Initial Programs

Revised Grammar Competency Policy:
To be admitted to the Teacher Education Program, students must show evidence of grammar competency. Grammar competency may be evidenced in the following ways:

- taking a grammar competency exam and passing with a score of 74% or higher
- taking EDU 241 Grammar for Educators, or an equivalent course and passing with a grade of C or higher
- taking ENG 205 Grammar, or an equivalent grammar course, and passing with a grade of C or higher
- taking a course taught completely online

Note: Should there be a need for a special administration of the test, a date, time, and place will be emailed to students and announced in EDU 211 and SOC 243.

Advanced programs

Our graduate teacher candidates are demonstrating mastery of our conceptual framework

Knowledgeable Practitioners: The North Carolina legislative budget decisions in July 2013 resulted in the conversion of the 2013-2014 academic year into an “accelerated year” for the graduating cohort. Students scheduled to graduate in July 2014 completed coursework and portfolio work this January. The graduate students in the cohort took five courses over the fall and winter terms, instead of the typical one course per term. Needless to say, it was a very academically challenging period. Yet the graduate students worked tirelessly and successfully completed the accelerated year. Congratulations to them!

Informed Leaders: Two of our alumni, Penny Martin and Angela Dalton, presented at the annual state conference of the North Carolina Association of Gifted and Talented Teachers (NCAGT). They presented on the social and emotional needs of gifted students and strategies for teaching differentiated gifted classes.

Engaged Learners: This spring Dr. Joan Barnatt is preparing six of our students to apply for National Board Certification, an advanced teaching credential. Similar to certification in fields like medicine, the National Board Certification for teachers is a rigorous, peer-reviewed process that ensures that Board-certified professionals have proven skills to advance student achievement.

Cultural Responsiveness & Collaboration: Cultural inquiry and collaboration in global engagement are the two areas of focus in the International Studies experience. In preparation for meaningful collaboration with our partners in Costa Rica, graduate students participating in the summer trip will be required to do the following this spring: 1) familiarize themselves with basic Spanish phrases, 2) read Costa Rican news articles, 3) pose and research a question related to teaching in Costa Rica, and 4) interact with our current VIF teachers to determine an area of professional development they can lead when we are in Costa Rica as part of service learning and global engagement.

From Random Data to Useful Resource

Unit Assessment Bulletin
February & March, 2014

The Unit
National Award

Under the guidance of Associate Professor Gerald Knight, the “Music in the Village” component of the “It Takes a Village” Project was honored by the National Association for Music Education with a Chapter of Excellence award for a program that exposes young children to song and musical instruments as part of a larger effort to improve their reading abilities. Music education students assist Associate Professor Knight with the program, which also was honored in November by the North Carolina Music Educators Association.

Faculty Scholars

The Elon University Board of Trustees met Friday, February 28, 2014 and granted promotion and tenure to Drs. Mark Enfield (Elementary Education) and Gerald Knight (Music Education). Congratulations to Associate Professors Enfield and Knight.

Mooney Facility

The Mooney building, which houses most of the School of Education offices, classrooms, and labs, has undergone phase I of its makeover. The entrances have been redesigned and redecorated to help in recruiting. The other phases will occur over the summer 2014.
ADVANCED PROGRAM

In response to graduate teacher candidates and faculty desire for increased structured mentoring and rigor in the research experience, we have consequently proposed an additional graduate research course to formalize the continuous mentoring of our students’ research. Inquiry is the central concept that underlies and guides all the work we do with our graduate students. We recognize that the complexities and challenges of living and learning in the 21st century call for thoughtful questioners and life-long learners. Faculty will help students in implementing research and gathering data. This close mentoring will give students the opportunity to conduct high-quality research, share this research at professional conferences and in publications, and increase meta-level understanding of educational research.

INITIAL PROGRAM: Based on exit survey data from teacher candidates:

Math preparation in Elementary Education has been reorganized so as to offer theoretical math concept courses EDU 208 & 209 later in the program and not at admission, to be developmentally appropriate.

Educational Assessment course is now offered when students are in an internship to provide data from teacher candidates.

Explorations Seminar courses which accompany student teaching, are undergoing changes and seeking curriculum council approval at the moment.

PRAXIS I: Former PPST to new CORE

Admission Requirement: PRAXIS I PPST (Pre-Professional Skills Test) will be discontinued by ETS in August 2014. Its replacement PRAXIS CORE (Core Academic Skills for Educators) was offered for the first time in October 2013. It will be available in computer format only unless the test taker qualifies for accommodations. It will be offered during specified testing windows initially and will move to continuous testing once enough data is collected by ETS to equate different forms of the tests. Study Companions and interactive full length practice test are currently available.

PRAXIS II and Foundations of Reading and General Curriculum

Licensure Requirement: Effective July 1, 2014, the testing requirements for Elementary and Special Education: General Curriculum licenses will change from the currently accepted Praxis II tests to the Foundations of Reading and General Curriculum. Lateral entry teachers are required to pass the Praxis II test(s) applicable to the licensure area in order to clear the license. Elementary and Special Education lateral entry teachers must pass the Praxis II test(s) prior to employment to meet the federal requirement of "highly qualified". Recent legislative changes require ALL completers to pass identified licensure exams. The Foundations of Reading and General Curriculum tests for NC are effective for candidates who complete program/ licensure requirements on or after July 1, 2014. Cut scores have not been set yet and will occur in Spring/Summer 2014. Test information, preparation materials, and registration information are available at www.nc.nesinc.com

NCATE TERMINOLOGY & NCATE-CAPE INSIGHTS

PREPARING FOR THE NCATE VISIT (PART I)

NCATE ACCREDITATION SYSTEM:

All the evidences that program coordinators have provided in preparation for the NCATE visit are much appreciated. Beginning this month, a folder in a Dropbox will house all the collected evidences. Once evidences associated with a particular standard are complete, the evidences will be ready for upload into NCATE’S system called AIMS (Accreditation Information Management System). There will be links in the institutional self-report to the evidences in the exhibit room.

LINKS:

Exhibits must be attached to the institutional report (IR) beginning with IRs submitted in June 2013. The intention is to have a stable record of the exhibits provided with the IR and reviewed by the BOE. This does not mean that units should cease to have an online exhibit room that displays candidate data or other electronic means to collect, maintain, aggregate, disaggregate and/or display reports. On the contrary, this is a practice that NCATE will continue to promote as venues for the unit’s own learning, reference, and continuous improvement.

ADDITIONAL WEBSITE:

The unit organizes and displays documents and other evidence that demonstrate the unit meets standards in the exhibit room. Traditionally exhibit room has referred to the centralized location which housed the evidence. Today units display their exhibits on the institution’s website, which is accessible to team members before they arrive on campus. The BOE team will use evidence in the exhibit room along with interviews, to make a recommendation as to whether the standards are met.