TLRN 500 Computational Thinking in K-12 (3 credits)
The course is for practicing teachers and provides an introduction of the principles and practices of computational thinking (CT). This course is appropriate for teachers who seek to understand how computational principles complement any curricular discipline or field of study. The course does not require any background in computing or programming beyond simple computer skills to write emails, browse the web, or complete assignments. May be repeated for a maximum of 9 credits.

TLRN 501 Equity in Computer Science Education (2 credits)
Computer science for all students requires that educators advocate for and be responsive to the existing inequities in computer science. Rather than maintaining the status quo, this course challenges teachers to problematize existing structures that marginalize under-represented students in computer science based on race, gender, language, and ability/disability. This course will examine responsive and intentional strategies to increase access and opportunities for all students to learn computer science as part of an equitable and socially just education. May be repeated for a maximum of 8 credits.

TLRN 502 Methods of Inclusive CS Teaching (3 credits)
This course supports teachers in developing effective strategies for teaching and retaining students through culturally relevant and inclusive computer science pedagogies. The course begins with a foundational understanding of the CS Framework and International Society of Technology in Education (ISTE) standards and builds upon computer science and computational thinking approaches to learning across disciplines. Teachers develop engaging and rigorous learning experiences informed by Universal Design for Learning (UDL) to develop instruction for students to analyze the pros and cons of our technological world critically. Teachers create lesson plans with formative and summative assessments to measure student progress, inform and improve instruction, and learn how to provide feedback for student learning. May be repeated for a maximum of 9 credits.

TLRN 684 Conducting Self-study and Action Research as Teacher Leaders (3 credits)
Corequisite(s): TLRN 686. Restriction(s): Admitted to the Teacher Leadership Endorsement Program. This course guides teacher leaders to develop a form of inquiry that parallels their understandings of teaching and learning. It provides teacher leaders with the tools and resources necessary to examine their own practice as the center of their investigation and later share their findings with other teacher leaders. Participating in a cycle of inquiry, teachers design a self-study or action research project that focuses on an authentic question that has emerged from their teaching/leading in the classroom or school setting. They use a variety of different research methods such as action research and narrative research to collect and analyze data. They then share their research process with their colleagues to reflect on the process of self-study and the ways in which it has begun to impact their teaching and leading. Becoming teacher researchers enhances their teacher leadership. Mutually Exclusive with EDFD 684.

TLRN 686 Examining Teaching and Learning as Teacher Leaders (3 credits)
Corequisite(s): TLRN 684. Restriction(s): Admitted to the Teacher Leadership Endorsement Program. This course brings together current ideas and literature in a critical exploration of the interrelationship between teaching, learning, and leadership. It provides teacher leaders with tools and resources to evaluate and develop their own views of the relationship between teaching and learning and the ways to document and assess student growth. Teacher leaders develop a working understanding of concepts such as learning, cognition, development, assessment, and pedagogy and examine how they occur in a variety of cultural contexts (home, school and community) and also within their own practices. In the course teachers analyze multiple examples that illustrate common interests and concerns with an emphasis on professional learning, research-based instructional practices, and the quality of reflective practice and self-study of teaching. Mutually Exclusive with EDFD 686.

TLRN 689 Teacher Leadership in Professional Development (3 credits)
Corequisite(s): TLRN 684. Restriction(s): Admitted to the Teacher Leadership Endorsement Program. This course guides teacher leaders to develop a form of inquiry that parallels their understandings of teaching and learning. It provides teacher leaders with the tools and resources necessary to examine their own practice as the center of their investigation and later share their findings with other teacher leaders. Participating in a cycle of inquiry, teachers design a self-study or action research project that focuses on an authentic question that has emerged from their teaching/leading in the classroom or school setting. They use a variety of different research methods such as action research and narrative research to collect and analyze data. They then share their research process with their colleagues to reflect on the process of self-study and the ways in which it has begun to impact their teaching and leading. Becoming teacher researchers enhances their teacher leadership. Mutually Exclusive with EDFD 684.

TLRN 692 Teacher Leadership for Impact: People, Policy, and Practice (3 credits)
Corequisite(s): TLRN 684. Restriction(s): Admitted to the Teacher Leadership Endorsement Program. This course brings together research and practice in a critical exploration of professional development and teacher learning. It provides teacher leaders with the tools and resources to be able to develop their own understanding of the role of communities of practice and professional development in teacher learning. Students study what research tells us about effective and ineffective professional development forms, focusing particularly on those that involve teacher leadership. We examine the role of technology and data analysis in teacher learning and how it is most effectively used in professional development. Students identify professional development needs in their school and then work to develop professional development plans and programs to meet those needs, incorporating technology and their understanding of effective professional development practices. Mutually Exclusive with EDFD 689.