Department of Education

Elementary Teacher Education
Undergraduate Program

The Department of Education offers an undergraduate major in elementary education. The Elementary Program prepares students to teach grades 1-6 and requires course work in three areas: general education, professional elementary education, and a second academic major. Washington University's teacher education programs qualify a student for certification to teach in the public schools. On the recommendation of the Department of Education, the Missouri State Department of Education will issue a teaching certificate to an individual who successfully completes a Washington University teacher preparation program. Once a student has been certified to teach in Missouri it is possible to transfer certification to other states, although additional work may be needed.

Philosophy and Program Principles
At Washington University the teacher education programs are designed to produce teachers who take an inquiry-oriented approach to education. Based upon the belief that teaching is a complex, normative and changing activity, teacher education is viewed as an on-going, problem solving process as opposed to a search for the “one right” answer or “one best” way. Therefore, our students are expected to develop the ability and the inclination to look at educational policy and classroom decision making from multiple perspectives and to raise fundamental questions about the purposes, processes and inequities of the current system. In addition, they are expected to act in ways that have a sound and defensible rationale rooted in research, ethical standards and personal experience, and to reflect upon and reconsider that practice in the interest of all of their students.

Commitment to equitable and just education for all students. Teachers act on the belief that all students can learn and use a variety of strategies to promote the development of critical thinking, problem solving, and performance capabilities of all students.

Knowledge of the subjects to be taught and know how to teach. Teachers have a command of content knowledge so they can co-construct learning experiences with their students. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

Enact the role of a teacher as an inquirer. Teachers understand histories of participation and critically examine their language and practice. As active members of learning communities, they seek to expand their repertoire, deepen their knowledge, sharpen their judgment and conduct research in their classrooms and communities in order to better support the educative experiences of their students.

Admission

Declaration of Major
Students may declare the major online through WebSTAC. They will be assigned an appropriate advisor after declaring a major and meeting with the Student Services Secretary (rludy@wustl.edu). Declaration of a major is the first step of admission to a teacher education program, but it does not guarantee admission. In
addition to declaring a major, students must complete an application and pass the MOGEA (https://dese.mo.gov/educator-quality/educator-preparation/assessments), the Missouri General Education Assessment, to be considered for admission (see admission details below).

Information about the department can be found in the main office (Seigle 107) or online: education.wustl.edu

**Admission**

To be admitted to the program, a candidate should have at least a 3.0 GPA in his/her major, a 3.0 overall GPA and not be on academic probation. Other factors which affect admission are: the ability to complete the necessary course work prior to graduation; behavior and performance in Education course work taken prior to application for admission; past experience working with children or adolescents; passing scores on all sections of the MOGEA; and a commitment to teacher education.

In addition to the Department of Education’s assessment of the candidate, The Missouri State Department of Education requires undergraduates wishing to be admitted to a teacher certification program to pass a basic skills exam, the MOGEA, an achievement test which focuses on basic knowledge and skills in English (including a writing sample), mathematics, science, and social studies. More information can be provided by the Department of Education Student Services office in Seigle 107 (935-6791; rludy@wustl.edu).

As soon as the student begins to consider a teaching major, he/she should pick up an application for admission from Seigle 107. This form should be returned to Seigle 107. The Department of Education’s Pre-Service Admission Committee reviews all applications for admission once a semester. The student will receive a letter indicating the Committee’s decision.

**Academic Progress**

Once admitted to the program, the student's progress is monitored by the Teacher Education advising team. In particular, academic progress is reviewed before permission is given to begin the professional semester which includes student teaching. In general, students with incomplete course work will not be permitted to student teach.

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**Program of Study**

Students are responsible for making sure that all requirements are met and should monitor their progress carefully. Students should not attempt to make their own field experience placements.

**General Education:**

In the process of meeting the general degree and distribution requirements of Washington University, and in order to be recommended for certification, students must take courses to meet the following Missouri requirements for general education – some courses may need to be taken in addition to distribution requirements.

**Professional Education Course Work:**

**Certificate in Instructional Technologies**

The Department of Education is committed to helping all of its students become proficient in the latest instructional technologies. To this end, we have created the Certificate of Merit in Instructional Technologies, required for all students in the Teacher Education programs, to demonstrate proficiency in instructional technologies. More details are attached.

**Foundations of Education**

Schools and teachers function in relationship to cultural values, social structures, psychological perspectives, and historical traditions. Thus the elementary program is grounded in the social foundations of Education and in Educational Psychology. Foundations courses are taken during the first and second years in the sequence outlined here. The remaining courses fall into the category of curriculum and instruction.

**Curriculum and Instruction**
Teachers must continually make curricular and instructional decisions. Therefore, prospective teachers need to learn about innovative practices, professional responsibilities, curriculum development, materials and methods for the various content areas, and methods for evaluating pupil progress, as well as to develop classroom management and teacher-pupil relationship skills. Students learn and practice these concepts in all curriculum and instruction course work, but the capstone experience is the professional semester.

