

ELEMENTARY EDUCATION PROGRAM SCOPE AND SEQUENCE - ABSTRACT

The Elementary Teacher Education program at William Jewell College prepares students to teach grades 1-6. It is designed to provide students with learning opportunities, which build their knowledge and understanding of how young children grow, develop and learn, how schools are structured and operate, and effective teaching methods to facilitate that growth and learning. Elementary teacher education students then apply and expand upon this knowledge by utilizing skills learned in course work in multiple field experiences throughout the program.

The next four pages provide an overview of the curricular requirements for and the concepts covered in William Jewell College's Elementary Teacher Education Program.

ADVISING: All elementary teacher education majors must be advised by an elementary education advisor once each semester.

GENERAL & ELEMENTARY CONTENT KNOWLEDGE: In addition to WJC CTI General Education Program elementary education students are required to complete one additional course in each of the following content fields: science (ordinarily Science 101, Integrated Science for Elementary Education), Diversity in the U.S., art or music, geography, economics and health.

WRITING STANDARD: All teacher education students must demonstrate written communication competence. In addition to successful completion of CTI 102, Written Communication, the student must continue to exhibit strong written communication skills in education course work. The WJC Education Department Rubric for Professional Writing will be applied to all writing assignments; if student is not demonstrating competence the instructor should require the student to seek services from the Writing Center and put a note so stating into the student's file and file a Care Team form.

ORAL COMMUNICATION STANDARD: All teacher education students must demonstrate oral communication competence. In addition to successful completion of CTI 101, Responsible Speaker, the student must continue to exhibit strong oral presentation skills in education course work. If the student does not demonstrate those skills the instructor will file a Care Team form and the student will be counseled.

NUMERACY STANDARD: All teacher education students must demonstrate basic mathematical competence. In addition to successful completion of CTI 103, Math Model Building (or equivalent), the student must continue to exhibit knowledge/use of mathematics in education course work. If the student does not demonstrate those skills the instructor will file a Care Team form and the student will be counseled.

Failure to exhibit knowledge or skill competence in any of the areas above will result in either denial to or release from a teacher education program.

AREA OF CONCENTRATION: In addition to the above requirements all elementary majors must complete a **20** credit area of concentration, with at least two upper-level classes, course of study OR a recognized MINOR in one of the following fields: Communications, English, Fine Arts (music, theatre, and art), History and/or Political Science, Math, Psychology, Science, Spanish. No more than two WJC courses with a CTI prefix may be counted toward the area of concentration. The final one credit required by Missouri for elementary certification is derived from the appropriate methods/education courses.

