

# ELEMENTARY EDUCATION (ELED)

## **ELED 50000 - Educational Psychology (3)**

This course introduces candidates to the field of educational psychology and its application to the classroom for children in grades 1-6. Content covers theories of learning, motivation, personality, growth, development and intelligence, including the impact of cognitive, emotional, physical and sensory disabilities on learning. An emphasis on professional reflection, collaboration and communication encourages candidates to actively apply theoretical information to a variety of learning situations.

## **ELED 50100 - Field Experience 1: Classroom Management (1)**

This course is designed to give candidates a broad overview of classroom management, including theories and applications for creating classroom environments that are conducive to learning in order to provide equitable learning outcomes for all students. Candidates will explore various aspects of classroom management including classroom structure and routines, working with individual differences of students, and strategies for effective student engagement. Candidates will complete a minimum of 50 hours of field experience in an elementary or middle school where they will have experience with managing a classroom. The cooperating teacher and University supervisor conduct performance assessments of the candidate during this experience.

Prerequisite: ELED 51100 and SPED 55700

## **ELED 50200 - Field Experience 2: Diversity in Education (1)**

This course is designed to give candidates a broad overview of the needs of diverse learners with a focus on applications of instructional practices for struggling learners, special needs students, English language learners (ELL), and high proficiency the investigation of modes of instruction, curricula, and forms of assessment. Multicultural issues and theories and practices to differentiate instruction to respond to diverse learners' needs are discussed and practiced. Candidates will complete a 3-week field experience in an elementary 1-6 classroom.

Prerequisite: ELED 50100

## **ELED 51100 - Foundations of Teaching all Learners (3)**

This course is an integrated approach to introducing teacher candidates to foundational concepts in planning and delivery of instruction, stages of human growth and learning with focus on the elementary years.

The course is focused on a perspective on planning, learning, and problem solving appropriate for the developmental level of the child; understanding behavioral and cognitive theories of learning; developing a knowledge of group dynamics and understanding instructionally focused approaches to classroom management including essential components of effective planning, teaching, and assessment; review, analysis, and synthesis of theories of motivation, growth and development, intelligence, and the impact of cognitive, emotional, physical, and sensory disabilities on learning; Emphasis on professional dialogue and collaboration that encourage candidates to actively apply theoretical information to a variety of learning situations; Discussion of teaching strategies, child development and the application of theoretical knowledge in instruction will be emphasized, practiced, and assessed. Candidates will learn evidence-based methods of creating, modifying, and assessing curricular content, process, and product to meet the needs of diverse learners (E.g., English language learners, struggling students, and gifted and highly proficient students) while providing access to the core curriculum.

## **ELED 52400 - Early Reading and Writing Foundations (3)**

This course addresses theory- and research-based practices for developing disciplinary literacy and implementing effective reading and language arts instruction across the content areas. Of particular emphasis is the role of reading, writing, listening, speaking and visual representation in student learning across the curriculum. Effective practices for teaching and supporting student writing, reading comprehension, and verbal and visual expression and interpretation will be explored with a wide range of informational texts and media.

Prerequisite: ELED 51100

## **ELED 52800 - Reading and Writing in the Content Areas (3)**

This course examines the theories and practices appropriate for research-based reading and language arts instruction and assessment at the intermediate and middle school levels and is based on the findings of the National Reading Panel. Common Core learning and applying scientifically-based reading theories as a foundation for sound instruction and assessment decisions that will result in all students achieving proficiency with both reading and writing across all the disciplines is emphasized. Strategies for developing fluency, expanding vocabulary and comprehension such that students in the middle and upper grades can effectively construct meaning across genres and content areas are modeled and practiced. Effective reading and writing instructional strategies are based on data-driven assessments, including those that address the specific needs of second language learners, high proficiency and struggling readers (including Response to Intervention [RTI] strategies) are modeled and practiced.

Prerequisite: ELED 52400

## **ELED 53000 - Classroom Assessment and Intervention (3)**

This course is designed for classroom teachers to develop multi-layered conceptual and technical skills in classroom assessment in order to fairly evaluate student learning to promote the highest level of achievement. Candidates will be trained to respond to the mandated implementation of Response to Intervention (RTI) procedures to provide high quality instruction and interventions matched to student need, monitoring progress in order to make decisions about changes in instruction and applying child response data to important educational decisions. The focus of this course will be on assessment and analysis of data for instructional programming, and the accompanying implications for appropriate teaching adjustments and interventions for learning. Understandings and skills include: developing and using a variety of classroom assessments (formative and summative), standardized educational testing, basic psychometric statistics; progress monitoring; grading; communicating assessment information; testing ethics; locating and evaluating assessment measures; analysis of accompanying publishers' tests and assessments used for educational policy decisions. Candidates will demonstrate evidence of their understandings and skills by designing, implementing and evaluating informal and formal assessments and intervention strategies before, during and after learning.

**ELED 54000 - Methods and Content of Teaching Science, Health and Movement (3)**

This course prepares the candidate to design and implement age appropriate inquiry lessons to teach the fundamental concepts in life, physical, earth, and space sciences as well as physical development and health. NES and Illinois State Standards are used, along with those of ACEI, to design a program that builds upon the candidate's relevant background knowledge, awareness of current achievement issues and knowledge of the disparate needs of all learners including English language learners, struggling learners and already proficient learners. Methods of differentiating instruction, using technology and developing assessment strategies to meet the individual needs of students are embedded throughout the course. It is recommended that this course be taken concurrently with a field experience course. Candidates will be evaluated on their ability to successfully plan and implement strategies taught in this course.

