

Teacher Preparation Provider Name:	Fond du Lac Tribal and Community College
8710.3200.	Name of "Course Listing" 1 or experience in Program Sequence; Description of learning and assessment specific to the standard
<p>Subp. 3. Subject matter standards, elementary education. A candidate must complete a preparation program for licensure under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to L.</p>	<p>Note 750 character limit</p>
<p>C. A teacher of young children in the primary grades must have knowledge of the foundations of reading processes, development, and instruction, including;</p>	

(1) oral and written language development, including:

(a) relationships among reading, writing, and oral language and the interdependent nature of reading, writing, and speaking to promote reading proficiency;

EDU 3100: Language Arts Methods I

Assignment: Reading goal notecards and blogs with Reading Techniques

The blog demonstrates practical application of how oral language supports written language development through multimedia presentations, video explanations, and interactive activities that show the connection between speaking, listening, reading, and writing

Assessment: rubrics: Digital Literacy Blog demonstrates oral/written language connections through sophisticated multimedia presentations; creates innovative interactive activities showing seamless integration of speaking, listening, reading, and writing. Exams midterm and final

<p>(b) the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between oral language and reading and writing, particularly in English language learners; and</p>	<p>EDU 3101 Language Arts Methods II</p> <p>Assignment: Practice language activities across the curriculum in a small group activity with peers. The candidate will identify the use or absence of formal and informal opportunities and how they impact student learning.</p> <p>Assessment: Compose a brief dialogue journal reflection about the experience and language and writing foster learning. Detail the language and writing activities in content area explain oral language, reading, and writing and how it impacts students' understanding. If not observed, explain what activities might be included in content area instruction.</p>
<p>(c) the interrelated elements of language arts instruction that support the reading development of English language learners, including ways in which the writing systems of other languages may differ from English and factors and processes involved in transferring literacy competencies from one language to another.</p>	<p>EDU 4102 Differential Instruction</p> <p>Assignment: Continue research with compare and contrast given a sentence in English, students will be able to write the sentence in Ojibwe. When given a sentence in Ojibwe, the students will be able to write the sentence in English. Through this process, the student will be able to describe the process and factors in transferring one language to another language.</p> <p>Assessment: Discuss the factors and processes involved in transferring literacy competencies from the Ojibwe Language to the English Language. Article review rubric</p>

(2) phonological and phonemic awareness, including:

(a) the phonemes that make up the English language;

EDU 3100 Language Arts Methods I

Assignment; Digital Blog: Students create digital content explaining the 44 phonemes of English, including audio recordings, visual representations, and interactive exercises that help K-3 students understand sound-symbol relationships
Assessment: Rubrics: Reading Techniques and goal cards.
Create comprehensive digital content explaining all 44 English phonemes with high-quality audio recordings, innovative visual representations, and engaging interactive exercises that clearly demonstrate sound-symbol relationships

<p>(b) the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words; and</p>	<p>EDU 3100 Language Arts Methods I Assignment: Reading Techniques Goal Notecards with phonological and phonemic awareness and progression addressing: learning, applying and integrating and strengthened with the inclusion of activities that meet students' interests and needs as learners. Assessment: Rubrics: Reading Techniques and goal cards.</p>
<p>(c) the instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes;</p>	<p>EDU 3100 Language Arts Methods I Assignment: Using Digital Blog & Notecards: students apply awareness, for example, words, syllables, onsets and rimes, and phoneme. Progression of initial blending and final. Assessment: Rubrics: Reading Techniques specific to phonological information and extend into the goal cards.</p>

(3) concepts of print, including:

(a) knowledge about how letters, words, and sentences are represented in written English;

EDU 3100 Language Arts Methods I

Assignment: Digital Blog: Digital resources show progression from letter recognition to understanding how letters represent sounds, including interactive activities for uppercase/lowercase recognition and alphabetic principle instruction.

Assessment: Rubric: Digital blog: Demonstrates understanding of print concept progression through innovative digital resources; expertly shows letter recognition to sound representation with highly engaging interactive activities.

(b) the importance of teaching uppercase and lowercase letter recognition and formation; and

EDU 3100 Language Arts Methods I **Assignment:**
Reading Sourcebook ch 3: Print Awareness. Explicit Instruction
Video Lecture: Foundational Knowledge in Structured Literacy; Activity: Read the 2 articles on Structured Literacy and reflect in small groups. Reading Techniques Goal notecards; digital blog, the candidate will demonstrate understanding how to highlight the importance of teaching uppercase and lowercase letter recognition and formation.
Assessment: Rubric Literacy blog.

(c) the instructional progression of the alphabetic principle.

EDU 3100 Language Arts Methods I
Assignment: Small groups, create a 1-page document on assessing student writing examples in D2L. Include what the suggestions will be for moving the students' to the next level of writing. Lesson plan 1 and reteach and respond to discuss in blog.
Assessment: Literacy blog to complete Lesson Plan 1 and reteaching after reflection.

(4) phonics and other word identification strategies and fluency, including:

(a) systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units;

EDU 3100 Language Arts Methods I **Assignment:** In Small groups shared ideas on how to implement text structures to support comprehension . After reviewing: videos: Implement the Text Structure Strategy in Your Classroom (Read the article and view the videos.) Teaching Text Features (read/view the entire article). Micro Teach a lesson with specific instruction.
Assessment: Rubric: Micro-lesson demonstrated the understanding of reading comprehension levels related to reading in each of the assignments, then reteaching.

<p>(b)word identification strategies and common, irregular sight words;</p>	<p>EDU 3100 Language Arts Methods I</p> <p>Assignment: Demonstrates sophisticated understanding of systematic, explicit phonics instruction; innovative sequencing and sight word strategies. participate in choral reading, partner reading, and reader's theatre as methods for helping children develop fluent reading (please include one Native-authored reading per group). Field Work: Create lesson plan 2 focusing on fluency supports (using pre-assessments). Structured Teaching method (“I do, we do, you do.”).</p> <p>Assessment: Rubric Lesson Plan #2. Assessed with the ‘Academic/Vocabulary Language’ lesson plan rubric element-)</p>
<p>(c) the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development;</p>	<p>EDU 3100 Language Arts Methods I Class</p> <p>Assignment: Discussion focused on the website readings in supporting Word Recognition. Also, include aspects of previous Dyslexia materials regarding the outcomes of intervention and lack of intervention for students who show characteristics of dyslexia Assessments:</p> <ul style="list-style-type: none"> •Reading Rocket Glossary terms quiz (must meet 80% on quiz rubric) <p>Activites for regular and irregular word recognition and spelling patterns.</p> <p>Assessment: Rubric: Literacy Teaching Virtual Demonstration</p>

(d) how the etymology and morphology of words related to orthographic patterns in English; and

EDU 3101 Language Arts Methods II

Assignment: Select a student in the clinical setting who has difficulty with identifying base words, affixes, and/or spelling patterns in new words. Work with this student to construct a word web that integrates the history of a word (etymology), the relationship and formation of a word (morphology)

Assessment: The TC will explicitly integrate instruction related to the history of the word, the formation of the word, and spelling patterns shared by new words in the web.

(e) the development of reading fluency;

EDU 3100 Language Arts Methods I

Assignment: Fluency Development focus Systematic instruction in accuracy, rate, and prosody components for small group discussion on fluency and its components. Practice reading aloud well, demonstrating their ability to read accurately, with appropriate speed and expression for both an informational text and a narrative text. Field work: Lesson plan includes: participate in choral reading, partner reading, and reader's theatre as methods for helping children develop fluent reading (please include one Native-authored reading per group).

Assessment: Rubric Lesson Plan # 2 Fluency Development focus

(5) knowledge of how to develop vocabulary knowledge, including:

(a) understanding the critical role vocabulary knowledge plays in reading;

EDU 3101 Language Arts Methods II

Assignment: Analyze the foundations of reading processes, development, and instruction by completing all of the steps involved in a gradual release of responsibility—from learning and practicing instructional strategies (the list is inclusive of the Ojibwe language), designing the vocabulary mini lesson, and finally teaching and a reflection paper. Write a one-page paper justifying the importance of Ojibwe language and vocabulary knowledge and its critical role in reading.

Assessment: Rubric Mini Lesson Plan and Paper (with Rubric)

<p>(b) how to provide explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading; and</p>	<p>EDU 3101 Language Arts Methods II Assignment: The TC develops, implements and evaluates a mini lesson plan that: selects a text, identify 4-5 tier II words, design a mini lesson focused on explicit instruction of a vocabulary words strategy that intentionally plans for implicit instruction of select tier III words and their definitions, Ojibwe language integration, and technology integration. Assessment: Completed Lesson Plan with Explicit Vocabulary Instruction Rubric.</p>
<p>(c) how to provide opportunities for students to engage in early and continual language experiences to increase their vocabulary by modeling and explicitly teaching students a variety of strategies for gaining meaning from unfamiliar words;</p>	<p>EDU 3101 Language Arts Methods II Assignment: The TC develops, implements and evaluates a mini lesson plan that: selects a text, identify 4-5 tier II words, design a mini lesson focused on explicit instruction of vocabulary strategies with gradual release of vocabulary finally teaching and reflecting upon the lesson will provide the candidate with a comprehensive understanding of best practices. Assessment: Rubric: Language Experience Mini lesson with the Language Experience Opportunity.</p>

(6)comprehension processes related to reading, including:

(a) knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop students' comprehension of print material;

EDU 3100 Language Arts Methods I **Assignment:**
Field Work: Lesson Plan #2 Phonological Awareness assessment (PAST) with a student: administered and scored either the PAST (3rd grade and beyond) assessment with a student Completed the assessment either with a student/child you know, or by watching a video of the assessment. Written summary of the results.
Assessment: Rubric Lesson Plan #2 Fluency Development:

(b) the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and

EDU 3100 Language Arts Methods I

Assignment: In class overview and review discussion of 'Instructional presentation of fluency development with group discussion selected using various pedagogies. Field experience: Lesson Plan 3, After completing PAST with student and reviewing results write a written summary of the results and what intervention may be needed. Discussion with school sychologist for adaptive lesson.

Assessment: Rubric Comprehension Lesson plan #3 with comprehension levels and developmental stages.

(c) how to facilitate comprehension at various stages of students' reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;

EDU 3100 Language Arts Methods I

Assignment: Field work

•Complete a Fluency Checked using a DIBELS screening), using various pedagogies: lit circles, reading responses activities, formal speaking, drama opportunities. Activity: In class overview and review discussion of 'Instructional presentation of fluency development with group discussion selected using DIEBLS results.

Assessment: Rubric: Lesson Plan 3: Demonstrates explicit teaching of comprehension levels with guided practice; facilitation of comprehension at various developmental stages through text selection and before/during/after activities.

(7) content-area literacy, including:

(a) knowledge of reading comprehension processes necessary to comprehend different types of informational materials and

to comprehend different types of informational materials and content-area texts; and

EDU 3101 Language Arts Methods II

Assignment: Analyze the foundations of reading processes, development, and instruction with strategies discussed and charted comprehension strategies on an idea map as a group.

Assessment: Reflection journal related to the readings and in-class exercises. (Rubric)

(b) the structures and features of expository (information) texts and effective reading strategies to address different text structures and purposes for reading;

EDU 3101 Language Arts Methods II

Assignment: Participate in a small group mock content-area comprehension exercise with fellow candidates. Utilize informational materials, content-area texts with varied text features, purposes for reading, and learning objectives with content-area standards. The students will discuss and chart comprehension strategies on an idea map that would be effective for their specific scenario.

Assessment: Reflection journal related to the readings and in-class comprehension exercises.

(8) literacy responses and analysis, including:

(a) knowledge of how to provide frequent opportunities to listen to and read high-quality literature for different purposes;

EDU 3101 Language Arts Methods II

Assignment: Research additional children's literature resources and construct a digital database of high-quality literature selections across genres, eras, perspectives, and diverse subject matter. Upload this database to Seesaw for student and family use. Participate in a literature circle in class.

Assessment: Participants will analyze the text structures and elements in order to design a creative graphic organizer chart to summarize learning. Reflection journal on the literature circle activity and related readings, presentations, and discussions.

(b) knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures; and

EDU 3101 Language Arts Methods II

Assignment: Demonstrate understanding of how to utilize high-quality literature within the framework of a literature circle to foster reading engagement and comprehension among students.

Assessment: Instructional presentation regarding diversity in children's literature, exemplar classroom libraries designed for intermediate students, and literature resources for educators, the candidate will understand the importance of ensuring all students are represented in text selections.

(c) knowledge of how to analyze and teach literary text structures and elements and criticism, drawing upon literature and instructional needs and interests;

EDU 3101 Language Arts Methods II

Assignment: Create and present a mini lesson focused on how to analyze text structures within the text with a peer. The TC will model and think aloud strategies and emphasize interactive participation with the peer. Mini lesson will include: anchor chart/graphic organizer and teach how to analyze one text structure also include: activities designed for literary criticism and modifications for differentiation based.

Assessment: Reflection journal based upon the instructional presentation, readings, and mini lesson with anchor chart project.

(9) structure of the English language, including;

(a) basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics);

EDU 3101 Language Arts Methods II

Assignment: Apply a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction creation of a holistic writing rubric to be used for intermediate students in the clinical setting.

Assessment: Writing rubric activity and rubric.

<p>(b) knowledge of how to enhance literacy skills helping students understand similarities and differences between language structures used in spoken and written English;</p>	<p>EDU 3101 Language Arts Methods II Assignment: Participate in group activities in class that involve oral and written language tasks. Discuss similarities and differences between both forms of communication and list meaningful activities that may be used to support this knowledge in the classroom. Present findings to the whole group. Assessment: The TC will further reflect on his/her learning by journaling about this group experience how this compare/contrast activity may be used in the clinical setting to support learning. Journal Rubric.</p>
<p>(c) basic knowledge of English syntax and semantics and the ability to use this knowledge to improve reading competence, including how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts; and</p>	<p>EDU 3101 Language Arts Methods II Assignment: Select/record/discuss one student in the clinical setting to work individually on conventions through authentic literacy activities that involve reading, writing, and listening/speaking through conversations about text. Assessment: The candidate will synthesize learning by analyzing the information gleaned from the individual instruction to identify areas of support and next steps in instruction. Recommend micro interventions for student with teacher. Reflection journal related to work completed with the student</p>

(d) knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials.

EDU 3101 Language Arts Methods II
Assignment: Design Science of Reading 5 elements reading lessons for one day's worth of instruction. The larger lesson that focuses on all literacy instruction for a given day.
Assessment: Create a video of the read-aloud mini lesson that embeds one comprehension strategy. Upload this video to the Seesaw blog for students and families to use.

D. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

(1) appropriate, motivating instruction, both explicit and implicit:

(a) oral language development;

EDU 3100 Language Arts Methods I Activity:
Assignment: In small groups outline understandings and questions regarding Phonemic awareness and the two assessments including the Science of Reading (Scarborough's Reading Rope, Heggerty Assessment and PAST assessment. Field work: Lesson plan #1 modified lesson based on PAST assessment data example. Used the pedagogy of Systematic Instruction (Sequential Learning: Lessons are broken down into manageable steps that progress from simple to complex).
Assessment: Instructional Design lesson plan rubric. Quiz on 3 paragraph response of phonemic awareness, rubric, and discussion.

(d) applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts.

EDU 3101 Language Arts Methods II
Assignment: Participate in small group mock content-area comprehension exercise with fellow candidates. Create an idea map identifying comprehension strategies useful for differing texts and purposes. Strategies that could be taught explicitly or implicitly. **Assessment:** Graphic organizer Rubric of the steps involved in this comprehension exercise and graphic organizer.

(2) selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including:

<p>(a) multisensory techniques, to ensure that students learn concepts about print including how to recognize and write letters;</p>	<p>EDU 3100 Language Arts Methods I Assignment: Create a blog for elementary students to apply understanding of: phonological and phonemic awareness of English and Ojibwe language phonemes, including techniques to word boundaries, to rhyme, and to blend, substitute, and delete sounds in words. Assessment: Field work with Multisensory integration Rubric Blog/Video: with Multisensory techniques: visual, auditory and Kinesthetic</p>
<p>(b) teaching vocabulary using a range of instructional activities to extend students' understanding of words; and</p>	<p>EDU 3101 Language Arts Methods II Assignment: Select a picture book or chapter book passage and design a strategy mini lesson to teach 4-5 Tier II vocabulary words. Lesson will include both explicit instruction of the tier II words as well as intentional planning for implicit teaching of select tier III words and their definitions. These definitions should scaffold students' understanding of words. Assessment: Reflection journal related to the mini lesson design and implementation.</p>

<p>(c) teaching comprehension skills and strategies, including opportunities for guided and independent work;</p>	<p>EDU 3101 Language Arts Methods II Assignment: Design and teach a guided reading lesson that explicitly focuses on an effective reading comprehension strategy. Confer with a student in the clinical setting afterward to assess understanding and application of the comprehension strategy. Assessment: Reflection journal related to the instructional presentation, readings, discussions, guided reading lesson, and conference with a student.</p>
<p>(3) selection and appropriate use of a wide-range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and develop students; responses to literature and their critical reading abilities through high level, interactive discussions about texts;</p>	<p>EDU 3101 Language Arts Methods II Assignments: Construct a literature circles plan for the clinical setting. This plan must include multiple opportunities for students to demonstrate engagement with text through critical thinking, peer discussions and interactions before, during, and after reading. Assessment: The plan outlines activities, questions/prompts, and extension activities that integrate the arts and relate to the featured texts. Reflection journal related to designing a literature circle lesson plan.</p>

<p>(4) selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop students' facility in comprehending and using academic language;</p>	<p>EDU 3100 Language Arts Methods I Assignment: Lesson Plan for Comprehension strategy LP 3) focus with written language structures and rubrics explaining each process. Assessment: Lesson plan and self-assessment and participation and reflection. Rubric</p>
<p>(5) development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice and independent work; and</p>	<p>EDU 4102 Differential Learning and Assessment Assignment: Gradual Release of Responsibility Reading Lesson Template Tier One (Core Instruction) Goal: 80-85% Mastery of the Gradually Released Learning Target. Assessment: Students will share their lesson with a partner. In class, the students will describe their lesson and partners will provide feedback. Two week Unit plan rubric.</p>

(6) the ability to design purposeful lessons/tasks based on the qualities, structures, and difficulty of texts and the reading needs of individual students including the selection and use of supplementary materials to support the reading development of struggling and gifted readers.

EDU 3101 Language Arts Methods II:

Assignment: Create and design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all to progress based upon reading level or strategy comprehension. Use the BAS or other formalized reading assessment to identify a list of independent and instructional-leveled texts.

Assessment: Guided Reading lesson Plan: Rubrics Guided Reading Lesson Plan

(E) A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:

(1) formal and informal tools to assess students':

(a) oral and written language development;

EDU 3100 Language Arts Methods I

Assignment: Teacher Assessment Summary to further develop student's knowledge of a variety of measurement theory and assessment- related issues, including validity, reliability, bias, and scoring concerns. Complete a Fluency Check using a DIBELS as a screener for needing intervention and assess for comprehension using text-based writing sample (specific assessment to be agreed upon with host teacher.

Assessment: Phonological and Phonemic awareness quiz #1 and #2 and the final exam, the candidate will be able to show understanding and application of understanding of both formal and informal assessment techniques,

<p>(b) auditory awareness, discrimination of sounds, phonological and phonemic awareness;</p>	<p>EDU 3100 Language Arts Methods I Assignment: School Psychologist and Reading Specialist Interview: understanding of formal/informal assessment tools for all four areas (oral/written language, auditory/phonological awareness, print concepts, phonics/spelling/fluency); expertly synthesizes professional insights with course knowledge. Assessment: Teacher Assessment Summary Rubric:</p>
<p>(c) understanding of concepts about print and the alphabetic principle;</p>	<p style="text-align: right;">EDU 3100</p> <p>Language Arts Methods I Assignment: Teacher Assessment Summary of measure & field experience collection of data. Students compile and analyze multiple assessment types:Phonological Skills Assessment: Measuring phoneme awareness, segmentation, and blending abilities Phonics and Word Assessment: Evaluating decoding skills, sight word knowledge, and word identification strategies DIBELS Screening: Understanding fluency measures and benchmark expectations Assessment: Rubric: Students compile and analyze multiple assessment types.</p>

<p>(d) knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency;</p>	<p>EDU 3100 Language Arts Methods I Assignment: Case study Collection of data of focus student from field experience hours. This needs to include Phonological Skills Assessment, Phonics and Word Assessment, DIBELS screening, and interview with cooperating classroom teacher and school psychologist. Assessment: Rubrics: focus field experience case study analysis demonstrates ability to administer assessments, compile and analyze multiple assessment types: and analyze data for instructional planning;</p>
<p>(e) vocabulary knowledge in relation to specific reading needs and texts;</p>	<p>EDU 3101 Language Arts Methods II Assignment: Selection one student from the clinical setting to complete two reading assessments. One formal and one informal that focus on phonics, word identification, spelling strategies, or fluency. Assessment: Score, analyze, and discuss the assessment data with the host teacher and identify instructional changes and progress monitoring options that will align with the student's current needs. Reflection journal related to the readings, presentation, discussion, and administration of vocabulary assessments.</p>

(f) comprehension of narrative and expository texts and their use of comprehension strategies including determining students' independent, instructional and frustration reading levels;

EDU 3101 Language Arts Methods II

Assignment: Complete a BAS or other comprehensive reading assessment on a student in the clinical setting. This assessment must focus on either narrative or expository texts.

Assessment: Score the assessments and discuss the results with the host teacher. Identify independent, instructional, and frustration- level texts based upon the assessment data. Plan next steps in instruction and possible interventions, enrichment, and progress monitoring assessments. Reflection Journal.

(g) comprehension in content area reading;

EDU 3101 Language Arts Methods II

Assignment: Design, implement, and evaluate a content area reading lesson that embeds both formal and informal assessment measures.

Assessment: The candidate will reflect on the lesson and assessments and determine next steps in comprehension instruction. Reflection journal (assessed with journal rubric) related to the lesson plan design and implementation process

<p>(h) ability to evaluate and respond to a range of literature and analyze text structures and elements; and</p>	<p>EDU 3101 Language Arts Methods II Assignment: Participate in an in-class literature circle, synthesize his/her learning by creating a detailed graphic organizer that analyzes the text structure and elements and reflecting on the literature circle process. Both formal and informal assessment tools will be included in the literature circle. Assessment: Complete a reading response journal (assessed with journal rubric) on the process of participating in the literature circle activity.</p>
<p>(j) oral and written language to determine their understanding and use of English language structures and conventions.</p>	<p>EDU 3101 Language Arts Methods II Assignment: Instructional presentation with activity focused (many topics) on guiding students through a directed group discussion to evaluate student writing samples with the use of writing rubrics. Assessment: Create a rubric to be used for intermediate students in oral and writing activities. Upload this document to the Seesaw blog for students and families to use as a reference. Reflection journal related to the instructional presentation, directed group discussion, readings, and writing rubric activity.</p>

(2) formal and informal tools to:

(a) plan, evaluate and differentiate instruction to meet the needs of all students from various cognitive, linguistic and cultural backgrounds; and

EDU 4102 Differential Learning and Assessment

Assignment: students develop a list of formal and informal tools to evaluate and plan for a differentiated instructional lesson to meet the cognitive, linguistic, and cultural needs of the student. evaluate a K-3 student as part of their field experience. experience.

Assessment: Record their data, analyze the data, and after the completed evaluation, they will develop a learning activity specifically designed to meet the needs of their student. reflect on what they learned through the process and share in small groups.

(b) design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted readers.

EDU 4102 Differential Learning and Assessment
Assignment: STC will use the Gradual Release of Responsibility Reading Lesson Template Tier One (Core Instruction) to develop a lesson that will purposefully design a lesson/task based on the qualities, structures, and difficulty of texts and the reading needs of individual students.
Assessment: interventions and enrichment lessons with students in their field experience. Students will reflect on the lessons to discuss what went well and what changes would have improved the lesson.

(3) the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs;

EDU 4102 Differential Learning and Assessment
Assignment: will interview a reading specialist, a gifted and talented specialist, a special education teacher, and interventionists using a list of questions generated through class discussion.
Assessment: Once interviews are completed, students will complete a list of strategies that they are a classroom teacher. Students will share the list of strategies with the class. Interpret the results of teaching strategies and behaviors in relation to student success and modify plans and instructional

<p>(4) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement;</p>	<p>EDU 3101 Language Arts Methods II Assignment: Select a student from the clinical setting and complete a tutoring instructional plan that includes student description and background, reading level, learning objectives, instructional strategies, and materials. Review with host teacher. Assessment: Review the instructional plan with the student's family during a conference (in person or virtual). Reflection journal (assessed with journal rubric) related to the tutoring instructional plan.</p>
<p>(5) the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading coursework; and</p>	<p>EDU 3100 Language Arts Methods I Assignment: Teacher assessment summary: Collection of data on focus student from field experience hours. This needs to include Phonological Skills Assessment, Phonics and Word Assessment, DIBELS screening, and interview with cooperating classroom teacher, and Student Case study : Completed an analysis and summary of the assessment data on focus field experience student. Assessment: Rubric Teacher Assessment Summary: Clinical Experience Integration, Rubric Student Case study analysis.</p>

(6) the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability.

EDU 3101 Language Arts Methods II

Assignment: Create a matrix identifying several effective formal and informal assessment tools. Design and administer a Stability or Test-Retest on one student in the clinical setting. Administer a micro intervention.

Assessment: Administer two different types of assessments that measure reliability: The Stability or Test-Retest and the Alternative Form. discuss the assessment results with the host teacher. Reflection journal with results of student and teacher.

F. A candidate for licensure as a teacher of elementary education must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including:

(1) Knowledge of how to use of students' interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;

EDU 3100 Language Arts Methods I

Assignment: Observation of classroom teacher, small groups shared ideas on how to implement text structures to support comprehension and two page reflection paper. Micro teach lesson on comprehension levels related to reading. Intro to Book bag project.

Assessment: Rubric for book bag: Student interest.

(2) The ability to support students and colleagues in the selection or design of materials that match students' reading levels, interests, cultural and linguistic backgrounds;

EDU 3100 Language Arts Methods I

Assignment: Book Bag Project: Review books online or in a classroom that would be a good fit for your student and assessing during your field experience. Review ten titles to recommend for the student. The Book Bag included titles and authors of books along with an explanation as to why each book was a good fit for the student.

Assessment: Rubric book bag: Text Matching

(3) The development and implementation of classroom and school-wide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;

EDU 3101 Language Arts Methods II

Assignment: The candidate will utilize curriculum resources (if provided by the district) and ELA standards to design and teach a block of structured literacy lessons that take place during the course of one day addressing the 5 elements of the Science of Reading.

Assessment: discuss the outcome of the instruction and assessment data with the host teacher and reflect on what went well and what may require modification. Reflection journal (assessed with journal rubric) related to the lesson plan design and implementation process.

(4) The ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promotes ongoing student engagement and literacy for all students;

EDU 3100 Language Arts Methods I

Assignment: Book Bag Project: Review books online or in a classroom that would be a good fit for your student and assessing during your field experience. Review ten titles to recommend for the student. The Book Bag included titles and authors of books along with an explanation as to why each book was a good fit for the student.

Assessment: Rubric book Bag Motivating and Interactions & Engagement

<p>(5) The ability to foster independence and self-efficacy in readers;</p>	<p>EDU 3100 Language Arts Methods I Assignment: Book Bag Project: Review books online or in a classroom that would be a good fit for your student and assessing during your field experience. Review ten titles to recommend for the student. The Book Bag included titles and authors of books along with an explanation as to why each book was a good fit for the student. Assessment: Rubric: Book Bag Independence and Self-Efficacy</p>
<p>(6) The development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud to students and providing access to a variety of reading materials;</p>	<p>EDU 3101 Language Arts Methods II Assignment: Create and implement a student reading inventory to determine interests and cultural and linguistic backgrounds of one student in the clinical setting. Use the BAS or other formalized reading assessment. Design and implement a mini lesson focused on selecting good-fit and high-interest texts. Assessment: Upload this mini lesson to the Seesaw blog. Reflection journal (assessed with journal rubric) related to the lesson plan design, implementation, and evaluation process.</p>

(7) The use a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English and/or in the primary languages of English language learners, and/or to use additional strategies to promote literacy in the home.

EDU 3100 Language Arts Methods I
Assignment: Case study component: Shared a letter home to families with techniques to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English or in the primary languages of English learners;
Assessment:
Rubric for Case Study.

Instruction on dyslexia must be modeled on practice standards of the International Dyslexia Association, and must address:

<p>(1) the nature and symptoms of dyslexia;</p>	<p>EDU 3100 Language Arts Methods I Assignments: Create the Teacher Assessment and Student Case Study, the candidate will review various types of measurements and assessments that inform instruction as well as how they can to be used to determine long term student progress, and also to guide future lesson planning. Begin introduction of Develop Dyslexia Resource Guide (Using the Dsylexia Tool Kit.pdf and interview School Psychologist and Reading specialist. Assessment: Rubric-Paper for Response of Interview of the School Psychologist and Reading Teacher with adaptive lessons for dyslexia.</p>
<p>(2) resources available for students who show characteristics of dyslexia;</p>	<p>EDU 3100 Language Arts Methods I Assignment: Develop an infographic for parents connecting them with the Dyslexia Toolkit and other resources. This is first discussed with a small group then presented to the larger group. Assessment: Presentation of the Dyslexia infographic.</p>

(3) evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach; and

EDU 3100 Language Arts Methods I

Assignment: A digital blog has already been created to continue the connection to families. Field work: Field work and LP 1 (assessed with the 'Assessment' lesson plan rubric element-) modified a lesson based on PAST assessment data example. Used the pedagogy of Systematic Instruction.

Assessment: Blog Rubric and LP 1 Rubric includes Assessment Integration Differentiated instruction support, Communication Theory, and digital presentation.

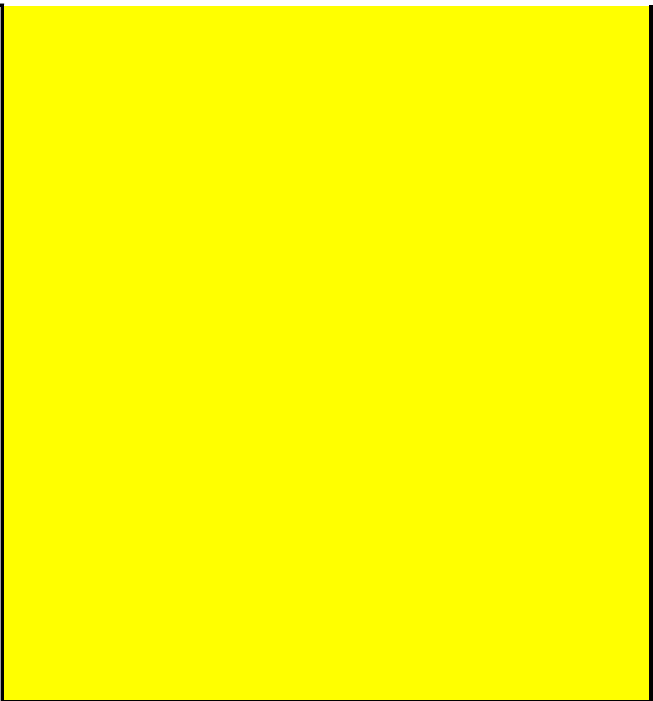
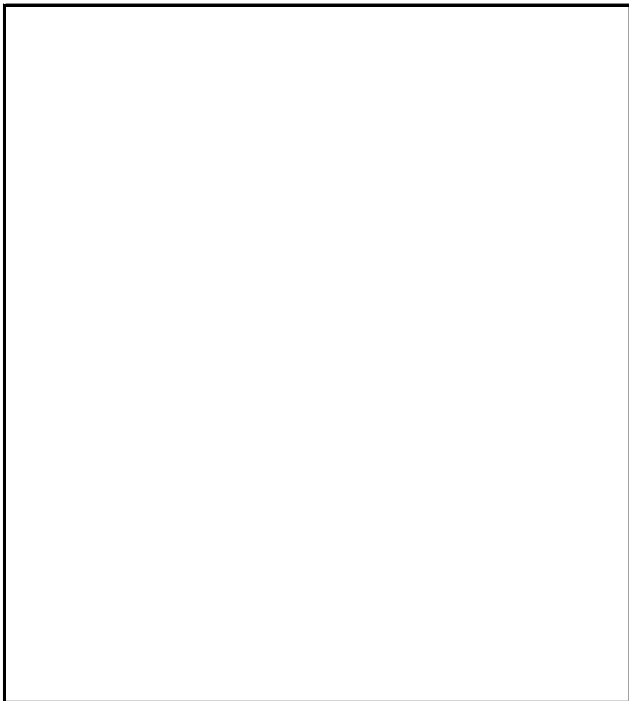
(4) outcomes of intervention and lack of intervention for students who show characteristics of dyslexia.

EDU 3100 Language Arts Methods I

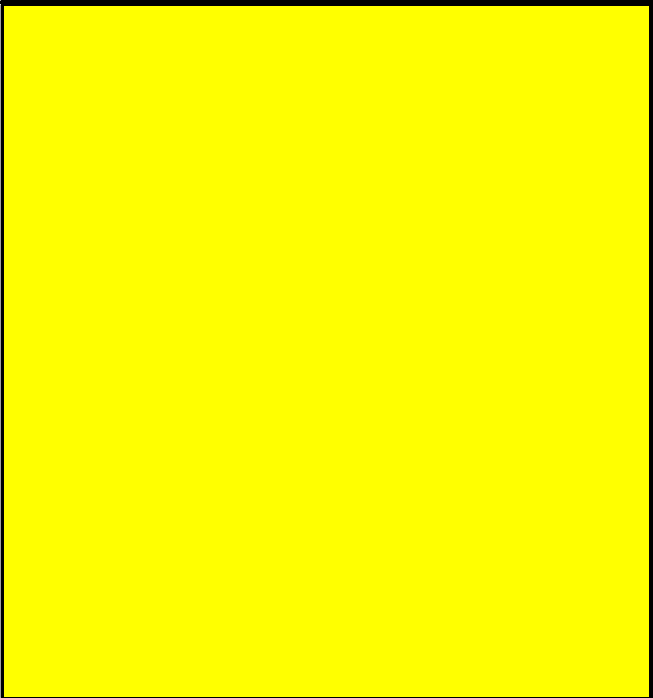
Assignment: The Digital Blogs allows connections with the students K-3 learners and families explaining phonemes and print. LP 1 allows for the connection directly with the K-3 learners and families (blog or see saw platform) to practice together, demonstrate interventions, adjust and differentiate as they show progression or lack of progression.

Assessment: Blog Rubric and LP 1 Rubric includes Assessment, Integration Differentiated instruction support, Communication Theory, and digital presentation.

