

Elementary Education Undergraduate Program

NC STATE UNIVERSITY

College of Education

Student Handbook

Revised August, 2023

Table of Contents

I. Preface

Welcome

II. Program Overview

Brief Description

NC State College of Education Mission

TELS Department Mission Statement

ELM Program Mission Statement

III. General Education Program

Admission to Candidacy (ATC)

Academic Advisor

SAGE

IV. Professional Semesters

Faculty Academic Advising

Required Courses

V. Field Experiences

Internship Levels

Procedures & Professional Expectations

VI. Professional Disposition Support Process

Support Process Description

VII. Licensure Exams

VIII. Elementary Education Professional Course Descriptions

The College's Office of Professional Education (OPE) also publishes a Handbook with important information. Be sure to review it as well.

https://docs.google.com/document/d/1piaZtfeEY3k8_vcDRoNyfxKwuYxBOoeaiPMGVYsKFM/edit

I. PREFACE

WELCOME

Dear Elementary Education Major,

Welcome! As an Elementary Education major at NC State, you are part of an innovative, unique and competitive program that is preparing some of North Carolina's best and brightest future educators for the classroom. When selected, you were chosen in part because of your outstanding academic performance. Once admitted, we continue to hold you to a high standard of excellence. This handbook will assist you as you progress towards graduation and your career as an educator.

We encourage you to read through this handbook to familiarize yourself with the important information about our Elementary Education program, and your experiences with us. We wish you all the best as we begin your journey into the teaching profession and we look forward to working with you!

Sincerely,

Elementary Education Faculty and Staff

Poe Hall 317, Campus Box 7801

North Carolina State University

Raleigh, NC 27695-7801

Phone: 919.513.4631

Fax: 919.513.0919

<https://ced.ncsu.edu/undergraduate/programs/elementary-education/>

For general information, contact Barbara Copeland at barbara_copeland@ncsu.edu or by phone at 919.513.4631

II. PROGRAM OVERVIEW

NC State is a higher education institution with a strong focus on Science, Technology, Engineering, and Mathematics (STEM)-related research and development. Elementary Education at NC State was created to reflect this strong STEM focus. Prospective Elementary Education teachers at NC State learn to teach all subject areas and to support children in their academic and personal development. Prospective teachers learn about arts integration, classroom management, and the integration of technology in the classroom. NC State STEM-focused program prepares elementary teachers who are equipped with the knowledge and desire to teach science, mathematics, and engineering design process to all students in their classroom.

The program includes the following features:

- Seventy-five students are admitted into the program yearly and they progress together through the courses, with many opportunities to develop a cohesive professional network among future teachers
- The program requires a minimum of 27 credit hours in STEM content courses. This includes General Education Program (GEP) courses such as Biology and Statistics, as well as courses tailored to the needs of Elementary Teachers, such as Calculus for Elementary Teachers and a Conceptual Physics course section focused on children's understanding and naïve conceptions
- Professional studies courses begin in the spring of the sophomore year. The program includes, among others, three methods courses in reading and language arts; two methods courses *each* in mathematics and science; an engineering/technology methods course focused on children's designs and inventions; seminars on diversity and classroom management; an arts integration course; a course focused on students with special needs; and courses that bring mathematics and science together with assessment, literacy, social studies, and the arts.
- The program includes extensive and varied school placements each semester. Students spend over 900 hours in the field, beginning in the sophomore year, with gradually increasing teaching and planning responsibilities culminating in a year-long student teaching placement in the senior year
- School placements are purposefully selected to develop student-teacher expertise, particularly in the areas of effectively instructing mathematics and science, and effectively teaching in schools with diverse student populations

College of Education Mission Statement

The College of Education is a voice of innovation for learning across the life span. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community.

Department of Teacher Education and Learning Sciences (TELS) Mission Statement

We prepare teachers and education professionals with a strong foundation in content knowledge to affect and enhance learning through effective pedagogies and digital technologies.

Elementary Education Program Mission Statement

The mission of the undergraduate Elementary Education Program at NC State is to develop Elementary School teacher-leaders who have deep content knowledge in all elementary disciplines, a strong working knowledge of effective pedagogy, expertise in STEM-focused instruction, and a commitment to equity and social justice.

