

Meredith College
Elementary Education Program
Project/Product/Evidence Descriptions by Education Course

EDU 232: Foundations of American Education (3 credits)

Product 1: Educational Proposal Group (EPG): Candidates work within a group of 6-7 to form an Educational Proposal Group (EPG). Candidates complete a case study on a local school in the Wake County Public School System. This project involves research and observations in the school. There are three products that will be the outcome of your research: a group notebook, a group presentation, and an individual personal evaluation. (SEE HARD COPIES)

Product 2: Peer Teaching

Candidates work in groups to present material in readings assigned for the course.

Product 3: Viewpoints Presentations and/or Mock School Board Meeting

Candidates give two short presentations that examine their own experiences and perspectives in relation to a course topic or to expand on a topic.

OR

Candidates participate in mock school board meetings, one related to desegregation and one related to safe schools. They are assigned a role to play (school board member or a parent) in these meetings.

EDU 234: Educational Psychology (3 credits)

Product 1: Lesson Plan/microteaching/reflection Candidates plan and teach a lesson to a small group of students in the classroom where they are observing, followed by a reflection of that lesson and experience. Candidates must provide a rationale for your planning decisions based on knowledge gained from the course.

Product 2: Reflection of observations in a public school

(SEE DIGITAL LOCKER – UNDER EVIDENCES BY STANDARD – STANDARD 3)

[Sample Directions](#)

[Sample Reflection One](#)

[Sample Reflection Two](#)

EDU 241: Introduction to Instructional Media (1 credit)

Candidates work with a wide variety of instructional media to support student learning in a classroom.

Product 1: Web Quest: Candidates produce a webquest that they may be able to use in a classroom.

(SEE ELECTRONIC PORTFOLIOS) [Sample One](#)
[Sample Two](#)

EDU 255 Literature for Children and Early Adolescents (2 credits)

Product 1: Annotated bibliography of literature for children and early adolescents.

This electronic document requires candidates to keep track of all literature shared in the class, all books read during their field placement, in addition to books they have selected on their own. Candidates must identify genre, estimate appropriate age levels, and make suggestions for use in a classroom for all the books included in their annotated bibliography.

[Sample One](#)

(SEE ALSO HARD COPIES)

Product 2: Author Study

Candidates are required to make a presentation about an author of children or early adolescent literature. They must make a case for the importance of students knowing about that author, the books they have written, a short autobiography, and how they would teach a class about this author incorporating the NCSCOS.

[Sample One](#)

(SEE ALSO HARD COPIES)

Product 3: Service-learning Project

Candidates must participate in one-to-two tutoring sessions once a week, with students at a school. They use the MotherRead ® curriculum to plan and conduct story sharing sessions with the students. During the course of the semester candidates will also conduct a service project with the students they are tutoring. A final reflection paper and time log are the evidence of this project.

EDU 300: Introduction to Language Arts (2 credits)

Product 1: Published Book: Candidates create a published book demonstrating knowledge of the writing process. Candidates have a writing folder in which they provide evidence of the ability to pre-write, draft, conference with a peer, revise, edit and publish their work. This is either a personal narrative or an imaginative narrative piece of work.

Product 2: Simulated Teaching: Candidates teach a small activity using phonemic awareness or phonic skills to a group of peers in the class. Candidates are evaluated on preparation and implementation. Peers also evaluate the teaching.

Product 3: Literacy Professional Development Notebook: Candidates keep a loose leaf notebook during the course to be submitted the last day of class for pass/fail credit. The purpose of the assignment is for candidates to have a good resource of activities, ideas, information for future teaching.

EDU 358: Social Studies in the Elementary School (2 credits)

Product 1: Activity Booklet: Each candidate in the class selects a grade level , creates activities for this grade level, shares it in class and at the end of the semester, each candidate has a complete activity booklet K-5. (SEE HARD COPY)

Product 2: Complete Integrated Unit Candidates develop an integrated learning center for students in a classroom all based on the NCSCOS and a social studies topics, this must include differentiation. (SEE DISPLAY BOARD- HARD COPY)

EDU: 359 Science in the Elementary School (2 credits)

Product 1: Objective Writing: Candidates use the state science curriculum from grades K-5 and write ten behavioral objectives. The objectives come from assorted topics in science.

Product 2: Science Resources Log: Candidates keep a record of museums, zoos, agencies or businesses and the appropriate addresses and telephone numbers where resources can be found to assist the elementary school teacher with the science program. The log contains at least 20 resources and cover materials from life, earth, physical, and environmental science. The materials offered by each resource and the contact person is listed with the resource information.

