

# Elementary Education (ELED)

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## **ELED 3100. Curriculum Design Plan Assess (ALPP). 2 Hours.**

Required for all Elementary and Special Education students. Teacher candidates will learn how to convert their knowledge of subject matter into effective lessons that meet the needs of a wide range of learners in the K-8 classroom. Teacher candidates will develop lessons that are grounded in a backward design approach, and that help their students develop critical thinking skills through scaffolding to student mastery. Candidates will learn to select and develop instructional strategies, resources, and assessments that are aligned to standards and objectives, and that reflect key educational theories. Candidates will teach lessons in their practicum classrooms, will collect and analyze student learning data, and will reflect on this data and their own performance to plan follow-up instruction that meets the needs of learners in their contextual factors. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Unwrap the standards of the Utah State/Common Core Curriculum to develop learning targets for units and lessons. 2. Design lesson plans that incorporate effective teaching and learning strategies and resources for contextual factors in the classroom in order to increase student mastery of content. 3. Select and design lesson-level assessments that are valid, reliable, and aligned with learning targets. 4. Evaluate and reflect on student learning data and teaching performance in order to plan responsive instruction. Prerequisites: Admission to the Utah Tech Elementary Education or Special Education Program. FA, SP.

## **ELED 3150. Principles of Early Childhood Education. 2 Hours.**

Required for all Elementary Education students. This course will focus on the historical and philosophical foundations of early childhood education as well as the current issues in the field. Principles of effective teaching techniques and approaches to early childhood curricula (K-3) emphasizing developmentally appropriate instructional practices and integrated child-centered curriculum will be explored. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Investigate, discuss and present historical roots, programs, services, learning theories and developmental milestones of early childhood and how they affect current practices in early childhood education. 2. Examine, observe, analyze and reflect on the characteristics of guidance, play, socialization and emotional development in the learning environment of young children. 3. Explore, describe and present current issues and trends in the field of early childhood education such as: diversity; exceptionalities; federal, state, and local policy; family, parent and community involvement; and the role of technology and television. 4. Develop and demonstrate effective strategies to observe and assess the learning environment of and instructional practices for young children. 5. Develop subject matter knowledge, select developmentally appropriate materials, and identify the essential elements of a developmentally appropriate learning environment for young children. 6. Utilize and reflect on effective instructional, organizational, and management skills for planning, presenting, and adapting learning experiences for young children. Prerequisites: Admission to the Utah Tech Elementary Education Program. FA, SP.

## **ELED 3200. Practicum Seminar 1. 3 Hours.**

Required for all Elementary Education students. The practicum experience is an integral part of the field-based Education Program, and provides students the opportunity to apply concepts learned in coursework to real-life teaching in the classroom. Students will spend one full day per week in their assigned classroom, and will complete all programmatic requirements, including field-based assignments from coursework, in this classroom. This course emphasizes delivery of lesson plans that are appropriate to the contextual factors of the classroom and align to local and state curriculum and standards; implementation of classroom routines, procedures, and instructional strategies; and development of professional dispositions of the practice. Students will work closely with cooperating (mentor) teachers and university supervisors via frequent conferences and observations using Utah Tech Department of Education assessment tools. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss and reflect on successes and challenges that arise during the practicum teaching experience. 2. Discuss and reflect on facilitating classroom activities and helping with behavior management as directed by the cooperating/mentor teacher. 3. Create and teach two observed lessons that utilize effective instructional strategies and teach accurate content concepts and skills to whole classes and small groups of students. 4. Collaborate with grade-level teams to analyze student learning data, inform and adapt instruction, and build understanding of district policies and procedures. 5. Discuss and reflect on development of professional dispositions, and develop action steps for continued growth. Prerequisites: Admission to the Elementary Education Program. FA, SP.

