Class of 2008 and after
B.A. – double major with an Arts and Science B.A., 128 credits minimum
Minimum GPA requirement 2.50

Program Description

This curriculum prepares students for elementary school teaching in grades 1-6 and offers a balanced program of academic preparation and professional training. The required professional courses contribute directly to understanding the teacher's role in society and to the development of teaching knowledge, disposition, and skills. In addition, interested students who have the appropriate Arts and Science major may choose to pursue a middle level or ESL endorsement. Middle Level and ESL endorsements are in addition to the requirements for the Elementary Education and Arts and Science majors; they require extra coursework and careful planning in order to complete the B.A. within 4 years.

Application to the Program and Requirements for Transfer from University College to the School of Education in the College of Human Science and Services

Students apply to the elementary education program early in the spring semester of their sophomore year, generally upon completion of a minimum of 36 credits. Refer to http://www.uri.edu/hss/education/ for current information on the program application as information is updated each fall semester.

Transfer students should be advised that academic work completed at URI is a primary factor in the admission decision. Therefore, students must complete one semester of work at the University before they can be considered for admission to the teacher education program. This may extend the time required for degree completion.

As part of the application to the Elementary Education program students must:

1. Have an overall GPA of 2.50 (minimum) and a 2.50 minimum in their majors.
2. Take and pass a math (171), reading (172), and writing (171) basic skills test (PRAXIS I) prior to the end of the first semester of their sophomore year or have a score of 1100 on their SAT or a 24 on the ACT;
3. Turn in the application to the major by the posted deadline. The application must be accompanied by test scores and a current academic progress report (to include grades from fall semester and GPA in the Arts and Science major);
4. Participate in an interview to be scheduled when the application is submitted to the Office of Teacher Education (Chafee 705);
5. Submit a portfolio. Portfolio training are offered each fall to help guide candidates through the development of their portfolio.

Applicants accepted into the Elementary Education program are transferred out of University College and into Human Science and Services with a declared double major in Elementary Education and an Arts and Science B.A. of their choice. The Elementary Education curriculum does not fulfill the requirements for the Arts and Science major. Students must see an advisor in Arts and Science to learn about requirements for that major. Applicants denied admission to the program may petition the School of Education for a review of the decision. Applicants denied admission are transferred from University College into the College of Arts and Science based on their declared second major.

Distribution of Courses

Students seeking Elementary Education certification are double majors in Elementary Education (HSS_ELED_ BA) and an Arts and Science BA of their choice or Biology major in CELS. Generally, students fulfill Arts and Science general education requirements. Some courses are required by the Elementary Education major and are indicated on the curriculum worksheet. When making choices to fulfill general education requirements, students should choose courses that show a willingness to seek challenges and further their education in the content areas they will teach in schools. Students need to consult the advisor in Elementary Education and their Arts and Science major at University College for advice each semester. Schedule your appointments early as the Elementary Education advisor is only available at University College three (3) hours a week. Group sessions are also provided for advising during peak registration times.

CURRICULUM WORKSHEET

HSS_ELED_BA   **Education – Elementary**

Class of 2008 and after
B.A. – double major with Arts and Science B.A., 128 credits minimum
Minimum GPA requirement 2.50 (overall and in majors)

General Education – usually completed within the first two years. It is recommended that you complete EDC 102, EDC 250, WRT104 or 105, COM 100, Math, one Science, HIS 141 or 142, PSY 113 and begin your foreign language prior to applying to the major.