OPTIONAL Name of "Course Listing" 2 or experience in Program Sequence; Description of learning and assessment specific to the standard	OPTIONAL Name of "Course Listing" 3 or experience in Program Sequence; Description of learning and assessment specific to the standard
Note 750 character limit	Note 750 character limit



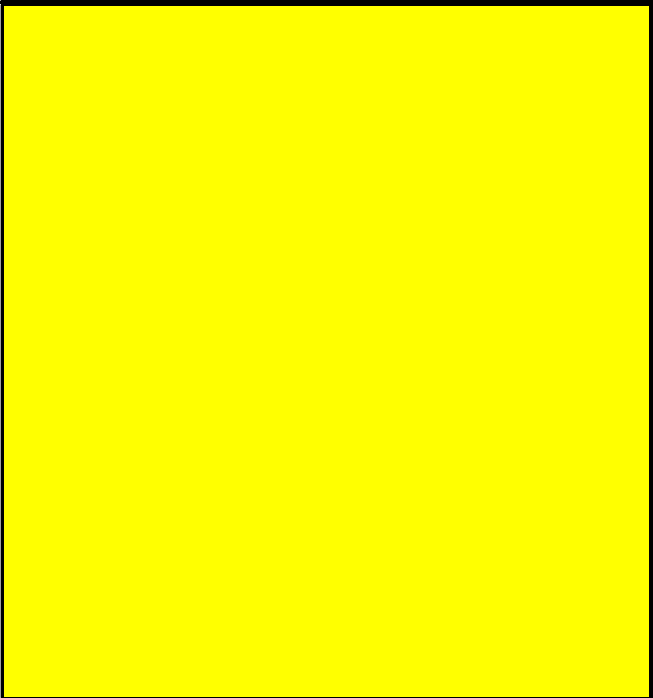
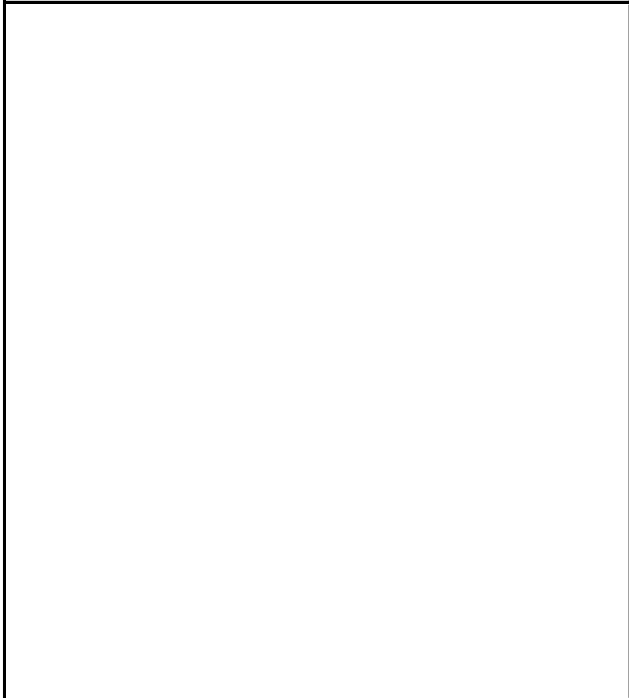
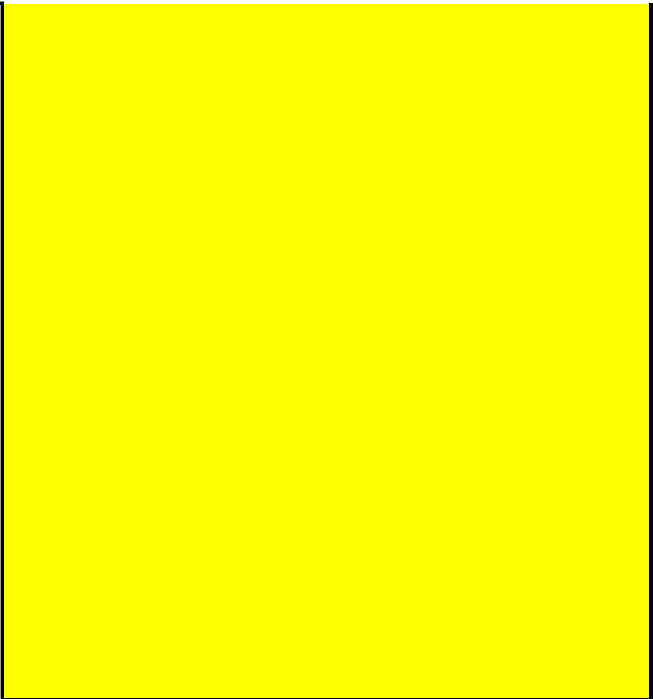
EDU 3102: Foundations of Literacy for K-6 Teacher
Assignment: Lesson plan in Field Experience. TC will specify practice the 'before, during and after' reading technique they would choose to use in their classroom and explain why (using citations) they selected those specific techniques. Observation Reflection Essay
Assessment: Complete Lesson Plan with Rubric Lesson Plan and Reflection essay Rubric

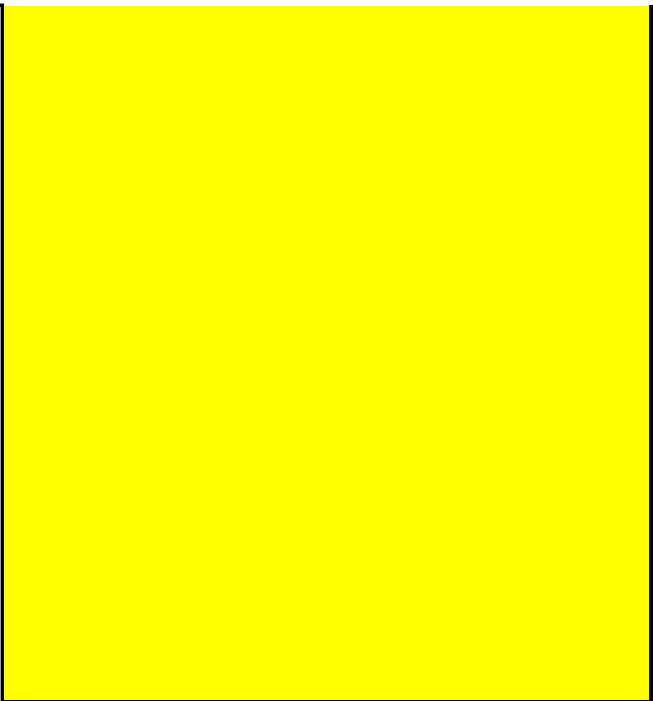
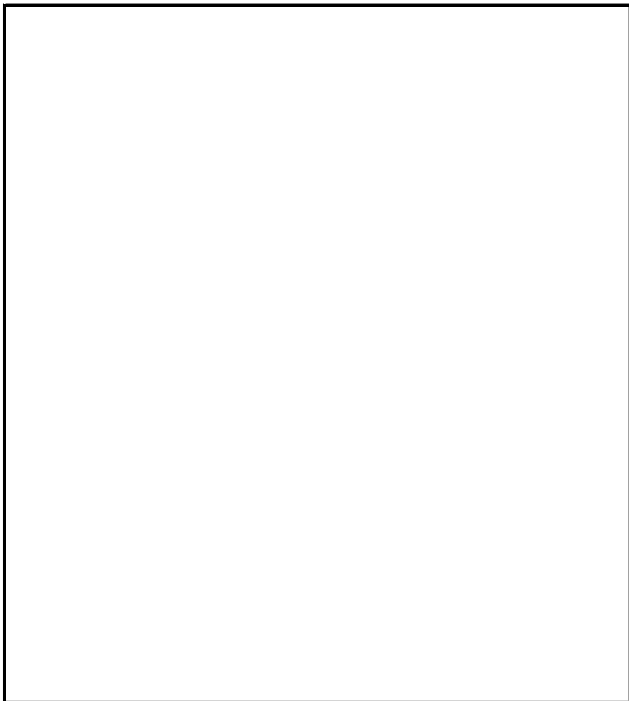


EDU 4102 Differential Learning and Assessment

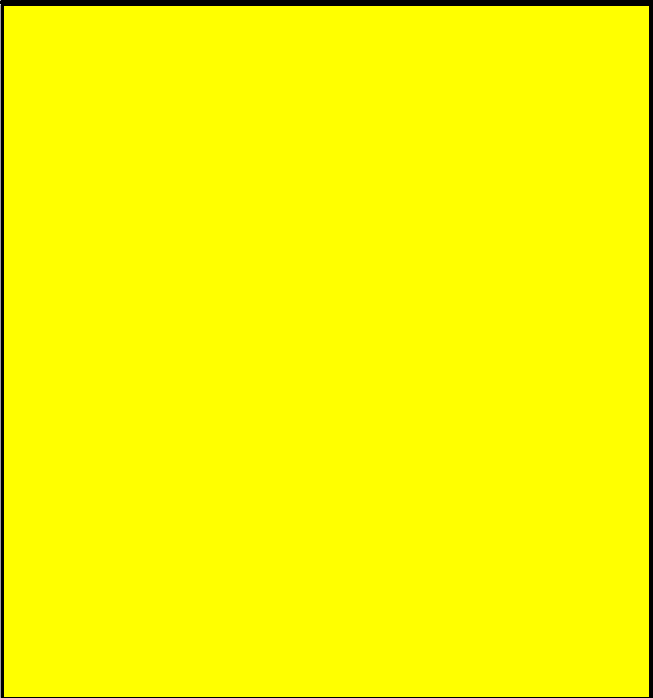
Assignment: Write a two page essay describing the use of formal and informal oral language and writing opportunities across the curriculum. Students will examine writing samples of the Ojibwe Language and compare and contrast sentence structure with that of the English Language using the Gradual Release of Responsibility and Revisiting...Gradual Release of Responsibility

Assessment:
Rubric of essay. Response in the journal.





EDU 3102 Foundations of Literacy for K-6 Teacher
Assignment: Select 2 Native-authored book for read aloud practice. Practice analyzing 2nd Native-authored book with partner.
Assessment: The TC will specifically practice a ‘before, during and after’ reading technique
Assessment: Journal Reflection and Journal Rubric



EDU 3102 Foundations of Literacy for K-6 Teacher

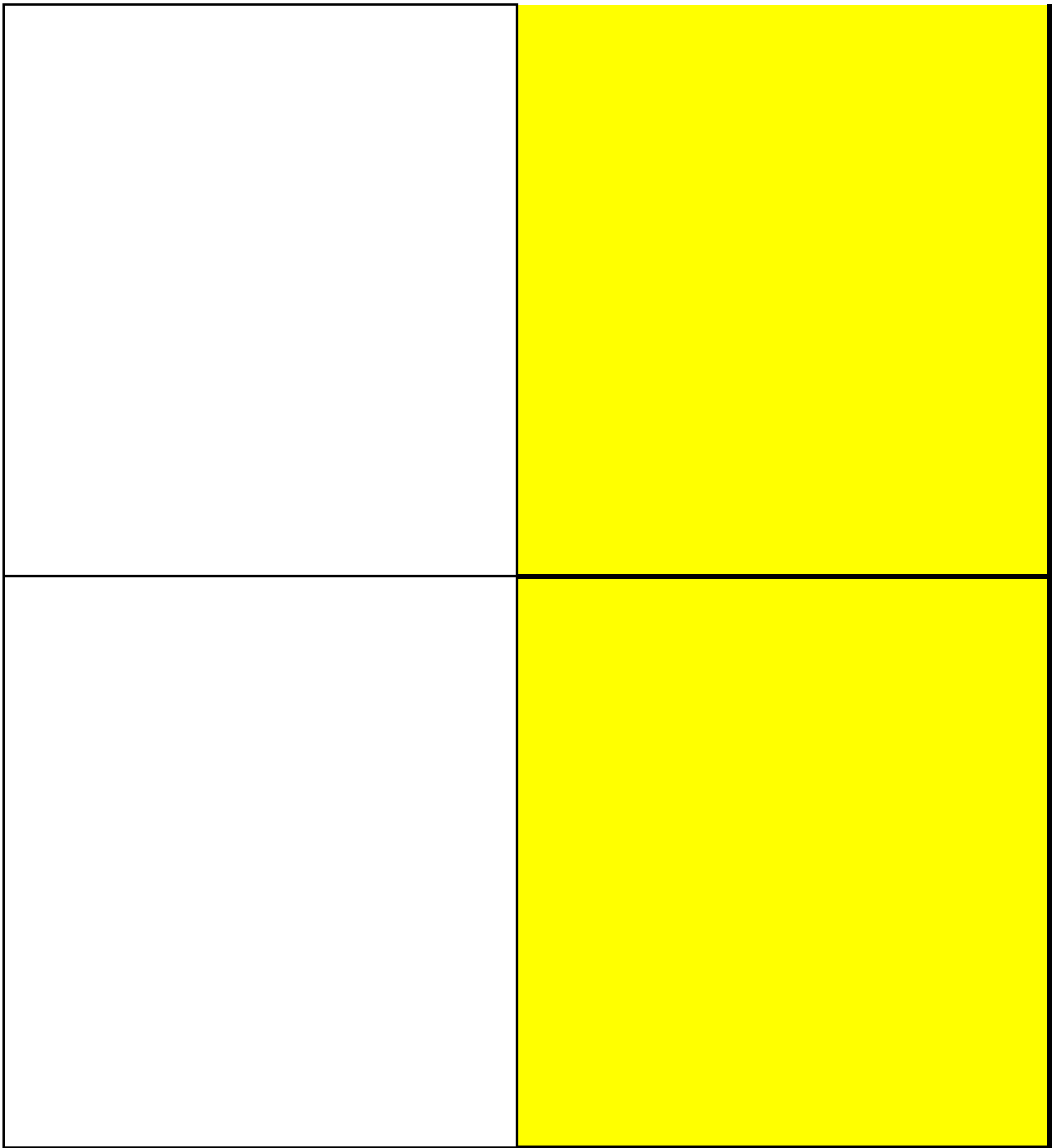
Assignment: Mini Lesson on second book Native-authored for read aloud practice (with partner) then with field experience with explicit phonics instruction for word boundaries, rhyme and blend, segment, substitute and delete sounds.

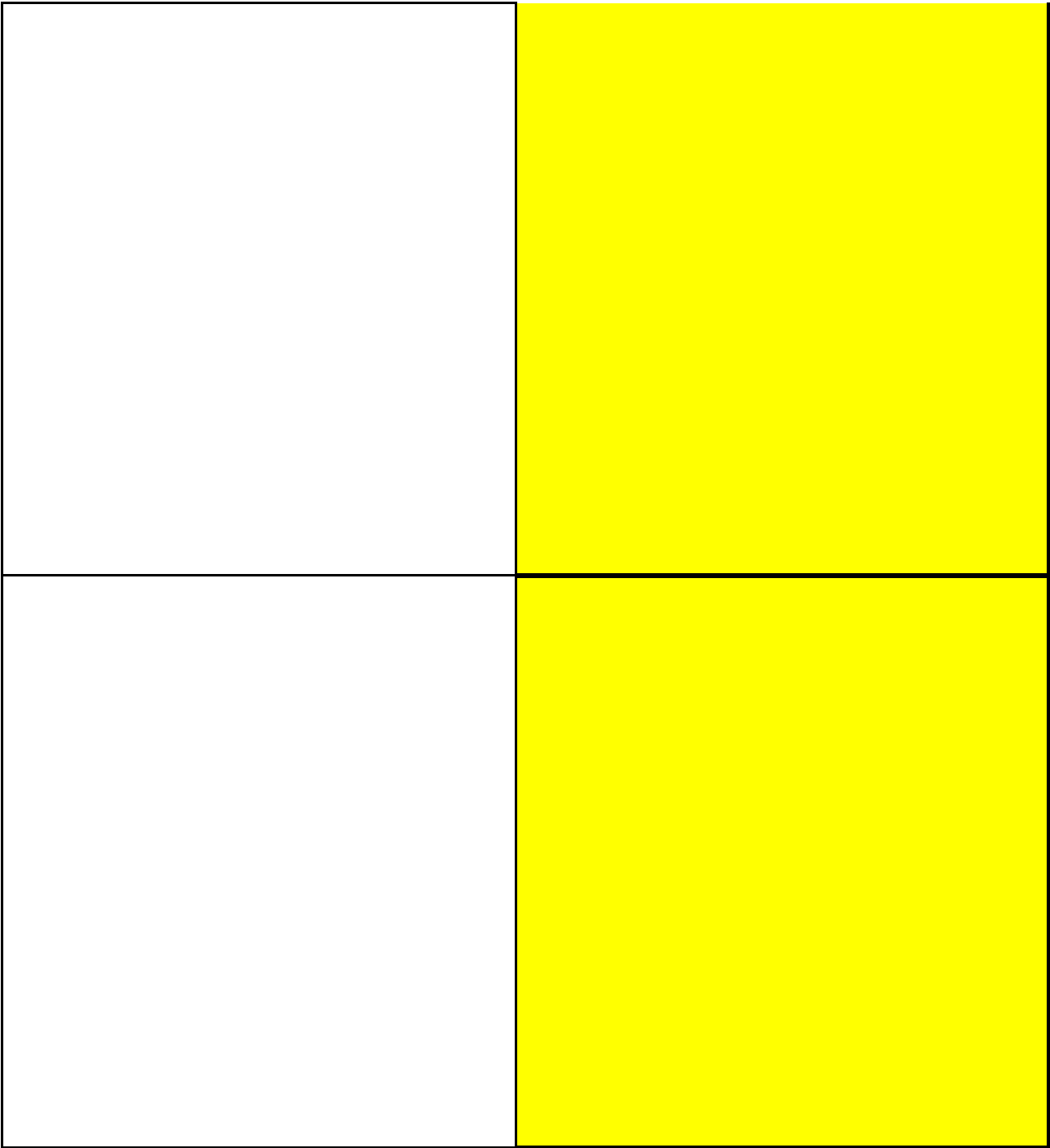
Assessment: Mini lesson Rubric and Read Aloud self-analysis Rubric.

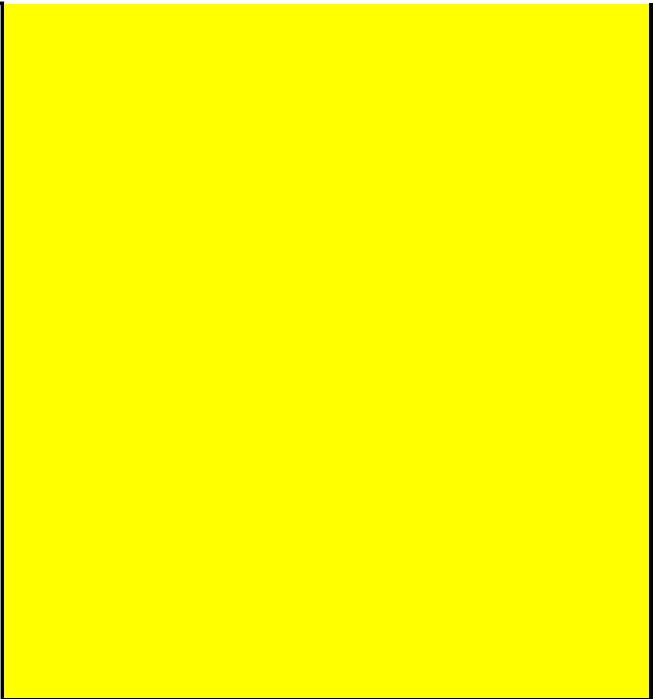
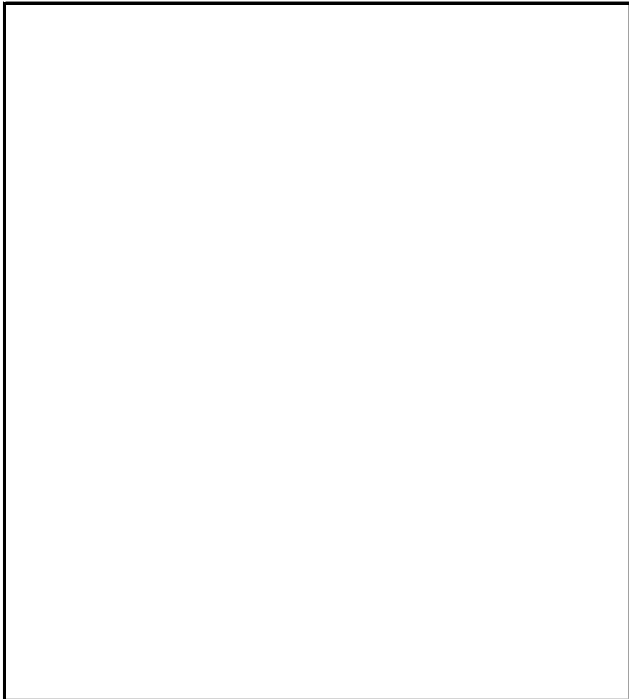
EDU 3102 Foundations of Literacy for K-6 Teacher

Assignment: Select each focus area of phonological awareness :skills (word boundaries, rhyming, syllables, onset-rime, phonemes) Mini Lesson plan and reflection paper of instructional progression.

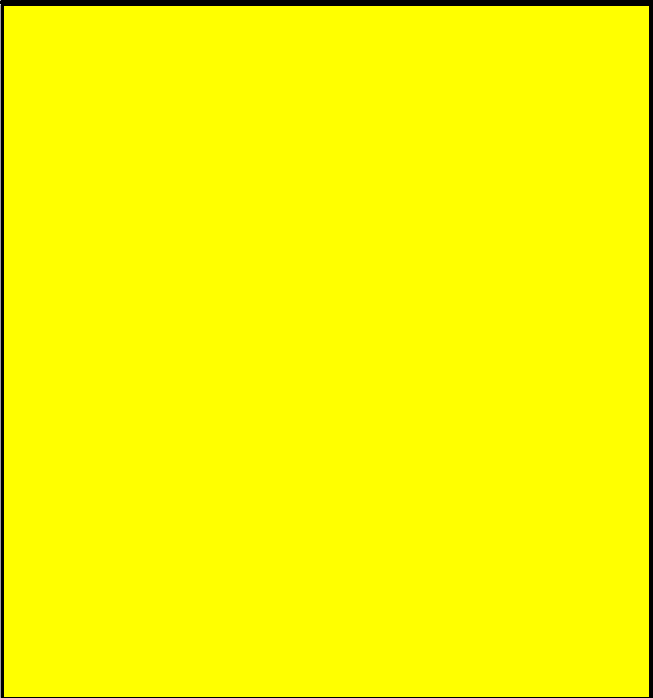
Assessment: Mini Lesson with Rubric







EDU 3102 Foundations of Literacy for K-6 Teacher
Asssignment: Review Mini-lesson and continue using the explicit instruction as changes are made and adjusted and retaught.
Assessment: Mini lesson rubric and Quiz.



EDU 3102 Foundations of Literacy for K-6 Teacher

Asssignment: Critical Literacies to Assess, Evaluating texts. Mini lesson on native books with word idenitificatin, strategies and common and irrelular sights words.

Assessment: Mini lesson and rubric and quiz.

EDU 3102 Foundations of Literacy for K-6 Teacher

Asssignment: Mini lesson model with phonemic awareness modleing and guided practice will also be demonstrated with spelling instrustion throughout the week consistently.

Assessment: Min lesson rubric: emphasis of stages of spelling with:detailed instructional steps (introduce, model, guided practice). Quiz on Phonics Quiz.

EDU 3102 Foundations of Literacy for K-6 Teacher

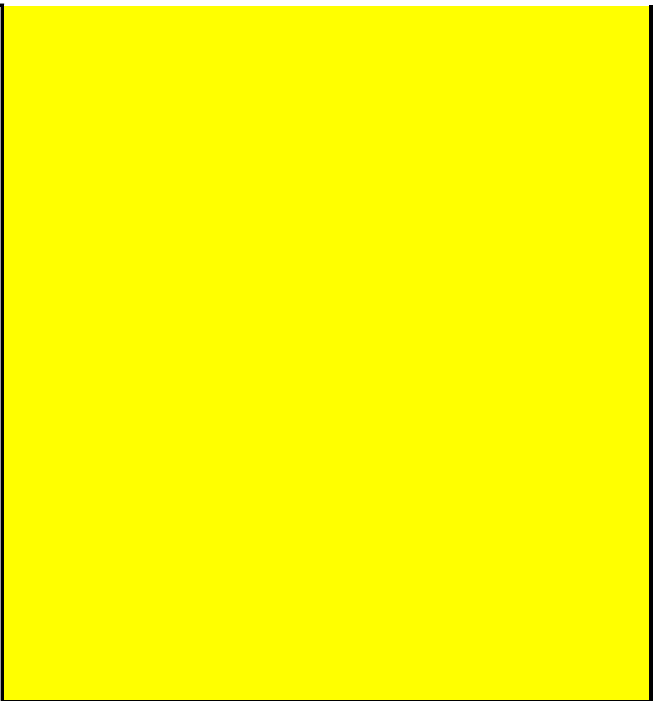
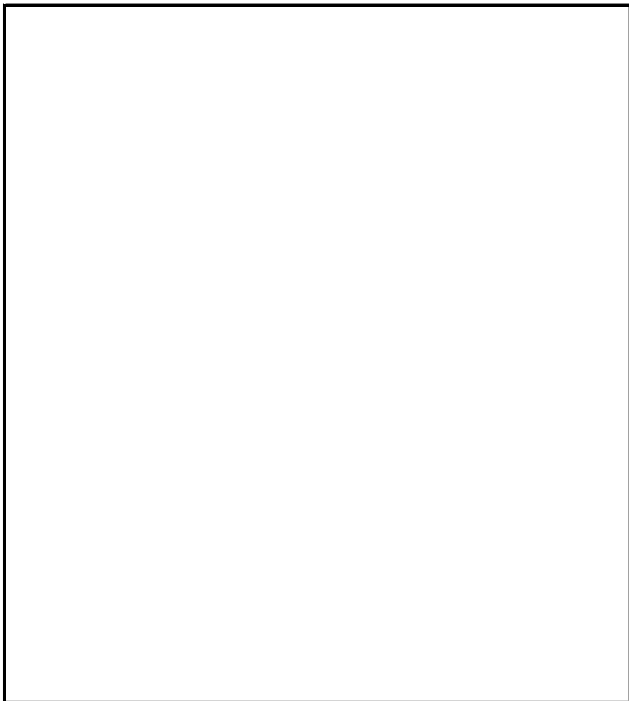
Asssignment: Continue with Mini lesson model with etymology and morphology modeleing and guided practice will also be demonstrated with letter pattern sturctures.

Assessment: Mini lesson rubric: emphasis of letter pattern structures:detailed instructional steps (introduce, model, guided practice). Phonics Quiz

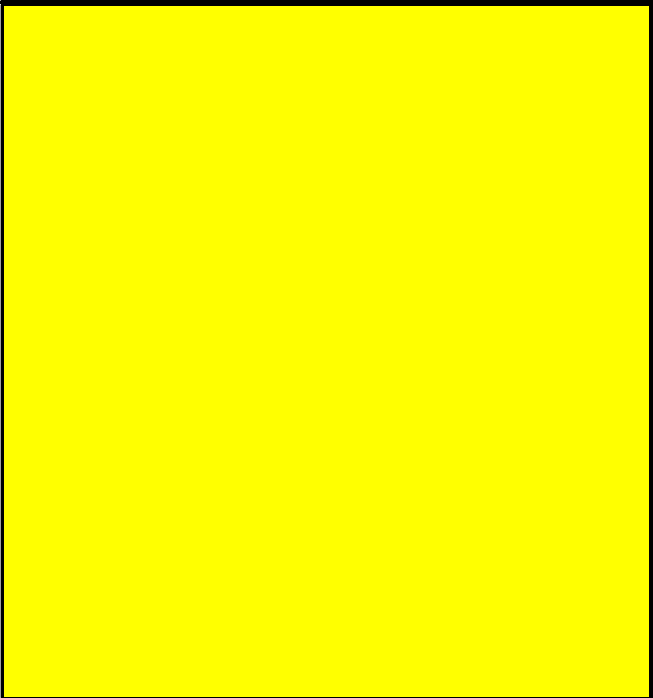
EDU 3101 Language Arts Methods II

Assignment: Document a conferring portion of a guided reading lesson of a student and review information with the host teacher about the explicit outline effective reading comprehension strategies and reading fluency developmental processes involving receptive and expressive oral and written language.

Assessment: Rubric of Reflection journal related to the class presentation, discussions, readings, guided reading and conference instruction, and follow-up discussion with the host teacher



EDU 3102 Foundations of Literacy for K-6 Teacher
Asssignment: TC will be assessed in the mid-term and final book log project (assessed with a rubric) on their ability to demonstrate effective communication in conveying their ideas, summarizing literary information, and asking questions to engage one another. Students will also analyze a peer's literacy book log.
Assessment: Phonics and other word identification techniques and fluency" quiz and pass with at least 80%

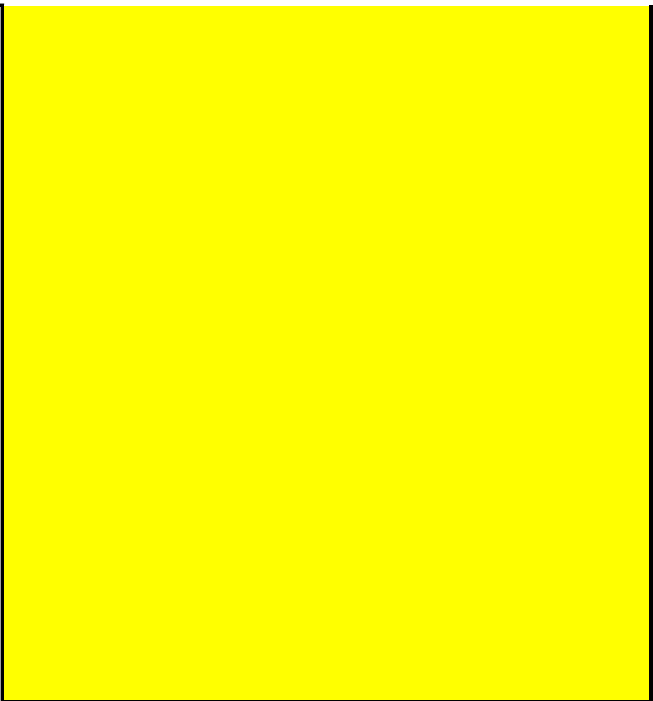
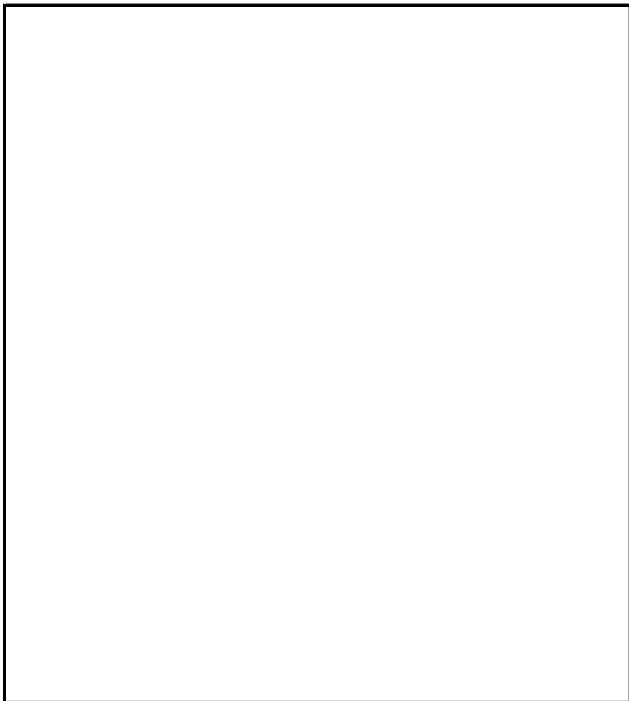


EDU 3102 Foundations of Literacy for K-6 Teacher
Asssignment: Analyze a text suitable for elementary students of their choosing in pairs or small groups, applying critical literacy as a method to promote anti-bias/anti-racist education and explain explicit instruction using vocabulary instructio with guidance and then retech when needed.

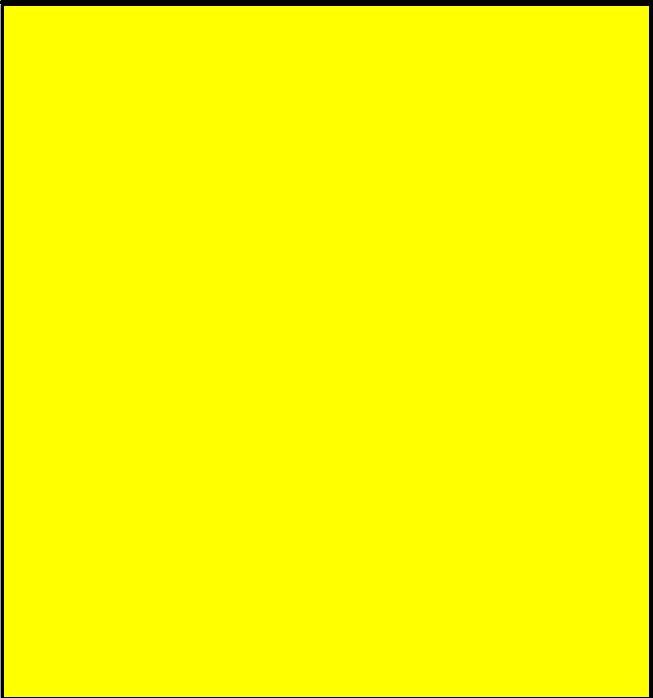
Assessment: Exit ticket: How will you use a student's thinking and experiences as a resource in planning instruction in your field experience using explicit instruction.

EDU 3102 Foundations of Literacy for K-6
TeacherAsssignment:Book log assignment (books 1-5 due) Teaching Reading in the 21st Century: ch 8 Word Recognition and ch 9 Fluency and Independent Reading pp 270. Checking/Repeating process for explicit learning of unfamiliar words.

Assessment: Book log and Book Log Rubric for vocabulary and modeling explicit teaching.



EDU 3101 Language Arts Methods II
Assignment: The TC will practice effective comprehension processes and strategies throughout the process of designing small group guided reading lesson that explicitly outlines listening and reading comprehension instruction. Design a guided reading lesson that explicitly teaches one effective reading comprehension strategy for listening and one for reading print. **Assessment:** Reflection journal related to the instructional presentation, readings, discussions, and mini lesson assignment.



EDU 3101 Language Arts Methods II

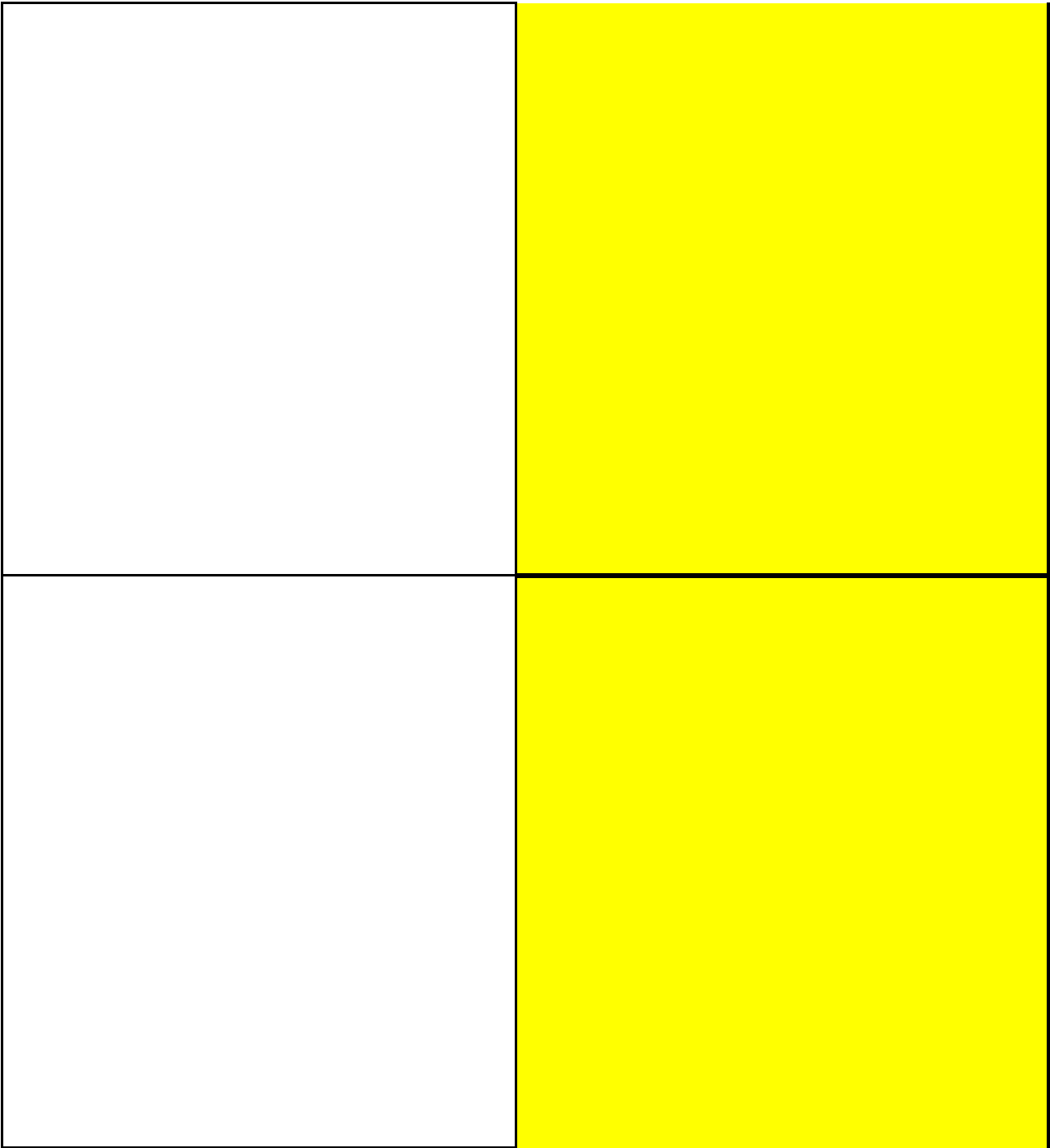
Assignment: Designing a small group guided reading lesson that explicitly outlines effective reading comprehension strategies. Practice with a partner before during and after, with constructive feedback after partner exercise.

