

ELEMENTARY EDUCATION HANDBOOK



**WAKE FOREST UNIVERSITY
DEPARTMENT OF EDUCATION**



Mission Statement

The mission of the Wake Forest University Department of Education is to educate future teachers broadly to meet the challenges of 21st Century classrooms. Therefore, we engage in research and use contemporary learning theory to guide reflective reform of educational practice. We believe deeply in equal educational opportunity for all children. We commit to provide rich foundations in content and pedagogy and to prepare our teachers for caring and effective service in diverse pK12 learning environments. We work collaboratively to ensure the high quality of America's future school, state, and national leaders who will enrich the communities in which they work.

Wake Forest University believes that the teaching profession is important to society and that its welfare is significantly affected by the quality of educational leadership. One of the important objectives of the University has been and continues to be the preparation of teachers. The University's commitment to quality in teacher education is demonstrated by selective admission to the program, a wide range of professional courses, and closely supervised internships appropriate to the professional development of students. The Wake Forest education programs are fully accredited by NCATE (National Council for Accreditation of Teacher Education) and by the North Carolina Department of Public Instruction. Prospective elementary teachers earn a major in education.

Diversity Plan

Diversity is a key disposition of an *Emerging Teacher Leader*, and our department defines it broadly to include socioeconomic, gender, cultural, racial, ethnic, sexual preference, religious, learning ability and learning style differences. The department provides opportunities for teacher candidates to experience, appreciate, and embrace diversity in all its complexity through classroom activities, field experiences, and extra-curricular programs and events. In order to ensure that our candidates develop a broad perspective of how diversity affects education, the department has developed the following goals:

- **Goal 1:** To ensure that candidates develop the knowledge, skills, and dispositions to understand diversity and the needs of diverse student populations;
- **Goal 2:** To ensure that candidates develop the knowledge, skills, and dispositions to use pedagogical approaches that successfully address the needs of all learners;
- **Goal 3:** To ensure that candidates have experiences with faculty, staff, partnership teachers and teacher candidates from diverse backgrounds;
- **Goal 4:** To ensure that candidates have experiences with students from diverse backgrounds and students with exceptionalities;
- **Goal 5:** To improve recruitment and retention of diverse candidates;
- **Goal 6:** To improve recruitment and retention of diverse faculty, staff, internship supervisors, and partnership teachers;

- **Goal 7:** To foster community connections and alliances to demonstrate and expand commitment to diversity.

Conceptual Framework

Department of Education faculty, in collaboration with faculty from the Arts & Sciences, embraces the honorable purpose of preparing highly-qualified teacher candidates for a variety of educational settings. The university motto, *Pro Humanitate*, pervades all aspects of a Wake Forest education and is evident in the department’s mission statement, philosophy, dispositions (as outlined in the Emerging Teacher Leaders Conceptual Framework), and choices of professional commitments.

Teaching is inherently for the benefit of others, but in order to achieve excellence as a professional that will ultimately benefit others, the education of teacher candidates must be built on a strong base of professional knowledge, theories of teaching and learning, and a keen awareness of local, state, and national educational policies. The department embraces a progressive philosophy of education that, while forward-thinking, is firm in its commitment to the dispositions it has identified as fundamental for the development of a highly-qualified professional educator. The mission of the Department of Education succinctly communicates its philosophy and purpose, but the essence is captured in the key phrase of the mission statement “to broadly educate future teacher leaders.”



Guiding Principles

Content - Teachers have a broad knowledge, know the content appropriate to their specialty, understand the ways their teaching area connects to the broad curriculum, and know relevant applications of the content they teach.

Pedagogy - Teachers know the ways learning takes place, use a variety of methods, are expert communicators, have strong technology skills, plan instruction that is appropriate, use a variety of tools, teach critical thinking and problem solving skills, help students develop skills of teamwork, leadership, and cooperation, and instill a love of learning.

