



MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 02/17/2021

SUBJECT: Curriculum Proposal #20-21-08

These proposed curricular changes are in response to West Virginia Board of Education changes to Policy 5100. Funding from the WVDE to support Educator Preparation Programs (EPPs) is now reserved for those that include a year-long residency model for the senior year of the teacher education curriculum. Policy 5100 refers to year-long residency EPPs as Tier 1 schools (see Appendix D for WVBOE Policy 5100).

The proposed changes include the addition of two field experiences, one in order to fulfill the 125 clock hours prior to beginning Residency 1. Residency 2 (previously known as “student teaching”) will be completed in the student’s final semester. Proposed course changes include merging MUSI 3330: Music in the Elementary Classroom and ART 3350: Elementary Art Education to form ART 3352: Arts Integration in the Elementary Classroom; merging PHED 3326 and HLTA 4400 to form PHED 3000: Wellness Integration in the Elementary Classroom; replacing EDUC 3331: Reading in the Content Area with EDUC 3333: Assessment and Reading Improvement; changes to course description, learning outcomes, and course sequencing for EDUC 3330: The Reading Process; and changes to course description, learning outcomes, and course sequencing for EDUC 3332: Pedagogy of Literacy.

cc: Richard Stephens
Lori Schoonmaker
Stephanie Gabor
Laura Ransom
Amanda Metcalf
Sharon Smith
Keisha Kibler
Toni Poling

CURRICULUM PROPOSAL (Submit one electronic copy to the Executive Director of Academic Programs by the second Tuesday of the month.)

Proposal Number:	#20-21-08
School/Department/Program:	School of Education, Health and Human Performance / Teacher Education
Preparer/Contact Person:	Keisha Kibler, Toni Poling, Sharon Smith
Title of Degree Program	Elementary Education, K-6
Telephone Extension:	304-367-4241
Date Originally Submitted:	January 13, 2021
Revision (Indicate date and label it Revision #1, #2, etc.):	Revision #1
Implementation Date Requested:	Fall 2021

- I. **PROPOSAL ABSTRACT.** Write a brief abstract, not exceeding 100 words, which describes the proposed changes.

These proposed curricular changes are in response to West Virginia Board of Education changes to Policy 5100. Funding from the WVDE to support Educator Preparation Programs (EPPs) is now reserved for those that include a year-long residency model for the senior year of the teacher education curriculum. Policy 5100 refers to year-long residency EPPs as Tier 1 schools (see Appendix D for WVBOE Policy 5100).

The proposed changes include the addition of two field experiences, one in order to fulfill the 125 clock hours prior to beginning Residency 1. Residency 2 (previously known as “student teaching”) will be completed in the student’s final semester. Proposed course changes include merging MUSI 3330: Music in the Elementary Classroom and ART 3350: Elementary Art Education to form ART 3352: Arts Integration in the Elementary Classroom; merging PHED 3326 and HLTA 4400 to form PHED 3000: Wellness Integration in the Elementary Classroom; replacing EDUC 3331: Reading in the Content Area with EDUC 3333: Assessment and Reading Improvement; changes to course description, learning outcomes, and course sequencing for EDUC 3330: The Reading Process; and changes to course description, learning outcomes, and course sequencing for EDUC 3332: Pedagogy of Literacy.

DESCRIPTION OF THE PROPOSAL. Provide a response for each letter, A-G, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

- A. Deletion of course(s) or credit(s) from program(s) Total hours deleted: 2 credit hours

Please see Appendix A

- B. Addition of course(s) or credit(s) from program(s) Total hours added: 0 credit hours

Please see Appendix A

Program	Current Program Hours (According to the 2020-2021 Undergraduate Catalog)	Proposed Program Hours
Elementary Education	124-125	122-123

- C. Provision for interchangeable use of course(s) with program(s)
NA

- D. **Course Description Revision:** Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

Please see Appendix B

- E. **Course Changes:** Identify changes to existing courses such as changes to title, course number, learning outcomes, and elective or required status.

Current	Proposed
MUSI 3330 Music in Elementary Classroom – 3 CR	Merge MUSI 3330 and ART 3350 to form a new course: ART 3352: Arts Integration in the Elementary Classroom - 3 CR (New Course Information in Appendix C)
ART 3350 Elementary Art Education – 3 CR	
PHED 3326 Early Psychomotor Development – 3 CR	Merge the courses to a new course – PHED 3000: Wellness Integration in the Elementary Classroom- 3 CR (New Course Information in Appendix C)
HLTA 4400 Health Ed for Elementary – 3 CR	
EDUC 3331: Reading in the Content Area - 3 CR	Replaced with EDUC 3333: Assessment and Reading Improvement (New Course Information in Appendix C)
EDUC 3330: The Reading Process - 3 CR	Changes to course description, learning outcomes, and course sequencing (Revisions detailed in Appendix B)
EDUC 3332: Pedagogy of Literacy - 3 CR	Changes to course description, learning outcomes, and course sequencing (Revisions detailed in Appendix B)

F. **Create a New Course(s)** information (if applicable): For each new course complete the following:

1. **Course Catalog Information:**

b. Course prefix (subject area) and number:	EDUC 2241
c. Course title:	Field Experience 2: The Learner and Learning Environment
d. Course term(s) (e.g., Fall, Summer only):	Fall and Spring
e. Credit hours/Variable credit:	1
f. Repeatability (number of repeat credit hours):	NA
g. Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	Admission into Teacher Education
h. Co-requisite (include subject prefix and course number):	EDUC 2240
i. Cross-listings (e.g., PSYC 2230 and SOCY 2230):	NA
j. Grade Type: Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	Standard A-F
k. Required Course or Elective Course:	Required
l. Course Fees (Indicate amount):	TBD

2. **Course Catalog Information:**

a. Course prefix (subject area) and number:	EDUC 2261
b. Course title:	Field Experience 3: Learning Context and Teaching
c. Course term(s) (e.g., Fall, Summer only):	Fall and Spring
d. Credit hours/Variable credit:	2
e. Repeatability (number of repeat credit hours):	

f. Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	PR: EDUC 2241
g. Co-requisite (include subject prefix and course number):	CR: EDUC 2260
h. Cross-listings (e.g., PSYC 2230 and SOCY 2230):	NA
i. Grade Type: Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	Standard A-F
j. Required Course or Elective Course:	Required
k. Course Fees (Indicate amount):	TBD

3. Course Catalog Information:

a. Course prefix (subject area) and number:	EDUC 3333
b. Course title:	Assessment and Reading Improvement
c. Course term(s) (e.g., Fall, Summer only):	Fall and Spring
d. Credit hours/Variable credit:	3
e. Repeatability (number of repeat credit hours):	
f. Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	PR: EDUC 3332
g. Co-requisite (include subject prefix and course number):	CR: EDUC 3334
h. Cross-listings (e.g., PSYC 2230 and SOCY 2230):	
i. Grade Type: Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	Standard A-F
j. Required Course or Elective Course:	Required
k. Course Fees (Indicate amount):	TBD

4. Course Catalog Information:

a. Course prefix (subject area) and number:	EDUC 3334
b. Course title:	Field Experience 4: Disciplinary Literacy and Assessment
c. Course term(s) (e.g., Fall, Summer only):	Fall and Spring
d. Credit hours/Variable credit:	2
e. Repeatability (number of repeat credit hours):	
f. Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	PR: EDUC 2261
g. Co-requisite (include subject prefix and course number):	CR: EDUC 3333 or EDUC 3331
h. Cross-listings (e.g., PSYC 2230 and SOCY 2230):	
i. Grade Type: Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	Standard A-F
j. Required Course or Elective Course:	Required
k. Course Fees (Indicate amount):	TBD

