

School of Education

College of Education and Human Development

UNIVERSITY OF DELAWARE

Undergraduate Advisement Handbook

ELEMENTARY TEACHER EDUCATION

2012-2013

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www.udel.edu/education/ete



School of Education
2012-2013

Undergraduate Advisement Handbook

Table of Contents

Conceptual Framework for Professional Programs.....	3
Program Requirements	6
Sequence Sheets	9
Choosing a Second Certification	15
Special Education	16
Middle School English	17
Middle School Mathematics	18
Middle School Science	19
Middle School Social Studies	21
Urban Education	22
Checkpoints and Clearances	23
Upper Division Clearance	24
Field Experiences.....	26
Candidate Dispositions	29
Praxis II Tests	32
Delaware Center for Teacher Education Web Page.....	34
Undergraduate Services Web Page	35

University of Delaware Conceptual Framework for Professional Education Programs

The University of Delaware Conceptual Framework provides the goals and outcomes for the candidates, faculty, and administrators in professional education programs. The University prepares educators with the knowledge, skills, and dispositions that are required to fulfill the responsibilities of an uncompromised commitment to serving the needs and interests of students, families, and communities. As professionals in education, the preservice teachers, inservice teachers, and other educators¹ in our programs will implement recognized best practices and continue throughout their careers as leaders in the advancement of their profession. They will recognize students and professionals as whole persons who are developing across the cognitive, social, emotional, and physical domains within families, communities, cultural, and economic contexts.

To these ends, candidates in University of Delaware professional education programs will:

- continuously engage in inquiry, reflection, learning and improvement of their practice, informed by evidence and their experience, as well as by research and professional literature, and they will help contribute to the knowledge base of education through their own professional learning and experience;
- respond in creative, empathetic and flexible ways to the needs and interests of the students, families and communities whom they will serve and advocate for their needs and interests both in their own institutions and in broader policy arenas;
- be committed to their students' academic, social and emotional learning and inspire their students' desire for learning and for the content being learned;
- be passionate about their profession and seek opportunities for professional growth and leadership;
- situate their knowledge in local, state, national and global contexts and recognize others' perspectives; and
- believe that all students can learn and structure their practices to promote equity and equality in education.

Candidates will embody three qualities as they move on their trajectory to become the professionals described above: knowledge and skills, leadership and commitment to equity. They will develop these interdependent qualities through rich experiences in their programs and achieve the following outcomes associated with them.

Knowledge and Skills

Candidates will have a deep understanding of the content of their discipline and apply this knowledge appropriately and flexibly, using deliberate and informed decision-making based on evidence. Preservice and inservice teachers will know how to make this significant content, as represented in standards, accessible to students through creative, developmentally appropriate and challenging learning experiences. The learning experiences they plan will be grounded in knowledge of how students learn, engage students in their own learning through

¹ Examples of other educators are school psychologists, school leaders, and school librarians.

inquiry about ideas or problems and motivate students to make connections to their lived worlds. They will create classroom and school environments that encourage and facilitate learning and use teaching strategies and technologies for the range of abilities and backgrounds in the diverse populations served. They will be able to apply multiple, research-based assessment methods to improve instruction and student learning. Other educators will have the knowledge and skills to support and promote continual improvement in communities of learning.

Leadership

Well-prepared leaders are essential in the school improvement and reform process. Candidates will be leaders who have the skills and drive to be a part of the decision-making process that impacts students and schools and have the capacity to influence instructional and policy decisions about teaching and learning. Candidates will be advocates for students, families, and communities and collaborate with families, colleagues and community service providers to develop and implement effective programs to support the development and learning of all students. They will engage in critical examination of current policies and practices to advance individual and collective efficacy; they want to move the profession forward.

Commitment to Equity

Increasingly, the participants in the U.S. education system represent a range of diversities that include ethnicity, gender, race, religion, socio-economic status, family composition, age, geographic area, language, sexual orientation and identification, abilities and disabilities. Candidates will have an understanding of the diverse students' learning needs and backgrounds, a recognition and understanding that equity and equality are not the same and the compassion to modify teaching and leadership practices to respond to the needs of diverse learners and their families, teachers, and administrators.

Outcomes

The outcomes for candidates are consistent with Delaware state standards, national accreditation standards, national specialty organization standards, and the InTASC Model Core Teaching Standards. Candidates will demonstrate in their professional education programs:

- a commitment to education as a scholarly profession that requires ethical standards, a continuing process of learning, evidence-based decision making, and the reflective re-examination of content knowledge and pedagogy.
- a commitment to the belief that learners of all ages and abilities can be educated by interacting with others appropriately and respectfully, addressing preconceptions, being receptive to feedback and employing strategies that emphasize interacting in a positive manner.
- 3. the capacity to create and implement productive, safe, and engaging learning experiences and evidence-based assessments that reflect an understanding of:
 - human development and learning so that their actions are developmentally appropriate for students of all ages and abilities;
 - the content knowledge and pedagogical content knowledge that promotes students'

- knowledge, skill development, critical reflection and problem-solving according to the methods of inquiry and standards of evidence used in their area of expertise;
- appropriate and effective use of technologies; and
 - the range of diversity in students including their ethnicity, gender, race, religion, socio-economic status, family composition, age, geographic area, language, sexual orientation and identification, abilities and disabilities.
4. the capacity to work as partners with students, families, other professionals and the wider community to provide a supportive, safe, and caring learning environment to optimize every learner's educational attainment.

Bachelor of Science in Education (BSED)
ELEMENTARY TEACHER EDUCATION (ETE) PROGRAM REQUIREMENTS
Elementary Education and Special Education, Middle School OR Urban Education

Students must have a C- or better in ALL courses for the ETE major

GENERAL STUDIES (all students complete these courses)

English - 9 credits

- 3 cr. - ENGL 110 - Critical Reading and Writing
- 3 cr. - ENGL 101 (students in the middle school English concentration only) **OR** an approved ENGL literature course (students NOT in the middle school English concentration). A list of approved courses is available online at www.udel.edu/education/ete/english-literature-courses.html.
- 3 cr. - LING 101 - Introduction to Linguistics

Science - 12 credits

- 4 cr. - BISC 104 **OR** 207 - Principles in Biology OR Introductory Biology I
- 4 cr. - GEOL 113 - Earth Science
- 4 cr. - SCEN 102 - Physical Science

Mathematics - 9 credits

- 3 cr. - MATH 251 - Mathematics for K-8 Teachers: Numbers & Operations
- 3 cr. - MATH 252 - Mathematics for K-8 Teachers: Rational Numbers & Probability
- 3 cr. - MATH 253 - Mathematics for K-8 Teachers: Geometry, Algebra and Measurement

Social Studies - 12 credits

- 3 cr. - HISTORY 103, 104, 205, **OR** 206 - World OR U.S. History
- 3 cr. - POSC 102 **OR** 150 - Civics & Economics for Teachers OR American Political System
- 3 cr. - ECON 100, 102, **OR** 151 - Economic Issues & Policies, Civics & Economics For Teachers OR Introduction to Microeconomics.
NOTE: POSC 102 and ECON 102 are the same course (cross-listed). Students cannot take POSC 102 and ECON 102.
- 3 cr. - GEOGRAPHY 102, 120, 203, **OR** 210 - Human, World Regional, Cultural, OR Economic Geography

Fine Arts - 3 credits

Any ART, ARTH, DANC, MUED, MUSC **OR** THEA course. This course should satisfy the Creative Arts and Humanities category unless this breadth requirement is satisfied by another course (e.g., EDUC 240 or one of the literature courses that meet the Creative Arts and Humanities category).