III. GENERAL EDUCATION PROGRAM

In the first two years at NC State, students complete their General Education Program (GEP). These courses offer students the knowledge base to support their future work in the classroom. The display below offers an overview of the suggested courses and requirements for Elementary Education majors. A display like this one is used as the basis for students' discussion and planning with their Academic Advisors. For a complete eight-semester display of the Elementary Education program, see:

<http://catalog.ncsu.edu/undergraduate/education/teacher-education-learning-sciences/elementary-education-bs-science-technology-engineering-mathematics-concentration/#semestersequencetext>

Students are strongly encouraged to finish all their GEP requirements before their junior year begins. The junior year is the start of the professional courses (at which point students are required to take 15 credit hours of coursework in Elementary Education and participate in field experiences). Thus, to be successful, students in their junior and senior years need to devote their full time commitment to education courses and experiences. If a student has not finished all GEP courses by junior year, we recommend summer school to make up these courses rather than taking additional hours beyond the required 15 credit hours and accompanying field work of the professional semesters. If the student still needs to take an additional course during the fall or spring semester, this course cannot overlap with required ELM courses or field experiences.

Admission to Candidacy (ATC) Gateway

To be formally admitted into the professional education semesters of the Elementary Education program, students have to complete all college requirements to be Admitted to Candidacy (ATC). These include requirements can be found here:

<https://ced.ncsu.edu/academics/professional-education/licensure/admission-to-candidacy>

Academic Advisor

At the time of admission, each student in Elementary Education is assigned an Academic Advisor. This advisor works with the students for the duration of their first and second years in the program until the student attains Admission to Candidacy (ATC). This takes place typically by the beginning of the junior year. Freshman and sophomore students are required to meet with their Academic Advisor *at least once* per semester. The Student Success and Advising Center (SSAC) is in 505 Poe Hall. During these meetings, the student's progress towards their degree will be reviewed. The student and advisor will work together to identify a suitable plan of work for degree completion in a timely manner, including a discussion of suggested courses for enrollment in the upcoming term.

Your Academic Advisor should be your first point of contact for any of the following:

- Questions regarding previous or future courses to be taken at a community college or university other than NC State.
- Credit received for any AP or IB courses during high school.
- Inquiries about degree requirements and course substitutions.
- Scheduling difficulties, course load waivers, and degree audit changes.
- Inquiries about university or department policy.
- Enrollment issues or concerns such as dropping below full-time or part-time status.
- Course or semester withdrawals, dropping a course after the deadline, or changing a course to credit-only.
- Adding a minor or a double major.
- Grievance with a particular course or instructor or concerns about performance in a particular course.
- Interest in student involvement/clubs and organizations, or volunteer opportunities.
- Other academic related concerns including time management, study skills, exam preparedness, etc.

SAGE - System of Assessments Guiding Education

The SAGE system is an online advising tool specially designed in the College of Education for teacher education majors. Teacher education majors are required to follow very distinct steps or gateways in order to make progress towards graduation in a timely fashion. All teacher education majors should become very comfortable navigating the SAGE website for the following reasons:

- SAGE allows students to track their progress through the "professional gateways" such as Admission to Candidacy, Admission to Professional Semester, and Student Teaching.
- SAGE allows students to register for & track their Professional Growth Units (PGU).
- SAGE allows students to document fieldwork experiences as they are completed.
- SAGE allows students to track their professional testing scores.

IV. PROFESSIONAL SEMESTERS

Faculty Academic Advising

Upon attaining Admission to Candidacy (ATC), typically by the beginning of the junior year, each student is assigned a faculty advisor from the Elementary Education program. At this point in the student's academic career, the faculty advisor takes on the role of mentor and continues to guide the student through the student's emerging professional development as a teacher leader. The transition of students from their initial academic advisor to a faculty advisor typically coincides with the student embarking on methods courses, taught by ELM faculty. ATC students are required to meet with their ELM faculty advisor at least once per semester.