1 ST -2 ND YEAR Fall & Spring Annually	1 ST YEAR Fall & Spring Annually	1 st -2 nd YEAR Fall & Spring Annually	1 ST -2 ND YEAR Fall & Spring Annually	1 ST -2 ND -3 rd YEAR Fall & Spring Annually	1 ST -2 ND -3 rd YEAR Fall & Spring Annually	2 ND -3 rd YEAR Fall & Spring Annually	Junior/Senior YEAR Spring Annually
EDU 201 Art EDU 202 Music EDU 203 PE	EDU 205 (2)	EDU 211 (2)/212 (1) Pre-requisite EDU 205	EDU 215 (2)	EDU 234 (3)	Psych 305 (2)	CTI 284 (4)	EDU 405
Expressive Arts	Educational Psychology	Techniques of Teaching First Field Experience – Suburban	Information Tech	Exceptional Child	Child Psychology	School & Society	Classroom Management
PE methods for Elementary Teachers Art methods for Elementary Teachers Music methods for Elementary Teachers	Learning Theories tied to practice of instruction/ assessment: Intentional Teacher (reflection); Education/Psych Research ; Brain-based research Information processing & memory ; Individual intelligence (standardized testing: use & interpretation; apply statistical knowledge from CTI 103) & differences (learning styles) & intro to differentiated instruction; Child & Adolescent growth and development - Cognitive, Socio-emotional (identity), Physical (health; nutrition; safe/ dangerous behaviors: drug Alcohol abuse, eating disorders, self- mutilation, sexual identity/behavior) Personality/Affective/Moral, Language; personality inventories; Intro to Teacher Role/Profession Social learning theory – constructivism/cognitivist, multi- culturalism, scaffolding, ZPD; Intro. teacher constructed assessment (selected response, constructed response, performance assessment, scoring guide, rubrics, construction.) Behaviorism – Reinforcement, motivation, intro to classroom management.	Bloom’s taxonomy – promotion of critical thinking. Essential Teaching strategies based on research 5 lesson approaches: Deductive, Direct, Inductive, Inquiry, and Jigsaw; Study different lesson approaches. Compare & understand differences: cognitivist/ behaviorist. Connect theorists and their research to the different lesson approaches studied. Practice lesson writing and evaluation (assessment of lessons/implications for implementation. Intro to professional journals, MOSTEP standards, and Teacher Work Sample. Field Experience: Suburban partner schools. 42-48 contact hours Observe and reflect on classroom operation, lesson implementation; identify lesson approach & analyze. Specific assignments in syllabus.	Word PowerPoint Excel Internet Graphics Tables Charts & graphs Newsletters Mail merge Web Design Chat rooms Email – use in instruction. WebQuest IAventure Gradebook Test Writing On-line assessment Surveys Zoomerang Palm Pilot use GPS Scanning Writing to CD/DVD Video-streaming Image manipulation Software evaluation.	4 part objective (cognitive, affective, psychomotor, social) Definition, Identification, Characteristics, Intervention, Accommodation/Modifica tion Range of all Exceptions (including gifted, at-risk & neglected) placement models/options; referral. LRE; IEP. Individualized objectives. Classroom teacher’s role. Range of school practice (Inclusion models) & implications for teacher. Finding resources/ meeting individual needs. Individualizing instruction. Socialization Skills. Parent Communication; Behavior Mod/Intervention strategies. Assistive Devices. Law-IDEA;504 Reporting- Requirements (abuse) Non-discriminatory diagnostic procedures.	Physical, cognitive, socioemotion al development of children from birth through late childhood.	Cultural/ historical context of schooling. Over-lay of U.S. public school dev. on general U.S. history. Stratification by SES; Segregation by gender, race, ethnicity; Inequity. Influence of Religion, Societal/ Economic Expectations, Competing Political Interests; Sociological perspectives; Diversity; Curriculum. School organization. Philosophical bases of educational thought. Education Law. Intro to MO Curriculum Frameworks. Written Communication Skills (Rubric); APA format.	