## **ELED 3250. Effective Classroom Mgmt (ALPP). 2 Hours.**

Required for all Elementary and Special Education students. This course is designed to help the teacher candidate develop skills related to the management and leadership of the elementary classroom. Areas include: the elements of an effective learning environment; personalized learning practices that include trauma responsive instruction, restorative instruction, and positive behavior supports; instruction that minimizes behavioral issues; classroom environment; and behavior intervention. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Plan the elements of an effective learning environment. 2. Demonstrate a basic understanding of personalized learning practices that consider the whole child (including trauma-informed instruction, restorative instruction, and positive behavior supports). 3. Identify behavior support resources in the school and district. 4. Plan and deliver instruction that engages students in the learning process. 5. Address behavior using systematic Tier 3 behavior intervention. Prerequisites: Admission to the Utah Tech Elementary Education or Special Education Program. FA, SP.

**ELED 3300. Literacy Intermediate Grades (ALPP). 3 Hours.**

Required for all Elementary Education students. This course will focus on developing the pedagogical knowledge and skills necessary to provide appropriate literacy instruction for students in the intermediate grades (3-6) and beyond. This course content will focus on the core components (phonics, fluency, vocabulary, comprehension) as well as assessment and intervention. These components are all necessary to build strong literacy skills and determine appropriate differentiation strategies needed for readers with diverse backgrounds, cultures, language and reading needs. Teacher candidates will practice these pedagogical skills during a field experience in the public schools. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Recall the general scope and content of literacy instruction. 2. Interpret and apply the general principles of effective instruction in literacy lessons including principles of planning, organization, explicit instruction, feedback, and assessment in order to meet the needs of diverse students. 3. Plan and implement literacy instruction in the intermediate grades and beyond in the following areas: Decoding, Fluency, Vocabulary, and Comprehension. Prerequisites: Admission to the Utah Tech Elementary Education Program. FA, SP.

**ELED 3350. Literacy Acquisition of Young Children (ALPP). 3 Hours.**

Required for all Elementary and Special Education students. This course will focus on developing the knowledge and skills necessary to provide developmentally appropriate literacy instruction (listening, speaking, and reading) for emerging readers (K-2). The course content will focus on the science of reading in all the core components (foundational skills, phonemic awareness, phonics, fluency and comprehension) necessary to build a strong literacy foundation. The course will also include differentiation strategies needed for developing readers with diverse backgrounds, language, cultural and behavioral needs, and focus on how explicit instruction in a tiered system can support diverse learners. Teacher candidates will develop pedagogical skills during a field experience in the public schools. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Describe the components of reading. 2. Evaluate and respond to readings about the importance of the core components of literacy for future reading success. 3. Explain a tiered Instruction model (MTSS). 4. Plan reading instruction for each of the components following an explicit gradual release of responsibility model. Prerequisites: Admission to the Utah Tech Elementary Education or Special Education Program. FA, SP.

**ELED 3410. Language Acquisition Cognition ESL (ALCI). 3 Hours.**

Required for all Elementary Education students. This course partially fulfills the requirement for ESL Endorsement. This course is designed to prepare teacher candidates to become professional teachers who understand the theory of second language acquisition in order to provide linguistically and culturally appropriate instruction that incorporates tools of language development into planning, instruction, and intervention for students learning English in elementary schools. Teacher candidates will also develop awareness of sources of cultural bias in instructional techniques and materials, and develop ways to reduce these and other forms of bias. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Develop personal knowledge of first and second language acquisition theory and research. 2. Develop skills to apply second language acquisition theory and research into practice. 3. Develop understanding of the historical and current positions of English and its learners. 4. Develop awareness of sources of cultural bias in instructional techniques and materials, and develop ways to reduce these and other forms of bias for ESL students. Prerequisites: Admission to the Utah Tech Elementary Education Program. FA, SP.

