

# TAP - Teacher Apprentice Program

Courses numbered 100 to 299 = *lower-division*; 300 to 499 = *upper-division*; 500 to 799 = *undergraduate/graduate*.

## **TAP 203. Self-Care for Today's Educator (1).**

From safety concerns to troubled learners, teachers often face high-stress situations that can leave them feeling emotionally stressed and uninspired. Self-care is an essential practice for all teachers. This course targets strategies for self-care and wellness. Students learn techniques on addressing stressors, managing challenging situations and building long-term self-care strategies for all areas of life. For students admitted to the teacher education program, no grade below B- (2.750) counts toward the degree.

## **TAP 204. Assistive Technology (1).**

Designed to be an introductory survey course for educators in the application of assistive technology (AT) in the general education, unified and/or special education classroom setting. Teacher education candidates learn about the continuum of AT devices, universal design for learning, assessment and evaluation protocols, and techniques to help meet individual learner needs through assistive technology across the curriculum. Additional discussions include action plan development related to systemic implementation strategies for supporting the use and integration of assistive technologies in the school setting.

## **TAP 270. Introduction to the Education Profession (2).**

Students examine the nature of teaching: the roles of collaboration, reflective practice, critical thinking, problem solving and inquiry. Students are engaged in activities using all of these tools. Includes electronic classroom observation component.

## **TAP 313. Reading and Writing Exceptionalities (2).**

Teacher education candidates explore and evaluate teaching theories, principles, assessment and scientific research-based instructional strategies in the area of reading and writing instruction for learners with exceptionalities. Teacher education candidates become familiar with formal and informal diagnostic tools to identify students experiencing reading difficulties, and they discuss scientific research-based intervention programs and teacher effectiveness. They also explore the interface of technology and literacy instruction. Through assignments designed to provide practical application of content, they explore resources, technology, research and practices that facilitate specific skill development in students. They also learn about strategies to support enjoyment of reading and writing for students with diverse and challenging learning needs.

## **TAP 314. Principles of Effective Mentoring/Mentee Relationships (1).**

Provides an overview of effective mentoring and recognizing the roles of both the mentor and mentee. Students examine the roles within a mentor relationship, the best way to communicate, and how to build and maintain a strong rapport with a mentor. Students also examine their preconceived ideas about mentor/mentee relationships, and look for ways to grow and improve as mentees.

## **TAP 317. Literacy Strategies in the Content Areas (2).**

Covers principles and strategies used in effective instruction, including vocabulary development and comprehension skills needed to more fully read and learn in content areas.

## **TAP 320. Introduction to Diversity: Exceptionalities (2). †**

Surveys the strengths and needs of learners with exceptional needs, including those learners with physical, sensory and cognitive disabilities and those who exhibit gifts and talents. The effects of cultural differences and human development on individuals with exceptional learning needs are explored. Current educational policy,

practices and services are reviewed, as well as the role of the general education teacher in the special education process. This is a Kansas Systemwide Transfer Course.

## **TAP 323. Technology Seminar in Elementary Education (1).**

This technology seminar is intended to help elementary and early childhood unified education majors develop technology skills required to be an effective elementary classroom teacher in today's schools. The focus of the course is on the appropriate use of technology as a tool to enhance good, research-based instruction.

## **TAP 324. Linguistics for Elementary Teachers (3).**

Offers theoretical foundations, teaching strategies and instructional tools to address aspects of language for learners of English as a new language and students who struggle to read or have dyslexia through 1) an introduction to the major theories of first language acquisition and language development; 2) an introduction to the linguistic structures of and historical influences on the English language; 3) the role of first and additional language acquisition/development/learning and nature of culture and its influence on learning for diverse English learners; 4) principles of first and second language and development in young K-6 learners; 5) teaching strategies, including syllable types, orthography, morphology and comparative syntax; and 6) curricular design and adaptation of instructional materials.

## **TAP 326. Engaging and Motivating the Learner (3).**

Strategies for enhancing student engagement and active learning are explored and applied through this hands-on course. This engaging, interactive course prepares the new teacher candidate but also can strengthen the skills of the student with a background that includes working within the schools. The course offers teacher candidates tips and strategies for fostering safe environments while using effective classroom management and instructional techniques to build an engaging and motivating classroom.

