Harvard Graduate School of Education
Course Catalog Preview

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"Adolescent literacy" refers to the complex set of skills and abilities that students are meant to begin acquiring starting around Grade 4 and continuing through postsecondary education—the same skills that are reflected in accountability assessments and that determine whether schools are classified as failing or successful. Reading comprehension is a widespread challenge during this period, which begins precisely when many assume that students have learned to read and now just need to use their reading skills to learn content. While issues of literacy and content learning are central in the course, they cannot be understood in isolation from the practices and policies of their school settings. Questions like the following will help organize the activities of the class: (1) What is the normal course of students' literacy development after Grade 4, and what constitutes a worrying trajectory? (2) What do teachers, especially content area teachers in middle and secondary schools, need to know about literacy in order to support students adequately? (3) What classroom resources—curriculum, interventions, technology—have been shown to support students' ongoing development of literacy skills after Grade 4? (4) Are schools, including community and open-enrollment colleges, organized optimally to support student growth in literacy and in using literacy as a tool for learning? Are traditionally organized middle schools a good idea? (5) What do we know about districts that have been effective in improving literacy and learning outcomes after Grade 4? Given the broad definition of "adolescent literacy" used in the course, and the commitment to the principle that any educational challenge must be addressed by thinking both developmentally and systemically, this course should be of interest to current and future teachers, school leaders, district leaders, curriculum developers, and researchers.

Enrollment is both limited to and required for Harvard Teacher Fellows.

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This 8-week online course is intended to help students develop a flexible, foundational understanding of how people develop over the lifespan; how people learn; and how educators successfully design experiences, lead programs, or devise policies to support others' learning and growth. Aspects of the course are personalized to provide students with opportunities to apply key insights and tools from the sciences of learning and human development to real-world "problems of practice" that are aligned with students' own interests and professional aspirations. The course is designed for students from all master's
programs at HGSE. In 2020, students are invited to enroll in a pilot component of the course and to actively inform the course's further development.

There are no prerequisites for this course. See course website for further information about the design of the course, application procedures, and other important logistical details.

Class Notes: Class meets June 3 - July 28, 2020.

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**Education L104X Section: 01**

Practicing Leadership Inside and Out (216320)

*Lisa Lahey*

2020 Summer (2 Credits) Schedule: TBD

Instructor Permissions: None Enrollment Cap: 30

This two-credit course is the foundation for a year-long experience learning about adult development and intentionally practicing self-development within the Ed.L.D. program. The central focus of "Practicing Leadership Inside and Out" is on developing transformational leaders for equity and change with and for students and communities. At their core, transformational leaders are able to understand systemic problems, set new directions, lead change and learn quickly from mistakes made in the process. They create a culture that supports others' development to engage complex work effectively as well. The successful enactment of these competencies calls on leaders to exercise complex psychological capacities. In Kegan's developmental language, they create a demand for leaders to be "self-authoring." A main goal of "Practicing Leadership Inside and Out" is to support you in your continued development towards, within or beyond a self-authoring mindset. This course is designed with the guiding principle that, as aspiring "transformational leaders," students must include themselves in the "change equation." By the end of this six-week, on-line course, students should expect to develop a greater understanding of themselves as leaders and as learners from a developmental perspective, including strengths and growing edges. We will introduce students to leadership tools intended to support their development while also deepening their connection to their learning community, Cohort 11.

Requirements: Must be a Doctor of Education Leadership Student or have permission of the instructor

Additional Course Attributes:

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**Education L300 Section: 01**

Ed.L.D. Residency 1 (203677)

2020 Summer (8 Credits) Schedule: TBD

Instructor Permissions: None Enrollment Cap: n/a

This required course corresponds with Ed.L.D. students' engagement in the Summer component (July-August) of their third-year residency. During the residency, students work directly with an Ed.L.D. partner organization on significant improvement initiatives, and assume leadership of and contribute to a strategic
project as the foundation for their Capstone. Successful completion of the course requires fulfilling time
and project commitments at the residency site as well as adequate academic progress on Capstone
components.

