

# ELEMENTARY EDUCATION UNDERGRADUATE

(updated: 5/21/2019)

	PRE-ADMISSION	SEMESTER 1 - FOUNDATIONS BLOCK
<b>COURSES</b>	<p><b>EDUC 1100/2100:</b> Foundations of Education and Diversity in Schools</p> <p><b>SPED 2100:</b> Introduction to Students with Special Needs</p>	<p><b>ELED 3111:</b> Instructional design and Assessment in Elementary Education</p> <p><b>ELED 3120:</b> The Elementary School Child</p> <p><b>ELED 3292:</b> Theories and Practice for Equity in Urban Education</p> <p><b>MAED 3222:</b> Teaching Mathematics to Elementary School Learners, Grades K-2</p> <p><b>READ 3224</b> Early Literacy and Assessment</p> <p><b>**Note:</b> Foundations Block might split into two terms (Foundations 1 and 2) where by a required linguistics course is added to Foundations 1 and EDUC 4290 is moved from YLI 1st Semester to Foundations 2</p>
<b>INTASC</b>	<b>Standards 1, 2, 3, 4, 9</b>	<b>1-10</b>
<b>PLACEMENT SPECIFICS</b>	No specified placement type other than being grade-band specific.	IF POSSIBLE, candidates are placed in a yearlong clinical at the same site for two consecutive semesters (Foundations + IMB). If this is not logistically possible, two (or three, depending on HEART tutoring) different placements (1-2 in Foundations semester, 1 in IMB semester) are acceptable.
<b>DURATION AND COMPLEXITY</b> (Traditional and Resident)	<p><b>EDUC 1100/2100:</b> Candidates are conducting 10 hours of classroom observation*. As this is an introduction course, observation of teaching and learning is the priority. Candidates are asked to complete course assignments directly related to what they observe. Placements are facilitated by the Office of School and Community Partnerships (OSCP).</p> <p><b>SPED 2100:</b> Candidates are conducting 10 hours of classroom observation*. As this is an introduction course, observation of teaching and learning is the priority. Candidates are asked to complete course assignments directly related to what they observe. Placements are facilitated by the Office of School and Community Partnerships (OSCP).</p> <p>*Candidates taking both EDUC 1100/2100 and SPED 2100 in the same semester may count the same hours for both courses with instructor permission. Candidates taking the courses in different semesters must complete 10 clinical hours for each course.</p>	<p>Foundations Courses: Candidates need two kinds of placements for the Foundations semester: 1) Grade K-2 classrooms, in a diverse school setting (i.e., Title I, +60% F/R lunch eligible, or low-performing); and 2) HEART tutoring schools. Candidates may be placed in one site IF site meets both requirements for placement. Candidates sign up for HEART tutoring via the HEART website. Candidates taking Foundations block courses will complete a minimum of 40 required clinical hours (see the individual course breakdown of clinicals below). Candidates are expected to spread out the clinical visits over the course of the semester, consistently visiting the primary site on a weekly basis for at least 6 weeks (a minimum of 6 school visits total). Placements are facilitated by the Office of School and Community Partnerships (OSCP).</p> <p><b>ELED 3120*:</b> Candidates work with diverse student populations (i.e., ELLs, students with exceptionalities, and/or students identified as AIG. The goal is for candidates observe multiple types of learners/students.</p> <p><b>ELED 3292*/READ 3224*/MAED 3222*:</b> Candidates work with K-2 student populations on developing and implementing literacy and math interventions.</p> <p>*Same clinical placement -- A total of 30 hours of clinicals for these courses should be completed in the first semester. Candidates are expected to spread out the clinical visits over the course of the semester, consistently visiting the site on a weekly basis for at least 6 weeks (a minimum of 6 school visits total).</p> <p><b>ELED 3111:</b> Candidates work one-on-one with an elementary student on math interventions based on the HEART tutoring model. A total of 10 hours of HEART tutoring should be completed in this first semester for this clinical requirement.</p>
<b>FOCUS PRACTICES</b>	None	<ul style="list-style-type: none"> <li>• <b>Eliciting and interpreting student thinking</b></li> <li>• <b>Setting up and managing small group work</b></li> </ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• <b>Dream Resume and Statement of Purpose</b></li> <li>• <b>Inquiry Project and Presentation</b></li> <li>• <b>Online Professional Portfolio</b></li> <li>• <b>Field Experiences Log (submitted in Taskstream)</b></li> <li>• <b>Clinical Educator Feedback on Candidate assigned to Field Experience (random)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Field Experiences Log (submitted in Taskstream)</b></li> <li>• <b>Clinical Educator Feedback on Candidate assigned to Field Experience (random)</b></li> </ul>
<b>DISPOSITIONS</b>	<b>Dispositions Self-Assessment 1</b>	