Product 3: Science Curriculum Outline/Pacing Guide: Candidates take the state curriculum at one grade level (K-5) and construct a Curriculum Map of the major topics and subtopics for that grade. The topics are outlined and put in the order that they should be taught for one school year showing a week-by-week sequence for 36 weeks. The assignment is rated on how complete the topics are outlined, the logic of the suggested sequence, how closely the topics match the grade level and by the appropriate amounts of time that are allocated to each topic.

Product 4: Science Demonstration Video/Review of Video – Candidates conduct a classroom example demonstration that is seen in class and the "Checklist for Science Demonstrations" is used to evaluate each demonstration. Any science topic (K-5) may be used for the activity. The demonstrations are limited to 10 minutes. A “hard” copy of the activity is also turned in with the videotape. Candidates review the tape of their demonstration and respond to it in three ways: (1) Describe the parts of your demonstration that were well done. (2) Identify any parts that you would improve. (3) Describe how you would do any parts differently if you could do it again.

Product 5: Evaluation Assignment– Candidates choose K-5 science topics (other than the Teaching Unit topics) and write items to evaluate student performance in those areas. The assignment requires five true/false items, one set of matching with at least 7 items,

and five multiple-choice items. The assignment also includes directions for each set and shows the correct answers.

Product 6: Teaching Units (2) – Candidates choose two major topics from the North Carolina State Science Guidelines. The topics must come from two different grade levels that are not consecutive. The topic chosen are broad enough so that it would take 4 or more weeks of daily instruction to achieve the all of the objectives for that topic. A variety of instructional activities are included so that every objective can be met. One “initiating” and one “culminating” activity is included for each major topic within the unit. The accomplishment of each objective is measured with appropriate activities, exercises, or items, including at least one “original” authentic assessment. The unit includes complete “available” resources including bibliographies for students and teachers. (SEE HARD COPY)

Product 7: Science Note-booking: Candidate read articles that explain the importance of using student notebooks in the elementary science classroom and then produce their own bound notebook and record procedures, findings, conclusions and perceptions that relate to the elementary science activities in which they participate during the semester. A “Science Notebook Review Rubric” is used to review the notebooks. Notebooks are collected three times during the semester by the instructor or peers. After each review, candidates write a reflective response to the feedback.

Product 10: Internet Science Resource Assignment – Candidates find 10 different internet resources and (1) Show the exact internet address; (2) Use a sentence to describe what is found at the address; (3) Use a sentence telling specifically how this resource can help your classroom; Then (4) use internet experience to find one science activity that also integrates math skills at the same grade level. Then (5) find one science activity that teaches language arts skills as well as science, copy and submit it too.

[Sample One](#)

[Sample Two](#)

EDU 400: Teaching Reading in the Elementary School (3 credits)

Product 1: Phonemic Awareness/Phonics tutorial books: Candidates complete this self-checking book designed to introduce basic concepts and terminology related to phonemic awareness, phonics, and word analysis strategies.

Product 2: Small Group Instructional Project: Candidates teach a series of three small group lessons to students at the assigned school. Candidates select one of the lessons to videotape and analyze. Each small group lesson will include a summary, evaluation, including copies of student work, and reflection.

Product 3: Poster Session Presentation: Candidates present what they have learned in their teaching experiences through a poster session.

(SEE POSTERS ON DISPLAY)

Product 4: Literacy Professional Development Notebook: Candidates build on the

professional development notebook that was started in EDU 300.

EDU 401: Teaching Math in the Elementary School (3 credits)

Product 1: Assignments (including math autobiography, teacher observation reflections, student interviews, math methods notebook, letters to cooperating teachers, lesson summary sheets for future interns, etc.)

Product 2: Parent Presentation

Students develop either a print document like a newsletter (approx. 4 pages, perhaps using Microsoft Publisher or some other form of desktop publishing software) or a PowerPoint presentation (with approx. 15 slides) for parents that summarizes & explains features of a Standards-based mathematics classroom.