Permission of instructor required. Enrollment is limited to Ed.L.D. students engaged in their third-year
residency.

Requirements: Must be a Doctor of Education Leadership Student or have permission
of the instructor

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<td>Action Research 4 (205316)</td>
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<td>2020 Summer (1 Credits)</td>
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<td>Instructor Permissions: None</td>
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<td>Enrollment Cap: n/a</td>
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In this culminating module, fellows will be completing an Action Research project that they designed over
the previous 2 modules. Fellows will complete a thorough review of the literature and gather final
quantitative and qualitative data in service of their research question. Over the course of this module,
fellows will be working with a writing partner to formalize their work and present their findings in a 12-18
page research paper.

Permission of instructor required. Enrollment is both limited to and required for Harvard Teacher Fellows.

Requirements: Must be Harvard Teacher Fellows Student or have permission of the
instructor

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<th>Education T220D1 Section: 01</th>
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<td>Methods IV: Teacher-Driven Professional Development (205473)</td>
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<tr>
<td>Eric Shed</td>
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<td>2020 Summer (3 Credits)</td>
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<td>Schedule: TBD</td>
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<td>Instructor Permissions: None</td>
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This is a module completed by Harvard Teacher Fellows during their second summer of training. Actively
focusing on your growth as an educator and engaging in teacher communities of practice bolsters your
expertise and strengthens your practice. This course positions you as both teacher and learner amongst
your HTF peers. As a teacher, you will present a best practice honed during residency to a group of your
peers. Half of each session will be dedicated to these presentations and at the end of the course we will
have 20 practices to add to our tool belt. As a learner, you will work with your peers to critically examine the
role of, and the possibilities for, teachers. We will use several texts as lenses to explore such topics
ranging from the idea of teaching as invention to teaching as political. The goal is for you to reflect on your
practice in order to expand your vision of what teaching can be and identify ways in which you hope to further grow in the profession.

*Enrollment is both limited to and required for Harvard Teacher Fellows.*

**Requirements:**  Must be Harvard Teacher Fellows Student or have permission of the instructor

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**Education  T222A Section: 01**

Methods I: Introduction to Teaching English Language Arts (205317)  
*Katie Rieser*  
2020 Summer (4 Credits)  
*Schedule:* TBD  
*Instructor Permissions:* None  
*Enrollment Cap:* n/a

This course introduces students to core aspects of teaching that they will continue to examine in their subsequent methods courses. Particular focus is on lesson planning (including examination of the intersections between students’ learning needs, instructional goals, instructional strategies, and assessments), establishing a positive and productive classroom environment, and developing the reflective skills necessary to examine and improve upon practice. A requisite for completion of this course is the passing of the MTEL Communications & Literacy and subject-specific tests.

*Enrollment is both limited to and required for Harvard Teacher Fellow students.*

**Requirements:**  Must be Harvard Teacher Fellows Student or have permission of the instructor

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**Education  T224A Section: 01**

Methods I: Introduction to Teaching History & Social Studies (205327)  
*Eric Shed*  
2020 Summer (4 Credits)  
*Schedule:* TBD  
*Instructor Permissions:* None  
*Enrollment Cap:* n/a

This course introduces students to core aspects of teaching that they will continue to examine in their subsequent methods courses. Particular focus is on lesson planning (including the examination of the intersection between students’ learning needs, instructional goals, instructional strategies and assessments), as well as establishing a positive and productive classroom environment, and developing the reflective skills necessary to examine and improve upon practice. A requisite for completion of this course is the passing of the MTEL Communications & Literacy and subject-specific tests.

