**Elementary Education Program Field Experience Matrix**

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| Course # Title or Program Requirement | Purpose of Field Experience | Number of Required hours in P-12 Classroom | Candidate Required Tasks  |
| EDU 221, Foundations of Education (Decision Point 1)Elementary and secondary | To expose entry level EDU students to classrooms where they observe teachers and students in action; to involve entry level students in independent inquiry projects tied to their field work; to highlight professional dispositions | 20 hours in elementary or secondary school classroom | Journal of field observations/reflection, inquiry paper project related to a field work question posed by the student |
| EDU 230, Instruction for Diverse Learners (Decision Point 1)Elementary and secondary | To increase understanding of special education services, law, and general teacher expectations; to begin to build a repertoire of strategies to ensure success for all students including Response to Intervention; to begin to develop ability to integrate multicultural curriculum in lesson plans; to differentiate instruction for English Language learners | 20 hours in elementary or secondary special education or English as a Second Language program setting | Field notes, case study |
| EDU 302, Social Studies Teaching and Inquiry  | To immerse elementary teacher candidates in social studies content and diverse teaching strategies; multicultural literature, focus on timelines, mapping and 21st century skills  | 30 hours in primary elementary classroom leading classroom instruction in social studies; teaching minimum of six weekly lessons*(Hours combined with EDU 305)* | Design social studies unit and teach integrated social studies/language arts three-day lesson series with pre/post analysis of student learning. |
| EDU 303, Science Teaching and Inquiry | To immerse elementary teacher candidates in science content and diverse teaching strategies; special emphasis on inquiry, nature of science, process skills, physical science, 21st century skills and safety | 30 hours in intermediate elementary classroom leading classroom instruction in science teaching; minimum of six weekly lessons*(Hours combined with EDU 304)* | Teach integrated science/language arts three-day lesson series with pre/post analysis of student learning. |
| EDU 304, Mathematics Teaching and Inquiry | To immerse elementary teacher candidates in mathematical content and diverse teaching strategies; special focus on measurement, algebraic thinking, geometry, 21st century skills, RTI and differentiation of instruction | 30 hours in intermediate elementary classroom leading classroom instruction in mathematics teaching; minimum of six weekly lessons*(Hours combined with EDU 303)* | Develop integrated unit requiring technology and language arts connections; Teach integrated math three-day lesson series with pre/post analysis of student learning. |
| EDU 305, Language Arts Teaching and Inquiry | To immerse elementary teacher candidates in language arts content and diverse teaching strategies; special focus on all aspects of reading instruction, comprehension, writing instruction and models, literacy rich classrooms, motivational strategies, RTI  | 30 hours in primary elementary classroom leading classroom instruction in language arts; teaching minimum of six weekly lessons*(Hours combined with EDU 302)* | Teach integrated language arts/social studies three-day lesson series with pre/post analysis of student learning. Collaborative assessment over student work samples. |
| EDU 340, Early Literacy and Development | To immerse elementary teacher candidates in early literacy and child development; special emphasis on early reading development, language acquisition, and early math, curriculum mapping  | 20 hours in kindergarten classroom working with individual students in literacy development; teaching minimum of four lessons in kindergarten setting  | Case study diagnosing literacy development and interventions |
| EDU 461, Senior Seminar: Advanced Reading Theory | To immerse candidates in learning advanced reading theory, assessment, diagnosis and remediation strategies | 20 hours in elementary classroom working with individual k-6 students in literacy development | Case study over tutoring experience; inquiry project in literacy  |
| EDU 456 Student Teaching (Decision Point 3) | To successfully complete a culminating, full-time, elementary practice teaching experience; to collaborate with a school community and contribute to the advocacy for k-6 students; to complete the circular process of instruction, curriculum, and assessment, to accurately assess student learning and teacher effectiveness; to adjust instruction and assessments based on student performance data | 14 consecutive, full-day weeks and an urban teaching experience in the 14th week, if student teaching in a rural setting.  | At least six weeks of lead teaching, design and implement at least one lesson series; analysis of student learning given at least one pre-post assessment; write a daily or weekly reflective journal; participate in annual Share Fair (highlights of student teaching); self-evaluate student teaching performance at midterm and at end of student teaching assignment and share with supervising professor and mentor; prepare documentation of student teaching artifacts for final portfolio |
| Psy 244. Childhood and Adolescence.  | Observe child development in a child service center or classroom setting | Minimum of one visit per week or approximately 15 hours | Use observations and consequent notes to write a case study |
| HF 105-Essential movement for elementary children  | To immerse students in physical development, nutrition, fitness activities and wellness for k-6 students | Two hours per course | Develop and teach a physical education lesson to k-6 students. |