Elementary Education (ELED)

Courses

Required for all Elementary 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 students. They will learn how to develop lessons that are grounded in a backward design approach. This approach focuses on creating a curriculum design that will help their students develop critical thinking skills and enduring understanding. Combined lecture/practicum course. 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 into Big Ideas/Enduring Understandings. 2. Design standards-based assessments that are completely and authentically aligned with the Big Ideas/Enduring Understandings. 3. Intentionally use research-based instructional strategies to increase student mastery of the content. 4. Design lesson and unit plans that incorporate best teaching and learning strategies. 5. Demonstrates appropriate proficiency in practicum experience. Prerequisite: Admission to the DSU Elementary 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 practices, constructivism, 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. Examine and analyze characteristics that impact early childhood education and reflect on their ability to work successfully as a teacher of young children. 2. 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. 3. Explore, describe and present current issues and trends in the field of early childhood education such as: diversity; exceptionalities; NCLB; family, parent and community involvement; the role of technology and television and policy. 4. Develop and demonstrate effective strategies to observe and assess the learning environment and instructional practices of young children. 5. Develop subject matter knowledge, select developmentally appropriate materials, demonstrate effective teaching methods, and reflection on their teaching of young children. 6. Examine, observe, analyze and reflect on the characteristics of guidance, play, socialization and emotional development in the learning environment of young children. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 3250. Effective Classroom Mgmt (ALPP). 3 Hours.
Required for all Elementary 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: discipline, procedures and routines, interpersonal relationships, classroom environment, learner motivation, and parental involvement. Teacher candidates will design a comprehensive Classroom Management Plan (CMP). Combined lecture/practicum course. 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. Build an effective and comprehensive classroom management system. 2. Articulate and apply principles of motivation. 3. Produce responsible behavior in students. 4. Individualize instruction to create a learning environment conducive to student success. 5. Articulate similarities and differences in the beliefs of various behavioral theorists. 6. Develop a personal belief system about classroom management built upon respect for and understanding of students. 7. Demonstrates appropriate proficiency in practicum experience. Prerequisite: Admission to the DSU Elementary 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). This course content will focus on the core areas (i.e., phonics, fluency, vocabulary, comprehension, assessment, intervention) necessary to build strong literacy skills and differentiation strategies needed for readers with diverse backgrounds. Teacher candidates will practice these pedagogical skills during a field experience in the public schools. Combined lecture/practicum. 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 in intermediate elementary grades. 2. Interpret and apply the general principles of effective instruction in literacy lessons, including principles of individualization, diagnostic teaching, and a balanced emphasis in literacy instruction. 3. Plan and implement literacy instruction in the intermediate grades of elementary school in the following areas: Vocabulary Development, Comprehension, Content area literacy, Decoding, and Fluency. 4. Plan literacy instruction that will best meet the needs of diverse learners. 5. Reflect and respond on the use of a variety of assessments, both formal and informal, to evaluate growth and guide literacy instruction. 6. Show proficiency in Practicum. Course fee required. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.
ELED 3350. Literacy Acquisition of Young Children (ALPP). 3 Hours.
Required for all Elementary Education students. This course will focus on developing the knowledge and skills necessary to provide developmentally appropriate literacy instruction for emerging readers (K-3). The course content will focus on the core areas (literacy development, phonemic awareness, phonic, fluency and word knowledge) necessary to build a strong literacy foundation along with differentiation strategies needed for developing readers with diverse backgrounds. Teacher candidates will develop those pedagogical skills during a field experience in the public schools. Combined lecture/practicum. 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 nature of reading. 2. Describe the essential components of a classroom literacy instruction framework. 3. Reflect and respond to readings about the importance of the foundations of literacy for future reading success. 4. Reflect and explain the Three Tiers of Reading Instruction model. 5. Plan reading instruction following a gradual release of responsibility. 6. Plan reading component lessons that include all the elements of explicit instruction. 7. Demonstrates appropriate proficiency in practicum experience. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 3410. Language Acquisition Cognition ESL (ALCI). 3 Hours.