**ELED 3420. Assessment for ESL Education (ALCI). 3 Hours.**

Required for all Elementary Education students. This course partially fulfills the requirement for ESL Endorsement. This course is designed to further develop competencies in current assessment practices for English learners. Teacher candidates will explore proficiency-oriented assessments and resources, with emphasis on understanding how both standardized and formative proficiency monitoring inform differentiation and feedback strategies for English learners. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Identify federal and state assessment requirements for English learners, and explain how this information informs instruction and modifications for English learners. 2. Create profiles on English learners that identify background influences on language proficiency, and that identify learners ongoing English language needs from an assets-oriented perspective. 3. Use proficiency-oriented tools to analyze learner language performance and determine next instructional steps. 4. Evaluate the effectiveness of standardized assessment accommodations for English learners. 5. Develop strategies for providing feedback to learners that facilitates language development. Prerequisites: Admission to the Utah Tech Elementary Education Program. FA, SP.

**ELED 3500. Healthy Lifestyle/PE for Elementary Teachers. 2 Hours.**

Required for all Elementary Education students. This course develops the knowledge, skills and dispositions necessary to teach healthy lifestyles and physical education to K-8 children. The purpose of the course is to enable prospective teachers to plan, implement and evaluate lessons that address healthy lifestyles and physical education objectives of the curriculum for K-8 students. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Develop substantive and procedural knowledge of teaching required health and physical education subject matter in K-8 settings. 2. Integrate appropriate standards, instructional methods, and assessments into lesson plans and recess activities. 3. Apply knowledge and skills in making accommodations and modifications in health and PE instruction. 4. Analyze the concepts involved in teaching and assessing social skills in the classroom, at recess, and in movement settings. 5. Discuss developmental physical, mental, social, and emotional learning concepts applicable to K-8 students. 6. Analyze the cost and benefits of recess to K-8 learners, and construct effective recess time activities for learners. Prerequisites: Admission to the Utah Tech Elementary Education Program. FA, SP.

**ELED 3650. Assessment of K-8 Learners (ALPP). 3 Hours.**

Required for all Elementary and Special Education students. This course focuses on developing the knowledge and skills for accurately and appropriately assessing the learning and abilities of all learners. Students will learn to design and/or select appropriate assessments; generate and represent assessment data; analyze data to inform future instruction and determine future learning needs of individual learners; and evaluate student assessment artifacts to determine depth of learning and provide feedback to learners. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Design and/or select appropriate formative and summative assessments that align to student learning objectives and outcomes. 2. Gather and analyze baseline assessment data to guide instructional decisions and individualize student learning experiences. 3. Evaluate student assessment artifacts to assess learning and provide feedback to students. 4. Analyze results from formative and summative assessments to inform and modify future instruction, and to determine future learning needs of individual students. Prerequisites: Admission to the Utah Tech Elementary or Special Education Program. FA, SP.

**ELED 3700. Practicum Seminar 2. 3 Hours.**

Required for all Elementary Education students. The practicum experience is an integral part of the field-based Education Program, and provides students the opportunity to apply concepts learned in coursework to real-life teaching in the classroom. Students will spend one full day per week in their assigned classroom, and will complete all programmatic requirements, including field-based assignments from coursework, in this classroom. This course emphasizes delivery of lesson plans that are appropriate to the contextual factors of the classroom and align to local and state curriculum and standards; implementation of classroom routines, procedures, and instructional strategies; and development of professional dispositions of the practice. Students will work closely with cooperating (mentor) teachers and university supervisors via frequent conferences and observations using Utah Tech Department of Education assessment tools. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss and reflect on successes and challenges that arise during the practicum teaching experience. 2. Discuss and reflect on facilitating classroom activities and helping with behavior management as directed by the cooperating/mentor teacher. 3. Create and teach two observed lessons that utilize effective instructional strategies and teach accurate content concepts and skills to whole classes and small groups of students. 4. Collaborate with grade-level teams to analyze student learning data, inform and adapt instruction, and build understanding of district policies and procedures. 5. Engage counselors, school administration, and related personnel and community resources to understand and support students' educational progress and goals. 6. Discuss and reflect on development of professional dispositions, and develop action steps for continued growth. Prerequisites: Admission to the Elementary Education Program. FA, SP.

