



Elementary Education Program

Program Review 2005-2006

Elementary Education Program Dixie State College of Utah Program Review – 2005-2006

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Overview of the Program and How It Is Organized

The Elementary Education Program of Dixie State College of Utah is located within the Department of Education and Family Sciences administered by the Division of Arts, Letters, and Sciences. This four-year program prepares students to teach in Grades 1-8 in elementary schools in the State of Utah and results in a bachelor's of science degree and a Utah State Office of Education teaching certificate. Additionally, the program provides an in-depth examination of the pedagogy of teaching ESL students. This unique component of the program allows graduates to earn the additional ESL endorsement from the Utah State Office of Education.

The faculty in the Elementary Education program is responsible for creating and maintaining a high quality, research-based, practicum-rich, curriculum that meets institutional goals, as well as the demands of an ever-increasing Washington County School District.

The Elementary Education program serves a student population that represents diverse educational, ethnic, national and economic backgrounds. The students are required to apply for the program and go through a rigorous admissions process. The students are required to have completed a series of prerequisite courses, participate in a small group interview, complete a writing test, earn a 2.75 overall GPA and a 3.0 GPA in the pre-requisite courses, write an autobiographical essay, and provide three letters of recommendation. The program has a maximum of 70 slots (35 in each of two cohorts; limit is mandated by the Utah State Office of Education). When they are accepted, they must pay a non-refundable fee of \$250.00 to pay for administrative costs, fingerprinting and background checks, student teaching fees, etc.

The Elementary Education program is an upper division application-only program within an open-door institution. It provides a series of courses, both content and pedagogical in nature, which meet the state requirements for teacher certification and ESL endorsement and the national standards for teachers.

The following chart shows the sequence of courses for the Elementary Education Program at Dixie State College of Utah:

**ASSOCIATES DEGREE (Arts or Science)
AND**

PRE-EDUCATION CORE REQUIREMENTS

EDUC 1010 Foundations/Introduction to Education
EDUC 2010 Introduction/Teaching Exceptional Learners
EDUC 2400 Foundations of Multicultural/ESL Learners
EDUC 2010 Math for Elementary Teachers I
EDUC 2020 Math for Elementary Teachers II
Diversity Requirement



APPLICATION PROCESS



PROFESSIONAL SEMESTER I (JUNIOR)

COMM 3100 Communication w/ Educational Contexts
EDUC 3110 Educational Psychology
EDUC 3300 Reading Comprehension & Development (Concurrent Practicum)
EDUC 3410 Language Acquisition & Cognition ESL (Concurrent Practicum)
EDUC 3500 P.E. & Movement in Education (Concurrent Practicum)
EDUC 4200 Fine Arts in Elementary



PROFESSIONAL SEMESTER II (JUNIOR)

EDUC 3100 Curriculum Design, Planning/Assessment (Concurrent Practicum)
EDUC 3250 Effective Classroom Management (Concurrent Practicum)
EDUC 3600 Healthy Lifestyles
EDUC 3900 Education of the Gifted & Talented (Concurrent Practicum)
EDUC 4410 Methods/Strategies/Materials for Lang. Arts ESL (Concurrent Practicum)
EDUC 4500 Technology in Education



PROFESSIONAL SEMESTER III (SENIOR)

EDUC 3420 Assessment for ESL Education (Concurrent Practicum)
EDUC 4300 Methods in Math and Science (Concurrent Practicum)
EDUC 4400 Methods in Social Studies and Language Arts (Concurrent Practicum)
EDUC 4988 Development of the Professional Portfolio



PROFESSIONAL SEMESTER IV (SENIOR)

EDUC 4430 Family & Parent Involvement in Education of ESL
EDUC 4440 Integrating Language and Content ESL
EDUC 4900 Student Teaching
EDUC 4989 Capstone

The mission of the Elementary Education Program at Dixie State College of Utah is to facilitate the preparation of professional educators for service in teaching positions locally, regionally, and nationally. The program emphasizes a strong connection between theory and practice with extensive practica and other field-based experiences. The program further provides preparation leading to an endorsement for English as a Second Language.

The Dixie State College Elementary Education Program faculty is committed to modeling best practices of both current and emerging educational theory. They are further committed to being leaders in promoting educational excellence in Dixie State College's catchment area. In supporting the students to achieve their educational goals, the faculty encourages diversity and individuality in critical thinking and mastery of the content knowledge, skills, and dispositions required in the teaching profession. Classes in the program model discovery and group learning activities using the best available educational technology. The faculty also teaches and models professionalism in both affective and cognitive areas while building on the individual strengths of each student.

The goal of the Dixie State College Elementary Education Program is to prepare teachers who are professional and competent, and will have a positive impact on the academic achievement of every student they teach.

Elementary Education Program Goals

The following six strands (D.E.S.E.R.T) serve as a foundational basis for course work in the Dixie State College elementary education program and set the stage for the competencies teacher candidates will develop. These strands encompass the requirements found in the national teacher standards (INTASC). Following are descriptions of the components and examples of measurable competencies students must attain as they progress through the program.

1. Diversity

The Diversity strand recognizes such attributes of diversity as; ethnic, cultural, racial, linguistic, and intellectual differences. The program offers course work in ESL (English as a second language) as a tool to develop an appreciation and capacity for dealing effectively with issues of diversity as found in American classrooms. With changing local and national demographics, a background in ESL issues will give the Dixie State College graduates an added advantage in both their capability to effectively teach in elementary schools, and to be highly competitive in the job market.

* Identify a variety of areas of diversity relating to students that teachers may experience within a classroom

* Provide examples of how teachers can effectively deal with each of the identified areas of diversity

2. Evaluation

The Evaluation strand recognizes that valid evaluation and assessment are central to effective teaching and learning. Preservice candidates are engaged in course work leading to an understanding and efficacious use of a variety of standardized assessment measures of student learning. As well, students

are taught to design and implement their own forms of evaluation tools and to create rubrics for the assessment of student learning.

- * Explain the relationship between what is taught and how student outcomes are assessed
- * Differentiate between formative and summative assessment
- * Identify the purpose of standardized tests
- * Design performance and authentic evaluative measures

3. Self-Reflection □ □

The Self-Reflection strand recognizes that effective educators are persons who engage in self-reflection to inform their practice in the classroom. An integral aspect of any profession is the extent to which its practitioners are able to continue to develop and improve their skills through reflective or constructive feedback. Throughout the elementary education program at Dixie State College numerous learning experiences are orchestrated, whereby, preservice teachers teach partners, small groups, and whole classes, with the express purpose of receiving constructive feedback. Students in our program benefit greatly from being constantly challenged to articulate connections between theory and practice.

- * Define what is meant by reflection and relate it to teaching
- * Explain how personal reflection influences your decision making □
- * Identify characteristics of reflective practice □
- * Document your evolution of thinking relative to your course work

4. Effectiveness in Teaching

The Effectiveness in Teaching strand recognizes the complex interplay between the teacher and the learner. Teaching effectiveness is predicated upon an understanding of both the teaching process, and the intricacies of how students learn. Such topics as effective schools, current research, teaching strategies, teaching models, brain-based learning, and multiple intelligences are discussed.

- * Articulate historical events relative to school effectiveness
- * Explain and utilize several teaching strategies and define the attendant vocabulary within each strategy
- * Compare and contrast teaching strategies with teaching models
- * Identify the criteria for choosing appropriate models and/or strategies for teaching

5. Reaching Beyond the Classroom

The Reaching strand recognizes that effective teachers must envision their roles outside the boundaries of the classroom and school buildings. As instructional professionals, teachers are involved in professional organizations, committees, and community entities outside school time. This strand also addresses the integral part that both parents, and the community at large can play in the classroom. Our preservice teachers are well prepared to meet the challenges inherent in the post-modern educational system.

- * Identify the components of the learning triangle
- * Identify ways to develop productive relationships with parents

* Articulate and implement specific procedures for communicating with parents/guardians and involving them in the education of their children.

6. Technology and Classroom Management

The Technology and Classroom Management strand recognizes the importance that a well-managed classroom climate plays in the education of children. This strand endeavors to give prospective teachers insight into a variety of classroom management strategies to enhance learning in their respective classrooms. This strand also recognizes the importance of the role of technology in instructional environments. Through effective management and curriculum development, and through setting high expectations for all student achievement, high standards are affected.

- * Identify quality technology tools in education.
- * Demonstrate competency of basic educational computer skills.
- * Discuss benefits of using technology in instruction.
- * Demonstrate ability to integrate technology into instruction.

Learning Goals for Education Courses

Pre-Requisite Courses:

EDUC 1010 – Foundations/Introduction to Education (3.0 Cr)

By the end of this course, the student will:

- Be introduced to the professional aspects of teaching as a career
- Develop awareness of social issues affecting the schools and gain an appreciation for the cultural diversity in our society
- Understand public schooling in the United States and current aspects of our educational system
- Be introduced to the historical, philosophical and other related issues influencing education
- Enhance personal philosophy of education
- Know historical causes for educational change
- Be introduced to educational views, teaching styles, and school program and practices
- Obtain information and experiences to decide on a career in teaching.

EDUC 2010 – Introduction to Teaching Exceptional Learners (3.0 Cr)

By the end of this course, a student will:

- Develop a personal philosophy regarding the education of exceptional learners
- Have an opportunity to discuss an exchange ideas
- Assist class members in acquiring information necessary for understanding the exceptional learners
- Be familiar with medical, social, psychological, and educational aspects of special education
- Understand educators' responsibilities and accountability under Federal and State regulations and statues.

EDUC 2400 – Foundations of Multicultural/ESL Learners (3.0 Cr)

By the end of this course, students will be able to:

- Understand and respect diversity in classrooms and in society as a whole, and use appropriate terminology to describe that diversity.
- State the Three Principles of ESL instruction and give specific methods for adapting instruction and classrooms to meet multicultural/ESL needs.
- Adapt and present lesson material to LEP students
- Understand the barriers to education and employment that arise form intercultural misunderstanding.

MATH 2010 – Math for Elementary Teachers I

MATH 2020 – Math for Elementary Teachers II

Although Math 2010 and Math 2020 are part of our pre-requisite courses for the Elementary Education program, the faculty in the Math department teaches them and has included them in their review.

Elementary Education Core Courses:

COMM 3100 – Effective Communication Within Educational Contexts

Although COMM 3100 is part of our core classes, the Communications department teaches this course and it is included in their review.

EDUC 3100 – Curriculum Design, Planning, and Assessment (3.0 Cr)

By the end of this course, a student will have:

- An understanding of the nature, sources, forms and structure of elementary school curriculum
- An understanding of the structure of the core curriculum for the State of Utah
- Insights into the methods by which children develop knowledge and a basic understanding of how to plan for the unfolding of understanding in learners
- Gained skills in the processes of thematic instruction by developing a unit with his/her dyad partner or practicum teacher, and teaching lesson plans from the unit in the practicum class
- An understanding of daily and weekly curriculum planning
- Insights into packaged curriculum programs and guides and how to modify them to meet the need of learners
- Examined the roles of the environment in learning and adapted these principles in his/her planning
- Analyzed the types of curriculum materials used in classroom activities and begun the development of lesson material files for the future
- Learned basic learning/teaching strategies involved in curriculum implementation
- Understood and observed various modes of effectively assessing development and learning
- Participated in an elementary school classroom—observing, helping, teaching, and planning with the teacher.

EDUC 3110 – Educational Psychology (3.0 Cr)

By the end of this course, a student will:

- Articulate the purposes and goals of educational psychology and explain the main methods by which the field studies educational phenomenon
- Clearly define development and compare/contrast different theories of development (i.e, cognitive, social emotional, moral)
- Know the developmental theorists and be able to apply the principles to effective teaching practices.
- Describe various views of learning including behavioral, cognitive, and social

- Develop a personal theory of motivation based on readings and class discussion
- Demonstrate understanding of the assessment and evaluation of learning

EDUC 3250 – Effective Classroom Management (3.0 Cr)

By the end of this course, a student will be able to:

- Explain the theories behind classroom arrangement and have practical plans for physically arranging a classroom
- Create a behavior management plan based on sound theoretical and practical considerations
- Create clear grading rubrics for a variety of student products, calculate grades for specific sets of student work, and fill out student report cards
- Demonstrate quality communication skills for working with students, parents, and colleagues in a variety of settings.

EDUC 3300 – Reading Comprehension and Literacy Development (3.0 Cr)

By the end of this course, a student will be able to:

- List the major theories and methods of reading instruction as well as the pros and cons of each method.
- Describe comprehensive reading instruction
- Plan, implement, and reflect on appropriate and effective reading instruction for all students
- Describe the six traits of writing and plan instruction to develop these traits in students
- Administer, score and analyze results of a reading assessment.

EDUC 3410 – Language Acquisition and Cognition in ESL (3.0 Cr)

By the end of this course, a student will have:

- Acquired an understanding of language, its relationship to cognition and lateral thinking and how it is learned and utilized in human behavior
- Understood various theories of both first and second language acquisition in children and adults and the challenges involved in each
- Examined accepted theories of learning and teaching and their relationship to learning and utilizing both first and second language
- Gained insights into the interface between language and culture and the school's role in exploring both with its clientele
- Been exposed to the history and politics of language and application for learning it in the classroom
- Learned a new language of linguistics and the world of ESL with their definitions, concepts, theories and acronyms

- Gained insights into the application of theory through observations in an ESL classroom
- Understood the dynamics of communicative competence and how it develops within a classroom
- Reflected on his or her life as it relates to the issues pursued in the course
- Developed the beginnings of a personal theory of language acquisition and how to address it in the classroom
- Demonstrated the ability to work effectively as a team member in a cooperative learning environment.

EDUC 3420 – Assessment for ESL and Curriculum Development Education (3.0 Cr)

By the end of this course, a student will have:

- Acquired an understanding of the role of assessment in the educational process and how it relates to both mainstream and second language curricula
- An understanding of a variety of assessment strategies including both formative and summative assessment practices
- Skills in creating a variety of assessment strategies followed by learning activities that address their results
- A knowledge of instruments that are used in assessing ESL students and experience in applying these to the diagnostic processes in the classroom
- Developed a portfolio with a second language learner in his/her classroom
- Attended school district in-service sessions addressing ESL assessment concerns if available
- Followed an ESL child through the diagnostic, planning and implementation sequence in a classroom under the direction of the classroom teacher.
- Gained experience in placing linguistically diverse children in settings based on assessment findings
- Demonstrated the ability to work effectively as a team member in a cooperative learning environment.

EDUC 3500 – PE and Movement in Education (2.0 Cr)

By the end of this course, a student will be able to:

- Utilize methods to teach quality physical education in the elementary school setting
- Identify potential relationships between the goals of physical education and those of the broader field of education
- Value the role that physical education can make in the psychomotor, cognitive, and affective development of all children
- Identify appropriate physical education methods, materials, activities, and learning environments for use with elementary students.

EDUC 3600 – Healthy Lifestyles (2.0 Cr)

By the end of this course, a student will be able to:

- Identify and define concepts of healthy lifestyles
- Implement personal lifestyle changes
- Research and report on strategies to involve parents or other family members in a more healthy lifestyle
- Design and implement lessons, visual aids, and other teaching props that incorporate instruction, evaluation and activity appropriate to the K-12 educational setting in health and healthy lifestyles.

EDUC 3900 – Education of the Gifted and Talented (3.0 Cr)

By the end of this course, a student will be able to:

- Understand various ways of identifying gifted learners
- Discuss such issues as equity, fairness, and other pertinent rationale for gifted education
- Articulate some of the emotional, social, intellectual, and physical needs of the gifted
- Design curriculum, for gifted learners
- Be empathetic towards the needs of gifted learners via insights gained through reading and through school-based experience
- Take an advocacy stance for high ability learners in terms of school-wide or community-based support
- Utilize elements of creativity for purposes of instruction and assessment of learning in the regular classroom
- Plan for creative expression in the classroom

EDUC 4200 – Fine Arts in Elementary (2.0 Cr)

By the end of this course, a student will be able to:

- Explain the importance of fine arts as part of the elementary school curriculum
- Show an understanding of the stages of artistic development in children
- Use state core curriculum standards to plan the instruction and use of fine arts in the classroom
- Demonstrate appropriate classroom management and materials handling techniques for fine arts activities
- Conduct an elementary-level fine arts lesson from planning through clean-up and assessment.

EDUC 4300 – Methods in Math and Science (5.0 Cr)

By the end of this course, a student will be able to:

- Construct and implement authentic assessments

- Implement constructivist applications within a classroom setting
- Organize their instruction using a merging of state goals and learning theory
- Plan lessons using a learning cycle instructional model
- Plan for all the variables in a “learner-centered” classroom
- Design curriculum build around the integration of different contexts
- Utilize D.E.S.E.R.T. model as the foundation for the course standards.

EDUC 4400 – Methods in Social Studies, and Language Arts (5.0 Cr)

By the end of this course, a student will be able to:

- Summarize the Utah state core curriculum in the areas of social studies and language arts
- Show awareness of the ten themes set by the National Council for the Social Studies and the standards promoted by the National Council of Teachers of English, and incorporate those thematic areas and standards into their units
- Use state core curriculum standards to plan a thematic unit incorporating the full range of cognitive domains for the targeted grade level.
- Be aware of and be able to appropriately select trade books to complement and enhance a variety of thematic areas
- Conduct a complete elementary-level thematic unit in five sessions.

EDUC 4410 – Methods, Strategies, and Materials for Language Arts for ESL (3.0 Cr)

By the end of this course, a student will have:

- A basic understanding of TESOL standards for ESL students have developed skills in teaching a number of those standards
- Identified effective strategies for teaching ESL students
- An understanding of the dynamics of effective educational practice and how it applies to second language learners
- Compile a file of best practice strategies for ESL students
- Analyzed the types of curriculum materials and activities employed in effective ESL classrooms
- Participated and taught in a classroom employing ESL practices
- An understanding of the function of the environment in the learning of a second language.

EDUC 4430 – Family and Parent Involvement in Education of ESL (2.0 Cr)

By the end of this course, a student will:

- Become familiar with the National Standards for Parent and Family Involvement programs
- Gain insights into the culture of family life including cultural and linguistic variable
- Develop a personal, professional plan for effectively involving parents and family of learners (both

ESL and native English speaking) in their classrooms

- Develop problem-solving skills that will aid them in creating a positive, effective, learning environment for ALL their students.

EDUC 4440 – Integrating Language and Content in ESL (3.0 Cr)

By the end of this course, students will:

- Learn SIOP principles of planning, implementation and assessment through working with the model in class
- Employ sheltered content strategies in the development of materials that will be used in their student teaching
- Develop language focus instruction based on the language acquisition needs of ELL students
- Alter subject matter curriculum to include L2 modified experiences that address both the language and conceptual needs of second language learners
- Development and teach lessons that contain both content and language objectives in their student teaching
- Gain experience using the SIOP protocol by assessing the classroom where they will student teach
- Where possible, participate *in* a TESOL training experience with the Washington County School District capping two years of field experiences with the district.

EDUC 4500 – Technology in Education (2.0 Cr)

By the end of this course, a student will:

- Demonstrate a sound understanding of technology operations and concepts
- Plan and design effective learning environments and experiences supported by technology
- Implement curriculum plans that include methods and strategies for applying technology to maximize learning
- Apply technology to facilitate a variety of effective assessment and evaluation strategies
- Use technology to enhance productivity and professional practice
- Better understand the social, ethical, legal, and human issues surrounding the use of technology on PreK-12 schools and apply that knowledge into future practice.

EDUC 4900 – Student Teaching (9.0 Cr)

The student teaching component of the Elementary Education program is an integrative culminating experience designed to develop the readiness of our students for full-time employment as classroom teachers. In addition, student teaching at Dixie State College has been designed to dovetail with the new teacher induction within the Washington County School District. As a result, graduates from our program should have a seamless transition from their college preparation into their first year of teaching.

Our expectations for student teachers are guided by the national standards associated with outstanding teacher preparation programs (NCATE, INTASC, Professional Specialty Associations). Student teaching enables them to blend their pre-service course work with concentrated classroom experiences in line with a defined set of competencies that are expected of new teachers.

EDUC 4988 – Professional Portfolio Development Seminar (2.0 Cr)

By the end of this course, a student will be able to:

- Explain the purposes of a professional portfolio and what is involved in creating and maintaining one
- Present a personal, professional portfolio for specific job interview situations
- Input and maintain a personal, professional portfolio in Utah’s State educator computerized portfolio system.

EDUC 4989 – Capstone Seminar (1.0 Cr)

During this course, a student will:

- Discuss issues/topics that arise throughout the student teaching experience
- Apply for graduation and make arrangements for the issue of teaching licenses
- Gain an understanding of the issue of employment through workshops, guest speakers, and development of a resume
- Establish a placement file at the Career Counseling Center.

Curriculum

Course Sequence

The sequence of courses allows students to build their knowledge of theory and practice in a coherent fashion. First, there are several introductory courses that expose the students to information about education in general, teaching children with exceptionalities, and teaching children whose primary language is not English. Additionally, they are required to take two sequential math courses that ensure the students have a strong basic knowledge and understanding of the math concepts they will be required to teach.

Upon entering the program, the courses primarily focus on pedagogy. They learn about curriculum planning, classroom management, instructional methods in math, science, social studies, literacy, physical education, the fine arts, and healthy lifestyles. Many of these classes have a practicum attached to them, allowing the students to observe, learn, and practice what they have learned during a particular semester. In addition, the students take a communications course that focuses on the education context, learning the skills that will allow them to work with students, colleagues, and parents. These topics are the core of most teacher preparation programs. As an added bonus, our students also take six classes that allow them to add the ESL endorsement to their certificate. These classes are distributed across the four semesters of the program.

The culminating experience of the program is a 10 week student teaching experience. This occurs in the final semester and provides an opportunity for the students to apply what they have learned during the previous semesters.

Following are course descriptions for each of our courses. They will indicate the course number, course title, number of credit hours, catalog course description, textbook used, course purpose and overview. Additionally, each course description will include a chart indicating the alignment of course objectives, standards (Dixie's, local and national) and class assignments/assessments. The description finishes with an evaluation and recommendations. Syllabi and student artifacts for each course are available for review.

The standards used in the course descriptions represent Dixie's standards, local standards, and national standards for new teachers. Dixie's standards are found in the D.E.S.E.R.T. framework described previously. The national standards most widely recognized by teacher preparation programs across the nation are the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Dixie based its D.E.S.E.R.T. framework on the INTASC standards. Finally, the local school district uses the *Domains of Learning* standards. These, too, are similar to the INTASC standards.