Required for all Elementary Education students. 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, learning opportunities for ESL students 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. Combined lecture/practicum. 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. Gain knowledge of first and second language acquisition theory and research. 2. Develop skills to apply second language a of the 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. 5. Demonstrates appropriate proficiency in practicum practice. Course fee required. Prerequisite: Admission to the DSU 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 in both ESL and mainstream education. Teacher candidates will learn about implementing assessment and making them useful, meaningful and equitable. Teacher candidates will have the opportunity to explore and evaluate the relationship between teaching and assessment. Combined lecture/practicum. 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 awareness of interdependent relationship between teaching and assessment. 2. Gain subject matter knowledge of authentic assessment through development of authentic instructional tasks and tests that reflect the contextual factor of the classroom. 3. Gain awareness of teachable test taking skills and metacognitive strategies helpful in studying for and taking classroom and standardized tests. 4. Develop understanding of lesson plans based on the principles of SIOP. 5. Demonstrates appropriate proficiency in practicum experience. Prerequisite: Admission to the DSU 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 elementary-aged 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 elementary students. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Investigate and gain a deep understanding of learning and teaching in health and PE for grades K-6. Students will be able to use this knowledge to utilize effective instructional methods and assessments based on required health and PE subject matter knowledge, curriculum goals, and differentiations for diverse students. 2. Identify and demonstrate K-6 health and PE subject matter knowledge set by the National Health Education Standards (NHES), National Association for Sports & Physical Education (NASPE), and Utah State curriculum goals. 3. Incorporate and integrate these standards into their lesson plans and recess activities. 4. Students will develop knowledge and skills in making accommodations & modifications in health and PE teaching. 5. Students will analyze the concepts involved in teaching and assessing social skills in the classroom, at recess, and in movement settings and will demonstrate their ability to encourage active learning, self-motivation, and cooperative interaction among students in health and PE learning. 6. Identify and discuss developmental physical, mental, social, and emotional learning concepts applicable to K-6 students and demonstrate competency in health and PE teaching dispositions that are caring, professional, and reflective. 7. Discuss and analyze the cost and benefits of recess to the child in elementary school and develop knowledge and skills in constructing quality recess time for students. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.
ELED 3550. Curriculum Early Childhood Ed. 2 Hours.
Required for all Elementary Education students. This course prepares teacher candidates to plan and implement an integrated curriculum with developmen- tally appropriate activities for young learners (K-3) of diverse backgrounds. Emphasizes lesson plan development, routines and schedules, curriculum philosophies, presentation skills, and resource development aligned with state and national standards. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Identify the essential elements of a developmentally appropriate environment for young child. 2. Write clear academic and behavioral objectives for young children. 3. Plan and write curriculum and evaluate activities that match objectives. 4. Demonstrate an awareness of diversity and implement effective methods for working with young children from different cultures and backgrounds. 5. Utilize effective instructional, organizational, and management, skills for planning, presenting, and adapting learning experiences for young children. 6. Use variety of instructional strategies and technology. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 3650. Assessment of Young Children (ALPP). 3 Hours.
Required for all Elementary Education students. This course focuses on developing the skills and knowledge for accurately and appropriately assessing the learning and abilities of young children (K-3). Includes formal and informal, behavioral, and academic assessment strategies and data collection procedures for evaluating children's progress. Teacher candidates learn how to use assessment to plan appropriate instruction for young learners and practice applying their learning during a required field experience. Combined lecture/practicum. 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. Identify and select appropriate testing and assessment practices and procedures for young children. 2. Evaluate assessments that are used for young children. 3. Recognize the differences between formal and informal assessments for young children. 4. Determine when it is appropriate to use informal, formal, and alternative assessments, and identify information that can be collected through the use of these assessments. 5. Interpret test scores and assessment measures and plan appropriate instruction. 6. Design informal and formal assessment measures that can be used in the early childhood classroom. 7. Demonstrates appropriate proficiency in practicum experience. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 3900. Differentiated Instruction for Exceptional Children (ALPP). 3 Hours.