5. Course Catalog Information:

a. Course prefix (subject area) and number:	EDUC 3341
b. Course title:	Residency 1: Teaching Practice and Assessment
c. Course term(s) (e.g., Fall, Summer only):	Fall and Spring
d. Credit hours/Variable credit:	5
e. Repeatability (number of repeat credit hours):	

f. Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	PR: EDUC 3334
g. Co-requisite (include subject prefix and course number):	EDUC 3340 and EDUC 3351
h. Cross-listings (e.g., PSYC 2230 and SOCY 2230):	
i. Grade Type: Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	Standard A-F
j. Required Course or Elective Course:	Required
k. Course Fees (Indicate amount):	TBD

6. Course Catalog Information:

a. Course prefix (subject area) and number:	EDUC 4484
b. Course title:	Residency 2: Student Teaching for Elementary
c. Course term(s) (e.g., Fall, Summer only):	Fall and Spring
d. Credit hours/Variable credit:	10
e. Repeatability (number of repeat credit hours):	NA
f. Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	EDUC 3341
g. Co-requisite (include subject prefix and course number):	EDUC 4485 and 4486
h. Cross-listings (e.g., PSYC 2230 and SOCY 2230):	NA
i. Grade Type: Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	Standard A - F
j. Required Course or Elective Course:	Required
k. Course Fees (Indicate amount):	TBD

7. Course Catalog Information:

a. Course prefix (subject area) and number:	ART 3352
b. Course title:	Arts Integration in the Elementary Classroom
c. Course term(s) (e.g., Fall, Summer only):	Fall and Spring
d. Credit hours/Variable credit:	3
e. Repeatability (number of repeat credit hours):	NA
f. Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	Admission into Teacher Education
g. Co-requisite (include subject prefix and course number):	NA
h. Cross-listings (e.g., PSYC 2230 and SOCY 2230):	NA
i. Grade Type: Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	Standard A - F
j. Required Course or Elective Course:	Required
k. Course Fees (Indicate amount):	TBD

8. Course Catalog Information:

a. Course prefix (subject area) and number:	PHED 3000
b. Course title:	Wellness Integration in the Elementary Classroom
c. Course term(s) (e.g., Fall, Summer only):	Fall and Spring
d. Credit hours/Variable credit:	3
e. Repeatability (number of repeat credit hours):	NA

f. Prerequisite/Corequisites/Restrictions/Cross-listings: If none, simply indicate with N/A (Not Applicable):	NA
g. Co-requisite (include subject prefix and course number):	NA
h. Cross-listings (e.g., PSYC 2230 and SOCY 2230):	NA
i. Grade Type: Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	Standard A - F
j. Required Course or Elective Course:	Required
k. Course Fees (Indicate amount):	TBD

2. **New Course Supplemental/Supporting Documentation: (Please See Appendix C)**

- a. **Course Catalog Description:** Include, as an appendix, a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.
- b. **Course Learning Outcomes (CLO's):** These should be stated in terms of what new knowledge and/or skills students should be able to demonstrate upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to..."
- c. **Course Outline:** Attach a course outline consisting of at least two levels.
- d. **Assessments:** Describe generally how student's achievement of the course learning outcomes will be assessed

Please see Appendix C

3. **Shared Course:** If this is a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for courses being shared.

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Please see Appendix A

To summarize Appendix A:

1. Merged HLTA 4440 (3 CR) and PHED 3326 (3 CR) into PHED 3000 (3 CR)
2. Merged ART 3350 (3 CR) and MUSIC 3330 (3 CR) into ART 3352 (3 CR)
3. Removed ENGL 3354: Children's Literature (3 CR)
4. Removed EDUC 3331: Reading in the Content Area (3 CR) from the Elementary Education Curriculum
5. Addition of EDUC 3333: Assessment and Reading Improvement (3 CR) - to replace ENGL 3354 and EDUC 3331
6. Revisions of course objectives and course description for EDUC 3330 and EDUC 3332

For Field Experiences- the following changes were made to meet the requirements in WVBOE Policy 5100:

1. Removal of EDUC 2265 (1 CR), EDUC 3365 (2 CR), and EDUC 4491 (10 CR)
2. Addition of EDUC 2241 (1 CR)- to help meet the 125 clock hours of field experiences before Residency 1- as required in WVBOE Policy 5100
3. Addition of EDUC 2261 (2 CR) - to help meet the 125 clock hours of field experiences before Residency 1- as required in Policy 5100
4. Addition of EDUC 3334 (2 CR) - to help meet the 125 clock hours of field experiences before Residency 1- as required in Policy 5100
5. Addition of EDUC 3341 (5 CR) - to meet the Residency 1 requirements as outlined in Policy 5100
6. Addition of EDUC 4484 (10 CR) - to meet the year-long residency requirements and co-teaching model as outlined in Policy 5100

Overall, 31 CR were removed from the Elementary Education program, and 29 CR were added.

II. RATIONALE FOR THE PROPOSAL

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.
- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

This curriculum proposal includes the mandated changes in teacher education programs within West Virginia to move towards a year-long residency model for educator preparation programs. Starting in Fall 2021, all funding for educator preparation programs in WV is directly tied to year-long residency. A full explanation and verbiage from WVBOE Policy 5100 can be found in Appendix D.

III. APPROVAL

Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
School of Education, Health & Human Performance	Dr. Amanda Metcalf	<i>Amanda Metcalf</i>
College of Liberal Arts	Dr. Christopher Kast	<i>Chris Kast</i>
College of Science & Technology	Dr. Steven Roof	<i>Steven Roof</i>

- IV. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

NA

- V. ADDITIONAL COMMENTS.

These curricular changes are in response to updates made to WVBOE Policy 5100 (see Appendix D) as identified by the West Virginia Board of Education.

APPENDIX A
B.A. Degree in Elementary Education, K-6
Current Program

Core Curriculum Courses (30-33 Credit Hours)		Credit Hours
First Year Seminar 1	SOAR 1199 or HONR 1100	1
Written Communication 2	ENGL 1101	3
Written Communication 3	ENGL 1102 (Recommended)	3
Oral Communication 4	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics 5	MATH 1430/1530 (Recommended)	3-4
Humanities 6	ENGL 2220, ENGL 2221, ENGL 2230, or ENGL 2231 (Recommended)	3
Fine Arts 7	ART 1120/ THEA 1120/MUSI 1120 (Recommended)	3
Natural Science 8	BIOL 1104 (Recommended)	4
Social Science 9	GEOG 2210 (Recommended)	3
Citizenship 10	POLI 1100 (Recommended)	3
Global Awareness, Fitness & Wellness, Technology 11	Satisfied in EDUC 2201 (Major Requirement)	3
TOTAL CORE CREDIT HOURS		32-33

Required Pre-Major Courses (3 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
EDUC 2200	Introduction to Education	3
EDUC 2200L	Field Experience 1	0
EDUC 2201	Instructional Technology	X

Required Professional Education Courses (23 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
EDUC 2203	Human Development, Learning and Teaching	3
EDUC 2240	High Incidence Disabilities for Educators	3
EDUC 2260	Instructional Design I	3
EDUC 2265	Field Experience 2	1
EDUC 3331	Reading in the Content Area	3
EDUC 3340	Instructional Design II	3
EDUC 3365	Field Experience 3	2
EDUC 3351	Inclusive Classroom Practices	3
EDUC 4485	Action Research	1
EDUC 4486	Portfolio	1

Required Elementary Education Major Courses (66 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
ART 3350	Elementary Art Education	3
MUSI 3330	Music in the Elementary Classroom	3
EDUC 3330	The Reading Process	3
EDUC 3332	Pedagogy of Literacy	3
EDUC 3350	Elementary Social Studies Methods	3
ENGL 3354	Children's Literature	3
HIST 1107	US History I	3
HIST 1108	US History II	3
HIST 2211/HIST 2213	World Civilization I or World Civilization III	3
HIST 3302	West Virginia	3
HLTA 4400	Health Education in the Elementary School	3
MATH 2551	Structure of Real Numbers	3
MATH 2552	Data Analysis and Geometry	3
MATH 3553	Math Methods for Elementary Teachers	3
PHED 3326	Early Psychomotor Development	3
GEOS 2201	Exosphere	4
GEOS 2202	Geosphere	4
PHSC 4412	Elementary Science Methods	3
EDUC 4491	Elementary Student Teaching	10