Course Number: EDUC 1010
Course Name: Foundations and Introduction to Education
Credit Hours: 3

Catalog Course Description:

For students pursuing a degree in elementary education or for students who wish to explore the teaching profession. Provides an overview of the vocational aspects of a teaching career including; certification requirements, foundations of education, current and historical issues in education, an overview of current trends in methodology, and classroom management. This class provides students with an opportunity to assess oneself as a prospective teacher. Various teaching methods are used including lecture, cooperative learning strategies, inquiry methods, direct instruction and mastery learning. Class transfers to most teacher education programs in the State of Utah. Course serves as a prerequisite for application to the Dixie State College Elementary Education program. 3 lecture hours per week.

Course Textbook(s): *The Teaching Experience* by Michael L. Henniger (2004 Edition)

Course Purpose and Overview:

Foundations & Introduction to Education is for any student interested in education. The course develops knowledge, skills, disposition and experiences in teaching and an overview of the American educational system. The purpose of the course is to enable students to explore a wide variety of topics and experiences in education so to give an introduction to education. The course fills a pre-requisite for DSC Elementary Education program for the B.S degree and transfers to many other Education programs in the State of Utah. Foundations & Intro to Education is a course designed to provide an opportunity for perspective teachers to investigate education through observations, class discussions, activities, student presentations and a study of historical, philosophical and other related issues influencing education. On completion of this course you will have learned professional and personal characteristics that are useful to teachers. You will know about teacher supply and demands, earnings and benefits. You will have experienced creating and implementing a lesson plan with a group of other students. You will have spent two complete workdays observing and possibly assisting a professional teacher. You will have been exposed to many of the legal and controversial aspects of education and how they impact teaching. One intent of this course is to help you decide if teaching is a career that is suited for you, through providing information, experiences and presentations that give you a taste of what teaching can be like.

Course Alignment between learning goals and objectives, INTASC Standards/Domains of Learning/D.E.S.E.R.T., and assignments/assessments:

Learning Goals & Objectives	10 INTASC Standards/ Domains of Learning/ D.E.S.E.R.T	Assignments/ Assessments
Develop awareness of social issues affecting the schools and to gain appreciation for the cultural diversity in our society.	INTASC #3 Diverse Learners, #10 Collaboration, Ethics, & Relationships Domains of Learning: Domain 4: Professional Responsibilities D.E.S.E.R.T. Diversity Reaching Beyond the Classroom	Readings, class discussions, learning team activities, comprehensive final examination
Be introduced to the historical, philosophical and other related issues influencing education.	INTASC #9 Reflection and Professional Development, #10 Collaboration, Ethics and Relationships Domains of Learning: Domain 1: Planning and Preparation Domain 4: Professional Responsibilities D.E.S.E. R. T. Effectiveness in Teaching	Readings, class discussions, learning team activities, comprehensive final examination
Develop personal philosophy of education.	INTASC #2 Student Learning #9 Reflection and Professional Development Domains of Learning: Domain 1: Planning and Preparation Domain 4: Professional Responsibilities D.E.S.E. R. T. Self-evaluation, Effectiveness in Teaching, Reaching beyond the Classroom	INTASC Standards Activities, submit personal philosophy of education to include perceptions of students, beliefs about teaching and learning, an understanding of knowledge and determining what is worth knowing.
Be introduced to educational views, teaching styles, and school programs and practices.	INTASC #2 Student Learning, #3 Diverse Learners, #4 Instructional Strategies #9 Reflection and Professional Development Domains of Learning: Domain 1: Planning and Preparation Domain 4: Professional Responsibilities D.E.S.E.R.T. Diversity, Effectiveness in Teaching	Readings, class discussions, learning team activities, observation days, observation reports

Obtain information and experiences to decide on a career in teaching	INTASC #2 Student Learning #3 Diverse Learners #4 Instructional Strategies #9 Reflection and Professional Development Domains of Learning: Domain 1: Planning and Preparation Domain 4: Professional Responsibilities D.E.S.E.R.T. Self-evaluation Effectiveness in Teaching, Reaching beyond the Classroom	Readings, class discussions, learning team activities, observation days, observation reports
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Summary:

This course helps students either solidify or alter their decision for teaching as a career.

Evaluation:

With the required 2 full days of classroom observation, students have the opportunity to experience “theory into practice.” Upon completion of this course and assuming quality with the completion of the working portfolio to include submitting a resume, their current philosophy of education and documented application of the 10 INTASC standards, students have a solid foundation for their future education classes and for their future career in education.

Recommendations:

At registration, students need to be aware of the time commitment necessary to fulfill the classroom observations’ requirement. To prevent students and instructors from being overwhelmed at semester end, students should individually submit each portfolio entry rather than at the end of the semester. Instructors could more easily check each resume, philosophy of education and the INTASC standards’ activities. Students would have time to make the necessary corrections and thus have a polished entry for their future portfolios.

Course Number: EDUC 2010
Course Name: Introduction to Exceptional Learners
Credit Hours: 3

Catalog Course Description:

For students interested in the range of unique learning needs of children from learning disabilities to gifted and talented propensities. This course serves as an elective and as a prerequisite for admission into the Dixie State College Elementary Education program. It also is the prerequisite to a subsequent course, EDUC 3900 Education of the Gifted & Talented. This is a lecture, and activity-based class. Upon completion of this course, students will have a basic understanding of the law and identification procedures concerning exceptional learners. Further, students will have a fundamental understanding of how to address the learning needs of children with exceptional abilities and disabilities. This is a prerequisite for admittance to the Dixie State College Elementary Education Program. 3 lecture hours per week

Course Textbook(s): Hallahan, D., & Kauffman, M. (2003). *Exceptional Learners*. 9th ed

Course Purpose and Overview:

Students will develop a personal philosophy regarding the education of exceptional learners, have an opportunity to discuss and exchange ideas, assist class members in acquiring information necessary for understanding the exceptional learners, be familiar with medical, social, psychological, and educational aspects of special education and understand educators’ responsibilities and accountability under Federal and State Regulations and Statutes.

Course Alignment between learning goals and objectives, INTASC Standards/Domains of Learning/D.E.S.E.R.T., and assignments/assessments:

Learning Goals & Objectives	10 INTASC Standards/ Domains of Learning/ D.E.S.E.R.T	Assignments/ Assessments
Develop a personal philosophy regarding the education of exceptional learners.	INTASC #9 Reflection and Professional Development Domains of Learning: Domain 4: Professional Responsibilities D.E.S.E.R.T. Self-Reflection	Readings, class discussions, learning team activities.
Assist class members in acquiring information necessary	INTASC #2 Student Learning,	Each student does a class presentation on one of the

for understanding the exceptional learner.	# 3 Diverse Learners, #10 Collaboration, Ethics and Relationships Domains of Learning: Domain 4: Professional Responsibilities D.E.S.E.R.T. Diversity Reaching Beyond the Classroom	exceptionalities. Each student conducts an interview with a person who works with exceptional populations outside of a school setting. Each student will create an exceptionality file to include classroom interventions and strategies to help these persons learn more effectively.
Understand educators' responsibilities and accountability under Federal and State Regulations and Statutes.	INTASC #3 Diverse Learners, #10 Collaboration, Ethics and Relationships Domains of Learning: Domain 4: Professional Responsibilities D.E.S.E.R.T. Diversity Reaching Beyond the Classroom	Readings, class discussion, learning team activities, case studies

Summary:

The required textbook and embedded assignments in the course objectives help students have a better understanding of the law and how to address the learning needs of children with exceptional abilities and disabilities.

Evaluation:

When a student presents one of the exceptionalities, it serves as an opportunity for researching a topic in greater depth. This helps counter the usual focus on breadth that historically has been the nature of an introductory course. Interviewing a person who works with exceptional populations outside of a school setting expands the student's perspective regarding the needs of the exceptional learners.

Recommendations:

To prevent students and instructors from being overwhelmed at semester end, students should individually submit exceptionality rather than at the end of the semester. Instructors could more easily check each entry for the exceptionality file. Student s would make the necessary corrections and thus have a polished entry for their future portfolios.

Course Number: EDUC 2400

Course Name: Foundations for Multicultural & ESL Education

Credit Hours: 3 credit hours

Course Description:

For students interested in learning foundational aspects of multi-cultural issues and initiatives in English as a Second Language. This class serves as a general interest elective in diversity and as a prerequisite course for admission to the DSC elementary education program. Additionally, the class is the first in a series of course work leading to the State ESL endorsement to the Utah education license. Lectures, discussion, projects, guest speakers and a lab are among the instructional modalities. Upon completion of the course, students will have a basic understanding of the theoretical and foundational underpinnings of multi-cultural education and ESL, better equipping them to accommodate diversity in classrooms.

Course Textbook(s): Human Diversity in Action, Cushner, Kenneth, 4th Ed.

Supplement: Grognet, et. al., Enhancing English Language Learning in Elementary Classrooms, Study Guide

Course Purpose and Overview:

Welcome to a course that focuses on issues related to the changing demographics of this country and their implications for education. The social patterns within the state of Utah and the nation as a whole are undergoing rapid change. Our country began as a haven for early migrations of people from many lands searching for freedom and opportunity. Today, this country is receiving a new influx of immigrants from all continents of the world, producing greater diversity in our citizenry. The past three decades have also witnessed a new sensitivity and accommodation for minority and special populations of US citizens. Such demographic changes produce new challenges for educating our populace. This course is designed to open up this changing world of diversity for students, providing a foundation of understanding in multiculturalism, ESL/bilingualism and inclusion upon which further preparations in elementary education will be developed.

Course Alignment between learning goals and objectives, INTASC Standards/Domains of Learning/D.E.S.E.R.T., and assignments/assessments:

Learning Goals and Objectives	10 INTASC Standards	Domains of Learning	D.E.S.E.R.T.	Assignments/ Assessments
Understand and respect diversity in classrooms and in society as a whole, and use	1 – knowledge of subject matter	1A – knowledge of content & pedagogy	Effective teaching	Chapter reading assignments In-class sharing

appropriate terminology to describe that diversity				
State the Three Principles of ESL instruction and give specific methods for adapting instruction and classrooms to meet multicultural/ESL needs	3 – adapting instruction for individual needs 7 – instructional planning skills	3 - Instruction	Diversity	Integrated lesson
Adapt and present lesson material for LEP students	3 – adapting instruction for individual needs	3B – Student engagement	Diversity	Integrated lesson Practicum opportunities
Understand the barriers to education and employment which arise from intercultural misunderstanding	10 – foster relationships with colleagues, parents, and agencies in the community	4 – professional responsibilities	Reach beyond the classroom	Chapter reading assignments Article response
Students will discuss DIVERSITY in language, culture, and values as related to the increasing mobility and multiculturalism of American society as a whole and of classrooms in particular	3 – adapting instruction for individual needs	3B – Student engagement	Diversity	In-class sharing Class discussion Article response
Students will learn about cultural bias in EVALUATION and learn strategies to make assessments culture-free or culture fair	8 – assessment of student learning	1D - Assessment	Evaluation	In-class sharing Class discussion Article response
Students will engage in SELF-REFLECTION to explore their own attitudes towards various cultures and beliefs with the goal of increased respect for	9 – Professional commitment & responsibility on teaching	4 – professional responsibilities	Self-reflection	Reflective journals

and ability to work with diverse populations				
Students will learn EFFECTIVE TEACHING strategies for integrating ESL children into the classroom and for minimizing cultural barriers to education	9 – Professional commitment & responsibility on teaching	4 – professional responsibilities	Effective teaching	Chapter reading assignments Article response Class discussion Multicultural Fair
Students will learn the importance of REACHING BEYOND THE CLASSROOM to involve parents and ethnic support systems in the acculturation and education of ESL students	10 – foster relationships with colleagues, parents, & agencies in the community	4 – professional responsibilities	Reach beyond the classroom	Practicum opportunities such as volunteer tutoring program at the Shivits Indian Reservation
Students will discuss both the value and limitations of TECHNOLOGY in teaching ESL students as well as specific CLASSROOM MANAGEMENT techniques to increase achievement by diverse student populations	5 – classroom motivation & management skills 6 – communication & technology	3A – Communication & technology	Technology and classroom management	Integrated lesson to include technology components Practicum may include visits to ESL program to learn from ESL teachers

Summary:

This class prepares future teachers for the wide diversity of students that they are certain to meet in their classrooms, schools, and communities. This course provides an opportunity for the students to learn the various forms of human diversity found in today’s schools including nationality, ethnicity, race, religion, gender, class, language, sexual orientation, and ability levels. The course of study has the assumption that it is at the level of the individual teacher where the change that must occur with regard to diversity in schools begins. It assumes that teachers must learn to incorporate issues of diversity in all of their teaching, including, but not limited to their interactions with children, parents, other teachers and the community. Students share their learning of this class through a “cultural fair”

held at the end of the semester. Each group utilizes individual and combined intellect, imagination, and creativity to locate various resources on your chosen ethnic group. The lesson plans are compiled and shared with the class.

Evaluation:

Instructor uses formative assessment to check for understanding during class. Students are required to do an in-class sharing to present information they have gathered on a specific topic with the class. Practicum opportunities are designed for the students to immerse themselves in multicultural situations. A rubric is provided for the class on their cultural fair projects.

Recommendations:

Students have difficulty finding opportunities for practicum. A list of events/happenings in the community may help, even though it should be students' responsibility to search out multicultural events. The instructor may provide opportunities for students to visit people in the community with multicultural experiences or backgrounds.

Course Number: EDUC 3100

Course Name: Curriculum Design, Planning & Assessment

Credit Hours: 3

Course Description:

For education majors. Course teaches principles of curriculum design, planning and assessment for effective instruction. Group work is the primary mode of instruction in the design of units, lessons, and assessment devices. Curriculum materials designed in this class will be used in subsequent practica. Course prepares pre-service teachers for the teaching of content during student teaching. 3 lecture hours per week which include field experience. Practicum required.

Prerequisite: Admission to Dixie State College Elementary Education program

Course Textbook(s): Understanding by Design, Second Edition, Grant Wiggins and Jay McTighe, ASCD 2005

Course Purpose and Overview:

This course focuses on the nature of elementary and middle school curriculum design, instructional methods, and assessment. Curriculum is formally defined as the subjects taught at an educational institution. However the position that seems to make the greatest impact on children and families is one that advocates that curriculum encompasses everything that happens to children. This definition will be the focus in this course. Curriculum design is a purposeful plan of curriculum that best meets the needs of the students, instructional methods are how the curriculum is taught, and assessment is the method used to determine if the students have learned the planned curriculum and objectives. This course is designed to guide your skills in planning and developing curriculum experiences, begin your work in developing curriculum materials and provide an introduction to strategies for curriculum implementation and assessment in the classroom. A practicum experience will provide you with the opportunity to both observe and experiment with those things about which you are learning.

Course Alignment between learning goals and objectives, INTASC Standards/Domains of Learning/D.E.S.E.R.T., and assignments/assessments:

Learning Goals & Objectives	10 INTASC Standards / Domains of Learning / D.E.S.E.R.T	Assignments/ Assessments
An understanding of the nature, sources, forms and structure of elementary school curriculum.	INTASC <ul style="list-style-type: none">• Content Pedagogy• Multiple Instructional Strategies DESERT <ul style="list-style-type: none">• Diversity• Technology	Core Curriculum Assignment Practicum Practicum Reports Quizzes My Ideal Curriculum Package

<p>An understanding of the structure of the core curriculum for the state of Utah.</p>	<p>DESERT</p> <ul style="list-style-type: none"> • Technology • Evaluation 	<p>Core Curriculum Assignment Practicum Reports</p>
<p>Insights into the methods by which children develop knowledge and a basic understanding of how to plan for the unfolding of understanding in learners.</p>	<p>DESERT</p> <ul style="list-style-type: none"> • Effectiveness in Teaching • Self-Reflection • Evaluation • Diversity <p>INTASC</p> <ul style="list-style-type: none"> • Content Pedagogy • Student Development • Diverse Learners • Multiple Instructional Strategies • Planning 	<p>Thematic Unit Outline Lesson Plans Assessment Plan</p>
<p>Gained skills in the processes of thematic instruction by developing a unit with his/her dyad partner or practicum teacher, and teaching lesson plans from the unit in the practicum class.</p>	<p>INTASC</p> <ul style="list-style-type: none"> • Effectiveness in Teaching • Diversity • Technology <p>DESERT</p> <ul style="list-style-type: none"> • Student Development • Diverse Learners • Multiple Instructional Strategies • Communication and Technology • Planning 	<p>Thematic Unit Outline Lesson Plans My Ideal Curriculum Package</p>
<p>An understanding of daily and weekly curriculum planning, including the opportunity to develop a thematic unit that meets the core curriculum requirements of the practicum class.</p>	<p>DESERT</p> <ul style="list-style-type: none"> • Effectiveness in Teaching • Classroom Management • Diversity • Technology <p>INTASC</p> <ul style="list-style-type: none"> • Student Development • Diverse Learners • Multiple Instructional Strategies 	<p>Thematic Unit Outline Lesson Plans Core Curriculum Assignment Practicum Reports My Ideal Curriculum Package</p>

	<ul style="list-style-type: none"> • Communication and Technology • Planning 	
Insights into packaged curriculum programs and guides and how to modify them to meet the needs of learners.	<p>DESERT</p> <ul style="list-style-type: none"> • Self-Reflection • Evaluation • Diversity <p>INTASC</p> <ul style="list-style-type: none"> • Student Development • Diverse Learners • Multiple Instructional Strategies 	<p>Thematic Unit Outline</p> <p>Lesson Plans</p> <p>Practicum Reports</p> <p>My Ideal Curriculum Package</p>
Examined the roles of the environment in learning and adapted these principles in his/her planning.	<p>DESERT</p> <ul style="list-style-type: none"> • Classroom Management • Self-Reflection • Diversity <p>INTASC</p> <ul style="list-style-type: none"> • Multiple Instructional Strategies • Motivation and Management • Planning 	<p>Practicum</p> <p>Quizzes</p> <p>My Ideal Curriculum Package</p>
Analyzed the types of curriculum materials used in classroom activities and begun the development of lesson material files for the future.	<p>DESERT</p> <ul style="list-style-type: none"> • Self-Reflection • Evaluation • Diversity <p>INTASC</p> <ul style="list-style-type: none"> • Content Pedagogy • Multiple Instructional Strategies • Planning 	<p>Thematic Unit Outline</p> <p>Lesson Plans</p> <p>Core Curriculum Assignment</p> <p>Practicum Reports</p> <p>My Ideal Curriculum Package</p>
Learned basic learning/teaching strategies involved in curriculum implementation.	<p>DESERT</p> <ul style="list-style-type: none"> • Effectiveness in Teaching • Diversity <p>INTASC</p> <ul style="list-style-type: none"> • Content Pedagogy • Multiple Instructional Strategies 	<p>Thematic Unit Outline</p> <p>Lesson Plans</p> <p>Practicum</p> <p>My Ideal Curriculum Package</p>

Understood and observed various modes of effectively assessing development and learning.	DESERT <ul style="list-style-type: none"> • Self-Reflection • Evaluation • Diversity • Content Pedagogy • Diverse Learners • Multiple Instructional Strategies 	Assessment Plan Practicum Practicum Reports Quizzes My Ideal Curriculum Package
Participated in an elementary school classroom—observing, helping, teaching and planning with the teacher.	DESERT <ul style="list-style-type: none"> • Effectiveness in Teaching • Reaching Beyond the Classroom • Classroom Management • Diversity • Diverse Learners • Multiple Instructional Strategies • Motivation and Management 	Thematic Unit Outline Lesson Plans Practicum Practicum Reports

Summary:

The class is to teach overall curriculum design, planning and assessment skills. The class has had a change of textbook every year of the program. We are now using the Understanding by Design textbook and training program. This is the adopted program of the Washington County School District and the district administrators are very much in support of us using this program.

The student sample work is a culminating assignment in the class and is a plan for curriculum including core objectives, assessment plans, classroom management plans, and a thematic unit outline and lesson plans.

Evaluation:

This course needs more stability in textbook used and instruction. The student sample is a good representation of the class objectives.

Recommendations:

- Stay with the same textbook and instructors to build the class in depth.
- Continue to work with the school district in ensuring the program prepares students for the current teaching profession.

- Survey the program's graduates to see what was effective and what may have helped them more in curriculum design, assessment and planning.

Course Number: EDUC 3110
Course Name: Educational Psychology
Credit Hours: 3

Catalog Course Description:

For education majors, discusses the relationship of psychology and education in terms of learning, motivation and memory. Lectures and project-oriented assignments enable students to solve teaching and learning problems that may arise in the classroom. Class prepares pre-service teachers to infuse principles of educational psychology into all aspects of their teaching and organizational practice. 3 lecture hours per week.

Course Textbook(s): *Educational Psychology* by Anita M. Woolfolk (9th edition)

Course Purpose and Overview:

Educational psychology is concerned primarily with how learning and teaching work in harmony with one another. The psychology of individuals and groups of students including: motivation, needs and values, physiology of sensation, memory and anxiety in the classroom are of interest to educational psychologists. In addition, educational psychology explores how teachers behave in classrooms and what sorts of environments are conducive to optimal learning. Becoming an effective teacher is a process that is both an art and science. Educational psychology is the study of those processes and has as its central focus a simple question: “What makes learning better?”

Course Alignment between learning goals and objectives, INTASC Standards/Domains of Learning/D.E.S.E.R.T., and assignments/assessments:

Learning Goals and Objectives	INTASC Standards/ Domains of Learning/ D.E.S.E.R.T	Assignments/ Assessments
Articulate the purposes and goals of educational psychology and explain the main methods by which the field studies educational phenomenon.	INTASC #2 Student Learning, #4 Instructional Strategies, #5 Learning Environment Domains of Learning: Domain 1: Planning and Preparation D.E.S.E.R.T. Effectiveness in Teaching, Evaluation	Textbook reading, classroom discussion, learning team activities, weekly quiz, comprehensive final examination.
Compare/contrast various views of learning including: behavioral, cognitive and social.	INTASC #2 Student Learning, #4 Instructional Strategies, #6 Communication, #7 Planning Instruction,	Research paper and classroom presentation on Educational Theorist to include demographics, impact on life in the classroom, conclusion.