Assessment: Reflection journal related to the demonstration of a reading comprehension strategy.
Rubric Reflection journal.

EDU 3101 Language Arts Methods II

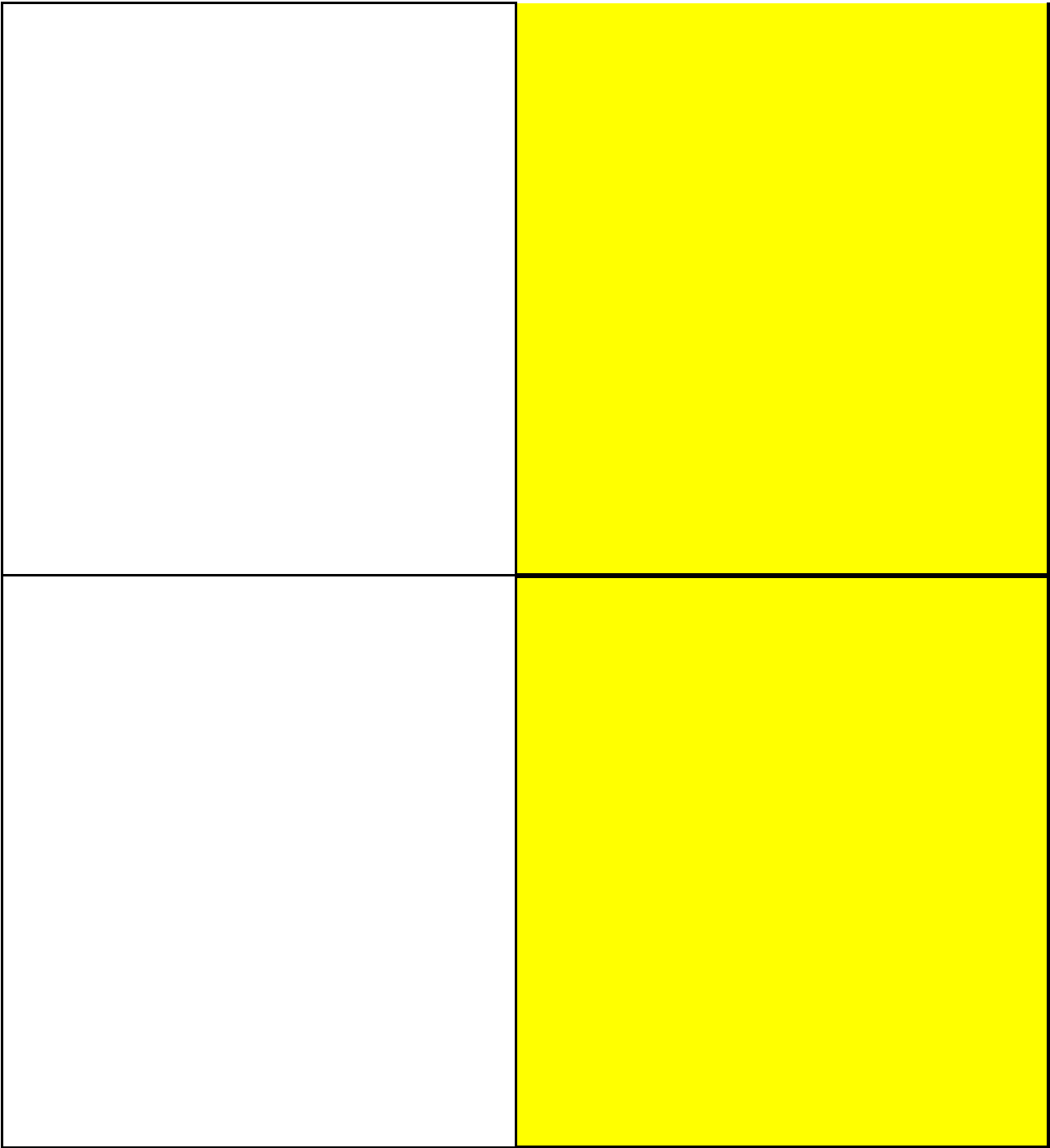
Assignment: The TC will select a text, identify before, during, and after reading comprehension strategies that are appropriate for an intermediate student, and describe activities that will be used to strengthen comprehension at all points during the reading process. Then discuss with a peer.

Assessment:
The candidate will provide constructive feedback to his/her peer after the demonstration/modeling activity.
Reflection journal related to the demonstration of a reading comprehension strategy. Rubric.

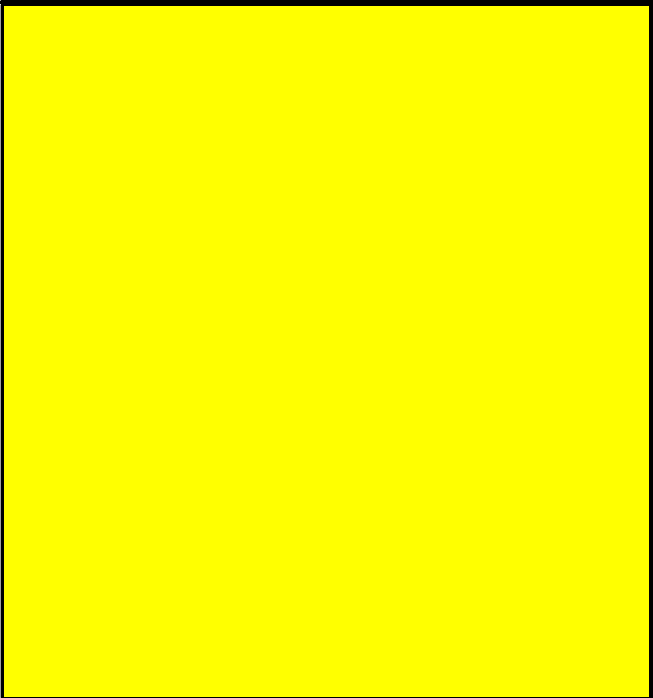
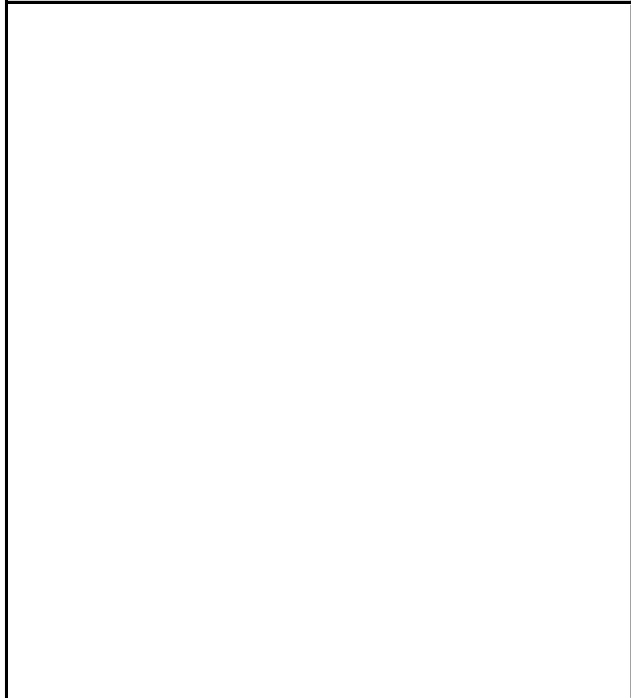
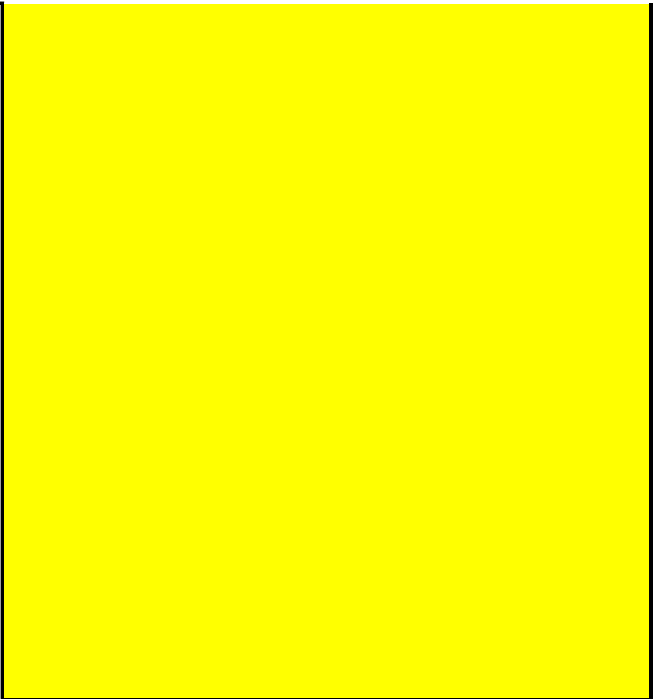


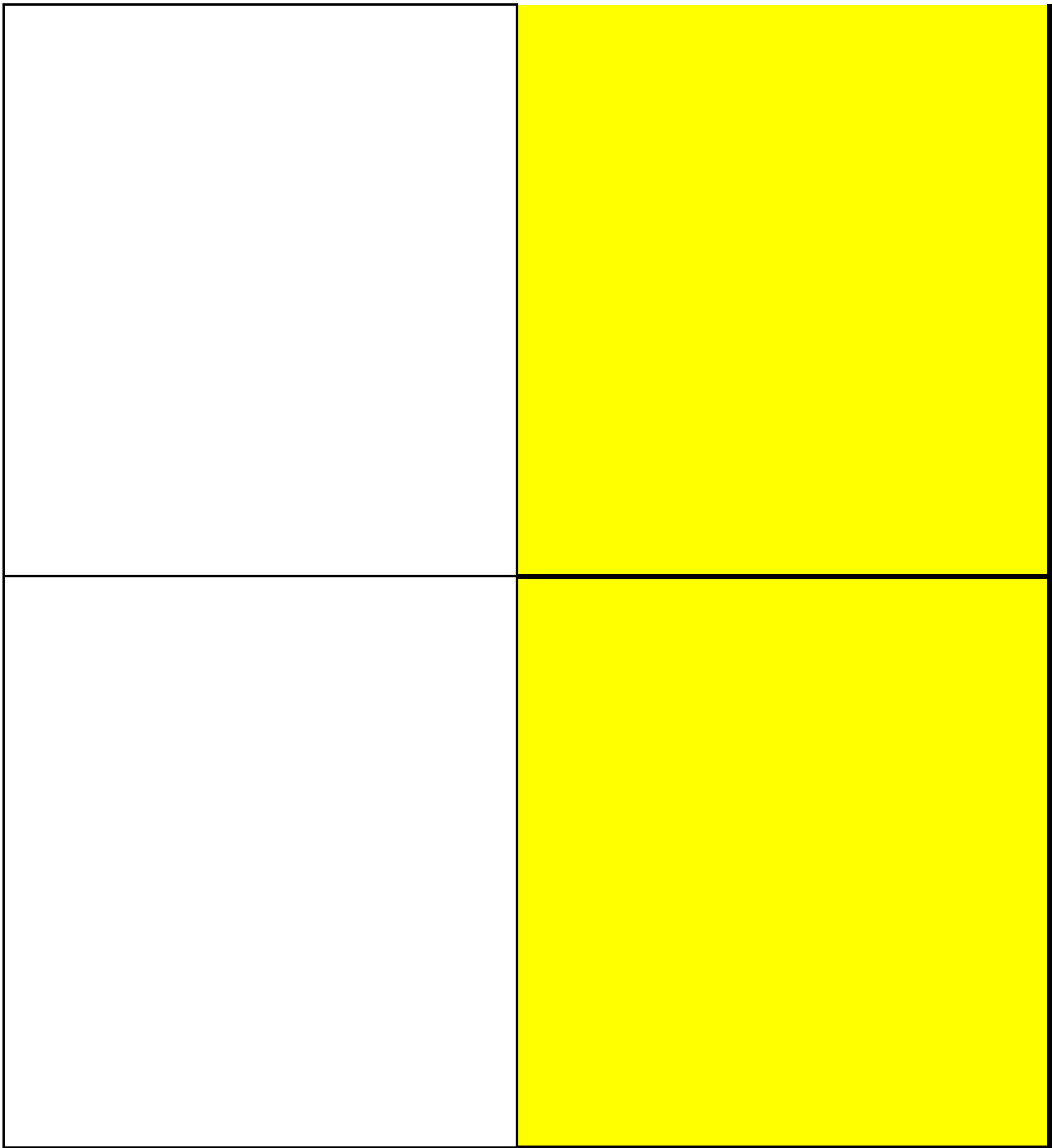
EDU 3102 Foundations of Literacy for K-6 Teacher
Asssignment: Book Log assignment with book analysis with Focus: Encouraging K6 discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking. **Assessment:**
Post on D2L following the prompt: After engaging with Indian Debbie Reese's American Children's blog and reading 1 of her book reviews, share your insights. Reading Blog Rubric

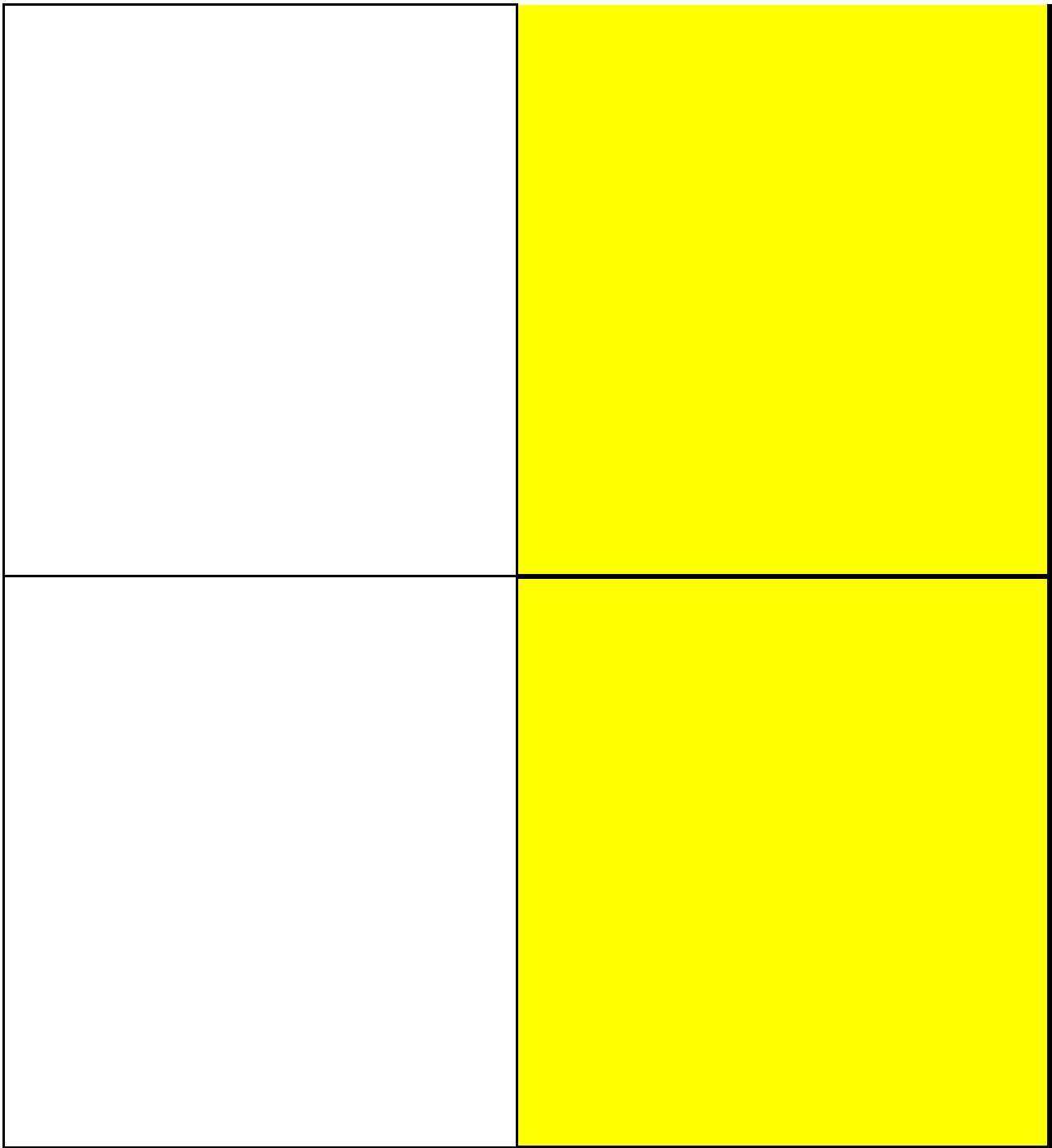
EDU 3102 Foundations of Literacy for K-6 Teacher
Assignment: Book Log assignment: book analysis and discussion
Assessment: Discussion Post & response. Focus: Encouraging K6 discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking. Response log Rubric.

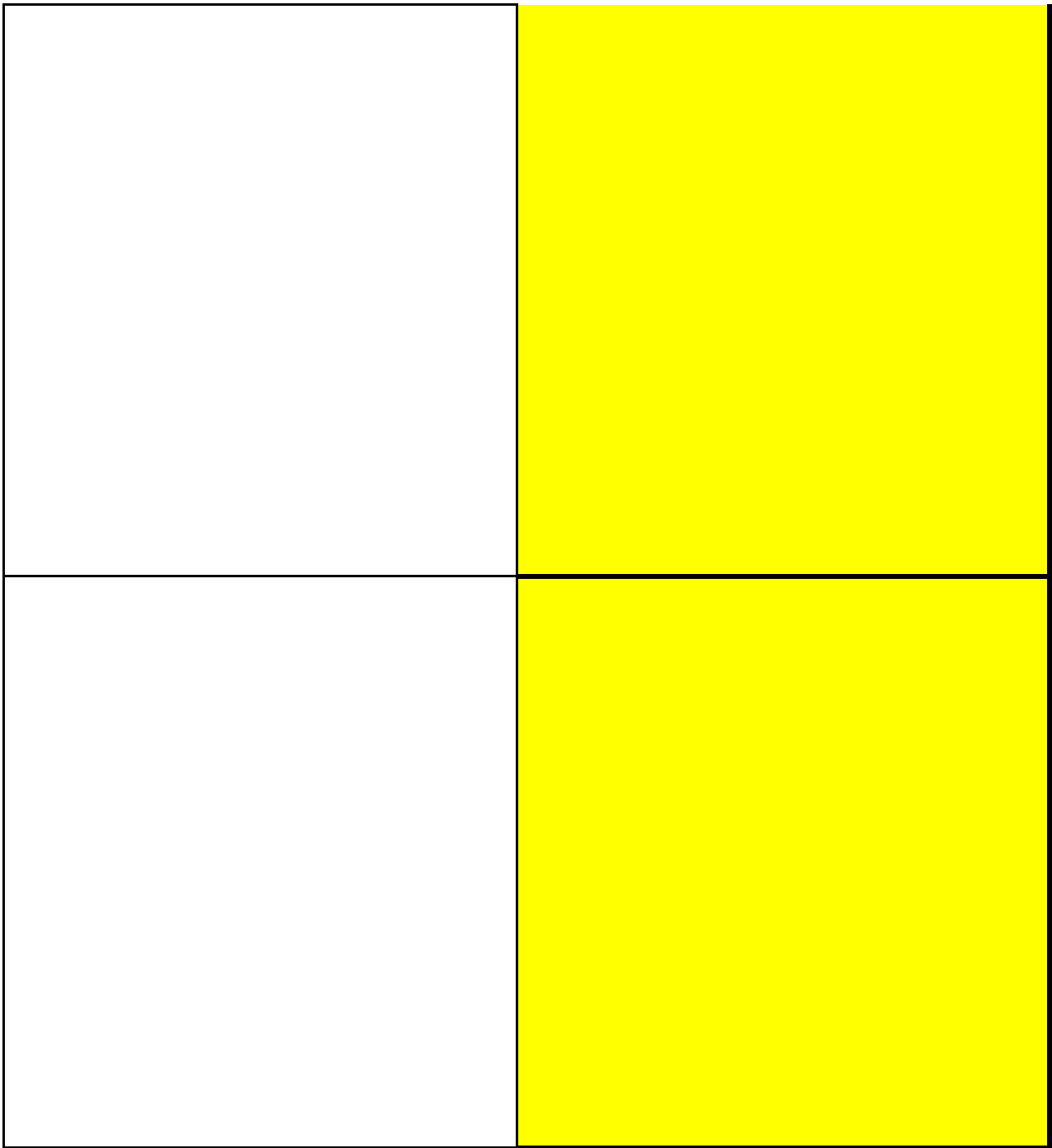


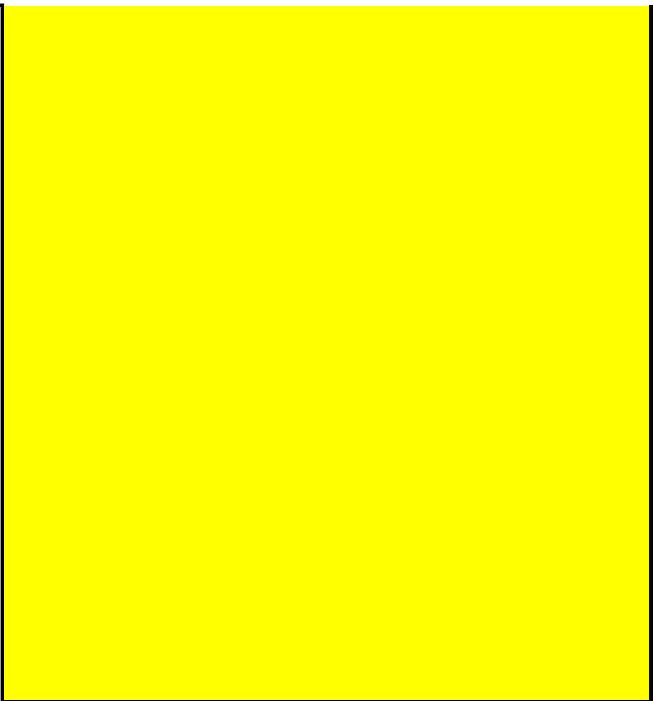
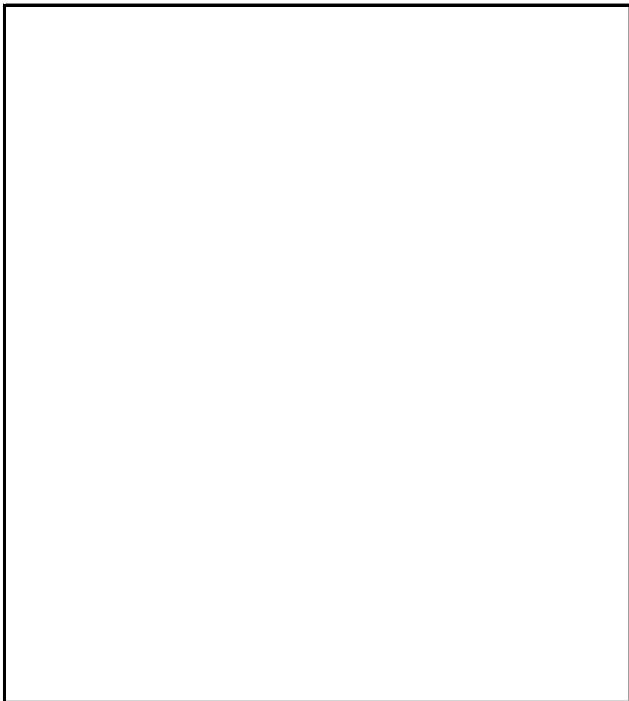
EDU 3102 Foundations of Literacy for K-6 Teacher
Asssignment: Book Bag Log (21-25) and Theme paper
Assessment:
Final Theme Paper: Implement critical literacy/literature into theme paper for children's and young adolescents' literature representing a variety of genres. Include a letter home offering techniques to engage students in literacy. Final Them Paper Rubric







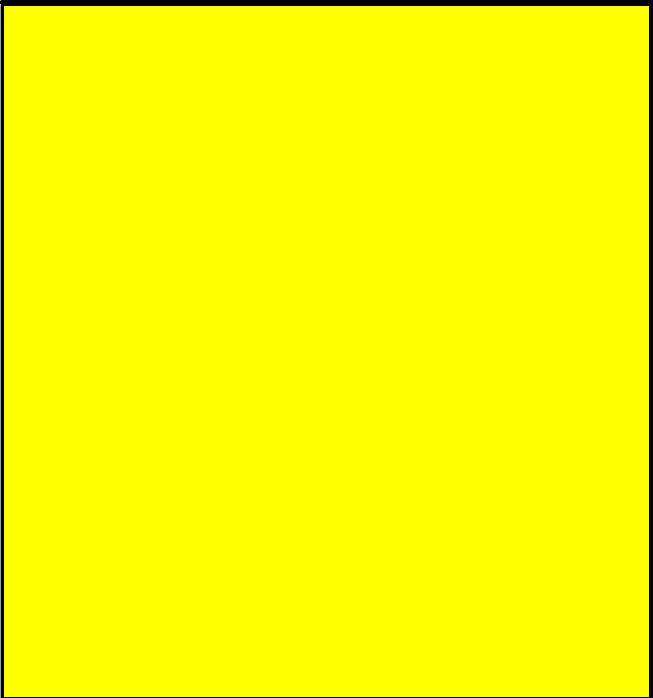




EDU 3102 Foundations of Literacy for K-6 Teacher

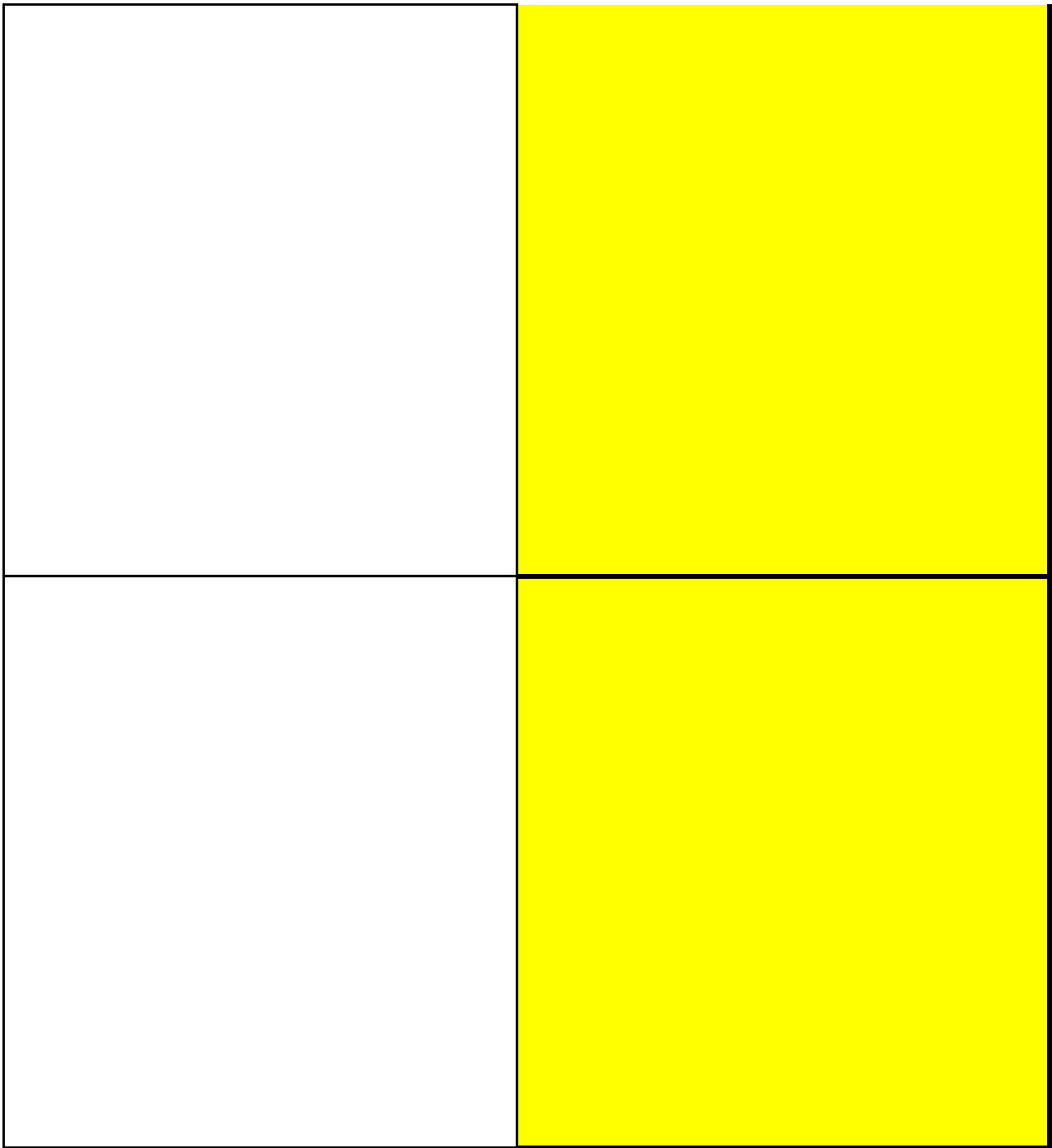
Asssignment: Mini Lesson Demonstrate understanding of phonological and phonemic awareness by designing a developmentally appropriate mini-lesson for early elementary students. Select a Each focus area:
Choose each phonological awareness skills: Word boundaries, rhyming, syllable segmentation, onset-rime blending, phoneme blending, segmenting, substitution, or deletion