Total Core Curriculum Hours	32-33
Total Pre-Major	3
Total Professional Education Courses	23
Total Elementary Education Major Courses	66
Total Electives (If applicable)	NA
TOTAL CREDIT HOURS	124-125

APPENDIX A
B.A. Degree in Elementary Education, K-6
Proposed Program

Core Curriculum Courses (30-33 Credit Hours)		Credit Hours
First Year Seminar 1	SOAR 1199 or HONR 1100	1
Written Communication 2	ENGL 1101	3
Written Communication 3	ENGL 1102 (Recommended)	3
Oral Communication 4	COMM 2200, COMM 2201, or COMM 2202	3
Mathematics 5	MATH 1430/1530 (Recommended)	3-4
Humanities 6	ENGL 2220, ENGL 2221, ENGL 2230, or ENGL 2231 (Recommended)	3
Fine Arts 7	ART 1120/ THEA 1120/MUSI 1120 (Recommended)	3
Natural Science 8	BIOL 1104 (Recommended)	4
Social Science 9	GEOG 2210 (Recommended)	3
Citizenship 10	POLI 1100 (Recommended)	3
Global Awareness, Fitness & Wellness, Technology 11	Satisfied in EDUC 2201 (Major Requirement)	3
TOTAL CORE CREDIT HOURS		32-33

Required Pre-Major Courses (3 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
EDUC 2200	Introduction to Education	3
EDUC 2200L	Field Experience 1	0
EDUC 2201	Instructional Technology	X

Required Professional Education Courses (36 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
EDUC 2203	Human Development, Learning and Teaching	3
EDUC 2240	High Incidence Disabilities for Educators	3
EDUC 2241	Field Experience 2: The Learner and Learning Environment	1
EDUC 2260	Instructional Design I	3
EDUC 2216	Field Experience 3: Learning Context and Teaching	2
EDUC 3330	The Reading Process	3
EDUC 3332	Pedagogy of Literacy	3
EDUC 3333	Assessment and Reading Improvement	3
EDUC 3334	Field Experience 4: Disciplinary Literacy and Assessment	2
EDUC 3340	Instructional Design II	3
EDUC 3341	Residency 1: Teaching Practice and Assessment	5
EDUC 3351	Inclusive Practices	3
EDUC 4485	Action Research	1
EDUC 4486	Portfolio	1

Required Elementary Education Major Courses (51 Credit Hours)		
Course Prefix & Number	Course Name	Credit Hours
ART 3352	Arts Integration in the Elementary Classroom	3
EDUC 3350	Elementary Social Studies Methods	3
HIST 1107	US History I	3
HIST 1108	US History II	3
HIST 2211/HIST 2213	World Civilization I or World Civilization III	3
HIST 3302	West Virginia	3
MATH 2551	Structure of Real Numbers	3
MATH 2552	Data Analysis and Geometry	3
MATH 3553	Math Methods for Elementary Teachers	3
PHED 3000	Wellness Integration in the Elementary Classroom	3
GEOS 2201	Exosphere	4
GEOS 2202	Geosphere	4
PHSC 4412	Elementary Science Methods	3
EDUC 4484	Residency 2: Student Teaching for Elementary	10

* New Courses

* Revised Courses

Total Core Curriculum Hours	32-33
Total Pre-Major	3
Total Professional Education Courses	36
Total Elementary Education Major Courses	51
Total Electives (If applicable)	
TOTAL CREDIT HOURS	122-123

Appendix B (Revised Courses)

EDUC 3330: The Reading Process

Course Catalog Description:

The purpose of this course is to provide preservice teacher candidates with a foundation for effective literacy instruction in K – 3 classrooms. Emphasis will be placed on the essential components of learning to read and write (phonemic awareness, phonics, oral language development, the reading and writing processes, and fluency). This course also aims to assist preservice teacher candidates develop and demonstrate skills to support the literacy instruction of diverse learners. (PR: ENGL 1102 and Admission to Teacher Education).

Course Learning Outcomes:

Upon completion of the course, students will be able to:

1. Develop an understanding of the major theories of literacy learning and language development
 - A. Knowledge and understanding assessed with exams
2. Demonstrate instructional routines for developing phonological awareness, phonemic awareness, and phonics instruction.
 - A. Assessed with presentation of an instructional routine/strategy
 - B. Knowledge and understanding assessed with quizzes and exams
3. Demonstrate the essential components of the reading process (pre-reading, reading, responding, exploring, and applying) and how language influences this process.
 - A. Pre-reading Stage
 - a. Assessed with pre-reading strategies presentation
 - B. Reading Stage
 - a. Assessed with read aloud and guided group demonstration
 - C. Responding Stage
 - a. Assessed with Bookshelf Project
 - D. Exploring Stage
 - a. Assessed with planning a mini lesson activity
 - E. Applying Stage
 - a. Assessed with applying projects & presentation
 - F. The Reading Process
 - a. Assessed with the Comprehensive Literacy Portfolio – Resources for Reading Section
4. Demonstrate the essential components of the writing process (prewriting, drafting, revising, editing, and publishing).
 - A. Assessed with writing assignment using the writing process
 - B. Assessed with the Comprehensive Literacy Portfolio – Resources for Writing
5. Demonstrate correct letter and number formation (shape, size, spacing, slant) in manuscript and cursive handwriting.
 - A. Assessed with handwriting samples
6. Analyze the components of reading fluency as they relate to reading development.
 - A. Assessed with students administering, scoring, and interpreting a one-minute oral reading passage
 - B. Assessed with the Comprehensive Literacy Portfolio – Resources for Fluency Section
7. Design activities to promote discriminative and aesthetic listening skills.
 - A. Assessed with creation of listening center activities
 - B. Assessed with the Comprehensive Literacy Portfolio – Resources for Listening Section
8. Evaluate a wide range of children’s literature (various genres and multicultural titles) appropriate for classroom use.
 - A. Assessed with the Bookshelf Project

Course Outline:

Week 1	<ul style="list-style-type: none"> •Introduction to course, syllabus, icebreaker •Major Theories of Literacy Learning and Language Development (behaviorism, cognitivism, constructivism, critical literacy)
Week 2	<ul style="list-style-type: none"> •Characteristics of oral language (phonological, semantic, syntactic, and pragmatic knowledge) •Emergent Literacy – Discriminative Listening and Aesthetic Listening •Emergent Literacy (Concepts About Print, Concepts About Words)
Week 3	<ul style="list-style-type: none"> •Phonological Awareness (listening, rhyme & alliteration) •Phonological Awareness (sentence segmentation) •Phonological Awareness (Activity presentations)
Week 4	<ul style="list-style-type: none"> •Phonemic Awareness (phoneme isolation, phoneme deletion, phoneme addition) •Phonemic Awareness phoneme blending & segmentation) •Phonemic Awareness (Activity presentations)
Week 5	<ul style="list-style-type: none"> •Phonics (consonants and onsets) •Phonics (vowels and rimes) • Phonics (Syllabication)
Week 6	<ul style="list-style-type: none"> •Phonics (Activity Presentation) •What is literacy? •What is the reading process? (overview)
Week 7	<ul style="list-style-type: none"> •Children’s Literature (criteria for determining quality literature) •Children’s Literature (critical viewpoints, considering gender, disability, class, race, etc.). •Children’s Literature (Caldecott, Newberry, Coretta Scott King, Teacher’s Choice, etc.).
Week 8	<ul style="list-style-type: none"> •Stage 1 Pre-reading (activating prior knowledge, setting purpose, planning for reading) •Stage 2 Read Aloud (components and rationale for read aloud) •Stage 2 Shared and Guided Reading (components and rationale for shared and guided reading)
Week 9	<ul style="list-style-type: none"> •Stage 2 Cooperative/Partner Reading (components and rationale for cooperative/partner reading) •Stage 2 Independent Reading (components and rationale for independent reading) •Stage 3 Responding (response strategies)
Week 10	<ul style="list-style-type: none"> •Stage 4 Exploring (rereading, examining the writer’s craft) •Stage 4 Exploring (word work) •Stage 4 Exploring (mini-lessons)

