

Grace College Transition to Teaching for Elementary Education: Course Plan of Study

Table 1 <i>Transition to Teaching Elementary Education -Course Sequence</i>		
Course Code / Title	Course Description	Credit Hours
SED5300: Ethics of Teaching & the Learner	In this course, candidates will survey the career opportunities of education and discover the role the teacher serves in relation to diverse student populations, parents/caregivers, school, and community along with the principles and theories of educational psychology. Candidates will engage in a study of the learner at all grade levels and abilities with an introduction to the field of special education and the many factors affecting learning, including but not limited to, theories of learning, environment, heredity, cultural impact, discipline, classroom management, exceptionalities, and development. Candidates will develop understanding and skill for working with children and parents who come from diverse backgrounds. Areas of diversity include race, ethnicity, native language, culture, class, gender, age, religion, and ability. The focus is on increasing knowledge and respect for the diverse child in the classroom setting. The measurement of academic aptitude and achievement is also covered. Practical application is stressed.	6
SED5310: Instructional Planning for All Learners	In this course, candidates will learn to promote all students' development, learning, and success through ongoing assessment that informs instruction. Candidates develop a repertoire of teaching methods and strategies, techniques and skills for managing a classroom, constructing and analyzing tests and evaluation tools for classroom teachers, and develop a working knowledge of responsive instruction by applying differentiation strategies and Universal Design for Learning (UDL) principles.	3

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<p>SED5330: Literacy Development</p>	<p>Candidates will examine current methods utilized and supported by the science of reading to promote literacy development among elementary learners (i.e., sound symbol relationships of the English language that lead to the attainment of independence in reading, basics of phonemic blending, decoding written words, philosophies and strategies for teaching the skills of phonics). There is emphasis on development of literacy through language and listening, reading, and writing while integrating skills from the other curriculum content areas. Candidates will explore how classroom teachers select and administer diagnostic tools to guide targeted interventions for readers performing below readiness levels. Candidates will understand the components of effective differentiated reading instruction to meet the needs of all learners and recognize the components of and need for evidence based intervention programs.</p>	<p>3</p>
<p>SED5335: Methods of Teaching: Literacy</p>	<p>This course is a survey of literature for children from preschool through sixth grade, including a study of objective standards and evaluation. A wide reading of children's books, traditional and modern, and the development of an appreciation of prose and poetry suitable for children of different ages is expected. Writing techniques will also be addressed as candidates identify evidence-based practices used to create a literacy-rich classroom environment.</p>	<p>3</p>
<p>SED5340: Positive Discipline &amp; Motivation</p>	<p>This course provides evidence-based best practices and strategies, informed by intentional behavior assessments, and aimed toward maintaining and increasing healthy adaptive and social-emotional behaviors among diverse populations of students for optimal learning environments and preventing social, emotional, and behavioral challenges which may impede student learning by helping candidates to adopt instructional approaches and early interventions which incorporate explicit teaching of positive social skills, interpersonal relationship and communication skills, and offering students multiple opportunities to practice appropriate social skills/behaviors followed by positive and specific feedback and support (e.g., positive discipline). This course presents best practices in classroom assessment, environment, and behavior management. Topics include relationship development, organization of the classroom learning environment, classroom procedure development, and approaches for managing individual and large group student behaviors with positive discipline. Various</p>	<p>3</p>

	strategies for instruction and assessment will be explored. Candidates will develop and teach lessons utilizing formative and summative assessment tools. Candidates will understand how these assessments inform the teaching and learning process.	
SED5345: Methods of Teaching: STEAM	This course integrates the subject-specific pedagogical methods of teaching in specific domains for elementary education. This course involves an examination of the instructional process appropriate for elementary children in their learning of mathematics, science, health, art, and social studies. Considerable time is spent with the actual content of the elementary curriculum. Methods that facilitate evidence-based instruction in subject area concepts, skills, problem solving, and critical thinking are developed along with the content. Candidates will practice strategies and skills for effectively assessing students' mastery of concepts and skills using Response to Intervention procedures.	3
SED5390: Clinical Practice & Student Teaching with Seminar	This course includes an online seminar and two clinical experience segments spanning a full semester (16 weeks). The online seminar addresses a variety of topics and issues germane to candidates who are about to enter the teaching profession. The 16-week seminar is paired with a supervised, 5-week, scaffolded application of methods through clinical practice in a K-6 school setting. Following successful completion of	3

	the clinical practicum, candidates participate in a supervised, 10-week student teaching experience in a K-6 school setting.	
	Total Hours	24