	<p>#9 Reflection and Professional Development</p> <p>Domains of Learning: Domain 1: Planning and Preparation; Domain 3: Instruction; Domain 4: Professional Responsibilities</p> <p>D.E.S.E.R.T. Diversity, Effectiveness in Teaching, Evaluation, Self-Reflection, Technology and Classroom Management</p>	<p>Presentation will be evaluated by instructor and peers.</p>
<p>Examine both sides of a controversial, education topic.</p>	<p>INTASC #6 Communication, #9 Reflection and Professional Development, #10 Collaboration, Ethics and Relationships</p> <p>Domains of Learning: Domain 1: Planning and Preparation; Domain 3: Instruction Domain 4: Professional Responsibilities</p> <p>D.E.S.E.R.T. Evaluation, Reaching beyond the Classroom</p>	<p>Learning team activities, in class debate. For debate, students will be evaluated based on their accurate scoring of their peers. For example, were the arguments based on data or emotions?</p>

Summary:

This course is designed to give pre-service teachers the background and tools to help resolve the many questions and dilemmas inherent in being an educator. For students to become predisposed towards the study of educational psychology, they must first see themselves as learners in the educational process. Secondly, they must begin to question both the notion of learning and the processes that take place toward that end.

Evaluation:

When students research and present a developmental theorist, they have the opportunity to explore effective teaching and to create environments that are conducive to optimal learning. Participating in the group debate on a controversial educational topic provides the students the opportunity to build

their knowledge base so that they can better respond when faced with these issues during their teaching career. As a result of these activities, the students are discovering “what makes learning better?”

Recommendations:

As with any survey type course, there’s a tendency for breadth rather than depth. To help narrow the course’s focus, collaborate with various stakeholders to determine what needs to be eliminated and/or expanded. While seeing themselves as learners in the process, students need to effectively give and receive feedback. Peer evaluations are used to rate the students’ performance on class projects. Instructors need to teach students how to fairly assess their peers rather than allow students to give generalized praise or to assign low marks without attendant comments for how to improve.

Course Number: EDUC 3250
Course Name: Effective Classroom Management
Credit Hours: 3

Course Description:

Effective Classroom Management: For education majors. Class develops effective managerial skills germane to the teaching profession including; active listening skills, classroom rule-making procedures, grading rubrics, presentation preparation, and seat arrangements. Lecture, guest presenters provide ideas for students to develop their own comprehensive management plan complete with samples of communication/management strategies to prepare students to be active participants in the learning process. 3 lecture hours per week which include field experiences. Practicum required.

Course Textbook(s): Wong & Wong, *The First Days of School*, 3rd ed.
 Charles, *Building Classroom Discipline*, 8th ed.

Course Alignment between learning goals and objectives, INTASC Standards/Domains of Learning/D.E.S.E.R.T., and assignments/assessments:

Learning Goals & Objectives	INTASC Standards / Domains of Learning / D.E.S.E.R.T	Assignments/ Assessments	Artifacts
Students will study, observe and practice the managerial skills germane to teaching	<p>INTASC: #5, The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.</p> <p>D.E.S.E.R.T.: #T — Technology and Classroom Management</p>	<ul style="list-style-type: none"> • College instructor models and discusses classroom managerial strategies – attention signaling, proximity management, etc. • Students study text information and examples of managerial strategies, and then demonstrate them in classroom presentations. • Students practice managerial strategies during practica and report on their experiences via Practicum Journal Notes (see attached examples) 	<ul style="list-style-type: none"> • Practicum journal reports with examples of use of classroom management strategies • Student made handout(s) from group presentations on management theory

<p>Students will study the importance of active listening skills, will observe those skills in the classroom, and then will practice promoting active listening skills in their practica.</p>	<p>INTASC: #5, #6, D.E.S.E.R.T.: #R</p>	<ul style="list-style-type: none"> • College instructor explains active listening skills and then models during student presentations. • Students practice active listening skills during class and promote them during practica. • College instructor observes students in practica and gives feedback on ability/skills for maintaining active listening in the classroom. 	<ul style="list-style-type: none"> • Feedback form from observation of students in practicum situation
<p>Students will study and experience classroom rule-making procedures, then will create plans for doing so in their future classrooms.</p>	<p>INTASC: #5, #6, #7 D.E.S.E.R.T.: #D, #E2, #T</p>	<ul style="list-style-type: none"> • College instructor models rule-making procedures and discusses them with the class. • Students study and discuss text examples of rule making. • Students create their own list of desired classroom rules as part of their classroom management plan. 	<ul style="list-style-type: none"> • List of student-created classroom rules
<p>Students will learn about grading rubrics and will practice creating them.</p>	<p>INTASC: #8 D.E.S.E.R.T.: #E1</p>	<ul style="list-style-type: none"> • College instructor explains and models grading rubrics. • Students create grading rubrics for sample lessons. 	<ul style="list-style-type: none"> • Student created grading rubric
<p>Student groups will each study one classroom management theory in detail and will present</p>	<p>INTASC: #1, #3, #4, #5, #6, #7, #9 D.E.S.E.R.T.: #E2, #T</p>	<ul style="list-style-type: none"> • College instructor models classroom presentation strategies. • Student groups practice quality 	<ul style="list-style-type: none"> • Observation form from student presentation during practicum

that theory to fellow students.		<p>classroom presentation in class.</p> <ul style="list-style-type: none"> • Students do brief lesson presentations during practica. 	
Students will study theory and reasoning behind pupil seating and classroom arrangements, then will create individual classroom layouts reflecting application of that theory.	<p>INTASC: #5, #7, #9</p> <p>D.E.S.E.R.T.: #E2, #T</p>	<ul style="list-style-type: none"> • College instructor models and discusses classroom seating arrangements with students. • Students study the rationale behind various seating arrangements. • Students create a classroom environment plan with a rationale for seating and materials arrangement. 	<ul style="list-style-type: none"> • Student created classroom layout plan
Students will study and observe a variety of classroom management plans, then they will create individual comprehensive management plans.	<p>INTASC: #5, #6, #7, #9, #10</p> <p>D.E.S.E.R.T.: #D, #S, #E2, #R, #T</p>	<ul style="list-style-type: none"> • College instructor explains and students study various classroom management plans in their texts. • Students create a comprehensive classroom management plan for their future classrooms. 	<ul style="list-style-type: none"> • Student created classroom management plan

Summary:

This is a very practical course for students where they study the major theories of classroom management, see management practices being implemented during practica, and then formulate personal classroom management plans for themselves. The textbooks present a very comprehensive review of classroom management theories and practices.

Evaluation:

Although this course is very thorough, the fact that it is taught during the junior year means some theoretical knowledge has faded by the time students face student teaching. It would be unwise to move this course to the Senior year because the classroom management skills are needed during practica. To obviate any potential gap, a review of classroom management theories has been added to the Capstone Seminar.

Recommendations:

Other education courses could reinforce classroom management skills by suggesting strategies pertinent to specific disciplines, i.e. management during science labs, center time, etc.

Course Number: EDUC 3300
Course Name: Reading Comprehension/Literacy Development
Credit Hours: 3

Catalog Course Description:

For education majors. Discusses methods, materials and strategies to help students become independent readers. Explains the balanced literacy model and utilizes children’s literature as a pre-eminent vehicle for reading instruction. Practica hours in a school setting require student to administer and evaluate a reading assessment. 3 lecture hours per week which include field experiences. Practicum required.

Course Textbook(s):

Reutzel, D.R., & Cooter, R.B., Jr., (2004). *Teaching children to read: Putting the pieces together* (4th edition). Upper Saddle River, NJ: Merrill Prentice Hall.

Course Purpose and Overview:

This is an upper division course for Education majors. In this course we discuss methods, materials, and strategies for teaching children to become independent readers. We learn about research-based comprehensive reading instruction and become familiar with the state core curriculum. Students will be required to participate in a school practicum where they will observe and participate. They will be required to observe and teach reading lessons in a small group setting, as well as administer and score a reading assessment.

Course Alignment between learning goals and objectives, INTASC Standards/Domains of Learning/D.E.S.E.R.T., and assignments/assessments:

*The teacher standards from the International Reading Association are also provided for the literacy methods course.

Learning Goals and Objectives	INTASC Standards/ Domains of Learning/ D.E.S.E.R.T	IRA Standards	Assignments/ Assessments
List the major theories and methods of reading instruction as well as the pros and cons of each method	INTASC #1 Content Pedagogy; #2 Student Development #5 Reflective Practice Domains of Learning #1 Planning & Preparation D.E.S.E.R.T. Self-Reflection Effectiveness in Teaching	Standard I Foundational Knowledge	Final Exam, Literacy Autobiography, Book Report

Describe comprehensive reading instruction	INTASC #1 Content Pedagogy; #2 Student Development #3 Diverse Learners #5 Motivation & Management #7 Planning #8 Assessment Domains of Learning #1 Planning & Preparation #2 The Classroom Environment D.E.S.E.R.T. Effectiveness in Teaching Diversity Evaluation	Standard I Foundational Knowledge Standard IV Creating a literate environment	Final Exam, Practicum Chats, ESL Observation & Report, Book Report
Plan, implement and reflect on effective reading instruction	INTASC #1 Content Pedagogy #2 Student Development #3 Diverse Learners #5 Motivation & Management #7 Planning #8 Assessment #9 Reflective Practice Domains of Learning #1 Planning & Preparation #2 The Classroom Environment #3 Instruction Professional Responsibilities D.E.S.E.R.T. Effectiveness in Teaching Diversity Evaluation		Guided Reading Lessons
Describe the six traits of writing and plan instruction to develop these traits in students	INTASC #1 Content Pedagogy #2 Student Development #3 Diverse Learners #4 Multiple Instructional Strategies #7 Planning Domains of Learning Planning and Preparation	Standard I Foundational Knowledge Standard II Instructional Strategies and Curriculum Materials	Final Exam, Book Report

	Instruction D.E.S.E.R.T Diversity Effectiveness in Teaching		
Administer and score a reading assessment and analyze results to inform instruction	INTASC #7 Planning #8 Assessment Domains of Learning Planning and Preparation Professional Preparation D.E.S.E.R.T Diversity Evaluation Self-Reflection	Standard I Foundational Knowledge Standard III Assessment, Diagnosis and Evaluation	Running Records, Book Report, Final Exam

Summary:

This class prepares students to teach 1-8 grade children to read and write. Through a study of theory and practice, the students learn how to address the developmental and diverse needs of their students as they acquire literacy knowledge and skills.

Evaluation & Recommendations:

EDUC 3300 provides preparation for the instruction and assessment of the major areas of literacy instruction: phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and spelling. The practicum that is attached to the class provides a place for the students to see the concepts learned in action. In addition, the students have an opportunity to practice some of the skills they learned on campus. The students are prepared in Balanced Literacy, the literacy framework of Washington School District, where the majority of our students find jobs. Additionally, the literacy specialist from the school district has provided instruction on the districts writing framework and expectations. The students also become familiar with Utah State’s Core Curriculum in literacy. They are required to reference the objectives from the core curriculum for each literacy lesson they plan. The students become familiar with running records, a major assessment tool in most of the schools in Utah, as well as across the nation.

After review, the class needs more integration of technology, both in regards to skills as well as literacy software. Additionally, there is an enormous amount of knowledge and skills introduced into the class. Because of time constraints, some of the information does not go beyond an exposure level. The national standards suggest that teacher preparation programs provide 15 credit hours of literacy methods courses. Because of the uniqueness of our program (inclusion of the ESL endorsement), 15 credits of instruction are not possible. However, some of the literacy concepts and skills are included in the ESL classes, as well as the Social Studies class. Therefore, it necessary for there to be regular curriculum mapping between these courses to make sure there is an efficient use of class time and minimum overlapping of instruction. This will allow more concepts to be covered in-depth.

Course Number: EDUC 3410
Course Name: Language Acquisition/Cognition ESL
Credit Hours: 3

Course Description:

For education majors. This course is for the ESL endorsement. The course examines the complex interconnected set of variables that interact in second language acquisition. Second language learning involves complex interactions between the individual and the circles of influence with whom the person engages. The course examines each of these factors and how they work together to foster or inhibit successful language learning and thinking in the classroom. The emphasis is on second language learning. Three lecture hours per week that include field experiences. Practicum required.

Course Textbook(s):

Brown and Attardo, *Understanding Language Structure, Interaction, and Variation*.

TESOL, Inc., *ESL Standards for Pre-K-12 Students*

Course Purpose and Overview:

Building on information learned in the Foundations, Multicultural Foundations, and Exceptional Learners course which students have previously taken which have guided their examination of diversity and the field of education in general, this course will help students examine the linguistic side of diversity as the nature of both First Language Acquisition and Second Language Acquisition is explored. This is the second course in the ESL endorsement sequence.

Because of the material examined, this course will be somewhat technical in nature – a new field of instruction with its own terminology and ideology. While some teaching methods will be examined, this course is designed to set a theoretical foundation for the ESL pedagogy that follows in later coursework. Students will be introduced to many new terms and concepts. Knowing definition and the concepts they represent will be important. Knowing acronyms and theories will also be imperative. Principles that relate to language and the dynamics of how it is acquired and used by individuals in a culture will be examined. Also, a number of techniques for handling language in the classroom are explored.

There is a difference between knowing about something and knowing the things itself. In this class, students will go beyond knowing about things and focus on gaining an understanding of the concepts and theories related to the ESL world and their implications for teaching methodology.

Course Alignment between learning goals and objectives, INTASC Standards/Domains of Learning/D.E.S.E.R.T., and assignments/assessments:

Learning Goals and Objectives	INTASC Standards / Domains of Learning / D.E.S.E.R.T	Assignments/ Assessments
Acquired an understanding of language, its relationship to cognition and lateral thinking and how it is learned and utilized in human behavior	INTASC #1 Content Pedagogy #3 Diverse Learners Domains of Learning Planning and Preparation D.E.S.E.R.T. Diversity	Theorist Paper Daily Quizzes Discussion Chapters
Understood various theories of both first and second language acquisition in children and adults and the challenges involved in each.	INTASC #1 Content Pedagogy #3 Diverse Learners Domains of Learning Planning and Preparation D.E.S.E.R.T. Diversity	Daily Quizzes Final Exam Theorist Paper
Examined accepted theories of learning and teaching and their relationship to learning and utilizing both first and second languages	INTASC #1 Content Pedagogy #3 Diverse Learners Domains of Learning Planning and Preparation D.E.S.E.R.T. Diversity	Daily Quizzes Theorist Paper Final Exam Lesson Plan
Gained insights into the interface between language and culture and the school's role in exploring both with its clientele	INTASC #1 Content Pedagogy #3 Diverse Learners Domains of Learning Planning and Preparation D.E.S.E.R.T. Diversity	Practicum Reports
Been exposed to the history and politics of language and application for learning it in the classroom	INTASC #1 Content Pedagogy #3 Diverse Learners Domains of Learning Planning and Preparation D.E.S.E.R.T. Diversity	Practicum Notes Daily Quizzes

<p>Learned a new language of linguistics and the world of ESL with their definitions, concepts, theories and acronyms</p>	<p>INTASC #1 Content Pedagogy #3 Diverse Learners Domains of Learning Planning and Preparation D.E.S.E.R.T. Diversity</p>	<p>Theorist Paper Daily Quizzes Final Exam</p>
<p>Gained insights into the application of theory through observations in an ESL classroom</p>	<p>INTASC #1 Content Pedagogy #3 Diverse Learners #9 Reflective Practice Domains of Learning Planning and Preparation Professional Responsibilities D.E.S.E.R.T. Diversity Effectiveness in Teaching Self-Reflection</p>	<p>Practicum Reports Field Observation Report</p>
<p>Understood the dynamics of communicative competence and how it develops within a classroom</p>	<p>INTASC #1 Content Pedagogy #3 Diverse Learners #6 Communication & Technology Domains of Learning Planning and Preparation D.E.S.E.R.T. Diversity</p>	<p>Field Observation Report Lesson Plan</p>
<p>Reflected on his or her life as it relates to the issues pursued In this course</p>	<p>INTASC #1 Content Pedagogy #3 Diverse Learners #9 Reflective Practice Domains of Learning Planning and Preparation Professional Responsibilities D.E.S.E.R.T. Diversity Self-Reflection</p>	<p>Weekly Journal Entries</p>
<p>Developed the beginnings of a personal theory of language acquisition and how to address it in the classroom.</p>	<p>INTASC #1 Content Pedagogy #3 Diverse Learners Domains of Learning Planning and Preparation</p>	<p>Weekly Journal Entries Practicum Reports</p>

	D.E.S.E.R.T. Diversity Effectiveness in Teaching	
Demonstrated the ability to work effectively as a team member in a cooperative learning environment	INTASC #9 Reflective Practice #10 School and Community Involvement Domains of Learning Planning and Preparation Professional Responsibilities D.E.S.E.R.T. Reaching Beyond the Classroom	Classroom Participation

Summary:

This course addresses L1 and L2 language acquisition. It examines how the theories of L1 and L2 is acquired in children and adults and the challenges of both.

Evaluation and Recommendations:

The course helps the students understand the theories of language acquisition and how they can support ELL children in their acquisition of English. However, the textbook currently being used is more of a linguistic focus and less on language acquisition. Therefore the instructors have to supplement with a substantial amount of other resources. Another strength of the class was the practicum. It supported the instruction and provided students an opportunity to observe communicative competence and how it develops within a classroom.

Course Number: EDUC 3420
Course Name: Assessment for ESL and Curriculum Development
Credit Hours: 3

Course Description:

For education majors. This course is for the ESL Endorsement. The course is designed to further develop understanding of both traditional and current identification and assessment practices in bilingual and ESL education. This course is also designed to develop methods and techniques for language, academic assessment, and subsequent placement of linguistically diverse students in English and the native language. Three lecture hours per week which include field experience. Practicum required.

Course Textbook(s):

Multiple resources utilized.

Course Purpose and Overview:

As students move into their final year of preparation, classes move toward a blend of practical experiences along with the theoretical foundations upon which they are build. This course will focus on both. During class time, assessment strategies that address the spectrum of curriculum assessment will be explored. Into that context will be placed specific strategies related to ESL settings and educational activities. ESL assessments are woven throughout mainstream assessment activities occurring within a classroom. The practicum is designed to provide many insights into assessment of L2 learners.

Course Alignment between learning goals and objectives, INTASC Standards/Domains of Learning/D.E.S.E.R.T., and assignments/assessments:

Learning Goals and Objectives	INTASC Standards/ Domains of Learning/ D.E.S.E.R.T	Assignments/ Assessments
Acquired an understanding of the role of assessment in the educational process and how it relates to both mainstream and second language curricula	INTASC #1 Content Pedagogy #3 Diverse Learners #8 Assessment Domains of Learning Planning and Preparation D.E.S.E.R.T. Diversity Evaluation	Professional Growth Statement Chapter Notes Final Exam
An understanding of a variety of assessment strategies including	INTASC #1 Content Pedagogy	Reflection Sheets Chapter Notes

both formative and summative assessment processes	#3 Diverse Learners #8 Assessment Domains of Learning Planning and Preparation D.E.S.E.R.T. Diversity Evaluation	Assessment Matrix Final Exam
Skills in creating a variety of assessment strategies followed by learning activities that address their results	INTASC #1 Content Pedagogy #3 Diverse Learners #4 Multiple Instructional Strategies #7 Planning #8 Assessment Domains of Learning Planning and Preparation D.E.S.E.R.T. Diversity Evaluation Effectiveness in Teaching	Reflection Sheets Chapter Notes Practicum
A knowledge of instruments that are used in assessing ESL students and experience in applying these to the diagnostic processes in the classroom	INTASC #1 Content Pedagogy #3 Diverse Learners #8 Assessment Domains of Learning Planning and Preparation D.E.S.E.R.T. Diversity Evaluation	Group Chapter Presentation Practicum Chapter Notes Final Exam
Developed a portfolio with a second language learner in his/her classroom	INTASC #1 Content Pedagogy #3 Diverse Learners #8 Assessment Domains of Learning Planning and Preparation D.E.S.E.R.T. Diversity Evaluation	Case Study
Attended school district in-service sessions addressing ESL assessment concerns if available	INTASC #1 Content Pedagogy #8 Assessment #10 School and Community Involvement Domains of Learning Planning and Preparation	Case Study Practicum

	Professional Responsibilities D.E.S.E.R.T. Diversity Evaluation Reaching Beyond the Classroom	
Followed an ESL child through the diagnostic, planning and implementation sequence in a classroom under the direction of the classroom teacher	INTASC #1 Content Pedagogy #3 Diverse Learners #8 Assessment Domains of Learning Planning and Preparation D.E.S.E.R.T. Diversity Evaluation	Case Study Practicum
Gained experience in placing linguistically diverse children in settings based on assessment findings	INTASC #1 Content Pedagogy #3 Diverse Learners #8 Assessment Domains of Learning Planning and Preparation D.E.S.E.R.T. Diversity Evaluation	Case Study Practicum
Demonstrated the ability to work effectively as a team member in cooperative learning environment	INTASC #9 Reflective Practice: Professional Growth Domains of Learning Professional Responsibilities D.E.S.E.R.T. Reaching Beyond the Classroom	Class Participation Practicum

Summary:

This class provides an understanding of a variety of assessment strategies that include both formative and summative assessment processes. Although this is designated as an assessment class for ESL, the principles of assessment learned are appropriate for all students.

Evaluation and Recommendations:

This course prepares the students with the knowledge of instruments to be used assessing ESL students. The case study, particularly, requires the students to use their learning from the class in an authentic instructional setting. They develop a understanding of the value of assessment in relation to instructional planning.

Although the current textbook provides some good knowledge of general assessment principles, it is an expensive text and does not focus on ESL students specifically. Since this course is focused on assessment for ESL, another text may be more appropriate. One possibility is *Authentic Assessments for English Language Learners* by J. Michael O'Malley and Lorraine Valdez Pierce. This is a textbook currently being used by Washington County School District, as well as other districts in the State of Utah. The general assessment could be used as a supplemental text. Perhaps several copies could be purchased by the department and kept in the classroom for use in all classes that address assessment.

