

# BOISE STATE UNIVERSITY

## College of Education

### *The Professional Educator*

#### ELEMENTARY EDUCATION

Advising Checklist

Finish in Four Plan

College of Education  
Conceptual Framework

Name \_\_\_\_\_

Catalog Year \_\_\_\_\_

#### Take before applying to Teacher Education

PRAXIS CORE ACADEMIC SKILLS FOR EDUCATORS:

MATH

Test # 5732

PRAXIS CORE ACADEMIC SKILLS FOR EDUCATORS:

WRITING

Test # 5722

Score


#### Take before applying for Professional Year

PRAXIS II: ELEMENTARY EDUCATION: MULTIPLE  
SUBJECTS

Test # 5001

Passing scores:

Reading & Language Subtest (#5002) Passing Score 165

Mathematics Subtest (#5003) Passing Score 164

Social Studies Subtest (#5004) Passing Score 155

Science Subtest (#5005) Passing Score 159

Score


Required PRAXIS II for a Subject Area Endorsement

Test # and passing score varies

[http://www.sde.idaho.gov/site/teacher\\_certification/subject\\_area.htm](http://www.sde.idaho.gov/site/teacher_certification/subject_area.htm)

<http://www.ets.org/praxis/idaho/requirements>

You may register for your PRAXIS CORE and PRAXIS II exams at [www.ets.org](http://www.ets.org). You may also contact the local Prometric testing center (located in Meridian, ID) at 373-1815 or Prometric Candidate Services at 1-800-853-6773 regarding computer based exams.

Free study guides are available online at [www.ets.org](http://www.ets.org).

**IMPORTANT:** You must save copies of all of your PRAXIS scores. The Office of Teacher Education is not responsible for lost or missing scores.

#### Advising:

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To schedule an appointment go to:

<http://jamiejensen2.youcanbook.me>

-or-

<http://osalinas.youcanbook.me>

Teacher Education Office (E-722):

Questions about

- Praxis Exams
- Applications
- Certification

Department of Curriculum, Instruction, and Foundational Studies



BOISE STATE UNIVERSITY

## ELEMENTARY EDUCATION CHECKLIST

### General information:

1. All lower division (100 & 200 level) classes in education can be taken prior to admittance to Teacher Education.
2. ED-BLESL 200, ED-SPED 250, and ED-LTCY 340 all have a lab component. For the lab you will be placed in a school for 3 hours per week. The assignments for the field placements can be found in the field guides, which are located at <http://education.boisestate.edu/teachered/fieldexperiences/>. All questions about the field experience (lab) must be directed to either the Office of Teacher Education (E-722) or to the instructor of the course.
3. When applying to Teacher Education you must have completed (or be completing) the following: ENGL 101, ENGL 102, MATH 157, PSYC 101, UF 100, UF 200, DLM, DLN, DLV, DLL, DLS ED-BLESL 200, DLS ED-CIFS 201, EDTECH 202, ED-CIFS 203, and ED-SPED 250. Your cumulative GPA must be at least 3.0 and your Education GPA must be at least 3.0 prior to admittance into Teacher Education. Grades of C- or below are not accepted for admission to Teacher Education. Please note the "Limitations to Admission" on p. 122 of the Undergraduate Catalog.
4. The PRAXIS I in Math and Writing must be taken and passed prior to application to Teacher Education.
5. You must have taken and passed ALL tests prior to application to the Professional Year.
6. Your cumulative GPA must be at least 3.0 and your Education GPA must be at least 3.0 prior to admittance into the Professional Year. Grades of C- or below are not accepted for admission to the Professional Year.
7. You must have taken ART 321, MUS 374, or COUN 301 and KINES 355 prior to the Professional Year. These courses conflict with the time you are in the school for the Internship part of the Professional Year.
8. All coursework must be completed prior to the second semester of the Professional Year (Student Teaching).
9. The second semester of the Professional Year (Student Teaching) consists of three courses. You must sign up for ALL THREE. All students take ED-CIFS 461. If you are just doing elementary you will take ED-CIFS 465. If you wish to do a middle school placement then you take ED-CIFS 466. In order to do a middle school placement you must have an endorsement in a content area that is taught at middle school. All students must also take FF ED-CIFS 400.
10. ALL QUESTIONS ABOUT PLACEMENTS ARE TO BE DIRECTED TO THE OFFICE OF TEACHER EDUCATION (E-722).

