



Early Elementary Education

College of Education

Requirements for Program

The Early Elementary Education Program is aligned with the New Teacher Standards of the Kentucky Education Professional Standards Board, and the national standards for elementary education approved by the National Council for the Accreditation of Teacher Education.

The model for the early elementary education program presumes a collaborative relationship between school and university personnel focused on ensuring a high level of individual attention to the mentoring and socialization of teacher candidates. The faculty recognizes that this is a labor-intensive process, requiring sustained time and effort by all parties. Work in early elementary education must be guided by two principles: first, a commitment to continuous improvement based on reflection, evaluation, and on-going research; second, a commitment to peer collaboration as a source of professional growth for teacher candidates as well as school and university faculty.

To receive the B.A. degree in Early Elementary Education, students must: (1) complete the University Studies Program; (2) complete the program related studies courses; and (3) complete the professional education component.

Continuous Assessment

1. Admission to the program is based on a selective admission process that generally occurs after students have completed 60 hours of university course work. All students are expected to meet the standards and rules for Admission, Retention and Exit from the Teacher Education Program as set forth in the section "Admission, Retention and Exit from Teacher Education Programs" on page 177 of the 2010-2011 UK Bulletin.

2. **Assessment at the Point of Entry to the Early Elementary Education Program.** At the point of entry students must present an admission portfolio which includes the following: a) a "best piece" sample of writing which demonstrates ability to research a topic in some depth; b) evidence of multicultural/cross-cultural experience with written reflection on the experience; c) evidence of having completed 30 hours of community service with early elementary age children, including a written reflection on the experience; d) evidence of having completed 20 clock hours of field experience in an elementary school, supervised by a qualified person; and, e) a written autobiography. Also at the time of entry, students will be required to complete an on-demand writing task.

3. **On-Going Assessment: Assessment During the Professional Introduction Semester.** Assessment of progress in the Professional Introduction semester includes assessment strategies specific to individual courses, but also includes an overall "Professional Introduction Portfolio." This portfolio is intended to be an extension of the admissions portfolio, adding the following exhibits: a) philosophy of education statement (this will be modified as candidates move through the program); b) "best piece" samples from course work that show evidence of content knowledge, pedagogical content knowledge, and effective practice (given the students' level of experience); and c) evidence of competence in instructional applications of technology and systems of information management.

4. **Assessment of Progress in the Professional Block.** This includes assessment strategies specific to individual methods courses that confirm content as well as pedagogical knowledge. It also includes some additional assessments. At the beginning of the semester, students' Professional Introduction Portfolios are reviewed and placement needs are discussed. Once the semester begins, students are observed throughout the semester by their supervisor and are assessed using an observation form which directly reflects the New Teacher Standards. Students also submit videotapes of themselves teaching and an analysis of these as well as other lessons they have taught. The supervisors provide feedback on these lessons as well. The faculty also reviews students' Professional Development Plans. Each student develops a Professional Development Plan (PDP) in cooperation with UK faculty and school-based faculty. The PDP includes reflections on the student's strengths and areas that need further work. This document serves as a planning tool for student teaching. Students also continue the development of their teaching portfolio, adding information that demonstrates competence on tasks related to the New Teacher Standards for each Professional Block course.

5. **Assessment During the Student Teaching Semester.** Students are assessed in a variety of ways during this semester. Student assignments include: observations reports, developing a thematic unit, critiquing their own teaching using videotapes, completing two solo weeks, and further developing their teaching portfolios.

Statement on Student Teaching

Students in the early elementary education program complete 16 weeks of student teaching, concentrating on the ages in grades P-5. (See the section on "Student Teaching" on page 179 of the 2010-2011 UK Bulletin for additional information on student teaching.)

University Studies Component (38-50 hours)

Basic Skills

- A. MA 109 or MA 110 or Math ACT 26 or UK by-pass exam or any calculus course 0-4
- B. Two semesters foreign language or two years high school foreign language 0-8

Inference and Communication Skills

- A. STA 200 plus PHI 120 or PHI 320 6
- B. ENG 104 4

Disciplinary Requirements

- A. **Natural Sciences**
 BIO 102 and BIO 103 and BIO 111 7
- B. **Social Sciences**
 Choose **one** course from **two** separate disciplines below:
 ANT 101, ANT 241, ANT 242
 ECO 101, ECO 201
 GEO 152, GEO 172, GEO 222, GEO 240
 GWS 200
 PS 101, PS 235
 SOC 235, SOC 335 6

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C. Humanities

HIS 104 and HIS 105

or

HIS 108 and HIS 109 6

Cross-Cultural

Choose **one** course from the approved list of cross-cultural courses 3

Electives

*Choose **one** course from the following:

ENG 230, ENG 231, ENG 232, ENG 233, ENG 234, ENG 261, ENG 262, ENG 264, ENG 281 3

Choose **one art, music or theatre arts** course from the USP Humanities listings 3

**Students must notify the English Department if used to fulfill the Graduation Writing Requirement.*

NOTE: Students may use University Honors Program courses (HON) and/or Discovery Seminars (DSP) to fulfill some of the above USP requirements.

Program Related Studies (37 hours)

A-E 200 Workshop in Design Education for Elementary Teachers 3

MUS 266 Teaching Music in Elementary Grades 3

MA 201 Mathematics for Elementary Teachers 3

MA 202 Mathematics for Elementary Teachers 3

PSY 100 Introduction to Psychology 4

GLY 160 Geology for Teachers 3

PHY 160 Physics and Astronomy for Teachers 3

Choose **one** of the following courses:

HIS 580, PS 456G, APP 200, GEO 322, HIS 240 3

LIS 510 Children's Literature and Related Materials

or alternative (e.g., lower-division equivalent from community college) 3

Select **two** courses from the following (must be different from courses used in USP Electives):

MA 310, MA 241, EDC 334, ENG 205, ENG 207, ENG 211, ENG 230, ENG 231, ENG 232, ENG 233, ENG 234, ENG 261, ENG 262, ENG 264, ENG 281, EDC/ENG 509 6

Free Elective 3

Professional Education Requirements (48 hours)

All of the following courses require admission to the Teacher Education Program:

*EDP 202 Human Development and Learning 3

*EPE 301 Education in American Culture 3

KHP 380 Health Education in the Elementary School 2

KHP 382 Physical Education for Elementary School Teachers 2

EDC 329 Teaching Reading and Language Arts 3

EDP 303 Teaching Exceptional Learners in the Elementary Classroom 2

EDC 323 Classroom Management and Discipline 3

EDC 322 Elementary Practicum 3

EDC 326 Teaching Social Studies in the Elementary School 3

EDC 328 Teaching Science in the Elementary School 3

EDC 337 Teaching Mathematics in Elementary Schools 3

EDC 339 Designing a Reading and Language Arts Program for the Elementary School 3

EDC 317 Introduction to Instructional Media 1

EDS 447 Strategies for Including Students with Disabilities in the Elementary Classroom 2

EDC 433 Student Teaching in the Elementary School 12

**Students beginning their work in a public Kentucky community college may complete EDP 202 and a lower-division equivalent of EPE 301 before applying for admission to the Teacher Education Program at UK.*