

## College of Graduate Studies – Practicum Goals and Objectives

### ELL – Educ 527

#### Goals and Objectives:

A. Goals- The internship is the capstone course for the ELL certification. The purpose of this course is to assist the students to further develop and practice unique methodologies for ELL. They will demonstrate competence in:

1. Knowledge base in ELL. (LR7)
2. Instructional strategies with ELL. (LR7, LD1, LD4)
3. Diagnosis and assessment of ELL. (LR7, LD1)
4. Knowledge of instructional material and resources. (LR7, LD1, LD4)
5. Classroom and home management of ELL. (LR7, LD1, LD4)
6. Professional characteristics. (LR4, LR5)
7. Interpersonal relationships (LD5)
8. Personal characteristics. (LR8)

B. Objectives – Upon completion of this course, the candidate will demonstrate competence in all performance areas of the **teaching, leading, learning**, knowledge base. Specifically the candidate will be able to:

#### Teaching:

Demonstrate professional knowledge in ELL (T5, T8, T9, LR7)  
Implement valid instructional strategies (T2, T3, T5, T6, T7, T8)  
Applies diagnosis and assessment strategies (T3)  
Demonstrate a knowledge of instructional materials and resources.  
Demonstrates classroom management skills (T4)

#### Leading:

Communicate effectively (LD2, LD5, LD8, LR4)  
Consult and collaborate with others (LD5)  
Understand curriculum design and development (LD3)  
Effect change productively (LD4)  
Analyze school systems and apply intervention (LD7)  
Demonstrate human relationship skill and sensitivity (LD5)  
Appreciate the value of team ministry (LD5)

#### Learning:

Demonstrates sensitivity to and acceptance of cultural, economic and ethnic diversity (LR4)  
Demonstrates ability to handle change productively (LR6)  
Demonstrates a commitment to self-evaluation (T9, LR2, LR5)

## Literacy – Educ 568

### A. Goal

The major purpose of this course is to have the graduate student work with students who are experiencing problems in reading and/or who need to be challenged to use their abilities to greater advantage. The graduate student will function as a **teacher, leader, and learner**. (T2, T3, T5)

### B. Objectives

In this course, the graduate student will satisfactorily demonstrate the ability to:

1. Collect and use appropriate personal data to better understand and assist elementary or secondary students who need help in reading. (T3,T5,T6,LD1,LD2,LR4,LR7)
2. Identify, through formal and informal assessment procedures, the specific reading needs of students. (T3,T5,T6,LD1,LD8,LR7)
3. Plan personalized reading programs for students. (T1,T5,T6,T7,T8,T9,LD3,LD5,LR4,LR7)
4. Select appropriate methods, materials, and activities to fit the reading abilities, interests, and needs of students. (T5,T6,T7,LR4)
5. Design authentic assessment and activities suitable to developing students' literacy capabilities. (T1,T2,T3,T6)
6. Use observational assessment procedures to plan and monitor student learning. (T1, LD2)
7. Keep accurate records and develop a retrieval system in order to inform the students, parents, and school about progress made and to make recommendations regarding the students' continued work in reading. (T3,LD1,LD2,LD5,LD8, LD9,LD10,LR7)
8. Develop a comprehensive case study. (LD2,LD5,LD7,LD8,LD9,LD10,LR4)
9. Report to other professionals and make referrals. (T2)

## Early Childhood – Educ 573

### V. GOALS AND OBJECTIVES

- A. Goals – The educator who takes this course will expand the breadth and depth of her/his expertise in the core areas of the Early Childhood Profession knowledge base, design a plan for utilizing such knowledge and skills in a program for young children, and implement this plan in a supervised field-based experience in an early childhood classroom (preferably her/his own) the following year. All of the teaching and leading, and seven of the learning performance areas of Concordia's teacher education knowledge base will be demonstrated in this capstone course of the Early Childhood Master's program.
- B. Objectives – The student who completes this course will be able to:
1. Demonstrate a clear understanding of the development of young children. (T6)
  2. Establish and maintain an environment that ensures children's safety and their healthy development. (T1, T4, T5, T6, T9, LD1)
  3. Plan and implement developmentally appropriate curriculum activities that advance all areas of children's development and learning, including social, emotional, intellectual, physical, spiritual, and aesthetic competence. (T1, T2, T5, T6, T7, T8, T9, LD1, LD3)
  4. Establish supportive relationships with children and implement developmentally appropriate techniques of guidance and group management. (T4, T6, LD8, LD2)
  5. Establish positive, productive relationships with families. (LD2, LD8, LD5, LD9, LR1, LR4)
  6. Support the uniqueness of each child, recognizing that children are best understood in the context of their family, culture, and society. (T6, LD8, LR4)
  7. Demonstrate an understanding of the early childhood profession and make a commitment to professionalism, including continuous personal professional growth. (T5, T9, LR3, LR5, LR7)
  8. Implement techniques for developmentally appropriate assessment of young children's learning. (T3, T6)
  9. Articulate the importance of developmentally appropriate program practices and communicate this to supervisors, peers, and parents/guardians of young children. (T6, T9, LD2, LD4, LD6, LD8, LD9, LR7)
  10. Effect some change in school policies and/or practices that professional knowledge and research deem inappropriate in programs for young children. (T5, T9, LD4, LD6, LD7, LR6)
  11. Make conscious efforts to develop a more effective team ministry with other professional workers and support staff in the program. (LD9, LD10)
  12. Reflect upon and evaluate own progress toward attainment of objectives 1-11. (T9, LR2)

## Educational Administration – Educ 581 and Educ 582

### I. Goals and objectives

Students who successfully complete the course will be able to:

1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community (T1, T5, T9, LD1, LD2, LD6, LD9);
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and professional growth (T1, T2, T3, T4, T5, T6, T8, LD1, LD2, LD3, LD4, LD5, LD6, LD7, LD8, LD9, LD10, LR2, LR6, LR7);
3. Ensure the management of the organization, operations, and resources for a safe, efficient, and effective learning environment (T9, LD1, LD2, LD5, LD7, LD8, LD9, LD10, LR2, LR5, LR6, LR7);
4. Collaborate with families and community members, responding to diverse community interests and needs and mobilizing community resources (T5, T6, T7, T9, LD1, LD2, LD4, LD5, LD6, LD8, LD9, LD10, LR1, LR2, LR3, LR4, LR5, LR6, LR8);
5. Act with integrity, fairness, and in an ethical manner (T7, T9, LD1, LD8, LD10, LR1, LR2, LR3, LR4);
6. Understand, respond to, and influence the larger political, social, legal, and cultural context (T5, T7, T9, LD4, LD5, LD6, LD7, LD8, LD10, LR1, LR2, LR4, LR5, LR6); and
7. (a) Collaborate effectively with pastor(s) and other congregational leaders, acting as a Christ-like model and mentor to create a spiritually nurturing faith community (*for those who lead Lutheran, Catholic, or other Christian schools*). (T5, T7, T9, LD10, LR1, LR2, LR3, LR5, LR6, LR8)  
  
(b) Reflect upon the cultures, values, and traditions of the various groups of people who live in their school districts/neighborhoods, collaborating with community leaders and acting as models and mentors to create an ethical, just, and nurturing learning environment (*for those who lead in public or private schools*). (T5, T9, LD10, LR1, LR2, LR4, LR5, LR6, LR8)