondary or K-12 teacher certification candidate to develop teaching competencies under the supervision of a cooperating classroom teacher and a college supervisor. Students must have blocks of time available in their weekly schedules for a minimum of 75 hours of level three field work in assigned schools; class meetings on campus; and class assignments and readings. Class meetings will focus on developing strategies for creating a positive environment for learning and utilizing the reflective action plan. Candidates will develop competency in use of co-teaching strategies with their mentor teacher. Prerequisite: EDU 345
EDU 220  
**Applied Child Development and Learning: Creating the Pro-Social Classroom**

This course focuses on the content and assessment of a developmentally appropriate universally designed pre-K learning environment which appreciates diversity. Early childhood certification candidates will use the PA Early Learning Standards to plan instruction and to create developmentally appropriate learning environments. Candidates will develop strategies for implementing and managing early childhood learning environments that support the social and emotional development of young children. The course will introduce candidates to the professional code of conduct for early childhood educators. Candidates will develop strategies for collaborating with parents, families, and community organizations. Enrollment in this course is limited to students who have been admitted to Albright’s Early Childhood Education Teacher Certification Program and who have completed EDU 200 and PSY 240 *Child Development*. Candidates will complete a minimum of ten hours of levels two and three field work. Clearances are required.

EDU 230  
**Communications Skills for Teachers**

Teacher certification candidates will develop and refine oral communications skills with a focus on delivering instructional presentations, conducting parent-teacher conferences, and developing persuasive discussions. Teacher certification candidates will also develop proficiency in written English language usage with a focus on communication with parents, administrators, and community agencies or businesses. (Prerequisite: ENG 102)

EDU 248  
**Integrating the Arts in the Early Childhood Classroom**

This course introduces the early childhood education candidates to the use of the arts as tools for learning in PreK-4 classrooms. In one half of the course, candidates will focus on songs, movement, and musical activities that can be used by the classroom teacher. Classroom management strategies and transitions using music are emphasized. Basic musical elements are developed through the study of the recorder. In the second half of the course, candidates will focus on visual art concepts and developmentally appropriate art activities for young children. Candidates will learn how to use the arts to support the social, emotional, cognitive and physical development of the young child. Candidates will develop strategies for materials management. Candidates will use the PA Early Learning Standards and the PA Standards for the Arts and Humanities to plan and implement instruction that integrates the arts.

EDU 314  
**Field Experience II**

*Field Experience II* is a practicum designed to provide level 2 and 3 field experiences for secondary education, art education, and foreign language education candidates. Candidates will work in classrooms during the Interim Semester under the guidance of a certified mentor teacher and a college supervisor. Following a co-planning and co-teaching model, certification candidates will develop pedagogical skills for engaging students in learning experiences in their content areas. Candidates will focus on developing
classroom management leading to the production of positive learning environments with a high level of student engagement. Candidates will collaborate with mentor teachers to analyze student assessment data to plan and deliver student-centered instruction. Course will engage candidates in developing skills to differentiate instruction, flexibly group students and create adaptations for special needs students and English language learners. Candidates will meet on campus with course instructors for 4 seminars.

**EDU 320**

**PreK-4 Mathematics Instruction and Assessment**
This course is a study of the instructional methodology, content, and curriculum of the PreK-4 mathematics classroom. Participants will use their content knowledge that is rooted in child development, including age (chronological and developmental), individual and cultural appropriateness and Pennsylvania’s Academic Standards to design effective classroom and curriculum content in the following areas of Early Math Foundations: Prenumber Concepts, Number and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability. Participants will learn to effectively deliver core academic content and develop the skills to stay current with the research on best practices for content instruction for students, pre-K through grade 4. Students will participate in lab sessions and classroom activities at 13th & Union School and the Albright Early Learning Center. Students will develop an understanding of lesson and unit planning. Enrollment in this course is limited to students who have been admitted to Albright’s Early Childhood Education Teacher Certification Program and who have completed EDU 200 and 220. Candidates will complete a minimum of ten hours of levels one and two field work. Clearances are required.

