



# SCHOOL OF EDUCATION

UNIVERSITY of WASHINGTON | TACOMA

## Master of Education for Practicing Educators

Our program is designed as a part-time program of study. Generally, the core and study-option courses are completed in the first year; students complete their elective courses and culminating experience the second year. The program allows students to embed endorsements into degree programs, should they desire to do so. To meet the needs of students who are employed during the weekday, most courses follow an evening schedule.

### Student Academic & Social Success Study Option

**Description:** This study option prepares teachers to meet the wide-ranging needs of students with effective instructional strategies, proactive assessment, and strategic supports, particularly for struggling students. The focus of this study option is to build the capacity of educators to understand and promote academic, emotional, behavioral and social success.

#### Student Learning Goals:

The primary goals for the SASS study option are to build the capacity of educators to:

- Implement and sustain multi-tiered prevention systems to support K-12 student emotional/behavioral and academic success.
- Choose psychometrically sound, culturally-responsive, strength-based, and socially valid screening, diagnostic, and progress monitoring assessment tools.
- Develop pathways to academic and behavioral supports based on K-12 student need.
- Choose supplemental and intensive academic and behavioral supports based on research evidence, feasibility, and cost-benefit.
- Use community supports (e.g., mental health, mentoring programs, social services) in schools to better understand and meet student needs, particularly of students in need of intensive and multifaceted levels of support.

Course Requirements	Course	Credits	Quarter Offered	Course Title
<b>Core Courses</b> (12 Credits)	<b>Courses required for all M.Ed. Candidates in all Study Options</b>			
	T EDUC 501	3	WIN/SUM	Foundations of Education: Policy, Ethics, & Philosophy
	T EDUC 502	3	AUT/SUM	Learning about Learning
	T EDUC 503	3	WIN/SUM	Educational Measurement
	T EDUC 504	3	AUT/SPR/SUM	Understanding Educational Research
<b>Study Option Courses</b> (18 Credits)	<b>Required (12 credits):</b>			
	T EDUC 540	3	AUTUMN	Systems of Prevention and Strategic Support
	T EDUC 545	3	WINTER	Social and Emotional Learning
	T EDUC 546	3	SPRING	Collaborative Consultation
	T EDUC 556	3	AUTUMN	Social and Emotional Learning
	<b>Choose two courses (6 credits) from the following list:</b>			
	T EDUC 541	3	AUTUMN	Reading Methods and Interventions
	T EDUC 542	3	WINTER	Structuring the Classroom for Success
	T EDUC 543	3	SPRING	Math Methods and Interventions
<b>Culminating Experience</b> (6 Credits)	Winter Quarter: TEDUC 599 ~ Culminating Project Spring Quarter: TEDUC 599 ~ Culminating Project			
<b>Total Credits</b>	<b>36 Credits</b>			

# Student Academic & Social Success Study Option

## Course Descriptions

### **T EDUC 501 Foundations of Education: Policy, Ethics, and Philosophy**

Provides in-depth examination of current issues in public schools focusing on the life decisions of professional education practice in classrooms, schools, and communities.

### **T EDUC 502 Learning About Learning**

Explores behaviorist, cognitive, constructivist, and sociocultural theories of learning. Analyzes and critiques each theory as it applies to classroom teaching. Focuses on the psychological and socio-psychological contexts.

### **T EDUC 503 Educational Measurement**

Introduces elements of measurement essential to good teaching. Emphasizes critical thinking about assessment instruments, evaluation of assessment instruments, innovative curricula, and other instructional materials.

### **T EDUC 504 Understanding Educational Research**

Introduction to research in the behavioral and social sciences relevant to study of education. Emphasizes the evaluation of research literature and the applicability of research findings. Prerequisite: T EDUC 503.

### **T EDUC 540 Systems of Prevention and Strategic Supports Seminar**

Emphasizes the roles teachers play in the academic, social, emotional, and behavioral development of students. Focuses on best practices in sustainable, systems change through collaborative problem solving.

### **T EDUC 541 Reading Methods and Interventions**

Utilizes theory, research, and validated methods for designing literacy instruction. Focuses on effective teaching for beginning and struggling readers. Includes instructional design, assessment, and monitoring progress.

### **T EDUC 542 Structuring The Classroom For Success**

For teachers of at-risk/mainstreamed students. Focuses on how a well-managed classroom and school environment supports students' personal growth and promotes academic success.

### **T EDUC 543 Math Methods and Interventions**

Utilizes theory, research, and validated methods for designing effective mathematics instruction for academic interventions and support for students struggling in mathematics.

### **T EDSP 545 Introduction to Emotional Behavioral Disabilities**

Examines the theories relative to teaching children and youth with emotional behavioral disorders. Discusses factors such as family, biological, school, and other environmental influences. Addresses specific classroom strategies based on student assessment and evaluation, including functional behavior assessment and positive behavior intervention plans.

### **T EDSP 546 Collaborative Consultation**

Focuses on the need for collaboration between general and special educators brought on by current changes in both instructional delivery systems for students with disabilities, and in the law.

### **T EDSP 556 Social and Emotional Learning**

Prepares teacher to meet the social and emotional needs of primary and secondary students. Provides in-depth exploration of theory and practice including evidence-based assessment and supports across the universal, targeted, and intensive levels of prevention.

### **T EDUC 599 Culminating Project**

Final project designed in collaboration with faculty as an application of the program's theory and research. Prerequisites: T EDUC 501; T EDUC 502; and T EDUC 504