*Enrollment is both limited to and required for Harvard Teacher Fellows.*

**Requirements:**  Must be Harvard Teacher Fellows Student or have permission of the
Methods I: Introduction to Teaching Mathematics (205321)

Noah Heller

2020 Summer (4 Credits) Schedule: TBD
Instructor Permissions: None Enrollment Cap: n/a

This course introduces fellows to secondary math content and curriculum to develop core pedagogical content knowledge for the teaching of middle and high school mathematics. Fellows construct a narrative arc through standard content that provides a foundation for anticipating students' prior learning and strategically planning for learning on the horizon. We will spend time doing math within the progression of the middle and high school Common Core State Standards. As we gain insights into the scope and sequence of secondary math, fellows will practice effective instructional design, lesson planning, and have opportunities to rehearse implementation of numerous instructional routines and strategies.

Enrollment is both limited to and required for Harvard Teacher Fellows.

Requirements: Must be Harvard Teacher Fellows Student or have permission of the instructor

Methods I: Introduction to Teaching Science (205322)

Victor Pereira

2020 Summer (4 Credits) Schedule: TBD
Instructor Permissions: None Enrollment Cap: n/a

This course introduces Harvard Teacher Fellow candidates to core aspects of teaching that they will continue to examine in their subsequent courses. Particular focus is on lesson planning and delivering science instruction (including examination of the intersection between students' learning needs, instructional goals, instructional strategies, and assessments), as well as establishing a safe learning environment, and developing the reflective skills necessary to examine and improve upon practice. A requisite for completion of this course is the passing of the MTEL Communications & Literacy and subject-specific tests.

Enrollment is both limited to and required for Harvard Teacher Fellows.

Requirements: Must be Harvard Teacher Fellows Student or have permission of the instructor
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**Education T231A Section: 01**

Fieldwork I: English Language Arts Practicum (205323)

*Katie Rieser*

2020 Summer (2 Credits)  

**Schedule:** TBD

**Instructor Permissions:** None  

**Enrollment Cap:** n/a

Practicum provides candidates with supervised practice in the role of a secondary or middle school teacher of English. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in an advisory seminar.

*Enrollment is both limited to and required for Harvard Teacher Fellows.*

**Requirements:** Must be Harvard Teacher Fellows Student or have permission of the instructor

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**Education T233A Section: 01**

Fieldwork I: History & Social Studies Practicum (205324)

*Eric Shed*

2020 Summer (2 Credits)  

**Schedule:** TBD

**Instructor Permissions:** None  

**Enrollment Cap:** n/a

Practicum provides candidates with supervised practice in the role of a secondary or middle school teacher of history/social studies. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in an advisory seminar.

*Enrollment is both limited to and required for Harvard Teacher Fellows.*

**Requirements:** Must be Harvard Teacher Fellows Student or have permission of the instructor

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**Education T235A Section: 01**

Fieldwork I: Mathematics Practicum (205325)
This practicum provides candidates with supervised practice in the role of a high school or middle school teacher of mathematics, science, English or history/social studies. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in an advisory seminar. This practicum will reflect key concepts and skills from Methods 1, and will be driven by the Candidate Assessment of Performance system, the Massachusetts licensure process for new teachers. Students will be assessed on their capacity to use feedback effectively and to adhere to professional standards of performance.

Enrollment is both limited to and required for Harvard Teacher Fellows.

Requirements: Must be Harvard Teacher Fellows Student or have permission of the instructor

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Education  T237A  Section: 01

Fieldwork I: Science Practicum (205326)

Victor Pereira

Practicum provides candidates with supervised practice in the role of a secondary or middle school teacher of science. Fieldwork, which is integrated into other required program coursework, includes teaching and assuming other clearly defined instructional responsibilities in a classroom, working closely with school practitioners, and participating in an advisory seminar.

Enrollment is both limited to and required for Harvard Teacher Fellows.

Requirements: Must be Harvard Teacher Fellows Student or have permission of the instructor

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Education  T999  Section: 01

Fieldwork IV (216290)

2020 Summer (3 Credits)  Schedule:  TBD
Instructor Permissions:  None  Enrollment Cap:  30
Education X004 Section: 01
Ed.L.D. Capstone (181303)

2020 Summer (0 Credits)   Schedule:  TBD
Instructor Permissions:  None   Enrollment Cap:  n/a

Requirements:  Must be a Doctor of Education Leadership Student or have permission of the instructor

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