**EDU 321**

**PreK-4 Social Studies Instruction and Assessment**
This course is a study of the instructional methodology, content, and curriculum of the PreK-4 social studies classroom. Using the PA Early Learning Standards and the Standards for Civics and Government, History, Geography, and Economics, teacher candidates will develop instructional strategies, assessment tools and management skills. Methodology focus will include the Direct Instruction model, Cooperative Learning, Role Play/Drama, Simulation, and effective questioning in the pro-social classroom. Participants will become familiar with materials for elementary and early childhood civics and social science instruction. Teacher candidates will also demonstrate understanding of the content of PreK - 4 social studies curriculum. Students will develop an understanding of the reflective action plan. Enrollment in this course is limited to students who have been admitted to Albright’s Early Childhood Education Teacher Certification Program and who have completed EDU 200 and 220. Candidates will complete a minimum of ten hours of levels one and two field work. Clearances are required.

**EDU 322**

**PreK-4 Science and Health Instruction and Assessment**
This course is a study of the instructional methodology, content, and curriculum of the Pre-K-4 science and health classroom. Using the PA Early Learning Standards and the Standards for Science and Technology,
Environment and Ecology, and Health, Safety and Physical Education, teacher candidates will develop instructional strategies, assessment tools and curriculum materials. Early childhood education candidates will learn to develop curricula based on factual knowledge and conceptual development, helping children build on their natural curiosity to develop skills and knowledge in the sciences. Course instruction will focus on the development of science content knowledge, knowledge of how students learn science, and an understanding of how to plan effective instruction. Methodology focus will include: Inquiry Learning, Cooperative Learning, Power Teaching, Direct Instruction, inductive and deductive teaching, self reflection, team teaching, interdisciplinary projects, and child initiated activities. Students will participate in lab sessions and classroom activities at Albright’s Professional Development School and the Albright Learning Center. Enrollment in this course is limited to students who have been admitted to Albright’s Early Childhood Education Teacher Certification Program and who have completed EDU 200 and 220. Candidates will complete a minimum of ten hours of levels one and two field work. Clearances are required.

EDU 323
Early Literacy Foundation: Language Development
This course is a study of early language and literacy development during the age span of birth through preschool. An emphasis will be placed on the development of theoretical conceptualizations, research-based methods of instruction, tools to assess student learning, and strategies to design developmentally appropriate instruction. Candidates will develop competency in implementing adult-child interactions, creating learning environments, and collaborating with families to support early language and literacy development.

This course is a field-intensive methods course; some classes will meet at the Albright Learning Center. Enrollment in this course is limited to students who have been admitted to Albright’s Early Childhood Education Teacher Certification Program and who have completed EDU 200 and 220. Candidates will complete a minimum of ten hours of levels one, two and three field work. Clearances are required.

EDU 324
Language Arts: K-4 Instruction and Assessment
This course introduces early childhood certification candidates to instruction and assessment strategies to support the literacy development of the child from kindergarten to grade 4. Candidates will develop an understanding of research-based strategies for supporting the development of emergent, early, and developing readers and writers. Course activities will include observation of classroom instruction as the certification candidates build a foundation of understanding of effective early literacy instruction and assessment. Enrollment in this course is limited to students who have been admitted to Albright’s Early Childhood Education Teacher Certification Program and who have completed EDU 200, 220 and 323. Candidates will complete a minimum of ten hours of levels one and two field work. Clearances are required.

