



**Master of Science in Education, Secondary Education, for Licensed Teachers  
(30 Credit Hours)**

**Sample Two-Year Course Schedule**

**Year I: Core Courses**

| <b>SEMESTER 1 (FALL 1)</b>   | <b>SEMESTER 2 (SPRING 1)</b>   | <b>SUMMER</b>   |
|--|--|---|
| TLCI 731 Instructional Technology Trends in Curriculum and Instruction (3) | TLED 671 Practitioner Inquiry in Elementary and Secondary Grades (3) | TLED 735* Problems of Teaching in Secondary 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**

| <b>SEMESTER 3 (FALL 2)</b>   | <b>SEMESTER 4 (SPRING 2)</b>                                     |
|--|--|
| TLED 725* Curriculum Development Principles and Practices in Secondary Schools (3) | TLED 745* Diversity and Equity Issues in Secondary Education (3) |
| TLED 701 Teacher as Leader (3)   | TLED 699 Thesis (3) <b>OR</b> TLCI 668 Internship (3)            |

*\*These elective courses could be replaced with discipline specific courses with the approval from GPD*

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 middle grades or secondary 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](mailto: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 725\*: Curriculum Development Principles and Practices in Secondary 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 secondary 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 735\*: Problems of Teaching in Secondary Grades**

In this course, teachers explore the prevailing issues and trends affecting secondary 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 745\*: Diversity and Equity Issues in Secondary Education**

This course focuses on factors of diversity and social justice that effect decisions secondary 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 secondary grades.