The Professional Semester
Courses in the Professional Semester serve to integrate instruction with practical classroom teaching experience. **Students should not enroll in any other courses during the professional semester and should keep all other outside activities to an absolute minimum.** Students in the Professional Semester spend five full days a week in the schools, with an additional one or two late afternoon/early evening classes, during which students receive instruction in teaching methodologies. The **Elementary Professional Semester is offered only in the fall.** Undergraduates should plan to take the professional semester during the fall of their Senior year. Activities associated with student teaching often start before the semester officially begins. While student input is welcome, it should be understood that student teaching assignments are made by the faculty.

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**Education Course Work Sequence**

The following sequence of professional education course work has been carefully articulated to provide experiences that build on one another. Elementary students should complete the following courses:

- ED 408 Education and Psychology of Exceptional Children  
  3 credits
- ED 4052 Educational Psychology: A Focus on Teaching and Learning in School Settings (includes 5 hours of field work per week)  
  4 credits
- ED 4681 Teaching Reading in the Elementary School**  
  3 credits
- ED 313B Education, Childhood, Adolescence, and Society, or equivalent course (e.g., Psych 321)  
  3 credits
- ED 466 Mathematics for Elementary Teachers  
  3 credits
- ED 314 Sociolinguistics, Literacies and Communities  
  3 credits

**Spring of Junior Year: Methods Block - Spring before student teaching; Junior year for undergraduates**

- ED 4841 Elementary Methods Field Experience  
  2 credits
- ED 4731 Elementary School Mathematics  
  3 credits
- ED 4741 Elementary Science: Content, Curriculum & Instruction  
  2 credits
- ED 4751 Elementary Social Studies: Content, Curriculum & Instruction  
  2 credits
  3 credits
- ED 470 Language Learning and Instruction **  
  3 credits

**Fall of Senior Year: Professional Semester - Final Fall of Program**

- ED 525 Diagnosis and Correction of Reading Disabilities**  
  3 credits
- ED 4831 Teaching-Learning Process in the Elementary School  
  3 credits
- ED 4911 Student Teaching in the Elementary School  
  8 credits

**Please note: a student must take a mandatory sequence of reading courses beginning with ED 4681 at the latest during the fall semester of his/her Junior year; ED 470 in the spring semester before student teaching as part of the Methods Block; and ED 525 as part of the professional semester in the final fall semester/Senior year. Additional requirements for certification include the Instructional Technology Certificate and completing a portfolio which demonstrates competency in education and the subject areas, to be assembled throughout the course of study.**

Second Minor
Elementary education majors must major in Education and minor or major in another academic area. The Department of Education recommends that the second major be a subject commonly taught in the elementary school, such as English, history, mathematics or one of the sciences, but many students major in psychology or a
foreign language.

Study Abroad
Required course sequences and the length of this major may make it difficult for elementary education majors to go abroad during the Junior year. The Department of Education recommends elementary majors consider going abroad during the summer or the spring of their sophomore or senior year. Please consult your advisors.

Certification

Upon completion of the undergraduate education program and graduation from Washington University, a student may apply for a Missouri teaching certificate. It is the student’s responsibility to submit the appropriate application materials and communicate with the Student Services Secretary about the application requirements.

Our certification officer will help students achieve teacher certification in other states. Currently, many states are revising their certification requirements. The student is well advised to check the certification requirements of each state in which they want teacher certification. Students desiring certification in other states may need additional coursework or exams. Please see the departmental office (Seigle 107) for further information.

All persons completing a teacher certification program must meet the following requirements in order to be certified in the state of Missouri:

1) Overall final G.P.A. of 3.0 on a 4.0 scale.
2) Final G.P.A. in the teaching area of 3.0 on a 4.0 scale.
3) No grade of less than “B” in a required Education course.
4) Undergraduates must have passed the MOGEA
5) Completion of the Missouri Educator Profile (MEP)
6) The student must take and pass the Missouri Multi-Content Assessment in the appropriate area. Information can be obtained in Seigle 107.
7) Completion of the Missouri Pre-Service Teacher Assessment (MOPTA) during student teaching.

The university must make available to the public information about the quality of our teacher education graduates. The department submits that information annually with the State of Missouri. The current report can be found at http://education.wustl.edu/undergraduate/certification

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Certificate of Merit in Instructional Technologies

The Department of Education is committed to helping all of its students become proficient in the latest instructional technologies. To this end, we have created the Certificate of Merit in Instructional Technologies, required for all students in the Teacher Education programs, to demonstrate proficiency in PowerPoint, Notebook for interactive whiteboards, and digital video production. Individuals must demonstrate such proficiency to be awarded a Certificate of Merit for inclusion in their professional portfolio.

Over the course of their program, students will submit a project created in each of these technologies and present them to a review committee. Projects can include lesson plans created for student teaching, presentations created for department coursework, or other class assignments completed throughout the program. During the oral presentation, students will be asked to assess how these technologies enhance student learning.

Projects submitted will be scored based upon the student’s understanding and creative use of each technology. Questions in the evaluation process will include:

- How did the use of a particular technology further the effectiveness of the project?
- How well did the student exploit the full potential of the technology?
- How well does the student understand how these technologies can contribute to teaching and learning processes?
- In what practical ways can the student envision using these instructional technologies in her or his teaching career?

No previous technical experience is required. Workshops, class assignments, and personal mentoring are available to help every student successfully complete the requirements.

For more information, contact Roshonda Ludy (rludy@wustl.edu) or Ron Banfield (rbanfiel@wustl.edu) in the Department of Education.