EDU 327
English Language Learning Strategies for the Developing Child
This course introduces early childhood education certification candidates to instruction and assessment knowledge, laying the pedagogical foundations for teaching a diverse population (Pre-K-4). The purpose of this course is to provide students with the philosophical, theoretical, and instructional foundations for understanding the schooling experiences of English language learners. Within this broader context, historical, legal and policy issues will be examined to assess their impact on school practices and student performance. Candidates will examine and understand key concepts of first and second language acquisition, language proficiency, and comprehensible input, research-based instructional strategies for academic development and assessment, and parental involvement. While enrolled in this course, candidates will be participating in a Practicum Semester in which they will be team teaching with a classroom teacher in an inclusive setting. With this course, teacher candidates will become more knowledgeable and better prepared to teach in our ever-growing diverse society. Enrollment in this course is limited to students who have been admitted to Albright’s Early Childhood Education Teacher Certification Program and who have completed EDU 323 and 324. Clearances are required.

**EDU 328**

**The Early Childhood Practicum**

This course is a continuation of the study of language arts instruction and assessment begun in *EDU 324 K-4 Language Arts Instruction and Assessment*. This course is designed to engage participants in the study of and practical application of models of instruction and assessment associated with an interactive view of reading and a comprehensive approach to literacy instruction. Opportunities will be provided for participants to implement a model of ongoing assessment and instruction to support literacy development in the primary level classroom. Students will apply effective models of integrated language arts instruction and develop instructional strategies for teaching the reading and writing of a variety of texts for a variety of purposes.

The Early Childhood Practicum is also a continuation of the study of methods of instruction and assessment in mathematics, science and health, and the social studies. Candidates will collaboratively plan and implement instruction with a primary classroom teacher. Candidates will engage in differentiated instruction, using flexible grouping and a variety of co-teaching models to implement data-driven instruction. Candidates will develop strategies for effective classroom management. Candidates for early childhood education certification will meet for weekly seminar meetings. They will also complete a minimum of 150 hours of level three field work. Enrollment in this course is limited to students who have been admitted to Albright’s Early Childhood Education Teacher Certification Program and who have completed EDU 320, 323, and 324. During the Practicum Semester, candidates will also be enrolled in EDU 327 and EDU 420 Clearances are required.

**EDU/ART 337**

**Teaching Arts in the Elementary School**

This course engages art education candidates in developing an understanding of the philosophy and principles of art education in the elementary school curriculum. Students study classroom problems and procedures in various teaching situations. Emphasis is placed upon application, observation
and evaluation of teaching at the elementary level. This course is a pre-
student teaching experience in which each student prepares lessons for
N-7 instruction. Activities include field trips, observations and classroom
presentations.

**EDU/ART 338**

**Teaching Arts in the Secondary School**

This course engages art education candidates in the investigation of the
concepts and values of art theory and practice as related to the secondary
curriculum. Students study classroom problems and procedures in various
teaching situations. Emphasis is placed upon application, observation and
evaluation of teaching as related to the adolescent in the secondary school.
This course is a pre-student teaching experience in which each student
prepares lessons for secondary art instruction. Activities include field trips,
observations and classroom presentations.

**EDU 340**

**Middle Level Mathematics, Science and Health Methods**

This course is a study of the instructional methodology, content, and
curriculum of the middle level mathematics/science/health classroom. The
middle level program design is intended to prepare prospective teachers to
develop mathematics/science/health content knowledge, knowledge about how
adolescents learn math/science/health, and an understanding of how to plan
effective instruction. Using PA Academic Standards as guides, middle level
education certification candidates will develop effective instructional strategies,
including cooperative learning and other evidence-based best practices, as
they apply their knowledge of mathematics and science to teach in middle
level classrooms. Candidates will learn how to adapt the instructional goals
to the existing knowledge and skills of their learners, as well as how to choose
instructional techniques that will be the most effective. Students will develop
an understanding of lesson and unit planning. Enrollment in this course
is limited to students who have been admitted to Albright’s Middle Level
Education Teacher Certification Program and who have completed EDU 202.
Candidates will complete a minimum of ten hours of levels one and two field
work. Clearances are required.