Required for all Elementary Education students. Teacher candidates will learn about teaching exceptional students, working with parents and specialists, and providing appropriate instructional experiences for children across the academic continuum. 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. Combined lecture/practicum. 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. Explain what differentiation is and provide a research-supported rationale of why it is important to implement in the classroom. 2. Design effective lesson plans using the following SIOP Model components: Preparation, Building Background, Interaction, and Review/Assessment. 3. Design effective lesson plans differentiated by interest, learning profile, content, process, and products. 4. Create instruction and assessments that are equitable and adaptable to diverse learners. 5. Create instruction and assessments especially suited for ELL, high level, and lower level learners. 6. Utilize conceptual and analytical assessment tools to gather and analyze classroom data for the purpose of improving learning and instruction. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 4100. Methods of Teaching Elementary Math (ALPP). 3 Hours.
Required for all Elementary Education Students. This course provides a basis for pre-service teachers to gain an understanding of Common 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. Combined lecture/practicum. 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. Identify and use the Utah Common Core Math Curriculum. 2. Specifically identify best practices. 3. Identify common K-12 student math errors. 4. Demonstrate 90% proficiency in arithmetic. 5. Successfully teach classes in a WCSD classroom. 6. Demonstrate professionalism. Course fee required. Prerequisite: Admission to DSU Elementary Education Program. FA, SP.

ELED 4200. Fine Arts in Elementary. 2 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 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, 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, and music with additional (non-arts) core curricula. 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 and a unit that engage students in exploring and demonstrating learning through the arts. Prerequisite: Admission to DSU 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 instructional methods and assessments based on required K-6th science subject matter, National Education Science Standards (NESS), and state curriculum goals. Lecture, seminar discussion, hands-on experiences, and practicum in local schools are the modes of instruction. Combined lecture / practicum. 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. Students will investigate and gain a deep understanding of learning and teaching science in grades K-6. Students will be able to use this knowledge to critically analyze which instructional methods and assessments to utilize based on required science subject matter knowledge, curriculum goals, and differentiations for diverse students. Prerequisite: Admission to the DSU 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 elementary 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 elementary school. Lecture, seminar discussion, hands-on experiences and field experiences in local schools are the modes of instruction. Combined lecture / practicum. 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. Discuss the origins and evolution of the social studies and identify the NCSS standards. 2. Demonstrate knowledge of the role standards play in teachers’ planning and students’ learning of social studies. 3. Demonstrate techniques of interdisciplinary unit planning and instruction in teaching social studies. 4. Develop a pedagogical knowledge of how literary genres and technology can build students’ knowledge of social studies. 5. Explore varied assessments to promote student achievement of social studies standards. 6. Articulate a rationale for the place of controversial topics or themes in the social studies. 7. Develop awareness of the role of social studies as a means for participation of youth as contributing members of a social and political democracy. Prerequisite: Admission to the DSU 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 ESL students in elementary schools. Course content will include teaching oral language, literacy skills, and content areas through the integration of culture and language. Teacher candidates will have an opportunity to demonstrate their knowledge by developing a lesson plan that reflects the needs of ESL Students through appropriate adaptation of techniques and strategies. Combined lecture / practicum. 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 pedagogical knowledge of applications of major methodologies and approaches in relation to the various needs of English language learners (e.g. language proficiency, age, cultural backgrounds, and learning styles) and contextual factors of mainstream students. 2. Develop skills to implement and apply research into practice. 3. Develop knowledge in the implementation of technology to enhance student learning. 4. Increase knowledge of developing lesson plans based on the concept of Sheltered Instruction Observation Protocol (SIOP) in content areas. 5. Demonstrates appropriate proficiency in practicum experience. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 4430. Family/Parent Involvement ESL (ALCI). 2 Hours.
Required for all Elementary Education students. This course partially fulfills the requirement for ESL Endorsement. 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. Particular emphasis is placed on the challenges and needs of parents of ESL children. Resources to support all parents are explored. Instructional activities may include such things as lecture, small group work, guest speakers, projects, etc. 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. Understand 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 English Language Learners (ELL) and parents’ rights and responsibilities. 3. Engage in discussions to explore ways culture and language influence home-school relationships. Identify barriers to effective parent/school relationships and describe strategies to overcome these barriers. 4. Explore recent research to learn how families’ beliefs, values, and interactions contribute to childrens’ success in school. 5. Understand the role of educators in connecting the home and school community in order to help all students (with focus upon ELLs) achieve academically. 6. Demonstrate knowledge of leadership strategies that help forge a sense of co-ownership and connection with ELL and all students, their parents, and the larger community. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.