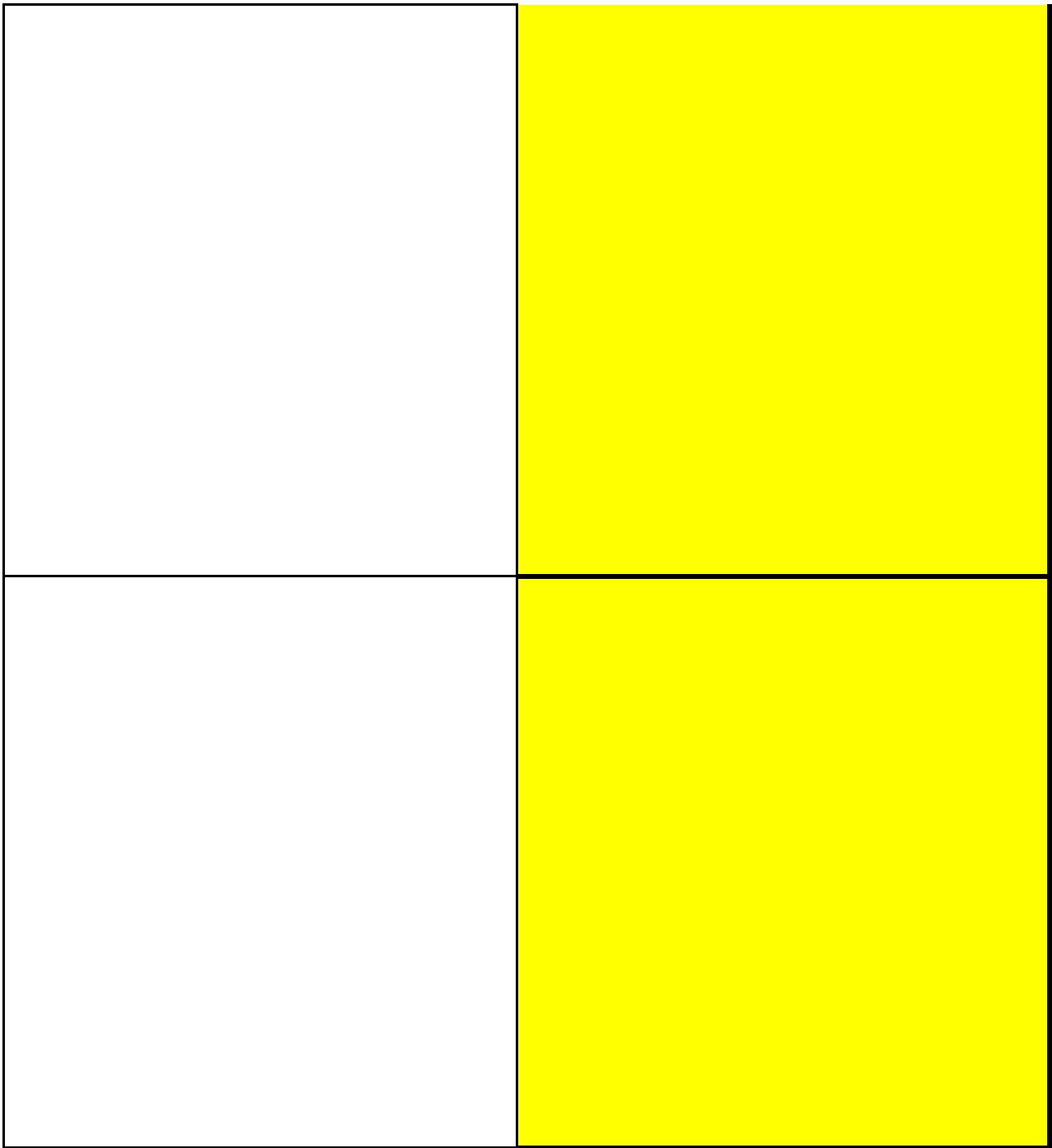
Assessment: Mini Lesson Rubric

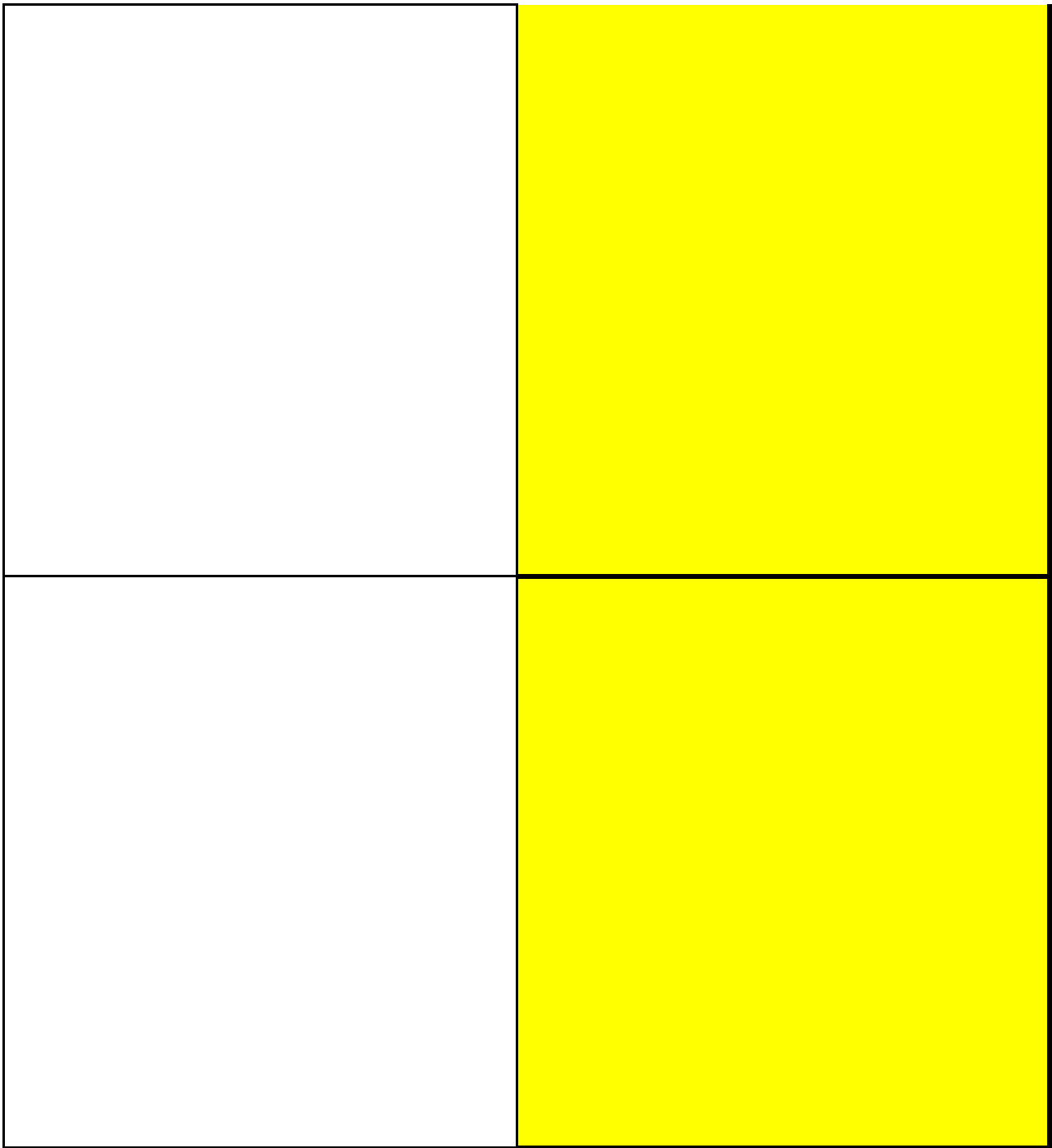


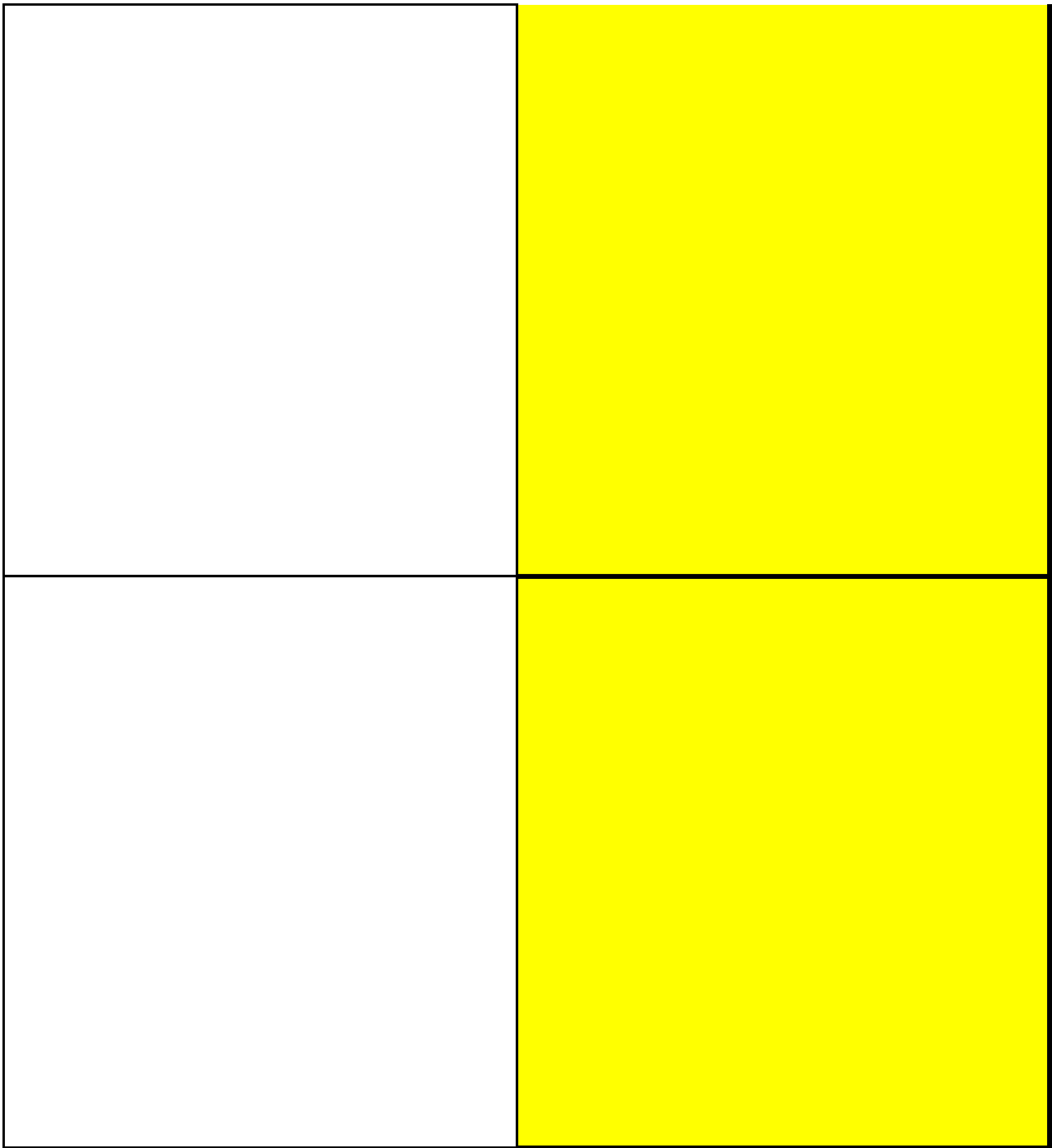
EDU 3102 Foundations of Literacy for K-6 **Teacher**
Asssignment: Teaching Reading in the 21st Century ch
1 and 2 (Reading Instruction and Oral
Language)Continue using Mini Lesson Demonstrate
understanding of phonological and phonemic awareness
by designing a developmentally appropriate mini-lesson
for early elementary students. Select a focus area:
Choose each phonological awareness skills: Word
boundaries, rhyming, syllable segmentation,onset-rime
blending, phoneme blending, segmenting, substitution, or
deletion
Assessment:Continue with the choice: Mini Lesson
Rubric

EDU 3102 Foundations of Literacy for K-6
TeacherAsssignment: Demonstrate continue using Mini
LessonDemonstrate understanding of phonological and
phonemic awareness by designing a developmentally
appropriate mini-lesson for early elementary students.
Select a focus area:
Choose each phonological awareness skills: Word
boundaries, rhyming, syllable segmentation,onset-rime
blending, phoneme blending, segmenting, substitution, or
deletion
Assessment:Demonstrate with the choice: Mini Lesson
Rubric





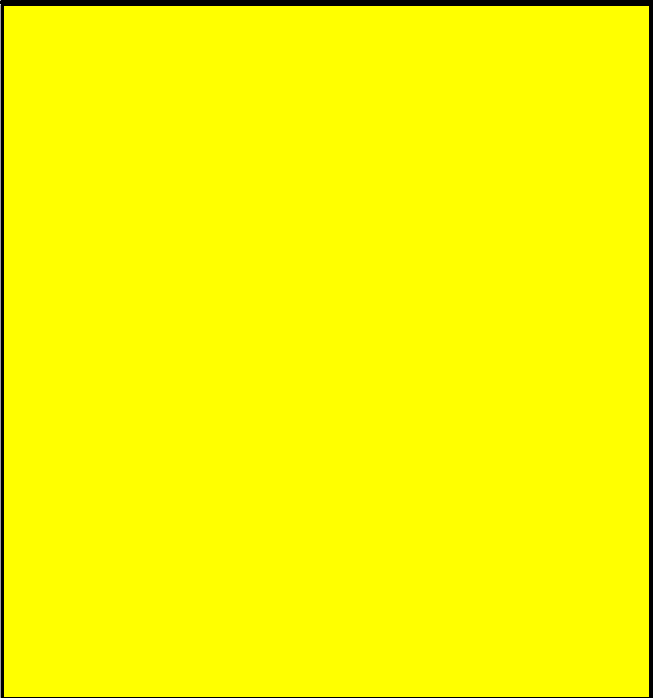
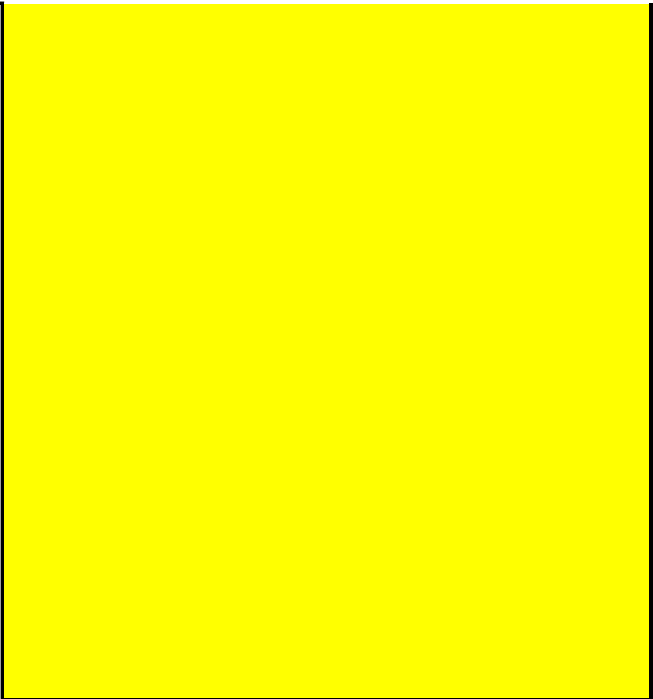


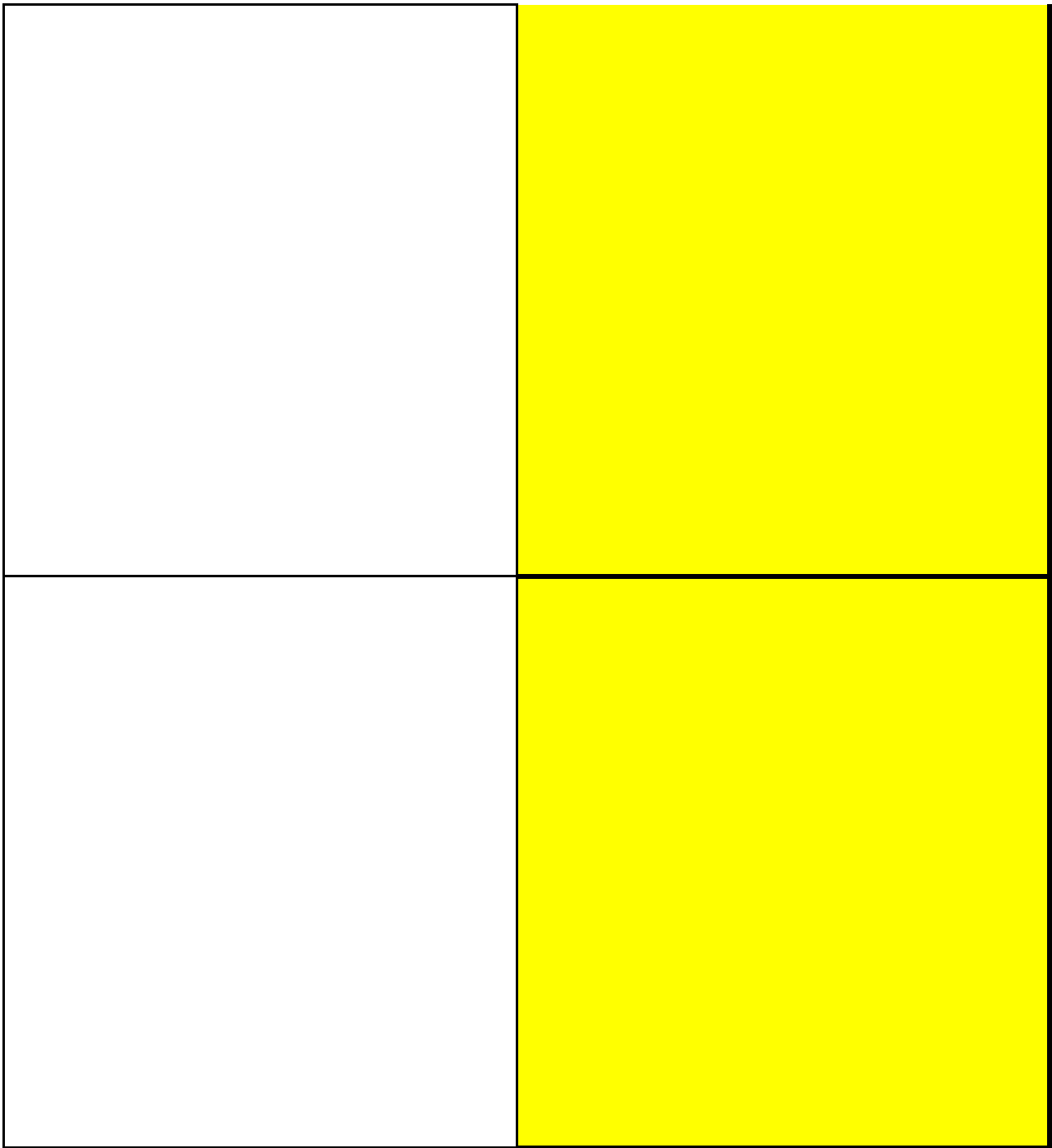


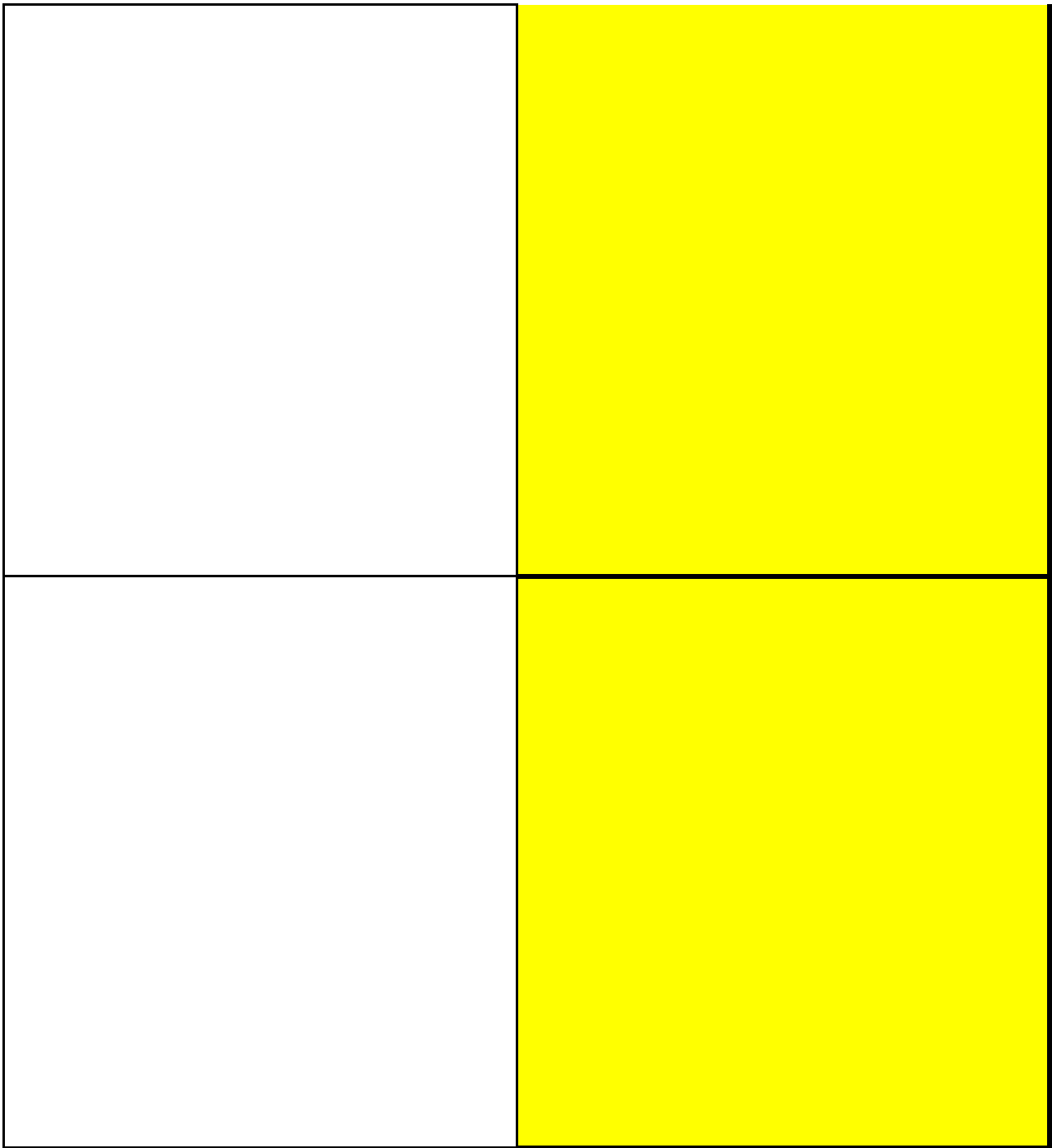
EDU 4102 Differential Learning and Assessment

Assignment: Focus Lesson: Whole Group (Text used for explicit teaching and modeling of Learning Target. Briefly describe the steps to successful demonstration of learning)

Assessment: Guided Instruction: Small Group Instruction (Brief notes about how you grouped students, texts selected, and how you will divide into small group. Two week Unit plan rubric.



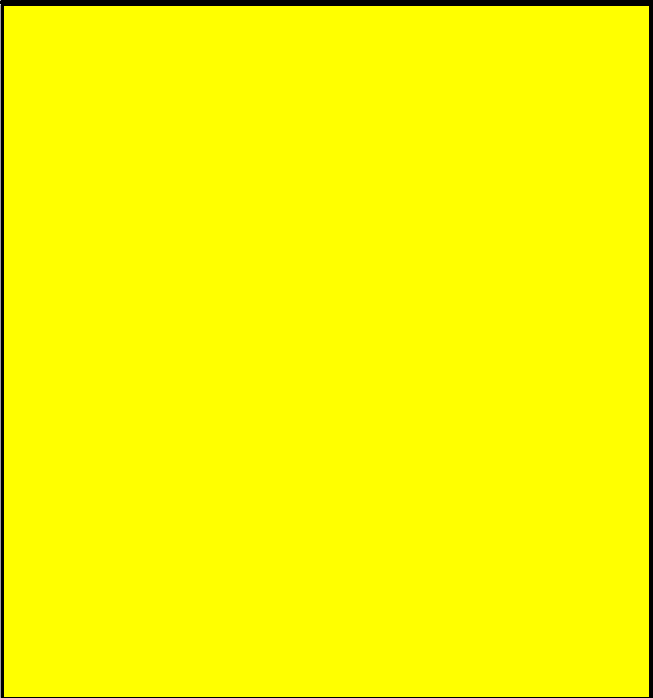
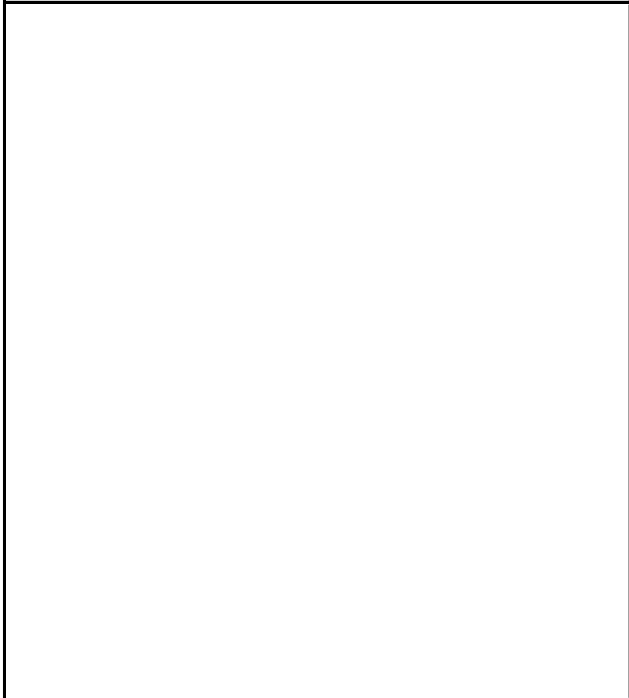
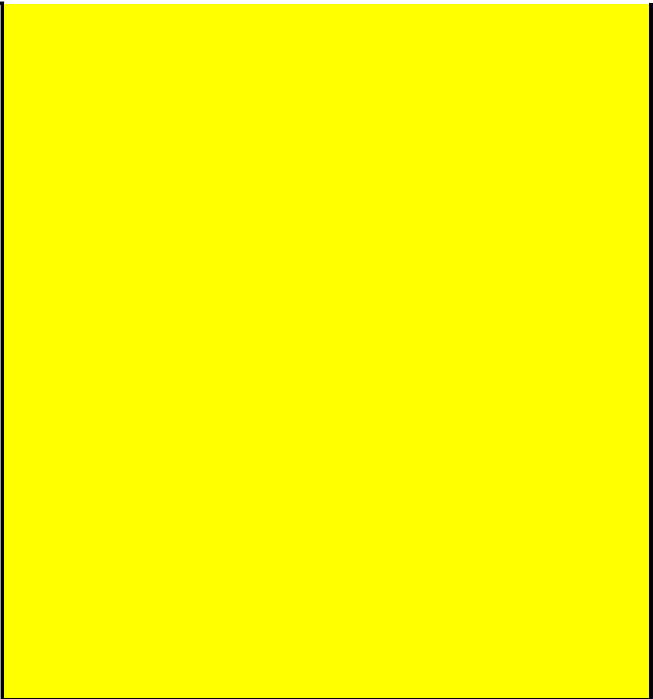


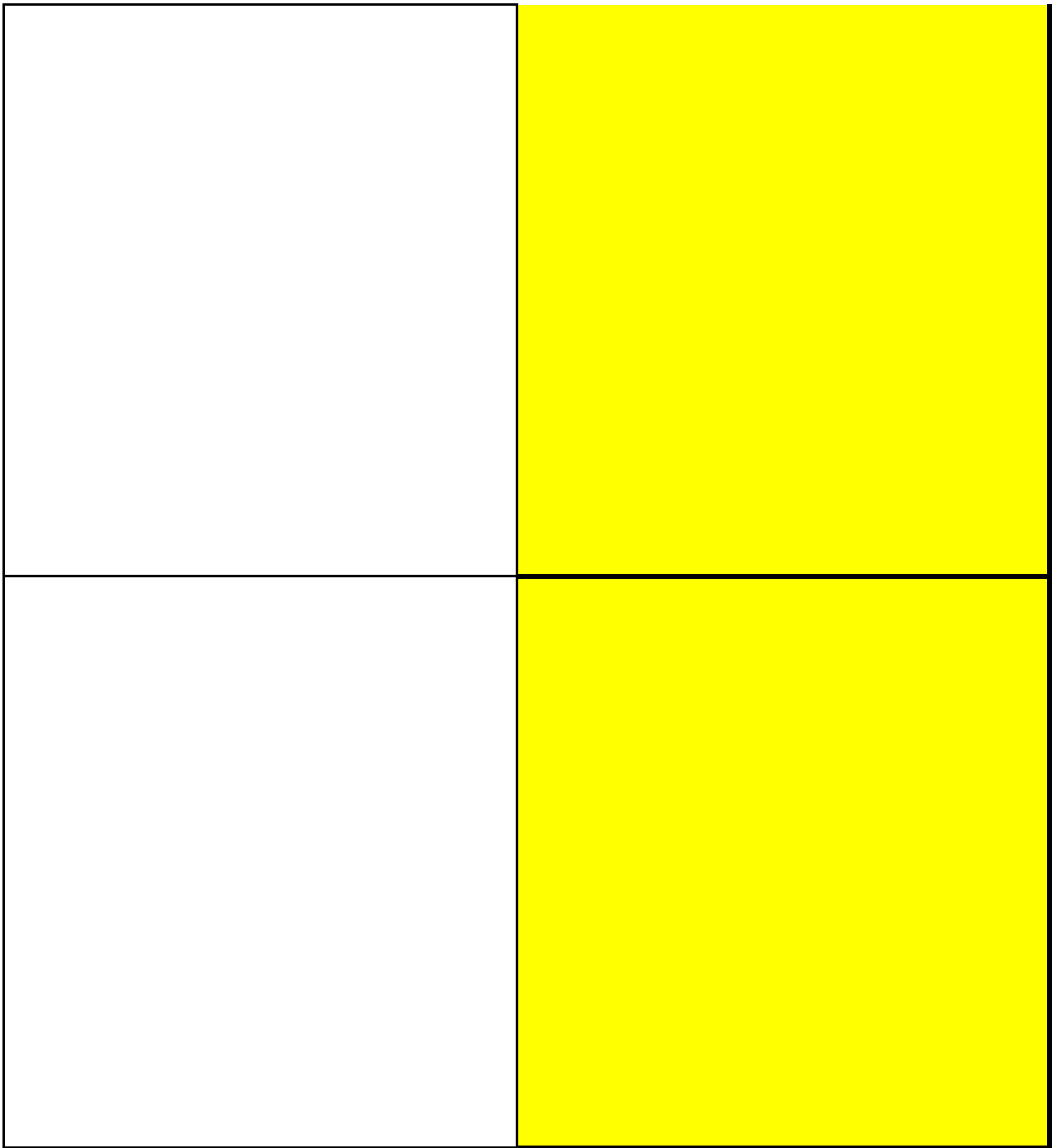


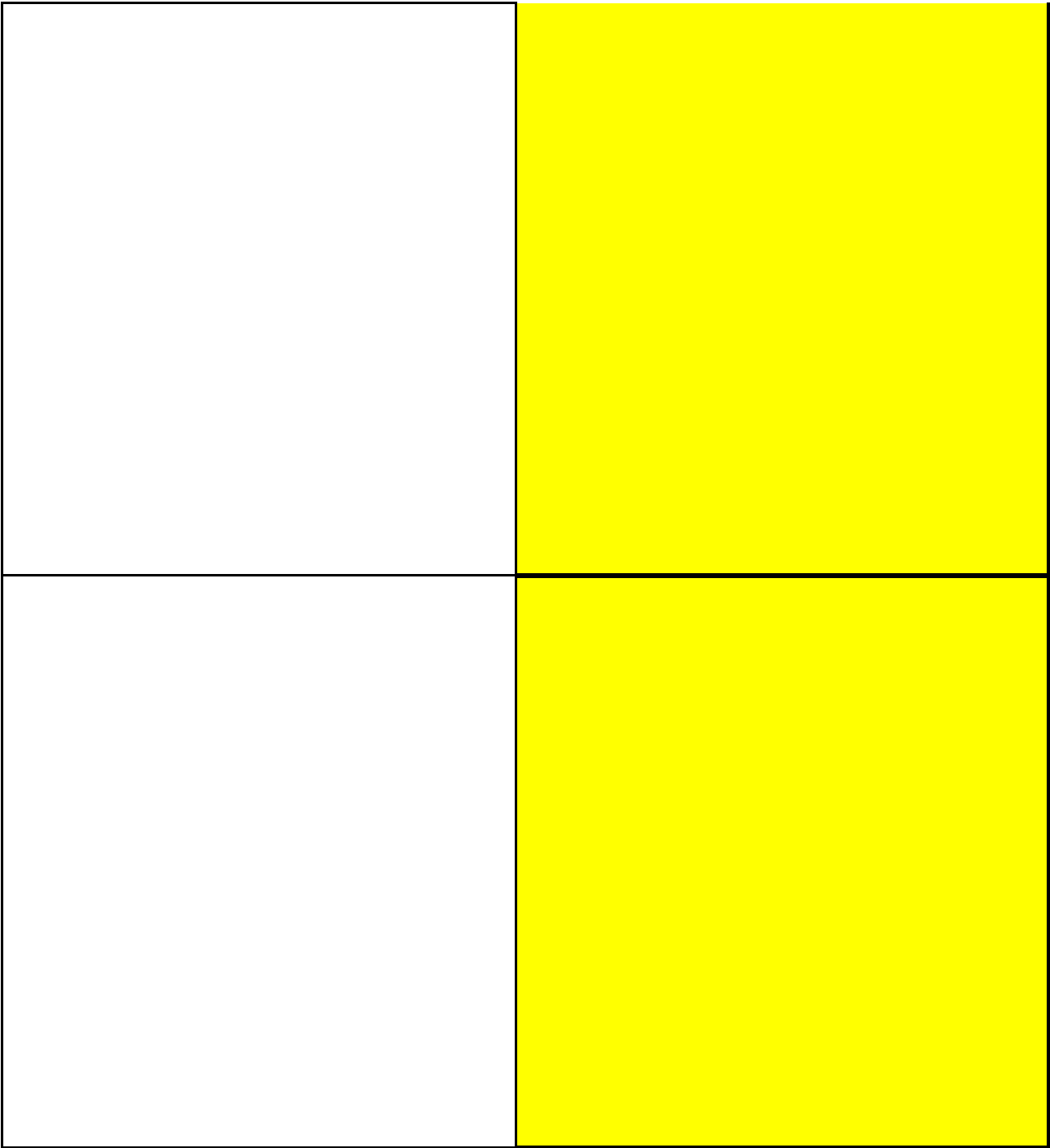
EDU 3101 Language Arts Methods II

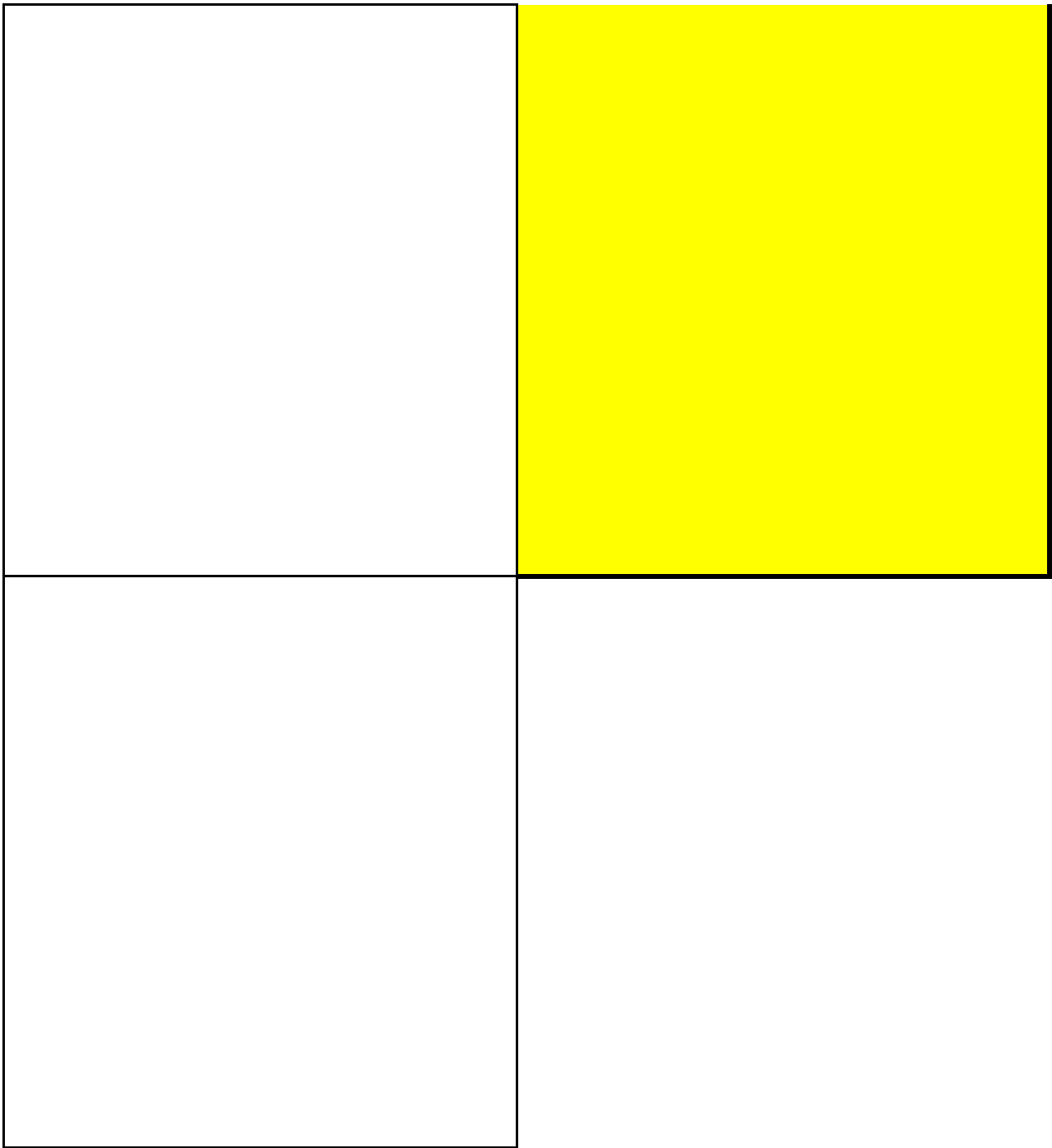
Assignments: Identify and implement a variety of assessment tools and strategies to evaluate student progress and determine next steps in literacy instruction in a small group

Assessment: Instructional presentation with group discussion on formal and informal assessment tools, such as: Spelling inventories, BAS, checklists, assessment options, standardized, learning targets, informal assessments, data management, etc.





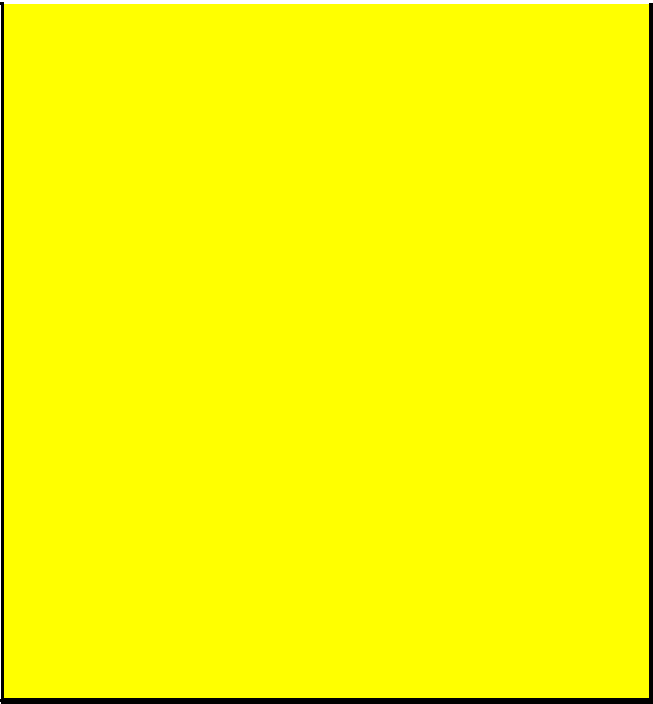




EDU 3101 Language Arts Methods II

Assignment: ChPt 4 of Literacy in Grades 4–8: Best Practices for a Comprehensive Program. Create and design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress by demonstration of a mini lesson teaching a vocabulary strategy for vocabulary words, with a rubric.