**EDU 341**

**Middle Level Social Studies and Classroom Management**

A study of the instructional methodology, content, and curriculum of the Middle
School Social Studies classroom. Using the PA Standards for Civics and
Government, History, Geography, and Economics, teacher candidates will
develop instructional strategies, assessment tools and management skills.
Methodology focus will include the Direct Instruction model, Cooperative
Learning, Role Play/Drama, Simulation, and effective questioning. Participants
will become familiar with materials for Middle School civics and social science
instruction. Teacher candidates will also demonstrate understanding of the
content of Middle School social studies curriculum. Students will develop
an understanding of Classroom Management for the Middle Level student.
Enrollment in this course is limited to students who have been admitted to
Albright’s Middle Level Education Teacher Certification Program and who have
completed EDU 202. Candidates will complete a minimum of ten hours of
levels one and two field work. Clearances are required.
EDU 343  
**Middle Level Language Arts: Instruction and Assessment I**
This course introduces middle level education certification candidates to the theoretical principles and instructional and assessment practices guiding comprehensive K-6 language arts instruction. Candidates will read and evaluate middle level adolescent literature for use in grade 4-7 classroom language arts programs and develop teaching techniques and activities designed to foster understanding of and appreciation for literature. Course activities will provide field experiences in language arts instruction at the observation, and tutorial levels. Class activities will focus on developing an understanding of teaching techniques and discussing current issues in language arts instruction and assessment. Candidates will plan language arts instruction, collect resources, and develop competencies for supporting the literacy development of a diverse population of middle level students.

Enrollment in this course is limited to students who have been admitted to Albright’s Middle Level Education Teacher Certification Program and who have completed EDU 202. Candidates will complete a minimum of ten hours of levels one and two field work. Clearances are required.

EDU 344  
**Middle Level Language Arts: Instruction and Assessment II**
This course is a continuation of the study of language arts instruction begun in EDU 343 Middle Level Language Arts: Instruction and Assessment. This course is designed to engage participants in exploring the challenges of literacy learning with young adolescents in the 21st Century. Certification candidates will consider the ideas of leaders in the field of adolescent literacy in a variety of discussion formats while extending their understanding of strategic comprehension instruction. Candidates will develop strategies for engaging adolescents in meaningful discussions of literature and for developing oral and written language skills. Candidates will also consider ways to support middle level learners as they develop new aspects of literacy via engagement with emerging technology. This course is required for Middle Level Education (grades 4 – 8) certification candidates who have chosen the language arts content track. Enrollment in this course is limited to students who have completed EDU 343 and who have been admitted to Albright’s Teacher Certification Program. Candidates will complete a minimum of ten hours of levels two and three field work. Clearances are required.

EDU 345  
**Secondary Methods of Instruction I**
This is an introduction to methods of instruction and assessment for the secondary (7-12) classroom. Teacher certification candidates will develop techniques for managing a positive, high engagement classroom. Candidates will build a familiarity with PA standards for their content subject as a foundation for lesson and unit planning. Candidates will teach demonstration lessons to their peers. Field observations are a required element of this course.

EDU 346  
**Secondary Methods of Instruction II**
Secondary teacher certification candidates will continue to develop management, instruction and assessment techniques specific to their content subject. Candidates will plan lessons that utilize discussion and writing as tools for learning and developing understanding. Candidates will develop strategies for supporting the reading of their content texts and for developing research skills. Candidates will develop familiarity with the professional organizations and publications of their certification field. Field work is a required element of this course.

Prerequisites: EDU 214, EDU 345, EDU 350, SPE 215

EDU 347
English Language Learner Strategies for Adolescents
This course introduces middle level and secondary education certification candidates to instruction and assessment strategies for teaching English language learners, laying pedagogical foundations for teaching a diverse population. Within this broader context, historical, legal and policy issues will be examined to assess their impact on school practices and student performance. Candidates will examine and understand key concepts of first and second language acquisition, language proficiency, and comprehensible input, research-based instructional strategies for academic development and assessment, and parental involvement. When enrolled in this class, candidates will be co-teaching with a classroom teacher in an inclusive setting in their practicum semester. With this course, teacher candidates will be more knowledgeable and better prepared to teach in our ever-growing diverse society. Candidates will enroll concurrently in EDU 348, 440, and SPE 341.

