

VIRGINIA DEPARTMENT OF EDUCATION
PROGRAM STATUS MATRIX
2007 ELEMENTARY EDUCATION PREK-6
8VAC20-542-110

INSTITUTION: Eastern Mennonite University

Endorsement Competencies	Courses and Experiences*
The program in elementary education preK-6 may require that the candidate has completed an undergraduate major in interdisciplinary studies (focusing on the areas of English, mathematics, history and social sciences, and science) or in Virginia's core academic areas of English, mathematics, history and social sciences (i.e., history, government, geography and economics), or science and demonstrated the following competencies:	
1. Methods. a. Understanding the needed knowledge, skills, and processes to support learners in achievement of the Virginia Standards of Learning in English, mathematics, history and social science, science and computer/technology;	ED 201 Computers and Instructional Technology in Education; ED 331 Math in the Elementary School; ED 332 Science in the Elementary School; ED 333 Social Studies in the Elementary School; ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading and Writing; ED 301 Needs of Diverse Learners
b. The ability to integrate English, mathematics, science, health, history and social sciences, art, music, drama, movement, and technology in learning experiences;	ED 201 Computers and Instructional Technology in Education; ED 231 Organizing for Learning; ED 331 Math in the Elementary School; ED 332 Science in the Elementary School; ED 333 Social Studies in the Elementary School; ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading and Writing; ED 301 Needs of Diverse Learners; ED 321 Management and Organization for Early/Primary Education; PE 136 Rhythmic Activities; HE 202 Health & Safety
c. The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement;	ED 201 Computers and Instructional Technology in Education; ED 231 Organizing for Learning; ED 331 Math in the Elementary School; ED 332 Science in the Elementary School; ED 333 Social Studies in the Elementary School; ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading and Writing; ED 301 Needs of Diverse Learners; ED 321 Management and Organization for Early/Primary Education
d. The use of appropriate methods, including those in visual and performing arts, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve;	ED 201 Computers and Instructional Technology in Education; ED 231 Organizing for Learning; ED 331 Math in the Elementary School; ED 332 Science in the Elementary School; ED 333 Social Studies in the Elementary School; ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading and Writing; ED 301 Needs of Diverse Learners; ED 321 Management and Organization for Early/Primary Education
e. The ability to utilize effective classroom and behavior management skills through methods that shall build responsibility and self-discipline and maintain a	ED 231 Organizing for Learning; ED 232 Learning, Motivation and Assessment (PreK-6); ED 331 Math in the Elementary School; ED 332 Science in the

positive learning environment;	Elementary School; ED 333 Social Studies in the Elementary School; ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading and Writing; ED 301 Needs of Diverse Learners
f. The ability to modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, and children with limited proficiency in English, and children with diverse cultural needs;	ED 231 Organizing for Learning; ED 232 Learning, Motivation and Assessment (PreK-6); ED 331 Math in the Elementary School; ED 332 Science in the Elementary School; ED 333 Social Studies in the Elementary School; ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading and Writing; ED 301 Needs of Diverse Learners; ED 421 Student Teaching I: PreK-3; ED 423 Student Teaching II: 4-6
g. The ability to use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress;	ED 231 Organizing for Learning; ED 232 Learning, Motivation and Assessment (PreK-6) ED 331 Math in the Elementary School; ED 332 Science in the Elementary School; ED 333 Social Studies in the Elementary School; ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading and Writing; ED 301 Needs of Diverse Learners; ED 421 Student Teaching I: PreK-3; ED 423 Student Teaching II: 4-6

* Description of what the institution offers to enable students to develop the knowledge and skills identified in the competency. When citing courses, provide course number, title, and catalog description. Catalog descriptions and syllabi may be attached.