PROFESSIONAL STUDIES (all students complete these courses)

- | | |
|--|---|
| EDUC 100 - Intro. to Elem. and Middle School Educ. | EDUC 310 - Reading & Writing in Elementary School |
| EDUC 205 - Human Development: Grades K-8 | EDUC 335 - Elementary Curriculum: Math |
| EDUC 210 - Beginning Literacy Instruction | EDUC 341 - Elementary Curriculum: Science |
| EDUC 230 - Introduction to Exceptional Children | EDUC 346 - Elementary Curriculum: Social Studies |
| EDUC 240 - Law and Ethics in Education | EDUC 387 - Integrating Technology in Education |
| OR | EDUC 390 - Classroom Management |
| EDUC 247 - History of Education in America | EDUC 451 - Educ. Assessment for Classroom Teachers |
| EDUC 258 - Cultural Diversity, Schooling & the Teacher | EDUC 433 - Non-School Factors that Affect Learning |
| OR | EDUC 436 - Differentiated Literacy Instruction |
| EDUC 259 - Cultural Diversity in Community Contexts | OR |
| EDUC 286 - Educational Technology: Prof. Tools | EDUC 437 - Diag. & Instruction: Literacy Problems
(special education only) |
| | EDUC 400 - Student Teaching: Elementary Education |

CONCENTRATION AREAS (all students complete one of the following six concentrations)

Middle School English

ENGL 204 - American Literature
ENGL 205 - British Literature I
ENGL 206 - British Literature II
ENGL 294 - English Language: Grammar and Usage
EDUC/ENGL 403 - Literature for Adolescents: Multimedia Texts
ENGL diversity course
ENGL writing course
EDUC 320 - Reading and Writing in the Middle-Grades
EDUC 400 - Student Teaching: Middle School English
A list of approved diversity and writing courses is available at www.udel.edu/education/ete/second/english.html.

Middle School Mathematics

MATH 221 - Calculus I
OR
MATH 241 - Analytic Geometry & Calculus I
MATH 222 - Calculus II
OR
MATH 242 - Analytic Geometry & Calculus II
MATH 240 - Geometry & Measurement for MS Teachers
EDUC 336 - Middle School Mathematics Curriculum & Methods
EDUC 400 - Student Teaching: Middle School Mathematics

MATH 210 - Discrete Mathematics
MATH 230 - Finite Mathematics
STAT 200 - Basic Statistical Practice
OR
MATH 201 - Introduction to Statistical Methods I
MATH 217 - Algebra for Middle School Teachers

Middle School Science

BIOLOGY courses (6 credits)
PHYSICAL SCIENCE courses (6 credits)
EARTH SCIENCE course (3 credits)
ENVIRONMENTAL SCIENCE course (3 credits)
SCEN 650 - Scientific Inquiry for Teachers
EDUC 443 - Teaching Science in the Middle School
EDUC 400 - Student Teaching: Middle School Science
A list of approved science courses is available at <http://www.udel.edu/education/ete/second/science.html>.

Middle School Social Studies

HIST 103/104 - World History **OR** 205/206 - US History (whichever was not taken for General Studies)
POSC 102, 150 **OR** POSC 270 - Civics & Economics for Teachers, American Political System **OR** Comparative Politics (whichever was not taken for General Studies)
GEOG course
ECON course
HIST 315 - History for Teachers
An approved History course (list of approved courses is available online)
EDUC 348 - Investigating Social Studies in Middle School Communities
EDUC 400 - Student Teaching: Middle School Social Studies
One free elective course (3 credits) from any department.

Special Education

EDUC 410 - Assistive Technology
EDUC 431 - Applied Behavior Analysis
EDUC 432 - Curriculum for School-Aged Exceptional Children
EDUC 435 - Educational Evaluation for Exceptional
EDUC 400 - Student Teaching: Special Education

In addition to the above courses, students complete one of the three following options:

- (1) Focus area – Students complete 15 credits in the focus areas of English, math, science, social studies or urban education. The list of courses that will satisfy this option is available online at <http://www.udel.edu/education/ete/second/SpecialEducationFocusAreas.pdf>.
- (2) Disabilities Studies Minor
- (3) Human Development and Family Studies Minor

Urban Education

EDUC 258 **OR** 259 Cultural Diversity, Schooling & the Teacher **OR** Cultural Diversity in Community Contexts
(whichever was not taken for Professional Studies)

EDUC 395 - Building Communities of Learners in Urban Contexts

EDUC 440 - Literacy Instruction for English Language Learners

EDUC 459 - Urban Schools and Urban Landscapes

Three restricted elective courses (3 credits each) that reflect students' interest in Urban Education. Courses must be approved by an advisor.

One free elective course (3 credits) from any department.

EDUC 400 - Student Teaching: Elementary Education

University Breadth Requirements

All students must fulfill university breadth requirements in the areas of Creative Arts and Humanities, History and Cultural Change, Social and Behavioral Sciences and Mathematics, Natural Sciences and Technology. ETE students take courses that automatically satisfy all of the categories except Creative Arts and Humanities. Students can fulfill this category by selecting a course that counts towards their program, such as a fine arts course or literature course. You do not need to take an extra course to fulfill this category. For the list of courses that satisfy the breadth requirements, please see:

http://academiccatalog.udel.edu/Pub_ShowCatalogPage.aspx?CATKEY=CATKEY_2107&ACYEAR=2010-2011&DSPL=Published

The following schedules include SUGGESTED course sequences. Individual sequencing will vary.