ELED 4440. Integrating Language & Content (ALCI). 3 Hours.
Required for all Elementary Education students. This course partially fulfills the requirement for ESL Endorsement. Teacher candidates will utilize previously developed methodologies to meet the needs of ESL students in their respective classrooms. The course is designed to integrate the concepts and skills learned in previous ESL endorsement coursework into the student teaching experience. This course will provide techniques and strategies (SIOP) to accommodate ESL and mainstream students according to the contextual factors of the classroom. 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 a pedagogical knowledge to alter subject matter curriculum and assessment strategies to include L2-modified experiences that address both the language and conceptual needs of English language learners, and the overall contextual factors of the classroom. 2. Demonstrate understanding of Sheltered Instruction Observation Protocol (SIOP) model and WIDA Proficiency Benchmarks in organization and presentation of lesson plans that reflect the contextual factors of the classroom. 3. Apply theories of second language acquisition and development, and use proficiency-oriented assessment strategies, to plan for support of ELLs' English language growth, literacy learning, and content area achievement. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 4600. Methods/Teaching Elementary Language Arts (ALPP). 3 Hours.
Required for all Elementary Education students. Teacher candidates will learn and gain an understanding of elementary 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. Teacher candidates will demonstrate their understanding through a variety of assessments and transfer their knowledge, dispositions, and teaching skills to experiences in local schools. Combined lecture/practicum. 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. Identify the state Common Core standards for Language Arts and appropriately use exemplary texts. 2. Align students' instructional levels to assessment outcomes and make critical judgments about spelling, writing, and reading instruction. 3. Assess using WTW and CPS assessments with proficiency and compare the outcomes. 4. Develop lesson plans and activities that incorporate best practices in teaching phonics, spelling, writing, and vocabulary. 5. Apply the qualities of writing including ideas, organization, voice, word choice, fluency, conventions, process, presentation, and genre characteristics to Create a children's book. 6. Demonstrates appropriate proficiency in practicum experience. Prerequisite: Admission to the DSU Elementary Education Program. FA, SP.

ELED 4900. Student Teaching. 9 Hours.
Required for all Elementary Education students. Eleven weeks of student teaching experience in the elementary grade levels. Cooperating (mentor) teachers support students as they are given responsibility of all aspects of learning in classrooms. University supervisors, in conjunction with mentor teachers, scaffold this experience via frequent conferences and observations. At the conclusion of student teaching, teacher candidates will have demonstrated their abilities to successfully manage their own classrooms and are eligible for state licensure. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Teach small groups of students. 2. Understand behavior management and be able to handle a classroom of students. 3. Be able to teach concepts to whole class of students. 4. Understand the content necessary to teach students correct information. Prerequisite: Admission to the DSU Elementary Education Program. Corequisite: 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 Dixie State 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 and observations. 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 Dixie State 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. Capstone. 1 Hour.
Required for all Elementary Education students. Teacher candidates will debrief and collaborate on special topics such as classroom management, lesson design, assessment, and instructional strategies. The purpose of the Capstone course is to solidify the pre-service experiences, present the Teacher Work Sample (TWS) in its entirety, and develop the skills and knowledge necessary to find a teaching position. **COURSE LEARNING OUTCOMES (CLOs) At the successful conclusion of this course, students will be able to: 1. Discuss/reflect current issues in education and topics that arise during the student teaching experience. 2. Comply with the requirements of the Utah State Office of Education and Dixie State University in becoming a certified teacher. 3. Design and complete a Teacher Work Sample. This is a unit plan that demonstrates your ability and understanding of creating lesson plans, implementing differentiated instruction for diverse learners, using formative and summative assessments to assist in student learning, analyzing student learning, and reflecting upon your practice. 4. Develop a professional leadership plan, which includes investigating post-baccalaureate educational options and leadership opportunities in the school community and professional setting. 5. Implement writing skills that communicate your abilities and talents as an educational professional. 6. Engage parents and families in students’ educational progress and goals. Course fee required. Prerequisite: Admission to DSU Elementary Education Program. Corequisite: ELED 4900. FA, SP.