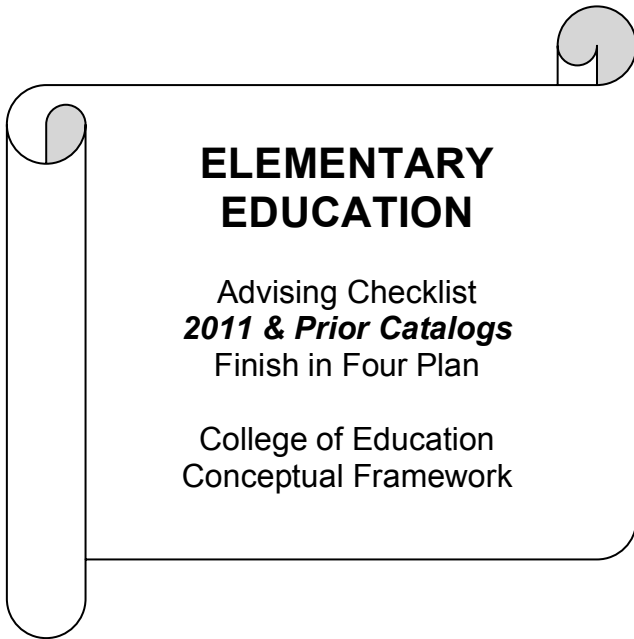


# BOISE STATE UNIVERSITY

## College of Education

### *The Professional Educator*



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

\_\_\_\_\_  
 Name

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

**Take before applying to Teacher Education**

PRAXIS I (PPST) MATH  
 Test # 0730 (paper) or # 5730 (computer)  
 Passing score 175

**Score**


PRAXIS I (PPST) WRITING  
 Test # 0720 (paper) or # 5720 (computer)  
 Passing score 172

**Take before applying for Professional Year**

PRAXIS II: ELEMENTARY EDUCATION:  
 MULTIPLE SUBJECTS  
 Test # 5031 (computer)  
 Passing scores:

**Score**


*Reading & Language Subtest 165*  
*Mathematics Subtest 164*  
*Social Studies Subtest 155*  
*Science Subtest 159*

PRAXIS II: PRINCIPLES OF LEARNING &  
 TEACHING K-6  
 Test # 0622 (paper) or # 5622 (computer)  
 Passing score 154

You may register for your PRAXIS I 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. You may register for paper based exams online at [www.ets.org](http://www.ets.org) or via mail with a check or money order. 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.

**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-SPED 250, ED-BLESL 200 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 and 102, 9 credits in Area I, 9 credits in Area II including PSYC 101, 12 credits in Area III, MATH 157, ED-CIFS 201, EDTECH 202, ED-CIFS 203, and either ED-BLESL 200 or ED-SPED 250. Your cumulative GPA and your Education GPA must be at least 3.0 prior to admittance into Teacher Education. Please note the "Limitations to Admission" on p. 127 of the Undergraduate Catalog.
4. The PRAXIS I in Math and Writing must be taken and passed at least one semester prior to application to Teacher Education.
5. You must have taken and passed ALL required 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.
7. You must have taken KINES 355 and either ART 321, COUN 301, or MUS 374 prior to the Professional Year. These classes 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 two courses. You must sign up for BOTH. 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.
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 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 in Principles of Learning and Teaching K-6 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
ENGL 101	3	[ ]
ENGL 102	3	[ ]

#### Area I Core Requirements

All of the following are required for graduation, 9 credits are required to enter Teacher Education

Any Area I Core English course	3	[ ]
Any Area I Core English course	3	[ ]
Area I Core course in Art or Music	3	[ ]
Any Area I Core course in a third field	3-4	[ ]

#### Area II Core Requirements

All of the following are required for graduation, 6 credits and PSYC 101 are required for entrance into Teacher Education

HIST 111 or HIST 112	United States History	3	[ ]
PSYC101	General Psychology	3	[ ]
Area II Core course in Geography	GEOG 100 or 102	3	[ ]
Area II Core Diversity course	ANTH 102, GEOG 102, HIST 121, POLS 141, POLS 101, SOC 101, SOC 102 or SOC 230	3	[ ]