Elementary and Middle School Mathematics

Fall

EDUC 100 (1)
EDUC 286 (1)
BISC 104 (4)
LING 101 (3)
MATH 251 (3)
EDUC 205 (3)

15 credits

Spring

MATH 252 (3)
EDUC 230 (3)
HIST 103, 104, 205, 206 (3)
ENGL 110 (3)
MATH 221 (3)

15 credits

Fall

MATH 253 (3)
EDUC 210 (3)
MATH 217 (3)
Fine Arts (3)
GEOL 113 (4)

16 credits

Spring

MATH 240 (3)
MATH 222 (3)
POSC 102 or 150 (3)
EDUC 258/259 (3)
EDUC 240/247 (3)

15 credits

Fall

EDUC 310 (3)
EDUC 335 (3)
EDUC 341 (3)
EDUC 346 (3)
EDUC 451 (3)

15 credits

Spring

EDUC 336 (3)
EDUC 387 (2)
EDUC 390 (3)
EDUC 436 (3)
MATH 230 (3)
ECON 100, 151 or 102 (3)

17 credits

Fall

EDUC 400: Elementary (5)
EDUC 400: Middle School Mathematics (5)
EDUC 433 (2)

12 credits

Spring

ENGL LIT (3)
MATH 210 (3)
SCEN 102 (4)
STAT 200 (3)
GEOG 102, 120, 203 or 210 (3)

16 credits

NOTE: MATH 253 is a prerequisite for MATH 240.

Elementary and Middle School Science

Fall

EDUC 100 (1)
EDUC 286 (1)
BISC 104 (4)
MATH 251 (3)
LING 101 (3)
EDUC 240/247 (3)
15 credits

Fall

MATH 253 (3)
GEOL 113 (4)
EDUC 258/259 (3)
Science - env (3)
Science - bisc (3)
16 credits

Fall

Fine Arts (3)
Science - earth (3)
Science - phys (3)
ECON 100, 151, 102 (3)
Science - phys (3)
15 credits

Fall

EDUC 443 (3)
EDUC 387 (2)
EDUC 390 (3)
EDUC 436 (3)
SCEN 650 (3)
POSC 102 or 150 (3)
17 credits

Spring

MATH 252 (3)
ENGL 110
HIST 103, 104, 205, 206 (3)
EDUC 205 (3)
EDUC 230 (3)
15 credits

Spring

SCEN 102 (4)
EDUC 210 (3)
Science - bisc (3)
ENGL LIT (3)
GEOG 102, 120, 203, 210 (3)
16 credits

Spring

EDUC 310 (3)
EDUC 335 (3)
EDUC 346 (3)
EDUC 451 (3)
EDUC 341 (3)
15 credits

Spring

EDUC 400: Elementary (5)
EDUC 400: Middle School Science (5)
EDUC 433 (2)
12 credits

Elementary and Middle School Social Studies

Fall

EDUC 100 (1)
EDUC 286 (1)
GEOL 113 (4)
MATH 251 (3)
EDUC 258/259 (3)
LING 101 (3)

15 credits

Spring

ENGL 110 (3)
EDUC 205 (3)
EDUC 240/247 (3)
MATH 252 (3)
HIST 103 or 104 (3)

15 credits

Fall

BISC 104 (4)
MATH 253 (3)
Free elective (3)
GEOG 102, 120, 203, 210 (3)
HIST (approved list) (3)

16 credits

Spring

SCEN 102 (4)
EDUC 210 (3)
POSC 102 or 150 (3)
HIST 205 or 206 (3)
GEOG (3)

16 credits

Fall

HIST 315 (3)
POSC 102, 150 or 270 (3)
ENGL LIT (3)
ECON 100, 151 or 102 (3)
EDUC 230 (3)

15 credits

Spring

EDUC 310 (3)
EDUC 335 (3)
EDUC 346 (3)
EDUC 451 (3)
EDUC 341 (3)

15 credits

Fall

EDUC 348 (3)
EDUC 387 (2)
EDUC 390 (3)
EUDC 436 (3)
ECON (3)
FINE ARTS (3)

17 credits

Spring

EDUC 400: Elementary (5)
EDUC 400: Middle School Social
Studies (5)
EDUC 433 (2)

12 credits

Elementary and Middle School English

Fall

EDUC 100 (1)
EDUC 286 (1)
BISC 104 (4)
MATH 251 (3)
LING 101 (3)
EDUC 230 (3)

15 credits

Fall

MATH 253 (3)
ENGL 101 (3)
ENGL 403 (3)
ECON 100, 151, 102 (3)
GEOL 113 (4)

16 credits

Fall

EDUC 240/247 (3)
FINE ARTS (3)
ENGL diversity (3)
ENGL 206 (3)
ENGL (writing) (3)

15 credits

Fall

EDUC 320 (3)
EDUC 387 (2)
EDUC 390 (3)
EDUC 436 (3)
ENGL 205 (3)
POSC 102 OR 150 (3)

17 credits

Spring

MATH 252 (3)
ENGL 110 (3)
HIST 103, 104, 205, 206 (3)
EDUC 205 (3)
EDUC 258/259 (3)

15 credits

Spring

ENGL 204 (3)
EDUC 210 (3)
ENGL 294 (3)
SCEN 102 (4)
GEOG 102, 120, 203, 210 (3)

16 credits

Spring

EDUC 310 (3)
EDUC 335 (2)
EDUC 341 (3)
EDUC 346 (3)
EDUC 451 (3)

15 credits

Spring

EDUC 400: Elementary (5)
EDUC 400: Middle School English (5)
EDUC 433 (2)

12 credits

Elementary and Special Education

Fall

EUDC 100 (1)
EDUC 286 (1)
BISC 104 (4)
MATH 251 (3)
HIST 103, 104, 205, 206 (3)
EDUC 205 (3)

15 credits

Fall

POSC 150 or 102 (3)
MATH 253 (3)
EDUC 240/247 (3)
EDUC 230 (3)
Focus area or minor course (3)

15 credits

Fall

EDUC 310 (3)
EDUC 335 (3)
EDUC 346 (3)
EDUC 341 (3)
EDUC 387 (2)
EDUC 451 (3)

17 credits

Fall

EDUC 400: Elementary (5)
EDUC 400: Special Education (5)
EDUC 433 (2)

12 credits

Spring

SCEN 102 (4)
MATH 252 (3)
EDUC 258/259 (3)
EDUC 210 (3)
ENGL 110 (3)

16 credits

Spring

LING 101 (3)
Focus area or minor course (3)
Fine Arts (3)
Focus area or minor course (3)
ECON 100, 151, 102 (3)

15 credits

Spring

EDUC 431 (3)
EDUC 432 (3)
EDUC 435 (3)
EDUC 410 (1)
EDUC 437 (3)
EUDC 390 (3)

16 credits

Spring

ENGL LIT (3)
GEOL 113 (4)
GEOG 102, 120, 203, 210 (3)
Focus area or minor course (3)
Focus area or minor course (3)

16 credits

NOTE: For students pursuing the Disabilities Studies minor, HEPP 465 must be taken in the senior year and HDFS 270 is a prerequisite for HEPP 465.