Assessment: Mini Lesson demonstrates the vocabulary strategy. Mini lesson rubric.

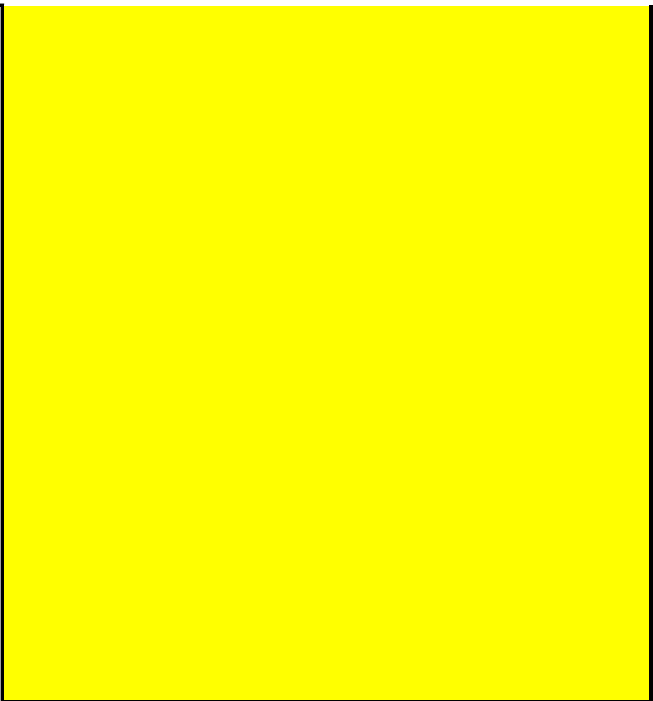
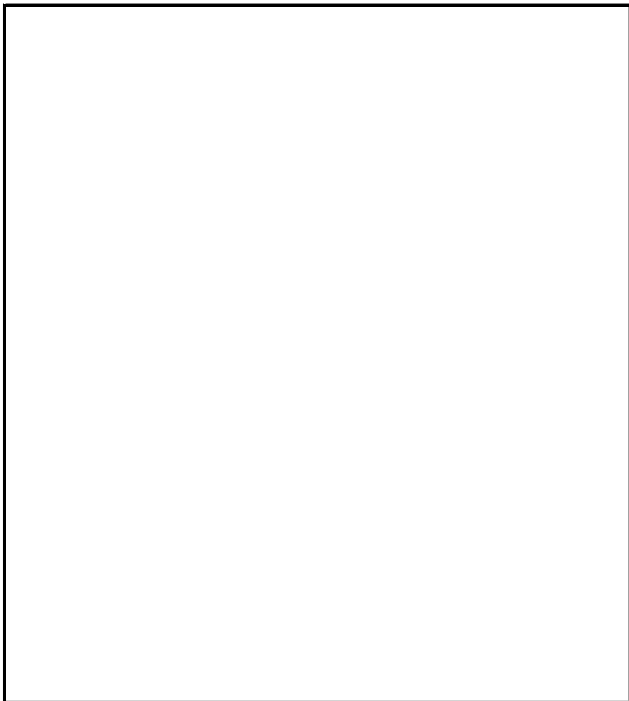


EDU 3101 Language Arts Methods II

Assignment: Construct a literature circles plan for the clinical setting.

Assessment: Reflection journal (Rubric) related to designing a literature circle lesson plan.

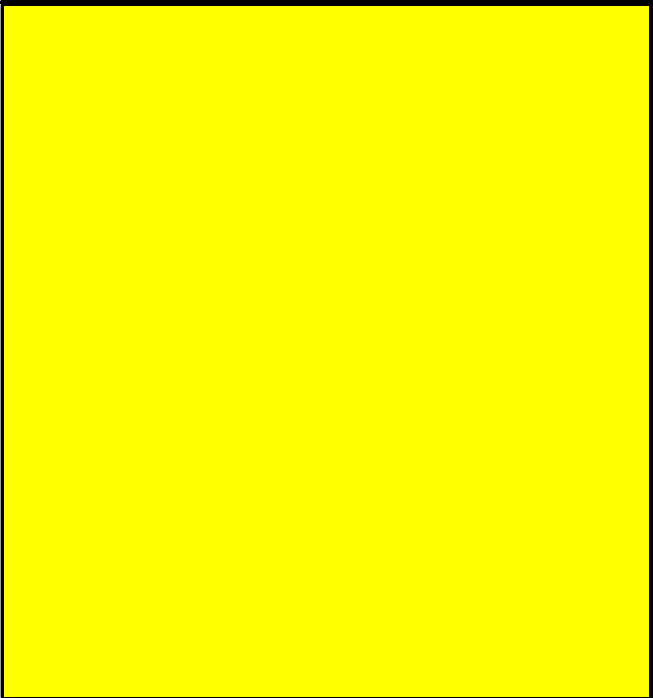


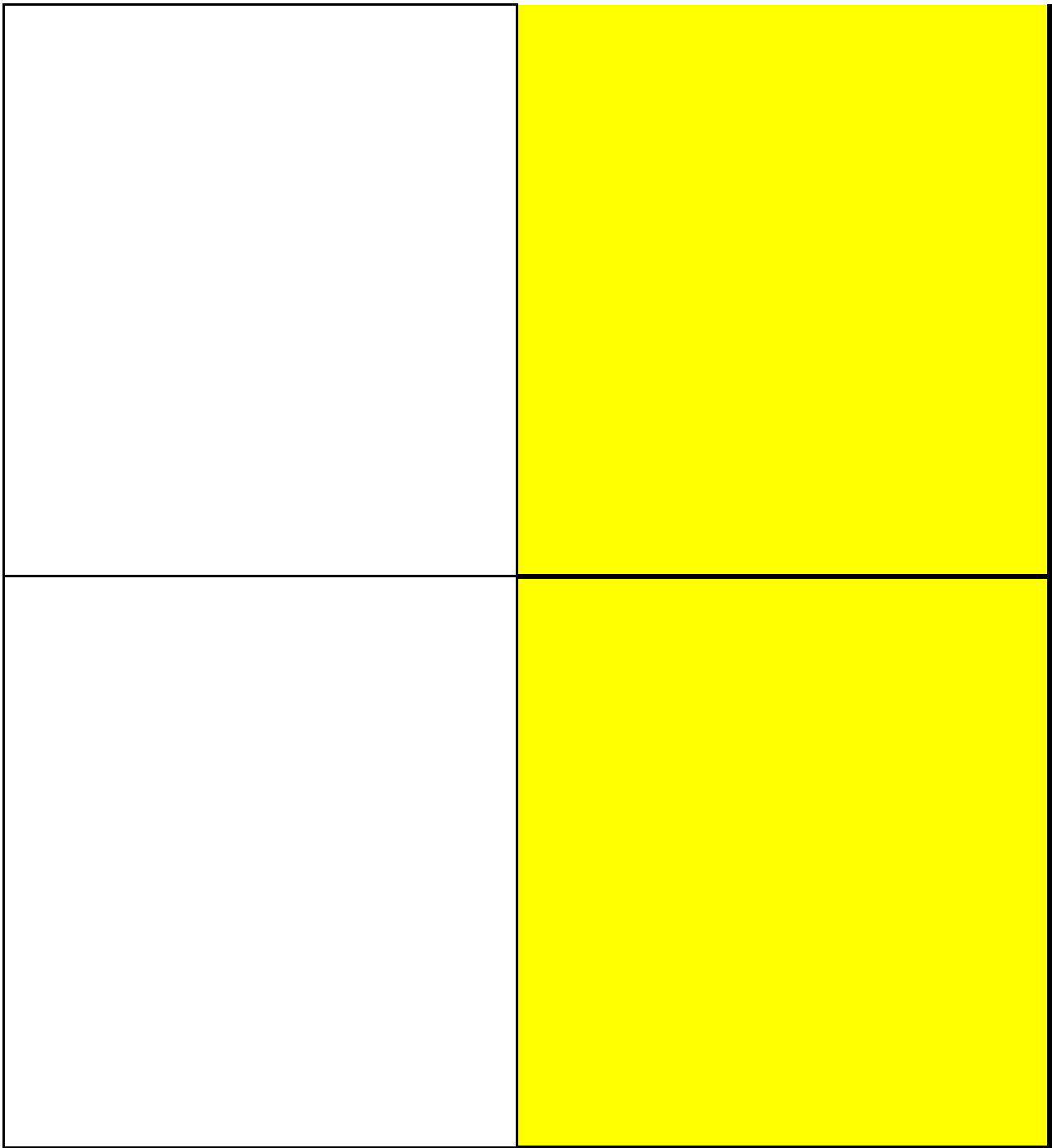


EDU 3101 Language Arts Methods II

Assignment: Select one student from the clinical setting to complete two reading assessments—one formal and one informal in nature.

Assessment: Score, analyze, and discuss the assessment data with the host teacher and identify instructional changes and progress monitoring options that will align with the student’s current needs. Write a one-page reflection paper on the process of assessing, analyzing data, and modifying instruction.

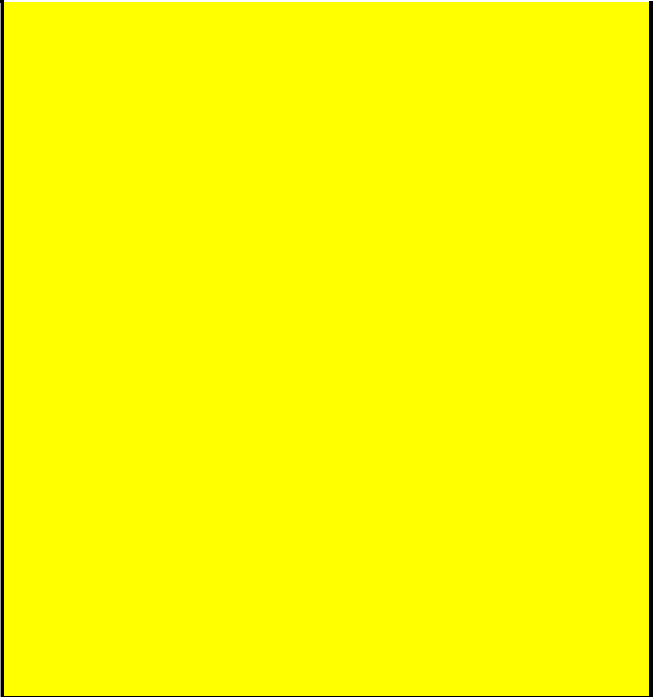




EDU 3101 Language Arts Methods II

Assignment: Design and administer a Stability or Test-Retest on one student in the clinical setting. Design and administer two Alternate Forms on one student in the clinical setting. These will be two forms of the same assessment and will vary slightly in content. Analyze data.

Assessment: locate and upload one activity onto the student's Seesaw page to be used for a micro intervention in an area requiring additional instructional support. Reflection journal student assessment in clinical setting.



EDU 3101 Lanaguae Arts II

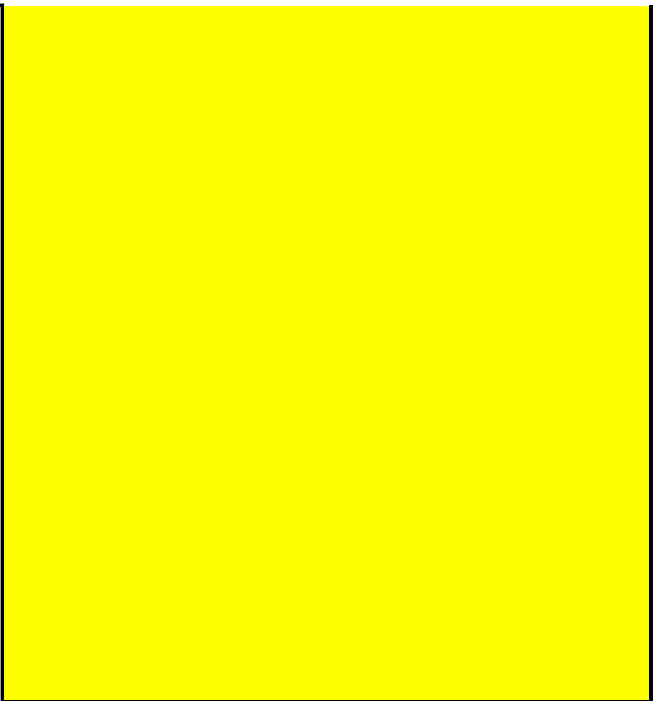
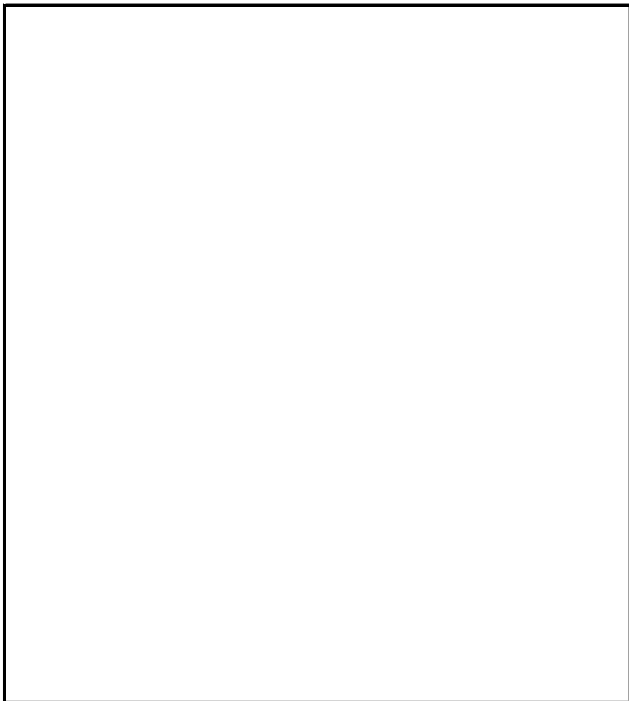
Assignment: Design and implement a mini lesson focused on selecting good-fit and high-interest texts for students' book bins. Upload this mini lesson to the Seesaw blog.

Assessment: Complete a reflection describing what was noted about reading interests and cultural/linguistic backgrounds.

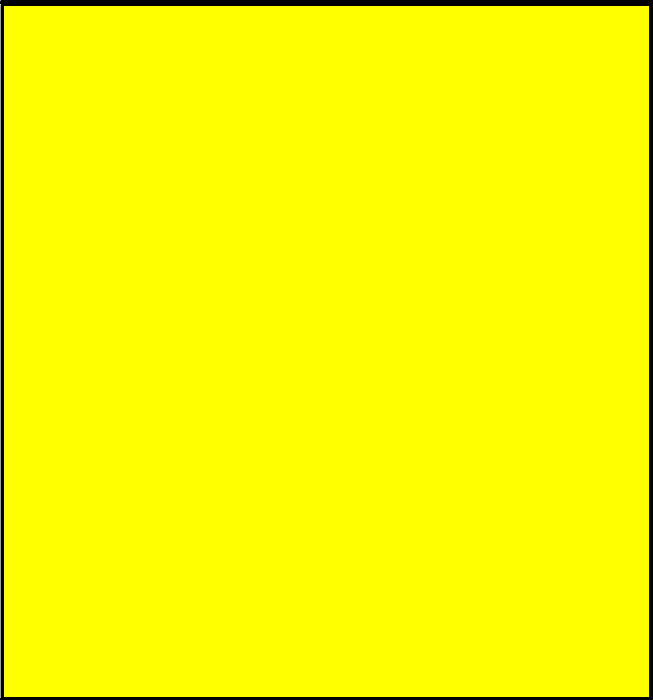
EDU 4102 Differential Learning and Assessment

Assignment: Develop and implement a student reading inventory to determine students' interests, cultural and linguistic background. Develop a lessonmini- lesson.

Assessment: Rubric: Mini Lesson plan



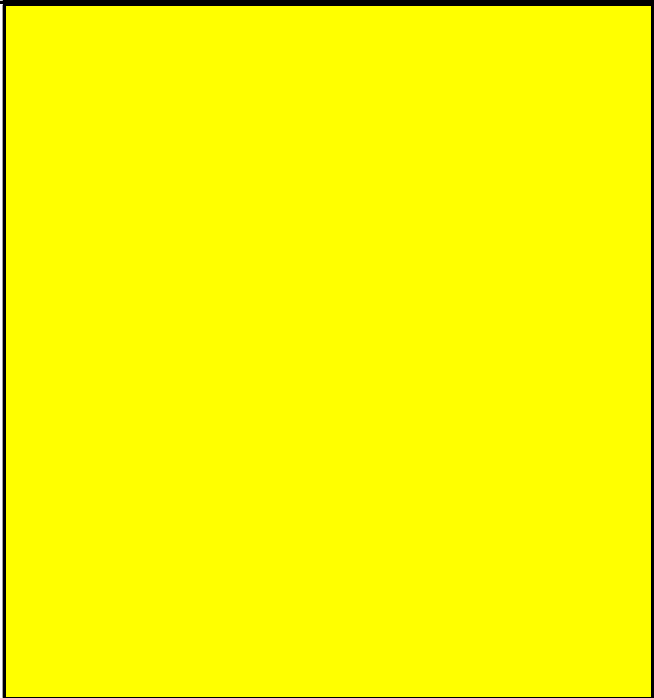
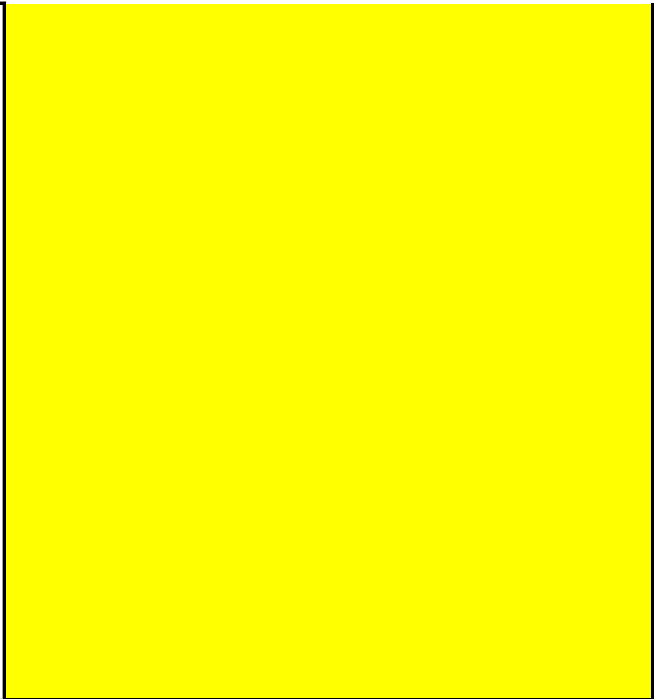
EDU 3101 Language Arts Methods II
Assignment: Confer with a student in the clinical setting and document conference focused on choice reading, engagement, and motivation to read.
Assessment: Discuss this interaction with the host teacher and outline next steps to incorporating this information into classroom instruction

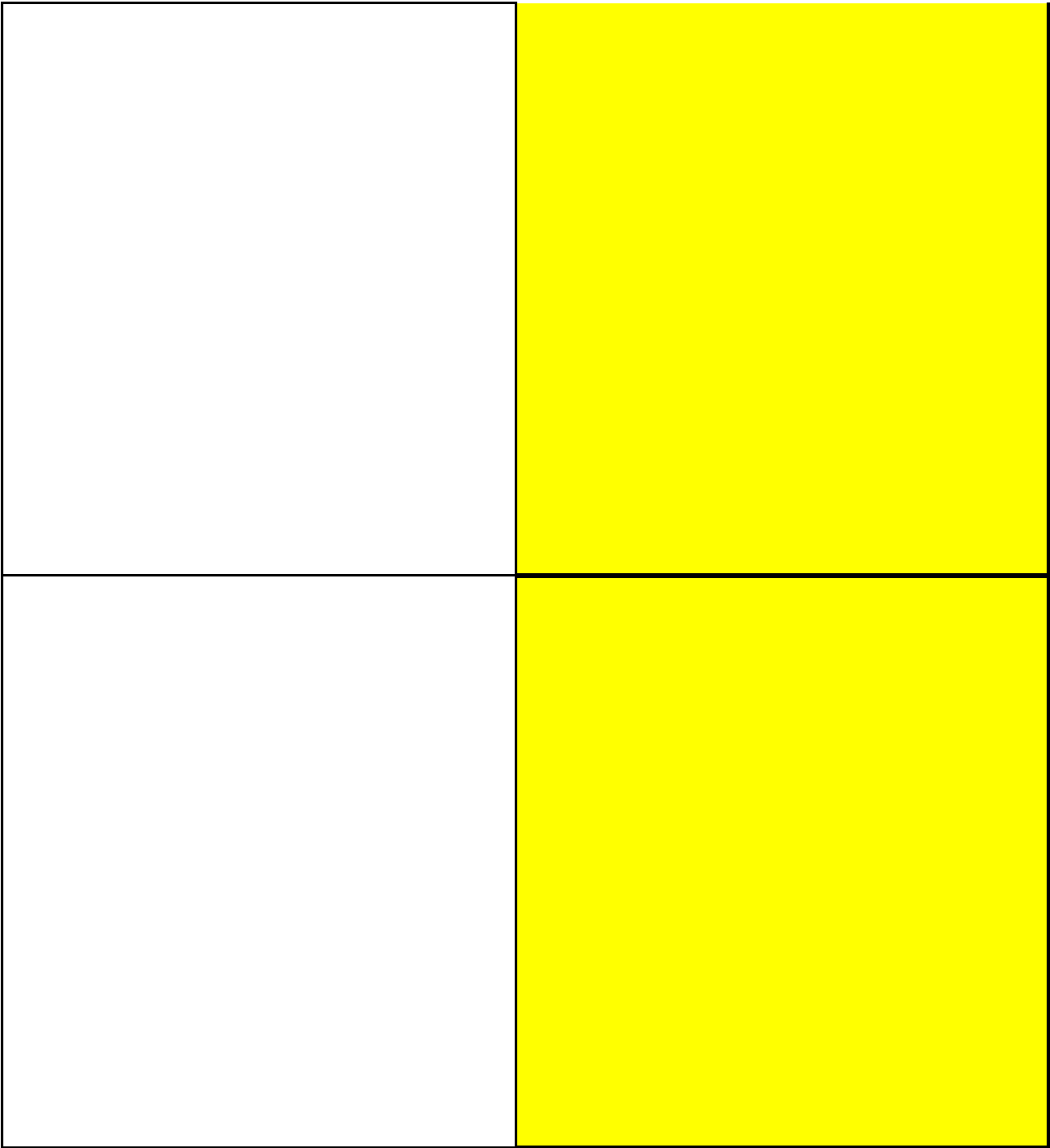


EDU 3101 Language Arts Methods II

Assignment: Design, implement, and evaluate Science of Reading 5 elements lessons for one day's worth of instruction.

Assessment: Reflection journal (assessed with journal rubric) related to the lesson plan design and implementation process.





EDU 3101 Language Arts Methods II
Assignment: Analyze the foundations of reading processes, development, and instruction and reflect in the journal information about dyslexia and a beginning process for screening students in a classroom. Field work Heggerty Assessment and PAST Assessmen. Week 2
Assessment: Reflection Journal and Rubric.

EDU 3200 Children with Exceptionalities
Assignment: Completion of Module 5 Key Concept Assessment Questions including reviewing resources on ADHD and dyslexia characteristics, neurological differences and strategies. review list: <https://education.mn.gov/MDE/dse/sped/mon/prog/list/>
Assignment: Research the 13 categorical disability areas, gifted education and 504 qualifications. Choose one and create a presentation
Assessment: Exceptionality Project and Delivery Rubric Exceptionality Presentation and Quiz on evidence-based practices for instructional routines. Quiz

EDU 3101 Language Arts Methods II
Assignment: Create a database on Padlet that outlines digital and print-based educational resources for families and fellow instructors. Upload a link to this Padlet to the Seesaw blog for families to utilize. Instructional presentation with group discussion on:
• Evidence-based core instruction strategies designed for students with dyslexia
• Direct literacy instruction
• Intervention strategies The Dyslexia Toolkit
Assessment: Reflection Journal and Rubric

EDU 3200 Children with Exceptionalities
Assignment: Week 5: Chapter 3 Teaching Students with Disabilities; mn.gov Special Education website information/checklist; IDEA Disability categories; ADHD and Dyslexia – International Dyslexia Association; screening dyslexia for the characteristics of dyslexia and work within a multi-tiered intervention structure to provide
Assessment: Rubric Dyslexia resource guide for their intervention toolkit

EDU 3101 Language Arts Methods II

Assignment: Seesaw blog post:

Create and upload a video to Seesaw about supporting students with dyslexia. Creation of a brief video describing and demonstrating an evidence-based strategy embedded within direct literacy instruction for a student who displays characteristics of dyslexia.

Assessment: Padlet resource project

Strategy creation of video.

Reflection journal (assessed with journal rubric)

EDU 3200 Children with Exceptionalities

Assignment: The teacher candidate developed and delivered a lesson based on the assessment data gathered. Teacher candidate developed and taught a second modified lesson with additional strategies for learners with dyslexia with reflection on experience of reteaching of the lesson, the results of that change and reflection on why those changes were successful or not

Assessment: Lesson PPlan Rubric & Discussed why it is important to incorporate explicit, systematic instruction with teacher-directed learning to support and guide learners with exceptionalities and dyslexia.

EDU 3101 Language Arts Methods II

Assignment: Padlet resource project

Strategy demonstration: Present an evidence-based intervention strategy designed for a student who displays characteristics of dyslexia. with the brief video describing and demonstrating an evidence-based intervention strategy for a student who displays characteristics of dyslexia and the potential outcomes of the intervention.

Assessment: Presentation of video and strategies to use for interventions for dyslexia within the classroom.

EDU 3200 Children with Exceptionalities

Assignment: Teacher candidates will write a personal philosophy paper on what they learned about children with exceptionalities, including those with dyslexia, how they will support inclusive education and a person-first ideology that will drive their work in education

Assessment: Rubric for Personal Philosophy Paper.

For Reviewers to Complete

Learning Opportunity (indicate if missing depth and breadth or components of standard)

Assessment (indicate if missing depth and breadth or components of standard)

EDU 3100: Reading Technique Notecards do not explicitly address connections between oral and written language based on goal areas and descriptions listed in the syllabus. The Digital Literacy Blog includes a section that requires connections between oral and written language.

EDU 3101 Language Arts Methods II

Assessment: Compose a brief dialogue journal reflection about the experience and language and writing foster learning. Detail the language and writing activities in content area explain oral language, reading, and writing and how it impacts students' understanding. If not observed, explain what activities might be included in content area instruction. Journal reflection rubric used for assessment, digital literacy blog.

EDU 4102 Assessment: Rubric of

Reflections/paper/essay. Response in the journal.

EDU 3101 & 4102: Assessments not found in syllabi.

In Article Reivew assignmet clear language of standard included: interrelated elements of language arts instruction that support the reading development of English language learners, including ways in which the writing systems of other languages may differ from English and factors and processes involved in transferring literacy competencies from one language to another

EDU 4102: Unclear if multiple factors are considered beyond sentence construction.

EDU 3100: Assignments meet the standard.

EDU 3100: Assignments meet the standard.

Digitazl blog assignment to include: make explicit connection to word or sentence level concepts

EDU 3100: Digital Blog rubric only addresses letter-sound correspondences and does not make explicit connection to word or sentence level concepts. If addressed through other assignments, please identify which one(s)

EDU 3100: Notecard Goal 4 addresses this standard.

EDU 3100: Notecard Goal 4 includes sight word strategies. Fluency Lesson references decoding strategies with accuracy focus.

EDU 3102: No connection to spelling found in lesson plan assignments. Referenced in Phonics Quiz

EDU 3101: Assessment not found in the syllabus.

EDU 3102: Phonics Quiz

EDU 3100: EDU 3100 Language Arts Methods I Assignment: Field Work: Lesson Plan #2 Phonological Awareness assessment (PAST) with a student: administered and scored either the PAST (3rd grade and beyond) assessment with a student Completed the assessment either with a student/child you know, or by watching a video of the assessment. Written summary of the results. In the write up, include how proficient readers read, how to facilitate listening comprehension, and how to develop students' comprehension of print materials (journal reflection rubric).

EDU 3100: Assignments listed do not appear to address the standard. Unclear if Lesson 3 addresses listening comprehension.

EDU 3101: Leveled reading designated by the BAS assessment is referenced, which may suggest that students should be limited in access to grade-level text. Based on the leveling presented it is unclear how listening comprehension would be addressed.

EDU 3101 Language Arts Methods II

Assignment: Analyze the foundations of reading processes, development, and instruction with strategies discussed and charted comprehension strategies on an idea map as a group.

Assessment: Reflection journal related to the readings and in-class exercises.

(Journal Reflection/paper Rubric)

EDU 3101: Assessment description not found in syllabus. No clear connection to informational and content-area text.

EDU 3102: Book Log references a "variety of text structures, comprehension strategies" which is assumed to include informational text and content-area text.

EDU 3101: Assessment description not found in syllabus. No clear connection to informational and content-area text.

EDU 3102: Book Log references a "variety of text structures, comprehension strategies" which is assumed to include informational text and content-area text.

EDU 3101 Language Arts Methods II

Assessment: Participants will analyze the text structures and elements in order to design a creative graphic organizer chart to summarize learning. Reflection journal on the literature circle activity and related readings, presentations, and discussions (Journal Reflection/paper rubric).

EDU 3101: Assessment referenced is not found in the syllabus.

EDU 3101: Assessment referenced is not found in the syllabus.

EDU 3102: Book Log addresses a range of literature.

EDU 3101 Language Arts Methods II
Assessment: Reflection journal based upon the instructional presentation, readings, and mini lesson with anchor chart project. Journal reflection rubric

EDU 3101: Assessment referenced is not found in the syllabus.

EDU 3101 Language Arts Methods II
Assessment: Writing rubric activity and
rubric (Journal Reflection/paper rubric).

EDU 3101: Assessment referenced is not found
in the syllabus.

EDU 3101 Language Arts Methods II

Assessment: The TC will further reflect on his/her learning by journaling about this group experience how this compare/contrast activity may be used in the clinical setting to support learning. (Reflection/paper rubric)

EDU 3101: Assessment referenced is not found in the syllabus.

EDU 3101 Language Arts Methods II

Assessment: The candidate will synthesize learning by analyzing the information gleaned from the individual instruction to identify areas of support and next steps in instruction. Recommend micro interventions for student with teacher. Reflection journal (Reflection/paper rubric) related to work completed with the student

EDU 3101: Assessment referenced is not found in the syllabus.

EDU 3101 Language Arts Methods II

Assessment: Create a video of the read-aloud mini lesson that embeds one comprehension strategy. Upload this video to the Seesaw blog for students and families to use (digital literacy rubric highlighted in syllabus).

EDU 3101: Assessment referenced is not found in the syllabus.

EDU 3100: listed in the "Assignment 2: Guided Reading Lesson Plans" to build activities for receptive oral language (listening), expressive oral language (talking), and receptive written language (reading)

EDU 3100 & 3102: Assignments referenced address phonemic awareness, rather than oral language.

EDU 3100: Unclear what assignment is referenced in this chart. However, Lesson plan 1 addresses this standard.

EDU 3100: Lesson 2 focuses on fluency. Accuracy and decoding are referenced, however it is unclear that explicit phonics instruction would be integrated within this lesson.

EDU 3102: Lesson addresses phonemic awareness rather than phonics.

EDU 3101 Language Arts Methods II

Assessment: Graphic organizer Rubric of
the steps involved in this comprehension
exercise and graphic organizer. Uses

'Guided Reading' rubric for comprehension with a graphic organizer. EDU 3101: Assessment referenced is not found
in the syllabus.

EDU 3100 Language Arts Methods I

Assignment: Create a blog for elementary students to apply understanding of: phonological and phonemic awareness of English and Ojibwe language phonemes, including techniques to word boundaries, to rhyme, and to blend, substitute, and delete sounds in words.

Assessment: Field work with Multisensory integration

Rubric Blog/Video: with Multisensory techniques: visual, auditory and Kinesthetic **This will include lesson plan one, which connects phonological/phonemic awareness to letter recognition and handwriting

EDU 3100: Lesson Plan 1 focuses on phonemic awareness, however it is unclear if the lesson connects to letter recognition and handwriting.

EDU 3101 Language Arts Methods II
Assessment: The plan outlines activities,
questions/prompts, and extension
activities that integrate the arts and relate
to the featured texts. Reflection journal
related to designing a literature circle
lesson plan.

EDU 3101: Assessment referenced is not found
in the syllabus.

EDU 3100 Language Arts Methods I
EDU 3100 was referened here, and the
lesson plan rubic is used (not 3101) .
Assessment: Lesson plan and self-
assessment and participation and
reflection. Rubric

EDU 3101: Assessment referenced is not found
in the syllabus.

EDU 4102 Unit plan highlighted to show all
elements of literacy required

EDU 4102: Unclear what elements of literacy
are to be addressed within this "unit plan".

EDU 3100 added to week 3: Assignment:
Read Aloud Project:

In field work, after discussing the benefits of reading aloud to children and following a deconstruction of the instructor's modeling of a read-aloud (and focusing on oral and written language development), read three books to children from a special collection located in the Curriculum Materials Center of the Library. Read these books to one child or a group of children, grades K-3. After reading each book aloud to the child or children, rate the book and record your experiences on the "Feedback form for Read Aloud Project". Also, more readings/videos added: Oral and written language

EDU 3100: Teacher Assessment Summary does not reference oral language, syllabus also does not reference a text-based writing sample to measure written language development.

EDU 3100: week 13 Lesson plan three:
Field work

EDU 3100 Lesson plan #3: Created and taught in field work a lesson facilitating comprehension at various stages of development throughout the process of modeling reading comprehension techniques designed for before, during, and after. Also, included a multisensory technique to ensure that students learn concepts about print including how to recognize and write letters. Submitted a reflection after teaching this lesson. (Scored with lesson plan rubric focusing on “Theory to Practice” and “Instructional Design” element)

EDU 3100: An assessment of Concepts of Print is not referenced in the Teacher Assessment Summary assignment. If addressed elsewhere, please identify.

EDU 3100: Teacher Assessment Summary does not include a measure of spelling.

EDU 3100 : added spelling measure to "School Psychologist and Reading Specialist Interview (50 points) "

EDU 3101: Syllabus assignments do not reference applicable assessment tools for phonics, spelling, and word recognition skills. Also note that running records are referenced (p. 19) and often relate to the 3-cueing system.

EDUC 3101 added to week 10: added Chapter 14 (Literary Text) and Chapter 15 (Informational Text) to address teaching written language structures to develop students' facility in comprehending and using academic language.

EDU 3101: Reference made to the BAS and running records as an assessment tool option. No clear connection to various text structures.

EDUC 3101 highlighted week 7: Field Experience

Comprehension demonstration

Idea map

Anchor chart activity

Mini lesson demonstration;

Content area reading lesson plan (assessed with lesson plan rubric)

Reflection journal on content area reading (assessed with journal rubric)

EDU 3101: No clear connection to content-area reading.

EDU 3101 Language Arts Methods II

Assessment: Complete a reading response journal (assessed with journal rubric) on the process of participating in the literature circle activity.

EDU 3101: Assessment referenced is not found in the syllabus.