h. A commitment to professional growth and development through reflection, collaboration, and continuous learning;	ED 101 Exploring Teaching; ED 231 Organizing for Learning; ED 232 Learning, Motivation and Assessment (PreK-6); ED 331 Math in the Elementary School; ED 332 Science in the Elementary School; ED 333 Social Studies in the Elementary School; ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading; ED 411 Reflective Teaching Seminar and Portfolio; ED 421 Student Teaching I: PreK-3; ED 423 Student Teaching II: 4-6
i. The ability to analyze, evaluate, apply, quantitative and qualitative research; and	PSYC 202 Developmental Psychology; MATH 140 Elementary Statistics; ED 232 Learning, Motivation and Assessment (PreK-6); ED 342 Reading/Diagnostic Reading; ED 411 Reflective Teaching Seminar and Portfolio
j. The ability to use technology as a tool for teaching, learning, research, and communication.	ED 101 Exploring Teaching; ED 201 Computers and Instructional Technology in Education; ED 331 Math in the Elementary School; ED 332 Science in the Elementary School; ED 333 Social Studies in the Elementary School; ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading and Writing; ED 411 Reflective Teaching Seminar and Portfolio
2. Knowledge and Skills. a. Reading/English. Understanding of the content, knowledge, skills, and processes for teaching the Virginia Standards of Learning for English including: oral language (speaking and listening), reading, writing, and literature, and how these standards provide the core for teaching English in grades preK-6 (elementary licensure).	ED 231 Organizing for Learning; ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading and Writing
(1)Assessment and diagnostic teaching. The individual shall: (a) Be proficient in the use of both formal and informal assessment and screening	ED 232 Learning Motivation & Assessment (PreK-6); ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading and Writing

measures for the components of reading: phoneme awareness, letter recognition, decoding, fluency, vocabulary, reading level, and comprehension; and	
(b) Be proficient in the ability to use diagnostic data to tailor instruction, for acceleration, intervention, remediation and flexible skill-level groupings.	ED 232 Learning, Motivation and Assessment (PreK-6); ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading and Writing
(2) Oral communication. The individual shall: (a) Be proficient in the knowledge, skills, and processes necessary for teaching oral language (speaking and listening);	ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading and Writing; WRIT 150 Speech: Exploring Voice in Vocation
(b) Be proficient in developing students' phonological awareness skills;	ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading and Writing; ED 421 Student Teaching I: PreK-3; ED 423 Student Teaching II: 4-6
(c) Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects; and	ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading and Writing; ED 301 Needs of Diverse Learners; ED 421 Student Teaching I: PreK-3; ED 423 Student Teaching II: 4-6
(d) Demonstrate the ability to promote creative thinking and expression, as through storytelling, drama, choral/oral reading, etc.	ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading and Writing; LIT 330 Literature for Children; ED 421 Student Teaching I: PreK-3; ED 423 Student Teaching II: 4-6
(3) Reading/literature. The individual shall: (a) Be proficient in explicit phonics instruction, including an understanding of sound/symbol relationships, syllables, phonemes, morphemes, decoding skills, and word attack skills;	ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading and Writing

(b) Be proficient in strategies to increase vocabulary/concept development;	ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading and Writing
(c) Be proficient in the structure of the English language, including an understanding of syntax and semantics;	ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading and Writing
(d) Be proficient in reading comprehension strategies for both fiction and nonfiction text, including questioning, predicting, summarizing, clarifying, and associating the unknown with what is known;	ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading and Writing
(e) Demonstrate the ability to develop comprehension skills in all content areas;	ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading and Writing
(g) Understand the importance of promoting independent reading by selecting fiction and nonfiction books, at appropriate reading levels.	LIT 330 Literature for Children; ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading
(4) Writing. The individual shall: (a) Be proficient in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing, written expression, and usage and mechanics and the writing process of planning, drafting, revising, editing, and sharing;	ED 341 Language Arts; ED 343 Content Area Reading; WRIT 130 College Writing for Transitions <u>OR</u> WRIT 140 Advanced College Writing for Transitions
(b) Be proficient in systematic spelling instruction, including awareness of the	ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content