## **TAP 329. Universal Design for Learning (1).**

Candidates are provided with an introduction to Universal Design for Learning (UDL). Emphasis is placed on the three principles of UDL: multiple means of presentation, action and expression, and engagement for instructional planning and implementation. Candidates are asked to apply these principles within an educational setting including curriculum, behavior support systems and environment. Candidates examine the education unified profession and how UDL is a proactive plan for creating an inclusive environment in which all students receive personalized learning experiences.

## **TAP 345. Integrating Learning Through the Arts (2). †**

The teacher candidate understands and uses the central concepts, tools of inquiry and structures of the arts (music, visual arts, dance and/or theatre) to plan, implement and assess (with adaptations as needed) learning experiences that engage all learners (including those with special needs) in critical thinking, creativity and collaborative problem-solving. This is a Kansas Systemwide Transfer Course. Prerequisite(s): TAP 605.

## **TAP 401. Professional Collaboration in Schools and Communities (3).**

Assists all educators in developing the skills to collaborate and consult with parents/family members, other teachers, support personnel, paraprofessionals/teaching assistants and community agencies to facilitate the needs of all children including those with exceptionalities.

## **TAP 402. Science of Reading 1 (3).**

The teacher candidate identifies and applies the theoretical and foundational knowledge for reading, writing (including composition, letter formation, manuscript and cursive), listening and speaking as set forth in the five pillars of literacy instruction supported by the science of reading (including, but not limited to, the Simple View of Reading,

the Simple View of Writing, Scarborough's Reading Rope, Ehri's Four Phases of Word Reading, and the Four-Part Language Processing Model). The candidate identifies and utilizes structured literacy principles in developing learning opportunities for PK-elementary students. Prerequisite(s): TAP 605 and TAP 324.

**TAP 403. Science of Reading 2 (3).**

The teacher candidate identifies and applies the theoretical and foundational knowledge for reading, writing, listening and speaking as set forth in the five pillars of literacy instruction supported by the science of reading (e.g., Simple View of Reading, the Simple View of Writing, Scarborough's Reading Rope, Ehri's Four Phases of Word Reading, and the Four-Part Language Processing Model). The teacher candidate recognizes and applies current evidence-based best practices aligned to the science of reading and utilizes the principles and individual elements of structured literacy (i.e. phonology, alphabetic principle, syllable types and division, morphology, syntax, and semantics) when planning and implementing engaging literacy instruction for Pre-K and elementary students. The candidate identifies and utilizes structured literacy principles in developing learning opportunities for PK-elementary students. Prerequisite(s): CI 402E or TAP 402, TAP 605.

**TAP 404. ISAM: Elementary Mathematics (3).**

Introduces instructional strategies, assessment decisions and classroom management strategies necessary for meeting mathematics curriculum goals and objectives in the preK-6 classroom. Students understand how effective instruction, assessment and classroom management support student learning in the context of teaching mathematics. Provides opportunities for teacher candidates to experience the teaching and learning of mathematics in the elementary school and to reflect on those practices to support all students in meeting meaningful and rigorous learning goals. In particular, emphasis is given to 1) representing mathematical topics to preK-6 students in ways that will be accessible and meaningful to them; 2) choosing appropriate mathematical tasks and materials for instruction and assessment in the areas of counting and cardinality, operations and algebraic thinking, number and operation in base ten and fractions, measurement and data, geometry, ratios and proportional relationships, statistics and probability; and 3) planning and implementing instruction using a variety of instructional strategies to engage all learners. Prerequisite(s): TAP 605.

**TAP 405. ISAM: Elementary Social Studies (3).**

Introduction to PreK-6 social studies content, instructional strategies, assessment decisions and classroom management strategies necessary for meeting curriculum goals and objectives in the PreK-6 classroom. Students understand how effective social studies instruction, assessment and classroom management support student learning in the context of teaching social studies. Prerequisite(s): TAP 605.

**TAP 406. Inquiry-Based Learning (3).**

Teacher education candidates strengthen the knowledge that impacts student achievement in science by focusing on the implementation of integrated STEM in the PreK-6 classroom. Participants increase their 1) confidence in implementing STEM instruction and content knowledge; 2) instructional level of STEM pedagogical skills leading to effective lessons using the 5E process; 3) knowledge and factors in discourse, assessment and curriculum to apply the Next Generation of Science Standards in their instructional practice; 4) focus on STEM instructional practices to increase student attitude toward science, technology, engineering and math learning; and 5) understand how effective science instruction, assessment and classroom management support student learning in the context of teaching science. Prerequisite(s): TAP 605.