**ELED 3900. Differentiated Instruction for Exceptional Children (ALPP). 2 Hours.**

Required for all Elementary Education students. Teacher candidates will learn how to plan, teach, assess, and modify instruction for diverse learners in the classroom. They will explore the methods, strategies, and materials that are necessary to provide differentiated instruction for their students. Students will practice applying this knowledge in a practicum setting. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Define differentiation and provide a research-supported rationale of why it is important for all learners. 2. Identify the school and district resources available to support student learning and describe their individual roles. 3. Design lesson plans and implement instruction using content, process, product and affect to meet the needs of all learners in the general education classroom. 4. Analyze assessment results to revise and modify instruction for future implementation or reteaching of concepts. 5. Implement instruction that addresses accommodations, modifications, services, and supports established by an IEP or 504 plan for all students with disabilities in the general education classroom. Prerequisites: Admission to the Utah Tech Elementary Education Program. FA, SP.

**ELED 4000. Practicum Seminar 3. 3 Hours.**

Required for all Elementary Education students. The practicum experience is an integral part of the field-based Education Program, and provides students the opportunity to apply concepts learned in coursework to real-life teaching in the classroom. Students will spend one full day per week, and one full week during the semester, in their assigned classroom. Students will complete all programmatic requirements for this semester, including field-based assignments from coursework, in this classroom. This course emphasizes delivery of lesson plans that are appropriate to the contextual factors of the classroom and align to local and state curriculum and standards; implementation of classroom routines, procedures, and instructional strategies; collaboration with families of students; and development of professional dispositions of the practice. Students will work closely with cooperating (mentor) teachers and university supervisors via frequent conferences and observations using Utah Tech Department of Education assessment tools. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss and reflect on successes and challenges that arise during the practicum teaching experience. 2. Discuss and reflect on facilitating classroom activities and helping with behavior management as directed by the cooperating/mentor teacher. 3. Create and teach two observed lessons that utilize effective instructional strategies and teach accurate content concepts and skills to whole classes and small groups of students. 4. Collaborate with grade-level teams to analyze student learning data, inform and adapt instruction, and build understanding of district policies and procedures. 5. Engage counselors, school administration, and related personnel and community resources to understand and support students' educational progress and goals. 6. Discuss and reflect upon ways to engage parents/families in students' educational progress under the guidance of cooperating/mentor teacher. 7. Discuss and reflect on development of professional dispositions, and develop action steps for continued growth. Prerequisites: Admission to the Elementary Education Program. FA, SP.

**ELED 4100. Methods of Teaching Elementary Math (ALPP). 3 Hours.**

Required for all Elementary and Special Education students. This course provides a basis for teacher candidates to gain an understanding of the Utah Core Standards in mathematics education, as well as effective teaching and assessment strategies that help teachers meet the various needs of all learners in the public school setting (grades K-8). This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the university classroom.

**\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Identify the Utah Core Mathematics Curriculum. 2. Demonstrate knowledge and application of best pedagogical practices in teaching math. 3. Identify common K-8 mathematics errors. 4. Demonstrate 90% proficiency in arithmetic. 5. Teach math lessons that demonstrate engagement of students in the learning process, effective use of technology, and reflection on the teaching process and decision making. Prerequisites: Admission to Utah Tech Elementary or Special Education Program. FA, SP.

**ELED 4200. Fine Arts in Elementary. 3 Hours.**

Required for all Elementary Education students. This course explores elementary fine arts content, processes, and integration strategies. It prepares teacher candidates to implement state elementary fine arts standards, and to use the arts as tools to engage students and enhance learning.