Course Number: EDUC 3500
Course Name: Methods in PE & Movement
Credit Hours: 2

Course Description:

For education majors. Prepares pre-service teachers to integrate movement as well as physical education instruction into their classrooms. Units, lessons, and strategies for organizing such curricula are developed. Students teach components of the curriculum they develop to elementary children. Pre-service teachers gain experience in implementing aspects of dance, movement, drama, and P.E. in elementary classrooms. 2 lecture hours per week which include field experience. Practicum required. *Prerequisite: Admission to Dixie State College Elementary Education program*

Course Textbook(s): None

Course Purpose and Overview:

EDUC 3500, Methods in PE & Movement is for the DSC Elementary Education student. The course develops knowledge, skills, disposition and methods in teaching PE and movement to children. The purpose of the course is to enable prospective teachers to plan and implement physical fitness activities for elementary aged children. In addition the course develops an awareness of how to instill the value of a healthy lifestyle in children. The course fills a requirement for DSC Elementary Education program for the bachelor’s degree and the State of Utah Education licensure.

Course Alignment between learning goals and objectives, INTASC Standards/Domains of Learning/D.E.S.E.R.T., and assignments/assessments:

Learning Goals & Objectives	INTASC Standards / Domains of Learning / D.E.S.E.R.T	Assignments/ Assessments
Utilize methods to teach quality physical education in the elementary school setting.	DESERT <ul style="list-style-type: none"> • All DESERT INTASC <ul style="list-style-type: none"> • Multiple Instructional Strategies • Motivation and Management • Communication and Technology • Planning 	Practicum Presidential Fitness Unit & Lesson Plans PE Skills Unit & Lesson Plans
Identify potential relationships between the goals of physical	DESERT <ul style="list-style-type: none"> • All DESERT INTASC	Your Style Project Practicum PE Self-Evaluation & Plan

education and those of the broader field of education.	<ul style="list-style-type: none"> • Content Pedagogy • Student Development • Planning 	Presidential Fitness Unit & Lesson Plans
Value the role that physical education can make in the psychomotor, cognitive, and affective development of all children.	DESERT <ul style="list-style-type: none"> • Diversity INTASC <ul style="list-style-type: none"> • Student Development • Motivation and Management • Reflective Practice 	Your Style Project PE Self-Evaluation & Plan PE Skills Unit & Lesson Plans
Identify appropriate physical education methods, materials, activities and learning environments for use with elementary students.	DESERT <ul style="list-style-type: none"> • All DESERT INTASC <ul style="list-style-type: none"> • Content Pedagogy • Multiple Instructional Strategies • Communication and Technology • Planning 	Practicum Presidential Fitness Unit & Lesson Plans PE Skills Unit & Lesson Plans

Summary:

The class is to teach methods for PE & Movement as an introduction to teaching methods, thematic unit and lesson planning. There is no textbook at this time in the course.

The student sample is a plan for PE instruction in the student’s future classroom.

Evaluation:

The course does a nice job of introducing the juniors to methods, but needs more structure and could benefit from a textbook.

The course assignments demonstrate the courses objectives.

Recommendations:

- Use a textbook.
- Get a departmental list of methods, thematic unit and lesson plan formats that would build on each other.
- Possibly combine the class with Healthy Lifestyles and increase to 3 credits.

Course Number: EDUC 3600
Course Name: Healthy Lifestyles
Credit Hours: 2

Course Description:

For education majors. This course is part of the B.S. in Elementary Education. The course examines the Utah State Healthy Lifestyles curriculum from grades K-8. It focuses on the design of lessons/units for infusing Healthy Lifestyle curriculum into all aspects of elementary education including character education and service learning. Presentation of student created curriculum will be the primary means of instruction culminating in the development of a professional portfolio artifact. Prepares pre-service teachers to implement Healthy Lifestyle curriculum as set forth by U.S.O.E. standards. 2 lecture hours per week.

Course Textbook(s): USOE health curriculum online and UEN lessons online

Course Alignment between learning goals and objectives, INTASC Standards/Domains of Learning/D.E.S.E.R.T., and assignments/assessments:

Learning Goals & Objectives	INTASC Standards Domains of Learning / D.E.S.E.R.T	Assignments/ Assessments	Artifacts
Students will study the Utah State Healthy Lifestyles curriculum and create a Healthy Lifestyles related portfolio piece.	INTASC: #7 D.E.S.E.R.T.: #E1, #E 2	<ul style="list-style-type: none"> Individual students present a Healthy Lifestyle mini lesson from the Utah State curriculum and create a portfolio piece from the lesson plan, visual aids and products. 	<ul style="list-style-type: none"> Copy of student created mini lesson handout
Students will design lessons that infuse the Healthy Lifestyles curriculum into all aspects of Elementary Education.	INTASC: #1,#2,#3,#4,#7,#8 D.E.S.E.R.T.: #D, #E2	<ul style="list-style-type: none"> Students create a resource binder of Healthy Lifestyles curriculum and supporting information for use in their future classrooms. 	<ul style="list-style-type: none"> Borrowed student Healthy Lifestyles binder
Students will present Healthy Lifestyles curriculum of their	INTASC: #1,#3,#4,#5,#6	<ul style="list-style-type: none"> Student groups research and present the 7 areas of 	<ul style="list-style-type: none"> Handout from student presentation

own creation.	D.E.S.E.R.T.: #E2, #T	Healthy Lifestyle curriculum to the rest of the class using visual aids and other good teaching techniques.	
Students will research and share strategies for involving their pupils' families in Healthy Lifestyles.	INTASC: #10 D.E.S.E.R.T. #R	<ul style="list-style-type: none"> Students research and write a paper on strategies for getting parents and families to support Healthy Lifestyles strategies in the home. 	<ul style="list-style-type: none"> Copy of student created Family Strategies paper
Students will make a personal health goal and reflect on their progress toward achieving that goal.	INTASC: #1, #9 D.E.S.E.R.T.: #S, #R	<ul style="list-style-type: none"> Students create a personal Healthy Lifestyle goal at the beginning of the term and reflect on their progress toward that goal at the end of the term. 	<ul style="list-style-type: none"> Goals are private so no artifact is available

Summary:

This course provides the students with knowledge of the Utah Healthy Lifestyles curriculum, experience in presenting the information, and a fund of lessons and materials to use when they are in the classroom.

Evaluation:

All ten INTASC standards and all five D.E.S.E.R.T. standards are addressed in this course. Students have reported that they are well prepared to teach the Healthy Lifestyles curriculum upon completion of the course.

Recommendations:

Continue to monitor changing Utah State standards for Healthy Lifestyles curriculum and make sure the course stays up to date.

Course Number: EDUC 3900
Course Name: Education of the Gifted and Talented
Credit Hours: 3 credit hours

Course Description:

Investigates the nature and pre-disposition of gifted and talented learners. Methods and materials for effective instruction with this population are presented and developed through lecture and demonstration. Students should be prepared to identify and prepare for accelerated learners in the context of their prospective classrooms. A portfolio of methods and materials for gifted learners is a competency of the course.

Course Textbook(s): Clark, Barbara. (2002). Growing Up Gifted. 6th ed. Upper Saddle River, NJ: Prentice-Hall.

Course Purpose and Overview:

EDUC 3900 is designed to give pre-service teachers a background in the emotional, intellectual, and social needs of gifted learners. The field of gifted education is vaster than can be included in a semester-long course. Background information will be discussed in 4 distinct areas and each area will have a focus assignment. The four main areas this course considers are: Who are the gifted, what is meant by creativity, strategies for teaching gifted students, and school based and other programs for the gifted. This course also has a practicum component that allows pre-service candidates to interact with students who have advanced capabilities. This experience allows for a transfer of lecture concepts and discussion to be observed and/or taught in a school setting.

Course Alignment between learning goals and objectives, INTASC Standards/DomainS of Learning/D.E.S.E.R.T., and assignments/assessments:

Learning Goals & Objectives	INTASC Standards	Domains of Learning	D.E.S.E.R.T.	Assignments/ Assessments
Understand various ways of identifying gifted learners	1 - knowledge of subject matter	1A - knowledge of content & pedagogy	Effectiveness in teaching	Bi-weekly response sheets In-class sharing
Discuss such issues as equity, fairness, and other pertinent rationale for gifted education	1 – knowledge of subject matter 3 – adapting instruction for individual needs	3C - diversity	Self-evaluation	Article responses Bi-weekly response sheets In-class sharing

Articulate some of the emotional, social, intellectual, and physical needs of the gifted	2 - knowledge of human development and learning	3B – student engagement 3C - diversity	Diversity	Bi-weekly response sheets In-class sharing Article responses Gifted characteristic summary
Design curriculum for gifted learners	7 – instructional planning skills	3C – diversity 1B – instructional planning 1C – instructional design	Effectiveness in teaching	Practicum – activities for gifted students
Be empathetic toward the needs of gifted learners via insights gained through reading and through school-based experiences	4 – multiple instructional strategies 8 – assessment of student learning	3B – student engagement 1D – assessment	Effectiveness in teaching	Practicum – identify gifted students using various methods
Take an advocacy stance for high ability learners in terms of school-wide or community-based support	9 – professional commitment & responsibility reflects on teaching	4A – parent & community involvement 4B - professionalism	Reaching beyond the classroom	Advocacy letter
Utilize elements of creativity for purposes of instruction and assessment of learning in the regular classroom	8 – assessment of student learning	2C – creating a positive learning environment 4C - reflection	Effectiveness in teaching	In-class sharing Practicum project 1 – identify gifted students Practicum project 2 – conduct classes for gifted students
Plan for creative expression in the classroom	4 – multiple instructional strategies	1B - instructional planning	Evaluation	Creativity Fair

Use WebCT as the technology tool/use technology components to enhance learning	6 – communication and technology	1B - instructional planning 1C – instructional design	Technology	Posting assignment on WebCT Using technology and search for articles on the gifted education Modeling technology integration for students
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Summary:

- Part I: to create an understanding of who gifted learners are, how they become gifted, and what giftedness and creativity are like as one grows cognitively, socially, emotionally, and intuitively.
- Part II builds on this understanding by describing school programs. How gifted learners can be supported at school and the services required to meet their needs and optimize their experiences are explored. A continuum of such services is discussed, and the options that schools can develop to serve gifted learners in the elementary, middle school, and high school programs are described. Evaluating programs to improve their quality, reach, and impact is explored. The methods and complexities of identifying giftedness are also discussed.
- Part III is devoted to the theories and practices of teaching gifted learners. Numerous curriculum models used to provide education for gifted learners are described. The ideas for optimizing learning that have been evolving from the 1970s are organized and shared and the integrative Education Model, developed from translating brain research for use in the classroom, is briefly explained. Differentiating and individualizing the curriculum and the instruction, so necessary for gifted learners, are a part of the knowledge base.
- Practicum: Students are able to learn to identify gifted students using the methods recommended in the text and also through their own observation. A list of criteria was established and classroom teachers are consulted to begin the identifying process. Students are required to do at least 2 class-activities with the gifted students in their respected classes.
- Creativity Fair: All students share their special designed activities as a final culmination of the class.

Evaluation:

- Students create their own learning objectives at the beginning of the class. They then revisit those objectives at the end of class and conduct a discussion on how they have done.
- Chapter Review: a chapter review is conducted every week to check for understanding. The review may include true-false, multiple choice and short answer questions.
- A general school-wide evaluation is also conducted by the college for students to evaluate their instructors.

- A practicum experience is included in the course. Since a formal gifted and talented program does not exist in close proximity to DSC, our practicum component will be comprised of visits to local schools where high ability learners are being accommodated. Each person in the cohort is expected to have different experiences with the students identified as “advanced learner,” therefore; these projects will likely exhibit great variation. All the cohort students met at a local elementary school once a week for 3 weeks. While some students observed effective ways of gifted education, others did not have the same positive experiences.

Recommendations:

- Students will continue to do their weekly practicum at the schools they are assigned without being pulled out the last 3 weeks to attend a school with gifted students.
- Students will use the skills they have acquired in this class, working with their cooperating teachers, to identify gifted students.
- Students will create two activities designed to meet the needs of the gifted students. They will apply what they have designed for use with the gifted students.

Course Number: EDUC 4200
Course Name: Fine Arts in Elementary
Credit Hours: 2

Course Description:

The course explores ways in which the fine arts can be used as a vehicle for exploring instruction and learning. Visual arts and music are the focus of this course. The examination of art and performance of music are key ways by which the content is taught. Class prepares inservice teachers to apply the state core curriculum in elementary settings, and to use fine arts as an instructional tool to enhance learning. 2 lecture hours per week.

Course Textbook(s): Lowenfeld & Brittain, Creative and mental Growth, 8th ed.

Course Alignment between learning goals and objectives, INTASC Standards/Domains of Learning/D.E.S.E.R.T., and assignments/assessments:

Learning Goals and Objectives	INTASC Standards / Domains of Learning / D.E.S.E.R.T	Assignments/ Assessments	Artifacts
Students will study the theoretical and practical explanations for using the arts as a vehicle for learning.	INTASC: #1, #4, #6 D.E.S.E.R.T.: #E2	<ul style="list-style-type: none"> Students study and discuss the outstanding text and their experiences, then engage in related arts activities. 	<ul style="list-style-type: none"> Student journal entries showing an understanding of the use of arts in education
Students will research and use the Utah State core curriculum for the arts.	INTASC: #1, #2, #3,#4, #5, #6, #7, #8, #9 D.E.S.E.R.T.: #D, #E1, #S, #E2, #T	<ul style="list-style-type: none"> Students find the USOE website, research arts lessons, select one to adapt and present, then present it to their colleagues. 	<ul style="list-style-type: none"> Student created lesson plan from USOE
Students will study the normal stages of artistic development in elementary children.	INTASC: #2, #3, #7, #8 D.E.S.E.R.T.: #D, #E1, #E2	<ul style="list-style-type: none"> Students study the normal stages of artistic development and are presented with actual examples for discussion. 	<ul style="list-style-type: none"> Student journal entries and final exam

Students will practice arts classroom management and materials handling strategies.	INTASC: #5, #6 D.E.S.E.R.T.: #T	<ul style="list-style-type: none"> Students take turns distributing arts materials and being in charge of clean up time. 	<ul style="list-style-type: none"> Final exam
Students will research and share information about arts resources in the community.	INTASC: #1, #2, #3, #4, #5, #7, #10 D.E.S.E.R.T.: #D, #E2, #R	<ul style="list-style-type: none"> Students research one arts resource in the community and create a fact sheet which is then shared in booklet form with the class. 	<ul style="list-style-type: none"> Arts resource booklet
Students will express themselves through the arts and show appreciation for diversity in artistic expression.	INTASC: #1, #2, #3, #4, #9 D.E.S.E.R.T.: #D, #S, #E2,	<ul style="list-style-type: none"> Students do a music activity and a visual arts activity during each class period. The visual arts are displayed in the education lab. 	<ul style="list-style-type: none"> Mona Lisa variations; two political cartoons showing the use of art to express concerns

Summary:

Most students come into this class loving music but inhibited in art and dance. During class they enjoy elementary level music activities and do simple dance steps, but their greatest growth comes in the area of learning to enjoy their own ability to draw, paint and create art.

Evaluation:

This course is always an eye-opener for students who enter with little confidence in their own art ability and little understanding of the place of the arts in education. Before completing the course students invariably demonstrate tremendous growth in arts confidence and express a determination to use the arts in their future classrooms. The text, though expensive, is outstanding – the leader in the field which all other art education texts cite. A black and white copy was ordered for students to reduce costs.

Recommendations:

Keep this course and continue use this text as long as it is available.

Course Number: EDUC 4300

Course Name: Methods in Science and Math

Credit Hours: 5 credit hours

Course Description:

This course provides basic instructional strategies for teaching science and math in the elementary classroom. The course is designed using a learner-centered, constructivist perspective that emphasizes learning through inquiry with children actively involved in developing their own understandings. This type of instruction will be modeled and interwoven within the methods class itself. The pre-service teachers will actually experience learning in this manner by practicing specific strategies. Put simply, there will be learner-centered instruction about learner-centered instruction!

Course Textbook(s):

Martin, D.J. (2005). *Elementary Science Methods: A Constructivist Approach* (4th ed.). Wadsworth Publishing

Cathcart, G., Pothier, Y.M., Vance, J.H., & Bezuk, N.S. (2005) *Learning Mathematics in Elementary and Middle Schools: A Learner-Centered Approach*, (4th ed.), Prentice-Hall Publishers

Course Purpose and Overview:

- construct and implement authentic assessments
- implement constructivist applications within a classroom setting
- organize their instruction using a merging of stated goals and learning theory
- plan lessons using a learning cycle instructional model
- plan for all the variables in a "learner-centered" classroom
- design curriculum built around the integration of different contexts
- utilize the D.E.S.E.R.T model as the foundation for the course standards (refer to: www.dixie.edu/education/desert.html)

Course Alignment between learning goals and objectives, INTASC Standards/Domains of Learning/D.E.S.E.R.T., and assignments/assessments

Learning Goals and Objectives	INTASC Standards	Domains of Learning	D.E.S.E.R.T.	Assignments/ Assessments
Utilize the D.E.S.E.R.T model as the foundation for the course standards	I – knowledge of subject matter	1 – planning and preparation		Journal entries

Implement constructivist applications within a classroom setting	IV – multiple instructional strategies	3 - instruction	<ul style="list-style-type: none"> • Effective Teaching • Evaluation 	Performance samples In class activities, observations, interviews, quizzes
Construct and implement authentic assessments	VIII – Assessment	1F – assessing student learning	<ul style="list-style-type: none"> • Evaluation 	Portfolio assignments Thematic unit project
Organize their instruction using a merging of stated goals and learning theory	VII – instructional planning skills	1C- Select instructional goals	<ul style="list-style-type: none"> • Effective Teaching 	Thematic unit project Portfolio assignments
Plan lessons using a learning cycle instructional model	VII – instructional planning skills	1C- Select instructional goals	<ul style="list-style-type: none"> • Effective Teaching • Diversity 	Family Math and Science Festival Presentation

Summary:

This course prepares students to teach math and science to elementary-aged students. Both subject areas are covered in this 5-credit class. National standards for science and math are explored as part of the instruction.

Evaluation:

1. Students are need more preparation in math and science content knowledge
2. Students often do not see what is learned demonstrated in their practicum experience.
3. Class time is limited.
4. Inquiry-based instruction is new to the students and it requires extra time to teach the process.
5. Students were enthusiastic about learning methods of teaching math and science in most cases.

Recommendations:

1. This course should be split into math and science methods classes
2. Should be taught in 2 different days instead of one long block
3. Work study (student worker) would be helpful
4. Resource materials

Course Number: EDUC 4400

Course Name: Methods in Social Studies & Language Arts

Credit Hours: 5

Course Description:

For education majors. Methods and strategies for effective instruction in the social studies and language arts. Examines the state core curriculum for social studies and language arts and develops, implements and assesses units in these areas. Lecture, seminar discussion, and mentoring from classroom teachers are the modes of instruction. Students spend significant amounts of time in local schools. Preservice teachers are prepared to be independent and responsible for instruction in classrooms. 5 lecture hours per week that include field experiences. Practicum required.

Course Textbook(s): Pappas, Kiefer & Levstik: An Integrated Language Perspective in the Elementary School – An Action Approach, 3rd Ed.

Course Alignment between learning goals and objectives, INTASC Standards/Domains of Learning/D.E.S.E.R.T., and assignments/assessments:

Learning Goals & Objectives	INTASC Standards/ Domains of Learning / D.E.S.E.R.T	Assignments/ Assessments	Artifacts
Students will study methods and strategies for effective instruction in social studies and language arts.	INTASC: # 1, #2, #3, #4, #5, #7, #8, #9 D.E.S.E.R.T.: # D, #E1, #S, #E2, #T	Card file of teaching methods	Student created card file of teaching methods
Students will research UEN social studies lesson plans, then adapt, prepare and share one with their fellow students.	INTASC: #1, #2, #3, #4, #5, #6, #7, #8 D.E.S.E.R.T.: #D, #E1, #E2, #T	Presentation of UEN lesson plan	Handout from student presented lesson
Students will read/review a minimum of 25 children's' books which support social studies curriculum.	INTASC: #2, #4, #6, #7 D.E.S.E.R.T.: #D, ##2, #R	Children's literature review	Copy of children's literature review
Students will develop, implement and assess a thematic unit covering at	INTASC: #1, #2, #3, #4, #5, #6, #7, #8, #9	Interdisciplinary thematic unit	Copy of student-created thematic unit

least 5 lessons each in social studies, language arts, math and science.	D.E.S.E.R.T.: #D, #E1, #S, #E2, #T		
In their practicum placement students will present at least five sequential lessons from their thematic unit in at least one of the cognitive areas.	INTASC: #1, #2, #3, #4, #5, #6, #7, #8, #9, #10 D.E.S.E.R.T.: #D, #E1, #S, #E2, #R, #T	Presentation of Thematic unit	Observation form from student presentation

Summary:

This course requires students to synthesize material they have learned in other courses and use new information to create curriculum, then present it in the classroom. It is a powerful and practical experience in preparation for student teaching and employment. Correlation is maintained between this course and the Methods in Math and Science course; the thematic unit covers all four cognitive areas and must be correlated as it would be in the classroom.

Evaluation:

Students report that this is an extremely valuable experience in preparing them for teaching.

Recommendations:

Make sure that preparatory courses, such as EDUC 3100, Curriculum Design, Planning, and Assessment are correlated with the goals of this course.

Course Number: EDUC 4410

Course Name: Methods, Strategies, and Materials in Language Arts/ESL

Credit Hours: 3

Course Description:

For education majors. This course is for the ESL endorsement. This course will focus on instructional strategies and methodologies for the bilingual-bicultural students, It will cover teaching oral language, literacy skills, and the integration of reading and writing into the content areas (mathematics, science, social studies). The course will include teaching in a multicultural context for oral language development, adapting and developing lesson design materials. 3 lecture hours per week which include field experiences. Practicum required.

Course Textbook(s):

Peregoy, S.G. & Boyle, O.F. (2005). *Reading, writing, and learning in ESL: A resource book for K-12 teachers* (4th edition). Boston, MA: Allyn and Bacon

Course Purpose and Overview:

This is an upper division course for Education majors. This course partially meets the requirements for the ESL endorsement. This course will focus on instructional strategies and methodologies for the bilingual-bicultural students. It will cover teaching oral language, literacy skills, and the integration of culture and language. The course will include teaching in a multicultural context for oral language development, adapting and developing lesson design materials. Practicum Required.