Required Professional Education Courses

Although most of the professional courses occur in the junior and senior years, students start taking courses in education as soon as their first semester at NC State. These courses were displayed in the **General Education Program** section. Starting in the junior year, Elementary Education majors are required to take the **Professional Education Courses** together in their cohorts. Course Descriptions start on pg. 13 of this Handbook.

V. FIELD EXPERIENCES

Overview

Students from NC State will enter student teaching with considerable classroom experience because our teacher education program integrates educational theory with increasing involvement in school environments. Before student teaching, students have observed classroom interactions and identified teaching strategies in varied school settings with diverse learners. In addition, methods courses include working with both large and small groups in a public school setting. During your final semester, students learn under the supervision of a mentor teacher and a university supervisor, gradually assuming the full-time, day-to-day responsibilities of a classroom teacher.

Internship Levels

Elementary Education students begin gaining valuable experience in the school partnership network during the spring semester of the sophomore year and continue with placements through the senior year, culminating with the student teaching experience. These experiences vary in level of contact hours and level of responsibility; in order to provide a strong foundation for students prior to the student teaching experience and final licensure. Throughout all three internship phases students are supervised and provided feedback through an NCSU liaison or university supervisor. The School Partnership Coordinator provides oversight of the internship program.

Sophomore Internship

During the spring semester, Elementary Education students participate in ELM 250 *Introduction to Elementary Education in a Global Society*. It is during this course that students begin the internship phase of the Elementary Education program. This is an introduction to the classroom experience that allows the intern to see the role of the teacher as a professional instructional facilitator, to gain experience in an elementary school community, and make the decision regarding choice of major program. This experience includes observation in the classroom. The goal of these experiences is to allow the student to determine if they have chosen the most suitable career path by having the experience of seeing the typical day of a classroom teacher.

Junior Internship

Students continue with the internship experience in the junior year moving to an increased level of involvement and participation in a partner school classroom. Juniors work in pairs for a peer coaching approach during this experience. The instructor provides students with specific topics of focus and is responsible for the grade associated with the internship and course. In addition, the instructors from the methods courses also require specific assignments to be carried out on-site at the partner school. These assignments are included in the methods course grade separate from the seminar/internship grade. Approximately 90 hours are spent in an elementary classroom during each of the fall and spring semesters of the junior year.

Senior Internship

During the summer prior to the senior year students are notified of their year-long placement site for their fall internship and spring student teaching. Fall semester of the senior year the student placement is very similar to the junior internship, however the student no longer has a partner in the classroom, but is working one-on-one with the mentor teacher. Also note that the fall senior internship **begins** with the final teacher workdays and the first days of the school year in the classroom setting and that this is a critical time in the year-long experience.

Student Teaching

Elementary Education majors student teach during the spring semester of the senior year. Students report to the assigned elementary classroom on the same day the mentor teacher is required by their school system to return. This final phase of field experience is full-time, with student teachers reporting to the school for the same hours required of the mentor teacher. Student teaching lasts for approximately 16 weeks with the student teacher taking full lead of the classroom for a minimum of six consecutive weeks. During this time the student teacher does all planning and implements all lessons in the classroom, taking full responsibility for managing the day to day operations of the assigned classroom. Note also that during the student teaching semester, you will follow the **academic calendar of the district or school where you are placed, not the NC State Academic Calendar. Therefore, your Spring Break may not fall on the same dates as NC State's Spring Break.**