Week 11	<ul style="list-style-type: none"> •Stage 5 Applying (project presentations) •Stage 5 Applying (project presentations)
Week 12	<ul style="list-style-type: none"> •What is writing? What is the writing process? (Overview of the recursive process) •Prewriting Stage (choosing a topic, considering purpose and genre, gathering and organizing ideas) •Drafting Stage (rough draft)
Week 13	<ul style="list-style-type: none"> •Revising Stage (rereading the rough draft, sharing in revising groups, making revisions) •Editing Stage (proofreading for spelling, punctuation, capitalization, sentence structure) •Publishing/Sharing Stage (various ways to publish writing)
Week 14	<ul style="list-style-type: none"> •Publishing/Sharing Stage (ways for students to share their writing) •Handwriting (manuscript) •Handwriting (cursive)
Week 15	<ul style="list-style-type: none"> •Reading Fluency (automaticity, speed, prosody) •Writing Fluency (automaticity, speed, writer's voice) •Fluency Instruction (repeated readings, echo reading, paired reading, choral reading)
Week 16	<ul style="list-style-type: none"> •Review •Final Exam

EDUC 3332: Pedagogy of Literacy

Course Catalog Description:

This course addresses the curriculum, content, methods, and materials of effective literacy and language arts instruction in the elementary classroom. It builds on concepts introduced in The Reading Process (EDUC 3330). This course emphasizes the relationship among the language arts (reading, writing, speaking, listening), particularly in upper elementary grades, and aims to assist preservice teacher candidates in developing and demonstrating skills to support literacy instruction of diverse learners. (PR: Admission to Teacher Education and EDUC 3330).

Course Learning Outcomes:

Upon completion of the course, students will be able to:

1. Analyze strategies for teaching vocabulary and create meaningful learning opportunities for students to improve their receptive and expressive vocabularies.
 - A. Assessed with presentation of vocabulary mini-lesson
 - B. Assessed with the Comprehensive Literacy Portfolio – Resources for Vocabulary Section
2. Analyze strategies for teaching comprehension and create meaningful learning opportunities for students to improve their reading and listening comprehension
 - A. Assessed with presentation of comprehension mini-lesson
 - B. Assessed with the Comprehensive Literacy Portfolio –Resources for Comprehension Section
3. Create authentic writing assignments based on student’s writing needs that utilize the writing process and embed grammar instruction.
 - A. Assessed with authentic writing assignments aligned with the purpose for writing and the audience.
4. Apply knowledge of language structure and language conventions (spelling, grammar, mechanics)
 - A. Assessed with exams and quizzes
5. Analyze elements of author’s craft across multiple genres
 - A. Assessed with Mentor Text assignment
6. Design activities to promote efferent and critical listening skills
 - A. Assessed with Propaganda Devices Assignment (Find examples of each propaganda device)
 - B. Assessed with the Comprehensive Literacy Portfolio – Resources for Listening Section
7. Use spoken and written language to communicate effectively with a variety of audiences and for different purposes
 - A. Assessed with presentation of Puppetry, Book Talks, Literature Circles, and Readers’ Theatre
 - B. Assessed with the Comprehensive Literacy Portfolio -Resources for Speaking Section
8. Evaluate a wide range of children’s literature (various genres and multicultural titles) appropriate for classroom use (Focus on grades 4 – 6).
 - A. Assessed with the Book Shelf Project

Course Outline:

Week 1	<ul style="list-style-type: none"> •Introduction to Course, Syllabus, Icebreaker •Review the 5 Essential Components (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension). Review the 5 Components of the Reading and Writing Processes •Review the Four Language Systems (Phonological, Syntactic, Semantic, and Pragmatic)
Week 2	<ul style="list-style-type: none"> •What is effective vocabulary instruction? Why is Effective Vocabulary Instruction Important? •Seven Principles of Developing Vocabulary •Three Tiers of Words, Levels of Word knowledge, Word Consciousness, High Frequency Words
Week 3	<ul style="list-style-type: none"> •Teaching Vocabulary (multiple meanings, synonyms, antonyms, homonyms, root words and affixes) •Teaching Vocabulary (etymologies, figurative language) • Vocabulary Strategies (Word learning strategies [context clues, analyzing word parts])
Week 4	<ul style="list-style-type: none"> •Vocabulary Strategies (graphic organizers) •Teach Vocabulary Strategy (present mini lesson in class) •Teach Vocabulary Strategy (present mini lesson in class)
Week 5	<ul style="list-style-type: none"> •What is Comprehension? Why is it Important? What Does the Research Say About It? •Reader Factors (background knowledge, vocabulary, fluency, strategies, skills motivation) •Text Factors (genres, text structures, text features)
Week 6	<ul style="list-style-type: none"> •Comprehension Strategies (Connecting, Determining Importance, Drawing Inferences) •Comprehension Strategies (Evaluating, Monitoring, Predicting, Questioning) •Comprehension Strategies (Repairing, setting a purpose, summarizing, visualizing)
Week 7	<ul style="list-style-type: none"> •Teach Comprehension Strategy (present mini lesson in class) •Teach Comprehension Strategy (present mini lesson in class) •Readability Formulas
Week 8	<ul style="list-style-type: none"> •Children’s Literature (Genres: Folklore, Poetry, Chapter Books, Biographies) •Children’s Literature (Genres: Critical Literacy, Social Justice, •Building a Classroom Library (Set up, Teaching Students How to Select Books, Management System)
Week 9	<ul style="list-style-type: none"> •Grammar Concepts (Capitalization, Punctuation, and Usage) •Grammar Concepts (Parts of Speech, Parts of Sentences, Types of Sentences) •Teaching Grammar Through Reading (Sentence Unscrambling, Sentence Imitating, Sentence Combining, Sentence Expanding)
Week 10	<ul style="list-style-type: none"> •Review Stages of the Writing Process. •Strategic and Meaningful Writing Instruction (Why is Writing Important? What Does Research Say?) •How Do You Teach Writing Effectively, Efficiently, And According to the Needs of the Students? •Genres of Writing (Informational Writing, Narrative Writing, Persuasive Writing, and Poetry Writing)

Week 11	<ul style="list-style-type: none"> • Personal Writing (letters) • Life Stories (personal narratives, memoirs, autobiographies, biographies) • Informational Writing (reports)
Week 12	<ul style="list-style-type: none"> •What are Mentor Texts? Choosing a Mentor Text. How Do Mentor Texts Fit into the Curriculum? •Using Fiction Mentor Text (The Importance of Fiction Writing, Using Fiction to Help Students Understand Point of View, Developing an Argument, Knowing Your Audience, •Using Nonfiction Mentor Text (The Important of Nonfiction Writing, Nonfiction Writing in the Real World (postcards, letters, email), Interesting Formats to Engage Writers.
Week 13	<ul style="list-style-type: none"> •Speaking to communicate understanding •Dramatization (Improvisation, Process Drama), Puppetry, Book Talks, Literature Circles, and Readers' Theatre •Conversations (Small Group, Grand, Instructional), Asking Questions
Week 14	<ul style="list-style-type: none"> •Speaking – oral reports and presentations •Speaking – interviews and debates •Presentations
Week 15	<ul style="list-style-type: none"> •Review types of Listening (Discriminative Listening, Aesthetic Listening, Efferent Listening, Critical Listening) •Strategies for Efferent Listening (Organizing, Summarizing, Note Taking, Monitoring) •Strategies for Critical Listening (Propaganda and Persuasion)
Week 16	<ul style="list-style-type: none"> •Review & Final Exam

Appendix C: New Courses

EDUC 2241: Field Experience 2: The Learner and the Learning Environment

Course Catalog Description:

This field experience will allow preservice teacher candidates the opportunity to reflect on teaching practice within the context of a specific school, community, and classroom setting with an emphasis on individuals with exceptionalities and inclusive practices. (PR: Admission into Teacher Education; CR: EDUC 2240)

Course Learning Outcomes:

Upon completion of this course, the students (preservice teacher candidates) should be able to...