Elementary and Urban Education

Fall

EDUC 100 (1)
EDUC 286 (1)
GEOL 113 (4)
MATH 251 (3)
HIST 103, 104, 205, 206 (3)
EDUC 259 (3)

15 credits

Fall

GEOG 102, 120, 210 or 203 (3)
MATH 253 (3)
EDUC 240/247 (3)
EDUC 230 (3)
EDUC 395 (3)

15 credits

Fall

EDUC 310 (3)
EDUC 335 (3)
EDUC 341 (3)
EDUC 346 (3)
EDUC 451 (3)

15 credits

Fall

EDUC 400: Elementary Education (10)
EDUC 433 (2)

12 credits

Spring

SCEN 102 (4)
MATH 252 (3)
EDUC 205 (3)
EDUC 210 (3)
ENGL 110 (3)

16 credits

Spring

LING 101 (3)
Urban elective (3)
EDUC 258 (3)
Urban elective (3)
ECON 100, 151, 102 (3)

15 credits

Spring

EDUC 440 (3)
EDUC 459 (3)
EDUC 390 (3)
EDUC 436 (3)
EDUC 387 (2)
Free elective (3)

17 credits

Spring

ENGL LIT (3)
BISC 104 (4)
POSC 102 or 150 (3)
Urban elective (3)
Fine Arts (3)

16 credits

NOTE for all areas: MATH 251 should be taken in the fall of the freshmen year if at all possible. EDUC 100 (Freshman Year Experience) must be taken in the fall of freshman year. EDUC 286 should be taken in the fall or spring of freshmen year. ENGL 110 will be taken in the spring of the freshman year. Sequencing of other courses may vary depending on the student's concentration.

CHOOSING A CONCENTRATION AREA

Each student in the Elementary Teacher Education program will choose a concentration from the following options:

- Middle School English
- Middle School Mathematics
- Middle School Science
- Middle School Social Studies
- Special Education
- Urban Education

All ETE students take the one-credit course **EDUC 100: Introduction to Elementary and Middle School Education** in the first semester of their freshman year. This course will help students choose their concentration and is considered a First Year Experience course by the University.

Students will select their concentration near the end of EDUC 100. There is an application for the special education concentration. Each concentration is limited by the number of school placements and spaces in the concentration courses. Hopefully, each student will get their first choice for their concentration. However, if the demand for a concentration exceeds the number of seats in it, then students will be asked to select a second choice for their concentration.

After your concentration area has been approved at end of first semester, students must go to UDSIS and declare their concentration so that it appears on their transcript and on UDSIS. This can be done by changing the program/plan to elementary teacher education with the concentration.

**Elementary Teacher Education
University of Delaware**

SPECIAL EDUCATION

In addition to the elementary courses, students who wish to concentrate in special education take the following courses in their junior or senior year and student teach in a special education classroom during their senior year:

EDUC 410 - Assistive Technology
EDUC 431 - Applied Behavior Analysis
EDUC 432 - Curriculum for School-Aged Exceptional Children
EDUC 435 - Educational Evaluation for Exceptional Children
EDUC 437 - Diag. and Instruction: Literacy Problems
EDUC 400 - Student Teaching: Special Education

Students must have a 2.75 GPA or above in the special education courses (EDUC 230, 410, 431, 432, 435, and 437) before student teaching.

In addition to the above courses, students are required to complete one of the three following options:

Option 1: Focus area

Students complete 15 credits in the focus area of English, mathematics, science, social studies or urban education. The list of courses that will satisfy this option is online available at

<http://www.udel.edu/education/ete/second/SpecialEducationFocusAreas.pdf>.

Option 2: Disability Studies Minor

See www.udel.edu/cds/disabilities_minor.html for course requirements.

Option 3: Human Development and Family Studies minor

See www.hdfs.udel.edu/content/minor-in-hdfs for course requirements.

Students pursuing special education may begin blocks in fall or spring of junior year depending on whether or not they have achieved Upper Division Clearance and the number of seats available in the block.

**Elementary Teacher Education
University of Delaware**

MIDDLE SCHOOL ENGLISH

In addition to ENGL 101, ENGL 110 and LING 101, students must take 21 additional credits in English. The following courses are required:

ENGL 204 - American Literature	3
ENGL 205 - British Literature I	3
ENGL 206 - British Literature II	3
ENGL 294 - English Language: Grammar and Usage	3
EDUC/ENGL 403 - Literature for Adolescents:	
Multimedia Texts	3
*ENGL writing course	3
*ENGL diversity elective	3
	21 credits

*See www.udel.edu/education/ete/second/english.html for a list of approved courses.

In addition to the above courses, students must take:

EDUC 320	Reading and Writing in the Middle Grades	3 credits
EDUC 400	Student Teaching: Middle School English	5 credits

The total credits required for the ETE major with the Middle School English concentration is 121.

NOTE: All courses must be completed with a C- or better and students must have a GPA of 2.75 or above in ALL English/Linguistics courses completed before student teaching.

Students pursuing middle school English will begin blocks in the spring of their junior year.

**Elementary Teacher Education
University of Delaware**

MIDDLE SCHOOL MATHEMATICS

In addition to MATH 251, MATH 252 and MATH 253 students must take 21 additional credits in mathematics. The following courses are required:

MATH 221	Calculus I	
	OR MATH 241 Analytic Geometry and Calculus A	3-4 credits
MATH 222	Calculus II	
	OR MATH 242 Analytic Geometry and Calculus B	3-4 credits
MATH 210	Discrete Mathematics	3 credits
MATH 230	Finite Math with Applications	3 credits
STAT 200	Basic Statistical Practice	
	OR MATH 201 Introduction to Statistical Methods I	3 credits
MATH 240	Geometry and Measurement for Middle School Teachers	3 credits
MATH 217	Algebra for Middle School Math	3 credits
		21-23 credits

In addition to the above courses, students must take:

EDUC 336	Middle School Mathematics Curriculum And Methods	3 credits
EDUC 400	Student Teaching: Middle School Math	5 credits

The total credits required for the ETE major with the Middle School Mathematics concentration is 121-123.

NOTE: All courses must be completed with a C- or better and students must have GPA of 2.75 or above in ALL mathematics courses completed before student teaching.

Students doing middle school mathematics will begin blocks in fall or spring of their junior year, depending on whether or not they have achieved Upper Division Clearance and the number of seats available in the blocks.