2 nd YEAR Spring Annually	Junior YEAR Fall Annually BLOCK I	Junior YEAR Fall Annually BLOCK I	Junior YEAR Fall Annually BLOCK I	Junior YEAR Spring Annually BLOCK II	Junior YEAR Spring Annually BLOCK II	Junior YEAR Spring Annually BLOCK II	Senior YEAR Fall or Spring Annually	Senior YEAR Fall or Spring Annually
EDU 250 (3) Pre-req. EDU 211	EDU 301 (3)/EDU 311 (1) Pre-req. EDU 250 & admission to teacher education	EDU 312 (2) Pre-req. admission to teacher education	EDU 313 (2) Pre-req. admission to teacher education	EDU 303 (3)/EDU 315 (1) Pre-req. EDU 301	ED314 (2)	EDU 309 (5)	EDU 401 (2) Pre-req. admission to student teaching.	EDU 410 (10) Pre-req. admission to student teaching.
Methods of Teaching Communication Arts: Writing/Speaking	Methods of Teaching Comm. Arts: Reading 2nd Field -Urban Experience	Methods of Teaching Elementary Science	Methods of Teaching Elem. Social Studies	Analysis & Correction of Comm. Arts, Elementary Methods	Methods of Teaching Integrated Curriculum BLOCK – 3rd Field Experience	Content/Methods of Teaching Math for Elem Teachers Rural & Pre- Student Teaching	Reflective Student Teaching Seminar	Student Teaching Fourth Field Experience
NCTE/IRA Standards; MO Curr. Frameworks; MO Show-Me Standards; Writing: letters, stories, reports, biographies, poetry, diaries, journals, children’s lit models; Listening: types, strategies; Speaking: oral reports, interviews, role play, puppets, drama; Viewing; Visually Representing; Graphic organizers; Professional journals; Internet resources; Child Lit. as models; Writing Process; 6+ Traits; Writing Workshop; Assessment: rubrics,	NCTE/IRA Standards; NCTE/IRA Standards; MO Curr. Frameworks; GLE’s MO Show-Me Standards; Characteristics of successful reading teachers; Theories related to practice; Language cueing systems; Professional journals; Internet resources; Emergent literacy; Meeting the needs of diverse students; Phonemic awareness; Phonics; Comprehension strategies: narrative text, expository text, poetry; Children’s literature use; Inferences; Questioning: taxonomies,	NSES standards; MO Science Frameworks; GLE’s Science as inquiry; Emphasis on both process and products of Science; Lesson plans using 5-E model: engage, explore, explain, elaborate, evaluate; Practice & final lessons; descriptive, classfatory, controlled investigations; Long range plans – Units: physical science, earth science, life science; Analysis of lessons: video case studies, peer evaluation, simulations; Harlen’s questioning strategies and types; Wide variety of assessment	NCSS Standards; MO SS Frameworks; GLE’s SS content knowledge & core concepts (time, space, chronology, spatial world, mapping/map reading, historical reasoning, viewpoint, continuity & change, culture, individuals – groups & institutions, civic life, politics, U.S. govt., values, citizenship/decisio n-making, community service, global citizenship, science, tech. & society, patterns social/econ. interdependence, production– distribution– consumption, needs & wants, scarcity/ wealth, cost/benefit,	NCTE/IRA Standards; MO Curr. Frameworks; MO Show-Me Standards; Purposes of assessment; No Child Left Behind; Informal assessment measures: observations, running records, IRI, spelling, writing; Portfolios; Formal Assessment measures; Levels of reading: early emergent, emergent, developing, mature; Factors associated with reading difficulties; ESL and ELL programs; Plan, teach and assess lessons based on student	Curriculum integration definition; Theories supporting integration – brain- based theory, constructivism; Rationale for & MO Frameworks for Curriculum Integation; Mapping planned activities using Show- Me Standards & MO Frameworks; Team planning with public school classroom teacher; Analysis of resource base for activity development; Selection of age appropriate activities; Criteria/guidelines for TOPIC selection; Roland case criteria for good curricular integration: significance, coherence, relevance; Curricular web development: topical and discipline; Research for TOPIC development and implementation success;	NCTM Principles and Standards; MO Math Frameworks; GLE’s Identification of Math tasks: selection, planning and implementation; 10 Problem Solving Strategies; Conceptual & Skill development with manipulatives; Multiple Embediments Principle; Mathematics Knowledge: number sense, problem solving, reasoning, communication, geometry, data analysis, probability, number theories, patterns/ Relationships; Professional development through NCTM journal readings; Math lesson	Management; Discipline; Ethics; Learners; Individual Diversity Curriculum; Instructional models; Communicatio n; Assessment; Classroom Research; Portfolio/ Teacher Work Sample construction; Writing/ Reflection Skills (Rubric Journal); Professional demeanor; Interaction with colleagues; Support Services; Technology use; Job search; NatI Bd Cert	All experiences in student teaching. Implement instruction/ assessment. Reflect on and improve teaching performance. Perform as professional in school building. Improve the 1-6 students’ performance.