1. Identify the multi-tiered systems of support for students with academic and behavior challenges and strategies used to support these students.
2. Reflect on the characteristics of students with disabilities and the impact of these characteristics on classroom performance.
3. Evaluate the eligibility process for special education services.
4. Analyze the continuum of placements and services available for students with disabilities.
5. Analyze instructional and appropriate evidence-based practices for students with disabilities.

Course Outline:

- A. Multi-tiered Systems of Support
 - a. Student Assistance Team (SAT)
 - b. Section 504 and 504 Plans
 - c. Instructional and behavioral interventions
- B. Characteristics of Students with Disabilities
 - a. Academic, behavioral, and social/emotional characteristics
 - b. Identification of students with disabilities from state and federal policy (Policy 2419)
 - c. Comparison of high incidence and low incidence disabilities
- C. Placement and Services for Students with Disabilities
 - a. Collaborative (co-teach) classrooms
 - i. Roles of general educator/special educator
 - b. Resource classrooms
 - i. Roles of special educator/paraprofessionals
 - c. Related Services
- D. Instructional Practices for Students with Disabilities
 - a. Evidence-based practices: direct instruction, cognitive strategy instruction, peer-assisted learning
 - b. Assessment: Progress monitoring, formative assessments
 - c. Accommodations and Modifications

d. Assessments: (Council for the Accreditation of Educator Preparation (CAEP) approved)

Assessment	Course Learning Outcomes
Disposition forms from course instructor and cooperating teacher (in field experience setting)	CLO: 1,2,5
Field Experience Journal	CLO: 1,2,5
Final evaluation of preservice teacher candidate by cooperating teacher	CLOs 1, 2, 3, 4, 5

EDUC 2261: Field Experience 3: Learning Context and Teaching

Course Catalog Description:

This field experience will allow the preservice teacher candidate the opportunity to reflect on teaching practice within the context of a specific school, community, and classroom setting. This is a two-credit course that must be completed as a field experience in a Professional Development/public school setting. (PR: 2241; CR: EDUC 2260)

Course Learning Outcomes:

Upon completion of this course, the students (preservice teacher candidates) should be able to...

1. Identify the contextual factors and analyze their impact teaching and student learning.
2. Analyze instructional approaches to teaching and their connection to contextual factors.
3. Analyze instructional approaches to teaching content standards
4. Analyze the academic and sociocultural role of teachers within learning contexts and their professional disposition

Course Outline:

A. Macro Analysis of Context

- a. School Policies and Procedures
- b. School Community
- c. School Climate and Culture

B. Micro Analysis of Context:

- a. Classroom Policies and Procedures
- b. Classroom Culture
- c. Knowledge of Students
 - i. Intersectionality: gender, class, ability, race, and culture
 - ii. Learner Diversity

C. Teaching Practice:

- a. Analysis of Instructional approaches to teaching content
 - i. Direct instruction, presentation, cooperative learning, indirect instruction
- b. Reflection of contextual factors and instructional approaches

Assessments: (Council for the Accreditation of Educator Preparation (CAEP) approved)

Assessment	Course Learning Outcomes
Disposition form from cooperating teacher (in field experience setting)	CLO: 4
Final evaluation of preservice teacher candidate by cooperating teacher	CLOs 1, 2, 3

EDUC 3333: Assessment and Reading Improvement

Course Catalog Description

This course emphasizes the use of various assessments to evaluate students in the five critical areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Utilizing previously learned curriculum, content, methods and materials of effective literacy and language arts instruction in the elementary classroom, candidates will administer assessments, analyze the results, and design a program of study for reading improvement based on the findings. (PR: EDUC 3332; CR: 3334)

Course Outcomes: Following completion of this course, candidates will be able to:

1. Identify and select a variety of appropriate assessment tools based on student need (e.g., benchmarks, EasyCBM, iReady, etc.)
 - Assessed with exams and Literacy Strategies Portfolio
2. Plan, administer, and analyze a variety of assessment tools and practices for effective literacy instruction.
 - Assessed with oral language assessment, concepts of print assessment, fluency check, miscue analysis, spelling analysis, writing analysis, Case Study/Informal Reading Inventory and Unit Plan lesson assessments.
3. Assess instructional levels of students before, during, and after instruction.
 - Assessed with concepts of print, fluency check, miscue analysis, spelling analysis, writing analysis, Case Study/Informal Reading Inventory, and Unit Plan lesson assessments.
4. Plan and implement a standards-based curriculum, research-based instructional approaches, best practice strategies, and engaging materials to support student learning in reading and language arts.
 - Assessed with the Literacy Strategies Portfolio, Unit Plan, and Case Study/Informal Reading Inventory.
5. Plan engaging literacy practices that develop awareness, understanding, and respect, as well as value differences in our society.
 - Assessed with Case Study/Informal Reading Inventory and Unit Plan.

Course Outline:

Week 1	Module 1 – Student Learning <ul style="list-style-type: none">● Introduction to the course, syllabus, get acquainted● Review how students learn● Review how students learn language and literacy
Week 2	Module 2 – Assessment Basics <ul style="list-style-type: none">● Review how students become readers and writers, characteristics of good readers and writers● Review of assessment basics● Assessing non-educational factors-home environment, language, physical health, vision, etc.
Week 3	Module 3- Prior Knowledge and English Language Learners <ul style="list-style-type: none">● Improving general literacy development of English Language Learners● Role of prior knowledge● Strategies for activating prior knowledge
Week 4	Module 4 – Reading Assessments <ul style="list-style-type: none">● Reading specific assessments overview● Role of the interest inventory● Selecting and matching texts to readers – Lexile levels
Week 5	Module 5 - Reading Assessments – Emergent Literacy <ul style="list-style-type: none">● Oral language concepts● Concepts of print● Phonological awareness
Week 6	<ul style="list-style-type: none">● Letter identification● Alphabetic principle● Story sense and retelling
Week 7	Module 6 – Phonemic Awareness and Phonics <ul style="list-style-type: none">● Teaching and assessing phonemic awareness● Teaching and assessing phonics
Week 8	Module 7 – The Informal Reading Inventory <ul style="list-style-type: none">● Informal reading inventory overview● Administering an IRI – parent, student, teacher interviews● Scoring an IRI
Week 9	<ul style="list-style-type: none">● Miscue analysis and running records overview● Practice miscue analysis and running records● Practice miscue analysis and running records