Enrollment in this course is limited to students who have completed EDU 343 and who have been admitted to Albright’s Teacher Certification Program. Clearances are required.

EDU 348
Middle Level Literacy Practicum
This course is a continuation of the study of language arts instruction and assessment begun in EDU 343 Middle Level Language Arts: Instruction and Assessment. This course is designed to engage participants in the study of and practical application of models of instruction and assessment associated with an interactive view of reading and a comprehensive approach to literacy instruction. Opportunities will be provided for participants to implement a model of ongoing assessment and instruction to support literacy development in the middle level classroom. Students will apply effective models of integrated language arts instruction and develop instructional strategies for teaching the reading and writing of a variety of texts for a variety of purposes. The Middle Level Literacy Practicum is also a continuation of the study of instructional technology. Candidates will engage young adolescents in the use of emerging technology to communicate and to learn.

Candidates will collaboratively plan and implement instruction with a middle level classroom teacher. Candidates will engage in differentiated instruction, using flexible grouping and a variety of co-teaching models to implement data-driven instruction. This course has a required weekly seminar meeting. Candidates will complete a minimum of 150 hours of level three field work. Enrollment in this course is limited to students who have been admitted to
Albright’s middle level education program and who have completed EDU 341, 343 and 350. Clearances are required.

EDU 349  
Teaching the Middle Level Reader and Writer  
This course is a continuation of the study of language arts instruction and assessment begun in EDU 343 and 344 Middle Level Language Arts: Instruction and Assessment I and II. Candidates will develop an understanding of frameworks for supporting struggling middle school readers and writers. They will develop strategies for accommodating instruction and designing interventions based upon assessed literacy development.

Under the supervision of the course instructor, candidates will implement informal and informal assessments and plan/implement instruction for a middle school student. They will use ongoing progress monitoring to assess student learning and to evaluate/revise instruction. This course is required for Middle Level Education (grades 4 – 8) certification candidates who have chosen the language arts content track. Enrollment in this course is limited to students who have completed EDU 343 and 344 and who have been admitted to Albright’s Teacher Certification Program. Clearances are required.

EDU 350  
Instructional Technology  
This course will prepare teacher certification candidates to use technology in the PK-12 environment and to reflect how technology impacts the teacher, the student and the classroom as a whole. Course objectives are developed in accordance with the ISTE (International Society for Technology in Education) Performance Standards for Teachers as well as the PA Information Literacy Standards, which are located in the Academic Standards for Science and Technology. The content of the course continually changes to meet the ongoing growth in this field. Enrollment in this course is limited to students who have been admitted to Albright’s Teacher Certification Program.

EDU 401  
The Middle Level Professional Seminar  
This course is a seminar to be completed during the middle level professional semester of student teaching. It is designed to assist the college student in the transition to the teaching profession. Candidates study the research and materials for various models of teaching with the intent of securing objective feedback for making a sophisticated analysis of curriculum impact, teaching methods and teacher/student interaction. Teacher candidates prepare for the professional interview, compiling a portfolio and a credential file. This course is limited to students who have been admitted into the Professional Semester of Student Teaching.

EDU 402  
The Early Childhood Professional Seminar  
This course is a seminar to be completed during the early childhood professional semester of student teaching. It is designed to assist the college student in the transition to the teaching profession. Candidates study the research and materials for various models of teaching with the intent of securing objective feedback for making a sophisticated analysis of curriculum impact, teaching methods and teacher/student interaction. Teacher candidates prepare for the professional interview, compiling a portfolio and a credential file.
file. This course is limited to students who have been admitted into the Professional Semester of Early Childhood Student Teaching.