Diversity - Teachers demonstrate their belief that diversity is a strength, treat students as individuals, know and respect the influence of race, ethnicity, gender, and religion on a child’s development, adapt their teaching to students with special needs, and work collaboratively with the families of their students.

Leadership - Teachers lead in their classrooms and school, advocate for schools and children, function effectively in a complex community environment, meet high ethical standards of practice, and advocate for the teaching profession.

Reflection - Teachers analyze their teaching, collaborate with colleagues, use research in their classrooms, and continue to grow professionally.

Caring - Teachers enjoy spending time in the company of children and young adults, learn about each of their students, maintain the dignity of each student, and express pride in their students' accomplishments.

Technology - Teachers recognize that their students must possess the knowledge and skills to function in a 21st Century environment and use technology effectively and appropriately to enhance instruction, assessment, productivity, and communication with school and professional communities.

Elementary Education Program

The Elementary Education Major requires the following courses: EDU 201, 201L, 203, 204, 205,, 250, 295, 296, 298, 300, 307, 311, 312. A minimum grade of C in each course attempted in education is required for graduation with a major.

201. Educational Policy & Practice. (3h) Philosophical, historical, and sociological foundations of education, including analysis of contemporary accountability systems.

201L. Field Lab I. (2h) Practical experiences in classrooms with focus on school and society. Weekly public school experience and seminar.

203. Methodology and Management Lab. (2h) Elementary education students observe classroom pedagogy and gain teaching experience in a diverse elementary school classroom through weekly observations and WFU seminars.

204 Integrating Literacy, Technology and the Arts across the Elementary Curriculum. (2h) Practical strategies for integrating literacy, technology and the arts in all areas of the elementary curriculum, including math, science, social studies and health.

205. Developing Literacy and Communication Skills in Elementary Schools. (4h) Implementing research-based strategies for teaching and assessing reading, writing, listening and speaking in kindergarten through 6th grade classrooms.

250. Student Teaching/Seminar: Elementary. (10h) Supervised teaching experience in grades K-6. Full-time. Includes a weekly reflective seminar. Service Learning.

295. Teaching Elementary Social Studies. (2h) Methods and materials for teaching social studies, including adaptations for diverse and exceptional learners.

296. Elementary Mathematics Methods: Inquiry Teaching and Learning. (3h) Methods and materials for teaching elementary mathematics content, including adaptations for diverse and exceptional learners.

298. Elementary Science Methods: Inquiry Teaching and Learning. (3h) Methods and materials for teaching elementary science content, including adaptations for diverse and exceptional learners.

300. School Collaboration, Service, and Leadership. (3h) Development of leadership skills within the context of school and community collaboration. Service Learning.

307. Instructional Design, Assessment, and Technology. (3h) Introduction to contemporary technologies and their applications for supporting instruction, assessment, and professional practice.

311. Learning and Cognitive Science. (3h) Theories and principles of cognition applied to teaching and learning.

312. Teaching Exceptional Children. (3h) Surveys the various types of learning differences in K-6 students. Emphasis is on effective teaching and assessment techniques to support diverse learner needs.

Electives:

221. Children's Literature. (2h) Surveys the types and uses of literature appropriate for elementary grades, including multicultural literature.

223. Theatre in Education. (3h) Practical experience for theatre and education students to work together with children in the classroom using theatre to teach core curriculum. Emphasizes methods and techniques as well as the development and implementation of creative lesson plans. Weekly public school teaching experience and seminar.

393. Individual Study. (1-3h) Project in an area of study not otherwise available. Permitted upon departmental approval of petition presented by a qualified student.

