

# Elementary Education: Purple Pathway - Teaching B.A.

## Elementary Education: Purple Pathway - Teaching Major

The B.A. Elementary Education: Purple Pathway Teaching major requires a minimum of 120 hours to graduate.

The Purple Pathway for Paraeducators (PPP) is an accelerated pathway that builds on the elementary paraeducator's Associate Degree (or higher) and their employment as a full-time elementary paraeducator. The pathway requires two years, including the summer between, ending in Student Teaching. The course of study prepares the teacher candidate for endorsement as an elementary (K-6) and special education (K-8) (Strat 1: Mild and Moderate Disabilities) teacher. Teacher apprentices engage in application of knowledge and skills that they learn in classes while working in their assignment in schools and engage in practica under the supervision of their mentor (MCL) assigned by the school district. The final practica conducted also incorporates virtual supervision by UNI supervisors via GoReact.

Students are required to maintain a 2.5 GPA throughout the program, and have a 2.5 major GPA to student teach and to graduate. Students must receive a C or higher in each session.

ELSPED 3114	Child Development, Wellness, Literature and Arts Integration	8
ELSPED 3115	Schooling and Inclusive Education in the 21st Century	8
ELSPED 3117	Inclusive Classroom Environments and Learning Assessment	8
ELSPED 3118	Learning Motivation, Behavior Support, and Reasoning Skills	8
ELSPED 4115	Engaging in Integrated Science, Methods of Teaching Science, and Math Reasoning Part 1	8
ELSPED 4116	Engaging in Integrated Science, Methods of Teaching Science, and Math Reasoning Part 2	8
ELSPED 4117	Differentiating Literacy and Social Studies for All Students	8
ELSPED 4118	Differentiating Math for All Students and Differentiation Practicum	8
ELSPED 4120	Transitions: Education and Post K-12	2
EDUC 4134	Elementary Teaching	6
EDUC 4135	Special Education Teaching	6
<b>Total Hours</b>		<b>78</b>

## Four-Year Plan

### Elementary Education: Purple Pathway, B.A.

This is a sample plan of study with a suggested sequencing of classes for the major. University electives may be applied to earn additional academic majors, minors, or certificates. Students should regularly meet with their academic advisor to plan their specific semester schedule to include UNIFI/General Education program and/or university elective hours required.

Course	Title	Hour
<b>Junior</b>		
<b>Fall</b>		
ELSPED 3115	Schooling and Inclusive Education in the 21st Century	8
ELSPED 3114	Child Development, Wellness, Literature and Arts Integration	8
<b>Hours</b>		<b>16</b>
<b>Spring</b>		
ELSPED 3117	Inclusive Classroom Environments and Learning Assessment	8
ELSPED 3118	Learning Motivation, Behavior Support, and Reasoning Skills	8
<b>Hours</b>		<b>16</b>
<b>Summer</b>		
ELSPED 4115	Engaging in Integrated Science, Methods of Teaching Science, and Math Reasoning Part 1	8
ELSPED 4116	Engaging in Integrated Science, Methods of Teaching Science, and Math Reasoning Part 2	8
<b>Hours</b>		<b>16</b>
<b>Senior</b>		
<b>Fall</b>		
ELSPED 4117	Differentiating Literacy and Social Studies for All Students	8
ELSPED 4118	Differentiating Math for All Students and Differentiation Practicum	8
<b>Hours</b>		<b>16</b>
<b>Spring</b>		
ELSPED 4120	Transitions: Education and Post K-12	2
EDUC 4134	Elementary Teaching	6
EDUC 4135	Special Education Teaching	6
<b>Hours</b>		<b>14</b>
<b>Total Hours</b>		<b>78</b>

## **Learning Outcomes**

### **Elementary Education: Purple Pathway, B.A.**

#### **Teacher apprentices:**

- Use skills, knowledge base, and dispositions that support child growth and development, adhering to philosophical, historical, social, and cultural foundations and state/federal law.
- Collaborate to prepare curriculum, instruction, intervention, and assessment of children with and without disabilities. (UNI SLO - Content Knowledge)
- Demonstrate content knowledge and skills through planning, lesson implementation, and progress assessments during individualized and inclusive classroom-based activities in primary and intermediate classrooms. (UNI SLO) - Content Knowledge)
  - Use content knowledge of and clinical practice in literacy, including assessment (diagnostic and evaluation), language arts integrations, technology integration in teaching and learning activities, research-based literacy methods, and classroom management associated with literacy.
  - Use content knowledge of and clinical practice in mathematics, including assessment (diagnostic and evaluation), current research-based instructional methods (e.g., problem-solving, reasoning, communication, recognizing, making, and applying connections, integration of manipulatives, ability to construct and apply multiple connected representations, the application of content in real-world experience, and classroom management in mathematics.
  - Use content knowledge of and clinical practice in social sciences (history, geography, political science/civic literacy, economics, behavioral sciences) and research-based approaches to teaching and learning of social sciences, integration in teaching and student learning in social sciences, and classroom management as it applies to the social sciences.
  - Use content knowledge of and clinical practice in science (e.g., physical, earth/space, and life sciences), research-based methods of inquiry-based teaching and learning technologies integrated in science, and classroom management associated with science.
  - Engage with methods of teaching physical education, health and wellness, and visual and performing arts.
- Analyze and explain the relationship between culturally relevant pedagogical content knowledge and skills in planning, implementing, and assessing inclusive classroom-based activities and experiences that include children with and without disabilities. (UNI SLO - Communication)
- Explain and use unbiased assessment, diagnosis, and assessment/evaluation procedures to make decisions about the individualized support needs of learners (UNI SLO - Content Knowledge and Skills)
- Identify experiences in diverse classrooms that suggest a need for support for learning by students requiring specialized support (UNI SLO - Critical Thinking)

- Communicate and collaborate with existing and potential partners to support all students, including those with disabilities (e.g., families, classroom teachers, support services personnel, paraprofessionals, community partners, and others involved in the education program). (UNI SLO - Communication)

## **Policies**

Iowa law requires that all teacher education students pursuing endorsements in 102 K-6 Teacher Elementary Classroom, 1001 Birth-Grade 3 Inclusive Settings, 148 K-8 Reading, 260 K-8 Instructional Strategist I, or 103 PK-K Teacher Pre Kindergarten-Kindergarten must complete the Foundations of Reading test administered by Pearson.

## **Related Programs**

- Literacy Education - Teaching Minor