### Definitions:

- Catalog..... The catalog was given to you when you were admitted. It is the plan that you must follow throughout your university career.
- Schedule of classes..... A schedule of classes is posted online each semester showing you what is being offered during the next semester, on which days and at what time.
- Academic Checklist..... This form is your academic checklist. You are to keep it up to date. When applying for Teacher Education or the Professional Year you will make a copy to include in your application.

### Deadlines that must be met:

1. The PRAXIS I in Math and Writing must be taken and passed prior to application to Teacher Education. The scores MUST be in the Office of Teacher Education by the application deadline.
2. **Application for Teacher Education is due the FIRST FRIDAY in February for fall admittance and the THIRD FRIDAY in September for spring admittance.** Applications are online at <http://education.boisestate.edu/teachered/>. Any questions about the application should be directed to the Office of Teacher Education.
3. The PRAXIS II in Elementary Education: Multiple Subjects and the PRAXIS II for your chosen Subject Area Endorsement must be taken and passed prior to application to the Professional Year. The scores MUST be in the Office of Teacher Education at the time of application to the Professional Year.
4. ED-LTCY 340 and ED-LTCY 440 must both be passed with a 74% or above prior to entering the Professional Year.
5. **Application for Professional Year is due the FIRST FRIDAY in February for fall admittance and the THIRD FRIDAY in September for spring admittance.** Applications are online at <http://education.boisestate.edu/teachered/>. Any questions about the application should be directed to the Office of Teacher Education.
6. You will not be allowed into the Professional Year until you have passing scores on ALL tests and all scores are in the Office of Teacher Education.

### General Requirements

		Units	Grade
<b>Foundational Studies</b>			
ENGL 101	Introduction to College Writing	3	
ENGL 102	Intro to College Writing and Research	3	
UF 100 (Qualifying transfer students take UF 300)	Intellectual Foundations	3	
UF 200 (Qualifying transfer students take UF 300)	Civic and Ethical Foundations	3	
DLM MATH 257 (prerequisite: MATH 157)	Geometry and Probability for Teachers	4	
DLN Natural, Physical, & Applied Science	Science course with lab	4	
DLN Natural, Physical, & Applied Science	Science course with lab (recommend course in a second field)	4	
DLV Visual and Performing Arts		3	
DLL Literature and Humanities		3-4	
DLS ED-BLESL 200 (lab included)	Cultural Diversity in the School	3	
DLS ED-CIFS 201	Foundations of Education	3	
<b>Lower Division</b> All of the following are required for graduation and entrance into Teacher Education			
MATH 157	Structure of Arithmetic for Teachers	4	
EDTECH 202	Teaching and Learning in a Digital Age	3	
PSYC 101	General Psychology	3	
ED-CIFS 203 (prerequisite: PSYC 101)	Educational Psychology	3	
ED-SPED 250 (lab included)	Exceptionality in Schools	3	
<b>Upper Division and Electives</b> (The following courses may be taken prior to admittance to Teacher Education)			
ED-LTCY 340 (lab included)	Idaho Comprehensive Literacy (Must pass course with a 74% or above prior to entering the Professional Year)	4	
ED-LTCY 345 (prereq: ED-LTCY 340) (spring only)	Writing Process & Assessment for K-8 Classrooms	3	

<b>CID ED-LTCY 440</b> (pre or co-requisite: ED-LTCY 340)	Content Area Language Arts K-8 ( <i>Must pass course with a 74% or above prior to entering the Professional Year</i> )	3	
Subject Area Endorsement	Discuss the Subject Area Endorsement(s) with your advisor	10-20	
Electives	May or may not be required based on endorsement area	0-7	

**ADMISSION TO TEACHER EDUCATION IS REQUIRED BEFORE ENROLLING IN THE FOLLOWING UPPER DIVISION TEACHER EDUCATION COURSES:**

**Upper Division** (ART 321, MUS 374, or COUN 301, KINES 355 and all but two of the methods courses below **MUST** be completed before admission to Professional Year.)

ED-CIFS 330	Elementary Social Studies Curriculum & Instruction	3	
ED-CIFS 331	Elementary Mathematics Curriculum & Instruction	3	
ED-CIFS 333 or ENGR 385	Elementary Science Curriculum & Instruction or Science Methods Through Engineering	3-4	
*ART 321, MUS 374, or COUN 301 (spring only)	Art or Music Methods for Elementary Teachers or Guidance and Counseling in Schools	3	
*KINES 355	Elementary School Health and PE Curriculum and Instruction	3	
*ART 321, MUS 374, or COUN 301 and KINES 355 CANNOT be taken during the Professional Year			

**ADMISSION TO PROFESSIONAL YEAR IS REQUIRED BEFORE CONTINUING IN TEACHER EDUCATION:**

**Professional Year A (Internship)**

(A minimum of 350 hours over the entire semester is required. You may take other courses with this Field Experience.)