**ELED 55000 - Elementary Education Extended Field Experience (1)**

This course is intended for those candidates who need extended field experiences with the ongoing supervision by University personnel. Length of field experiences will be determined by the Department and is subject to Department Chair approval. Completion of this experience does not guarantee eligibility for student teaching.

**ELED 55200 - Methods and Content of Teaching Mathematics (3)**

This course focuses on the development of mathematics methods and research-based instructional strategies for elementary students incorporating the NCTM and common core standards. The course emphasizes the teaching of numbers and operations, probability, data analysis, algebra, geometry and measurement as well as mathematical concepts and problem solving. Methods of differentiating instruction and assessment to meet the needs of all students including ELL, struggling learners and proficient learners are included. The candidate will learn how to create, use mathematics manipulatives, literature books and technology to teach these concepts. Candidates will be evaluated on their ability to successfully plan and implement strategies taught in this course. Field based experiences will provide opportunities for candidates to connect teaching theory with classroom practice.

**ELED 55400 - Methods and Content of Teaching Social Studies (2)**

This course focuses on research-based instructional strategies, technology, resources, national (NCSS) curriculum standards, Illinois State Standards and common core standards. The emphasis of this course is on understanding and using the interrelationships among history, geography, economics, politics, sociology, anthropology, psychology and archeology to develop in students an appreciation and responsibility toward citizenship, multiculturalism and a democratic society. In addition, this course includes planning and organizing for instruction, material selection and evaluation in social studies and multicultural education. Methods of differentiating instruction and assessment to meet the individual needs of all students including ELL, highly proficient and special needs students will be modeled and practiced. Middle school curriculum will be a primary focus including reading in the content area which is emphasized in the common core standards. Candidates will be evaluated on their ability to successfully plan and implement strategies taught in this course.

**ELED 56600 - Project Wild (1)**

This course is designed to introduce participants to the Project Wild educational program. They will have opportunities to learn about the background format of the project, examine the philosophy and curriculum materials, and participate in: 1. Hands on activities for the classroom, schoolyard, and community 2. Discussion of values and ethical dilemmas 3. Simulation games 4. Role playing 5. Guided imagery  
Attributes: Workshop/Seminar

**ELED 56700 - Project Learning Tree (1)**

This course is designed to introduce participants to the Project Learning Tree educational program. They will have opportunities to learn about the background format of the project, examine the philosophy and curriculum materials, and participate in: 1. Hands on activities for the classroom, schoolyard, and community 2. Discussion of values and ethical dilemmas 3. Simulation games 4. Role playing 5. Guided imagery  
Attributes: Workshop/Seminar

**ELED 57300 - Graduate Endorsement Field (1)**

This field experience course is designed for candidates to engage a research-based theory of an elementary classroom for creating classroom environments conducive to learning and that provide equitable access to learning outcomes for all students. During this experience, candidates will be supervised and assessed by the mentor teacher and the University supervisor so that candidates may exhibit their abilities to plan, teach and assess lessons that meet the needs of all learners both academically and behaviorally.

**ELED 58100 - Clinical Practice and Seminar: Elementary (6)**

The purpose of this clinical practice experience is to assist the candidates in applying their theoretical and methodological knowledge and skills to the diverse and inclusive elementary classroom. During clinical practice, candidates engage in a guided, 16-week full-time experience in elementary classroom (grade 1-6 setting) under the cooperation and supervision of mentor teachers and a University supervisor. Clinical practice consists of the candidate observing the students, the environment and the mentor teacher, as well as being responsible for the developmentally appropriate instruction and assessment of students individually, in small groups and as a whole class. Attendance at Clinical Practice Seminar is required. Evidence of successful completion of the appropriate State of Illinois content area test must be received in the Department of Education by October 1st for spring student teaching and May 1st for fall student teaching. See course schedule book for associated fees. Prerequisites 3.00 GPA; Admission to clinical practice; all required content, methods and field experience course work completed. Candidate must be approved by program director.

**ELED 58200 - Clinical Practice Internship & Seminar: Elementary Education (6)**

The purpose of this clinical practice experience is to provide temporary or currently licensed teachers, with the opportunity to apply their theoretical and methodological knowledge and skills in a new licensure area to the diverse and inclusive classroom. During clinical practice, candidates engage in a guided, 8-week full-time experience in an elementary classroom (grade 1-6 setting) under the cooperation and supervision of mentor teachers and a University supervisor. Clinical practice consists of the candidate observing the students, the environment and the mentor teacher, as well as being responsible for the developmentally appropriate instruction and assessment of students individually, in small groups and as a whole class. Attendance at Clinical Practice Seminar is required. For those seeking additional Illinois licensure, evidence of successful completion of the appropriate State of Illinois content area test must be received in the Department of Education by October 1st for spring student teaching and May 1st for fall student teaching. Enrollment in this course requires the signature of the advisor and appropriate program director. See course schedule book for associated fees. Prerequisites 3.0 GPA; Admission to clinical practice; all required content, methods and field experience course work completed. Candidate must be approved by program director.