NC STATE College of Education

Department of Teacher Education & Learning Sciences Elementary Education Program

Structure of Undergraduate Field Experience

Undergraduate	Sophomore (Spring)	Junior (Fall)	Junior (Spring)	Senior (Fall)	Senior (Spring)
Frequency of field visits	3 half days + 1 full day	½ day, once a week +2 Redirect Weeks (full days, Mon-Thurs)	½ day, once a week +2 Redirect Weeks (full days, Mon-Thurs)	½ day, once a week +3 Redirect Weeks (full days, Mon-Thurs)	16 weeks of full-time student teaching
Total hours in field (estimated)	15 hours	92 hours	92 hours	127 hours	600 hours
Student placement	Visit in pairs	Visit in pairs	Visit in pairs	Year-long, individual placement	Year-long, individual placement
Grade-level focus	K-5	K-2	3-5	K-5, based upon student request	K-5, based upon student request
Formal observation	No formal observations	1 formal observation for each student	1 formal observation for each student	4 formal observations each semester	4 formal observations each semester
Formal assessment	No formal assessment	1 formal assessment for each student (mid-term & final)	1 formal assessment for each student (mid-term & final)	Student teaching scoring rubric Certification of Capacity form	Student teaching scoring rubric Certification of Capacity form
Supervision	ELM 250 instructor	ELM Liaison visits semi-regularly	ELM Liaison visits semi-regularly	ELM University Supervisor visits regularly	ELM University Supervisor visits weekly

Elementary Education Program Procedures and Professional Expectations

- Your NCSU email account is your official school email. Please be sure to check it regularly and use for all professional correspondence. If you use a personal email, please be sure to “forward” your NCSU account so it is checked often.
- You are also responsible for any meetings, orientations, seminars, etc. coming from the College of Education.
- Please start a “**Professional**” folder and keep a paper copy of EVERYTHING you complete and turn in (criminal background checks, test scores, evaluations, etc.). This will prevent any issues if something is misplaced. If the form is sent electronically, print a copy and place it in a folder.
- You are responsible for tracking and updating everything in SAGE, the online advising tool specially designed in the College of Education for teacher education majors. This includes keeping track of your professional development events.
- Dress during Field Experience is business casual, at a minimum. You must adhere to your specific building’s dress code and to our minimum requirements. This includes no blue jeans or flip flops. This requirement is relaxed for field trips and special “spirit days” only.
- From CED Professional Education Handbook: “Dress appropriately. Do not wear flip-flops, blue jeans, shoulder or midriff-baring tops, T-shirts, or shorts. If an event warrants casual attire, consult the mentor teacher. If a candidate’s role within the school requires bending or stretching, it is their responsibility to ensure that completing these acts does not expose inappropriate areas.”
- Be on time (better to be early).
- Sign-in at school every day and wear NC State ID on a lanyard.
- Professional dispositions are expected at all times. You represent yourself, NCSU, the College of Education, the Department of Teacher Education and Learning Sciences, and the Elementary Education Program on and off campus. Please be mindful of social media and how it represents you.
- For the most part, your courses are set from the spring semester of your sophomore year on. Every semester, the cohorts are shuffled, therefore you will NOT always be in the same cohort on the same days with the same fellow students.
- Please keep all days, Monday – Thursday, 8:00AM-4:00PM free to accommodate Redirect Weeks, make-up days, and other departmental requirements that may arise.

Sophomore Year

****The nature of your courses shifts dramatically after the sophomore year. While you are still a student, we will also consider you a ‘beginning teacher’. You will be expected to participate, collaborate, and be involved as you start to grow professionally. We work to help you engage your passion for teaching and for the students you work with from junior year on and we expect your motivations to be geared toward your professional growth and not your ‘grades’ per se. Please do not expect to sit in a lecture hall and take notes to prepare for a test at the end. Most courses include several projects as evaluations and require active participation each and every session.

Junior Year

- Methods courses and field placements focus on K-2 classrooms during the fall semester and 3-5 classrooms during the spring semester.
- You will transition from the CED Student Success and Advising Center advisor to a faculty advisor in the Elementary Education program. You are responsible for maintaining contact with her/him. Your advisor is your best advocate and will do her/his best to help you as you advance with your academics. Keep them posted if there is anything that threatens to interfere with your progress within Elementary Education. It is your responsibility to keep in close contact with your advisor, especially during fall and spring registration weeks.