ED-CIFS 460	Professional Year I; semester 1	5	
ED-CIFS 329	Assessment in Teaching and Learning	3	
ED-CIFS 332	Elementary Classroom Learning Environments	3	

**Professional Year B (Student Teaching)**

(This is your student teaching semester and you will be in the school all day, M-F. You must sign up for ED-CIFS 461 AND either ED-CIFS 465 or 466.)

FF ED-CIFS 400	Constructing a Professional Portfolio	1	
ED-CIFS 461	Professional Year II (8 weeks)	6	
ED-CIFS 465 or 466	Professional Year III (8 weeks)	6	

**SUGGESTED COURSE SCHEDULE TO FINISH IN FOUR**

<b>First Semester</b>	
Freshman Year Courses	Units
ENGL 101 Introduction to College Writing	3
MATH 108 Intermediate Algebra (if needed)	4
UF 100 Intellectual Foundations	3
DLL Literature and Humanities	3-4
DLV Visual and Performing Arts	3
Total	16-17

<b>Third Semester</b>	
Sophomore Year Courses	Units
PRAXIS CORE in Math and Writing must be completed	
UF 200 Civic and Ethical Foundations	3
DLM MATH 257 Geometry and Probability	4
DLS ED-CIFS 201 Foundations of Education	3
ED-CIFS 203 Child & Educational Psychology	3
Content Area Endorsement	3
Total	16

<b>Fifth Semester</b>	
Junior Year Courses	Units
All PRAXIS II exams must be completed	
CID ED-LTCY 440 Content Area Language Arts	3
ED-CIFS 330 Elementary Social Studies C & I	3
ED-CIFS 331 Elementary Math C & I	3
KINES 355 Health & PE Methods	3
Content Area Endorsement	3
Content Area Endorsement	3
Total	18

<b>Seventh Semester</b>	
Senior Year Courses	Units
ED-CIFS 460 Professional Year I Internship	5
ED-CIFS 329 Assessment in Teaching & Learning	3
ED-CIFS 332 Classroom Learning Environments	3
Content Area Endorsement	3
Total	14

<b>Second Semester</b>	
Freshman Year Courses	Units
ENGL 102 Intro to College Writing & Research	3
MATH 157 Structure of Arithmetic for Teachers	4
DLN Natural, Physical, & Applied Sciences w/ lab	4
PSYC 101	3
EDTECH 202 Teaching & Learning Digital Age	3
Total	17

<b>Fourth Semester</b>	
Sophomore Year Courses	Units
Apply for admission to Teacher Education	
ED-LTCY 340 Idaho Comprehensive Literacy	4
ED-SPED 250 Exceptionality in the Schools	3
DLN Natural, Physical, & Applied Sciences w/ lab	4
DLS ED-BLESL 200 Cultural Diversity in Schools	3
Content Area Endorsement	3
Total	17

<b>Sixth Semester</b>	
Junior Year Courses	Units
Apply for Professional Year	
ED-CIFS 333 Elementary Science or ENGR 385	3-4
ED-LTCY 345 Writing Process & Assessment	3
ART 321, MUS 374, or COUN 301	3
Content Area Endorsement	3
Content Area Endorsement	3
Total	15-16

<b>Eighth Semester</b>	
Senior Year Courses	Units
FF ED-CIFS 400	1
ED-CIFS 461 Prof Year II: Student Teaching	6
ED-CIFS 465 Prof Year III: Student Teaching	6
Total	13

NOTE: If you do not have to take MATH 108 you will need 4 more credits of electives to fill in for that course. You must have 120 credits for graduation.

## ELEMENTARY EDUCATION

### Conceptual Framework for College of Education

#### The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Educators believe that all children, adolescents, and adults can learn and to dedicate themselves to supporting that learning. Using developmentally, technologically, and educationally effective approaches that promote high levels of student achievement and guided by state and national standards, educators create environments that prepare learners to contribute to a democratic society within a global context. Regardless of their area of specialization, all educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

#### Core Teacher Standards

The "Idaho Core Teacher Standards" apply to **ALL** teacher certification areas. These are the 10 basic standards all teachers must know and be able to do, regardless of their specific content areas. The summary of each standard is:

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The teacher candidate must also meet "Enhancement" standards in order to become certified in a specific content area. The Core Teacher Standards outline what **every** teacher needs to know and be able to do. The Enhancement Standards outline what teachers need to know and be able to do in their content areas (such as Math, Science, Language Arts, etc.).