

ELEMENTARY EDUCATION GRADUATE CERTIFICATE

(updated: 5/21/2019)

	TERM 1 (FALL/SPRING)	TERM 2 (SPRING/SUMMER)
COURSES	<p>ELED 5110: Developing a Productive and Equitable Learning Environment READ 5111: Essentials of Literacy Instruction ELED 5112: Practice-Based Teaching Lab 1</p>	<p>ELED 5210: Essentials of Teaching Mathematics to Elementary School Learners AND READ 5211: Methods of Literacy (Fall Start) OR READ 5311 Literacy Assessment and Tiered Interventions (Spring Start) ELED 5212: Practice-Based Teaching Lab 2</p>
INTASC	1-10	1-10
PLACEMENT SPECIFICS	During the fall and spring academic terms, candidates will be placed in elementary school settings for a single-semester experience. These school placements should be in diverse sites (i.e., Title I, +60% F/R lunch eligible, or low-performing) and grade-band specific.	Yearlong Student Teaching Internship Please note that Term 2 and 3 clinical specifics are contingent on FALL or SPRING start
DURATION AND COMPLEXITY (Traditional and Resident)	<p>"Candidates may be placed in one site for all clinical hours*. A minimum of 5 visits to the school should be planned, regardless of number of clinical hours required. Students taking both ELED 5110 and READ 5111 and will complete a minimum of 30 required clinical hours (see individual course breakdown for clinicals below). Candidates may accrue more hours if they wish; the more time candidates spend in a school, the more likely they are to acclimate to the school culture and processes. Placements are facilitated by the Office of School and Community Partnerships (OSCP).</p> <p>ELED 5110: Candidates will complete 15 hours of clinical hours. These hours should be spread out over the semester, with a minimum of 5 visits to the site. Candidates may accrue more than 15 hours but must make at least five visits to the school site. Clinical activities will include required assignments on the Clinical Progression Checklists, in addition to additional field work. All checklists will be submitted in the Field Experiences Log in Taskstream at the end of the semester.</p> <p>READ 5111: Candidates will complete 15 hours of clinical hours. These hours should be spread out over the semester, with a minimum of 5 visits to the site. Candidates may accrue more than 15 hours but must make at least five visits to the school site. Clinical activities will include required assignments on the Clinical Progression Checklists, in addition a series of reflective assignments and activities throughout the semester based on their interactions in classrooms. Clinical activity culminates with a clinical reflection submitted in class. All checklists will be submitted in the Field Experiences Log in Taskstream at the end of the semester.</p>	<p>FALL START: The first semester of a two-semester, yearlong internship at the same school site. Candidates are placed in one site for all clinical hours. The placement is for two consecutive semesters, culminating in the full-time student teaching semester. Candidates will engage in approximately 30 hours of progressively complex clinical activity, which should be spread out over the course of the semester. Ideally, the candidate will visit their clinical site once a week. The more time candidates spend in a school, the more likely they are to acclimate to the school culture and processes. Candidates are expected to: begin teaching small lessons, work with students directly, design assessments, and practice interpreting data results. Placements are facilitated by the Office of School and Community Partnerships (OSCP).</p> <p>Clinical activities will include required assignments on the Clinical Progression Checklists, in addition to course assignments related to instructional planning, implementation, assessment and classroom interaction with assigned teachers and P-12 students. All checklists will be submitted in the Field Experiences Log in Taskstream at the end of the semester. Course assignments are submitted to the course instructor. Clinical activity culminates with a clinical reflection submitted in class.</p> <p>SPRING START: In summer terms, candidates will supplement their alternative placements with videos provided by the instructor of record.</p>
FOCUS PRACTICES	<ul style="list-style-type: none"> • Elicit and Interpret Student Thinking • Setting Up and Managing Small Group Instruction 	<ul style="list-style-type: none"> • Elicit and Interpret Student Thinking • Facilitate Whole Class Discussion
ASSESSMENT	<ul style="list-style-type: none"> • EdTPA Rubrics 1, 2,3,5 • Field Experiences Log (submitted in Taskstream) • Clinical Educator Feedback on Candidate assigned to Field Experience (random) 	<ul style="list-style-type: none"> • EdTPA Rubrics 4,7,8,9,10, 14 • Field Experiences Log (submitted in Taskstream) • Clinical Educator Feedback on Candidate assigned to Field Experience (random)
DISPOSITIONS	Disposition/Self-Assessment 1	FALL START: Disposition/Self-Assessment 2 (mid-point assessment). Evaluated by faculty on COED Dispositions Rubric.

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	TERM 3 (SUMMER/FALL)	TERM 4- STUDENT TEACHING (FALL/SPRING)
COURSES	<p>ELED 5310: Teaching and Assessment of Mathematics for Elementary School Learner AND READ 5311: Literacy Assessment and Tiered Interventions (Fall Start) OR READ 5211 Methods of Literacy (Spring Start) ELED 5312: Practice-Based Teaching Lab 3</p>	<p>ELED 6470: Graduate Student Teaching/Internship in Elementary Education</p>
INTASC	1-10	1-10
PLACEMENT SPECIFICS	Yearlong Student Teaching Internship Please note that Term 2 and 3 clinical specifics are contingent on FALL or SPRING start	Yearlong Student Teaching Internship Please note that Term 2 and 3 clinical specifics are contingent on FALL or SPRING start
DURATION AND COMPLEXITY (Traditional and Resident)	<p>FALL START: In summer terms, candidates will watch ATLAS videos and review all supplementary materials that accompany videos.</p> <p>SPRING START: The first semester of a two-semester, yearlong internship at the same school site. Candidates are placed in one site for all clinical hours. The placement is for two consecutive semesters, culminating in the full-time student teaching semester. Candidates will engage in approximately 30 hours of progressively complex clinical activity, which should be spread out over the course of the semester. Ideally, the candidate will visit their clinical site once a week. The more time candidates spend in a school, the more likely they are to acclimate to the school culture and processes. Candidates are expected to: begin teaching small lessons, work with students directly, design assessments, and practice interpreting data results. Placements are facilitated by the Office of School and Community Partnerships (OSCP).</p> <p>Clinical activities will include required assignments on the Clinical Progression Checklists, in addition to course assignments related to instructional planning, implementation, assessment and classroom interaction with assigned teachers and P-12 students. All checklists will be submitted in the Field Experiences Log in Taskstream at the end of the semester. Course assignments are submitted to the course instructor. Clinical activity culminates with a clinical reflection submitted in class.</p>	<p>Candidates complete the full-time, 16 week student teaching experience (either Fall>Spring or Spring>Fall). For a complete description of student teaching requirements and expectations, please review the Student Teaching Internship handbook provided by the Office of School and Community Partnerships.</p>
FOCUS PRACTICES	<ul style="list-style-type: none"> • Elicit and Interpret Student Thinking • Facilitate Whole Class Discussion 	
ASSESSMENT	<ul style="list-style-type: none"> • EdTPA Rubrics 11,12,13,15 • Field Experiences Log (submitted in Taskstream) • Clinical Educator Feedback on Candidate assigned to Field Experience (random) 	<ul style="list-style-type: none"> • Entire edTPA Project • STAR • CLASS • Candidate Exit Survey
DISPOSITIONS	SPRING START: Disposition/Self-Assessment 2 (mid-point assessment). Evaluated by faculty on COED Dispositions Rubric.	Dispositions assessed by US and CE