Week 10	<p>Module 8 - Developing a Program of Study and Units of Instruction Based on IRI Results</p> <ul style="list-style-type: none"> ● Identifying strengths and areas of need ● Selecting appropriate instruction for identified needs ● Sharing results with parents
Week 11	<p>Module 9 – Designing Literacy Lessons</p> <ul style="list-style-type: none"> ● Designing standards-based literacy lessons ● How to use a teacher’s manual ● How to supplement the reading curriculum
Week 12	<p>Module 10 - Vocabulary</p> <ul style="list-style-type: none"> ● Review vocabulary strategies ● Assessing vocabulary development
Week 13	<p>Module 11 - Comprehension</p> <ul style="list-style-type: none"> ● Review comprehension strategies ● Assessing comprehension
Week 14	<p>Module 12 - Spelling</p> <ul style="list-style-type: none"> ● Traditional and non-traditional approaches to teaching spelling ● Assessing spelling development ● Analyzing spelling development
Week 15	<p>Module 13 - Writing</p> <ul style="list-style-type: none"> ● Improving student writing ● Assessing student writing
Week 16	<ul style="list-style-type: none"> ● Wrap-up ● Review ● Final exam

EDUC 3334: Field Experience 4: Disciplinary Literacy and Assessment

Course Catalog Description:

This is a two-credit course that must be completed as a field experience in a Professional Development/public school setting. This field experience will allow the preservice teacher candidate the opportunity to reflect on disciplinary literacy practices and authentic assessments in the teaching of reading, writing, speaking and listening. (PR: EDUC 2261; CR: EDUC 3331 or EDUC 3333)

Course Learning Outcomes:

Upon completion of this course, the students (preservice teacher candidates) should be able to...

1. Analyze the academic and sociocultural role of teachers within learning contexts and their professional disposition.
2. Analyze a range of authentic disciplinary texts for their developmental and curricular appropriateness.
3. Apply disciplinary knowledge and authentic literacy practices in determining student learning needs.
4. Create organic opportunities for students to engage in the negotiation and creation of authentic disciplinary texts.

Course Outline:

- A. Grade Level Appropriate Literacy Instruction
 - a. Instruction in reading
 - b. instruction in content literacy
 - c. Writing instruction
- B. Grade Level Appropriate Literacy Assessment
 - a. Reading Assessments
 - b. Assessment of students' writing
- C. Text Selection
 - a. Curating text sets (Range of texts including informational, discipline specific, and digital)
 - b. Supporting students' meaning making/negotiation of texts
 - c. Analysis of text purposes and readability
 - d. Pairing of texts with content standards
 - e. Sequencing of texts to build on prior knowledge and skills

Assessments: (Council for the Accreditation of Educator Preparation (CAEP) approved)

Assessment	Course Learning Outcomes
Disposition forms from course instructor and cooperating teacher (in field experience setting)	CLO: 1
Final evaluation of preservice teacher candidate by cooperating teacher	CLOs: 2, 3, 4

EDUC 3341: Residency 1: Teaching Practice and Assessment

Course Catalog Description:

This is a five-credit-hour course that must be completed as a field experience in a Professional Development/public-school setting. The field experience will allow the preservice teacher candidate the opportunity to apply and reflect on his/her content, assessing for learning, professional and pedagogical knowledge, skills and dispositions. In addition, the preservice teacher candidate will be provided with experiences that allow for immersion in the learning community so that s/he is able to demonstrate proficiency in the professional role for which s/he is preparing. (PR: EDUC 3334; CR: EDUC 3340, EDUC 3351)

Course Learning Outcomes:

Upon completion of this course, students should be able to...

1. Analyze and reflect on the interactional role of teaching practice and student learning
2. Analyze the affordances and constraints of different assessment practices and how they align with student learning needs, intended learning goals, and content standards.
3. Analyze a range of instructional and assessing practices in differentiating instruction
4. Implement a range of instructional and assistive technologies and analyze their alignment with student learning needs
5. Analyze the inclusive practices of schools and teachers in the role of building a classroom and school culture of learning for all students including (but not limited to) students with disabilities, students of color, and English language learners.
6. Analyze the academic and sociocultural role of teachers within learning contexts and their professional disposition.

West Virginia Professional Teaching Standards and INTASC Standards:

WV Professional Teaching Standards and InTASC Standards (National Council for Accreditation of Teacher Education)	
WVPTS Standard 1: Curriculum and Planning	InTASC Standard 7: Planning for Instruction
WVPTS Standard 2: The Learner and the Learning Environment	InTASC Standards 1-3: Learner Development; Learner Differences; Learning Environment
WVPTS Standard 3: Teaching	InTASC Standards 4-5: Content Knowledge and Application of Content InTASC Standards 6 and 8: Assessments and Instructional Strategies
WVPTS Standard 4: Professional Responsibilities for Self-Renewal	InTASC Standards 9-10: Professional Learning and Ethical Practice; Leadership and Collaboration
WVPTS Standard 5: Professional Responsibilities for School and Communities	InTASC Standards 9-10: Professional Learning and Ethical Practice; Leadership and Collaboration

Course Outline:

- A. Inquiry of Teaching Practice and Student Learning
 - a. Analysis of interactional role of teaching, learning context, knowledge of students, content knowledge, assessments, and instructional decision making
 - b. Research and align student needs with evidence-based practice
 - c. Continuous analysis of data to determine student learning need and curricular and instructional moves including future planning and sequencing of instruction
- B. Reflective Instructional Practice
 - a. Analysis of a range of assessments to determine student learning needs
 - b. Analyze and reflect on teaching practice and identity implication for future instruction
- C. Differentiation of Instruction
 - a. Differentiation to address student needs
 - b. Differentiation of content- process and product of learning
 - c. Instructional models to support differentiation
- D. Technology Integration
 - a. Implement a range of instructional technology tools to support differentiation of instruction
 - b. Analyze a range of assistive technology tools and how they align with specific student learning needs
- E. Inclusive Practices
 - a. Identify the role of the general educator in the special education identification process
 - b. Analyze classroom culture inclusivity based on student diversity (i.e. special education, social class, race, and gender)
 - i. implication for instruction and interaction with students
 - ii. analysis of the role of language as a mediator of student identity and agency
 - c. Addressing social and emotional learning needs for all students
 - d. Describes the elements of effective collaboration and implements these evidence-based practices to promote the well-being of individuals with exceptionalities.

Assessments: (Council for the Accreditation of Educator Preparation (CAEP) approved)

Assessment	Course Learning Outcomes
Disposition form from university supervisor and cooperating teacher (in field experience setting)	CLOs: 5, 6
Observations of Resident 1 by cooperating teacher	CLOs: 1, 2, 3, 4, 5
Observations of Resident 1 by university supervisor	CLOs: 1, 2, 3, 4, 5
Self-assessment of teaching practice by Resident 1	CLOs: 1, 2, 3, 4, 5
Mid-term evaluation of Resident 1 by cooperating teacher	CLOs: 1, 2, 3, 4, 5
Final evaluation of Resident 1 by cooperating teacher	CLOs: 1, 2, 3, 4, 5

EDUC 4484: Residency 2: Student Teaching for Elementary

Course Description:

Full-time involvement in the teaching/learning process in a Professional Development School/public elementary school setting at the PreK-4/PreK-6 level is required for successful completion of this course. Residents will observe, assist, co-teach, co-plan, teach, and manage a classroom under the supervision of a cooperating public-school teacher and university supervisor. (PR: EDUC 3341; CR: EDUC 4485, EDUC 4486)

Course Learning Outcomes:

Upon completion of this course, students should be able to...

1. Critique and analyze the professional role of the teacher in the school and community contexts.
2. Critique and analyze the affordances and constraints of different forms of data and its influences on teaching practice.
3. Implement different co-teaching methods and analyze their effectiveness alongside instructional goals and learning objectives.
4. Critique a range of instructional and assessment practices in differentiating instruction
5. Analyze and reflect on the academic and sociocultural role of teachers within learning contexts and their professional disposition.