purpose and limitations of "invented spelling," orthographic patterns, and strategies for promoting generalization of spelling study to writing; and	Area Reading
(c) Demonstrate the ability to teach the writing process: plan draft, revise, edit, and share in the narrative, descriptive, and explanative modes.	ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading
(5) Technology. The individual shall demonstrate the ability to guide students in their use of technology for both process and product as they work with reading, writing, and research.	ED 201 Computers and Instructional Technology in Education; ED 341 Language Arts; ED 342 Reading/Diagnostic Reading; ED 343 Content Area Reading
b. Mathematics. (1) Understanding of the mathematics relevant to the content identified in the Virginia Standards of Learning and how the standards provide the foundation for teaching mathematics in grades preK-6. Experiences with practical applications and the use of appropriate technology and manipulatives should be used within the following content: (a) Number systems, their structure, basic operations, and properties;	ED 331 Math in the Elementary School, MATH 120 Math and Liberal Arts; MATH 130 Finite Math; MATH 140 Elementary Statistics
(b) Elementary number theory, ratio, proportion, and percent;	ED 331 Math in the Elementary School; MATH 120 Math and Liberal Arts; MATH 130 Finite Math; MATH 140 Elementary Statistics
(c) Algebra: operations with monomials and polynomials; algebraic fractions; linear and quadratic equations and inequalities, linear systems of equations and inequalities; radicals and exponents; arithmetic and geometric sequences and series; algebraic and trigonometric functions; and transformations among graphical, tabular, and symbolic form of functions;	MATH 120 Math and Liberal Arts; MATH 130 Finite Math; MATH 140 Elementary Statistics; MATH 110 Modeling with Algebra; ED 331 Math in the Elementary School
(d) Geometry: geometric figures, their properties, relationships, Pythagorean Theorem; deductive and inductive reasoning; perimeter, area, and surface area of two- and three- dimensional figures; coordinate and transformational geometry; and constructions;	MATH 120 Math and Liberal Arts; MATH 130 Finite Math; MATH 140 Elementary Statistics; ED 331 Math in the Elementary School
(e) Probability and statistics: permutations and combinations; experimental and theoretical probability; prediction; graphical representations including box-and-whisker plots; measures of central tendency, range, and normal distribution; and	MATH 120 Math and Liberal Arts; MATH 130 Finite Math; MATH 140 Elementary Statistics; ED 331 Math in the Elementary School
(f) Computer science: terminology, simple programming, and software applications.	ED 201 Computers and Instructional Technology in Education
(2) Understanding of the sequential nature of mathematics.	MATH 120 Math and Liberal Arts; MATH 130 Finite Math; MATH 140 Elementary Statistics; MATH 110 Modeling with Algebra; ED 331 Math in the Elementary School
(3) Understanding of the multiple representations of mathematical concepts and procedures.	MATH 120 Math and Liberal Arts; MATH 130 Finite Math; MATH 140 Elementary Statistics; MATH 110 Modeling with Algebra; ED 331 Math in the Elementary School
(4) Understanding of and the ability to use the five processes – reasoning	MATH 120 Math and Liberal Arts; MATH 130 Finite Math; MATH 140