**TAP 415. Differentiated Instruction for Diverse Learners (3).**

Surveys the strengths and needs of learners with exceptional needs, including those learners with physical, sensory and cognitive

disabilities and those learners who exhibit gifts and talents. The effects of cultural differences and human development on individuals with exceptional learning needs are explored. Current educational policy, practices and services are reviewed.

**TAP 416. Classroom Management and Pedagogy (2).**

Presents best practices in classroom and behavior management and pedagogy — from organizing time, materials and classroom space to strategies for managing individual and large-group student behaviors, transitions and other arrangements for classrooms in general and special education. Basic federal and state laws as they pertain to the legal procedures for all teachers, including teachers of students with disabilities and ELL students, are presented. Prepares teaching candidates to feel confident, know and fulfill their professional and legal responsibilities, not only at the beginning of the year but for the entire school year.

**TAP 418. Creating a Production Centered Classroom (2).**

Teacher education candidates strengthen the knowledge that impacts student achievement as they learn to empower students of all levels to explore their own STEM passions. Participants discover how to transform their classroom into a place where students want to engage in work on STEM projects. Teachers learn how to structure their class for students to research a topic and create a product that is shared with the class/school/world. Teachers also learn how to facilitate student projects to ensure optimal student engagement.

**TAP 425. Health, Movement and Physical Activity (2).**

Provides the prospective teacher with the knowledge and techniques necessary to be able to integrate health, wellness and physical activity appropriate to PreK-6 classroom expectations and requirements aligned with elementary education PreK-6 and early childhood unified birth-grade 3 program standards. Content includes understanding of the foundations of general, special, and inclusive education, development and characteristics of all learners including those with disabilities. The purpose is to develop a blending of curriculums and techniques to support positive academic growth. The use of multiple intelligences, integration techniques, classroom management, health standards and curriculum and technology support the goal of this course. Prerequisite(s): TAP 605.

**TAP 427. Philosophy, History and Ethics of Education (3).**

Presents the major contemporary educational philosophies, the historical and social development of American education, and the ethical standards and legal issues influencing schools today. Some emphasis on the students' examination of their own educational philosophies and ethics.

**TAP 433. Learning and Educational Assessment (2-3).**

Examines individual and group approaches to assessment, evaluation and the basic concepts of standardized and non-standardized educational assessment. Students learn the appropriate methods for selection, administration and interpretation of assessments. Research and statistical concepts such as reliability, validity and standard error of measurement are introduced. This course pays special attention to needs assessments that can be used in an educational setting, particularly in determining student learning needs. Formative assessments and curriculum-based assessments are reviewed. Discussions include historical perspectives regarding assessment, assessment ethics and use of instruments with diverse populations. Language specific to performance-based assessments are introduced.

**TAP 437. Field Experience I (1).**

Designed to allow teacher education candidates to spend an extended period of time in an appropriate classroom to plan, implement and assess instruction aligned with state and/or district standards in elementary curriculum. Additionally, students communicate and

reflect with the mentor, using feedback to enhance lesson delivery and classroom interactions.

**TAP 438. Field Experience II (1).**

Designed to allow teacher education candidates to spend an extended period of time in an appropriate classroom working with a cooperating teacher to plan, implement and assess instruction aligned with state and/or district standards in elementary curriculum. Additionally, students communicate and reflect with the mentor, using feedback to enhance lesson delivery and classroom interactions.

**TAP 439. Field Experience III (1).**

Designed to allow teacher education candidates to spend an extended period of time in an appropriate classroom working with a cooperating teacher to plan, implement and assess instruction aligned with state and/or district standards in elementary curriculum. Additionally, students communicate and reflect with the mentor, using feedback to enhance lesson delivery and classroom interactions.

**TAP 440. Field Experience IV (1).**

Designed to allow teacher education candidates to spend an extended period of time in an appropriate classroom working with a cooperating teacher to plan, implement and assess instruction aligned with state and/or district standards in elementary curriculum. Additionally, students communicate and reflect with the mentor, using feedback to enhance lesson delivery and classroom interactions.