**Elementary Teacher Education
University of Delaware**

MIDDLE SCHOOL SCIENCE

In addition to BISC 104, GEOL 113 and SCEN 102, students must take 21 additional credits in science. The following courses are required:

Biology (6 credits)

BISC 105	Human Heredity and Development
BISC 106	Elementary Human Physiology
BISC 107	Elementary Evolutionary Ecology
BISC 110	Viruses, Genes and Cancer
BISC 171	Microbiology in Modern Society
BISC 195	Biological Evolution
BISC 208	Introductory Biology II
HESC 220	Anatomy and Physiology
SCEN 344	Science and Religion
PLSC 101	Botany I

Physical Science (6 credits)

PHYS 104	Elementary Physics	OR	NOTE: Only one course from SCEN 101, PHYS 201, PHYS 207 or PHYS 104 may be counted toward graduation.
PHYS 201	Introduction to Physics I	OR	
PHSY 207	Fundamentals of Physics I		

PHYS 133	Introduction to Astronomy	OR
PHYS 144	Concepts of the Universe	

PHYS 139	Star and Constellation Identification (1 credit)
PHYS 145	Quasars, Black Holes and the Universe
PHYS 146	Quarks, Gluons, and the Big Bang: Particles and Cosmology
SCEN 344	Science and Religion

CHEM 101	General Chemistry	OR	CHEM 102	General Chemistry	OR
CHEM 103	General Chemistry	OR	CHEM 104	General Chemistry	OR
CHEM 105	General Chemistry	OR	CHEM 106	General Chemistry	OR
CEM 111	General Chemistry		CHEM 112	General Chemistry	
CHEM 119	Quantitative Chemistry I				

Earth Science (3 credits)

GEOL 105	Geological Hazards and Their Human Impact
GEOL 115	Geological Hazards Laboratory
GEOL 108	Volcanoes and Earthquakes
GEOL 109	Planets, Asteroids and Impacts
GEOL 110	Earth History: Evolution, Extinction and the Geological Record

GEOL 111	Geology of Delaware and Its Neighbors
GEOL 112	Earth Resources and Public Policy
GEOG 101	Physical Geography: Climatic Processes
GEOG 106	Physical Geography: Land Surface Processes
GEOG 152	Climate and Life
GEOG 220	Meteorology
MAST 200	The Oceans

Environmental Science (3 credits)

CHEM 100	Chemistry and the Human Environments
BISC 107	Elementary Evolutionary Ecology
GEOG 230	Humans and the Earth Ecosystem
GEOG 235	Conservation of Natural Resources
GEOG 236	Conservation: Global Issues
GEOG 320	Water and Society
ENWC 201	Wildlife Conservation and Ecology
EDUC 643	Environmental Education
GEOL 112	Earth Resources and Public Policy
PLSC 170	Soils and Environmental Quality
PLSC 204	Introduction to Soil Sciences

SCEN 650	Scientific Inquiry for Teachers (3 credits) (Co-requisite with EDUC 443)	21 Credits
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In addition to the above courses, students must take:

EDUC 443	Teaching Science in Middle School	3
EDUC 400	Student Teaching: Middle School Science	5

The total credits required for the ETE major with the Middle School Science concentration is 121.

NOTE: All courses must be completed with a C- or better and students must have a GPA of 2.75 or above in ALL science courses completed before student teaching.

Students pursuing middle school science will begin blocks in the spring of their junior year.

Please note that the middle school science concentration does not lead to teacher certification in New York State because the science certifications in this state are in specific content areas (e.g., biology) instead of in general middle school science. This concentration does lead to teacher certification in all other states.

**Elementary Teacher Education
University of Delaware**

MIDDLE SCHOOL SOCIAL STUDIES

In addition to the 12 credits of General Studies Social Studies courses (HIST, GEOG, POSC and ECON) students must take 18 additional credits in social studies. The following courses are required:

HIST 103 or 104 - World History OR HIST 205 or 206 - US History whichever was not taken to fulfill General Studies; students must have one US and one World History	3 credits
POSC 102 - Civics and Economics for Teachers or POSC 150 - American Political Systems (whichever was not taken for General Studies) OR POSC 270 - Comparative Politics	3 credits
Economics course	3 credits
Geography course	3 credits
History course (from approved list available online)	3 credits
HIST 315 - History for Teachers	3 credits
	18 credits

In addition, students must take:

EDUC 348 Investigating Social Studies in Middle School Communities	3 credits
EDUC 400 Student Teaching: Middle School Social Studies	5 credits
Free Elective (in any department)	3 credits

The total credits required for the ETE major with the Middle School Social Studies concentration is 121.

NOTE: All courses must be completed with a C- or better and students must have a GPA of 2.75 or higher in ALL social studies courses completed before student teaching.

Students pursuing middle school social studies will begin blocks in spring of their junior year.

**Elementary Teacher Education
University of Delaware**

URBAN EDUCATION

EDUC 258	Cultural Diversity, Schooling and the Teacher	3 credits
OR		
EDUC 259	Cultural Diversity in Community Contexts (whichever was not taken for Professional Studies)	
EDUC 395	Building Communities of Learners in Urban Contexts	3 credits
EDUC 459	Urban Schools and Urban Landscapes	3 credits
EDUC 440	Literacy Instructor for English Language Learners	3 credits
Restricted electives that reflect students' particular interest in urban education. Possible restricted electives include: BAMS 110, BAMS/SOCI 204, BAMS 205, BAMS/SOCI 215, BAMS/SOCI 415, GEOG 325, GEOG 346, HDFS 202, HDFS 230, POSC 355, POSC 452, and SOCI 305. Other courses must be approved by an advisor.		9 credits
Free elective (in any department)		3 credits
EDUC 400	Student Teaching: Elementary	10 credits

The total credits required for the ETE major with the Urban Education concentration is 121.

NOTE: All courses must be completed with a C- or better.

Students pursuing urban education can begin blocks either fall or spring of their junior year.

ELEMENTARY TEACHER EDUCATION PROGRAM CHECKPOINTS AND CLEARANCES

Advisement for the Elementary Teacher Education major is provided by a professional in the freshman and sophomore years and by a faculty member in the junior and senior years. These advisors provide students with information about the program in many different ways, including individual advisement appointments, meetings, and School of Education web site. Nevertheless, it is **the students' responsibility** to avail themselves of this information and to complete the requirements for various checkpoints in a timely manner. These checkpoints are outlined below.

UPPER DIVISION CLEARANCE

Before students may begin their upper level (methods) courses, they must satisfy certain requirements established by the faculty in the School of Education through a process called "Upper Division Clearance". Students generally apply for clearance in March of their sophomore year. Students must satisfy the requirements in this clearance in order to take their methods courses in the first or second semester of the junior year. Students are responsible for their own transportation to field placements in the methods courses. Applications for Upper Division Clearance are available online in **March**. Specific dates are publicized each semester.

JUNIOR REVIEW

Students should make an appointment with their advisor in the spring of their junior year to review their degree requirements. It is important for the student and the advisor to specify all remaining courses that a student must complete as well as any grade point or other requirements necessary to graduate.

STUDENT TEACHING

All students will student teach in the fall or spring of their senior year. Spring student teachers begin before the winter session ends, so winter session courses will need to be avoided. Middle school English, middle school social studies and middle school science students will student teach in the spring of their senior year. Other students could student teach either semester of their senior year depending on when they completed their elementary block. Students are responsible for their own transportation to their student teaching placement. To be eligible to student teach, students must satisfy the following requirements.