Selecting Student Teaching Placements – Spring of Junior year

- Please understand that we DO NOT guarantee any selections. We will do our very best to honor your preferences for school location and grade level, but we place a larger emphasis of placing you in an instructionally sound, pedagogically solid, and environmentally supportive setting. You will not be informed of the placement until mid-August.
- The College of Education requires student teaching to occur within 1 hour and 15 minutes of campus. Currently, the schools we partner with for placements are within 20 miles of campus. You are responsible for having transportation to your Field Experience. While some seniors will be placed at schools within a few miles, please remember that not everyone can be placed at schools within that distance.
- Teachers available to us for placements are based on principal recommendation. Changes in placements will occur due to teacher transfers, change in positions, etc. If your placement is changed, you will be notified by the Placement Coordinator and a new placement will be found ASAP. There is no guarantee it will be at the same school or grade level.

Senior Year

- Fall semester – Follow NC State's calendar and closings.
- Your first Redirect Week will occur around the start of the traditional calendar schools. You will be in your placement for the final 2 teacher workdays in addition to the first 3 days of school. Please keep these days open.
- Be sure to schedule your licensure tests for a weekend, not a school day.
- You will work very closely with your University Supervisor starting in August.

Student Teaching

- Spring semester – Follow student teaching school's calendar (either Wake County or Johnston County calendar). Student teaching will begin BEFORE NC State's spring semester, typically the first week of January.
- Tapered course take over (roughly 4 weeks), full-time student teaching (roughly 6 weeks), tapered course release (roughly 4 weeks). Student teaching starts when your school's teachers return to the classroom at the beginning of January.
- You are permitted to miss 2 days of student teaching. This includes illness or any other reason to miss. Extenuating circumstances during student teaching that might cause someone to miss more than the given 2 days (death of immediate family member, serious illness, etc.) will be dealt with individually between the Supervisor and student teacher.
- Your communication about any issue is crucial for maintaining classroom consistency. The student teacher must email in advance of any absence, or call to notify of illness or circumstances causing a student teacher to be late or miss a day of student teaching. Additionally, written lesson plans must be available or given to the mentor teacher for any lessons that will be missed.
- Be sure to schedule your licensure tests for a weekend, not a school day.
- Your Spring Break is NOT NC State's Spring Break, but placement school's Spring Break (typically surrounding Easter).
- Length and requirements for student teaching can be extended as long as necessary based upon University Supervisor's and Mentor Teacher's satisfaction of performance.
- During student teaching, if problems exist, a Plan for Improvement can be initiated to document exact and specific steps needed to progress and move forward. If stated improvements do not occur, student teaching could potentially be terminated prematurely.
- Per the College of Education policy, student teachers are not permitted to attend job fairs during the week while student teaching (Wake County typically holds a job fair on a Saturday).
- University Supervisor and mentor teacher determine final student teaching grade.

**** For more detailed information on College of Education Fieldwork Expectations & Best Practices, please refer to the [CEP Professional Education Handbook](#).

VI. PROFESSIONAL DISPOSITION SUPPORT PROCESS

ELEMENTARY EDUCATION Initial Licensure Professional DISPOSITION SUPPORT PROCESS

NC STATE UNIVERSITY

College of Education

Effective educators/teacher leaders exhibit professional dispositions in their interactions with their students, the family members of their students, their colleagues, and the broader educational community. Beginning in ELM 250 (*Introduction to Elementary Education in a Global Society*; Undergraduate) or ELM 515 (*Professional Practices in Schools*; MAT) and through multiple classes and field experiences during our Elementary Education initial licensure programs, the preservice teacher is expected to demonstrate the dispositions and behaviors of a professional educator.

Professional dispositions are defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

These professional dispositions include: showing interest, enthusiasm, and commitment to teaching; presenting oneself in a professional manner; demonstrating punctuality; meeting required deadlines (for assignments, lesson plans, and observation forms); having positive and productive interactions with instructors, peers, parents, students, administrators; being receptive to constructive feedback; making necessary changes to improve performance; exhibiting a commitment to equity and social justice; and maintaining a classroom environment that is inviting, respectful, supportive, and inclusive.

The ultimate goal of the Elementary Education initial licensure programs (both Undergraduate and MAT) is to support you as a preservice teacher throughout your experience at NC State and into your teaching career. Our expectation is that you demonstrate professionalism and integrity in all of your work and interactions with others in the university setting, elementary school classroom and school, and in the broader educational community.