Course Alignment between learning goals and objectives, INTASC Standards/Domains of Learning/D.E.S.E.R.T., and assignments/assessments:

Learning Goals and Objectives	INTASC Standards/ Domains of Learning/ D.E.S.E.R.T	Assignments/ Assessments
A basic understanding of the TESOL standards for ESL students and have developed skills in teaching a number of those standards	INTASC #1 Content Pedagogy #3 Diverse Learners Domains of Learning Planning and Preparation Instruction D.E.S.E.R.T Diverse Learners Effectiveness in Teaching	Reading Lessons, Final Exam, Article Reviews

Identified effective strategies for teaching ESL students	INTASC #1 Content Pedagogy #3 Diverse Learners #4 Multiple Instructional Strategies #5 Motivation and Management Domains of Learning Planning and Preparation D.E.S.E.R.T Diversity Effectiveness in Teaching	Reading Lesson, Teaching File, Article Reviews
An understanding of the dynamics of effective educational practice and how it applies to second language learners	INTASC #1 Content Pedagogy #3 Diverse Learners Domains of Learning Planning and Preparation The Classroom Environment D.E.S.E.R.T Diversity Effectiveness in Teaching	Reading Lessons, Final Exam, Reading Response Activities, Article Reviews
Compile a file of best practice strategies for ESL students	INTASC #1 Content Pedagogy #3 Diverse Learners #4 Multiple Instructional Strategies Domains of Learning Planning and Preparation D.E.S.E.R.T Diversity Effectiveness in Teaching	Teaching File, Practicum
Analyzed the types of curriculum materials and activities employed in effective ESL classrooms	INTASC #3 Diverse Learners #4 Multiple Instructional Strategies #9 Reflective Practice Domains of Learning Planning and Preparation D.E.S.E.R.T Diversity Evaluation Self-Reflection Effectiveness in Teaching	Reading Lessons, Reading Response Activities, Final Exam
Participated and taught in a classroom employing ESL practices	INTASC #1-#10 Domains of Learning Planning and Preparation The Classroom Environment	Practicum, Reading Lessons

	Instruction Professional Responsibilities D.E.S.E.R.T All	
An understanding of the function of the environment in the learning of a second language	INTASC #1 Content Pedagogy #3 Diverse Learners Domains of Learning The Classroom Environment D.E.S.E.R.T Diversity Effectiveness in Teaching	Reading Lessons, Reading Response Activities, Final Exam, Article Reviews

Summary:

This class helps meet the requirements for the ESL endorsement as mandated by the Utah State Office of Education. The focus of the class is to prepare our students to aid ELL students in their acquisition of literacy skills in English. Although all aspects of reading and writing are addressed, three areas are emphasized: oral language, vocabulary, and comprehension. There is a practicum attached to this class.

Evaluation and Recommendations:

EDUC 4410 prepares our students for working with ELL learners as they gain literacy skills in English. The students are asked to read a textbook that provides instructional practices that are particularly effective with ELL students. Furthermore, the students become familiar with other professional resources that can support their efforts (professional journals and ESL National Standards, websites). Additionally, the students are asked to plan reading lessons with ESL students in their practicum. Similarities and differences between teaching native English speakers and ELL students are discussed. The district programs and standards for ESL are explored. Students are also asked to compile a teaching file for working with ELL students that will provide our students a foundation for their first year of teaching.

The biggest challenge comes in the practicum. Sometimes our students are in classrooms that do not have and ESL students to work with. Therefore, they may be able to plan literacy lessons for ESL students, but they are unable to try them out. Additionally, the exploration of technology (particularly software) is not well addressed.

Course Number: EDUC 4430
Course Name: Parent/Family Involvement in the Education of ESL
Credit Hours: 2.0

Course Description:

Seminar with community outreach to meet the ESL parents. District-level personnel, and guest presenters to develop means to tie classroom practice to community resources.

Course Textbook(s):

Multiple sources used for information.

Course Purpose and Overview:

This is an upper division course for Education majors. The purpose of this class is to explore the relationship between family and parent involvement and the educating of ESL students. Students will learn how to effectively include the families of ESL learners in their classrooms.

Course Alignment between learning goals and objectives, INTASC Standards/Domains of Learning/D.E.S.E.R.T., and assignments/assessments:

Learning Goals and Objectives	INTASC Standards/ Domains of Learning/ D.E.S.E.R.T	Assignments/ Assessments
Become familiar with National Standards for Parent and Family Involvement Programs	INTASC #1 Content Pedagogy #10 School and Community Involvement Domains of Learning Planning and Preparation Professional Responsibilities D.E.S.E.R.T Diversity Reaching Beyond the Classroom	Parent/Family Involvement Plans Final Exam
Gain insights into the culture of family life including cultural and linguistic variables	INTASC #1 Content Pedagogy #3 Diverse Learners #9 Reflective Practice #10 School and Community Involvement Domains of Learning Planning and Preparation	Parent/Family Involvement Plans Final Exam

	Professional Responsibilities D.E.S.E.R.T Diversity Self-Reflection Reaching Beyond the Classroom	
Develop a personal professional plan for effectively involving parents and family of learners (both ESL and native English speakers) in their classrooms	INTASC #1 Content Pedagogy #3 Diverse Learners #7 Planning #10 School and Community Involvement Domains of Learning Planning and Preparation Professional Responsibilities D.E.S.E.R.T Diversity Reaching Beyond the Classroom	Parent/Family Involvement Plans Final Exam

Summary:

This class fulfills a requirement for the ESL endorsement as mandated by the Utah State Office of Education. The recognition of the benefits of parent/family involvement in the education of all children, but particularly ESL students, is examined. The National Standards for Parent/Family Involvement Programs are studied as students prepare plans for involving the parents of their students.

Evaluation and Recommendations:

The students are required to study the national standards for parent involvement programs and then create a plan/kit for involving their students’ parents. Students also explore the barriers ESL parents experience in relation to becoming involved in the schools. These barriers are addressed in their plans. The students also engage in examining research that documents the benefits of parents and families participating in the education of ESL children.

The biggest challenge in this class is finding a good quality textbook that addresses this topic specifically. There are books related to parent involvement, but few, if any, which address the involvement of ESL parents directly. Other resources had to be used. The use of websites, professional journals, and general parent involvement texts provided the sources of information for this class. Additionally, students were encouraged to talk to teachers, administrators, and parents about effective practices.

Course Number: EDUC 4440
Course Name: Integrating Language and Content - ESL
Credit Hours: 3.0

Course Description:

For education majors. Infused in student teaching, preservice candidates use previously developed methodologies to meet the needs of ESL learners in their respective classrooms. Three lecture hours per week.

Course Textbook(s):

Multiple Resources used.

Course Purpose and Overview:

This course is designed to integrate the concepts and skills learned in previous ESL coursework into student teaching experience. The SIOP model will be the vehicle for accomplishing this. The model accommodates second language learners in mainstream classrooms by sheltering the curriculum content to meet the needs of this special population. SIOP provides strategies in planning, implementation and assessment of subject matter for these students. The course is divided into two sections – (1) three weeks of coursework and (2) application of SIOP principles during student teaching.

Course Alignment between learning goals and objectives, INTASC Standards/Domains of Learning/D.E.S.E.R.T., and assignments/assessments:

Learning Goals and Objectives	INTASC Standards/ Domains of Learning/ D.E.S.E.R.T	Assignments/ Assessments
Learn SIOP principles of planning, implementation and assessment through working with the model in class	INTASC #1 Content Pedagogy #3 Diverse Learners #4 Multiple Instructional Strategies #5 Motivation and Management #7 Planning #8 Assessment Domains of Learning Planning and Preparation D.E.S.E.R.T. Diversity Evaluation Effectiveness in Teaching	SIOP Lesson Plan

<p>Employ sheltered content strategies in the development of materials that will be used in their student teaching</p>	<p>INTASC #1 Content Pedagogy #3 Diverse Learners #4 Multiple Instructional Strategies Domains of Learning Planning and Preparation D.E.S.E.R.T. Diversity Effectiveness in Teaching Technology and Classroom Management</p>	<p>Assignment List: (Students choose to do a set number of these)</p> <ul style="list-style-type: none"> • Tree Map • Foldables • Question Charts • Anticipation Guides • KWL Charts • Venn Diagrams
<p>Develop language focus instruction based on the language acquisition needs of second language learners</p>	<p>INTASC #1 Content Pedagogy #3 Diverse Learners #4 Multiple Instructional Strategies #7 Planning Domains of Learning Planning and Preparation D.E.S.E.R.T. Diversity Effectiveness in Teaching</p>	<p>SIOP Lesson Plan</p>
<p>Alter subject matter curriculum to include L2 modified experiences that address both the language and conceptual needs of second language learners</p>	<p>INTASC #1 Content Pedagogy #3 Diverse Learners #7 Planning Domains of Learning Planning and Preparation D.E.S.E.R.T. Diversity Effectiveness in Teaching</p>	<p>SIOP Lesson Plan</p>
<p>Develop and teach lessons that contain both content and language objective in student teaching</p>	<p>INTASC #1 Content Pedagogy #3 Diverse Learners #4 Multiple Instructional Strategies #7 Planning Domains of Learning Planning and Preparation The Classroom Environment Instruction D.E.S.E.R.T. Diversity Effectiveness in Teaching Technology and Classroom Management</p>	<p>Write Language/Content Objectives</p>

Gain experience using the SIOP protocol by assessing the classroom where student teaching is taking place	INTASC #1 Content Pedagogy #3 Diverse Learners #8 Assessment Domains of Learning Planning and Preparation D.E.S.E.R.T. Diversity Evaluation	Self-Assessment SIOP Protocol
Where possible, participate in TESOL training experience with the Washington County School District capping two years of field experiences with the district.	INTASC #1 Content Pedagogy #3 Diverse Learners #10 School and Community Involvement Domains of Learning Professional Responsibilities D.E.S.E.R.T. Reaching Beyond the Classroom	

Summary:

This course is part of the required coursework for the ESL endorsement. It is a taken in the final semester of the program and is meant to be supportive of the students as they engage in student teaching. The main focus of the class is learning the SIOP model for instruction and assessment.

Evaluation and Recommendations:

The intent of this class is to prepare students to work with ESL students by applying the principles of instruction for ESL students that have already been learned. The students would focus primarily on learning the SIOP model of instruction and assessment. However, it would be helpful for the SIOP Protocol and Lesson Planning to be introduced earlier in the program so it could be integrated into the other content methods classes. This class could use some reexamination and clarification of its purpose.

Course Number: EDUC 4500
Course Name: Technology in Education
Credit Hours: 2 credit hours

Course Description:

An exploration of the technology available for instruction in elementary classrooms in a variety of subject areas. Also, students will develop proficiency in presentation software, on-line search techniques, and school-based grading programs. Some course instruction will be via technology (i.e., newsgroups, email, WebCT) and will require electronic presentations as an evaluation of course learning. Pre-service teachers will gain a working knowledge of how to use technology as an instructional support in their elementary classrooms.

Course Textbook(s): “Teach to the Future” Provided by a grant from Intel, received by Shirley S. Davis.

Course Purpose and Overview:

Welcome to a course that focuses on technology integration in Education. This course considers the impact of technology on communications, language, and knowledge development and blends these ideas with issues surrounding classroom practice. Students engage in the design of technology-integrated lessons with a constructivist approach designed to empower educators to use computers and related technology effectively in classroom settings. We will learn by doing throughout this course and learn together as a community of beginning educators. Students will also go to assigned schools to observe and/or interact in classrooms/schools that utilize technology.

Course Alignment between learning goals and objectives, INTASC Standards/Domains of Learning/D.E.S.E.R.T., and Assignments/Assessments:

*The National Education Technology Standards (NETS) from the International Society for Technology in Education (ISTE) are also provided for the technology course.

Learning Goals & Objectives	INTASC Standards	Domains of Learning	ISTE NETS*	Assignments/ Assessments
Demonstrate a sound understanding of technology operations and concepts.	1 – knowledge of subject matter 4 – communication & technology	1A – knowledge of content & pedagogy 1C – instructional design	1 – technology operations & concepts	Digital portfolio

Implement curriculum plans that include methods and strategies for applying technology to maximize learning.	5 – instructional planning skills 6 – communication & technology	2 – learning environment 3A – communication 3B – student engagement	3 – teaching, learning, & the curriculum	Article reflections
Plan and design effective learning environments and experiences supported by technology. Apply technology to facilitate a variety of effective assessment and evaluation strategies.	6 – communication & technology 8 – assessment of student learning	3A – communication 1D – assessment	2 – planning & designing learning environments & experiences	WebQuest Thematic unit
Use technology to enhance their productivity and professional practice.	5 – classroom motivation 6 – communication & technology 9 – multiple instructional strategies	2 – learning environment 3A – communication 4 – professional educator	5 – productivity & professional practice	Module homework activities from Intel “Teach to the Teacher” workbook Combine all the lesson plans from the students to create a CD for later use
Better understand the social, ethical, legal, and human issues surrounding the use of technology on pre k-12 schools and apply that knowledge into future	2 – knowledge of human development & learning 5 – classroom motivation 6 – communication & technology	3C – diversity 2 – learning environment 3A – communication	6 – social, ethical, legal, & human issues	Module homework activities from Intel “Teach to the Teacher” workbook

practice.				
Use WebCT as the course tool/use technology components to enhance learning	5 – classroom motivation 6 – communication & technology	2 – learning environment 3A – communication	5 – productivity & professional practice	Posting assignments in WebCT
Use practicum opportunities to transfer theory into practice with teachers and students	3 – adapting instruction for individual needs 6 – communication & technology	3C – diversity 3A – communication	2 – planning & designing learning environments & experiences	WebQuest Thematic unit

Summary:

Teachers learn from other teachers how, when and where to incorporate technology tools and resources into their lesson plans. In addition, they are instructed on how best to create assessment tools and align lessons with educational learning goals and standards. The program incorporates use of the Internet, Web page design, and student projects. The themes of the Intel Teach to the Future Program include:

- Effective use of technology in the classroom.
- A focus on the ways students and teachers can use technology to enhance learning through research, communication, and productivity strategies and tools.
- An emphasis on "hands-on" learning and the creation of curricular units and evaluation tools, which address provincial academic and technology guidelines.
- Promoting engaging opportunities for students through access to technology.
- Encouraging teachers to work in teams, problem-solve and participate in peer review of their units.

Evaluation:

At the beginning of the course, students take a technology survey, designed particularly for the pre-service teachers, to see when they are on the technology skills and integration to education. The students again take a survey at the end of the semester to evaluate their progress. The survey results are documented in Excel spreadsheet with the chart to show the difference easily.

Recommendations:

- Smith Computer Lab has state-of-the-art equipment, but with the computer humming in the background, it is hard for everyone to hear the instructor. Request was made to the IT department to provide microphone or voice enhancer to correct the problem.
- Some students come with great technological skills, but some without. It would be a good idea to match up some students to optimize the learning.

Course Number: EDUC 4900
Course Name: Student Teaching
Credit Hours: 9

Course Description:

For education majors. 10 weeks of student teaching experience in two elementary grade levels. Cooperating (mentor) teachers support students as they are given responsibility of all aspects of learning in classrooms. College faculty, in conjunction with mentor teachers, scaffold this experience via frequent conferences. Preservice teachers, at the conclusion of student teaching, are able to run their own classes and are eligible for state licensure.

Course Textbook(s): None

Course Alignment between learning goals and objectives, INTASC Standards/Domains of Learning/D.E.S.E.R.T., and assignments/assessments:

Learning Goals & Objectives	INTASC Standards/ Domains of Learning / D.E.S.E.R.T	Assignments/ Assessments	Artifacts
Student teachers should be responsible for all aspects of student learning	INTASC: #1, #2, #3, #4, #5, #6, #7, #8, #9, #10 D.E.S.E.R.T.: #D, #E1, #S, #E2, #R, #T	Observations, Triad conferences, Summative evaluations	Copies of Observations, Triad conferences, Summative evaluations and the Student Teacher Handbook

Summary:

Students spend ten weeks in a student teaching placement, gradually being immersed in the teaching process and finally taking complete control of the classroom for at least three full weeks.

Evaluation:

Because of their extensive practicum experience, most of our students are fully responsible for teaching for more than the minimum three weeks. The Capstone Seminar (Q.V.) gives them the opportunity to air immediate concerns and ongoing supervision by a faculty mentor provides support and feedback. During the 10th week of student teaching, responsibility for the classroom transitions back to the regular classroom teacher.

Recommendations:

Continue refining communication between mentor teachers and college faculty to make sure student teaching is as smooth as possible.

Course Number: EDUC 4988

Course Name: Professional Portfolio Development Seminar

Credit Hours: 2 credit hours

Course Description:

Seminar solidifies experiences thus far in the education program and readies students for practicum and student teaching. Group processes are employed to help students evaluate their emerging competence and prepare a presentation for defense. Students must successfully defend this portfolio before they continue in the program. Preservice teachers gain experience in demonstrating their preparedness to design, implement, evaluate, and reflect on lessons taught to elementary school children.

Course Textbook(s): Campbell, Cignetti, Melenyzer, Nettles & Wyman: *How to Develop A Professional Portfolio – A Manual for Teachers*, 3rd ed.

Course Purpose and Overview:

This seminar prepares pre-service teachers to evaluate their emerging competence to design, implement, evaluate and reflect on lessons taught to elementary school children, and to prepare a presentation defending that competence. Students must successfully defend their portfolios before they continue in the program.

Course Alignment between learning goals and objectives, INTASC Standards/Domains of Learning/D.E.S.E.R.T., and assignments/assessments:

Learning Goals & Objectives	INTASC Standards	Domains of Learning	D.E.S.E.R.T.	Assignments/ Assessments
Explain the purposes of a professional portfolio and what is involved in creating and maintaining one	1 – knowledge of subject matter	1A – Knowledge of content & pedagogy	Effective teaching	Reading chapters in the textbook Philosophy of education statement Research e-portfolios and create framework
Present a personal, professional portfolio for specific job interview situations	9 – Professional commitment & responsibility on teaching	4 – professional responsibilities	Reach beyond the classroom	Portfolio in both hardcopy and electronic formats Bio Resume Business card or brochure

Input and maintain a personal, professional portfolio in Utah's State educator computerized portfolio system	9 – Professional commitment & responsibility on teaching	4 – professional responsibilities	Reach beyond the classroom	Uploading files to UEN website
Students will document their understanding of DIVERSITY in the classroom by including relevant artifacts in their portfolios.	3 – adapting instruction for individual needs	3B – Student engagement	Diversity	A collection of relevant artifacts in each of the 10 INTASC Standard areas, labeled to reflect the standard
Students will document their understanding of and experiences with student EVALUATION strategies by including relevant artifacts in their portfolios.	8 – assessment of student learning	1D - Assessment	Evaluation	A collection of relevant artifacts in each of the 10 INTASC Standard areas, labeled to reflect the standard
Students will create SELF-REFLECTION pieces to complement each artifact in their portfolios.	9 – Professional commitment & responsibility on teaching	4 – professional responsibilities	Self-reflection	One half-page or less journal posted after each practicum before Monday class, briefly documenting practicum experiences A written reflection for EACH artifact included in the portfolio placed with the artifact
Students will document their EFFECTIVE TEACHING experiences by including relevant practica artifacts in their portfolios.	9 – Professional commitment & responsibility on teaching	4 – professional responsibilities	Effective teaching	Philosophy of education statement Bio

Students will document their ability to REACH BEYOND THE CLASSROOM by including relevant artifacts in their portfolios.	10 – foster relationships with colleagues, parents, & agencies in the community	4 – professional responsibilities	Reach beyond the classroom	Research e-portfolios and create framework for e-portfolio
Students will document their ability to use TECHNOLOGY AND CLASSROOM MANAGEMENT techniques by including relevant artifacts in their portfolios.	5 – classroom motivation & management skills 6 – communication & technology	3A – Communication & technology	Technology and classroom management	A collection of relevant artifacts in each of the 10 INTASC Standard areas, labeled to reflect the standard Final presentation of

Summary:

Portfolio development serves as a fair, authentic, broad-based, and impartial means of teacher assessment. The growing emphasis on creating and maintaining professional teaching portfolios enables pre-service and in-service teachers to play a more active role in charting their own professional growth and then demonstrating their competence and achievements. The education major students were able to conduct a “portfolio showcase” as a culminating activity for this course. Many local administrators and teachers came to the event to find future teachers for their schools. Students did a fantastic job preparing themselves for the future employment.

Evaluation:

The Portfolio Showcase served as a final evaluation for the students.

Recommendations:

- School districts around Washington County should be invited to attend the final portfolio showcase event to broaden the employment opportunities for the students.
- A more comprehensive rubric for the portfolio should be provided

Course Number: EDUC 4989
Course Name: Capstone Seminar
Credit Hours: 1

Course Description:

For education majors. Capstone seminar is a culminating experience to prepare for graduation. An exit interview is conducted by faculty, school district administration, and local teachers. The purpose of the capstone is to solidify the preservice experiences, present the professional portfolio in its entirety, and to dialogue with educational professionals to plan professional development subsequent to graduation.

Course Textbook(s): None; pertinent articles and current events clippings are used as appropriate.

Course Alignment between learning goals and objectives, INTASC Standards/Domains of Learning/D.E.S.E.R.T., and assignments/assessments:

Learning Goals & Objectives	INTASC Standards / Domains of Learning / D.E.S.E.R.T	Assignments/ Assessments	Artifacts
Students will complete material for their placement file, plan for graduation, employment, and possible postgraduate work	INTASC: #9, #10 D.E.S.E.R.T.: #S, #R	Placement file material	Copy of student resume and/or placement file

Summary:

This is a very practical course to help students negotiate concerns during student teaching and plan for graduation, employment and/or other future needs. Students who are student teaching in distant locations attend the course via webcam.

Evaluation:

This course is conducted in a workshop atmosphere and is deliberately kept flexible to meet ongoing needs.

Recommendations:

This course should remain flexible to meet student teacher needs as they arise.

Major Curricular Changes in Past Five Years

The elementary education program at Dixie State College is relatively new. In May of 2006, the third class of seniors will graduate. As a result, there have been very few, if any, major curricular changes. The main goal of the faculty is to refine the curriculum currently in place. However, there are already some areas of note, as will be delineated in the recommendations.