1. A 2.60 GPA or above in all work completed at the University of Delaware.
2. A 2.75 GPA or above in all required Education (EDUC) courses. All courses must be completed with a grade of "**C-**" or better.
3. A 2.75 GPA or above in concentration content courses (e.g., math, science, social studies, English, special education).

ELEMENTARY TEACHER EDUCATION PROGRAM UPPER DIVISION CLEARANCE

What is Upper Division Clearance (UDC)?

It is a checkpoint to determine a student's eligibility to begin upper level education methods courses.

When must I apply?

Students should apply for Upper Division Clearance in March of their sophomore year. Applications for Upper Division Clearance are available online. Specific dates are publicized each semester.

What are the criteria I must satisfy in order to be cleared?

1. Minimum overall grade point average of 2.60 in all work taken at the University of Delaware.
2. At least two courses must be completed in each of the following areas from the General Studies requirement: Science, Social Sciences, and English. All courses must be completed with a grade of "C-" or better.
3. Completion of Math 251, Math 252, and Math 253 with a grade of "C-" or better.
4. Completion with a grade of "C-" or better and a minimum grade point average of 2.60 in the required courses in education. The required education courses are:
 - EDUC 240 Law and Ethics in Education
 - OR
 - EDUC 247 History of Education in America
 - EDUC 286 Educational Technology: Professional Tools
 - EDUC 210 Beginning Literacy
 - EDUC 205 Human Development Grades K-8
 - EDUC 230 Introduction to Exceptional Children
 - EDUC 258 Cultural Diversity, Schooling, and the Teacher
 - OR
 - EDUC 259 Cultural Diversity in Community Contexts
5. Successfully pass the **Praxis I** tests according to the Delaware state guidelines listed on the next page. These tests assess basic skills in reading, writing and mathematics. The three one-hour tests can be taken on the computer or as a paper-and-pencil test.

Paper-Based Tests		
Test Name	Test Name	Passing Score
Reading	10710	175
Mathematics	10730	174
Writing	20720	173

Computer-Based Tests		
Test Name	Test Name	Passing Score
Reading	5710	175
Mathematics	5730	174
Writing	5720	173

Students are encouraged to take these tests as early as possible in their college career. There are registration deadlines for these tests and test results usually take 4-6 weeks to be processed, so students should plan several months ahead for when to take these tests. **Students will NOT be registered for their elementary methods courses until they have successfully passed and submitted scores for all three sections.** Students **must** designate the University of Delaware as one of the score recipients at the time they register for these tests. The University's recipient code number is 5811.

6. Official enrollment in the major.

FIELD EXPERIENCES IN THE ELEMENTARY TEACHER EDUCATION PROGRAM

The numerous field experiences in the Elementary Teacher Education (ETE) program begin in the freshman year and gradually build upon one another. There are three levels of field experiences for all teacher education candidates at the University of Delaware. These levels are:

- Level 1: Early field experiences
- Level 2: Methods field experiences
- Level 3: Student teaching

These experiences provide you with an opportunity to learn about the classroom environment in diverse settings and to connect theory and practice throughout your program.

The **Level 1** field experiences in your freshman and sophomore years include working closely with individual students and observing classrooms. These early experiences will help you learn how to work with students and view classrooms from the perspective of a teacher. You will complete course assignments that are linked to your work in the field in the following courses:

EDUC 205: Human Development Grades K-8
EDUC 210: Beginning Literacy Instruction
EDUC 230: Introduction to Exceptional Children
EDUC 259: Diversity in Community Contexts

Level 1 field experience settings vary and may be located up to an hour from campus. Transportation is available through the Office of Clinical Studies for placements that are not within walking distance of UD. If you have a car on campus, it needs to be registered through Public Safety and you must adhere to proper parking regulations.

The **Level 2** field experiences in your junior and/or senior years begin when you are in the methods courses where you learn how to teach. These methods field experiences take place in the two consecutive semesters prior to student teaching; you take all of your elementary methods courses in the first semester of the two semester sequence and then take the methods course(s) in your concentration area in the second semester of this sequence. These experiences build on the early field experiences and situate you in the role of a classroom teacher. You will design and implement lesson plans as well as work with individual children.

Approximately half of the junior class takes the elementary block of methods courses in the fall and half takes this block in the spring. When you are placed in the elementary block depends on your concentration, whether or not you have achieved Upper Division

Clearance, and the number of seats available in the block. You will usually work with an assigned partner in your Level 2 experiences. The elementary block of courses are:

- EDUC 310: Reading and Writing in the Elementary School
- EDUC 335: Elementary Curriculum: Mathematics
- EDUC 341: Elementary Curriculum: Science
- EDUC 346: Elementary Curriculum: Social Studies
- EDUC 387: Integrating Technology in Education (special education only)
- EDUC 451: Educational Assessment for Classroom Teachers

The special education block of courses are:

- EDUC 390: Classroom Management for Social and Emotional Learners
- EDUC 410: Assistive Technology
- EDUC 431: Applied Behavior Analysis
- EDUC 432: Curriculum for School-Age Exceptional Children
- EDUC 435: Educational Evaluation for Exceptional Children
- EDUC 437: Diagnosis and Instruction: Literacy

The middle school block of courses includes one of the following four content-specific courses and EDUC 387, 390, and 436.

- EDUC 320: Reading and Writing in the Middle Grades
- EDUC 336: Middle School Mathematics Curriculum and Methods
- EDUC 443: Teaching Science in Middle School
- EDUC 348: Investigating Social Studies in Middle School Communities

- EDUC 387: Integrating Technology in Education
- EDUC 390: Classroom Management for Social and Emotional Learners
- EDUC 436: Differentiated Literacy Instruction

The urban education block of courses is EDUC 387, 390, and 436 and may or may not include EDUC 395.

- EDUC 387: Integrating Technology in Education
- EDUC 390: Classroom Management for Social and Emotional Learners
- EDUC 395: Building Communities of Learners in Urban Contexts
- EDUC 436: Differentiated Literacy Instruction

An innovative feature of the ETE program is the Vertical Model of supervision that is employed during the Level 2 and 3 field experiences. In this model, students are divided into several cohorts and each cohort works with faculty field instructor. Your field instructor will supervise you during the three semesters when you complete your methods courses and student teaching. Each field instructor arranges placements in a particular school district. Working with the same field instructor enables you to develop a close relationship with him or her, and the field instructor can learn which experiences

you need to build on your strengths and improve your practice. Part-time supervisors will also work with you and your field instructor in the field.

You are responsible for your own transportation for Level 2 and 3 field experiences. You will often be in schools with a partner or other students, so carpooling can be an option if you do not have your own transportation.

The **Level 3** field experience consists of student teaching during the fall or spring of your senior year. Student teaching is the capstone field experience where students in the special education and middle school concentrations teach in an elementary classroom for eight weeks and then teach in an appropriate classroom for their concentration area for another eight weeks. Students in the urban education concentration have one 16-week placement in an urban setting. Student teachers gradually take over classroom responsibilities and complete activities that are designed to prepare them for the teaching profession.