If a teacher candidate exhibits behaviors that do not meet these expectations, then faculty, advisors, supervisors, and mentor teachers have an obligation to intervene and support the candidate's progress. Below is the sequence of events the faculty in Elementary Education will follow when addressing a candidate's professional dispositional concerns. If the incident that occurs is a major ethics violation (e.g. plagiarism, mistreating a student or colleague, or stealing) this issue will be directed to the *College Dispositions Review Panel Committee* directly.

Professional Dispositions Pyramid of Support

In some cases a faculty member may have a dual role (e.g. the Program Coordinator may also be your Advisor, your instructor that has a concern may also be your Advisor). Should this be the case, another department member will be brought in to help ensure the integrity of the process.

1. Any professional educator with whom you are working (i.e., instructor, advisor, field supervisor, or mentor teacher) can express a professional disposition concern. The professional educator who has a dispositional concern with a preservice teacher will have a **verbal discussion** with the preservice teacher about these concerns. This discussion will be documented in writing and shared with the preservice teacher's advisor, who will be responsible for maintaining a record of this discussion in SAGE. If, after this discussion, the preservice teacher no longer exhibits the documented professional disposition concern (and this concern does not reoccur at any other time during the preservice teacher's work in the ELM program), this improvement will be noted in SAGE and the disposition support process will be concluded.

At the discretion of the involved faculty, in specific cases Steps 2 & 3 below may be collapsed into a single

Step. 2. If the preservice teacher has not made progress in addressing the professional disposition concern(s) (or when the concern renders immediate action), the professional educator who expressed a professional disposition concern with the preservice teacher will contact the student's **academic advisor**. The **advisor will then meet with the preservice teacher** to discuss the situation and strategies for improvement. This discussion will be documented in SAGE. If, after this step, the preservice teacher no longer exhibits the documented dispositional concern (and this concern does not reoccur at any other time during the preservice teacher's work in the ELM program), this improvement will be noted in SAGE and the professional disposition support process will be concluded.

3. If the professional dispositional concerns persist, the preservice teacher, their advisor, and the Undergraduate Program Coordinator or Assistant Director of the Office of Professional Education (for MAT) will meet. A formal **Disposition Warning Letter** will be presented to the preservice teacher and will be signed by all involved parties. This document will also be maintained in the preservice teacher's file with their advisor, and a record of this document will be posted in SAGE. The preservice teacher has the option to submit a written response to this document within five (5) business days (to be kept in the preservice teacher's file with the advisor).

At this meeting, an **Improvement Plan/Memorandum of Understanding (MoU)** will also be developed. It will include timelines for completion and dispositional evaluation measures. If the evaluation measures are not met, the preservice teacher progresses to Step 4 in the process. If the preservice teacher no longer exhibits the documented professional disposition concern (and this concern does not reoccur at any other time during the preservice teacher's work in the ELM program), this improvement will be noted in SAGE and the disposition referral process will be concluded.

4. Continuing concerns regarding dispositional/professional behavior issues will result in an **ELM Program Review Panel meeting**. The panel will consist of 2-3 professional educators (who are not teaching the student that semester), the Undergraduate Program Coordinator and/or Assistant Director of the Office of Professional Education. The panel will listen to the preservice teacher's perspectives and read the documentation about the professional disposition concerns provided by the advisor in SAGE. Panel members will make recommendations to the TELS Department Head and Assistant Dean for Professional Education.

The recommendation will be to:

1. Dismiss the issue,
2. Discuss the issue further with the referring professional educator and advisor, and revisit the **Improvement Plan**,
3. Ask the preservice teacher to appear before the **College of Education Dispositions Review Panel**, or
4. Explore other possible majors (e.g., Education-General Studies) and counsel the preservice teacher out of the program, discussing the implications of continuing in a licensure program.