mathematically, solving problems, communicating mathematics effectively, making mathematical connections, and using mathematical representations at different levels of complexity.	Elementary Statistics; MATH 110 Modeling with Algebra; ED 331 Math in the Elementary School
(6) Understanding of the role of technology and the ability to use calculators and computers in the teaching and learning of mathematics.	MATH 120 Math and Liberal Arts; MATH 130 Finite Math; MATH 140 Elementary Statistics; MATH 110 Modeling with Algebra; ED 331 Math in the Elementary School
c. History and social sciences. 1) Understanding of the knowledge, skills, and processes of history and the social sciences disciplines as defined in the Virginia Standards of Learning and how the standards provide the necessary foundation for teaching history and social sciences, including in:	ED 231 Organizing for Learning; ED 333 Social Studies in the Elementary School; HIST 131 American History to 1865; HIST 132 American History 1865 to the Present
(a) History. (i) The contributions of ancient civilizations to American social and political institutions;	HIST 181 The Global Past I: Prehistory to 1500; HIST 131 American History to 1865; ED 333 Social Studies in the Elementary School
(ii) Major events in Virginia history from 1607 to the present;	HIST 131 American History to 1865; HIST 132 American History 1865 to the Present; ED 333 Social Studies in the Elementary School
(iii) Key individuals, documents, and events in United States history; and	HIST 131 American History to 1865; HIST 132 American History 1865 to the Present; ED 333 Social Studies in the Elementary School
(iv) The evolution of America's constitutional republic, its ideas, institutions, and practices.	HIST 131 American History to 1865; HIST 132 American History 1865 to the Present
(b) Geography (i) The use of maps and other geographic representations, tools, and technologies to acquire, process, and report information;	GEOG 231 Cultural Geography; ED 333 Social Studies in the Elementary School
(ii) The relationship between human activity and the physical environment in the community and the world; and	ENVS 181 Environmental Science; GEOG 231 Cultural Geography; ED 333 Social Studies in the Elementary School
(iii) Physical processes that shape the surface of the earth;	ENVS 201 Earth Science; ED 332 Science in the Elementary School
(c) Civics (i) The privileges and responsibilities of good citizenship and the importance of the Rule of Law for the protection of individual rights;	HIST 131 American History to 1865; HIST 132 American History 1865 to the Present; ED 333 Social Studies in the Elementary School
(ii) The process of making laws in the United States and the fundamental ideals and principles of a republican form of government; and	HIST 131 American History to 1865; HIST 132 American History 1865 to the Present
(iii) The understanding that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by basic principles of a republican form of government and a common identity as Americans.	GEOG 231 Cultural Geography; HIST 131 American History to 1865; HIST 132 American History 1865 to the Present
(iv) Local government and civics instruction specific to Virginia. (As per the 2010 General Assembly Senate Bill 715 requiring civic education training that will include local government and civics instruction specific to Virginia: The structures, function, and powers of state and local government of Virginia and the importance of citizen participation in the political process in state and local government of Virginia.)	HIST 131 United States History to 1865

(d) Economics.	
(i) The basic economic principles that underlie the United States market economy;	ECON 201 Survey of Economics; HIST 131 American History to 1865; HIST 132 American History 1865 to the Present
(ii) The role of the individual and how economic decisions are made in the market place; and	ECON 201 Survey of Economics; HIST 131 American History to 1865; HIST 132 American History 1865 to the Present; HIST 181 The Global Past I: Prehistory to 1500; HIST 182 The Global Past II: 1500 to the Present; HIST 131 American History to 1865
(iii) The role of government in the structure of the United States economy.	ECON 201 Survey of Economics; HIST 131 American History to 1865; HIST 132 American History 1865 to the Present
(2) Understanding of the nature of history and the social sciences and how the study of the disciplines assists students in developing critical thinking skills in helping them to understand: (a) The relationship between past and present;	HIST 181 The Global Past I: Prehistory to 1500; HIST 182 The Global Past II: 1500 to the Present; HIST 131 American History to 1865; HIST 132 American History 1865 to the Present; ED 333 Social Studies in the Elementary School
(b) The use of primary sources such as artifacts, letters, photographs, and newspapers;	HIST 181 The Global Past I: Prehistory to 1500; HIST 182 The Global Past II: 1500 to the Present; HIST 131 American History to 1865; HIST 132 American History 1865 to the Present; ED 333 Social Studies in the Elementary School
(c) How events in history are shaped both by the ideas and actions of people;	HIST 181 The Global Past I: Prehistory to 1500; HIST 182 The Global Past II: 1500 to the Present; HIST 131 American History to 1865; HIST 132 American History 1865 to the Present; ED 333 Social Studies in the Elementary School
(d) Diverse cultures and shared humanity;	CCSSC 201 Cross Cultural Social Science; ED 301 Needs of Diverse Learners; HIST 181 The Global Past I: Prehistory to 1500
(e) Civic participation in a democracy; and	HIST 131 American History to 1865; HIST 132 American History 1865 to the Present; HIST 181 The Global Past I: Prehistory to 1500; HIST 182 The Global Past II: 1500 to the Present
(f) The relationship between history, literature, art, and music.	HIST 181 The Global Past I: Prehistory to 1500; HIST 182 The Global Past II: 1500 to the Present; HIST 131 American History to 1865; HIST 132 American History 1865 to the Present
(d) Science.	
(1) Understanding of the knowledge, skills, and processes of the earth, life, and physical sciences as defined in the Virginia Science Standards of Learning and how these standards provide a sound foundation for teaching science in the elementary grades;	BIOL 101 Biological Explorations; ENVS 181 Environmental Science; ENVS 201 Earth Science; ED 332 Science in the Elementary School
(2) Understanding of the nature of science and scientific inquiry, including: (a) The role of science in explaining and predicting events and phenomena; and	BIOL 101 Biological Explorations; ENVS 181 Environmental Science; CHEM 102 Matter and Energy; ENVS 201 Earth Science; ED 332 Science in the Elementary School
(b) The science skills of data analysis, measurement, observation, prediction, and experimentation.	BIOL 101 Biological Explorations; ENVS 201 Earth Science; ED 332 Science in the Elementary School; ENVS 181 Environmental Science; CHEM 102 Matter and Energy
(3) Understanding of the knowledge, skills, and processes for an active elementary science program including the ability to:	
(a) Design instruction reflecting the goals of the Virginia Science Standards of	ED 332 Science in the Elementary School; ED 421 Student Teaching I: PreK-3;