West Virginia Professional Teaching Standards and INTASC Standards:

WV Professional Teaching Standards and InTASC Standards (National Council for Accreditation of Teacher Education)	
WVPTS Standard 1: Curriculum and Planning	InTASC Standard 7: Planning for Instruction
WVPTS Standard 2: The Learner and the Learning Environment	InTASC Standards 1-3: Learner Development; Learner Differences; Learning Environment
WVPTS Standard 3: Teaching	InTASC Standards 4-5: Content Knowledge and Application of Content InTASC Standards 6 and 8: Assessments and Instructional Strategies
WVPTS Standard 4: Professional Responsibilities for Self-Renewal	InTASC Standards 9-10: Professional Learning and Ethical Practice; Leadership and Collaboration
WVPTS Standard 5: Professional Responsibilities for School and Communities	InTASC Standards 9-10: Professional Learning and Ethical Practice; Leadership and Collaboration

Course Outline:

- A. Teaching Practice and Student Learning
 - a. Analysis of interactional role of teaching, learning context, knowledge of students, content knowledge, assessments, and instructional decision making
 - b. Research and align student needs with evidence-based practice
 - c. Continuous analysis of data to determine student learning need and curricular and instructional moves including future planning and sequencing of instruction
- B. Reflective Instructional Practice
 - a. Analysis of a range of assessments to determine student learning needs

- b. Analysis of and reflection of teaching practice and identity implication for future instruction
- C. Differentiation of Instruction
 - a. Differentiation to address student needs
 - b. Differentiation of content- process and product of learning
 - c. Instructional models to support differentiation
- D. Technology Integration
 - a. Implement a range of instructional technology tools to support differentiation of instruction/
 - b. Analyze a range of assistive technology tools and how they align with specific student learning needs
- E. Co-teaching and Co-planning
 - a. Implement a range of co-teaching models and evaluate their effectiveness alongside instructional goals and learning objectives
 - b. Analysis of co-planning models and evaluate their effectiveness alongside co-teaching, instructional goals, and learning objectives

Assessments: (Council for the Accreditation of Educator Preparation (CAEP) approved)

Assessment	Course Learning Outcomes
Disposition forms from university supervisor and cooperating teacher (in field experience setting)	CLOs: 1, 5
Observations of Resident 2 by cooperating teacher	CLOs: 1, 2, 3, 4, 5
Observations of Resident 2 by university supervisor	CLOs: 1, 2, 3, 4, 5
Self-assessment of teaching practice by Resident 2	CLOs: 1, 2, 3, 4, 5
Mid-term evaluation of Resident 2 by cooperating teacher	CLOs: 1, 2, 3, 4, 5
Final evaluation of Resident 2 by cooperating teacher	CLOs: 1, 2, 3, 4, 5

ART 3352: Arts Integration in the Elementary Classroom

Course Description:

This course is designed to prepare preservice teacher candidates to integrate the fine arts across the elementary general education curriculum through an interdisciplinary approach. It includes a study of philosophies, methods, materials, and assessments relative to art and music that help promote student learning and success across the content areas. Students will develop an understanding of research and science relative to the impact of the fine arts on child growth and development, learning, and its impact on students with special needs. (PR: Admission to Teacher Education).

Course Outcomes:

Students will:

1. Understand and apply the arts as pathways to creativity, critical thinking, problem solving, communication, collaboration across the curriculum, and in relation to standards.
 - Assessed through the Arts-Integrated Unit Design/Micro Teaching, Children’s Book Assignment, Content Area Activity Designs.
2. Evaluate the impact of the fine arts on development of the *whole* child in relation to development, learning, and children with special needs.
 - Assessed through Arts and the Child Research Paper.
3. Understand and apply the tools, materials, and resources related to the arts that are appropriate for elementary classroom use.
 - Assessed through the Arts-Integrated Unit Design/Micro Teaching, Children’s Book Assignment, Content Area Activity Designs.
4. Understand and apply grant writing and fundraising techniques to fund classroom resources specific for arts integration.
 - Assessed through Grant Proposal Assignment.

Course Outline:

Week 1	<ul style="list-style-type: none">● (Text Chapter 1-Artists Make Art: Artists and the Images they Make)● Syllabus, Course Schedule Review● The Inverted Triangle; Rationales for teaching Art: Fluency/Flexibility<ul style="list-style-type: none">○ Project: Environmental Stacking with Units○ <u>Participation</u>
Week 2	<ul style="list-style-type: none">● (Text Chapter 1)● Artists and their Processes: Art 21● Collage Mural: Finding our place in the history of our state and region.<ul style="list-style-type: none">○ Project: Collage Mural○ <u>Regional Lineage Activity</u>

Week 3	<ul style="list-style-type: none"> ● (Text Chapter 2-Understanding and Using the Elements of Art) ● Elements of Design PPT ● Found Object Color Wheel: Principles of Color in the Everyday <ul style="list-style-type: none"> ○ Project: Color in the Ordinary ○ <u>Color Activity Designs</u>
Week 4	<ul style="list-style-type: none"> ● (Text Chapter 3-Principles of Art) ● Digital Gallery Visit – Chicago Art Institute <ul style="list-style-type: none"> ○ Project: Printmaking Self Portrait ○ <u>Printmaking Activity Design</u>
Week 5	<ul style="list-style-type: none"> ● (Text Chapter 4-Art Criticism, Art History, and Aesthetics) ● Pinterest Lesson Plan Research <ul style="list-style-type: none"> ○ Project: Zine Drawing Project ○ <u>Math and Art Activity Design</u>
Week 6	<ul style="list-style-type: none"> ● (Text Chapter 4-Art Criticism, Art History, and Aesthetics) ● Pinterest Lesson Plan Research <ul style="list-style-type: none"> ○ Project: Zine Drawing Project ○ <u>Math and Art Activity Design</u>
Week 7	<ul style="list-style-type: none"> ● (Text Chapter 4-Art Criticism, Art History, and Aesthetics) ● Pinterest Lesson Plan Research <ul style="list-style-type: none"> ○ Project: Zine Drawing Project ○ <u>Math and Art Activity Design</u>
Week 8	<ul style="list-style-type: none"> ● Finish All Art Studio Projects ● Midterm Exam on 2D design principles and Color vocabulary. ● Project: Final Day
Week 9	<ul style="list-style-type: none"> ● (Text Chapter 2 – Exploring Creativity in the Classroom) ● Intro to Music Reading, Singing/Name Games. <ul style="list-style-type: none"> ○ Participation Points
Week 10	<ul style="list-style-type: none"> ● (Text Chapter 1 – Arts in Education, Intro to Section II - The Art Forms) ● Introduction to Research on the Arts and the Whole Child, Students with Exceptionalities <ul style="list-style-type: none"> ○ Arts and the Child Research Paper
Week 11	<ul style="list-style-type: none"> ● (Text Chapter 6 – Dance) ● Music and Literature, Movement <ul style="list-style-type: none"> ○ Children’s Book Assignment

Week 12	<ul style="list-style-type: none"> ● (Text Chapter 5 – Drama) ● Music and Literature/Character Education (Cont’d) <ul style="list-style-type: none"> ○ Music and Literature Activity Design
Week 13	<ul style="list-style-type: none"> ● (Text Chapter 4 – Music) ● Music and Science, Music Resources for the Elementary Classroom <ul style="list-style-type: none"> ○ Music and Science Activity Design
Week 14	<ul style="list-style-type: none"> ● Music and Math/Intro to Grant Writing <ul style="list-style-type: none"> ○ Music and Math Activity Design ○ Grant Proposal Assignment
Week 15	<ul style="list-style-type: none"> ● (Text Chapter 7- Integrating the Arts and Making Connections) ● Music and Social Studies/Multicultural Education/ Bringing it All Together <ul style="list-style-type: none"> ○ Music and Multicultural Activity Design
Week 16	<ul style="list-style-type: none"> ● Final Presentations/Micro-Teaching <ul style="list-style-type: none"> ○ Arts-Integrated Unit Design/Micro-Teaching

PHED 3000: Wellness Integration in the Elementary Classroom

Course Catalog Description:

This course will focus on the analysis of growth and developmental characteristics as they relate to the cognitive, affective, and psychomotor behaviors of the elementary child in selecting developmentally/age-appropriate activities. Wellness concepts target the components of health education with an emphasis on the importance of practicing and enhancing behaviors for a healthy lifestyle.