A summary of the **Professional Disposition Support Process** is depicted below:



VII. LICENSURE EXAMS

Requirements for Licensure in Elementary Education

In order to be recommended for licensure by the College of Education, you must:

- Successful completion of student teaching
- Met on all areas of Certification of Capacity and all required signatures
- Maintain an overall GPA of at least 2.75 on all coursework taken at NC State
- Meet college-level edTPA requirements
- Complete PGUs (4.5 units for undergraduates)
- At least one attempt of all required licensing exams

(NOTE: Per state policy, candidates will have up to **three years to meet testing requirements** [i.e. earn passing scores on exams & the edTPA]. If they do not meet testing requirements by the end of three years, they will **not** receive a continuing license. The North Carolina State Board of Education requirements for licensure in Elementary Education includes passing scores on two tests.)

The Praxis Test 7813- Mathematics Content Knowledge for Teaching (CKT); Passing score: **150** or higher

- Test/registration and preparation materials are available at:

<https://www.ets.org/praxis/prepare/materials/7811>

<https://www.ets.org/s/praxis/pdf/7803.pdf>

The Pearson Test 190 Foundations of Reading Test; Passing score: **233** or higher

- Test/registration information and preparation materials are available at:

https://www.nc.nesinc.com/TestView.aspx?f=HTML_FRAG/SA190_TestPage.html (Testing Page)

https://www.nc.nesinc.com/TestView.aspx?f=HTML_FRAG/SA190_PrepMaterials.html (Preparation Materials)

How do these tests relate to your program in ELM?

Mathematics Content Knowledge for Teaching (CKT)

Both the **ELM 310** and **ELM 410 courses** (that you will take during your junior year) will help you prepare for this test.

Foundations of Reading Test

Both the **ELM 330** and **ELM 335 courses** (that you will take during your junior year) will help you prepare for this test.

When Should You Take Them?

The department **RECOMMENDS** that you take both the Praxis Test 7813 Mathematics CKT & Pearson Test 190 Foundations of Reading **AFTER** you complete your Jr. Year Methods...so in the summer between **April-August** (before your Senior Year).

You should designate the **NCSU College of Education** as a **score recipient** when you take these tests and save a copy of your test results after they are emailed to you.

VII. ELEMENTARY EDUCATION PROFESSIONAL COURSE DESCRIPTIONS

ED 100 Introduction to 21st Century Education

Education majors are enrolled in this college-wide, first-year seminar*. This is a foundational course for College of Education first-years students and has the dual purpose of both introducing students to teaching as a profession and orienting them to the College of Education. This course exposes all first-years students to a study of the 21st century skills needed to become reflective, globally aware teacher leaders. Additionally, a virtual field experience component provides early exposure to K-12 classrooms and helps students either confirm or re-visit their commitment to pursue a career in teaching.

The course is taught by the Academic Advisors in the *Student Success and Advising Center* and is a 2 credit hour course meeting twice weekly, once in a large plenary session and once in smaller, recitation sections. Plenary sessions are facilitated each week by engaging, dynamic guest presenters; current practitioners and leaders in the field of teaching. Seminar sessions are advisor led and provide an opportunity for further exploration and application of the presenter topics.

*Students in the *Teaching Fellows* or *Students Advocating for Youth* programs are not enrolled in the course but rather fulfill course requirements through their enrollment in their respective program seminar courses (ED 101/102 or ED 150/151) during both the fall and spring semesters.

ELM 250 Introduction to Elementary Education in a Global Society

Introduction to the major conceptual and intellectual foundations of the teaching profession, the sociology and culture of elementary schools and classrooms, and the world of work of elementary teachers. It also takes students through the process of Lesson Study. This process involves the collaborative planning, teaching, and reflecting on a science or mathematics lesson.

ELM 310 Children's Thinking and Additive Reasoning

Examination of mathematical reasoning processes in primary grade children and the theory and practice of active teaching strategies designed to motivate and engage children in mathematics learning in grades K-2.

ED 311 & ED 312 Classroom Assessment Principles and Practices & Professional Learning Lab

Application of knowledge of pedagogy and development to develop high-quality strategies for formative and summative assessment. Best practices using developmentally-appropriate assessment strategies including authentic assessment, portfolios and electronic portfolios, real-time feedback, open- and closed-ended formal assessments, and standardized testing. Particular attention to examining the rationale for assessment and the implications of assessment.