The first major change in the program occurred after the first semester of the first year. The practicum for each semester was originally planned to last three and a half hours (a half day) each week. However, it became clear that in order to observe all subject areas and experience the full reality of the classroom, the students needed to be there for the full day. Therefore, starting with the second semester of the program, the practicum was changed to include the whole school day. The elementary education faculty are confident the change enhanced the students' preparation and it continues today.

Another change is an addition to the program. In partnership with Washington County School District, the SEE program was created. SEE (Student Enhanced Education) is a program that is available during the senior year of the program. It allows selected students from Dixie State College to work with master teachers in the school district as an instructional aide. Principals who are interested in having the students in their schools bear the financial responsibility. District administrators and the elementary education placement director work together to place each Dixie student into a master teacher's classroom. These teachers use the best instructional practices in their classrooms and agree to mentor the preservice teacher from Dixie in their classroom. The students work in these classrooms for 3-4 hours every day during their senior year. During their student teaching weeks, this becomes their placement and they are no longer paid for the time spent in the classroom. This program is just finishing its first year. The informal feedback is very positive.

Another change is not curricular, but of note. Up until the Fall of 2005, the program was allowed only one cohort each Fall. However, because of the demand for the program and the graduates produced by the program, permission was granted to increase the Fall 2005 enrollment to two cohorts. And in Fall of 2006, two more cohorts will be enrolled to double the number of students in the program.

Depth and Breadth of Curriculum

In order to review the depth and breadth of Dixie State College's elementary education program, three other institutions that offer elementary education teacher preparation programs were selected for comparison. Utah Valley State College was chosen because it is a similar institution to DSC in mission and goals. Southern Utah University was chosen because it is in the same region as DSC. And finally, Utah State University was chosen, as it has been recognized in the state and nation as an excellent teacher preparation program.

Dixie State College	UVSC	SUU	USU
Pre-Requisites:			
EDUC 1010 – Foundations/Introduction to Education	EDEL 1010		ELED 1000
EDUC 2010 – Foundations to Teaching Exceptional Learners	EDEL 3400 EDEL 4620	SPED 3030	SPED 4000
EDUC 2400 – Foundations of Multicultural/ESL Learners	EDEL 4510	ELED 3400	ELED 4710
MATH 2010 – Math for Elementary Teachers I	MATH 2010	MATH 2010	
MATH 2020 - Math for Elementary Teachers II	MATH 2020	MATH 2020	MATH 2020
Program Courses:			
COMM 3100 – Effective Communication w/in Educational Contexts			
EDUC 3100 – Curriculum Design, Planning, & Assessment	EDEL 3350	ELED 3535 EDEL 3555	
EDUC 3110 – Educational Psychology	EDEL 3000	ELED 3200	PSY 3660
EDUC 3250 – Effective Classroom Management	EDEL 4200 EDEL 4210 EDEL 4230 EDEL 4240		ELED 3000
EDUC 3300 – Reading Comprehension & Development	EDEL 4400 EDEL 4410	EDRG 3520 EDRG 4010 EDRG 4040	ELED 3100 ELED 4040
EDUC 3500 – PE and Movement in Education	PES 3400	PE 3900	PEP 3050
EDUC 3600 – Healthy Lifestyles	HLTH 3100	ELED 3480	HEP 3600
EDUC 3900 – Education of the Gifted and Talented			ELED 4410
EDUC 4200 – Fine Arts in the Elementary School	AVC 3400 MUSC 3400 DANC 3400 THEA 3400	ART 3900 MUSC 3900 TA 3900 DANC 3900	MUSC 3260 ART 3700
EDUC 4300 – Methods in Math & Science	EDEL 4300 EDEL 4520	ELED 3470 ELED 3480	ELED 4000 ELED 4060
EDUC 4400 – Methods in Social Studies & Language Arts	EDEL 4420 EDEL 4530	ELED 3460 ELED 3490	ELED 4030 ELED 4050
EDUC 4500 – Technology in Education	EDEL 2200 EDEL 3250	EDUC 3170	INST 4010
EDUC 4900 - Student Teaching	EDEL 4880		ELED 5100

	EDEL 4890		ELED 5150
EDUC 4988 – Professional Portfolio Development Seminar			
EDUC 4989 – Capstone Seminar	EDEL 4980		ELED 5250
ESL Endorsement Classes			
EDUC 2400 (above) – Foundations of Multicultural/ESL			
EDUC 3410 – Language Acquisition & Cognition/ESL			
EDUC 3420 – Assessment for ESL Education			
EDUC 4410 – Methods, Strategies, and Materials for Language Arts/ ESL			
EDUC 4430 – Family & Parent Involvement in Education of ESL			
EDUC 4440 – Integrating Language & Content/ESL			

Dixie State College’s Elementary Education program is very comparable to Utah Valley State College, Southern Utah University, and Utah State University. The breadth of coursework is essentially the same, with the exception of Dixie’s ESL endorsement classes. The depth of coursework has some variation, but again, except for the ESL endorsement classes, the variation is not extensive.

Classroom Management is covered at all of the institutions. UVSC has four classes (1 credit each) that are spread across the four semesters of their program. USU has imbedded their classroom management within a Foundation/Practicum course in the first semester of their program. DSC and SUU both have a 3-credit course specifically focusing on classroom management.

UVSC requires a Children’s Literature course as part of its pre-requisites. DSC recommends a children’s literature class and our academic advisors reinforce that suggestion. The children’s literature course counts towards the general education English requirements. Therefore, many of our students have completed the course. USU offers the children’s literature course as an elective.

All four institutions have handled the fine arts in elementary education in different ways. SUU and UVSC have multiple courses required. SUU requires 6 credit hours while UVSC requires 9 credit hours. USU requires music for elementary education teacher (2 credit hours) but then requires their students to chose two courses (3 credits each) from a pool of courses, of which art, storytelling, drama, children’s literature, Gifted and Talented, Diversity, and Cultural Teaching and Learning are all options. DSC has one course for 2 credit hours that covers multiple areas of the fine arts.

Dixie State College is the only institution to require a course in Effective Communication Within Educational Contexts. We feel this is a strength of our program. We recognize the necessity of good communication within a school and realize not everyone comes equipped with the required skills.

The Utah State Office of Education requires all new teachers to prepare an electronic professional teaching portfolio within the first three years of their professional service. DSC is the only institution to offer a course (2 credits) that helps our students prepare their professional teaching portfolios and have them uploaded onto the State website prepared for this purpose. This course helps make the transition from teacher preparation to first year teacher a more seamless experience.

A large part of any teacher preparation program is the practicum/student teaching experience. Dixie's elementary education program meets or exceeds the requirements of UVSC, SUU, and USU. DSC students participate in a practicum experience every semester. During the first three semesters, one full day of every week is spent in a master teacher's classroom. (The district collaborates with our placement director to ensure the students are going into quality classrooms.) This amounts to 84 (6 hours X 14 weeks) hours each semester, or 252 hours for the three semesters. Additionally, our students are required to complete 10 weeks of student teaching in their final semester. USU has a practicum in the first semester of the program that is combined with their foundations and classroom management course (8 credit hours). Additionally they require 12 credit hours of student teaching. SUU has 3 credit of practicum and then 12 hours of student teaching. UVSC indicates no specific practicum, but does require student teaching (variable credit hours). USU and UVSC require student teaching at two levels, primary and intermediate. DSC does not require the move between levels as we feel the extensive practicum during the entire program allows us to make sure our students have experience at all levels.

There is also some variation in the methods courses. The other three institutions all have separate content area methods classes: math, science, social studies, reading and language arts. The most common number of credit hours for each class is 3. The exception would be reading and language arts. All of the other institutions have multiple reading/language arts classes (total credits vary between 9-12). At DSC, we have some of our content areas combined into one course for the purpose of integration (math/science and social studies/language arts). These courses are worth 5 credit hours. Therefore, there is not a significant difference in time spent on these subject areas. Also, DSC has one reading class for 3 credit hours. However, we also have an ESL course that focuses on literacy issues for ESL students, and there is a large amount of content that is appropriate for both L1 and L2 learners.

The biggest difference in breadth and depth of these teacher preparation programs is that Dixie State College provides a block of courses that prepare our students to teach ESL students. These six classes (18 credit hours) meet the requirements of the Utah State Office of Education for the awarding of an ESL endorsement, in addition to the usual teaching elementary education teaching license.

Overall, we feel the elementary education program at Dixie State College is comparable to other similar institutions in the state. Additionally, we feel we exceed other institutions in the area of practicum time spent in the public schools as our students prepare to be teachers. Finally, our

program is unique because of the block of courses that provide our candidates with ESL training leading to a Utah State Office of Education endorsement in ESL.

Student Achievement – Indicators, Assessment, Analysis, and Appraisal

Student Achievement Indicators for Program’s Intended Outcomes

Placement Data:

The elementary education program at Dixie State College has produced two graduating classes (2004, 2005) with a total of 59 graduates. Of those graduates, all who were interested in finding a job in the field of education were able to find employment. Thirty-six of our graduates were placed in Washington County School District. Six found jobs in school districts in Northern Utah. Five of our graduates were hired out of state. Ten of our graduates did not look for placement for a variety of reasons.

Retention and Completion

The Retention and Completion rate for the elementary education program at Dixie State College is high.

Year	Applied	Admitted	# Students Accepted	Graduated	Deferred	Dropped Program
2002-2004	Unknown	25	25	25	0	0
2003-2005	43	39	34	34	0	0
2004-2006	42	38	33	30 (expect.)	2	1
2005-2007	71	64	57		2	2
2006-2008	53	53	In process			

In the spring of 2005, the program was given permission to add another cohort for the Fall of 2006, thus accounting for the additional numbers of students in 2005-2007 cohort. However, the 2006-2008 cohort numbers are somewhat decreased. This can be explained by the faculty’s increased attention to the pre-requisite requirements being met before joining the program.

The table indicates there have been four students who have “deferred.” The elementary education program at Dixie State College has a deferment policy. The policy allows students who have been accepted into the program a time of deferment when needed. Some students need time off for personal reasons and this policy allows them to apply for a two-year deferment. The students are welcome to rejoin the program at the same point they began the deferment period. The four students who have taken advantage of this policy are expected to rejoin the program in the Fall of 2006.

Additionally, there have been three students who have officially withdrawn from the program. Two of them left early in the first semester of the program. One left in the middle of the second semester of the program. All were for personal reasons.

Student Surveys:

One source of data for evaluating our program is a post-graduation questionnaire. It consists of questions related to the students' perceptions of the strengths and weaknesses of our program, and how well-prepared the students felt as they embarked upon their first year of teaching. This data has been collected during the Spring of the year following graduation. Therefore, we only have one year's data. We will be collecting the data for our second graduating class this Spring.

Of the 25 graduates of 2004, 18 surveys were completed and returned. After analyzing the comments, the overall feeling was the program was successful in preparing them to teach in the public schools. Some of the areas of strength noted by multiple graduates were the training they received in classroom management, instructional planning, and ESL instruction. Also, multiple graduates noted the time spent in the practicums each semester was extremely helpful in preparing them to take over their own classrooms. Additionally, several students felt the program gave them the confidence they needed to be a teacher. Other things mentioned were the gifted and talented training, the cohort experience, and training in technology.

The graduates also had a few suggestions for the program. The biggest was more exposure to specific programs and instructional strategies that were currently being used in the Washington County School District. They felt this would make their transition into full-time employment smoother. Additionally, multiple students indicated they would have liked more time on learning to teach reading and writing.

Assessment Techniques Demonstrating Student Learning

Class Assignments/Assessments

The following is a description of various assessment techniques used in the elementary education program at Dixie State College. Not every method is used in every class. However, every class uses multiple methods.

Exams/Quizzes

The exams and quizzes used in the elementary education program serve more than one purpose. First, the exams and quizzes help determine if the students have basic understanding of core knowledge of each course. Second, it provides a method for student accountability in relation to reading the textbook and being engaged in class. Third, exams and quizzes allow an opportunity for students to demonstrate their ability to apply their learning in education settings when it is not possible to do so in an actual classroom. Daily quizzes, midterm and final exams would all fall under this category.

In order to accomplish all these purposes, the exams and quizzes include both objective and subjective questions. Multiple choice, true/false, matching, etc. generally focus on one right answer. However, short answer and essay questions require students to apply their knowledge and then express their answer in a succinct manner. Most often, there is some flexibility allowed in responses.

Papers

Papers allow students to be more expansive in demonstrating their learning. They are able to make real world connections. The length and nature of the papers vary with each assignment. The emphasis is in the quality of the content and not on how many pages are used. However, in the elementary education program, attention is paid to the quality of the writing as well. It is important that students in the elementary education program show competency in their reading and writing skills, as well as their content knowledge. As elementary school teachers, one of their major responsibilities will be to teach students to read and write competently. Therefore, papers prepared for education classes are evaluated for quality in both process and content. Examples of papers required in elementary education classes are article response and reviews, theorist research paper, personal philosophy of teaching, advocacy letter, and observation reports.

Performance Tasks

Performance tasks provide a less traditional way to evaluate student learning. Particularly in the field of teaching, being able to demonstrate your ability to apply the knowledge learned to a real teaching context is an important part of the development of a teacher. It is much like learning to play an instrument and documenting progress by performances over time. Teacher preparation programs need the same kind of demonstration of skills. Performance tasks vary from teaching lessons in the practicum and student teaching experiences, to modeling a teaching strategy to peers in class. They might also include debates, completing an assessment with a child, or planning curriculum for a unit of study. Performance tasks are generally accompanied by criteria for evaluation of tasks.

Projects and Presentations

In addition to performance tasks, elementary education students are also evaluated by projects and presentations. The presentations are done individually as well as with a small group. From such tasks, it is possible to evaluate the students' knowledge of the content, their ability to work in a collaborative setting, and their ability to present in front of a group of people. Additionally, it requires the students to have a deeper understanding of the content than a simple test would require. Knowing a concept is one thing; having to teach it to someone else requires another level of knowing.

Projects are an important tool for demonstrating the learning of the elementary education students. The projects are often closely related to the students' employment goal and often require them to use the knowledge learned from multiple classes. Projects are "real-life" and might include activities such as creating rubrics, an arts resource book, a teaching file, a parent involvement file, an assessment plan, a thematic unit, or digital portfolio. All of these projects provide products that will be useful to them once they have graduated and found employment. Furthermore, through engaging in the process of creating these projects during the program, knowledgeable professors and instructors are able to provide feedback for refining the process and the product. Scoring guides with criteria provide the means for evaluating these projects as objectively as possible. Projects are also done individually or in collaborative groups.

Reflective Journals

Many classes require students to engage in reflection on a regular basis. Students are asked to make personal connections, ask questions, state opinions, clarify understanding, and generally try to make sense of what they learn throughout the program. These journals provide an indication of the students' progress in content knowledge, problem-solving, and critical analysis of situations. Additionally, it provides evidence of the dispositions needed to be a master teacher.

Summative Student Teaching Evaluation Reports

Our students engage in 10 weeks of student teaching in the final semester. In partnership with the Washington County School District, Dixie's students are placed in classrooms with master teachers who become the students' mentors. By the third week of their student teaching, our students are expected to take over the running of the classroom with the mentor teacher acting as a supervisor and evaluator. All planning, instruction, assessment, and management are the responsibility of the DSC student teacher. In addition to the mentor teacher's evaluation, a college supervisor visits the student teacher at least two times to provide feedback and monitor progress. At the end of the ten weeks, the mentor teacher and the college supervisor complete summative student teaching evaluations. The students are evaluated on a 1-4 scale for each of the INTASC standards. The data for the 2004 and 2005 graduates is summarized in the chart below.

2004, 2005 Student Teaching Summative Evaluation Report

Explanation of Scoring Scale:

- 1 = weak, poor quality, bottom 10% of beginning teachers you have seen
- 2 = average, moderate quality, about 50% of beginning teachers you have seen
- 3 = good, above average quality, within top 50% of beginning teachers you have seen
- 4 = outstanding, top quality, top 10% of beginning teachers you have seen

	College Supervisor (n=57)				Mentor Teacher (n=44)			
	1	2	3	4	1	2	3	4
INTASC Standard	% (Raw)	% (Raw)	% (Raw)	% (Raw)	% (Raw)	% (Raw)	% (Raw)	% (Raw)
Student Development	0 (0)	0 (0)	54.4 (31)	45.6 (26)	0 (0)	4.5 (2)	22.7 (10)	72.7 (32)
Diverse Learners	0 (0)	1.8 (1)	43.9 (25)	54.4 (31)	0 (0)	18.2 (8)	9.1 (4)	72.7 (32)
Instructional Strategies	0 (0)	1.8 (1)	36.8 (21)	61.4 (35)	0 (0)	2.3 (1)	27.3 (12)	70.5 (31)
Motivation & Management	0 (0)	7.0 (4)	47.4 (27)	45.6 (26)	0 (0)	2.3 (1)	29.5 (13)	68.1 (30)
Effective Communication & Teaching	0 (0)	5.3 (3)	42.1 (24)	52.6 (30)	0 (0)	6.8 (3)	27.3 (12)	65.9 (29)
Planning	0 (0)	1.8 (1)	40.4 (23)	57.9 (33)	0 (0)	0 (0)	15.9 (7)	84.1 (37)
Assessment	0 (0)	1.8 (1)	64.9 (37)	35.1 (20)	0 (0)	0 (0)	25.0 (11)	75.0 (33)
Reflection & Professional Growth	0 (0)	0 (0)	35.1 (20)	64.9 (37)	0 (0)	2.3 (1)	20.5 (9)	77.3 (34)
Community Relationships	0 (0)	0 (0)	31.6 (18)	68.4 (39)	0 (0)	0 (0)	29.5 (13)	70.5 (31)
ESL Endorsement	0 (0)	3.5 (2)	52.6 (30)	43.9 (25)	0 (0)	4.5 (2)	25.0 (11)	70.5 (31)
Overall Readiness for Teaching Profession	0 (0)	0 (0)	38.6 (22)	61.4 (35)	0 (0)	0 (0)	13.6 (6)	86.4 (38)

The data from these evaluations indicates that students who have participated in the elementary education program at Dixie State College have learned the skills needed to be a beginning teacher. The college supervisors found 95% + of the students were above average or outstanding beginning teachers in every area of INTASC. The mentor teachers' numbers were similar, although, the mentor teachers indicated more students were in the outstanding category as compared with the college supervisors.

Triad Conferences

A second assessment during student teaching is the triad conference that occurs twice during the 10 weeks of students teaching. The conference involves all three parties involved in the student teaching experience: the student teacher, the mentor teacher, and the college supervisor. During the conference, the three participants evaluate the student teacher in relations to five categories: development, learning & motivation, curriculum, instruction, assessment, and professionalism. Again, a 1-4 scale is used to indicate level of proficiency. These are meant to assess progress and provide an opportunity for all parties to have a voice in the evaluation process. The first triad conference helps pinpoint areas in need of improvement for the student teacher, while the second triad conference indicates progress made and again, areas in need of further refinement. It is recommended that the first triad conference take place during the fifth week of student teaching, and the second triad conference take place during the tenth week of student teaching.

The data for the 2004 and 2005 graduates is summarized in the tables below. There is table for each of the participants in the triad conference.

2004, 2005 Mentor Teacher Triad Conference Data

Key:

1 = Not Acceptable

2 = Basic Student Level

3 = Proficient Student Level

4 = Distinguished Student Level

	Triad Conference 1 (n=39)				Triad Conference 2			
	1	2	3	4	1	2	3	4
	% (Raw)	% (Raw)	% (Raw)	% (Raw)	% (Raw)	% (Raw)	% (Raw)	% (Raw)
Development, Learning, & Motivation	0 (0)	20.5 (8)	64.1 (25)	15.4 (6)	0 (0)	0 (0)	41.0 (16)	59.0 (23)
Curriculum	0 (0)	30.8 (12)	51.3 (20)	18.0 (7)	0 (0)	2.6 (1)	51.3 (20)	46.2 (18)
Instruction	2.6 (1)	20.5 (8)	66.7 (26)	10.3 (4)	0 (0)	0 (0)	46.2 (18)	53.9 (21)
Assessment	0 (0)	30.8 (12)	61.5 (24)	7.7 (3)	0 (0)	0 (0)	53.9 (21)	46.2 (18)

Professionalism	0 (0)	5.1 (2)	46.2 (18)	48.7 (19)		0 (0)	0 (0)	23.1 (9)	76.9 (30)
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2004, 2005 Student Teacher Triad Conference Data

Key:

1 = Not Acceptable

2 = Basic Student Level

3 = Proficient Student Level

4 = Distinguished Student Level

	Triad Conference 1 (n=39)				Triad Conference 2 (n=39)			
	1	2	3	4	1	2	3	4
	% (Raw)	% (Raw)	% (Raw)	% (Raw)	% (Raw)	% (Raw)	% (Raw)	% (Raw)
Development, Learning, & Motivation	5.1 (2)	23.1 (9)	71.8 (28)	0 (0)	0 (0)	5.1 (2)	48.7 (19)	46.2 (18)
Curriculum	5.1 (2)	51.3 (20)	41.0 (16)	2.6 (1)	0 (0)	2.6 (1)	66.7 (26)	30.8 (12)
Instruction	5.1 (2)	28.2 (11)	56.4 (22)	10.3 (4)	0 (0)	7.7 (3)	59.0 (23)	33.3 (13)
Assessment	7.7 (3)	48.7 (19)	41.0 (16)	2.6 (1)	0 (0)	5.1 (2)	71.8 (28)	23.1 (9)
Professionalism	2.6 (1)	15.4 (6)	59.0 (23)	23.1 (9)	0 (0)	0 (0)	35.9 (14)	64.1 (25)

2004, 2005 College Supervisor Triad Conference Data

Key:

1 = Not Acceptable

2 = Basic Student Level

3 = Proficient Student Level

4 = Distinguished Student Level

	Triad Conference 1 (n=39)				Triad Conference 2 (n=39)			
	1	2	3	4	1	2	3	4
	% (Raw)	% (Raw)	% (Raw)	% (Raw)	% (Raw)	% (Raw)	% (Raw)	% (Raw)
Development, Learning, & Motivation	0 (0)	51.3 (20)	46.2 (18)	2.6 (1)	0 (0)	2.6 (1)	53.8 (21)	43.6 (17)
Curriculum	0 (0)	38.5 (15)	53.9 (21)	7.7 (3)	0 (0)	0 (0)	64.1 (25)	35.9 (14)
Instruction	2.6 (1)	33.3 (13)	53.9 (21)	10.3 (4)	0 (0)	2.6 (1)	59.0 (23)	38.5 (15)

Assessment	2.6 (1)	48.7 (19)	43.6 (17)	5.1 (2)		0 (0)	2.6 (1)	71.8 (28)	25.6 (10)
Professionalism	0 (0)	7.7 (3)	59.0 (23)	33.3 (13)		0 (0)	0 (0)	25.6 (10)	74.4 (29)

Overall, the data indicated a couple of interesting things. First, the student teachers generally rate themselves at a lower proficiency level than the college supervisors or mentor teachers. Second, The mentor teachers generally rate the student teachers higher than the college supervisors. And third, the most important finding is that generally, all three participants see growth from the first triad conference to the second triad conference. In the first triad, the majority (85%-95%) of the students were found to be in Level 2 or 3. However, by the second triad conference, the majority of the students were found to be performing at Level 3 or 4 (95%-100%). This is true for all three participants. This data confirms the Student Teaching Summative Evaluation Reports discussed above.