KNOWLEDGE

Artistic and literary expression and interpretation (Fine Arts/Literature) 6 credits minimum	_____ (Fine Arts)	_____ (Literature)
Wisdom and traditions of the past and present in a global setting (Letters) 6 credits minimum	HIS 141 or 142	_____ (not HIS)
Interrelationships of the natural world (Natural Sciences) 6 credits minimum, one lab science required; must be in 2 different sciences	_____ Lab Science	_____ (dif. Science)
Human behavior in social, economic, cultural, and political contexts (Social Sciences) 6 credits minimum.	PSY 113	_____ (not PSY)

SKILLS

Writing and speaking in English (English Communication)	_____ WRT 104 or 105	_____ COM 100
Mathematical and quantitative skills and their applications (Mathematical/Quantitative Reasoning) 3 credits minimum	_____	
Communication across cultures (Foreign Language/Cross-cultural Competence)	_____	_____

> Note: Foreign Language required. Students have a number of options to fulfill the Foreign Language requirement. Refer to the general education requirements for Arts and Sciences. If students choose to go aboard for a semester, this must be completed by the second semester of their sophomore year.

In addition, because particular skills are essential to a thoughtful engagement with the world, each course in General Education must incorporate opportunities to practice three (3) or more of the following:

*Reading complex texts	*Examining human differences	*Using information technology
*Writing effectively	*Using quantitative data	*Engaging in artistic activity
* Speaking effectively	*Using qualitative data	

General Education is only a portion of any undergraduate degree program. Major and minor requirements along with electives contribute significantly to students' education. The Elementary Education program includes in its curriculum opportunities for students to develop further the skills that this general education program addresses. As a consequence of the interaction between General Education and major programs, we expect to lead students toward:

> *the ability to think critically in order to solve problems and question the nature and sources of authority
> *the ability to use the methods and materials characteristic of each knowledge area with an understanding of the interrelationship among and the interconnectedness of the core areas
> *a commitment to intellectual curiosity and lifelong learning
> *an openness to new ideas with the social skills necessary for both teamwork and leadership
> *the ability to think independently and be self-directed; to make informed choices and take initiative

Education

The following chart indicates the required major courses and their sequence. Candidates admitted to the Elementary Education program are continually being assessed on their knowledge, skills and dispositions.

Prior to Program Application *(by the end of the first semester of your sophomore year)*	*After Admission* (Sequential) These courses can not be taken prior to admission to the program. Once you are admitted, the courses must be taken in the sequence provided below. Plan your general education courses and Arts and Science major courses accordingly. Always consult an advisor prior to registration each semester. In program semesters 2, 3 and 4, candidates are assigned to cohorts. This determines the section students will enroll in for each of their courses. Candidates are consulted in this process.			
	Semester 1 (fall)	Semester 2 (spring)	Semester 3 (fall)	Semester 4 (spring)
PSY 232/HDF 200 (3) EDC 102 (3) EDC 250 (1)	EDC 312 (3) EDC 423 (3) EDC 453 (3) EDC 454 (1)	EDC 424 (3) EDC 452 (2) EDC 456 (2) EDC 457 (2) EDC 459 (1) ———————— ML EDC 415 (4) w/practicum	EDC 402 (3) EDC 455 (2) EDC 458 (2) EDC 460 (2) ———————— ML EDC 400 (4) w/practicum	EDC 484 (12) EDC 485 (3) _____ Summer 1 ML EDC 484 (6)

Note: Middle Level Endorsement and ESL Endorsement are also available to elementary education candidates. These endorsements are in addition to your degree requirements at URI. ML requires enrollment in and payment for summer session 1 after semester 4 in the program. Some candidates choose to delay graduation until August. See your elementary education advisor for additional information.

Arts and Science Major (BOA) –These requirements are fulfilled simultaneously with the Elementary Education major. The major comprises no fewer than 27 or more than 36 credits. These, however, are exclusive of any credits that are outside the major department but may be required by that department as prerequisites. Including such prerequisites, the major may not exceed 39 credits. Possible majors are (subject to change): African and African-American studies, anthropology, art (history and studio), biology (CELS), chemistry, classical studies, communication studies, comparative literature studies, computer science, economics, English, film media, French, German, history, Italian, journalism, Latin American studies, mathematics, music, philosophy, physics, political science, psychology, public relations, sociology, Spanish, theatre (B.A. elementary education majors only), women's studies, and writing and rhetoric. Consult your elementary education advisor in determining an appropriate second major. See the advisor for Arts and Science major for specific details on that major.