ELM 320 Teaching Science in the Primary Grades

Examination of science knowledge and thinking in primary-age children. Development and application of methods for teaching science in the primary grades that leads to active learning of science as a process of inquiry.

ELM 330 Teaching Reading in Elementary School: K-2

ELM 330 is designed to prepare preservice teachers to teach reading and to lead to licensure in the elementary grades. Specific topics that relate to the theory and practice of teaching reading for early and emergent readers, including literature and struggling readers, will be examined.

ELM 335 Teaching Reading in the Elementary School: 3-5

This course is designed to prepare preservice teachers to teach reading and to lead to licensure in the elementary grades. Specific topics that relate to the theory and practice of teaching reading for upper elementary grade readers, including information and media literacy and literature, will be examined.

ELM 340 Children Design, Create and Invent

An active hands-on class where prospective elementary school teachers develop learning activities that children can use to stimulate their imaginations and learn fundamental concepts in science, technology, engineering, and mathematics.

ELM 370 Connections Seminar I The Elementary Classroom and School

First of four seminars required for undergraduate elementary education majors. This course introduces preservice teachers to the world of public school classrooms, the tasks of teaching, and to their perspectives regarding a career in teaching. Examines relationships between theory and practice of teaching in mathematics, science, literacy, and assessment.

ELM 375 Connections Seminar II Cultural Identity, Social Justice and Diverse Learners

This seminar is the second of four seminars required for undergraduate elementary education majors who are pursuing K-6 teacher licensure. The purpose of the course is to help prospective elementary grades teachers develop competencies for increasing student achievement by focusing on multicultural education, teaching to diversity, and understanding the classroom culture.

ELM 400 Connections Seminar III Instructional Design and Assessment

This seminar is the third of four semesters required for undergraduate elementary education majors who are pursuing K-6 teacher licensure. Preservice elementary educators will examine research-verified practices in instructional design and assessment that are designed to meet the needs of diverse K-6 learners. Candidates will complete a capstone project that will be taught during their student teaching experience.

ELM 410 Children's Thinking and Multiplicative Reasoning

This course is designed to prepare preservice teachers to teach math in the intermediate grades and to lead to licensure in the elementary grades. Specific methodologies that relate to the theory and practice of teaching of math will be examined.

ELM 420 Teaching Science in the Intermediate Grades

This course is designed to prepare preservice teachers to teach science in intermediate grades and to lead to licensure in the elementary grades. Specific methodologies that relate to the theory and practice of teaching science will be examined.

ELM 430 Teaching Language Arts in the Elementary School

This course is designed to prepare preservice teachers to teach language arts and to lead to licensure in the elementary grades. Specific methodologies that relate to the theory and practice of teaching language arts will be examined.

ELM 440 Teaching Children with Special Needs in the Elementary Classroom

This course is designed to prepare preservice teachers to teach students with special needs and to lead to licensure in the elementary grades. Specific methodologies that relate to the theory and practice of teaching students with special needs will be examined.

ELM 450 The Arts for Elementary Education

This course is designed to prepare preservice teachers to integrate the arts; visual arts, music, dance and drama, into the content areas. Specific methodologies that relate to the theory and practice of teaching the arts will be examined.

ELM 460 Social Studies for the Young Learner

This course is designed to prepare preservice teachers to teach social studies and to lead to licensure in the elementary grades. The course is an examination of curriculum, instruction, and learning in K-6 social studies education. Emphases include development of the social studies; curricular principles and components; teaching strategies; and learner outcomes.

ELM 480 Connections Seminar IV Linking Theory and Practice

Connections Seminar IV is designed as the Capstone Course in the Elementary Education Program. Preservice teachers will meet weekly to reflect on the student teaching experience and connect new learning to previous university coursework. Successful completion of student teaching and project requirements will lead to licensure in the elementary grades; K-6.

ELM 484 Student Teaching in Elementary Education

Culminating experience for Elementary Education majors. A minimum of 10 weeks of supervised teaching in an elementary school classroom, demonstrating competent applications of standards-based practices and other required knowledge, skill, and dispositional outcomes. This course is taken concurrently with ELM 480.