<p>observation, check sheets; Relationship of theory to practice; Individual differences; Curriculum models; Stages of literacy development; Handwriting; Spelling; Grammar and usage; Punctuation and Capitalization.</p>	<p>QAR's, ReQuest; Early intervention programs: Reading Recovery, First Steps, Success for All; Reading fluency; Vocabulary; Basal readers; Instructional patterns: guided reading, 4 blocks, literature circles, reading workshop, independent reading; Study Strategies; Planning, teaching and reflecting on lessons taught by self & others; Prepare rubrics and scoring guides.</p> <p>Field Experience: Urban partner schools. 42-48 contact hours. Observe and reflect on classroom operation; lesson implementation; analysis. Specific assignments in syllabus.</p>	<p>models; Concept map development for units; Content knowledge development and reinforcement; Time, materials and space management; Reinforcement of behavior management techniques; Peer review and self assessment of lessons.</p>	<p>consumer ed., power & choice, div. of labor; Lesson planning: field research, simulations, drama MAP assessment; Literacy & numeracy instruction in SS; Development of long-range social studies integrated topic.</p>	<p>needs; Design and use rubrics and scoring guides; Work cooperatively with colleagues, special services personnel & parents; Strategies for dealing with individual differences; Motivating reluctant readers</p> <p>2 part Field Experience: 1) Rural partner schools. 42-48 contact hours. Observe and reflect on classroom operation, lesson implementation; analysis. Specific assignments in syllabus. 2) Pre-student teaching placement – assume responsibility in classroom to prepare for next semester student teaching. Plan TWS unit.</p>	<p>Peer review and self assessment of lessons.</p>	<p>planning and assessment – reflection and analysis; Role of technology in Mathematics; Basal text research and analysis; Mathematics in elementary content.</p>		
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NAME: _____

DATE: _____

4-YEAR PLAN FOR B.S. ELEMENTARY EDUCATION MAJORS

2009-2010

Area of Concentration in Content Field that is applicable to Elementary Education is also required
(English, Fine Arts (music, theatre, art), History & Political Science, Math, Psychology, Science, Spanish)

Fall – Freshman Year	
Course	Credit Hours
CTI 103/104 Math/Calculus	4
CTI 100 Responsible Self	4
Art or Music	2-3
EDU 205 Educational Psychology	2
EDU 201, 202, 203 Elementary Art, Music, P.E.	3
Total Credit Hours	15-16

Spring – Freshman Year	
Course	Credit Hours
Area of Concentration Content Course	4
CTI 101 Responsible Speaker	4
CTI 102 Written Communication	4
EDU 211 Techniques of Teaching	2
EDU 212 Fieldwork: Suburban	1
PED 1XX Activity Course	1
Total Credit Hours	16

Fall – Sophomore Year	
EDU 234 Exceptional Child	3
CTI 250-274 Science, Technology & Human Experience	4
PSY 305 Child Development	2
SCI 101 Science for Elementary	4
CTI 225-249 Sacred & Secular	4
Total Credit Hours	17

Spring – Sophomore Year	
CTI 284 School & Society	4
EDU 250 Methods of Communication Arts – WR	3
GEO 304 Economic Geography	4
Area of Concentration Content Course	4
EDU 215 Information Technology	2
Total Credit Hours	17

Fall – Junior Year	
CTI 200 Pluralism	4
EDU 301 Teaching Communication Arts: Reading	3
EDU 311 Fieldwork: Urban	1
Area of Concentration Content Course	4
EDU 313 Elementary SS Methods	2
EDU 312 Elementary Science Methods	2
Total Credit Hours	16

Spring – Junior Year	
EDU 303 Diagnosis & Correction	3
EDU 314 Integrated Curriculum	2
EDU 315 Fieldwork: Rural & Pre-ST	1
EDU 309 Methods/Content Math Elem.	5
Second Culture & Traditions for B.S.	4
EDU 405 Classroom Management	2
Total Credit Hours	17

Fall – Senior Year	
EDU 410 Student Teaching	10
EDU 401 Student Teaching Seminar	2
Total Credit Hours	12

Spring – Senior Year	
Area of Concentration Content Course	4
CTI 4XX CTI Capstone	4
PED 250 Health of Children	2
Area of Concentration Content Course	4
PED1XX Activity Course	1
Total Credit Hours	15