Course materials and projects will explore literary arts, visual arts, drama, dance, poetry and music, and how these art forms can be used to create meaningful lessons and differentiated assessments. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Describe and demonstrate understanding of fine arts content and processes as they relate to instruction and integration of visual arts, drama, dance, poetry and music. 2. Describe and demonstrate understanding of current research and developmental theories that support arts integration. 3. Collect, develop, describe, and demonstrate integration strategies for visual arts, drama, dance, poetry and music with additional (non-arts) content. 4. Demonstrate creative, integrated instructional techniques and appropriate materials management for fine arts activities. 5. Use Utah Core Standards to plan instruction and integration of fine arts in the curriculum. 6. Design, present, and evaluate integrated fine arts lessons that engage students in exploring and demonstrating learning through the arts. Prerequisites: Admission to Utah Tech Elementary Education Program. FA, SP.

**ELED 4300. Methods of Teaching Elementary Science (ALPP). 3 Hours.**

Required for all Elementary Education students. Teacher candidates will develop effective and inclusive instructional methods and assessments for diverse K-8 students that integrate the Next Generation Science Standards (NGSS) and the Utah Science with Engineering Standards (SEEd) curriculum. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Demonstrate conceptual understanding of the nature of science and technology, major themes, science applications, and socio-cultural considerations in K-8 science and its value in society. 2. Describe the intellectual, physical and socio-cultural nature of the learner conceptions of science and nature that acknowledges intellectual, gender, and cultural diversities of K-8 students. 3. Demonstrate the proper use of science applications (processes, skills, thinking strategies, habits of mind) and state how these are learned by K-8 students. 4. Demonstrate knowledge about cultural inclusion, differentiation, and safety in the design and application of K-8 science curricula and instructional resources. 5. Demonstrate knowledge about and applications of creative problem solving, plausible reasoning, write-to-learn, and content reading strategies in K-8 science. 6. Develop and apply instructional approaches, teaching strategies, assessment techniques, and support materials that are compatible with the nature of science and technology, interactive-constructive learning model, intellectual, physical and socio-cultural nature of the learner and society along with the Utah Science with Engineering Standards (SEEd) for grades K-8. Prerequisites: Admission to the Elementary Education Program. FA, SP.

**ELED 4400. Methods of Teaching Elementary Social Science (ALPP). 3 Hours.**

Required for all Elementary Education students. This course will introduce methods and strategies for effective instruction in the social studies at the K-8 level. This course examines the national standards (NCSS) as well as, state core curriculum needed to develop the knowledge, skills and attitudes related to teaching social studies in the K-8 schools. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom.

**\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Develop awareness of the origins and evolution of the social studies and identify the NCSS standards. 2. Develop both substantive knowledge and procedural knowledge of teaching history, geography, citizenship, media literacy, and current issues. 3. Develop a pedagogical knowledge of how literary genres and technology can build students' knowledge of social studies. 4. Create and use varied assessments to promote student learning of social studies standards. 5. Develop awareness of the role of social studies as a means for participation of youth as contributing members of a social and political democracy. Prerequisites: Admission to the Elementary Education Program. FA, SP.

**ELED 4410. Methods, Strategies & Materials for Language Arts ESL (ALCI). 3 Hours.**

Required for all Elementary Education students. This course partially fulfills the requirement for ESL Endorsement. This course will focus on the instructional strategies and methodologies for English learners in K-8 schools, with an emphasis on meeting the needs of the whole child. Course content will include teaching oral language, literacy skills, academic content, and social and personal development through the integration of language, culture, and content. Teacher candidates will apply their knowledge through identifying research-based practices, strategies, and materials that meet the needs of diverse learners in K-8 classrooms, with emphasis on ELLs. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Analyze classroom curriculum, instructional practices, and physical environment to determine alignment with research-based methodologies and approaches for English learners and contextual factors of mainstream students. 2. Analyze classroom resources, texts, and assessments to determine the extent to which these support English learners and mainstream students. 3. Design and/or select resources, texts, and assessments that supplement gaps in support of English learners and mainstream students. 4. Develop and implement strategies and procedures that are responsive to learners funds of knowledge, that support learners higher order and metacognitive thinking, and that promote a safe and healthy learning environment for all learners. 5. Develop and document future strategies to advocate for oneself, ones students, and for the profession. Prerequisites: Admission to the Elementary Education Program. FA, SP.