Elementary Education Course Requirements & Program Sequence



Before graduating, Elementary Education Majors must also complete:

- A minor in any area
- **ANT 111** People and Cultures of the World
- At least one Mathematics Course
- At least one Science Course (Biology, Physics, Chemistry)

Application Procedures

Candidates seeking the elementary education license should complete the application (<http://college.wfu.edu/education/undergraduate-programs/elementary/elementary-educationapplication/>) and file it with the department's licensure officer. After successfully completing an interview, they are officially approved by the department. In addition, the state of North Carolina requires Teacher Education Program applicants to submit SAT scores (verbal and math) of 1100 or an ACT composite score of 24 or the minimum score requirements for Praxis I before being formally admitted. All students are required to have a 2.5 or better GPA before being formally accepted to the Teacher Education Program, and a grade of at least a 'C' in each education course. Formal acceptance into the program should take place by January 1 of the junior year for elementary students.

Field Experiences

The field experiences are a planned and meaningful sequence of activities designed to facilitate the candidates' integration of theory and practice in the interrelated learning communities of the public schools. Candidates should have at least one field experience with students from diverse backgrounds, and should have opportunities to use technology as an instructional tool during field experiences.

Field Experiences

SEQUENCE	GOAL	PRIMARY GUIDING PRINCIPLES	PRODUCTS	ASSESSMENTS
Field Experience I (EDU 201L)	The candidate will focus on understanding the School and the Community, including families	<ul style="list-style-type: none"> • Caring • Diversity • Leadership • Reflection 	<ul style="list-style-type: none"> • Structured Observation Reports of School Operations, Leadership Perspectives, and HomeSchool Connections 	<ul style="list-style-type: none"> • Summary Ratings
Field Experience II (EDU 203)	The candidate will focus on the teaching and learning process and the Classroom Community	<ul style="list-style-type: none"> • Pedagogy • Diversity • Reflection 	<ul style="list-style-type: none"> • Structured Observation Reports of Classroom Teaching and Learning Processes 	<ul style="list-style-type: none"> • Summary Ratings

Field Experience III Student Teaching	The candidate will focus on integration of all the elements	<ul style="list-style-type: none"> • Content • Pedagogy • Caring • Diversity 	<ul style="list-style-type: none"> • Lesson Plans • Action Research Unit • Reflections 	<ul style="list-style-type: none"> • Summary Ratings • Formal Lesson Observations &
(EDU 250)	in the Teaching and Learning Community	<ul style="list-style-type: none"> • Leadership • Reflection • Technology 	<ul style="list-style-type: none"> • Integrating Literacy, Arts & Technology Portfolio 	Final Student Teaching Evaluation
Field Experience IV (EDU 312)	The candidate will focus on the Teaching and Learning Community for students with special needs.	<ul style="list-style-type: none"> • Content • Pedagogy • Caring • Diversity 	<ul style="list-style-type: none"> • Tutoring Case Study 	<ul style="list-style-type: none"> • Summary Ratings • Case Study & Research Presentation

Field Experiences Policy

As part of its programs for undergraduate and graduate students, the Department of Education has a collaborative relationship with the Winston-Salem Forsyth County Schools [WSFCS] that gives all of our students opportunities for field experiences in actual school settings. These experiences include Field Experience I (EDU 201L), Methodology and Management Lab (EDU 203), Student Teaching/Seminar: Elementary (EDU 250) and Teaching Exceptional Children (EDU 312). While the relationship between the schools and the Education Department is longstanding, we remain visitors to and guests of the school district. Our presence is governed both by expectations set in the individual university classes, of which field experiences are a part, and also by the policies and procedures of the WSFC Schools and the individual school that our students enter:

1. WFU students should park in approved spaces and report their presence to the school's main office each time they visit.
2. WFU students should conduct themselves according to professional standards for conduct, dress, and appearance.
3. WFU students should make every effort to coordinate their visits with the assigned teachers, to avoid being disruptive to class activities in arriving or departing, to follow directions of school personnel, and to undertake reasonable assignments as part of their field experiences.
4. Alcohol, illegal drugs, and weapons or firearms are not permitted on school campuses. Vehicles on school property can be subjected to a search by school officials or law enforcement. Tobacco products must remain in WFU student vehicles. Smoking is not allowed on WSFCS campuses.