Electives – 6 credits minimum

Elementary Education Program Application Checklist S2008		
Application Criteria		
Can I apply?		
No	Yes	Are you at least a sophomore at URI (40-45 credits by the end of F07) or are you applying to our MA/TCP program?
No	Yes	Do you have a GPA of 2.50 overall (UG & MA/TCP)? Education (UG)? Arts and Science major (UG)? **NOTE: Current URI undergraduates need all three**.
No	Yes	Do you have passing scores on the PRAXIS I (PPST-Math 171, Writing 171, Reading 172) **or** 1100 on SATs? A score of 24 or above on the ACT?
No	Yes	If a transfer student, will you have at least 12 credits completed at URI by Jan. 08? If yes, remember that you must complete 24 credits by the end of the spring semester in order to complete the program admission process.

If you answered **NO** to any of these questions, **STOP**.
> *You can not apply*. Undergraduates, please contact your advisor if you have questions.
> MA/TCP applicants may contact any of the Elementary Education faculty.
> **WHEN IN DOUBT, ASK!**

If you answered **YES** to all the application criteria, **CONTINUE.**
> Use the checklist below to make sure you have all the required information for your portfolio and are following the correct application procedure. Applications (the application, a full copy of your test scores and an unofficial transcript) are due at the Office of Teacher Education (Chafee 701) between January 22-February 1, 2008. Sign up for your interview at that time. Bring your portfolio to your interview.

√ **Application (checklist)**

	Have you *completely* filled out your application? Make sure to provide all <u>three</u> of your GPAs if you are an undergraduate (URI overall, Elementary Education, and your Arts and Science major). See the reverse side for examples on calculating GPA.
	Have you attached a copy of your transcripts to your application? Be sure to provide transcripts from all institutions you have attended.
	Have you attached a copy of your PPST scores or your SAT (over 1100) to your application?
	MA/TCP candidates: Have you attached a copy of the front page of your MA application?

√ **Portfolio (Checklist)**

You will have four (4) sections in your portfolio. Your portfolio is not considered complete unless you provide all <u>required</u> information. *Providing less than the required information results in a category score of 1 out of a possible 5 and will severely impact your chances of being admitted.*

	<u>Interpersonal Communication Skills</u> (evidence of quality oral and written language skills and effective use of technology)
	All Candidates: Copy of your program application **(required)** MA/TCP candidates also include a copy of the front page of your MA application. **(required)**
	Applicant Overview Statement **(required) See reverse for directions.**
	Evidence of the quality of your <u>oral communication skills</u> **(required)**
	Evidence of the quality of your <u>technological skills</u> **(required)**
	<u>Academic Knowledge Base</u> (evidence of the quality of your academic preparation)
	Copy of your transcript(s) (URI unofficial transcript is acceptable for work completed at URI.) **(required)**
	Copy of Praxis I or SAT test scores **(required)**
	Evidence of the quality of your content knowledge in <u>sciences</u> and <u>social studies</u> **(required)**
	Evidence of the quality of your understanding in your <u>second major or degree</u>. **(required)**

√		**Portfolio Checklist (continued)**

	Work Experience and Community Services with Children and Schools (evidence of the quality of your work with children and schools)	
		Letter(s) of recommendation (**required**)
		Chronological list w/ description (**required**) Directions: For each experience in the list include a description of the experience, its relation to your decision to become a teacher, and what you learned from it.
	Multicultural/Diversity Awareness (evidence of the quality of your understanding relating to issues of diversity in our society)	
		Description of Experiences (**required**) See directions below.

