



**Master of Science in Education, Elementary Education, for Licensed Teachers
(30 Credit Hours)
Sample Two-Year Course Schedule**

Year I: Core Courses

SEMESTER 1 (FALL 1)	SEMESTER 2 (SPRING 1)	SUMMER
TLCI 731 Instructional Technology Trends in Curriculum and Instruction (3)	TLED 671 Practitioner Inquiry in Elementary and Secondary Grades (3)	TLED 734 Problems of Teaching in Elementary Grades (3)
TLED 638 Dynamic Assessment of Teaching and Learning (3)	TLED 618 Assessment and Evaluation in PK-12 Schools (3)	TLED 775 English Language Learners in the PK-12 Classroom (3)

Year 2: Core Courses + Electives

SEMESTER 3 (FALL 2)	SEMESTER 4 (SPRING 2)
TLED 724 Curriculum Development Principles and Practices in Secondary Schools (3)	TLED 744 Diversity and Equity Issues in Elementary Education (3)
TLED 701 Teacher as Leader (3)	TLED 699 Thesis (3) OR TLCI 668 Internship (3)

This program is designed for licensed teachers who wish to improve and update their professional competency in teaching and to enrich their teaching expertise. Licensed teachers completing the program enhance their ability to teach effectively and to conduct powerful practitioner research and investigations that have a direct impact upon their individual practice and school settings. The program is **cohort-based**, offered in an **online** format, and can be completed in just over 18 months.

To apply, interested teachers must:

- Hold a bachelor’s degree from a regionally accredited college/university;
- Hold a Virginia Professional License or an equivalent from another state in elementary, middle grades, or K-12 education;
- Have a general undergraduate GPA of at least 2.80;
- Submit an application letter of interest;
- Submit official copies of all transcripts;
- Submit a written essay on career goals (two pages) that demonstrates academic writing proficiency;
- Submit two letters of professional reference for this program of study; and
- Have an interview with the graduate program director.

Interested teachers can contact the program director Dr. Brandon Butler at bmbutler@odu.edu.

Core and Research Course Overview

TLCI 731: Instructional Technology Trends in Curriculum and Instruction

Examines selected issues and trends involving the use of technology in curriculum and instruction. Students develop a critical awareness of contemporary technology, an understanding of current research regarding the successful implementation of technology in curriculum and instruction, and strategies for using new technology in the future.

TLED 618: Assessment and Evaluation in PK-12 Schools

In this course, teachers explore the appropriate use of formative and summative assessment and evaluation principles in support of students' learning and development. Teachers learn how to construct and use various types of formal and informal assessment, and will learn to analyze assessment data to evaluate reliability and validity, interpret student performance, and make instructional decisions.

TLED 638: Dynamic Assessment of Teaching and Learning

In this course, teachers learn the processes of reflective inquiry and conduct assessments of teaching/learning dynamics in K-12 school settings. Assessments will include school culture, student demographics, curriculum, instructional practices, technology, and other critical components of teaching and learning.

TLED 671: Practitioner Inquiry in Elementary and Secondary Grades

In this course, students will explore research methods and forms of data collection and analysis associated with practitioner inquiry, including self-study and action research. Students will be required to design a research proposal using practitioner inquiry research methods.

TLED 775: English Language Learners in the PK-12 Classroom

In this course, teachers consider the competencies related to meeting the instructional needs of English Language Learners. The course will explore the language, culture, instruction, assessment, and professionalism in order to understand and teach linguistically diverse learners effectively.

TLED 701: Teacher as Leader

This course prepares elementary and secondary teachers to become facilitators of change in schools and communities. They will explore various leader roles in the K-12 context, including exemplary and critically minded practitioner, curriculum decision-maker, researcher, advocate, and facilitator of job-embedded professional development.

Emphasis Area Course Overview

TLED 724: Curriculum Development Principles and Practices in Elementary Schools

In this course, teachers will engage in the on-going debates about the development and shaping of curricula with an emphasis on how these forces play out in elementary schools. Teachers investigate the scope and components of curriculum planning, development and delivery, and to develop and understanding of specific ways in which teachers and curriculum leaders can shape the instructional process, and select and use curriculum materials.

TLED 734: Problems of Teaching in Elementary Grades

In this course, teachers explore the prevailing issues and trends affecting elementary education in the United States. An understanding of contemporary issues that influence education will assist teachers in utilizing a critical lens to address those issues in their classrooms.

TLED 744: Diversity and Equity Issues in Elementary Education

This course focuses on factors of diversity and social justice that effect decisions elementary educators must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners in the elementary grades.