EDU 3101: added to week 3: TRS| Chapter 1: The Structure of English; blog post summarizing language structure; quiz on language structure

EDU 3101: No clear connection to an assessment of language structure.

EDU 3101: No clear connection to how the vocabulary lesson may address various learning needs (i.e., struggling, gifted).

EDU 4102: Intervention and enrichment addressed within the Unit Plan.

EDU 3101: Standard not addressed in the syllabus.

EDU 4102 assessment: reflection journal rubric

EDU 4102: Assessment not found in syllabus.

EDU 3101: Not addressed in the syllabus.

EDU 3100: May be addressed via the case study assignments.

EDU 3100: Addressed in the School
Psychologist and Reading Specialist Interview.

EDU 3101: in Assignment 2 Guided Reading Lesson Plan: included :explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;:

EDU 3101: No clear connection to school-wide structures. Literacy Block assignment not found in the syllabus.

EDU 3101 Language Arts Methods II

Assignment: added in week 8 : students will self-select reading materials and share in small groups what is read and listening to TC read alouds. Create and implement a student reading inventory to determine interests and cultural and linguistic backgrounds of one student in the clinical setting. Use the BAS or other formalized reading assessment. Design and implement a mini lesson focused on selecting good-fit and high-interest texts. Assessment: Upload this mini lesson to the Seesaw blog. Reflection journal (assessed with journal rubric) related to the lesson plan design, implementation, and evaluation process.

EDU 3101: No clear reference to an assignment focused on building independent reading or read alouds.

EDU 3102 Foundations of Literacy for K-6
Teacher

Assignment: Watch and read: Lecture/video on 1) the nature and symptoms of dyslexia; and The Dyslexia Toolkit pp1-20).

Assessment: Prepare in a short video and share a five-minute overview for a family member of an elementary student of the nature and symptoms of dyslexia.



**Finding (Met, Not Met, Met with
Concern)**

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Provider Name:

8710.2000 Standards of Effective Practice	Name of "Course Listing" 1 or experience in Program Sequence; Description of learning and assessment specific to the standard
<p>Subp. 3. Subject matter standards, elementary education. A candidate must complete a preparation program for licensure under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to L.</p> <p>A. A teacher of children in kindergarten through grade 6 must:</p>	<p>Note 750 character limit</p>
<p>(1) understand and apply the research base for and the best practices of kindergarten, and elementary level education;</p>	

(2) understand and apply educational principles relevant to physical, social, emotional, moral, and cognitive development of young children;

(3) understand and apply the concepts of "belonging" and "family connectedness" as crucial to the development of young children;

(4) understand and apply the process and necessity of collaboration with families and other adults in support of the learning of young children;

(5) understand how to integrate curriculum across subject areas in developmentally appropriate ways;

(6) apply the standards of effective practice in teaching students in kindergarten through grade 6 through a variety of early and ongoing clinical experiences with kindergarten, primary, and intermediate students within a range of educational programming models; and

(7) apply the standards of effective practice in teaching students in kindergarten through grade 6 through a minimum of ten weeks of full-time student teaching.

B. A teacher of children in kindergarten through grade 6 must demonstrate the knowledge of fundamental concepts of communication arts and literature and the connections between them. The teacher must:

(1) develop the skills and understanding to teach reading, writing, speaking, listening, media literacy, and literature;

(2) understand and apply teaching methods related to the developmental stages of language;

(3) use a variety of developmentally appropriate techniques for augmenting the listening, speaking, reading, and writing vocabularies of children;

(4) know how to integrate the communication arts;

(5) develop children's use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience;

(6) develop children's ability to use written, spoken, and visual language to communicate effectively with a variety of audiences and for different purposes;

(7) know children's and young adolescents' literature representing a variety of genre; and

(8) know how to use books and other printed sources to develop children's personal growth and lifelong learning.

C. A teacher of young children in the primary grades must have knowledge of the foundations of reading processes, development, and instruction, including;

(1) oral and written language development, including:

(a) relationships among reading, writing, and oral language and the interdependent nature of reading, writing, and speaking to promote reading proficiency;

(b) the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between oral language and reading and writing, particularly in English language learners; and

(c) the interrelated elements of language arts instruction that support the reading development of English language learners, including ways in which the writing systems of other languages may differ from English and factors and processes involved in transferring literacy competencies from one language to another.

(2) phonological and phonemic awareness, including:

(a) the phonemes that make up the English language;

(b) the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words; and

(3) concepts of print, including:

(a) knowledge about how letters, words, and sentences are represented in written English;

(b) the importance of teaching uppercase and lowercase letter recognition and formation; and

(c) the instructional progression of the alphabetic principle.

(4) phonics and other word identification strategies and fluency, including:

(a) systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units;

(b) word identification strategies and common, irregular sight words;

(c) the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development;

(d) how the etymology and morphology of words related to orthographic patterns in English; and

(e) the development of reading fluency;

(5) knowledge of how to develop vocabulary knowledge,
including:

(a) understanding the critical role vocabulary knowledge plays in reading;

(b) how to provide explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading; and

(c) how to provide opportunities for students to engage in early and continual language experiences to increase their vocabulary by modeling and explicitly teaching students a variety of strategies for gaining meaning from unfamiliar words;

(6)comprehension processes related to reading, including:

(a) knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop students' comprehension of print material;

(b) the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and

(c) how to facilitate comprehension at various stages of students' reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;

(7) content-area literacy, including:

(a) knowledge of reading comprehension processes necessary to comprehend different types of informational materials and content-area texts; and

(b) the structures and features of expository (information) texts and effective reading strategies to address different text structures and purposes for reading;

(8) literacy responses and analysis, including:

(a) knowledge of how to provide frequent opportunities to listen to and read high-quality literature for different purposes;

(b) knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures; and

(c) knowledge of how to analyze and teach literary text structures and elements and criticism, drawing upon literature and instructional needs and interests;

(9) structure of the English language, including;

(a) basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics);

(b) knowledge of how to enhance literacy skills helping students understand similarities and differences between language structures used in spoken and written English;

(c) basic knowledge of English syntax and semantics and the ability to use this knowledge to improve reading competence, including how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts; and

(d) knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials.

D. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

(1) appropriate, motivating instruction, both explicit and implicit:

(a) oral language development;

(b) auditory awareness, discrimination of sounds, phonemic awareness, and word awareness;

(c) the teaching of phonics, sight words, spelling, and fluency including the selection, design, and use of instructional programs, materials, texts, and activities; and

(d) applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts.

(2) selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including:

(a) multisensory techniques, to ensure that students learn concepts about print including how to recognize and write letters;

(b) teaching vocabulary using a range of instructional activities to extend students' understanding of words; and

(c) both explicit and implicit, in the teaching of comprehension skills and strategies including opportunities for guided and independent work.

(3) selection and appropriate use of a wide-range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and develop students; responses to literature and their critical reading abilities through high level, interactive discussions about texts;

(4) selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop students' facility in comprehending and using academic language;

(5) development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice and independent work; and

(6) the ability to design purposeful lessons/tasks based on the qualities, structures, and difficulty of texts and the reading needs of individual students including the selection and use of supplementary materials to support the reading development of struggling and gifted readers.

(E) A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:

(1) formal and informal tools to assess students':

(a) oral and written language development;

(b) auditory awareness, discrimination of sounds,
phonological and phonemic awareness;

(c) understanding of concepts about print and the alphabetic principle;

(d) knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency;

(e) vocabulary knowledge in relation to specific reading needs and texts;

(f) comprehension of narrative and expository texts and their use of comprehension strategies including determining students' independent, instructional and frustration reading levels;

(g) comprehension in content area reading;

(h) ability to evaluate and respond to a range of literature and analyze text structures and elements; and

(j) oral and written language to determine their understanding and use of English language structures and conventions.

(2) formal and informal tools to:

(a) plan, evaluate and differentiate instruction to meet the needs of all students from various cognitive, linguistic and cultural backgrounds; and

(b) design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted readers.

(3) the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs;

(4) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement;

(5) the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading coursework; and

(6) the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability.

F. A candidate for licensure as a teacher of elementary education must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including:

(1) Knowledge of how to use of students' interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;

(2) The ability to support students and colleagues in the selection or design of materials that match students' reading levels, interests, cultural and linguistic backgrounds;

(3) The development and implementation of classroom and school-wide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;

(4) The ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promotes ongoing student engagement and literacy for all students;

(5) The ability to foster independence and self-efficacy in readers;

(6) The development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud to students and providing access to a variety of reading materials;

(7) The use a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English and/or in the primary languages of English language learners, and/or to use additional strategies to promote literacy in the home.

Instruction on dyslexia must be modeled on practice standards of the International Dyslexia Association, and must address:

(1) the nature and symptoms of dyslexia;

(2) resources available for students who show characteristics of dyslexia;

(3) evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach; and

(4) outcomes of intervention and lack of intervention for students who show characteristics of dyslexia.

G. A candidate for licensure as a teacher of elementary education demonstrate a view professional development as a career-long effort and responsibility including:

(1) Exhibiting a particular stance towards professional development. Beginning teachers view learning about reading processes and students' reading development, and becoming more proficient as a teacher of reading, as a career-long effort and responsibility;

(2) Displaying positive dispositions toward the act of reading and the teaching of reading, including a belief that all students can learn to read regardless of their cognitive, cultural or linguistic backgrounds;

(3) Providing support for students' reading development by communicating regularly with parents/caregivers and eliciting their support in a student's reading development;

(4) Understanding how to provide instructions for paraprofessionals and volunteers working in the classroom to ensure that these individuals provide effective supplementary reading instruction;

(5) Engaging in personal learning as a daily and long-term goal to inform instructional practices, including reflection on practices, to improve daily instructional decisions and interactions with students; and

6) Collaborate with other professionals on literacy learning initiatives.

H. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental concepts of mathematics and the connections between them. The teacher must know and apply;

(1) concepts of mathematical patterns, relations, and functions, including the importance of number and the importance of the educational link between primary school activities with patterns and the later conceptual development of important ideas related to functions and be able to:

(a) identify and justify observed patterns;

(b) generate patterns to demonstrate a variety of relationships; and

(c) relate patterns in one strand of mathematics to patterns across the discipline;

(2) concepts and techniques of discrete mathematics and how to use them to solve problems from areas including graph theory, combinatorics, and recursion and know how to:

(a) help students investigate situations that involve counting finite sets, calculating probabilities, tracing paths in network graphs, and analyzing iterative procedures; and

(b) apply these ideas and methods in settings as diverse as the mathematics of finance, population dynamics, and optimal planning;

(3) concepts of numerical literacy:

(a) possess number sense and be able to use numbers to quantify concepts in the students' world;

(b) understand a variety of computational procedures and how to use them in examining the reasonableness of the students' answers;

(c) understand the concepts of number theory including divisibility, factors, multiples, and prime numbers, and know how to provide a basis for exploring number relationships; and

(d) understand the relationships of integers and their properties that can be explored and generalized to other mathematical domains;

(4) concepts of space and shape:

(a) understand the properties and relationships of geometric figures;

(b) understand geometry and measurement from both abstract and concrete perspectives and identify real world applications; and

(c) know how to use geometric learning tools such as geoboards, compass and straight edge, ruler and protractor, patty paper, reflection tools, spheres, and platonic solids;

(5) data investigations:

(a) use a variety of conceptual and procedural tools for collecting, organizing, and reasoning about data;

(b) apply numerical and graphical techniques for representing and summarizing data;

(c) interpret and draw inferences from data and make decisions in a wide range of applied problem situations; and

(d) help students understand quantitative and qualitative approaches to answering questions and develop students' abilities to communicate mathematically;

(6) concepts of randomness and uncertainty:

(a) probability as a way of describing chance in simple and compound events; and

(b) the role of randomness and sampling in experimental studies;

(7) mathematical processes:

(a) know how to reason mathematically, solve problems, and communicate mathematics effectively at different levels of formality;

(b) understand the connections among mathematical concepts and procedures, as well as their application to the real world;

(c) understand the relationship between mathematics and other fields; and

(d) understand and apply problem solving, reasoning, communication, and connections; and

(8) mathematical perspectives:

(a) understand the history of mathematics and the interaction between different cultures and mathematics; and

(b) know how to integrate technological and nontechnological tools with mathematics.

I. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental social studies concepts and the connections among them. The teacher must know and apply:

(1) tools of inquiry and problem solving;

(2) concepts of:

(a) culture and cultural diversity;

(b) the ways human beings view themselves in and over time;

(c) the interaction between people, places, and environments;

(d) individual development and identity;

(e) interactions among individuals, groups, and institutions;

(f) how people create and change structures of power and authority and of governance;

(g) how people organize for the production, distribution, and consumption of goods and services and how those choices impact the environment;

(h) the relationships among science, technology, and society;

(i) global connections and independence; and

(j) the ideals, principles, and practices that promote productive community involvement;

(3) history, government, and culture of Minnesota-based American Indian tribes as integrating concepts throughout the elementary curriculum; and

(4) the environment as an integrating concept through understanding of how to use the sciences, social sciences, mathematics, arts, and communications in the exploration of environmental issues and topics.

J. A teacher of children in kindergarten through grade 6 must demonstrate a fundamental knowledge of scientific perspectives, scientific connections, science in personal and social perspectives, the domains of science, and the methods and materials for teaching science and scientific inquiry. The teacher must:

(1) understand science as a human endeavor, the nature of scientific knowledge, and the historical perspective of science;

(2) know and apply the understandings and abilities of scientific inquiry including the ability to:

(a) identify questions and concepts that can be explored through scientific inquiry;

(b) design and conduct scientific investigations;

(c) use appropriate scientific instrumentation and equipment and mathematics as tools to improve scientific investigations and communications;

(d) compare the use of multiple types of inquiry for answering questions;

(e) evaluate alternative explanations and models based on evidence, current scientific understanding, and logic; and

(f) communicate and defend a scientific argument;

(3) know how to make connections across the domains of science, between science and technology, and between science and other school subjects;

(4) use scientific understandings and abilities when making decisions about personal and societal issues;

(5) know and apply the fundamental concepts and principles of physical science concerning properties of and changes in matter; position, motion, and force; light, heat, electricity, and magnetism; and kinds of and ways to transfer energy;

(6) know and apply the fundamental concepts and principles of life science concerning the characteristics of organisms, the life cycle of organisms, the interrelationships of organisms and environments, structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystems and their interrelationships, and diversity and adaptations of organisms;

(7) know and apply the fundamental concepts and principles of earth and space science concerning properties of earth materials; objects in the sky; changes in earth and sky; structure of the earth system, including hydrosphere, biosphere, atmosphere, and lithosphere; history of the earth; and earth in the solar system; and

(8) know and apply pedagogy and classroom management in science and scientific inquiry including understanding:

(a) content standards under chapter 3501 for recommendations regarding curriculum, instruction, assessment, professional development, and program development;

(b) how to teach scientific inquiry in a developmentally appropriate manner;

(c) common student misconceptions in science and developmentally appropriate strategies to elicit students' misconceptions and help them move to accepted scientific understandings; and

(d) how to implement safe environments for learning science through knowing:

(i) state and national legal responsibilities and safety guidelines for teaching science;

(ii) how to establish and enforce recognize safety procedures during the science learning experience;

(iii) how to use required safety equipment for classroom, field, and laboratory settings including goggles, fire extinguisher, fire blanket, eye wash, and chemical shower;

(iv) how to manage, maintain, and utilize science supplies and equipment;

(v) state and national guidelines and plan for the care, storage, use, and disposal of chemicals and equipment used to teach science;

(vi) the ethics of and restrictions on making and maintaining collections of scientific specimens and data; and

(vii) the ethics of and restrictions on the use of live organisms, and how to acquire, care, handle, and dispose of organisms.

D. K. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental physical education and health concepts and the connections among them. The teacher must:

E. (1) understand the knowledge needed for providing learning experiences that encourage personal and community health promotion, disease prevention and safety, and proper nutritional choices;

F. (2) understand strategies for reducing and preventing accidents; drug, alcohol, and tobacco use; and high-risked situations and relationships;

G. (3) understand and apply movement concepts and principles to the learning and development of motor skills; and

H. (4) understand the knowledge needed for providing learning experiences that develop a health-enhancing level of physical fitness.

L. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental visual and performing arts, including music, dance, and theater, concepts and the connections among them. The teacher must:

(1) understand the basic structural elements, principles, and vocabulary of the visual and performing arts;

(2) be able to perform and create using the basic elements and processes of visual and performing arts;

(3) know and apply within the elementary curriculum strategies for nurturing artistic modes of expression and thinking;

(4) understand the role of visual and performing arts in culture; and

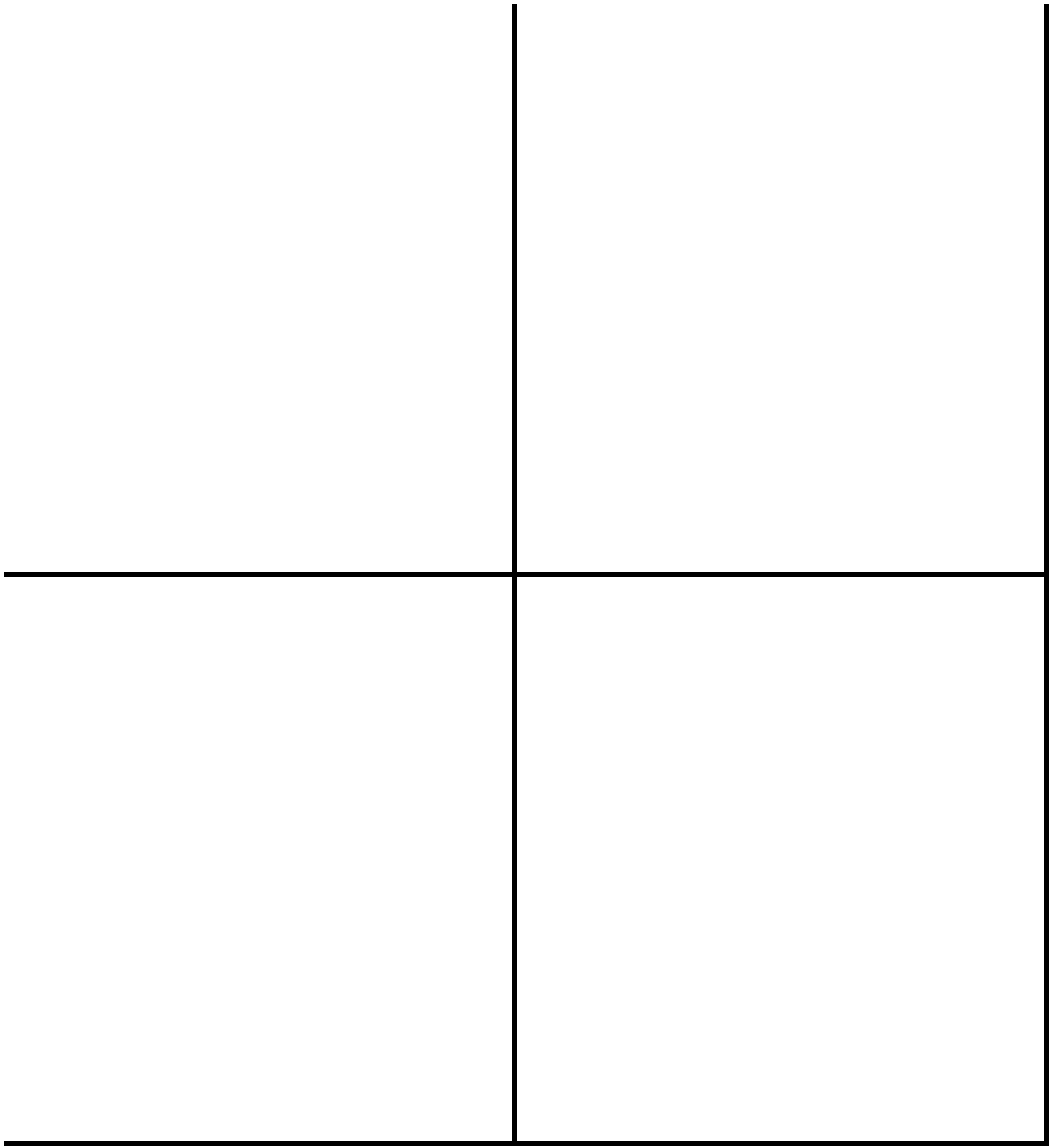
(5) know the characteristics of children's development stages in the visual and performing arts.

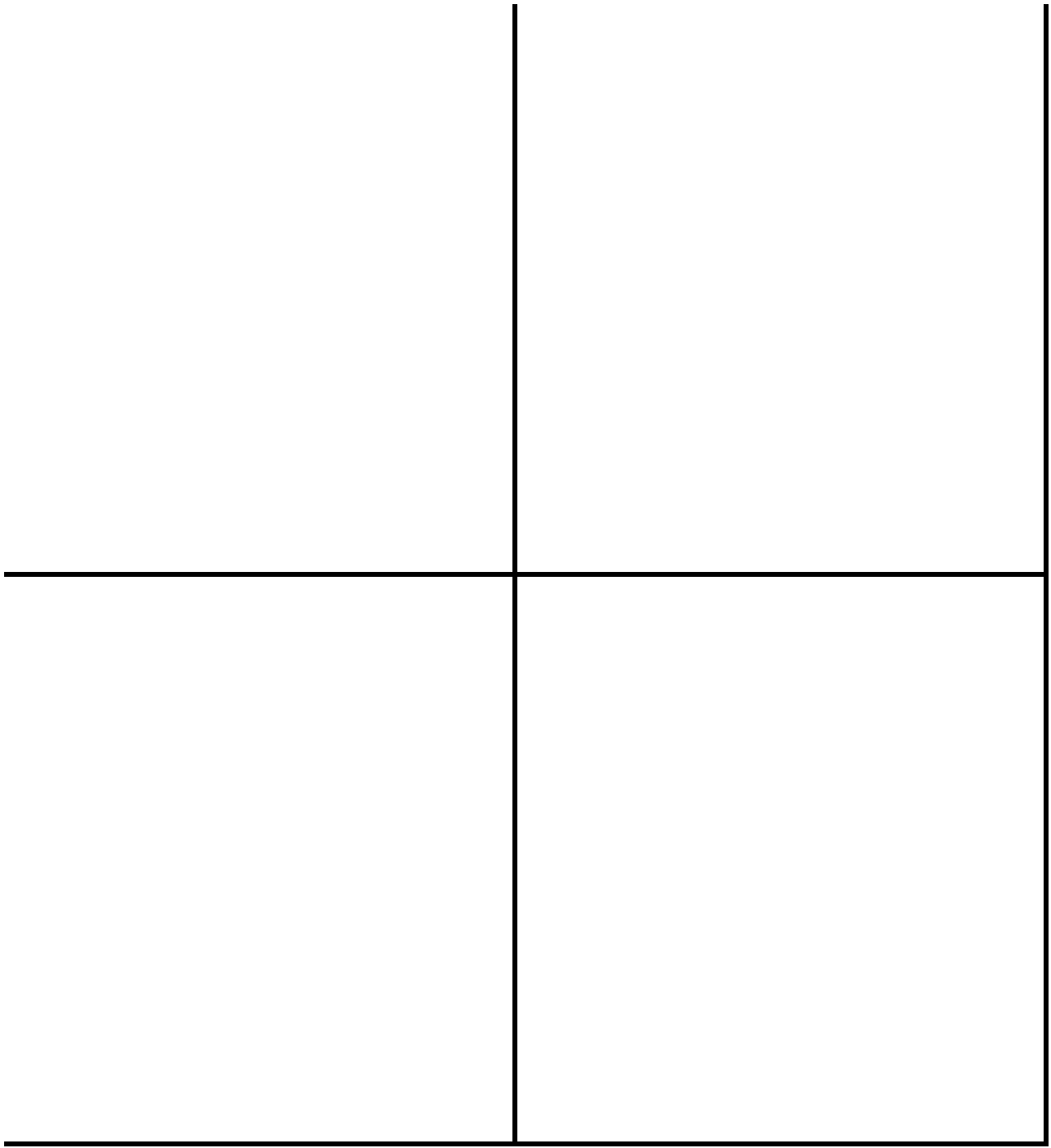


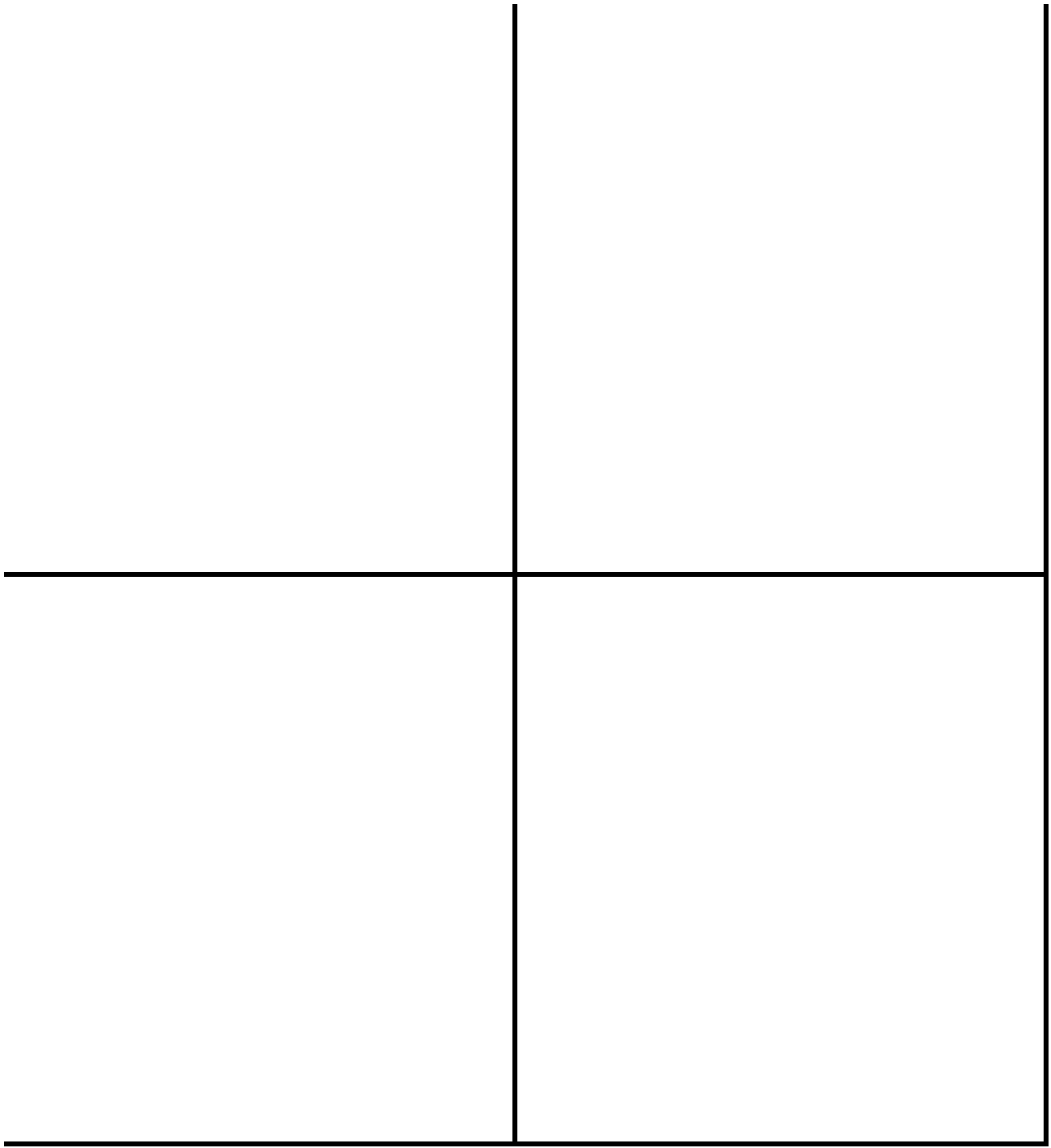
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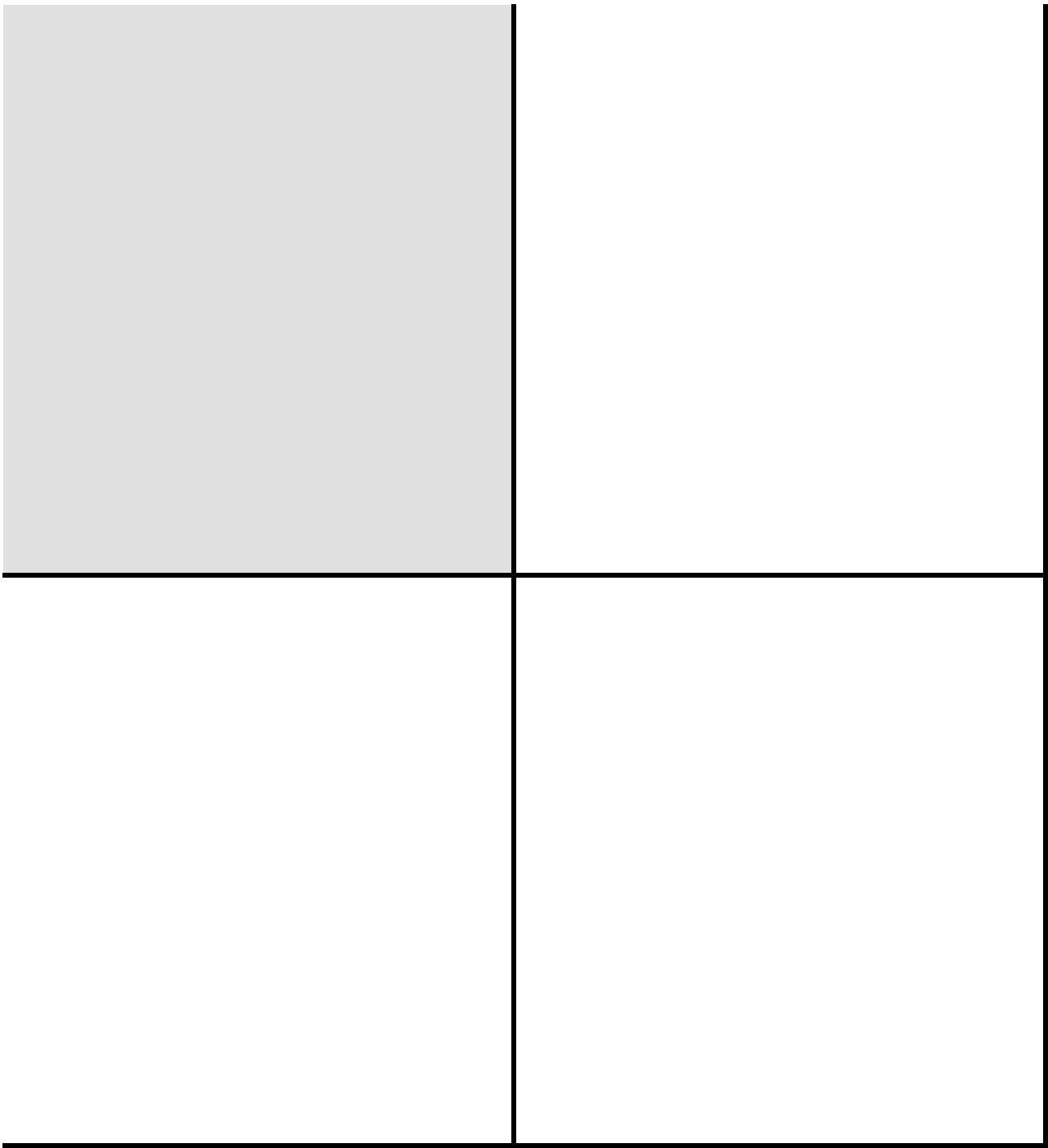
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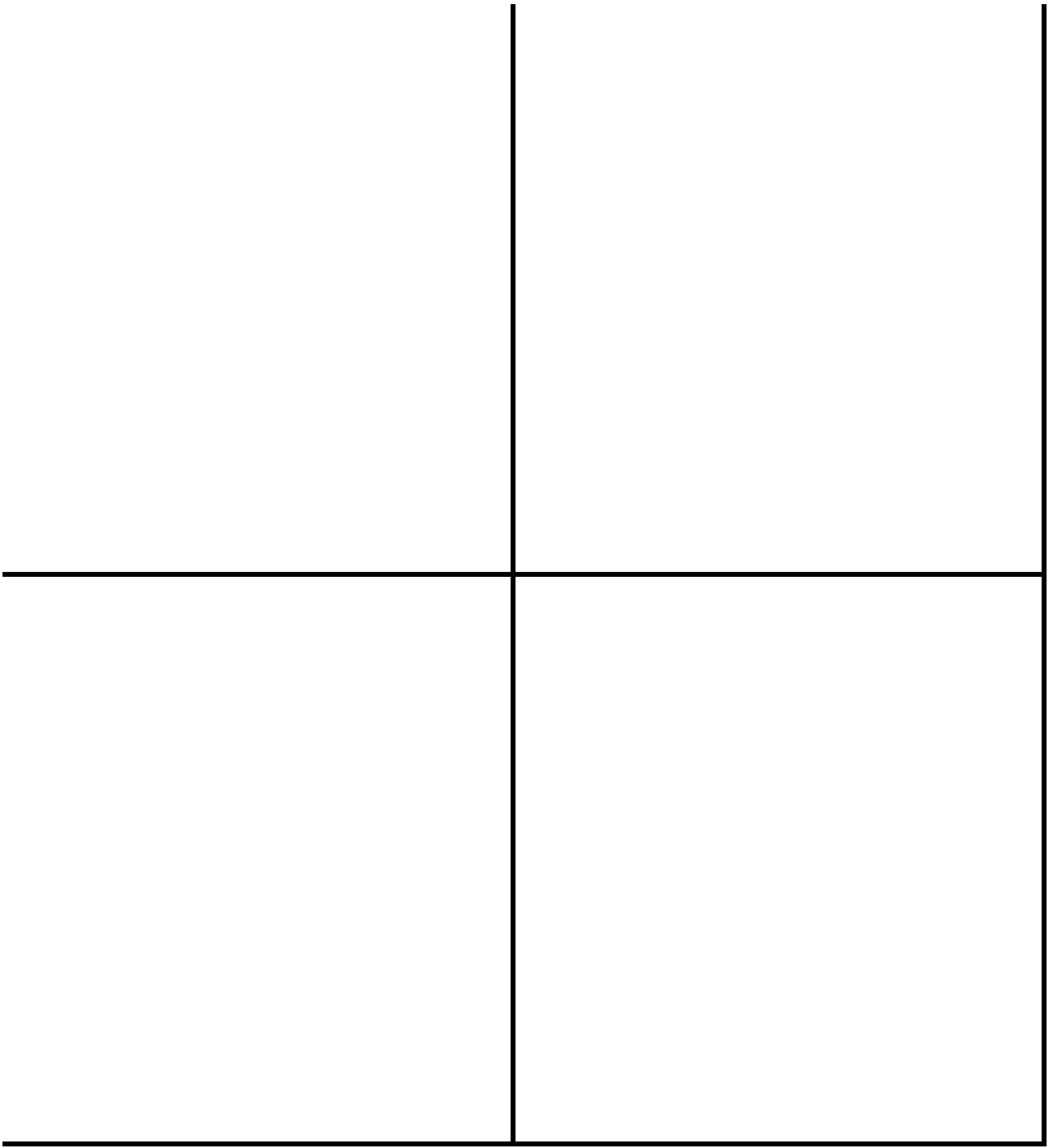
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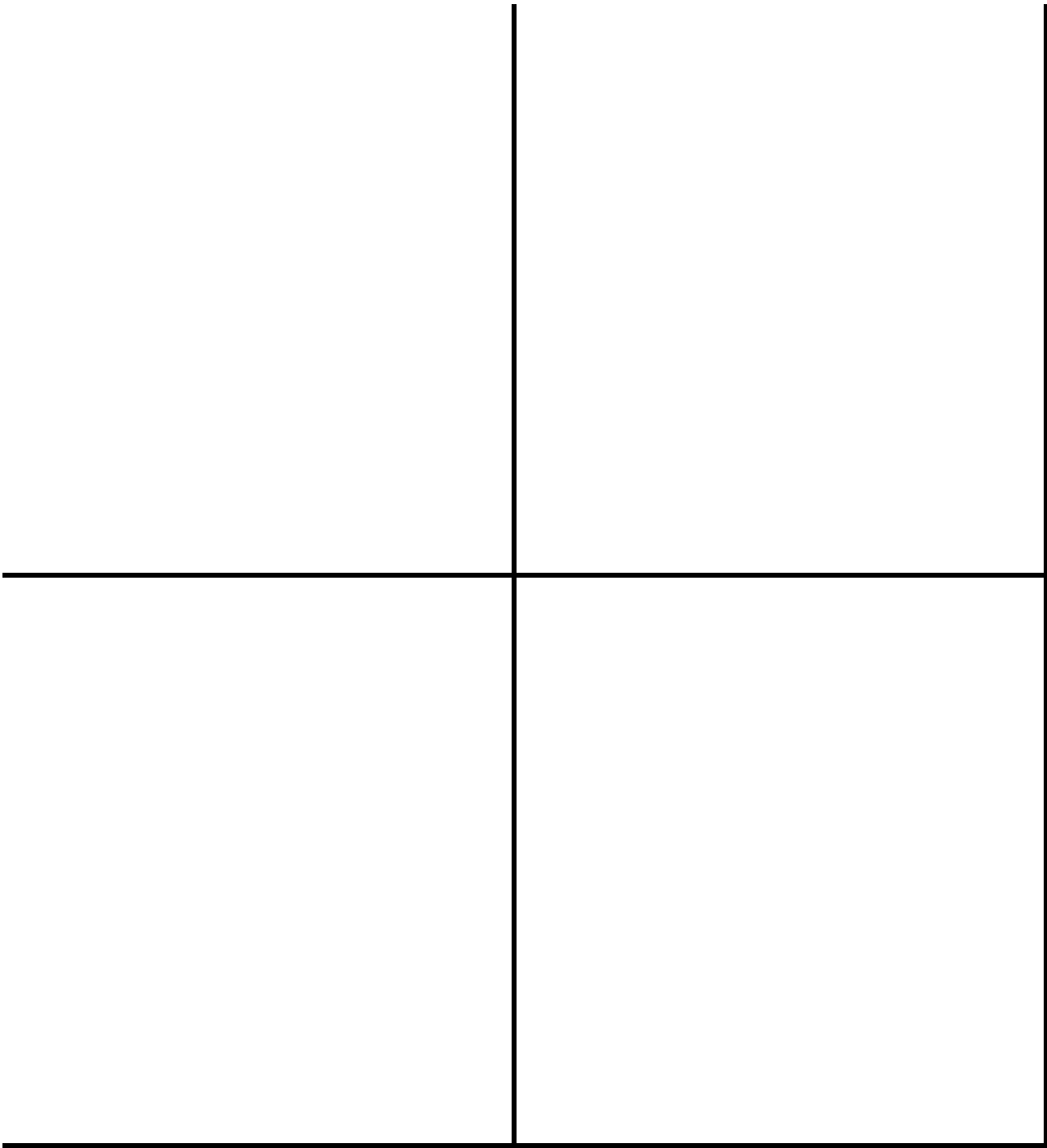