**ELED 4430. Family/Parent Engagement (ALCI). 2 Hours.**

Required for all Elementary Education and Special Education program students. This course partially fulfills the requirement for the ESL Endorsement and SPED licensure pathways. This course provides teacher candidates with information regarding the role of parents in the public schools and ways to involve parents more fully in their children's learning. This course explores culturally responsive teaching and working with linguistically diverse families, as well as collaborating with families of learners with IEPs, 504 plans, and other exceptional needs. This course will provide students with educational tools and strategies to support family involvement in the academic and emotional development of K-12 students. This course is designated as an Active Learning Cultural Immersion (ALCI) course. Students have a unique opportunity to learn another culture as part of the learning objectives of this course. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Explain the changing context of schooling in the United States, and how these changes are affecting educators' interactions with students, their families, and communities. 2. Demonstrate knowledge of policies that have influenced the education of multilingual learners (MLs) and special education students (SPED), and parents' rights and responsibilities. 3. Discuss ways culture and language influence home-school relationships. Identify barriers to effective parent/school relationships and describe strategies to overcome these barriers. 4. Analyze recent research to learn how families' beliefs, values, and interactions contribute to K-12 students' success in school. 5. Explain the role of educators in connecting the home and school community in order to help all students achieve academically. 6. Demonstrate knowledge of leadership strategies that help forge a sense of co-ownership and connection with all students, their parents/families, and the larger community. Prerequisites: Admission to either the Utah Tech University Elementary Education or Special Education Program, or instructor permission as part of the secondary (SCED) ESL endorsement pathway. FA, SP.

**ELED 4600. Methods/Teaching Elementary Language Arts (ALPP). 2 Hours.**

Required for all Elementary and Special Education students. Teacher candidates will learn and gain an understanding of K-8 language arts concepts, curriculum, and standards at the local, state, and national levels. This course will emphasize pedagogical knowledge of elementary language arts including research-based instruction and assessment strategies in teaching spelling, writing, penmanship, and grammar, with an emphasis on the writing process, writing development, and the writing genres. Teacher candidates will develop pedagogical skills during a field experience in the public schools. This course is designated as an Active Learning Professional Practice (ALPP) course. This course allows students to explore and apply content learned in the course in a professional experience away from the classroom. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Analyze and respond to the use of a variety of assessments, both formal and informal, to evaluate student needs and guide language arts instruction in a multi-tiered system. 2. Use knowledge of students' instructional levels, needs, and assessment outcomes to make instructional decisions. 3. Develop lesson plans and activities that incorporate effective practices in teaching language arts. 4. Apply good qualities of writing, genre characteristics and follow the writing process to complete a writing assignment (i.e. Biography, children's book, etc.). Prerequisites: Admission to the Utah Tech Elementary or Special Education Program. FA, SP.

**ELED 4700. Learning and Behavior Difficulties in the Inclusive Classroom. 2 Hours.**

Required for all Elementary Education students. This course is designed to help the teacher candidate develop assessment strategies and instructional procedures, curriculum and instruction alternatives, and program planning for the development of students with learning and behavior difficulties in the inclusive classroom. Course content includes best practices in supporting students within a tiered support system, collecting and using data meaningfully, and implementing evidence-based practices within specific academic and behavioral content areas. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Explain Multi-Tiered Systems of Support (MTSS) and its role in the inclusive classroom. 2. Plan lessons that provide multiple levels of support for students based on high quality, research-based practice. 3. Engage in data-based decision making to plan instruction and intervention. 4. Diagnose a student struggling in reading and plan an appropriate program of remediation. 5. Diagnose a student struggling in mathematics and plan an appropriate program of remediation. 6. Diagnose a student struggling in behavior and plan an appropriate program of remediation. Prerequisites: Admission to the Elementary Education Program. FA, SP.