GPA in Courses

GPA is an additional indication of the elementary education students' learning. The 2004 graduating class had an average GPA of 3.610 at the completion of their program. The 2005 graduating class had an average GPA of 3.675. Therefore, the average cumulative GPA for the students graduating from the elementary education program at Dixie State College is 3.643.

Praxis II Test – Content Knowledge for Elementary

A new Utah State Office of Education requirement mandates that all people applying for an elementary teaching license take the Praxis II – Content Knowledge for Elementary test. The purpose of this test is to indicate an applicant's knowledge of the content generally taught to elementary-aged children. By federal law, each classroom must have a "highly qualified" teacher in it, as designated by the *No Child Left Behind* legislation. The Utah Office of Education has designated the passing of this test (score of 150 or higher) as the indication of "highly qualified." Therefore, students in teacher preparation programs in the State of Utah are required to take this test before they can be recommended for licensure from Dixie State College. If they do not receive a passing score, we can still recommend them for licensure, but it will be a temporary license. They must retake the test and pass it in order to be awarded a permanent license. Since this is a new requirement, our 2006 graduating class will be the first cohort that will be taking the test. It will be another indication of our students' preparation for teaching.

Strengths

The data presented in this review indicates the elementary education program at Dixie State College prepares students well to be teachers in the public schools. Both college faculty and public school mentor teachers found the students to be strong in knowledge of student development, planning and designing curriculum, engaging in effective instruction and being a teaching professional.

Challenges

Although the data suggests that the students are prepared well overall, the area of assessment has slightly lower ratings than the other areas of teaching. This would confirm data that is found throughout teacher preparation programs across the nation, as well as in the public schools.

Instructional Staff

Year	FTE Students	Direct Cost per FTE	Student/Faculty Ratio
2004-2005	67.86	\$2,961	17.58
2003-2004	58.62	\$3,449	20.35
2002-2003	26.46	\$2,827	26.46

The data in the above chart only reports on the upper-division classes in the education program. EDUC 1010, 2010, and 2400 are not included in the analysis.

Faculty Credentials

Name	Degree	Area of Specialty	Institution Awarding Highest Degree/Year	Relevant Experience, Research, & Teaching	Current Status
FULL-TIME FACULTY					
Hazel Colebank	M.Ed.	Elementary Education, Literacy, Human Relations, Counseling	Northern Arizona University, 1992	25 years – Teaching First Grade, Fifth Grade, Reading Specialist K-6, College Instructor (Dixie State College, Northern Arizona University) 10 years – Administrator Principal, Director of Educational Services	Instructor – 1 year appointment
Shirley Sung Davis	Ph.D.	Educational Technology, Gifted and Talented, Science	New Mexico State University, 2003	Teaching – Technology, Multicultural/ESL, Curriculum, Distance Education (Dixie State College, New Mexico State University), K-12 Public Schools (general, science and gifted and talented)	Assistant Professor

				State and National Professional Presentations	
				Participation in Grants	
Tim Eicher	M.Ed.	Special Education, Early Childhood, Family Relationships, Human Development	Utah State University, 1979	30 years – Teaching Kindergarten, special education (self-contained), special education (resource), College (Human Development, Family Relationships, Early Childhood) Administrative Experience District Director, Special Education Programs, Early Intervention Director & Teacher (Residential Program and Handicapped Adults)	Associate Professor
Nancy Hauck	M.Ed.	Early Childhood, PE & Movement, Pedagogy, Curriculum Design and Assessment	Pacific University	Teaching Early Childhood 11 yrs Elementary Education 3 yrs College Instructor 13 years College Advisor/Placement 10 years	Instructor
Margaret Leigh	Ed.D.	Teacher Education, Classroom Management, Fine Arts Education, Social Studies,	University of Arkansas at Little Rock, 1996	10 years – Teaching 4 years – Administrative	Assistant Professor

		Gifted and Talented			
Brenda Sabey	Ph.D.	Teacher Education, Literacy Education,	University of Nevada, Reno, 1997	<p>20 years – Teaching Special Education (Resource), First Grade, Fourth Grade, College Instructor (Western Kentucky University, Brigham Young University, Dixie State College)</p> <p>Current Director of Dixie State College Elementary Education Program</p> <p>Published in <i>Reading Research and Instruction, The Reading Teacher, Journal of Literacy Research</i></p> <p>Consultant for Houghton Mifflin Publishers</p> <p>State and National Professional Presentations</p> <p>Member of Utah State Office of Education/University Committee</p>	Associate Professor
OPEN FULL-TIME FUNDED POSITIONS (Searches ongoing)					
Elementary Education, ESL					
Elementary Education,					

Generalist					
ADJUNCT FACULTY					
Frei, Anreta					Adjunct
Fritts, Barbara	B.S.	Psychology, Special Education (mild/moderate)	Utah State University, 1989	14 Years – Teaching Elementary, Secondary College Instructor	Adjunct
Laura Lojko	M.A.T.	Science, Biology	Northern Arizona University, 1994	15 Years - Teaching Research in Grand Canyon via NSF and National Park Service	Adjunct
Teria Mortensen	M.Ed.	ESL and Literacy	Southern Utah University, 1998 Administrativ e Certificate, 2006	11 years – Teaching Public Schools and College Instructor Principal, Coral Cliffs Elementary School, Fall 2006	Adjunct
Powell, Don	M.Ed.	Curriculum & Instruction, Administration	University of Utah, 1975	34 Years – Public School	Adjunct

Physical Facilities, Equipment and Technology

Physical Facilities

The Elementary Education program at Dixie State College is located in the Education and Family Studies (EFS) Building. It shares the building with Nutrition, Human Development/Early Childhood, and Family Sciences. A preschool is also housed in the same building.

The faculty members each have their own offices, with another office set aside for adjunct faculty to share. The department secretary is located in the main office area and works for all four programs.

There are three workrooms in the building. The first is a long, narrow closet-like area largely used as a storage facility. The second is housed in the main office area and is shared by all departments; this workroom stores the office supplies, paper, paper cutter, and copy machine. The third workroom, intended for education students, is a small room off of one of the classrooms. It is largely unused because it is so small and because access is limited when the classroom is in use.

The EFS building has eight classrooms. One of the classrooms is a kitchen lab/classroom. Another is a sewing lab/classroom. The majority of Elementary Education Program classes are held in room 123/124 which is designated as the Education Lab. It has been remodeled to resemble a typical public school classroom.

We will have two junior and two senior education cohorts in the fall. One classroom is insufficient to handle all the classes. We do use some of the five non-lab classrooms in the building as well, but they are set up as regular college classrooms with sidearm desks in rows. It is difficult to complete many of the constructivist activities typically used in teacher preparation programs in these kinds of classrooms. We have requested another remodeled “public school” type classroom as we add another pair of junior cohorts in the fall of 2006.

The EFS building hallways are wide and easily accommodate students through change of classes. One of the four outside doors is a powered door for disabled individuals – however it is non-functional much of the time. Three doors are unimpeded by stairs. There are two sets of restroom facilities that include accommodations for disabled individuals.

Equipment and Technology

The main office area has a relatively new desk arrangement for the secretary. All faculty members have sufficient office furniture although it eclectic in nature and dated. Each faculty member has a desktop computer with a printer, multiple filing cabinets and bookshelves for storage. The adjuncts share an office with two desks and two computers with filing cabinets for storage. All offices have internet capability.

The Education Lab classroom includes a ceiling projector with a computer, document reader, and DVD/VCR connected to the projector. There is a large white pull-down screen at the front of the classroom. Two mobile overhead projectors are available in the room as well. There is an additional TV/VCR mounted on the wall at the back of the classroom for small group instruction. There are also two printers available for student use in the classroom. One of the printers has scanner capabilities. Ten laptop computers on a mobile cart are stored in a closet at the back of the Education Lab and can be moved from room to room if necessary. These can be used for projects or internet research as needed – although, they are wireless and sometimes the concrete make-up of the building impedes the wireless signal in some classrooms. To provide the best possible situation, an extra access point (wireless hub) was purchased for the building.

In the Education Lab are six table groups that can seat 6-8 students each. At maximum usage, however, some students would have their backs to the board. There are additional individual tables at the back of the room for small group work.

Roomy storage cupboards are along one whole wall, with two dated plywood bookcases on the opposite wall. There are two large whiteboards, one smaller whiteboard, and one chalkboard mounted on the walls.

Some of the other classrooms used for education classes have ceiling projectors with connected computers. One classroom has document reader as well. The classrooms also have overhead projectors and TV/VCR's available.

The Elementary Education program has the use of a small office as a mini-conference room. This room houses two older desktop computers and printers for students to use, providing a modicum of technological equity for students who do not have computer access in their homes or apartments. Professional books and resources are available in the room along with a filing cabinet and a couch for small group work.

The biggest immediate need is for a second education lab. As the program increases to two cohorts each at both the junior and senior levels, it is absolutely imperative to have two classrooms set aside for education classes. In order to meet equity requirements, we need to have sufficient space to offer all cohorts similar environments and resources.

Library and Information Resources

The Browning Library has the following resources to support the Elementary Education program at Dixie State College. The resources are divided into monographic and periodical material, electronic databases, special collections that support the education program, and library services and facilities. This review concludes with an overview of the future needs, new resources, and potential problems in supplying the DSC Education program with information resources and services.

Monographs

Books: Almost 5,000 titles including significant holdings in lesson planning, activities, and other practical methods of teaching are part of the library's print collection of books.

Ebooks: Over 1,000 books on education topics, two-thirds of which were published from 2000 to the present, on a wide variety of education topic are available through two large ebooks collections: Ebrary and NetLibrary. Almost all of these titles are from academic publishers.

Videos: Over 100 videos directed toward elementary education in both VHS and DVD format are found in the library. All are available for check out.

Periodicals

Periodical Subscriptions: Through our databases, we have access to hundreds of full-text and thousands of indexed periodicals about education. However, we also have a sampling of print subscriptions so students can familiarize themselves with the format and content of scholarly journals and trade publications in the area of education. Print titles that specifically relate to elementary education include

- Education Digest*
- Educational Leadership*
- Elementary School Journal*
- Journal of Curriculum and Supervision*
- Journal of Educational Psychology*
- Language Arts*
- Reading Today*
- Teacher Magazine*
- Teaching Children Mathematics*
- Teaching Exceptional Children*
- The Reading Teacher*
- Voices from the Middle*
- Young Children*

Databases

The Browning Library's collection of databases is excellent in many subject areas, and the education is covered as extensively as it is at most large, research libraries. Tens of thousands of periodicals are covered full-text in the library's databases, including hundreds of education periodicals.

Academic Databases: These resources contain extensive education content including hundreds of peer-reviewed journals and extensive full-text coverage:

- Academic Search Premier**: 4,450 full-text scholarly publications, indexing for over 8,000
- Children's Literature Comprehensive Database*: a catalog of 1,200,000 records and more than 240,000 full-text reviews of children's books
- Communication & Mass Media Complete*: coverage of 600 titles with full-text for 240
- Education Full-Text*: 650 periodicals are indexed and abstracted, and many are full-text within the database
- ERIC**: full-text of 2,200 digests, citations and abstracts for 1,000 education titles with full-text linking to some
- Professional Development Collection**: 720 titles indexed and abstracted with 550 education periodicals in full-text (360 of which are peer-reviewed) and 200 educational reports
- PsychINFO*: index and abstract (with some full-text linking) coverage for 2,000 publications
- Psychology & Behavioral Sciences Collection**: 500 full-text journals that can be searched independently or linked from PsychINFO

Children's Databases: These databases have excellent K-8 content:

- EBSCO Encyclopedia of Animals**: online, full-text encyclopedia with easy-to-read entries for many species
- Funk & Wagnall's New World Encyclopedia**: 25,000 records
- Middle Search Plus**: full-text for more than 140 popular, middle school magazines
- Primary Search**: full-text for nearly 70 popular, elementary school magazines
- SIRS Discoverer**: for grades 1 -9, contains full-text articles and images from 1,600 diverse sources
- TOPIC Search**: This current events database contains over 100,000 articles from 2,500 diverse sources (also used at the high school level)

High School Databases: These databases are specifically designed for high school students:

- MAS Ultra – School Edition**: More than 700 popular, high school magazines available in full-text

□ *SIRS Knowledge Source**: thousands of full-text articles on a wide-variety of contemporary social issues and traditional academic topic, includes SIRS Researcher, SIRS Government Reporter, SIRS Renaissance, and SKS WebSelect

Databases for Children: These databases have interfaces designed for K-8 students:

- *Kids Search (K-8)**: includes content from Primary Search, Middle Search, Funk & Wagnalls, EBSCO Animals, etc.
- *Searchasaurus (K-3)**: includes content from Primary Search, Middle Search, Funk & Wagnalls, EBSCO Animals, etc.
- *SIRS Discoverer (3-8)**: for grades 1 -9, contains full-text articles and images from 1,600 diverse sources

*Items marked with an asterisk are also available through K-12 school media centers and public libraries throughout Utah.

Special Collections

Curriculum Collection: Over 5,000 individual items in almost 2,000 records comprise this collection of Utah-approved textbooks and other teaching materials. Although the materials themselves are donated by the publishers, the library puts extensive work and funds into packaging, labeling, cataloging, and housing these materials. In an informal poll, our collection ranks very well when compared to the curriculum collections at much larger libraries, including schools with hundreds of education graduates each year.

Juvenile Collection: The Juvenile Collection includes over 3,500 titles divided into Picture Book, Fiction, and Non-Fiction. These represent an excellent resource of source material for pre-service teachers.

Services

Reference: Professional librarians offer 57 hours of reference service each week. The Browning Library is unique in its commitment to professional staffing of the Reference Desk, including during evening hours. Email reference and appointments with librarians are also available.

24 / 7 / 365 Chat Reference: In addition to face-to-face reference at the library, students have access to a professional librarian at any time, from any computer with an Internet connection. Currently, Dixie State College and the University of Utah are the only higher education institutions in Utah offering this service. The JAVA-enabled chat requires no download, and students have quick (almost immediate), online access to answers and assistance.

Instruction: The library has a full-time instructional librarian, who also serves as the subject selector for education materials. She is always willing to work with the Education Department

and individual faculty in helping students define and meet their information needs, including individualized instruction for many Education classes and collaborative efforts with faculty in developing assignments that teach effective information use.

LIB 1010: As part of DSC's General Education requirements, Information Literacy LIB 1010 is a 1-credit class that introduces students to the myriad information resources available and helps them navigate the complex information environment. The course is based on the Association of College and Research Library Information Literacy Standards and includes content of specific use to pre-education students. The Information Literacy requirement was added to the GE program in July 2005. The ability of all students, including those entering the DSC Elementary Education program, should increase dramatically in the coming years.

Course Reserve: Reserve allows faculty to place materials in a structured environment to achieve universal access to multiple students. The Browning Library's Reserve policies are very flexible, allowing both in-house use and check outs, with check out periods that range from 1 hour to 2 weeks.

Interlibrary Loan: The Browning Library has a state-of-the-art online interlibrary loan system that handles online requests for all types of materials. Articles are delivered electronically, and requests for articles are usually fulfilled within 48 hours. There is currently no charge for interlibrary loan services.

Reciprocal Borrowing: All students, faculty, and staff at DSC can use their ID cards to borrow materials in person at all not-for-profit academic libraries in Utah or Nevada, including BYU and Westminster. Patrons are encouraged to return the borrowed items to the Browning Library which will return them to the host library at no charge to the patron.

Off-Campus Access: The library's off-campus access system is very reliable, it allows access to all electronic resources from any computer with an Internet connection, and it requires only minimal technical skills to use.

RefWorks: The campus subscription to the RefWorks Online Bibliographic Management program is a resource more often seen at larger research institutions that could be of special use to Education majors because they need to learn a system of scholarly citation that is new to most of them. As with all online resources, it is available from on and off-campus. RefWorks allows easy export of citations from many library databases and formats bibliographies in over 100 styles, including APA.

Facilities

The Browning Library is open seven days each week during Fall and Spring semesters offering students a diverse facility for varied learning experiences.

Study Areas: The library includes different types of study areas. Some areas focus on quiet study and while others encourage more collaborative learning. Individual carrels, 10 group study rooms, relaxing chairs, and much more are available.

Viewing Rooms: The library has an Audio-Visual Room equipped with a variety of equipment to play all types of library media. There are two additional Group Viewing Rooms available to students in groups of 2 – 11 individuals.

Computer Lab: A full-service computer lab with 60 student workstations is available in the basement of the library and is open 6-days each week.

Research Computers: The library houses 17 public access computers designed for research activities that are located close to the Reference and Circulation Desks in case assistance is needed.

Classroom: The library classroom includes 25 student workstations, an instructor computer, projection system, and Altiris management software and is used for library instruction and other hands-on activities.

New Resources

KCDL: One new database currently being considered to support the education program is the Kraus Curriculum Development Library, a growing collection of over 2,000 full-text, online curriculum documents from many agencies and school districts.

ERes: Ongoing funding for electronic reserve system, ERes is sorely needed. One-time funding for the purchase was appropriated several years ago, but the ongoing license fee has not been funded. This system would enable the library to offer our patrons round-the-clock access to reserve material online.

Instructional Media Center: As the college looks at developing an Information Commons, space for an Instructional Media center should be allocated. Pre-service teachers need an area where they can access a variety of information resources and have the space, supplies, and technology to create viable teaching materials. The new Information Commons seems a likely place for this, at least until an education facility is built. When that occurs, the center could be opened up for all students' use.

Future Needs

Funding: An ever-growing need for materials, the increasing costs of those items, and a static budget do not bode well for future purchasing. Several one-time appropriations (from the Utah Academic Library Consortium and the Dixie Foundation) helped give the program a good start. But the \$10,000 annual budget does not go far when purchasing monographs, periodicals, and databases.

Secondary Education: The imminent addition of a secondary education program, perhaps to be followed by a special education program, is an even bigger threat to the growth and currency of elementary education resources. Very little new money is proposed for information resources to support new programs (\$3,000 on-going) which will stretch the current budget beyond reason. Although certain items, including databases, can be shared by elementary and secondary education programs, each also has specific needs that will not be met by \$13,000 annually.

Potential Problem Areas

Subject Specialist: Currently the subject selector for education also selects for other areas (English, Fine Arts, etc.) and functions as the instruction librarian. As the instructional duties of this position have drastically increased in recent years, the librarian does not have enough time to devote to selection, collaboration, and liaison activities.

As is the case with many DSC employees, doing two or more jobs means that some aspects suffer.

Use of Information Resources: Often students are not required to fully utilize the excellent information resources available to them. Hoping that students will seek, locate, and use good information is not enough. Instructors must **require** current, accurate, credible, academic sources in grading assignments. While this issue is not unique to the Education Department, sufficient or increased academic rigor includes high standards for the content and use of information resources. This is an area where improvement could be made.

Program Challenges and Recommendations

Each faculty member was asked to predict challenges the Education Program is likely to encounter in the coming three years and recommend preparations for these challenges.

Coming Challenges	Recommendations/Preparations
<p>Regarding the Elementary Education Program and its immediate future, the challenges we face are multi-faceted:</p> <ol style="list-style-type: none"> 1. Facility-The EFS Building is a nice environment for the Education Program. We have had to make a number of adjustments to accommodate the expansion of the program, which has begun to affect the other programs operating within the building. With an expanding program and LOI's submitted for additional education programs, a facility will quickly become a critical need, and an immediate need. With the expansion next Fall to a 4th cohort, we are already looking outside the EFS Building for classroom space. 2. Staffing- We have made some great headway with a placement coordinator this year. Advisement is an issue of difficulty, as Kathy Kinney has another job description besides advisor for education. The secretarial support is not full time as the secretary is split between Family Studies, PE, and Education. There are a number of tasks that require professional experience in education as well as clerical skills, such as licensing, working with testing such as Praxis, management of the individual files for licensing, which really requires an experienced educator. 3. Administration- While the conceptual structure of the program is admirable, and the curriculum proving itself to be excellent, the administrative structure lacks comprehensive coverage of the legal and professional requirements of a well-established education program. We are still pretty new, having graduated only two classes to this point. We continue to find gaps in the administrative policies and procedures within the program. 	<ol style="list-style-type: none"> 1. It is time to consider a more permanent home for the Education Program. It is not impossible to consider an expansion/renovation project, utilizing existing space around the existing structure. Or we might need to tear this older building down to start again. Or we might look at purchasing another site, such as the East Elementary School Buildings. These are older buildings as well, and will come with a big price tag for renovation. We suspect we will need several million dollars for this proposed expansion. 2. We are going to propose a position that will include a combination of tasks that would support the students in the program. It would include advisement, coordination of mandated activities with the state licensing department, testing, management of student files, and possibly some instruction. We see this position as something that could be grouped as a 'lecturer', faculty member position without a tenure track, but with faculty status. 3. We propose that someone be hired during the summer to carefully examine the policy/procedures manuals of several universities to compare against DSC's Education Program Policies. A comprehensive policy handbook needs to be developed and be adopted by the Program in the Fall of 2006 when all return for the school year. Additionally, we have some unique wrinkles in our program, such as the ESL piece, and the SEE program of apprenticeship, for which there may be no precedent. In these cases we must develop policies that protect the Program and its employees, faculty, and students.