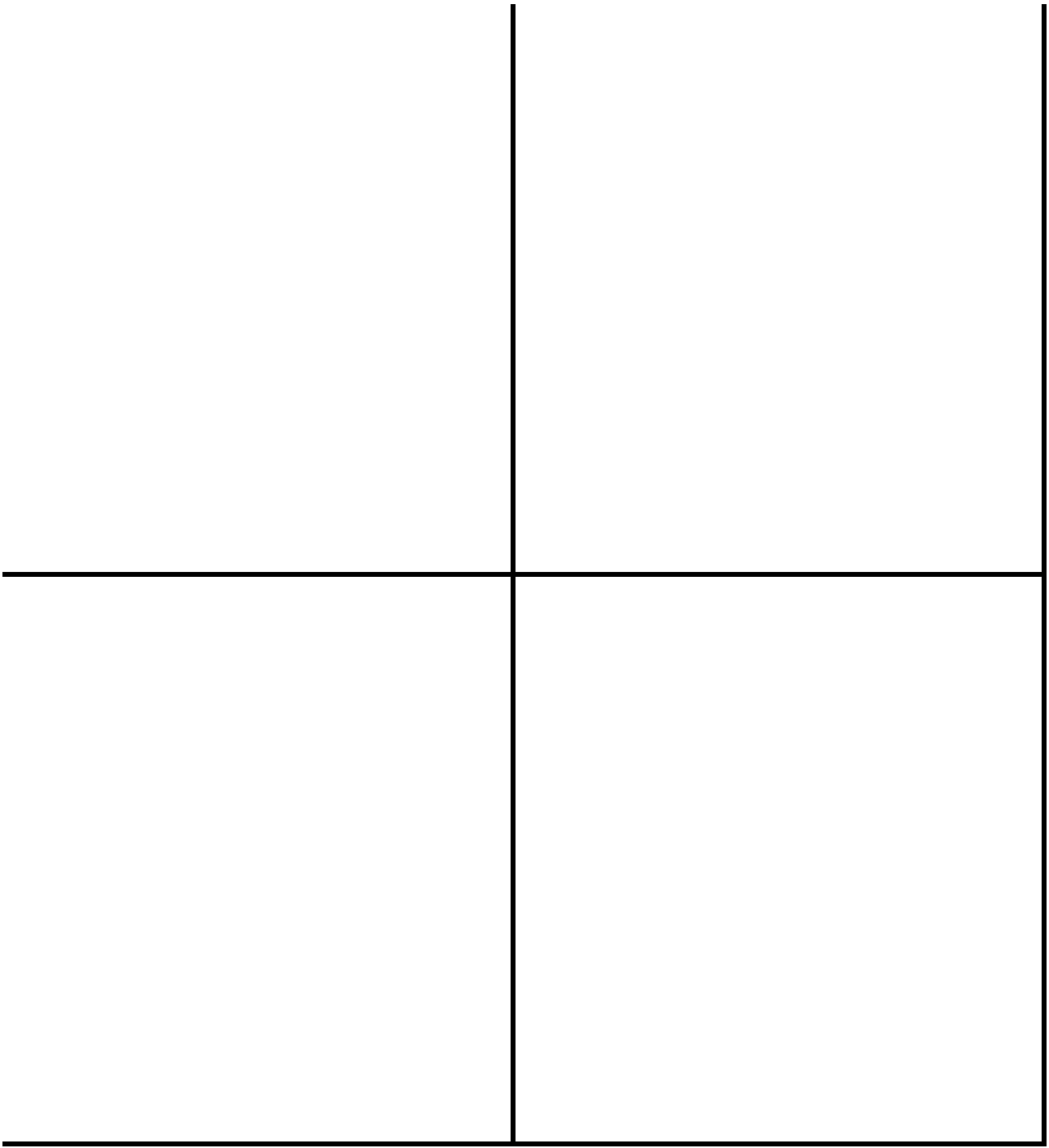




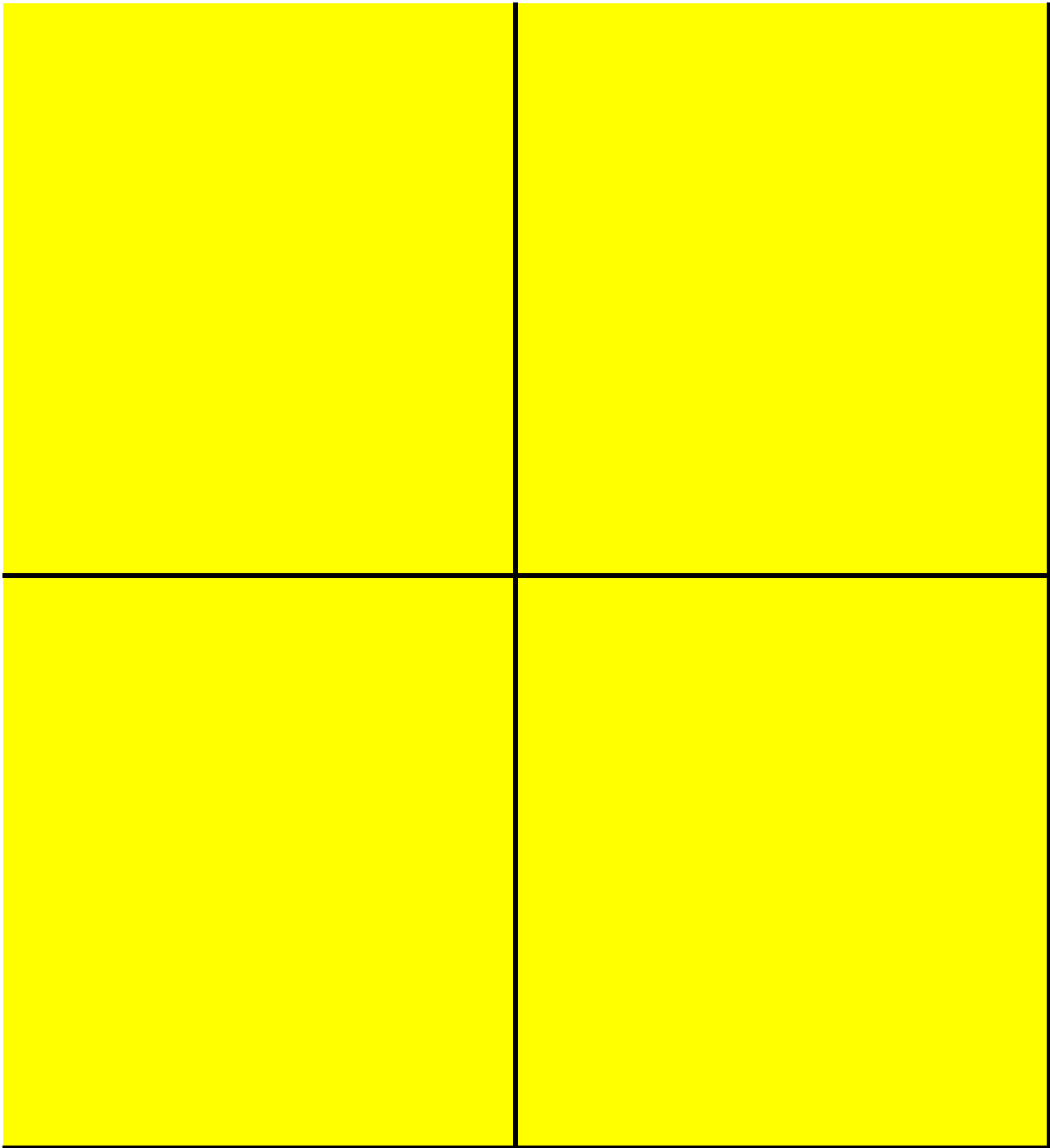


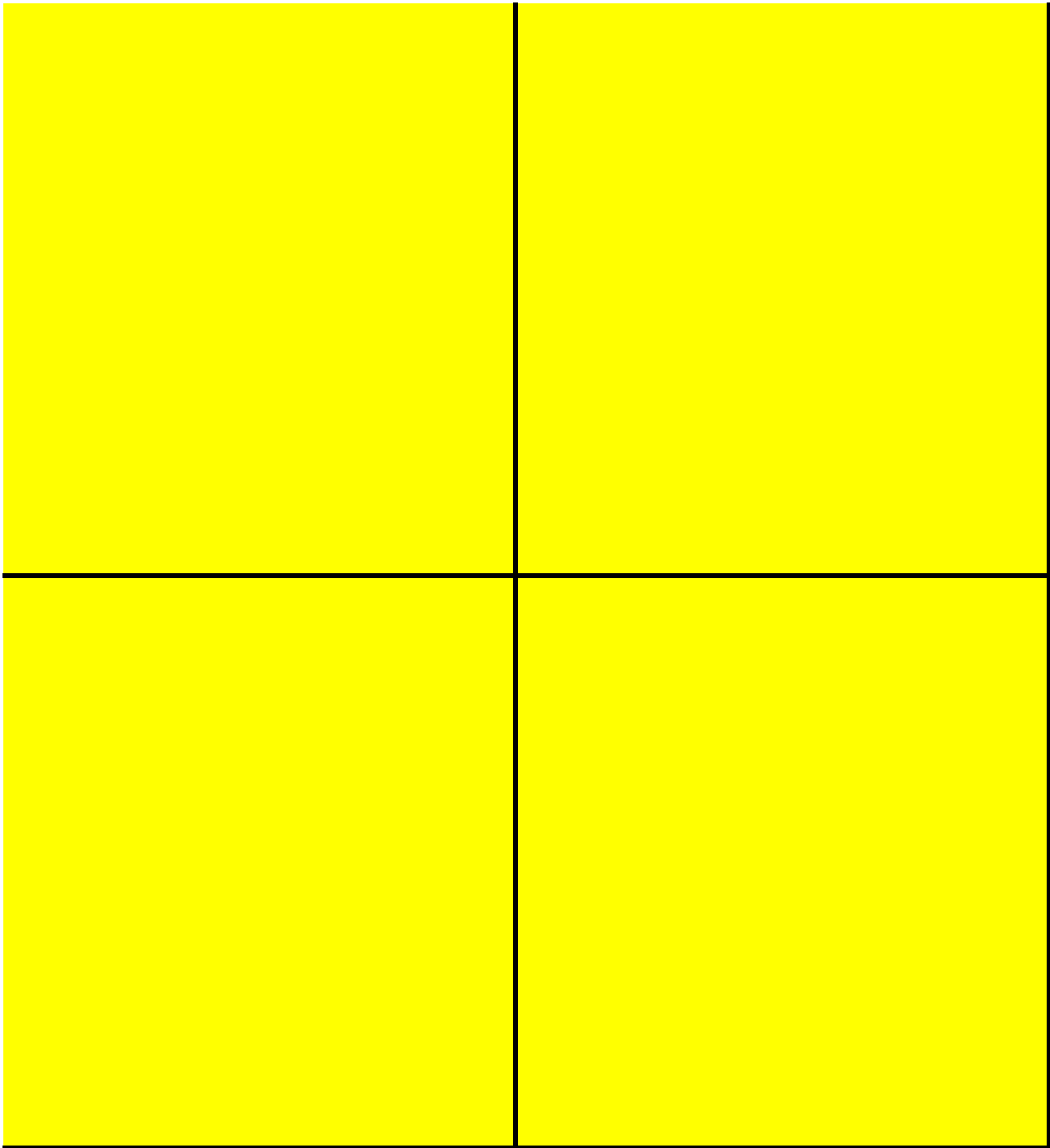


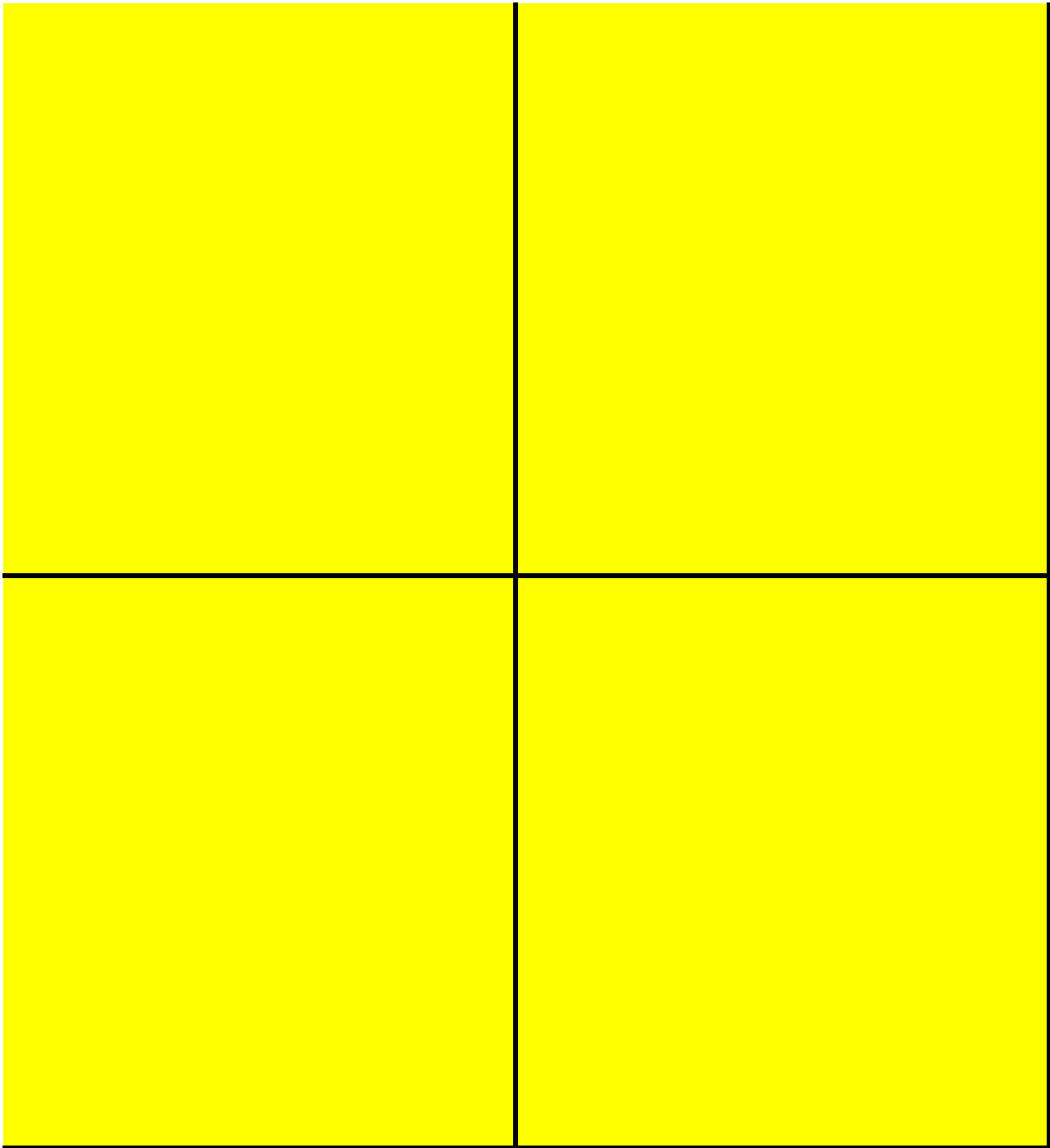


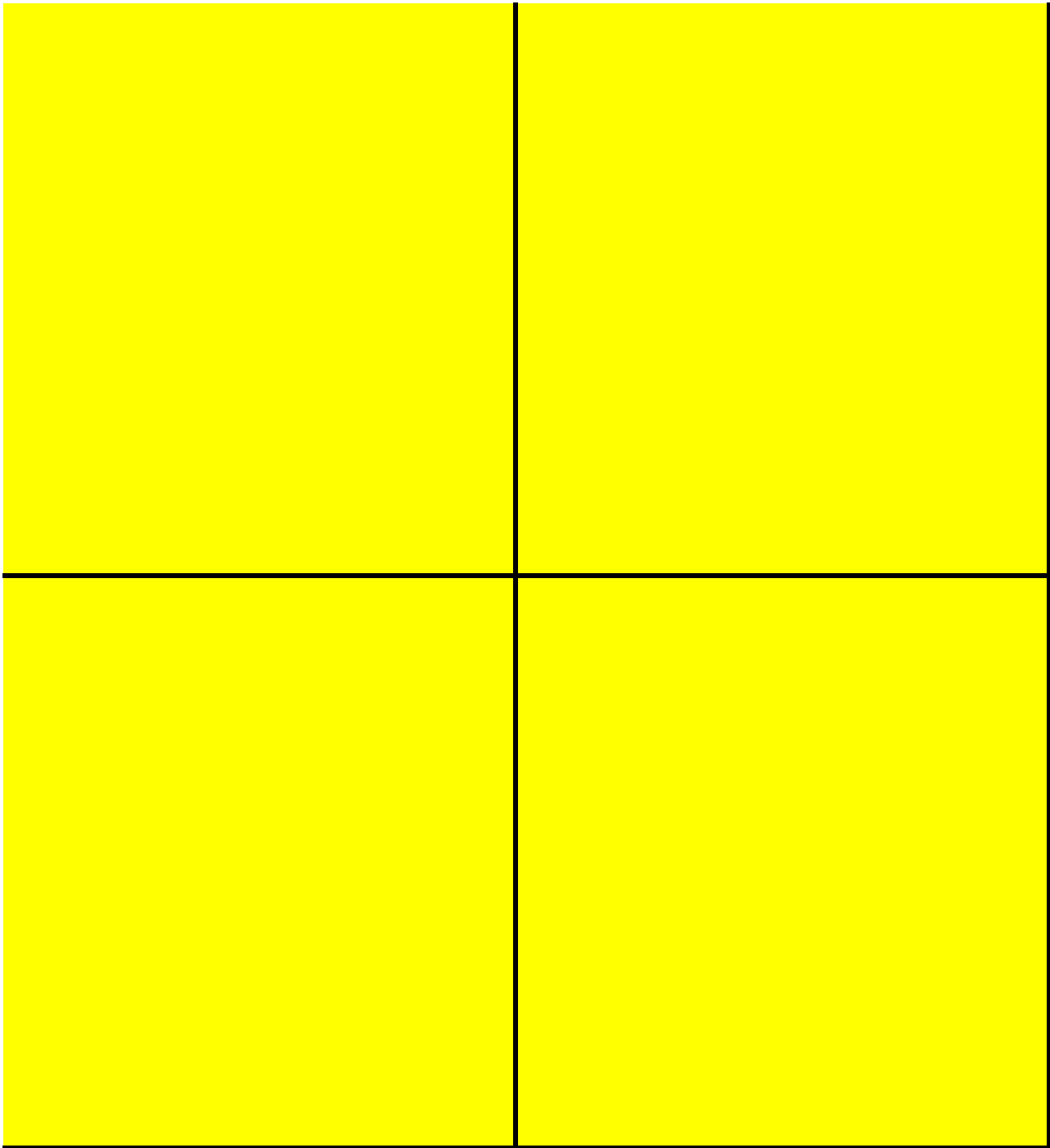


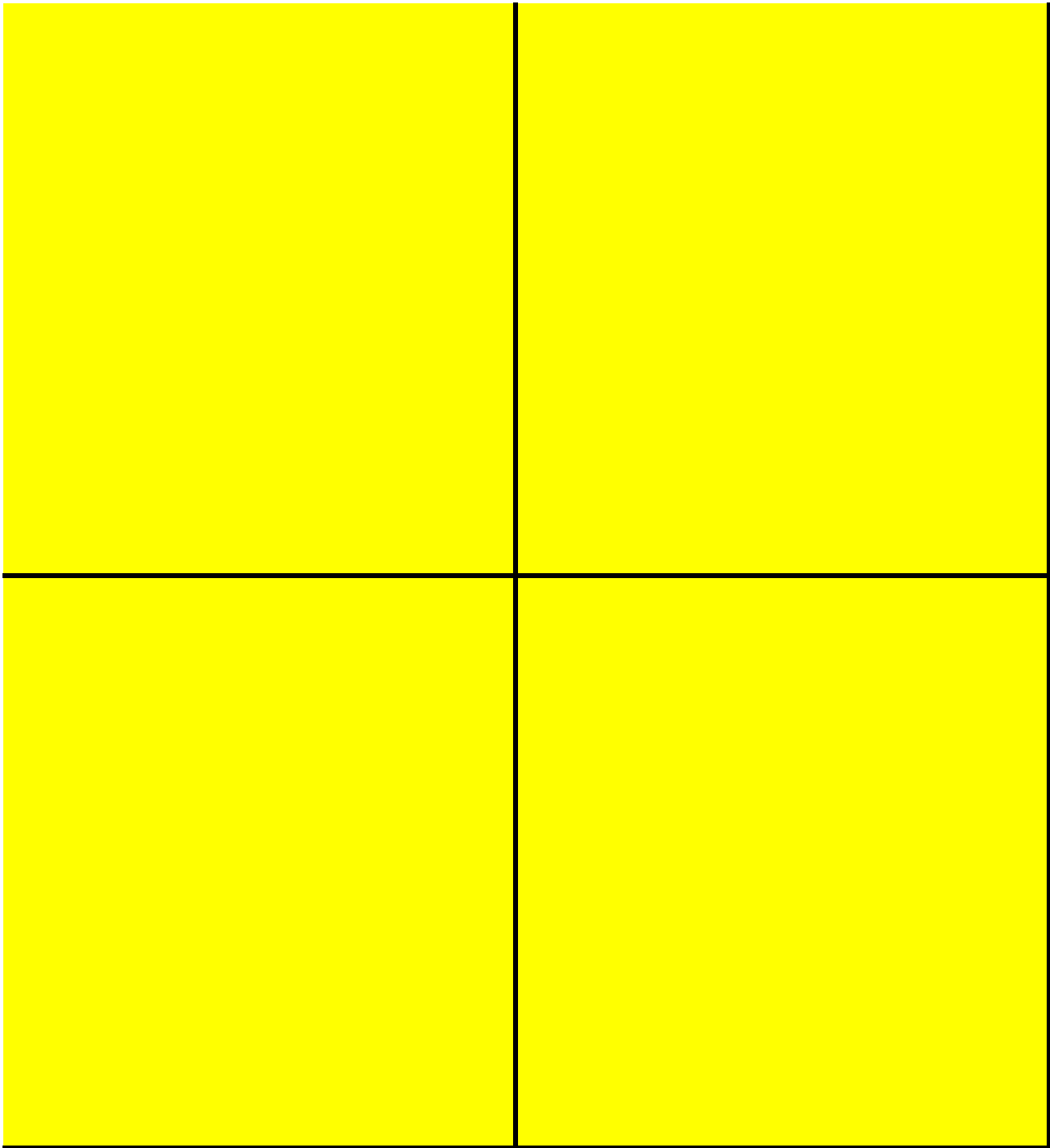
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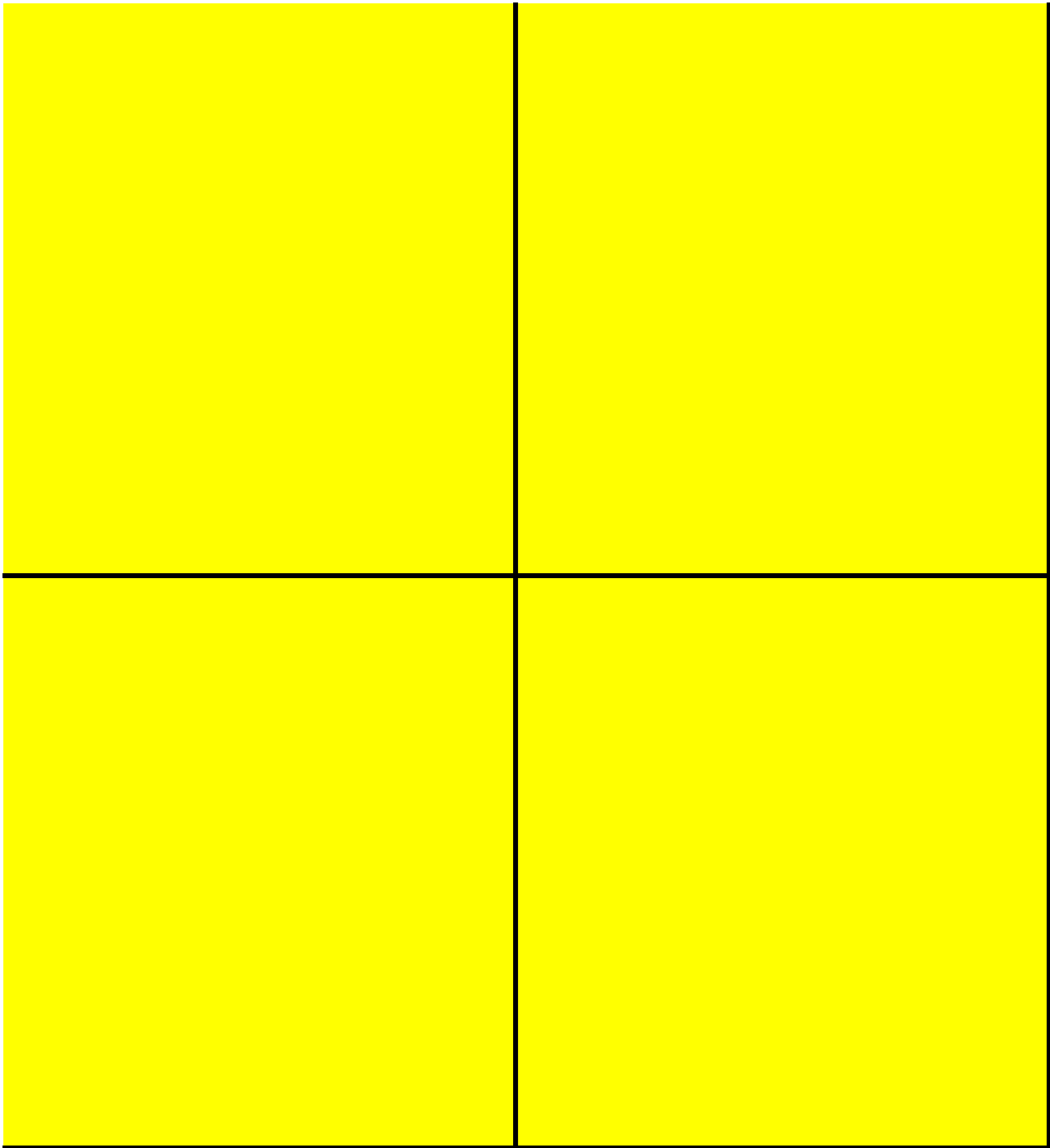