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## SEMESTER 2 - INTEGRATED METHODS BLOCK

## SEMESTER 3 - YEARLONG INTERNSHIP SEMESTER 1

<b>COURSES</b>	<p><b>ELED 3221:</b> Teaching Science to Elementary School Learners</p> <p><b>ELED 3223:</b> Teaching Social Studies and Diversity</p> <p><b>ELED 3226:</b> Teaching Language Arts to Elementary School Learners</p> <p><b>MAED 3224:</b> Early Literacy and Assessment</p> <p><b>READ 3226:</b> Applied Literacy and Practices</p>	<p><b>YLI (1st Semester)</b></p> <p><b>EDUC 4290:</b> Modifying Instruction for Learners with Diverse Needs</p> <p><b>ELED 4121:</b> Assessment and Instructional Differentiation in the Elementary School Classroom</p> <p><b>ELED 4122:</b> Creating an Effective Environment in the Elementary School Classroom</p> <p><b>ELED 4220:</b> Instructional Planning for Diversity in the Elementary School Classroom</p> <p><b>READ 4161:</b> Assessment, Design, and Implementation of Classroom Reading Instruction</p>
<b>INTASC</b>	<b>1-10</b>	<b>1-10</b>
<b>PLACEMENT SPECIFICS</b>	IF POSSIBLE, candidates are placed in a yearlong clinical at the same site for two consecutive semesters (Foundations + IMB). If this is not logistically possible, two (or three, depending on HEART tutoring) different placements (1-2 in Foundations semester, 1 in IMB semester) are acceptable.	Yearlong Internship - Placement in an elementary school
<b>DURATION AND COMPLEXITY</b> (Traditional and Resident)	<p><b>Integrated Methods Block (IMB) Courses:</b> Candidates may remain in the same site as the Foundations semester if the school can accommodate the placement needs. Otherwise, a second placement site in a different school will be needed. Candidates must be placed in Grade 3-6 classrooms. Candidates will complete a minimum of 40 clinical hours. This includes:</p> <ul style="list-style-type: none"> <li>• 5 hours of a pre-intensive clinical experience</li> <li>• two-week intensive clinical experience (approximately 35 hours in one teacher's classroom, all content areas)</li> </ul> <p>IMB faculty will supervise the two-week experience.</p>	<p>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 go to their placement site the equivalent of one full school day per week in Semester One. Candidates may break this up into two half-days if needed. Candidates will also be expected to complete a one-week intensive clinical experience of 25+ hours; course instructors will provide additional information. 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>Note: candidates participating in the Knapolis City Cohort are expected to be in their assigned school 10-12 hours/week (required for pilot participation).</p>
<b>FOCUS PRACTICES</b>	<ul style="list-style-type: none"> <li>• <b>Setting up and managing small group work</b></li> <li>• <b>Facilitating whole class discussion</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Eliciting and interpreting student thinking</b></li> <li>• <b>Setting up and managing small group work</b></li> <li>• <b>Facilitating whole class discussion</b></li> </ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• <b>Field Experiences Log (submitted in Taskstream)</b></li> <li>• <b>Clinical Educator Feedback on Candidate assigned to Field Experience (random)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>edTPA practice task 1: Planning</b></li> <li>• <b>edTPA practice task 2: Instruction</b></li> <li>• <b>edTPA practice task 3: Assessment</b></li> <li>• <b>Field Experiences Log (submitted in Taskstream)</b></li> <li>• <b>Clinical Educator Feedback - YLI Midterm/ Final semester Evaluations</b></li> </ul>
<b>DISPOSITIONS</b>	<b>Disposition/Self-Assessment 2 (mid-point assessment). Evaluated by faculty on COED Dispositions Rubric.</b>	

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## SEMESTER 4 - STUDENT TEACHING SEMESTER

<b>COURSES</b>	<b>ELED 4420:</b> Student Teaching/Seminar: K-16 Elementary Education
<b>INTASC</b>	<b>1-10</b>
<b>PLACEMENT SPECIFICS</b>	Yearlong Internship - Placement in an elementary school
<b>DURATION AND COMPLEXITY</b> (Traditional and Resident)	The Student Teaching placement is in the second semester of a two-semester internship placement. Candidates complete the full-time, 16 week student teaching experience. 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.
<b>FOCUS PRACTICES</b>	<ul style="list-style-type: none"><li>• <b>Eliciting and interpreting student thinking</b></li><li>• <b>Setting up and managing small group work</b></li><li>• <b>Facilitating whole class discussion</b></li></ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"><li>• Entire edTPA Project</li><li>• STAR</li><li>• CLASS</li><li>• Candidate Exit Survey</li></ul>
<b>DISPOSITIONS</b>	Dispositions assessed by US and CE