**TAP 502. Math for Exceptionalities (3).**

Teacher education candidates explore and evaluate instructional theories, principles and research-based instructional strategies appropriate for mathematics for learners with exceptionalities. They also become familiar with formal and informal diagnostic tools to identify students experiencing difficulties learning mathematical concepts and gain skill implementing research-based intervention practices for these students. In addition, teacher education candidates explore the interface of technology and effective mathematics instruction. Through assignments designed to provide practical application of content, they explore resources, technology, research and practices that facilitate specific skill development in students. They also learn about strategies to support enjoyment of mathematics for students with diverse and challenging learning needs. For undergraduate credit only. Prerequisite(s): TAP 404.

**TAP 504. Special Education Law (3).**

Specific local, state and federal laws governing special education programs and services are discussed in detail. The impact, application of the laws and strategies for complying with them in the PreK-6 setting are major areas of focus. For undergraduate credit only.

**TAP 520. Mathematical Concepts for Elementary Teachers (2).**

PK-6 teacher education candidates explore the progression of multiple concepts to increase their mathematical content knowledge, including counting and cardinality, operations and algebraic thinking, numbers and operations in base ten and fractions, measurement and data, and geometry. In this course, students engage in high-quality tasks to develop procedural fluency from a conceptual understanding, simultaneously increasing their pedagogical content knowledge in relation to teaching PK-6 mathematics. For undergraduate credit only. Prerequisite(s): admittance to the teacher apprentice program .

**TAP 600. Internship Unit Design and Analysis (2).**

Students engage in and reflect on applied teaching experiences while implementing an action research plan to analyze classroom assessment data to make decisions during an instructional unit. Students demonstrate their ability to implement effective instructional strategies to provide differentiation opportunities to engage all learners and maintain professional dispositions of an early childhood – grade 6

classroom teacher. For undergraduate credit only. Repeatable for credit. Prerequisite(s): TAP 607 .

**TAP 602. Social Emotional Learning in the School Community (2).**

Teacher education candidates understand the purpose of the social, emotional and character development standards and how these standards provide classrooms and schools with a framework for integrating social-emotional learning (SEL) with character development so that students learn, practice and model essential personal life habits that contribute to academic, vocational and personal success. For undergraduate credit only.

**TAP 604. ECU Assessment and Methods: Infants, Toddlers and Preschool (B-PreK) (3).**

Provides knowledge, skills and dispositions for candidates regarding developmental principles, evaluation/assessment, and the development of services, supports and accommodations for infants/toddlers (birth through age 2) and preschool (3-4 years old). Includes competencies within both the early childhood and early childhood special education fields. For undergraduate credit only. Prerequisite(s): TAP 605.

**TAP 605. Internship I (2).**

In the licensure program, this internship allows the teacher education candidate an extended period of time in an appropriate early childhood and/or elementary classroom working with classroom teachers to plan, implement and assess instruction aligned with state and/or district standards. Students in the TAP program must complete at least 8 hours per week in an appropriate early childhood (birth – 3rd grade) and/or elementary classroom (PreK-6th) as a para educator with instructional responsibilities. For undergraduate credit only.

**TAP 606. Internship II (2).**

In the licensure program, this internship replaces the required student teaching assignment for the purposes of licensure. Students in the ECU/Elementary Apprentice Program complete at least 8 hours per week under the supervision of a classroom teacher. For undergraduate credit only. Prerequisite(s): TAP 605 or CI 605.

**TAP 607. Internship III (2).**

Students study, apply and evaluate effective assessment strategies in the classroom. Students also discuss experiences emerging from student teaching including: the planning of consecutive lessons, analyzing assessment results, increasing student engagement, using a variety of instructional strategies, and the professional dispositions of a classroom teacher. This internship replaces the required student teaching assignment for the purposes of licensure. Students in the ECU/Elementary Apprentice Program complete at least 8 hours per week under the supervision of a classroom teacher. For undergraduate credit only. Prerequisite(s): TAP 606.

**TAP 608. Internship IV (2).**

Students study and evaluate effective classroom management techniques. Students also discuss experiences emerging from student teaching including: the planning of school programs, organizing effective environments, assessing instructional strategies, and assuming the responsibilities of a teacher. This internship replaces the required student teaching assignment for the purposes of licensure. Students in the ECU/Elementary Apprentice Program work full-time under the supervision of a classroom teacher in their final semester. For undergraduate credit only. Prerequisite(s): TAP 403, TAP 404, TAP 405, TAP 406, TAP 607.