<p>4. With the ESL component of the Program, which is both a distinguishing feature as well as a boon to graduates in terms of finding employment, we struggle to find the qualified faculty to keep us at the top of the industry in ESL. This appears to be an ongoing problem, and will likely continue to be a thorn in the side of the Program. It is absolutely essential that we hire a qualified ESL faculty member, or it will be impossible to justify the ESL endorsement we currently offer.</p> <p>5. Curriculum- While our graduating teachers are showing excellent employability skills, we can see gaps in the curriculum that must be addressed carefully. Curricular challenges include:</p> <ul style="list-style-type: none"> • Placement for the many practica our students have, especially for the ESL courses. Not all of the schools in Washington County have multicultural classrooms, so practical experiences with multicultural populations can be difficult to attain. • The national standard of 15 hours of literacy for elementary education programs. • The limited number of math and science hours required by the program. • Creating a flow of academic skills throughout the curriculum: technology, writing, reading, curriculum development, ESL, literacy, etc. <p>6. As we are gearing up for new baccalaureate degrees in secondary education, special education, communication disorders/speech therapy, and early childhood education, there are many questions to answer. Will this be a unified School of Education?</p> <ul style="list-style-type: none"> • How will it be led administratively? • Will the separate programs fly independently from one another? • Will there be a director for each program responsible for all state meetings? An associate dean? • What is the time line? • Will the experience of the now veteran faculty in the Elementary Education Program be utilized in the formation of new programs? 	<p>4. We must be able to compete adequately in the market for these very specialized and qualified people. The College must allow us to explore the market with market driven reimbursement packages. This is especially true in the Spring of 2006 when our hiring invitations have yielded exactly one qualified ESL candidate. We simply must be able to bring the candidate to the program.</p> <p>5. As the program prepares for national accreditation we must carefully review professional guidelines in disciplines such as literacy, math, social science, and science preparation, and overlay these guidelines against the present curriculum. As we look carefully at the curricular structure, a curriculum map identifying the flow of subjects through the courses should be developed, quantifying the actual hours of exposure. As our Program highlights ESL preparation, and we want to continue to provide this exceptional facet of the Program, we need to ensure that these other subjects are adequately integrated into the curriculum.. It is also recommended that the program conduct a formal review of curriculum to ensure currency to the standards in the industry as well as compliance with expectations of national accreditation organizations.</p> <p>6. We think we ought to be considering these new degrees from the 'build it and they will come' standpoint. We believe we ought to hire the requisite administrators/staff to build these programs BEFORE we start advertising and teaching classes. To try to run these programs without first developing them in a professional manner simply overtaxes everyone and increases institutional liability as a result of inadequate vision, planning, and policy development. We should strategically develop the administrative structure to support a School of Education, and proceed accordingly. This strategic planning must address the new programs from a comprehensive perspective: facilities, maintenance, curriculum, faculty, staff support, etc.</p>
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<ul style="list-style-type: none"> • What about advisement, secretarial support, placement personnel? <ol style="list-style-type: none"> 7. Within a few years we must prepare and submit for NCATE or TEAC accreditation. This will be an extensive effort. While Dr. Sabey has put some effort into the beginning stages of this process, the commitment of resources to this endeavor, both monetary and in human effort, will be substantial. We believe that the cost of preparation will be in the area of 50,000 dollars. At most institutions, at least one person works full time to prepare the documents, arrange for meetings, train people in standards, etc. 8. Hiring faculty members has become a challenge. In the past few years we've had a dramatic appreciation of real estate in Washington County, and potential teachers are discouraged from seriously considering DSC when they look at the wages versus the cost of living here. This has become a critical issue at DSC, as evidenced by the extremely small pools of qualified applicants for available positions. 9. All programs preparing teaching professionals are upgrading curriculum requirements in the area of technology. While our graduates are demonstrating skills in technology that make them leaders in their respective schools, it is apparent that we have not adequately planned for updating technology at the college in a way sensitive to technological changes and improvements. 	<ol style="list-style-type: none"> 7. Strategically we need to plan for and fund the accreditation review. We should immediately choose a year on the horizon to complete this daunting task. Contact USOE to determine required time frame for completion of national accreditation. Provide adequate funding for the entire process, including hiring auxiliary staff, travel expenses for the evaluation team, printing costs and materials, and other predicted expenses. 8. Wages simply must become competitive in the market, or all aspects of our college are threatened. 9. The Education Program needs to submit a proposal for maintenance of a 'cutting edge' technological experience for the students. This will necessarily include devoting resources on an annual basis for updating software, purchasing new software, and replacing computers as needed. We should be able to propose an annual budget sensitive to our technological needs. In addition, we need to make training for faculty members a standard in the Program, so all are using state of the art methods in technology. An ongoing 3 year strategic plan should be developed utilizing the expertise of faculty, technology assistance on campus, and the UEN to keep pace with changes in technology.
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Appendices

- Appendix A: List of Teacher Standards Included in Review**
Appendix B: Program Application Packet
Appendix C: Student Teaching Evaluation Instruments

Appendix A, LIST OF TEACHING STANDARDS INCLUDED IN THIS REVIEW

- Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
- Danielson’s Domains of Learning
- International Reading Association Teacher Standards
- International Society for Technology in Education – National Educational Technology Standards (ISTE-NETS)

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

1. Content Pedagogy

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. Student Development

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

3. Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

5. Motivation and Management

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. Communication and Technology

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Planning

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8. Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. Reflective Practice: Professional Growth

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. School and Community Involvement

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Danielson's Domains of Learning

Domain 1: Planning and Preparation

- Demonstrate knowledge of content and pedagogy
- Demonstrate knowledge of students
- Select instructional goals
- Demonstrate knowledge of resources
- Design coherent instruction
- Assessing student learning

Domain 2: The Classroom Environment

- Create an environment of respect and rapport
- Establish a culture for learning
- Manage classroom procedures
- Manage student behavior
- Organize physical space

Domain 3: Instruction

- Communicate clearly and accurately
- Use questioning and discussion techniques
- Engage students in learning
- Provide feedback to students
- Demonstrate flexibility and responsiveness

Domain 4: Professional Responsibilities

- Reflect on teaching
- Maintain accurate records
- Communicate with families
- Contribute to the school and district
- Grow and develop professionally
- Show professionalism

International Reading Association Teacher Standards

Standard I: Foundational Knowledge

Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard II: Instructional Strategies and Curriculum Materials

Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard III: Assessment, Diagnosis, and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Standard IV: Creating a Literate Environment

Candidates create a literate environment that foster reading and writing by integrating foundational knowledge, use of instructional practices approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard V: Professional Development

Candidates view professional development as a career-long effort and responsibility.

International Society of Technology in Education – National Educational Technology Standards (ISTE-NETS)

TECHNOLOGY OPERATIONS AND CONCEPTS

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. □

PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES. □

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment. □

TEACHING, LEARNING, AND THE CURRICULUM

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher order skills and creativity.
- manage student learning activities in a technology-enhanced environment. □

ASSESSMENT AND EVALUATION □

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity. □

PRODUCTIVITY AND PROFESSIONAL PRACTICE □

Teachers use technology to enhance their productivity and professional practice. Teachers:

- use technology resources to engage in ongoing professional development and lifelong learning.
- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- apply technology to increase productivity.
- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning. □

SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- model and teach legal and ethical practice related to technology use.
- apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- identify and use technology resources that affirm diversity
- promote safe and healthy use of technology resources.
- facilitate equitable access to technology resources for all students.

**Appendix B, DIXIE STATE COLLEGE ELEMENTARY
EDUCATION PROGRAM APPLICATION PACKET**

DIXIE STATE COLLEGE OF UTAH ELEMENTARY EDUCATION APPLICATION PACKET

This Packet Contains:

- ☞ **Steps to Completion of the Packet**
- ☞ **Admission Requirements Checklist**
- ☞ **General Requirements for the AA degree**
- ☞ **General Requirements for the AS degree**
- ☞ **Teacher Education Standards**
- ☞ **Application for Admission**
- ☞ **Autobiographical Information**

Deadline for this completed application is:
Friday, January 20, 2006



STEPS TO COMPLETION OF THE PACKET

Department of Education & Family Studies



Welcome to the Dixie State College of Utah and our Bachelor of Science Degree in Elementary Education. The following steps will guide you in your application process. To be accepted as a teacher education candidate, you must complete all the steps outlined below. Keep in mind that students must have completed an associate degree or equivalent by the time they begin the Baccalaureate program. Admission is competitive, so we encourage you to be careful and thorough as you complete each step in the process.

Step One:

Read this application packet in its entirety so you know what you need to do and when you need to do it. Be aware of the deadlines and the procedures involved in applying for the program. Complete the admission packet and have your most recent complete official college/university transcript sent to the Department of Education & Family Studies or to you directly. If you are including an official transcript with your application, **do not open the envelope.**

Step Two:

Make sure you fill out the admission requirements checklist (p.3). Tell us if you are in the process of taking a pre-requisite class. If you wish to be considered on the basis of your ACT or SAT, rather than GPA, submit those scores with your application. Remember that your GPA (see checklist) must meet the minimum requirements (2.75 or above) to be considered for the program. Take the writing test at the testing center (Browning Building, Rm. 209). A \$10 fee is assessed for this test.

Step Three:

Find three people to write letters of recommendation for you. These people can be professors, former teachers, community leaders, or personal friends. The letters must speak to your ability to be a role model, a leader, and/or to your capability to work effectively with children. Ask your recommenders to send their letters in a sealed envelope to:

Department of Education & Family Studies
Education Admissions
225 South 700 East
St. George, UT 84770

Step Four:

Meet with elementary education advisor, Kathy Kinney, to have her review and sign your completed application. Deliver your completed packet to:

Department Secretary, Deborah Connolly
Education & Family Studies Building
Dixie State College of Utah

Note: You will need to sign up for an interview time.

Step Five:

Once you have completed your group interview, and your admission packet has been reviewed by the education faculty, a decision on your acceptance will be made. A letter of acceptance or denial will be mailed to you the middle of February.

ADMISSION REQUIREMENTS CHECKLIST



Department of Education & Family Studies

Listed below are the requirements that you will need to complete before acceptance into the program will be considered. Please check off all requirements you have completed. Please indicate, in the note section below, any pre-requisite coursework you have not completed, when you will be enrolled, and any other pertinent information the committee should know to evaluate your application. Continue on the back if you need more space.

General Education Requirements

- American Government Course
*DSC HIST 1700 or POLS 1100
- General Psychology or Human Development
*DSC PSYC 1010 or PSYC 1100 or FCS 1500
- Diversity Component
Documentation may include:
 - 4 semester hours of any foreign language, including ASL.
 - Documentation of bilingual ability.
 - Evidence of having lived in a foreign-speaking country or environment for a continuous period of 1 year or more.
 - Evidence of testing out of college-level foreign language coursework (CLEP).

ELEMENTARY EDUCATION REQUIREMENTS

- Introduction to Education
*DSC EDUC 1010 or equivalent
 - Foundations to Multicultural & ESL Education
*DSC EDUC 2400 or equivalent
 - Introduction to Teaching Exceptional Learners
*DSC EDUC 2010 or equivalent
 - Math for Elementary Teachers I
*DSC MATH 2010 (MATH 1050 is a pre-requisite; must pass with C grade or better)
 - Math for Elementary Teachers II
*DSC MATH 2020 (MATH 2010 is a pre-requisite; must pass exit test)
- * Due to USOE requirements for licensure, previously completed coursework will be evaluated on an individual basis.

APPLICATION REQUIREMENTS

- Three letters of recommendation
- Writing test
 - College placement test essay taken at the testing center, \$10 fee.
(Copy of writing assessment is sent to education department)
- Official transcript from most recent school
- Standardized measure of academic achievement
 - GPA must be an average of 2.75 or above in most recent 30 semester hours overall.
 - GPA must be 3.0 or above with no grade lower than a C in the education pre-requisite courses.
 - ACT or SAT scores may be considered on a case-by-case basis, rather than GPA.

NOTES

General requirements for an Associate of Science Degree

Elementary Education Path - Unofficial Worksheet Form

(63 semester credit hours required)

General Education Requirements & Options	Schedule		
English (EN) 2 courses ENGL 1010 and ENGL 2010 Must pass Engl 1010 with a C- or better to enroll in Engl 2010			
Mathematics (MA) 1 course MATH 1050e – For elementary education students only (Must pass with a C or better to enroll in MATH 2010)			
American Institutions (AI) 1 course HIST 1700 or POLS 1100			
Computer Skill (CP) 1 course CIS 1200 (Take the class or test out)			
Information Literacy (IL) 1 course LIB 1010			
Life Sciences (LS) 1 course BIOL 1010, 1610(lab), NFW 1020			
Physical Sciences (PS) 1 course CHEM 1010, 1110(lab), 1210(lab), 2310(lab) GEO 1010, 1020, 1040, 1060, 1110(lab), 2310(lab) PHYS 1010, 1020, 1040(L), 2010(L), 2210(L), GEOG 1000			
Social Sciences (SS) 1 course PSY 1010, 1100 or FCS 1500			
Fine Arts / Communication (FA) 1 course THEA 1010, 1050 ART 1010,1100 DANC 1010 ARTH 2710, 2720 MUSC 1010, 2010, 2020 COMM 1010, 1020, 2110			
Literature/ Humanities (HU) 1 course ENGL 2110, 2130, 2200, 2210, 2230, 2240, 2270, 2290, 2310, 2320, 2330, 2400, 2410, 2500, 2520, 2530, 2600 HUM 1010, 1100, 1110, 2130 PHIL 1000, 1120 SPAN 2310& 2320 (both required) THEA 1023			
SSC 1000 Freshman Orientation Recommended			

Credits Earned _____

Developmental Credits _____

(do not apply towards graduation)

Credits Needed _____

Electives/Pre-requisites

EDUC 1010, EDUC 2010, EDUC 2400,

MATH 2010 (Pre-requisite: Must pass MATH 1050 with a C grade or better)

MATH 2020 (Pre-requisite: Must pass MATH 2010 with a C grade or better)

Foreign Language – 1 Course (4 Credits) or Diversity Component

General requirements for an **Associate of Arts Degree**
Elementary Education Path - Unofficial Worksheet Form

General Education Requirements & Options	Schedule		
English (EN) 2 courses ENGL 1010 and ENGL 2010 Must pass Engl 1010 with a C- or better to enroll in Engl 2010			
Mathematics (MA) 1 course MATH 1050e – For elementary education students only (Must pass with a C or better to enroll in MATH 2010)			
American Institutions (AI) 1 course HIST 1700 or POLS 1100			
Computer Skill (CP) 1 course CIS 1200 (Take the class or test out)			
Information Literacy (IL) 1 course LIB 1010			
Life Sciences (LS) 1 course BIOL 1010, 1610(lab), NFW 1020			
Physical Sciences (PS) 1 course CHEM 1010, 1110(lab), 1210(lab), 2310(lab) GEO 1010, 1020, 1040, 1060, 1110(lab), 2310(lab) PHYS 1010, 1020, 1040(L), 2010(L), 2210(L), GEOG 1000			
Social Sciences (SS) 1 course PSY 1010, 1100 or FCS 1500			
Fine Arts / Communication (FA) 1 course THEA 1010, 1050 ART 1010, 1100 DANC 1010 ARTH 2710, 2720 MUSC 1010, 2010, 2020 COMM 1010, 1020, 2110			
Literature/ Humanities (HU) 1 course ENGL 2110, 2130, 2200, 2210, 2230, 2240, 2270, 2290, 2310, 2320, 2330, 2400, 2410, 2500, 2520, 2530, 2600 HUM 1010, 1100, 1110, 2130 PHIL 1000, 1120 SPAN 2310& 2320 (both required) THEA 1023			
Foreign Language (FL) 2 courses (same language Courses I&II) 8 Credits ASL 1010 & 1020 FREN 1010 & 1020 GERM 1010 & 1020 JAPN 1010 & 1020 SPAN 1010 & 1020 (Test credit, advanced courses and vertical credit may apply)			
SSC 1000 Freshman Orientation Recommended			

Credits Earned _____

Developmental Credits _____

(do not apply towards graduation)

Credits Needed _____

Electives/Pre-requisites

EDUC 1010, EDUC 2010, EDUC 2400,

MATH 2010 (Pre-requisite: Must pass MATH 1050 with a C grade or better)

MATH 2020 (Pre-requisite: Must pass MATH 2010 with a C grade or better)

TEACHER EDUCATION STANDARDS

Department of Education & Family Studies



Students enrolled in the Dixie State College Elementary Education program are expected to be professional in their conduct and dispositions as outlined below:

Standard I Personal/Professional Skills

- Adhere to the DSC Student Code of Conduct.
- Maintain the dignity of the teaching profession by respecting and obeying laws and exemplifying honesty and personal integrity.
- Accord just and equitable treatment to all members of the teaching profession, and to all individuals associated with the teacher education program.
- Respect individual rights by not interfering with the personal, academic, or professional rights of others.
- Do own work on exams and assignments (unless collaborative efforts are specifically sanctioned).
- Exercise sound, reasonable judgment and responsible behavior in relating with other people.
- Demonstrate commitment and dedication in preparing to teach.
- Assume personal responsibility for actions and consequences.
- Realize you represent DSC and the Education program when working in public schools.

Standard II Interpersonal/Social-Emotional Skills

- Demonstrate respect for the individuality, dignity, culture and values of all persons.
- Avoid judgmental remarks and actions toward others.
- Protect others from conditions detrimental to learning, health or safety.
- Accommodate individuals with diverse or exceptional conditions.
- Work compatibly with students, staff, faculty, and others.

Standard III Academic Skills

- Demonstrate commitment to learning, openness to new ideas and methods, tolerance for ambiguity.
- Demonstrate competence in speech and writing.
- Maintain academic standards required for teacher education admission and retention.
- Demonstrate ability to apply knowledge and skills in classroom settings.
- Demonstrate willingness to do more than the minimum required.

I have read, and will endeavor to abide by the Teacher Education Standards outlined above.

Signature of Applicant

Date

Appendix C, STUDENT TEACHING EVALUATION INSTRUMENTS

- Triad Conferences
- College Supervisor Student Teaching Summative Evaluation Report
- Mentor Teacher Student Teaching Summative Evaluation Report



TRIAD CONFERENCE REPORT

The triad conference is an opportunity to assess competencies of student teachers from multiple perspectives. The student teacher, mentor teacher, and college faculty supervisor meet to score each major area of assessment according to the rubrics on the following pages. The appropriate boxes should be checked below and findings discussed. This report becomes a part of the student teacher's permanent record.

NA=Not Acceptable
 BL=Basic Student Level
 PS=Proficient Student Level
 DS=Distinguished Student Level

Triad Conference Number One:

Date: _____	Student	Mentor Teacher	Faculty Supervisor	Consensus
Development, Learning and Motivation				
Curriculum				
Instruction				
Assessment				
Professionalism				

Signature of Faculty Supervisor _____

Triad Conference Number Two:

Date: _____	Student	Mentor Teacher	Faculty Supervisor	Consensus
Development, Learning and Motivation				
Curriculum				
Instruction				
Assessment				
Professionalism				

Signature of Faculty Supervisor _____

COLLEGE SUPERVISOR

Date _____



Elementary Education

Student Teacher _____

Mentor Teacher _____

College Supervisor _____

School _____

Grade Level _____

STUDENT TEACHING SUMMATIVE EVALUATION REPORT

Instructions for completion of the summative report.

This is the final student teaching evaluation and will be retained on file at DSC. In addition, this report will become part of the placement file for candidates seeking teaching positions. It is important for administrators and human resource personnel at school districts to have both numeric and written data to be able to assess the skills of the student teacher. Therefore, it is necessary to complete all portions of this report as completely as possible.

The following are categories synonymous with INTASC standards and are important areas of concern to prospective employers. Remember that your evaluation is for a beginning teacher, one who is likely to start teaching next school year. There are two parts to the evaluation explained below.

1. Rate the candidate's performance on the 1-4 scale described below.

1 = weak, poor quality, bottom 10% you have seen

2 = average, moderate quality, about 50% you have seen

3 = good, above average quality, within top 50 % you have seen

4 = outstanding, top quality, top 10% you have seen

2. Write a narrative description of something your student teacher has done in each respective category. These comments should reflect activities, projects or strategies that the student teacher has either planned for, or implemented in the classroom. Such comments serve as evidence of emerging competencies in a variety of areas commensurate with effective teaching. These narratives are in actuality, artifacts your student teacher produced that demonstrate the capabilities of the student teachers in each major area associated with teaching.

Student Development – The educator understands how children learn and provides learning opportunities to support intellectual, social, and personal growth.

Rating 1 2 3 4

Example _____

Diverse Learners – The educator understands the differing ways students learn and adapts to unique learning needs.

Rating 1 2 3 4

Example _____

Instructional Strategies – The educator understands and uses a variety of strategies to stimulate critical thinking, problem solving, and performance skills.

Rating 1 2 3 4

Example _____

Motivation & Management – The educator uses his/her understanding of motivation and behavior to encourage positive social interaction and active engagement in learning.

Rating 1 2 3 4

Example _____

Effective Communication & Teaching – The educator uses effective verbal, non-verbal and media communication to foster collaboration and supportive interaction in the classroom.

Rating 1 2 3 4

Example _____

Planning – The educator plans instruction based on elements of subject matter, students' readiness, community influences, and curricular goals.

Rating 1 2 3 4

Example _____

Assessment – The educator understands, uses, and makes decisions from information gathered through formal and informal assessment procedures.

Rating 1 2 3 4

Example _____

Reflection & Professional Growth – The educator reflects on his or her choices/actions and actively seeks professional opportunities for growth.

Rating 1 2 3 4

Example _____

Community Relationships – The educator fosters relationships with colleagues, parents, community organizations and agencies to support the teaching-learning process in their respective classrooms.

Rating 1 2 3 4

Example _____

Overall Readiness for the Teaching Profession – The educator is ready to assume the duties and responsibilities of a classroom teacher with appropriate mentorship/support.

Rating 1 2 3 4

Example _____

ESL Endorsement – The educator has demonstrated the ability to plan for, implement, and assess the development and performance of second language learners.

Rating 1 2 3 4

Example _____

Once completed, this report is considered confidential and is sent to the Director of Elementary Education at:

Dr. Brenda Sabey
Dixie State College of Utah
225 South 700 East
St. George, UT 84770

MENTOR TEACHER

Date _____



Elementary Education

Student Teacher _____

Mentor Teacher _____

College Supervisor _____

School _____

Grade Level _____

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