Your field instructor will make your student teaching placement(s) so that you will have worked in diverse settings between your Level 2 and Level 3 field experiences. We want you to be well prepared to teach students with a range of abilities, from different backgrounds, and across variety of grades when you graduate!

Field Experience Clearances

TB Testing: In order to comply with state regulations, it is necessary for you to show written proof of a negative PPD (Mantoux) Tuberculin Test before working in the schools. Please note that a Tine or Monovac Test cannot be substituted for the PPD (Mantoux) Tuberculin Test. Results are valid for 5 years, however, at any time the nurse at your assigned site may require re-testing. You may have the PPD Tuberculin test administered at Student Health Services (Laurel Hall) on campus, by your physician, or by a public health clinic. You must submit your test results to Student Health Services **before** to your first field experience.

Criminal Background History: Prior to the beginning of the student teaching placement, you must submit a complete State/Federal Criminal Background History check and a Child Protection Registry check to the Office of Clinical Studies. The Office of Clinical Studies will contact you about these clearances one semester prior to student teaching. These clearances are only valid for one year, so do not obtain them more than one year before the end of the student teaching experience.

The Office of Clinical Studies can assist you with the above clearances and questions about your Level 1 early field experiences. Their website at www.ocs.udel.edu describes the services that they provide, information related to field experiences, and how to contact the staff.

Professionalism During Field Experiences

Professional dispositions and behaviors are expected when you are in the schools and university classroom. Please keep in mind that you represent the University of Delaware when you are in the field. The chart below describes the ten professional dispositions that all teacher candidates at the University of Delaware must exhibit in schools and university classrooms. You will be evaluated on these dispositions during both of your methods blocks and in student teaching. In addition, an instructor, Field Experience Coordinator, or cooperating teacher may submit a Professional Dispositions form documenting inappropriate student behaviors to the ETE program coordinator at any time during a students' program. Students who exhibit behaviors inconsistent with the dispositions listed below may be removed from the field and/or the ETE program. The dispositions policy and forms are available online at <http://www.ocs.udel.edu/index.php/information-for-placements/dispositions-policy/>.

Dispositions*...	Behaviors that exemplify each disposition....
1. Effective educators interact positively with peers, faculty, P-12 personnel (cooperating teachers, administrators, and other school colleagues), and students.	Works effectively with others, shows emotional maturity and sensitivity
2. Effective educators express themselves clearly and effectively, orally and in writing.	Writes and speaks coherently and in an articulate manner with correct grammar and spelling
3. Effective educators accept constructive criticism and guidance and are willing to modify their behavior or practice and implement recommended strategies.	Responds appropriately to feedback from educators, families or community members.
4. Effective educators demonstrate a curiosity and willingness to learn, aided by reflection and assessment of new information and ideas.	Reflects on information provided, demonstrates ability to apply new ideas to practice, exhibits a willingness to learn new ideas
5. Effective educators demonstrate respect, empathy, patience, sensitivity, and understanding towards all learners.	Interacts with others appropriately and respectfully, avoiding preconceptions and employing strategies that emphasize interacting in a positive manner
6. Effective educators demonstrate a positive attitude toward all students and exhibit enthusiasm for helping all students learn.	Demonstrates a respect for all, regardless of gender, ethnicity, cultural background, socioeconomic levels, sexual orientation and exceptionalities, is encouraging to all students and acknowledges different learning styles and needs.
7. Effective educators attempt to solve problems in a fair-minded manner, independently and with others.	Seeks pertinent information, learns current ideas and strategies, and uses knowledge to solve problems independently and with school personnel or family/community members.
8. Effective educators are committed to mastering best practices informed by sound theory and research.	Seeks theoretical knowledge and regularly connects theory to teaching practices by choosing developmentally appropriate and content specific activities and learning experiences

<p>9. Effective educators reflect on their teaching to learn from their experiences and to change their practices.</p>	<p>Reflects on teaching practices, considers theory, current research, and student learning in making appropriate-planning and teaching modifications</p>
<p>10. Effective educators are responsible colleagues and act in a professional manner in accordance with the University's professional education code of conduct (for details see http://www.udel.edu/ocs/student/guidelines_for_clinical_experiences.html).</p>	<p>Arrives punctually, completes assignments on time, dresses professionally, communicates in a professional manner, exercises sound judgment in professional practice including attention to the sharing of personal information via digital media and burgeoning internet applications that might negatively impact his/her professional life and demonstrates ethical behavior including academic honesty.</p>

*These dispositions are judgments about professional potential, not about persons or their opinions or beliefs. Institutions certifying educators owe the state's citizens their best judgment and keenest observations when making decisions that will have such profound future effects. The identification and evaluation of professional dispositions is a valuable tool for identifying and capturing important information about prospective teachers, school psychologists, specialists, and administrators to make sure that they are best prepared for their professional lives.

Below are examples of behaviors that you should exhibit while in the field.

- a. Behave in a professional manner at all times when you are in schools. This means you will be respectful, show initiative, help when asked, and graciously accept constructive criticism.
- b. Dress in a professional manner. This means: no jeans, T-shirts, shorts, sweats, mini-skirts, see-through clothing, midriffs, sneakers, baseball caps, or excessive cologne or jewelry. Exceptions to this might include physical education settings, some field trips, floor activities, and other situations as deemed appropriate by your supervisor.
- c. Become familiar with the rules and procedures of the districts, schools, and classrooms in which you work. Typically, these will be provided to you or discussed with you during orientation sessions. You are a guest in the schools and classrooms where you complete your field experiences, so be prepared to abide by their rules.
- d. Good communication is central to a good field experience. Communicate with your cooperating teachers, field experience coordinators and faculty. Ask questions if you are uncertain about something. Always let your teacher, coordinator and/or instructor know when you are experiencing a problem in fulfilling your obligations. Raise concerns before they become major problems.
- e. When you are assigned to a field experience site, the teacher and students are counting on you to be there each and every assigned day on time, to

- remain for the full assigned session, and to give your full attention and enthusiasm to the tasks you are asked to or required to complete.
- f. Be discreet about your personal life. If you have a Facebook or similar account, be careful about what is there for the public to see. Schools are not the best places to discuss your social life or personal experiences. Cell phones are never appropriate in the classroom.
 - g. Always keep in mind that bad decisions and improper or illegal conduct can jeopardize your teaching career. Study carefully the information contained at the web address listed above.

You will receive more detailed information about the field experiences as you progress through the ETE program. If you have any questions, there are many people who will be happy to assist you including your professors, field instructors, and academic advisor.

Taking the Praxis II Tests

All teacher education candidates at the University of Delaware must take the Praxis II tests that are required for Delaware teacher certification prior to graduation. The following list includes the tests to take for each of the certification areas possible in the ETE major.