Learning;	ED 423 Student Teaching II: 4-6
(b) Conduct research projects and experiments in a safe environment;	ED 332 Science in the Elementary School; ED 421 Student Teaching I: PreK-3; ED 423 Student Teaching II: 4-6; BIOL 101 Biological Explorations; ENVS 201 Earth Science; CHEM 102 Matter and Energy
(c) Organize key science content into meaningful units of instruction;	ED 231 Organizing for Learning; ED 332 Science in the Elementary School; ED 421 Student Teaching I: PreK-3; ED 423 Student Teaching II: 4-6
(d) Adapt instruction to diverse learners using a variety of techniques;	ED 332 Science in the Elementary School; ED 421 Student Teaching I: PreK-3; ED 423 Student Teaching II: 4-6; ED 301 Needs of Diverse Learners
(e) Evaluate instructional materials, instruction, and student achievement; and	ED 332 Science in the Elementary School; ED 421 Student Teaching I: PreK-3; ED 423 Student Teaching II: 4-6; ED 232 Learning, Motivation and Assessment (PreK-6)
(f) Incorporate instructional technology to enhance student performance in science.	ED 201 Computers and Instructional Technology in Education; ED 332 Science in the Elementary School; ED 421 Student Teaching I: PreK-3; ED 423 Student Teaching II: 4-6
(4) Understanding of the content, processes, and skills of the Earth sciences, biology, chemistry, and physics supporting the teaching of elementary school science as defined by the Virginia Science Standards of Learning and equivalent course work reflecting each of these core science areas.	BIOL 101 Biological Explorations; ENVS 181 Environmental Science; CHEM 102 Matter and Energy; ENVS 201 Earth Science; ED 332 Science in the Elementary School
(5) Understanding of the core scientific disciplines to ensure:	
(a) The ability to teach the processes and organizing concepts common to the natural and physical sciences; and	BIOL 101 Biological Explorations; ENVS 181 Environmental Science; CHEM 102 Matter and Energy; ENVS 201 Earth Science; ED 332 Science in the Elementary School
(b) Student achievement in science.	ED 332 Science in the Elementary School
(6) Understanding of the contributions and significance of science including:	
(a) Its social and cultural significance;	BIOL 101 Biological Explorations; ENVS 181 Environmental Science; CHEM 102 Matter and Energy; ENVS 201 Earth Science; ED 332 Science in the Elementary School
(b) The relationship of science to technology; and	ED 332 Science in the Elementary School
(c) The historical development of scientific concepts and scientific reasoning.	ENVS 201 Earth Science; ED 332 Science in the Elementary School