Captions (ALL evidence in your portfolio MUST have a caption)

No	Yes	Have you captioned each piece of evidence with a reference to the RIBTS? Captions are short statements that describe how the evidence is related to the RIBTS. Example: This paper on autism spectrum disorders addresses RIBTS 1 (content knowledge) and 10 (reflective practice) as it demonstrates my commitment to learning about issues of diversity and how these issues impact children in schools.

Writing the Applicant Overview Statement (Interpersonal Communication Skills)

1. This statement, written by the applicant, is an opportunity to develop a clear, well-written statement in one or two pages. Candidates need to discuss why they wish to become a teacher and to summarize their academic and life experiences related to this goal at the point of application.
2. Make sure to refer to the Rhode Island Beginning Teacher Standards and the URI School of Education Diversity Vision and attempt to relate their beliefs and experiences to these documents. Other appropriate references are welcome.
3. The overview statement is not only an opportunity for applicants to highlight strengths but also a chance to state how they might add to their portfolios in the future.

Writing the Description of Experiences (Multicultural/Diversity Awareness)

1. This description, written by the applicant, is a chance to illustrate their current understanding of diversity and its impact on teaching and learning in our society.
2. Refer to the Rhode Island Beginning Teacher Standards and the URI School of Education Diversity Vision in your description. Other appropriate references are welcome.
3. Provide an introduction and conclusion to the description. After the introduction, each paragraph addresses a distinct experience. These experiences could be courses taken, travels, people, and work related (to name a few). The applicant should describe the experience, explain its relationship to diversity, reference the appropriate document, and reflect on what was learned.

Calculating your GPA Your overall GPA is on your transcript. To calculate your GPA for your two majors you need to know the point value for the grades and the number of credits you have taken. Examples are provided below.

Formula: sum (units x grade point) then divide by total number of credits.

Elementary Education (3.2 GPA)	Psychology (2.87 GPA)	Point Value
EDC 250 (1) S (0 not calculated)	PSY 113 (3) * C (2.0) = **6.0**	A, 4; A-, 3.7;
EDC 102 (3) * A- (3.7) = **11.1**	PSY 232 (3) * B+ (3.3) = **9.9**	B+, 3.3; B, 3;
EDC 312 <u>(3)</u> * B- (2.7) = **8.1**	PSY 254 <u>(3)</u> * B+ (3.3) = **9.9**	B-, 2.7; C+, 2.3;
6 19.2/6= 3.2 GPA	9 35.8 /9=2.87 GPA	C, 2; C-, 1.7;
Math (3.51 GPA)	Biology (3.01 GPA)	D+, 1.3; D, 1; F
MTH 141 (4) * A- (3.7) = **14.8**	BIO 101 (4) * B (3.0) = **12.0**	and U, 0. P, S
MTH 142 (4) * A- (3.7) = **14.8**	CHM 103 (3) * C+ (2.3) = **6.9**	and NW are not
MTH 243 <u>(3)</u> * B (3.0) = **9.0**	CHM 105 (1) * A (4.0) = **4.0**	calculated.
11 38.6/11=3.51 GPA	BIO 102 <u>(4)</u> * B+ (3.3) = **13.2**	
	12 36.1 = 3.01 GPA	

URI School of Education

Core Beliefs About Teacher Education

Initial teacher education programs at the University of Rhode Island seek to prepare beginning professional teachers who have the potential to become master teachers. We seek to attract candidates who are intellectually curious and academically ambitious, who are eager to teach a diverse population of learners, and who understand that becoming a master teacher is a career-long journey. URI seeks to develop teachers who are inquiring, competent problem solvers; who reflect upon and learn from their experience; and who seek to become members of a learning community, working collaboratively with their peers and learning from their students as well as teaching them.