Certification Area	Paper Version Code	Computer Version Code
Elementary Education	0014	5014
Middle School English	0049	5049
Middle School Mathematics	0069	NA
Middle School Science	0439	NA
Middle School Social Studies	0089	5089
Special Education	0354	5354

For the paper version of the test, there is a digit that will be in front of the above 4-number code, and this first digit in the Test Code indicates the session (1 or 2) during which the test is offered that testing year. This digit can help you prepare when to take the tests because you cannot take two tests with the same session number on the same day; you will need to plan to take these tests on two different days.

The computer version of the test can be taken at the UD Computer Based Testing Center (CBTC) at 850 Library Ave., suite 104. Information about the CBTC, including when it is open, is available online at www.udel.edu/registrar/cbtc.html.

Registering for the tests

You can take the tests wherever there is a testing location that administers them; you do not have to take the tests in Delaware. You can register for the tests at the ETS website at www.ets.org. At the time you register, you will designate where you want your test scores sent. You get 3 free copies. **You must designate the University of Delaware (5811) as one of your score recipients.** An institutional recommendation for certification will not be issued until the university has received a copy of the appropriate Praxis II tests. In addition to UD, you should designate as score recipients two other states where you may want to teach.

Recommendation for When to Take the Tests

We encourage you to take the tests by January of your senior year. ETE majors are prepared to take the Elementary Education test after completing the Elementary Block. Students who are pursuing special education certification are prepared to take the test in this area after completing the Special Education Block. Students who are pursuing middle school certification should consider taking the test in their area after completing most of the content area courses in their concentration, especially the courses that cover the content addressed on the test (see the "Tests at a Glance" on the ETS

website for information on the content covered on a particular test).

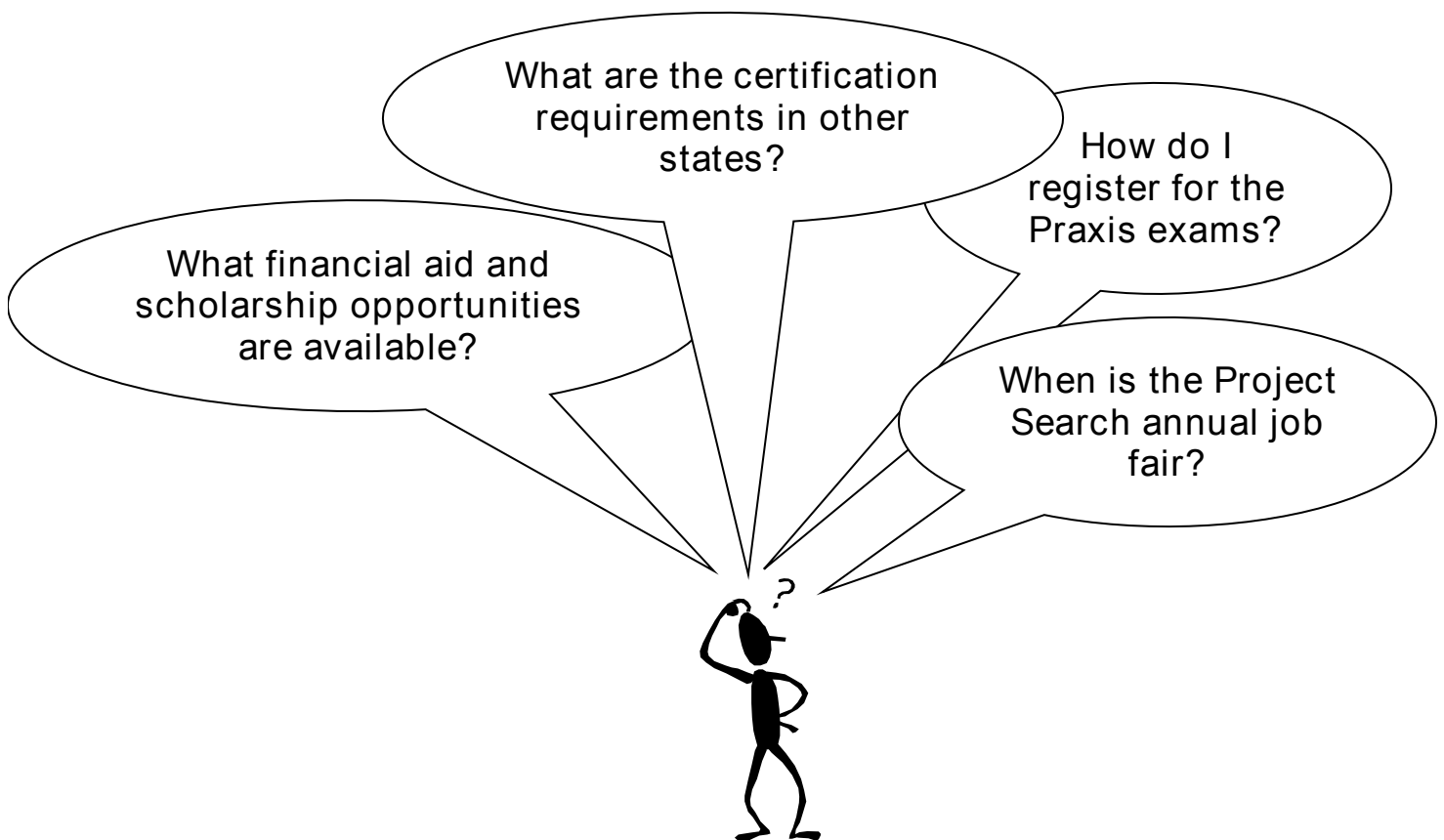
Preparing for the Tests

Study guides are available to help you prepare for these tests. You can download a free "Tests at a Glance" booklet, which gives you an overview of the tests and some sample questions, at the [ETS website](#). You can purchase a more complete study guide at many bookstores, or this guide is available in the Educational Resource Center (015 Willard Hall).

Teacher Education at the University of Delaware

www.teachered.udel.edu

This website has all the important information for your entire academic career! We will take you from your very first school placement to your very first job offer and everywhere in between. We can answer questions like:



We are also linked to lots of other important information such as career services and field experiences. This website has everything you need – so check it out every time you are surfing the web!



**A WEBSITE FOR
ELEMENTARY TEACHER
EDUCATION MAJORS
IN THE SCHOOL OF
EDUCATION
BRILLIANT!**

Bookmark the School of Education's website at www.udel.edu/education/ete for all kinds of important information, including:

- ***ETE PROGRAM REQUIREMENTS!***
- ***HOW TO TRANSFER COURSEWORK FROM OTHER SCHOOLS!***
- ***FIELD EXPERIENCE INFORMATION!***
- ***ADVISEMENT INFORMATION!***
- ***PRAXIS INFORMATION!***