Obtaining a North Carolina Teaching License

As a Teacher Education Program (TEP) approved by the North Carolina Department of Public Instruction (NCDPI), Wake Forest University's Department of Education is given authority to recommend licensure for students who have met the expectations and completed the requirements of our program. The decision to grant licensure is based on evidence produced and submitted by the candidates over the course of the program. Following successful completion of the student teaching semester, the Department's Licensure Officer submits an application for a North Carolina Teaching License to NCDPI for processing and approval. The following steps are necessary for the application to be submitted to NCDPI.

Application for a North Carolina License. Generally, the Licensure Officer, Tracy Stegman makes a presentation to participants in the Teacher Education Program, and this form is completed at that time. Application forms are available in the Licensure Office, Tribble A2E. **Student Teaching LEA/IHE Certification of Teaching Capacity.** This form verifies successful completion of the student teaching internship and is completed at the end of the teaching semester. The area advisor provides students with this form, which must be signed by the Candidate, Cooperating Teacher, Principal, and University Supervisor.

Final Transcript(s). Official Wake Forest transcript(s) showing all coursework at Wake Forest University and transfer credits from other institutions will be obtained by the Licensure Officer. Official transcripts from other institutions must be submitted by the applicant to the Licensure Office.

Grade Point Average. In order to obtain a North Carolina Teaching License, an applicant must maintain a minimum cumulative GPA of 2.50.

Application Fee. There is a processing fee of \$55 that must be submitted to the Licensure Office. Checks or money orders should be made payable to "NCDPI."

Licensure candidates will be notified by letter from the WFU Licensure Office of successful completion of the Teacher Education Program. The date on which the licensure application was mailed to NCDPI will be indicated, and candidates should note that it takes minimum of 2-4 weeks for the State to process and issue the license. Any questions regarding the status of the application should be directed either to the WFU Licensure Office or to NCDPI at (800) 5777994 or (919) 807-3310.

Reciprocal Licensing Plan

When North Carolina has reciprocity with a state, it usually means licensure candidates will not be required to take additional education courses in order to be eligible for a license in that state. However, they may still be required to take any special courses required of all applicants in that state such as a child abuse course, a special education course, a history of the state course, etc. Additionally, licensure candidates are not exempt from any required exams for that state. Usually, candidates who have deficits in either of these areas are issued a provisional license until they meet the requirements for that state. One should consult the posted requirements for licensure found on the particular state's department of education website; a check of the Department of Education's licensure pages may also be of help:
<http://www.wfu.edu/education/licensure/>.

State-Required Evidences to Demonstrate Teaching Proficiency

All candidates will complete each of the seven evidences prescribed by the North Carolina Department of Public Instruction. Each of these evidences will be uploaded and maintained in *TaskStream* (<http://www.taskstream.com>). Once admitted to the elementary education program, candidates will be guided through the process, timing and content of each of these evidences.

1. Content Course List
 - A list of courses taken in the area of reading/language arts, mathematics, science, social studies, healthful living and the arts and grades received in these courses.
2. Content Project
 - An in-depth multimedia presentation of a selected country or region's sociocultural, political and geographic features.
3. Unit plan
 - Comprehensive unit plan, including introductory/overview material, sequenced instructional strategies and assessments.
4. LEA/IHE Certification of Teaching Capacity
 - State-required evaluation of the candidate completed by the university supervisor and the cooperating teacher.
5. Learning Report
 - Presentation of data and analysis of student learning based on formative and summative assessments.
6. School Portrait
 - Description and reflection on a school, based on information from the school web site, district web site, North Carolina School Report Cards and the school's most recent School Improvement Plan.
 - A professional newsletter for parents relating positive aspects of the school and encouraging their involvement.
7. Leadership Profile
 - Presentation of philosophy, experiences, and plans as a teacher leader in classrooms, schools, and professional settings.