Preparation of beginning teachers includes: a broad education in the liberal arts and sciences; deepening competence in the skills of communication and numeracy; a rich understanding of the content and modes of thinking in the disciplines they will teach (understanding the how and why of a discipline, as well as the what); a growing understanding of learners and how they develop along multiple dimensions; development of skills of teaching that allow the teacher to draw upon multiple approaches to learning appropriate for particular learners and subject matter; and skills in assessment of one's own teaching and of learner outcomes. Teachers respect and enjoy diversity among their learners; they see themselves and their students as members of a world community. Beginning teachers demonstrate their competence in the above areas by providing evidence that satisfies each of the eleven Rhode Island Beginning Teacher Standards (RIBTS).

Master teachers function as decision makers and facilitators of learning as they work in the confluence of teacher, learner, subject matter, and environment. They are reflective on their own practice and continue to learn about the world around them, the skills and content they teach, about teaching and learning, and about their students and their community. Master teachers understand the historical and contemporary roles of schools in a democratic society. Knowledgeable about a range of philosophies of education, they can subsequently articulate their own and, from it, derive implications for their practice. Master teachers continue to seek professional challenge and contribute to leadership in education, in their schools, districts, communities, and through their professional organizations. They remain informed of contemporary research and writing by leaders in their fields and are active partners in shaping and implementing models of good practice.

Teacher education programs at URI seek to reflect these core beliefs about teachers and teacher education through recruitment and selection of students for teacher education programs; congruence between experiences in our programs and knowledge, skills, beliefs, and dispositions we believe are important for teachers; and our definitions of excellent teaching for faculty members in teacher education and school-related programs.

Rhode Island Beginning Teacher Standards (RIBTS)

(Go to http://www.uri.edu/hss/education/applicants/standards.html for an expanded version of the RIBTS)

Standard 1.
Teachers create learning experience using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.

Standard 2.
Teachers create learning experiences that reflect an understanding of the central concepts, structures, and tools of inquiry of the disciplines they teach.

Standard 3.
Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

Standard 4.
Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

Standard 5.
Teachers create instructional opportunities to encourage student development of critical thinking, problem solving, and performance skills.

Standard 6.
Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

Standard 7.
Teachers foster collaborative relationships with colleagues, families, and agencies in the larger community to support student's learning.

Standard 8.
Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.

Standard 9.
Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

Standard 10.
Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.

Standard 11.
Teachers maintain professional standards guided by social, legal, and ethical principles.

URI School of Education

Diversity Statement

The University of Rhode Island's Teacher Preparation Programs view the documented low achievement levels of students of color, language minority students, students from poverty backgrounds, and students with disabilities, and the marginalizing of diverse cultural groups as educational injustices. In response, we assume the moral responsibility of preparing all teachers to meet the needs of diverse learners.

Informed by this knowledge base, we collaborated on a vision that defines diversity and identifies the dispositions, knowledge, and skills our teacher candidates must possess to meet the needs of an increasingly diverse student population.

Definition

Diversity is differences among groups of people and individuals including ethnicity, race, socioeconomic status, gender, learning and physical exceptionalities, language, religion, sexual orientation, and geographical area.

Dispositions

a. High expectations for all students
b. Assumption of responsibility and self-efficacy for high level student achievement
c. A sense of equity characterized by equality of opportunity and achievement
d. Respect and appreciation for diversity
e. To seek world views different from one's own
f. Advocacy for empowerment of diverse students
g. A commitment to social justice and advocacy of diverse students

Knowledge

a. Cultural and individual strengths of diverse learners
b. Informed and nuanced view of cultural labels
c. Informed knowledge of parents and primary caretakers of diverse students with emphasis on their strengths and commitment to children
d. Structural roadblocks that impede success for diverse learners
e. Impact of stigma associated with disability labels and segregated educational environments
f. The significance and role of community groups to diverse cultural groups

Skills

a. Use cultural and individual strengths as a basis for learning so as to operate from a "Strength" rather than a "Deficit" paradigm
b. Engage diverse learners
c. Implement differentiated instruction
d. Support English language learners
e. Convene parental, community, and other relevant personnel to support the diverse learner