The presentation is an introduction and overview of math program for parents. The presentation is evaluated on how clearly they have presented, summarized and explained the key components/foundations of a Standards-based mathematics classroom including:

- what the PSSM is, who developed it, and it's purpose
- the overall goals for students in a mathematics classroom (including problem solving, positive dispositions, and relational understanding)
- the content standards & why a broad understanding of mathematics is important
- the mathematical understandings (or process standards) that will help children develop (and why they are important)
- how teachers help students acquire the understandings and mathematical abilities (instructional strategies that are hallmarks of a developmental/Standards-based approach) & why they are going to implement these approaches (philosophical or research-based support for your pedagogy)
- In general, how they plan to assess student understanding and attainment of mathematical abilities
- Other information that may be of value to helping parents understand this approach to mathematics including: references, Standards-based resources and NC mathematics curriculum.

(SEE ELECTRONIC PORTFOLIOS) – [Sample One](#)
[Sample Two](#)

Product 3: Small group lesson project

Product 4: Poster Session Presentation

(SEE DISPLAY BOARDS)

EDU 440: Seminar in Education (1 credit)

Product 1: Classroom Management Plan and Reflection: Candidates develop a classroom management plan for their internship modeled after their cooperating teacher's

management plan. In addition, they include a 2-3 page reflection discussing their ideas for when they have their own classroom. This reflection includes a rationale for the key components of the plan.

EDU 443: Teaching in the Elementary School (3 credits)

Product 1: Mock Parent Conference

All candidates must prepare a short description of a student in the classroom where they will be student teaching. In addition they must prepare for a mock parent conference with faculty and staff posing as the parent of that student. The mock parent conference is observed by their peers and feedback is provided by the “parent” and their peers. A summary reflection is also completed.

(SEE DIGITAL LOCKER – UNDER EVIDENCES BY STANDARD – STANDARD 1)
[Mock Conference Sample](#)

Product 2: Lesson Plan Template

Candidates prepare a lesson plan template that they will use to plan all their lessons for their integrated unit. They must explain all components included in the template.

Product 3: Integrated Unit

Candidates must plan a three-week unit that integrates all the subject areas of the North Carolina Standard Course of Study around a single topic. Lesson plans for each subject area are developed in addition to corresponding assessments are included in the integrated unit. Candidate may or may not have the opportunity to teach the unit (or parts of the unit) during their student teaching experience. Lessons developed in the Arts in the Elementary School course are used to complement this unit.

(SEE DIGITAL LOCKER UNDER CANDIDATE ARTIFACTS) – [Sample ONE](#)
[Sample TWO](#)

EDU 444: Arts in the Elementary School (2 credits)

Product 1: Lessons for each Art

Candidates must develop lessons for each area of the arts that integrates with the unit developed for the Teaching in the Elementary School course.

(SEE DIGITAL LOCKER UNDER CANDIDATE ARTIFACTS) – [Sample One](#)

Product 2: Product

Candidates produce something for their classroom that focuses on the arts. These have ranged from rainsticks, games, to boxes full of ideas.

EDU 445: Teaching ESL in the Elementary School (1 credit)

Product 1 Tutoring Journal: Candidates write a reflective journal during their weekly tutoring session with an ESL student. Candidates include what they did, why they did it, how it went, and what they would do next. The journal should also demonstrate their

ability to connect “theory to practice.” It includes a final reflection of their overall experience.

[Sample One](#)

Product 2: Resources: In groups candidates compile a list of resources to support learning for ESL students. These can be electronic, print, for teachers, or for students.

[Sample One](#)

Product 3 Modified Lesson: Candidates use an original lesson plan written for an earlier methods course and show the modifications/assessments for any ESL students. Candidates do this by inserting these modifications and assessments within the lesson plan by using a colored font. Any additional materials, e.g. graphic organizer, are included as attachments. Candidates also write descriptions for any changes made.

[Sample One](#)

EDU 490: Observation and Directed Teaching (6 credits)

Product 1: Evaluations: Candidates are observed by their supervisor over the 10- week placement. At mid-term the candidates are evaluated by the supervisor and their cooperating teacher using the TCER. In addition the candidate does a self evaluation using the same tool. At the end of student teaching the candidate is assessed again with the same tool.

[Sample One](#)

[Sample Two](#)

Product 2: Video Candidates are required to video tape at least one lesson during student teaching. They are also expected to view this video and write a reflection about that lesson. (SEE VIDEOS PROVIDED)

License Requirement

Product : Professional Electronic Portfolio Each candidate produces an electronic portfolio to demonstrate that they have met both the INTASC and ISTE standards. Artifacts that demonstrate that they have met each standard are chosen by the candidates and then the portfolio is evaluated by their college supervisor. A complete description of this portfolio is described in the Teacher Education Handbook, and in the Internship Handbook.

[Sample One](#)

[Sample Two](#)

[Sample Three](#)