**ELED 4900. Student Teaching. 10 Hours.**

Required for all Elementary Education students. Aligns to student teaching experience in the elementary grade levels (grades K-8). Cooperating (mentor) teachers provide the necessary support students need as they are given responsibility of all aspects of student learning in classrooms. University supervisors, in conjunction with mentor teachers, scaffold and evaluate teacher candidates via frequent conferences and observations using Utah Tech Department of Education assessment tools. At the successful conclusion of the course, teacher candidates will have demonstrated their abilities to successfully manage their own classrooms and will be eligible for state licensure. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Teach appropriate and accurate content concepts and skills to whole class and small groups of students. 2. Create an effective learning environment through establishing and implementing beginning-of-semester routines and procedures with consistent expectations. 3. Collaborate with grade-level teams to analyze student data, and inform and adapt instruction. 4. Engage parents, families, counselors, and school administration in students' educational progress and goals. Prerequisites: Admission to the Utah Tech Elementary Education Program. Corequisites: ELED 4989. FA SP.

**ELED 4950. Internship Teaching I. 3 Hours.**

First semester of a full year of internship teaching after being hired by a public school in cooperation with Utah Tech University Education department. Cooperating mentor teachers train and support intern as they are given responsibility of all aspects of learning in the classroom. University faculty, in conjunction with mentor teachers, scaffold this experience via frequent conferences. Interns are also supported by the school districts in new teacher induction training. At the conclusion of the internship, the student is eligible for State licensure in teaching. Course offered upon sufficient student need. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Be able to teach small groups of students. 2. Understand behavior management and be able to handle a classroom of students successfully. 3. Be able to teach correct concepts to a whole class of students. 4. Understand the content necessary to teach students in a classroom. Prerequisite: Instructor permission.

**ELED 4960. Internship Teaching II. 3 Hours.**

Second semester of a full year of internship teaching after being hired by a public school in cooperation with Utah Tech University Education department. Cooperating mentor teachers train and support intern as they are given responsibility of all aspects of learning in the classroom. University faculty, in conjunction with mentor teachers, scaffold this experience via frequent conferences. Interns are also supported by the school districts in new teacher induction training. At the conclusion of the internship, the student is eligible for State licensure in teaching. Course offered upon sufficient student need. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Be able to teach small groups of students. 2. Understand behavior management and be able to handle a classroom of students successfully. 3. Be able to teach correct concepts to whole class of students. 4. Understand the content necessary to teach students in a classroom. Prerequisite: Instructor permission.

**ELED 4989. Student Teaching Capstone. 3 Hours.**

For elementary education students during their student teaching experience. Teacher candidates debrief and collaborate on special topics such as classroom management, lesson design, assessment, instructional strategies, and current issues and topics in education. The purpose of this Capstone course is to solidify the pre-service experiences, prepare and submit the PPAT in its entirety, and develop the skills and knowledge necessary to secure a teaching position. **\*\*COURSE LEARNING OUTCOMES (CLOs)** At the successful conclusion of this course, students will be able to: 1. Discuss and reflect on current issues in education and topics that arise during the student teaching experience. 2. Demonstrate understanding of Utah Educator Professional Standards. 3. Comply with the requirement of the Utah State Board of Education and Utah Tech University in becoming a certified teacher. 4. Complete and submit all required components of the ETS PPAT examination following the designated PPAT schedule. 5. Develop a professional leadership plan, which includes investigating post-baccalaureate educational options and leadership opportunities in the school community and professional setting. 6. Develop and communicate abilities and talents as an educational professional orally and in writing. Course fee required. Prerequisites: Admission to Utah Tech Elementary Education Program. Corequisites: ELED 4900. FA, SP.