#### Area III Core Requirements

All of the following are required for graduation and entrance into Teacher Education

MATH 257 (pre-requisite: MATH 157)	Geometry and Probability	4	[ ]
Core Course in a science field	(Any Area III Science)	4	[ ]
Core Course in a second science field	(Any Area III Science not in above discipline)	4	[ ]

#### Lower Division

All of the following are required for graduation and entrance into Teacher Education

MATH 157	Structure of Arithmetic for Teachers	4	[ ]
ED-CIFS 201	Foundations of Education	3	[ ]
EDTECH 202	Teaching and Learning in a Digital Age	3	[ ]
ED-CIFS 203 (pre-requisite: PSYC 101)	Educational Psychology	3	[ ]
ED-CIFS 231 (lab included) (NO LONGER OFFERED)	Teaching and Learning in Elementary Schools	3	[ ]
Both of the following are required for graduation. At least one is required for entrance into Teacher Education			
ED-BLESL 200 (lab included)	Cultural Diversity in the Schools	3	[ ]
ED-SPED 250 (lab included)	Exceptionality in Schools	3	[ ]

**Upper Division** (The following courses may be taken prior to admittance to Teacher Education)

ED-LTCY 346	Children's Literature	3	
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 440 (pre or co-requisite: ED-LTCY 340)	Content Area Language Arts K-8 (Must pass course with a 74% or above prior to entering the Professional Year)	3	
Electives	content area endorsement recommended	10-14	

**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 or 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 C & I	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 & 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 every day. You must sign up for ED-CIFS 461 AND either ED-CIFS 465 or 466.)

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**

First Semester	
Freshman Year Courses	Units
ENGL 101 English Composition	3
Electives (MATH 108, if needed)	4
Area I ART or MUS	3
PSYC 101 General Psychology	3
UNIV 101	2
<b>Total</b>	<b>15</b>

Second Semester	
Freshman Year Courses	Units
ENGL 102 English Composition	3
MATH 157	4
GEOG 100 or 102	3
HIST 111 or 112	3
AREA III Science Course	4
<b>Total</b>	<b>17</b>

Third Semester	
Sophomore Year Courses	Units
PRAXIS I in math and writing must be completed	
Area I Core English	3
MATH 257 Geometry-Probability	4
ED-CIFS 231 Teaching & Learning in EI Ed (lab)	3
EDTECH 202 Teaching & Learning - Digital Age	3
ED-CIFS 203 Educational Psychology	3
<b>Total</b>	<b>16</b>

Fourth Semester	
Sophomore Year Courses	Units
Apply for Teacher Ed	
Any AREA III Science Course in a different field	4
Area I Core English	3
ED-BLES 200 Cultural Diversity (lab)	3
ED-CIFS 201 Foundations of Education	3
ED-LTCY 340 Idaho Comp Literacy (lab)	4
<b>Total</b>	<b>17</b>

Fifth Semester	
Junior Year Courses	Units
Both PRAXIS II's and ICLA must be completed	
Area II Core Course in Diversity	3
ED-SPED 250 Exceptionality	3
ED-LTCY 346 Children's Lit	3
ED-LTCY 440 Content Area Language Arts K-8	3
Area I Core Course (third field)	3
Electives	3
<b>Total</b>	<b>18</b>

Sixth Semester	
Junior Year Courses	Units
Apply for Professional Year	
ED-CIFS 331 Elementary Math C & I	3
KINES 355 Health and PE Methods	3
ART 321, MUS 374, or COUN 301	3
ED-CIFS 330 Elementary Social Studies C & I	3
Electives	5
<b>Total</b>	<b>17</b>

Seventh Semester	
Senior Year Courses	Units
ED-CIFS 460 Professional Year I Internship	5
ED-CIFS 329 Assessment & Evaluation	3
ED-CIFS 332 Classroom Learning Environments	3
ED-CIFS 333 Elementary Science C & I	3
<b>Total</b>	<b>14</b>

Eighth Semester	
Senior Year Courses	Units
ED-CIFS 461 Student Teaching	6
ED-CIFS 465 or 466 Student Teaching	6
<b>Total</b>	<b>12</b>

## 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.).