**EDU 403**
**The Secondary Professional Seminar**
This course is a seminar to be completed during the secondary education professional semester of student teaching. It is designed to assist the college student in the transition to the teaching profession. Candidates study the research and materials for various models of teaching with the intent of securing objective feedback for making a sophisticated analysis of curriculum impact, teaching methods and teacher/student interaction. Teacher candidates prepare for the professional interview, compiling a portfolio and a credential file. This course is limited to students who have been admitted into the Professional Semester of Student Teaching.

**EDU 405/406**
**Middle Level Student Teaching**
(2 course units) Supervised practicum in teaching at the secondary level, this experience provides opportunities for gradual assumption of full instructional responsibility during two placements. Daily, full-day for one semester, student teaching is under the guidance of classroom cooperating teachers and a college supervisor. Candidates complete a minimum of 12 weeks of level four field work. These courses are limited to students who have been admitted into the Professional Semester of Student Teaching.

**EDU 407/408**
**Secondary Student Teaching**
(2 course units) Supervised practicum in teaching at the secondary level, this experience provides opportunities for gradual assumption of full instructional responsibility during two placements. Daily, full-day for one semester, student teaching is under the guidance of classroom cooperating teachers and a college supervisor. Candidates complete a minimum of 12 weeks of level four field work. These courses are limited to students who have been admitted into the Professional Semester of Student Teaching.

**EDU 409/410**
**Early Childhood Student Teaching**
(2 course units) Supervised practicum in teaching at the early childhood (Pre-K to Grade 4) level, this experience provides opportunities for gradual assumption of full instructional responsibility during two placements. Daily, full-day for one semester, student teaching is under the guidance of classroom cooperating teachers and a college supervisor. Candidates complete a minimum of 12 weeks of level four field work. These courses are limited to students who have been admitted into the Professional Semester of Early Childhood Student Teaching.

**EDU 411/412**
**Art Education Student Teaching**
(2 course units) Supervised teaching practicum in art education at the elementary and secondary levels, this experience provides opportunities for gradual assumption of full instructional responsibility during two placements - one elementary and one secondary. Daily, full-day for one semester, student teaching is under the guidance of classroom cooperating teachers and a
college supervisor. Prerequisite: Admission to the Professional Semester for K-12 Art Certification

EDU 420
Teacher as Researcher: Data Driven Analysis and Decision Making in Early Childhood Education
This course examines the interrelationships among content standards, instructional objectives, planning, and assessment. Students will use information from assessments required under No Child Left Behind to inform classroom decisions in the early childhood setting and provide the best possible instruction for student learning so that all students succeed. Candidates will use data from assessments to make good decisions when adapting instruction, evaluating progress, highlighting successes and improving weaknesses. While enrolled in this course, candidates will be participating in a Practicum Semester in which they will be team teaching with a classroom teacher in an inclusive setting. Teacher candidates will collaboratively plan and implement differentiated instruction based upon assessment data. This course is limited to students who have been admitted to Albright’s Early Childhood Education Teacher Certification Program and who have completed EDU 320, 323 and 324. Clearances are required.

EDU 440
Teacher as Researcher: Middle and Secondary Levels
This course will examine the interrelationships among content standards, instructional objectives, and assessment. The course will focus on the development of assessment instruments that can be used by the Middle Level and Secondary Level teacher to measure student achievement. The course will train the student in the formative and summative assessment. The student will see the differences between diagnostic, aptitude, and achievement measures, and the course will provide the student opportunities to learn to make decisions regarding classroom instruction based on the data generated by his/her assessments. While enrolled in this course, candidates will be participating in a Practicum Semester in which they will be team teaching with a classroom teacher in an inclusive setting. Teacher candidates will collaboratively plan and implement differentiated instruction based upon assessment data. This course is limited to students who have been admitted to Albright’s Middle Level Education Teacher Certification Program and who have completed EDU 340, 341, and 343. Candidates will enroll in EDU 347, 348, and SPE 341 concurrently. Clearances are required.