Department Facilities and Resources

Curriculum Materials Center. Located in Room A2 of Tribble Hall, the Curriculum Materials Center has North Carolina State Curriculum Guides, state-adopted textbooks, and other educational materials. Equipment, such as cameras and digital video cameras, are available for checkout by Education students from the CMC. The center is open daily; hours are posted.

Education Computer Lab. The Education computer lab is located in Tribble Hall A10. It contains multimedia desktop computers, one scanner, and a networked laser printer which is accessible to teacher education students. Each of the computers has the standard load of software as defined by the University, in addition to special software to further facilitate the design of instructional materials by students. Education students have access to this lab with their Wake Forest ID card. Guidance, instructions, and troubleshooting tips for technology resources are also found on the A10 lab Web site: <http://www.wfu.edu/education/lab/>

Emerging Teacher Leaders Network

Each year in January, the WFU Department of Education welcomes alumni from the past two years to gather with old friends, share ideas, and learn from one another in a positive and nurturing environment. It is an opportunity to reflect on your teaching experience while rekindling connections with fellow graduates. This is also an opportunity to recharge from the rigors of your first and second years of teaching while reconnecting with values and dispositions that our department uses as a framework for best practices in education. The two-day event begins with a dinner and panel of alumni who are in leadership positions, and is followed by a half day of sessions in your content area and a half day of sessions targeted towards developing your skills, awareness of new resources, and reflection on your current practices.

Professional Standards and Curriculum Hyperlinks:

North Carolina Department of Public Instruction Standard Course of Study
<http://www.ncpublicschools.org/curriculum/> North Carolina Professional Teaching Standards

www.dpi.state.nc.us/docs/profdev/standards/teachingstandards.pdf

Common Core Standards <http://www.corestandards.org/>

North Carolina ACRE Project <http://www.dpi.state.nc.us/acre/standards/>

No Child Left Behind <http://www2.ed.gov/nclb/landing.jhtml>

National Council for Teachers of Mathematics (NCTM) <http://www.nctm.org/>

National Council for Social Studies (NCSS) <http://www.socialstudies.org/>

Partnership for 21st Century Skills <http://p21.org/>

North Carolina Science Teachers Association (NCSTA) <http://ncsta.org/>

North Carolina Healthy Active Children Initiative <http://www.nchealthyschools.org/>

Elementary Education Faculty and Staff Directory

Name	Phone (758-)	Email (@wfu.edu)	Specialty
Dr. Scott Baker	5346	bakerrs	Foundations
Dr. Ann Cunningham	4969	cunninac	Instructional Design, Technology, and Assessment
Dr. Pat Cunningham	5583	cunninpm	Elementary Education
Dr. Adam Friedman	5507	amfriedman	Department Chair, Social Studies Coordinator
Ms. Robin Hawkins	5341	hawkinrh	Administrative Assistant
Dr. Donal Mulcahy	2451	mulcahde	Director of Elementary Education, Foundations, Assessment, Elementary Math Methods
Dr. Ali Sakkal	5328	sakkalan	Foundations, Educational Psychology
Dr. Geoff Price	2340	pricegp	Technology
Dr. Sarah Fick	5499	Ficksj	Science Education Coordinator
Dr. Mary Lynn Redmond	5347	redmond	Foreign Language Coordinator
Mr. Adam Dovico	6151	dovicoa	Visiting Professor of the Practice.
Ms. Tracy Stegman	5990	stegmath	Licensure Officer
Mr. Robert Vidrine	3954	vidrinmr	Instructional Technology Specialist

If You Have Questions About...

Ask...

Admission to Teacher Education	Dr. Mulcahy/Dr. P. Cunningham
PRAXIS/SAT/ACT Tests	Ms. Stegman
Required Courses in Education	Dr. Mulcahy/Dr. P. Cunningham
Student Teaching	Assigned University Supervisor
Licensure Requirements/Forms	Ms. Stegman
Graduation Requirements	Dr. Mulcahy