Course Outcomes:

Upon successful completion of PHED 3000, the preservice teacher candidate will:

1. Evaluate and design physical activities, motor skills, and movement patterns that are developmentally appropriate for children P-6
 - Assessment: Students will create a one month “Activity Calendar” consisting of physical activities, motor skills and movement patterns that are developmentally appropriate for a specified grade.
2. Evaluate motor and fitness skills necessary to achieve and maintain a health-enhancing level of physical activity and fitness
 - Assessment: Students will demonstrate a knowledge of health-enhancing fitness by creating an age-appropriate physical fitness routine for a given age/grade. Fitness principles will be identified in the presentation.
3. Integrate physical activities into the academic curriculum
 - Assessment: Students will design a learning activity station that integrates physical activity into the selected academic area.
4. Evaluate age-appropriate wellness behaviors and strategies for a given grade
 - Assessment: Students will list strategies for teaching and developing appropriate wellness behaviors for a given grade level.
5. Integrate learning skills through the use of technology into the curriculum
 - Assessment: Students will incorporate technology through teaching an activity using learning skills (critical thinking, creative thinking, communicating, and collaborating).
6. Analyze and discuss nutritional foods
 - Assessment: Given a list of foods, the student will analyze the nutritional value of the food.

Course Overview:

Week 1	<ul style="list-style-type: none">● Course Introduction-Syllabus● Components of Health● Wellness concepts and functional wellness knowledge
Week 2	<ul style="list-style-type: none">● Wellness enhancing behaviors● Wellness promotion● Disease Control
Week 3	<ul style="list-style-type: none">● Apply analysis and comparison of health resources● Identify Health promoting products● Developing Health Literacy
Week 4	<ul style="list-style-type: none">● Identify Unsafe actions● Recognizing harmful and unsafe conditions● What causes injuries/how to prevent them
Week 5	<ul style="list-style-type: none">● Recognizing harmful substances● How it affects the body● Practicing personal responsiveness
Week 6	<ul style="list-style-type: none">● Nutrition/diet● Comparing food choices on nutritional value
Week 7	<ul style="list-style-type: none">● Discuss and practice responsibility for hygiene● Decision-making skills to avoid unhealthy risk taking behaviors
Week 8	<ul style="list-style-type: none">● Identify, implement and sustain health-enhancing behaviors● Applying decision making process to make healthy choices
Week 9	<ul style="list-style-type: none">● Growth and development● Determining the appropriate developmental level
Week 10	<ul style="list-style-type: none">● Movement themes● Understanding motor skills, movement concepts
Week 11	<ul style="list-style-type: none">● Fitness principles/wellness● Components of Fitness● Factors that influence wellness practices and behaviors
Week 12	<ul style="list-style-type: none">● Safety/Identifying the proper safety equipment for activities● Understanding the importance of proactive measures

Week 13	<ul style="list-style-type: none">● Discuss the CSPAP● How it impacts the teacher
Week 14	<ul style="list-style-type: none">● Explore ways to reduce stress● Use of music, yoga
Week 15	<ul style="list-style-type: none">● Identify and discuss healthy relationships● Use technology
Week 16	<ul style="list-style-type: none">● Integrating physical activity into academic areas● Final Projects

Appendix D: WVBOE Policy 5100

Effective January 15, 2021:

6.3.c.1. Tier I. Intensive site where resident teacher and cooperating teacher learning is: 1) experiential; 2) collaborative; and 3) connected to and derived from teachers' work with their students. The site must include high-quality induction and professional growth for both the EPP faculty/staff and pre-k-12 teachers. Clinical experiences shall be yearlong and based on the co-teaching model. Sites shall include work that addresses the WVBE areas(s) of focus and priority.

Effective January 15, 2021:

6.3.d. Funding Opportunities. Tier I and II schools shall have the opportunity to apply annually for a competitive grant where funding is contingent upon funds being available. The grant application shall be submitted to the WVDE following the adopted guidelines and procedures. Awards shall be made yearly for eligible direct services. Grant proposals must include measurable outcomes and plans for sustainability. Priority shall be given to sites addressing the WVBE area(s) of focus and priority.

5.39. Teacher Residency. Component of an educator preparation program that provides teacher candidates with both the underlying theory of effective teaching and a year-long, in-school "residency" in which they practice and hone their skills and knowledge alongside an effective teacher-mentor. Unlike other alternative teaching certification models, residents do not serve as the teacher of record in the classroom.

5.41. Yearlong Resident Clinical. A full academic year, two consecutive semesters, spent in a pre-k-12 school, partnering with an experienced cooperating teacher to develop the professional dispositions of effective teaching. Over the course of the year, teacher residents' transition from a collaborative, co-teaching role into the lead-teaching role receiving targeted support and feedback designed to prepare novice teachers to be successful upon entering the classroom.

6.7.b.3. Field-based Experiences. All teacher candidates completing a WVBE-approved EPP for initial teacher licensure must complete a minimum of 125 clock hours of field experience under the direction of a teacher licensed to teach in the state, by the state's authorized agency, or their university supervisor in which the field experience is occurring, in each area in which they are seeking an endorsement. No less than 85 clock hours of the required 125 shall be completed in a public school. Under extraordinary circumstances, field experiences in a virtual/online environment shall not constitute more than 50 percent of the minimum required experience.

6.8. Yearlong Residency Minimum Requirements.

6.8.a. Effective July 1, 2021 with the freshman cohort, all EPPs with WVBE-approved programs of study leading to West Virginia educator licensure must begin the transition to a full residency model by including a minimum of one program with a yearlong residency pathway as the final clinical experience as defined in section 5 for candidates completing their program.

6.8.b. Authorization. The agreement established between an IHE and county board of education must be approved by the WVBE.

6.8.c. Yearlong Residency Clinical Experiences must be completed in the public schools or in a non-public school that has been accredited through a WVBE-approved accreditation agency as prescribed

in Policy 2330. Each candidate completing an approved program shall spend a minimum of 14 weeks per semester for two consecutive semesters in the clinical portion of the program unless the candidate is able to demonstrate to the satisfaction of the college supervisor and the cooperating public-school cooperating teacher that the candidate has achieved the proficiency level in less than the specified time.

6.8.c.1. Residency 1 refers to the first semester of the yearlong clinical experience. Each candidate completing an approved program shall spend a minimum of 14 weeks/250 hours per the first semester of the residency clinical in the classroom placement.

6.8.c.2. Residency 2 refers to the second semester of the yearlong clinical experience. Each candidate completing an approved program shall spend a minimum of 14 weeks/500 hours per the second semester of the residency clinical in the classroom placement.

6.8.c.3. The yearlong residency clinical experience must be completed under the direction of a teacher licensed to teach in the state and in the content in which the candidate is seeking an endorsement, issued by the state's authorized agency. Candidates who are completing their clinical experience as the teacher of record (e.g., candidates seeking alternative certification or on a first-class permit) will have professional support team in lieu of a cooperating teacher as described in W. Va. Code §18A-3C-1. The candidate must be assessed during the clinical experience in all specializations for which the candidate is requesting licensure. Candidates must successfully complete all Praxis II exams prior to entering Residency 2. The IHE is also required to document the candidates' field-based and/or clinical experiences with diverse multicultural, at-risk, and special needs learners at each programmatic level for which they anticipate licensure. Yearlong clinical experiences completed in a virtual/online environment shall not constitute more than 50 percent of the minimum required experience. Five considerations for the programmatic level coverage for required field-based experiences exist in the current system.