SPE 340
Effective Instructional Strategies & Positive Behavioral Interventions for the Inclusive Middle and Secondary Classroom
This course focuses on strategies for general and special education pre-service teachers to meet the cognitive, emotional, social and behavioral needs of children with disabilities in the middle and secondary general education settings, with special focus on transitioning from elementary to middle school, middle school to high school and then to post-secondary goals. Pre-service teachers will learn methods for collaborative practices, curriculum development, instructional planning, identifying strengths of the child to differentiate instructional approaches, and supporting the cultural and linguistic diversity of children and families. Enrollment in this course is limited
to students who have been admitted to Albright’s Middle Level, Secondary Education, or K-12 Teacher Certification Programs. Candidates will complete a minimum of 10 hours of level one and two field work. Clearances are required.

**SPE 341**
**Assessment and Adaptations: Adolescents with Special Needs**
The purpose of this course is to expose students to a variety of assessment methods appropriate for individuals in the inclusive setting. This course will explore a range of assessment techniques, based on an ecological model of assessment which recognizes the impact of the assessment context on student performance. Emphasis will be on those instruments and assessments methods which provide direction for instruction as well as diagnosis, including but not restricted to traditional psychometric instruments, curriculum based assessment, clinical observation, interviews, criterion referenced assessment and other alternative assessment techniques. Candidates will utilize the assessment data to adapt and differentiate instruction. Candidates will develop strategies for adapting and differentiating instruction for a diverse population of learners with special needs. Candidates will enroll concurrently in EDU 347, 348, and 440 during the Practicum semester. Enrollment in this course is limited to students who have been admitted to Albright’s Middle Level, Secondary Education, or K-12 Teacher Certification Programs and who have completed SPE 340. Clearances are required.

**SPE 380**
**The PreK-4 Inclusive Classroom**
This course focuses on strategies for general and special education pre-service teachers to meet the cognitive, emotional, social and behavioral needs of children with disabilities in early childhood education settings. Pre-service teachers will learn methods for collaborative practices, curriculum development, instructional planning, identifying strengths of the child to differentiate instructional approaches, and supporting the cultural and linguistic diversity of children and families. Enrollment in this course is limited to students who have been admitted to Albright’s Early Childhood Education Teacher Certification Programs. Candidates will complete a minimum of 10 hours of levels one and two field work. Clearances are required.

**SPE 381**
**Assessment and Adaptations: Children with Special Needs**
The purpose of this course is to expose students to a variety of assessment methods appropriate for individuals in the inclusive setting. This course will explore a range of assessment techniques, based on an ecological model of assessment which recognizes the impact of the assessment context on student performance. Emphasis will be on those instruments and assessments methods which provide direction for instruction as well as diagnosis, including but not restricted to traditional psychometric instruments, curriculum based assessment, clinical observation, interviews, criterion referenced assessment and other alternative assessment techniques. Candidates will utilize the assessment data to adapt and differentiate instruction. Candidates will develop strategies for adapting and differentiating instruction for a diverse population of learners with special needs. Enrollment
in this course is limited to students who have been admitted to Albright's Early Childhood Education Teacher Certification Program and who have completed SPE 380.

**IDS 215**

**Communicating: The Family, the Community, and the School**

This course is designed for early childhood certification candidates (Pre-K to Grade 4) to prepare them to be effective communicators. It will cover topics related to the family, the school and the community. Collaboratively taught by the Sociology and Education Departments, its emphasis will be on cross-cultural family issues facing teachers in their classroom, processes through which teachers and families’ partner with each other to address children’s problems, and processes through which teachers can link families to resources in the community to help in child development and family security issues. A portion of the course will focus on developing communication skills for the teacher to use when dealing with parents who are having difficulty dealing with the teacher, the school, and the school’s environment.