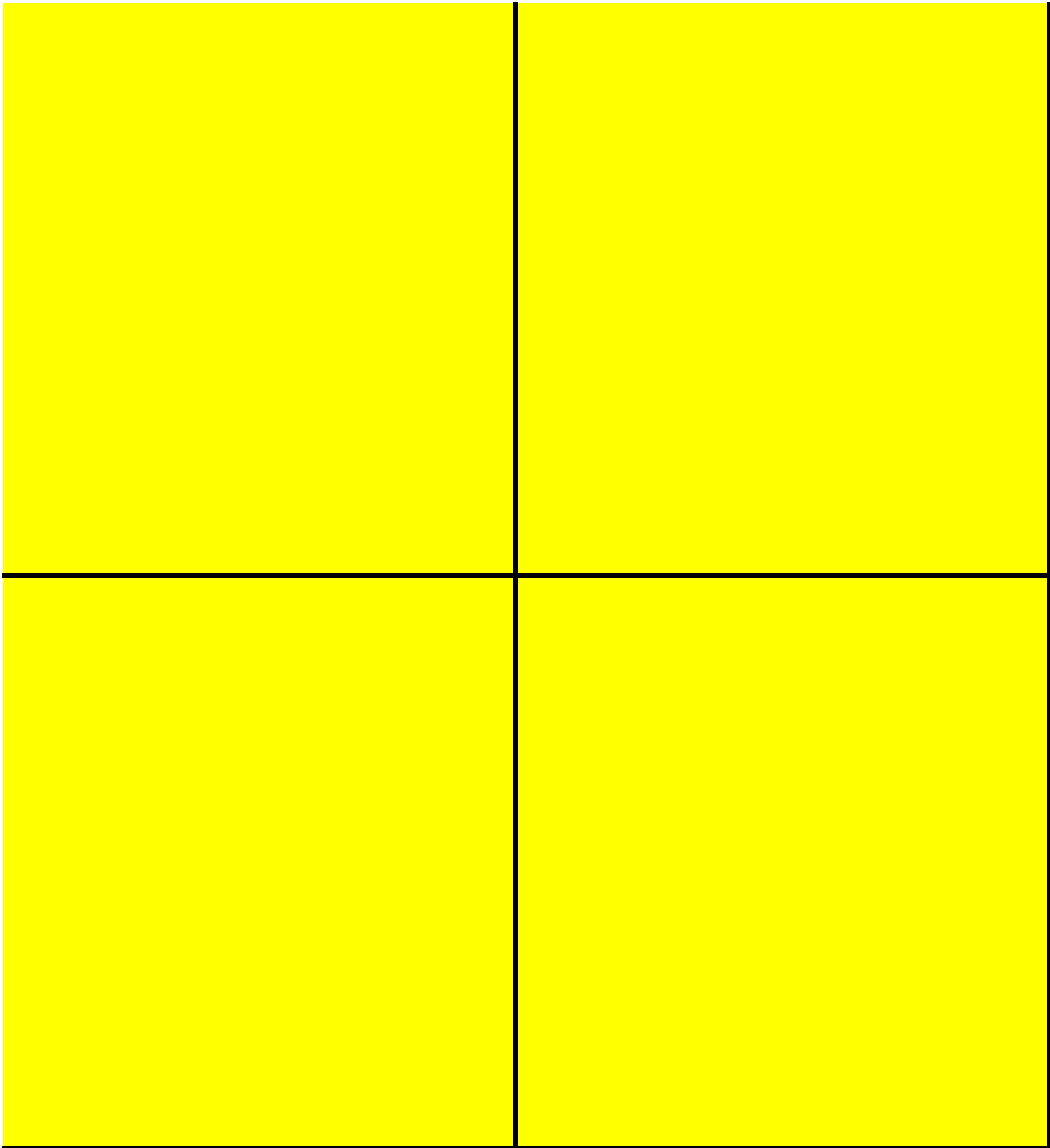


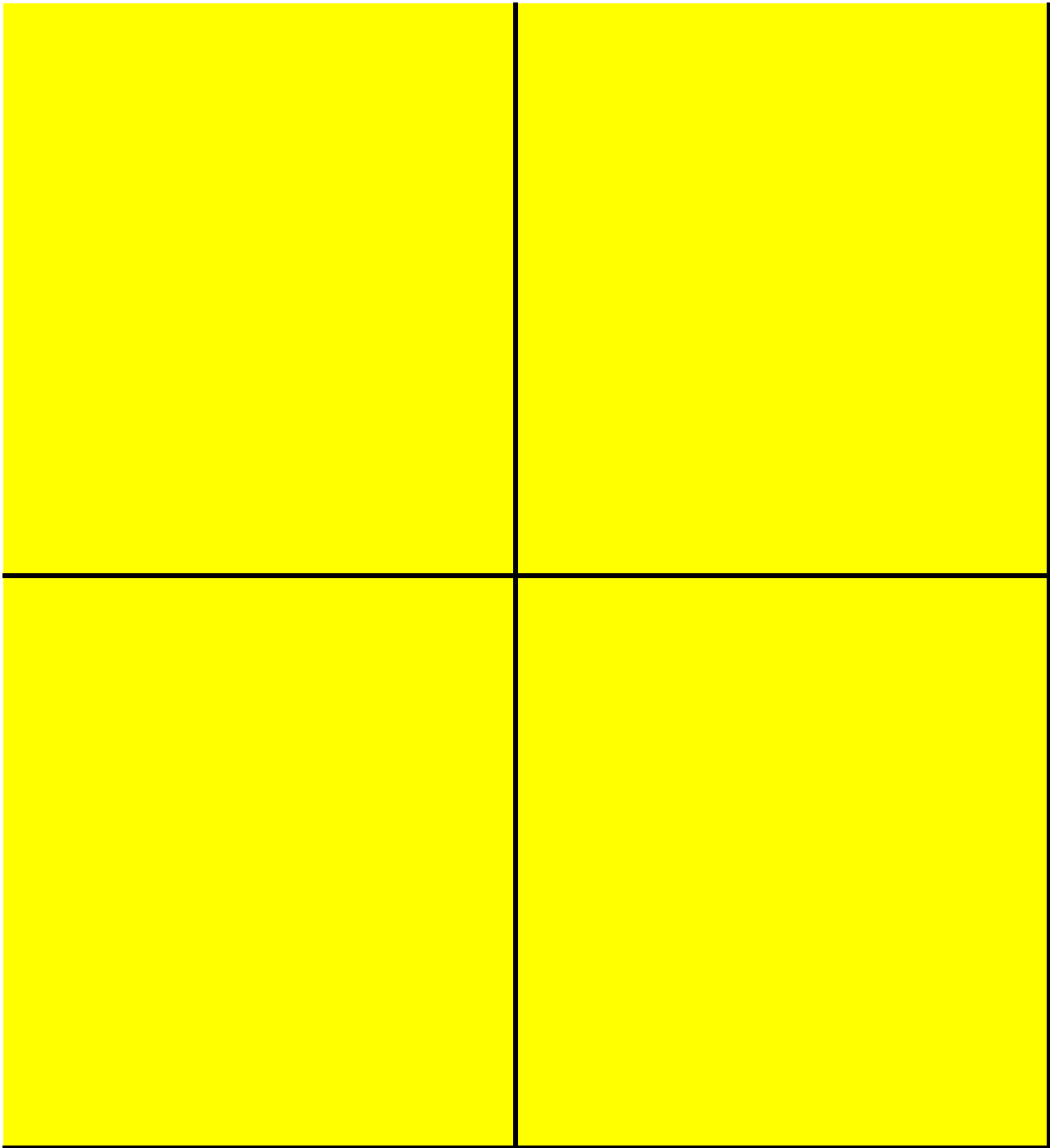


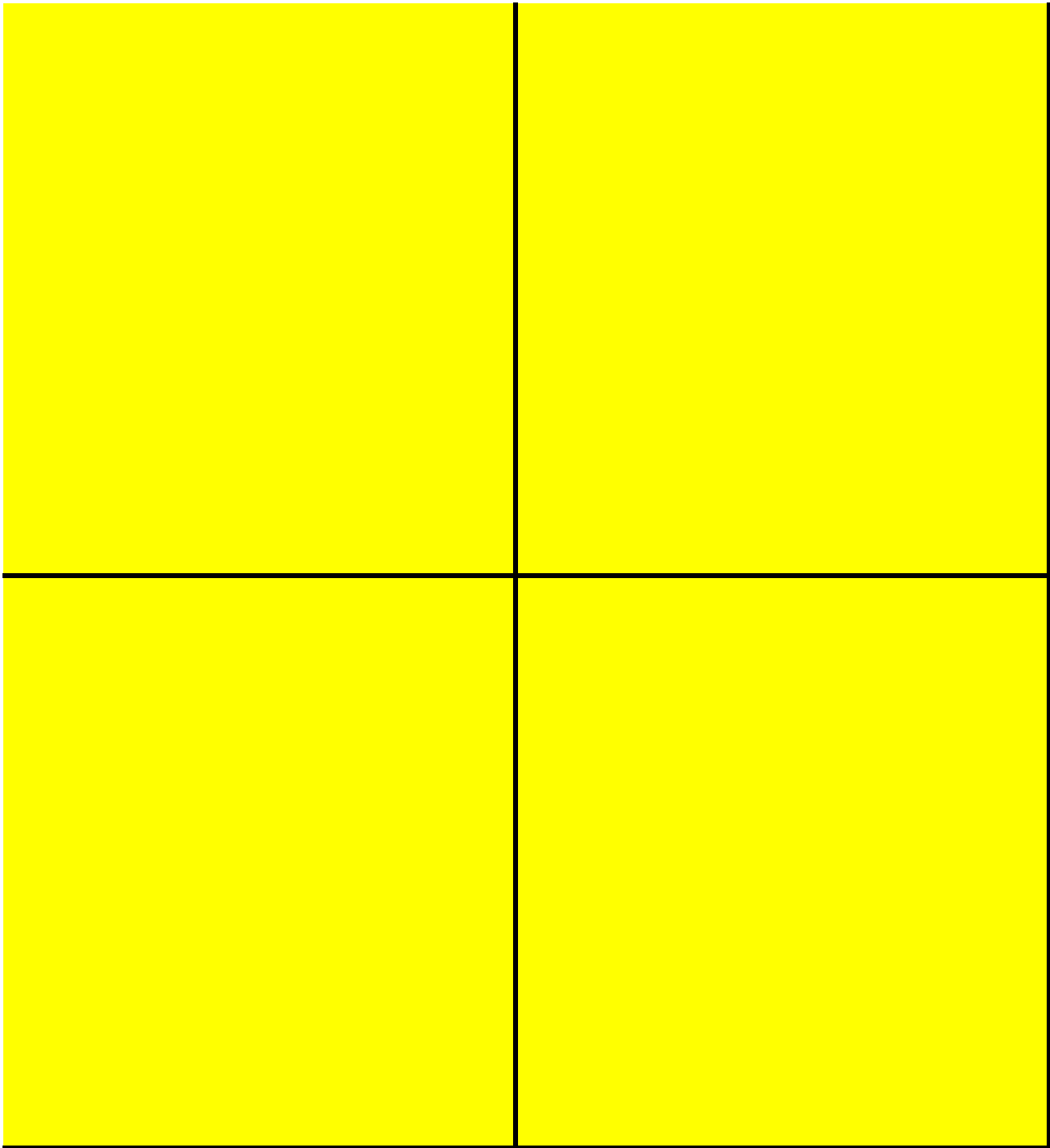


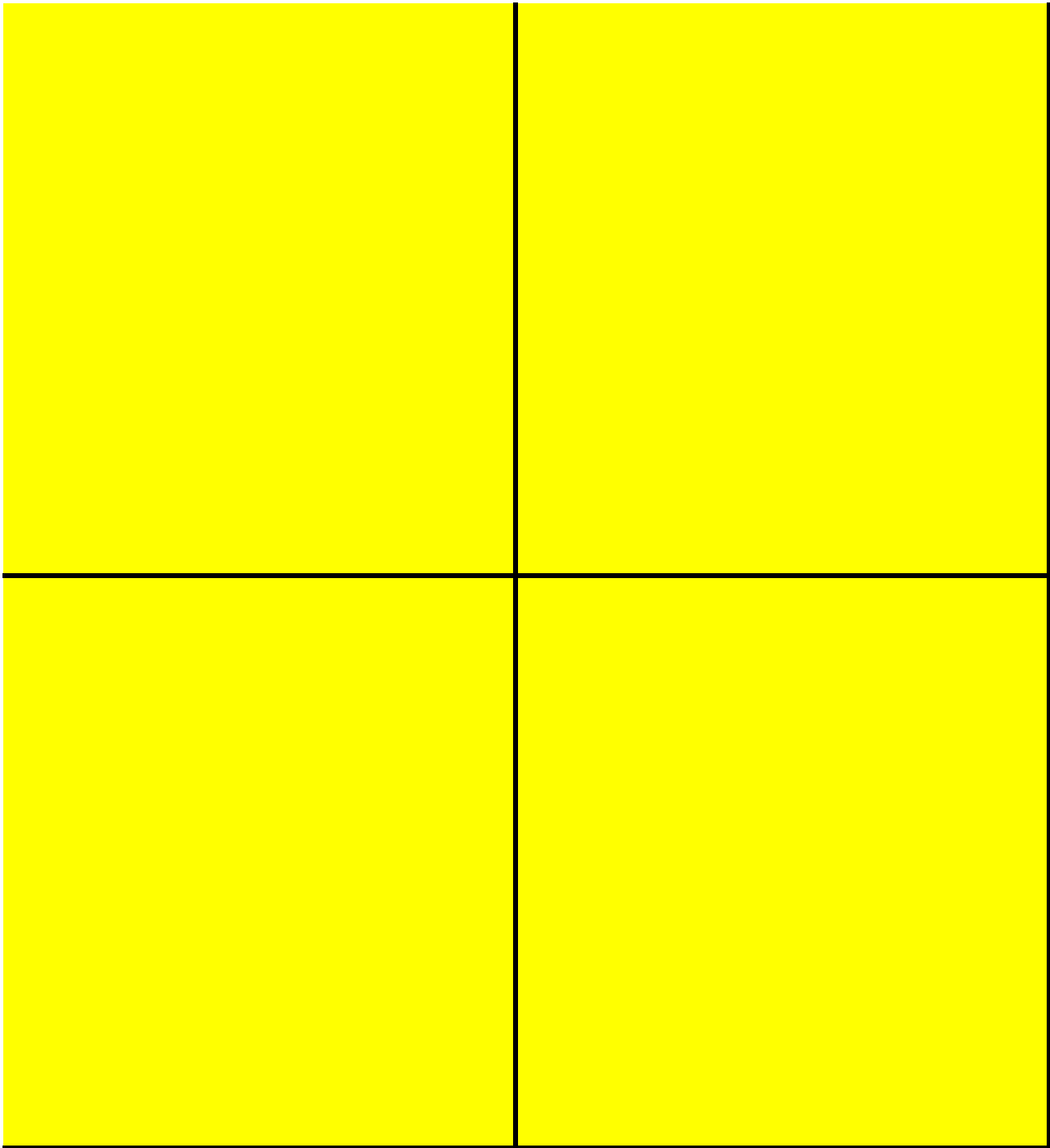


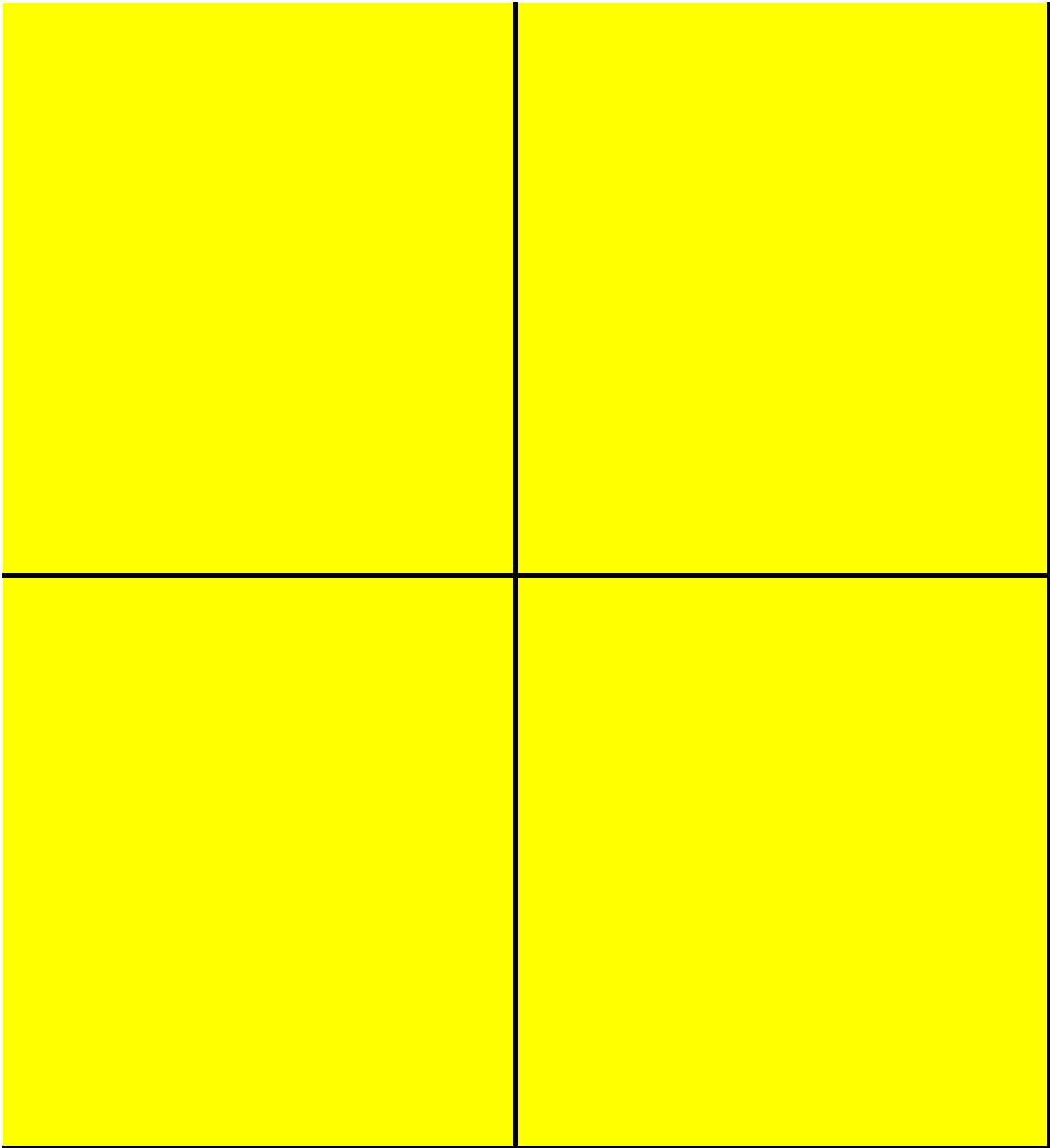


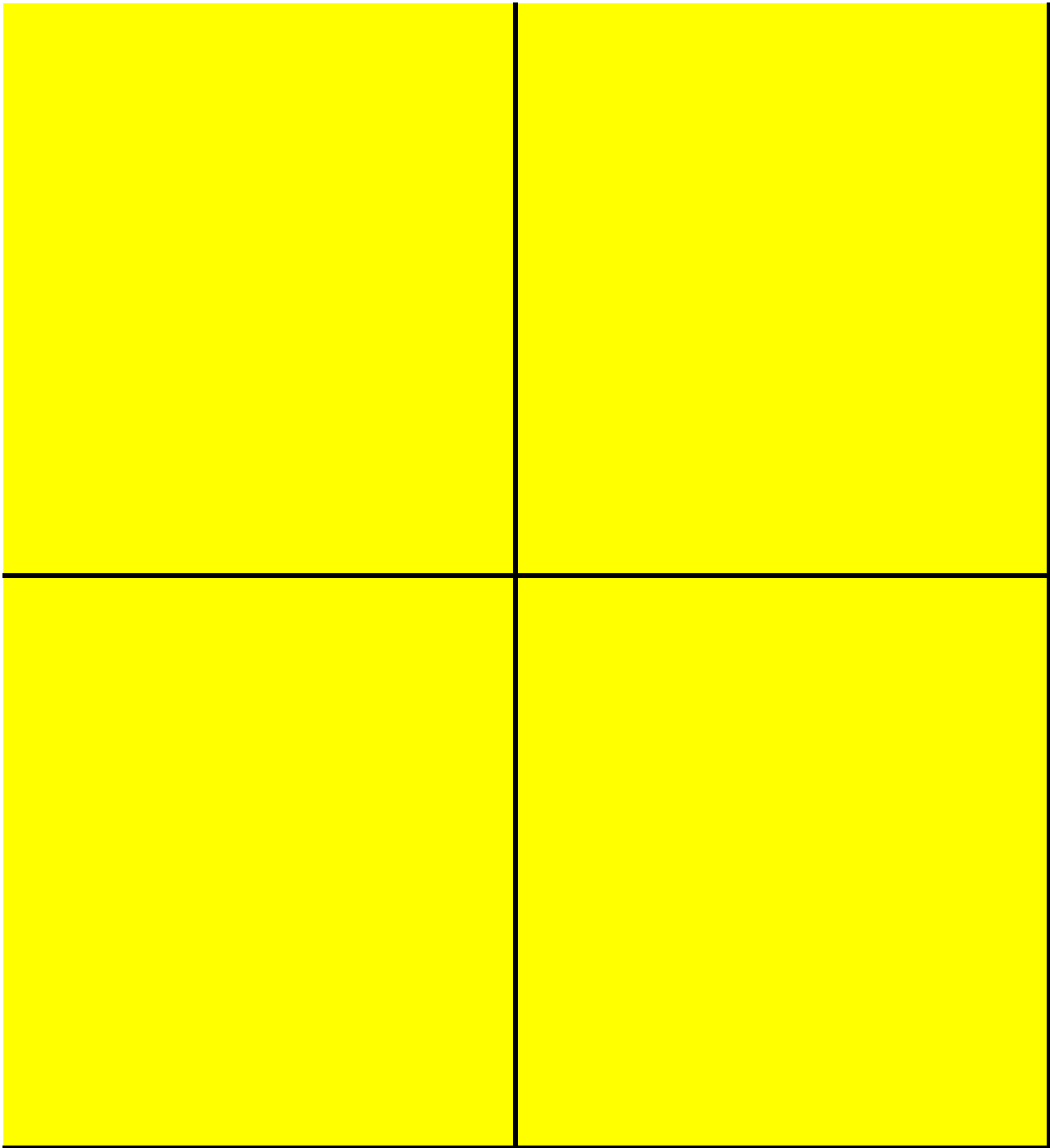


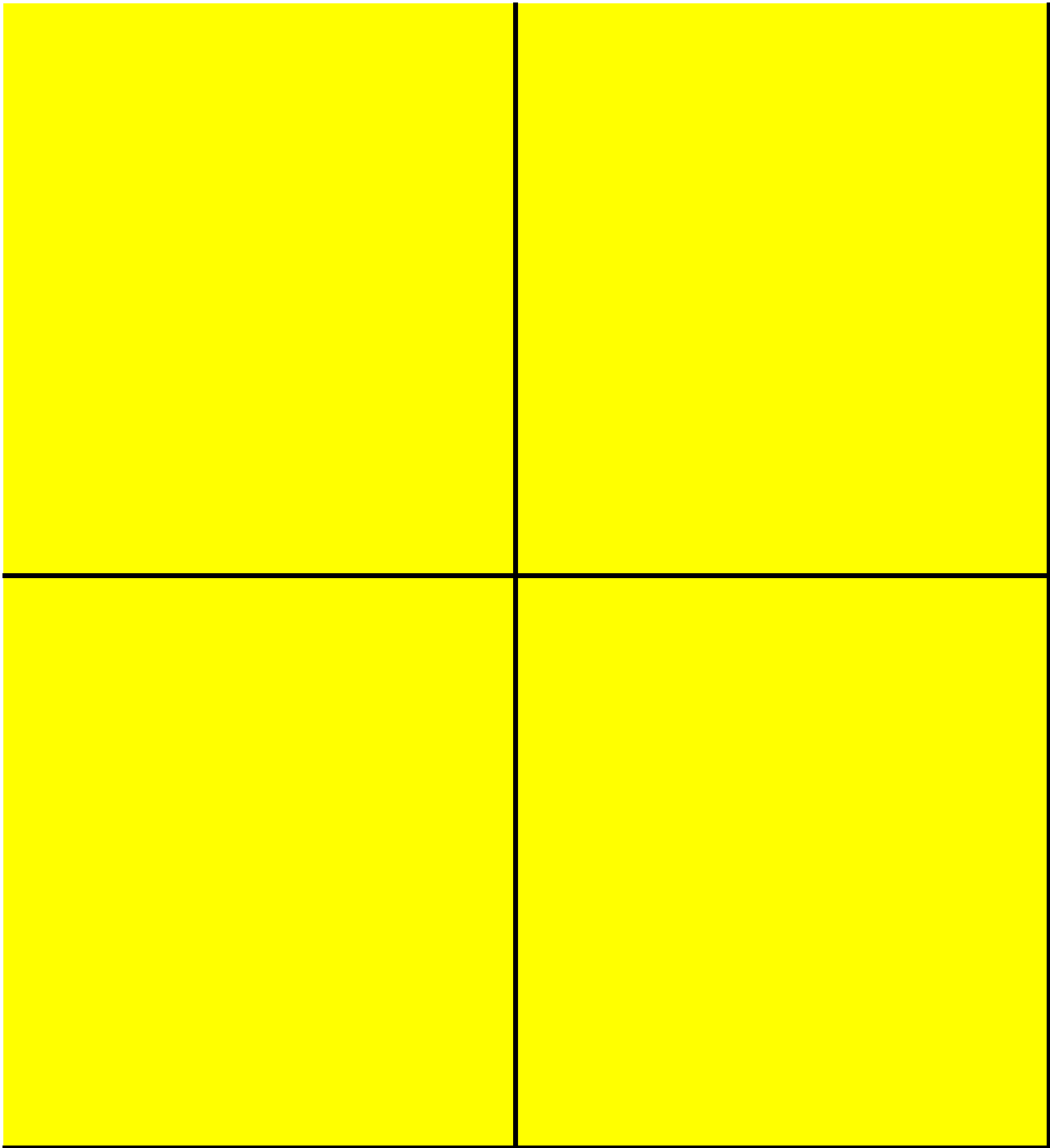


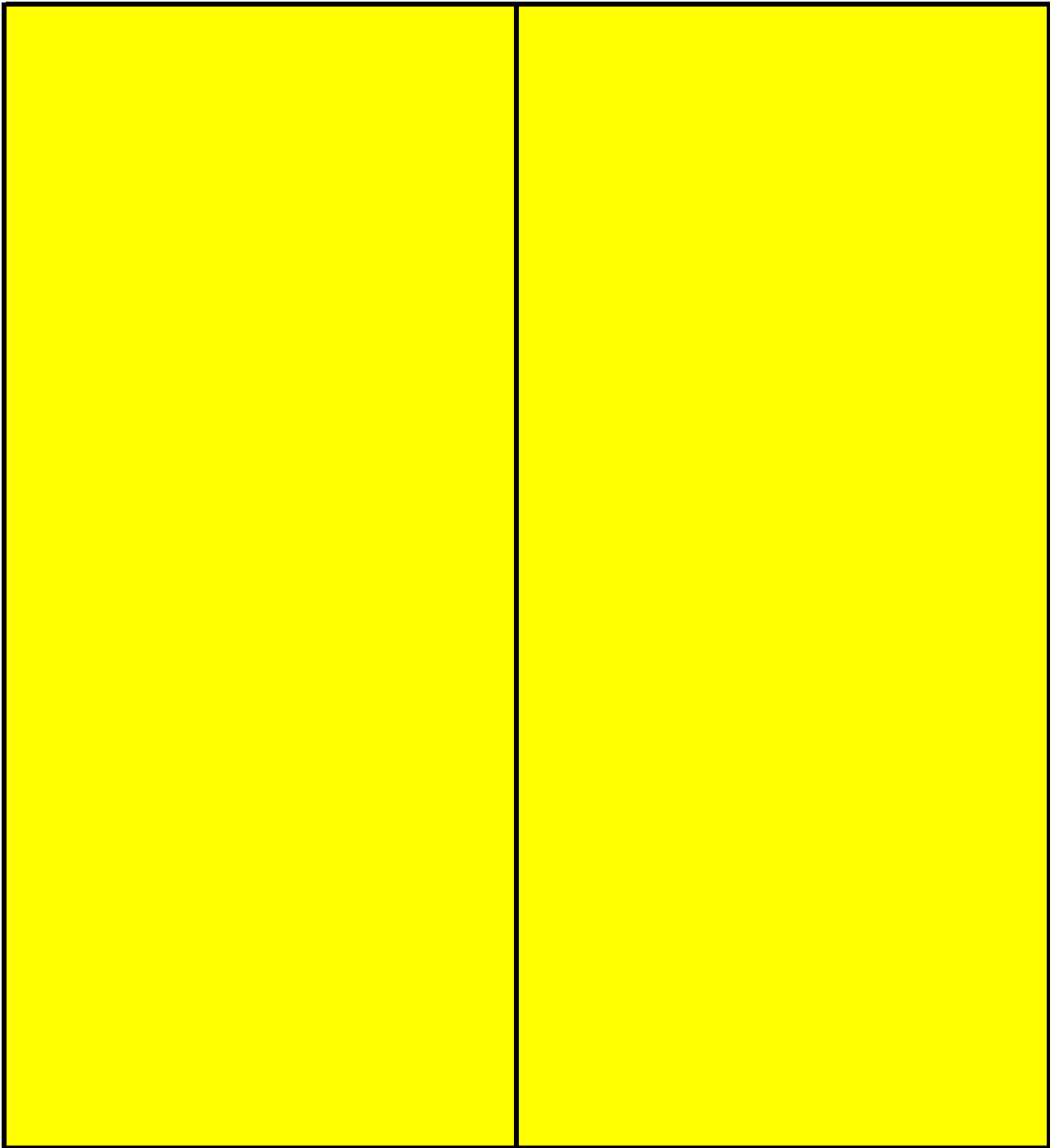


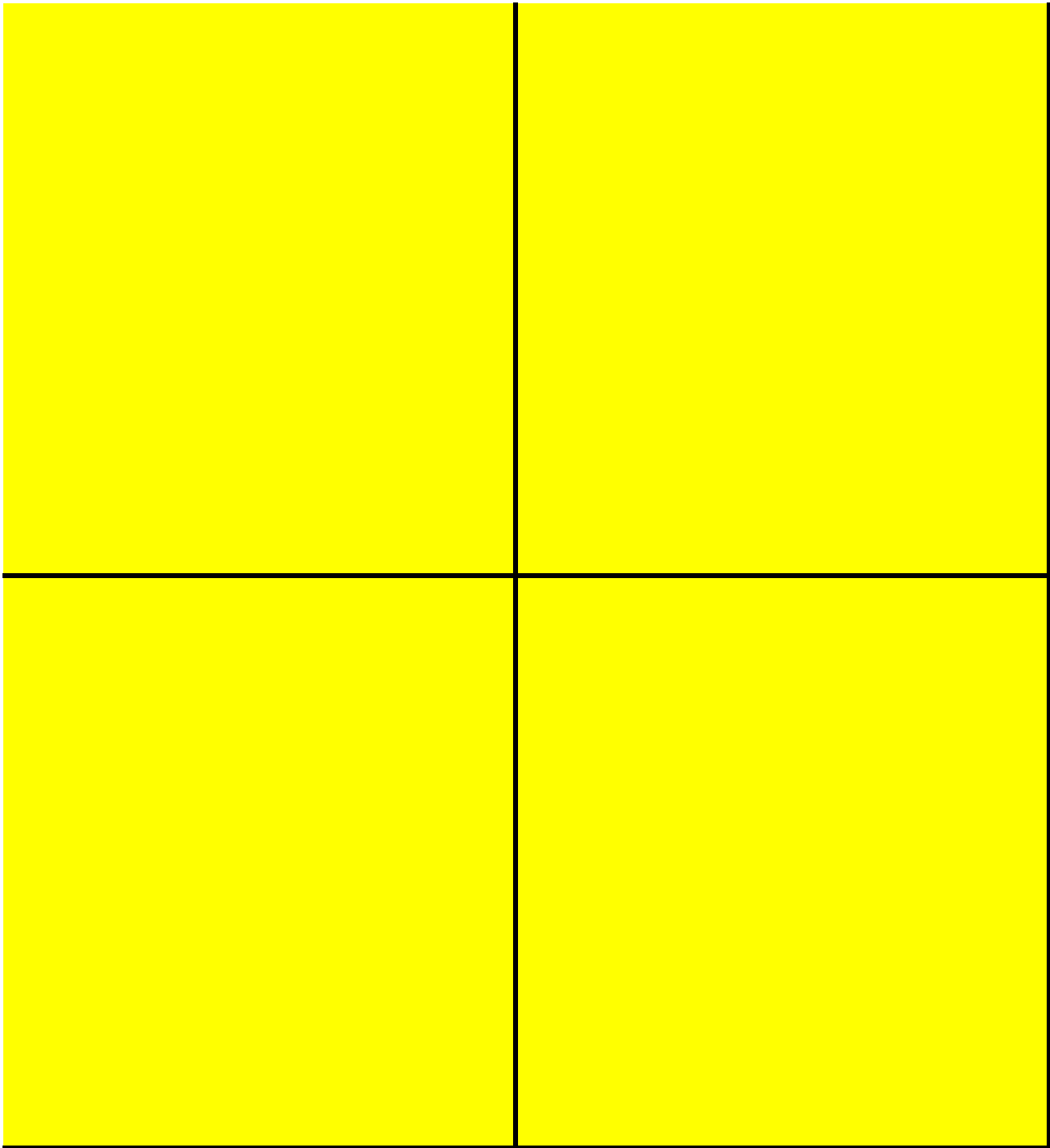


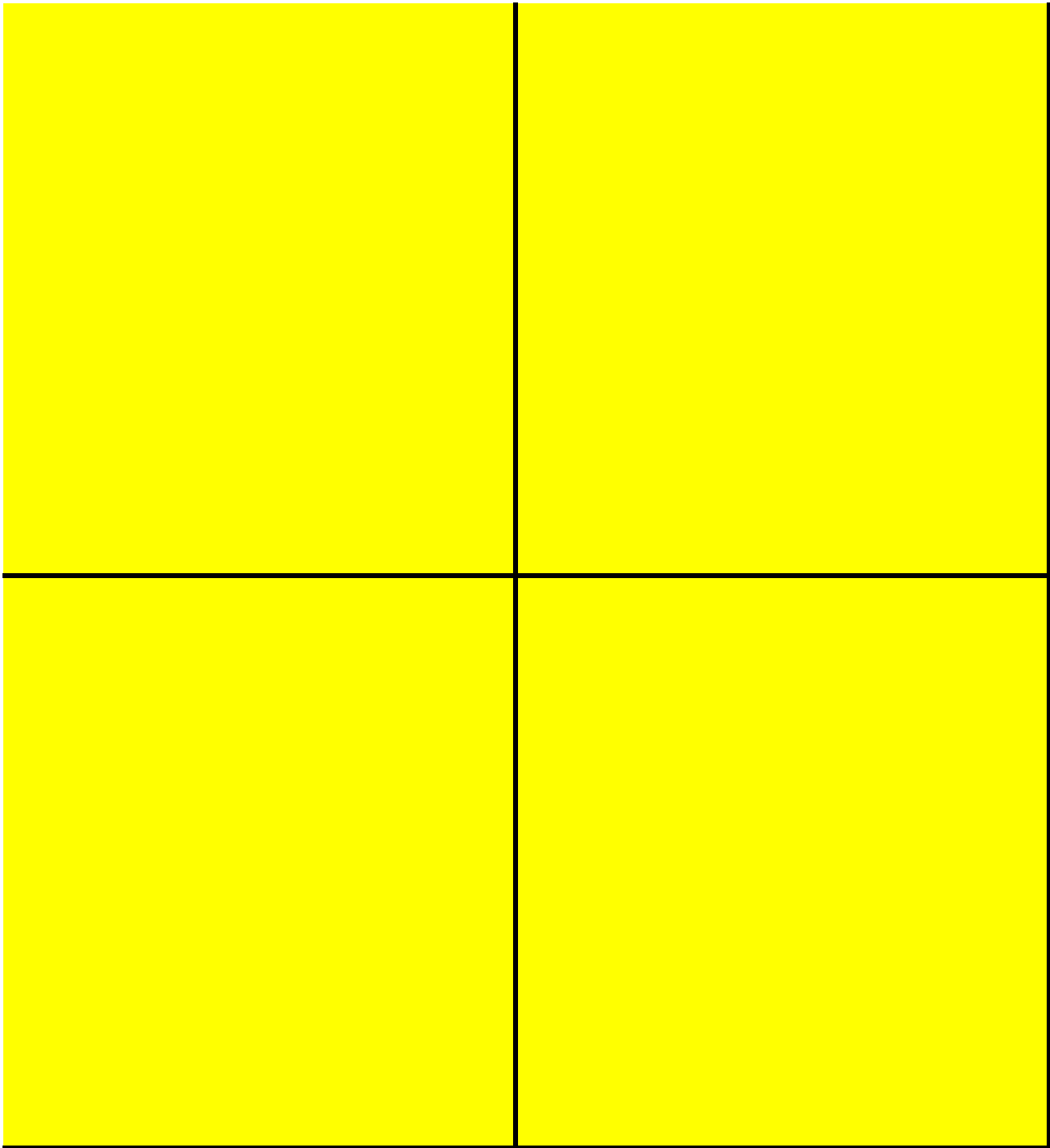


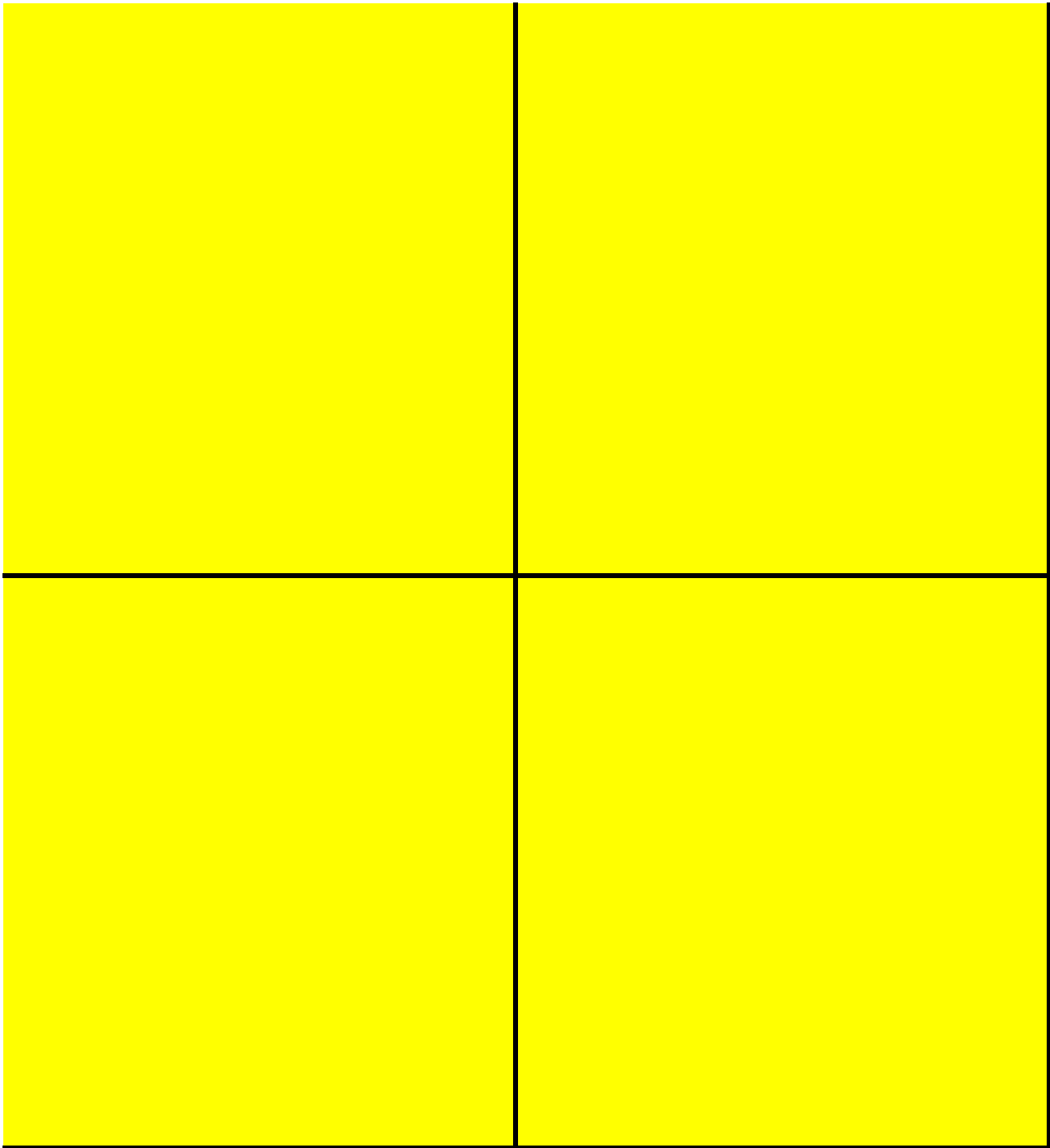


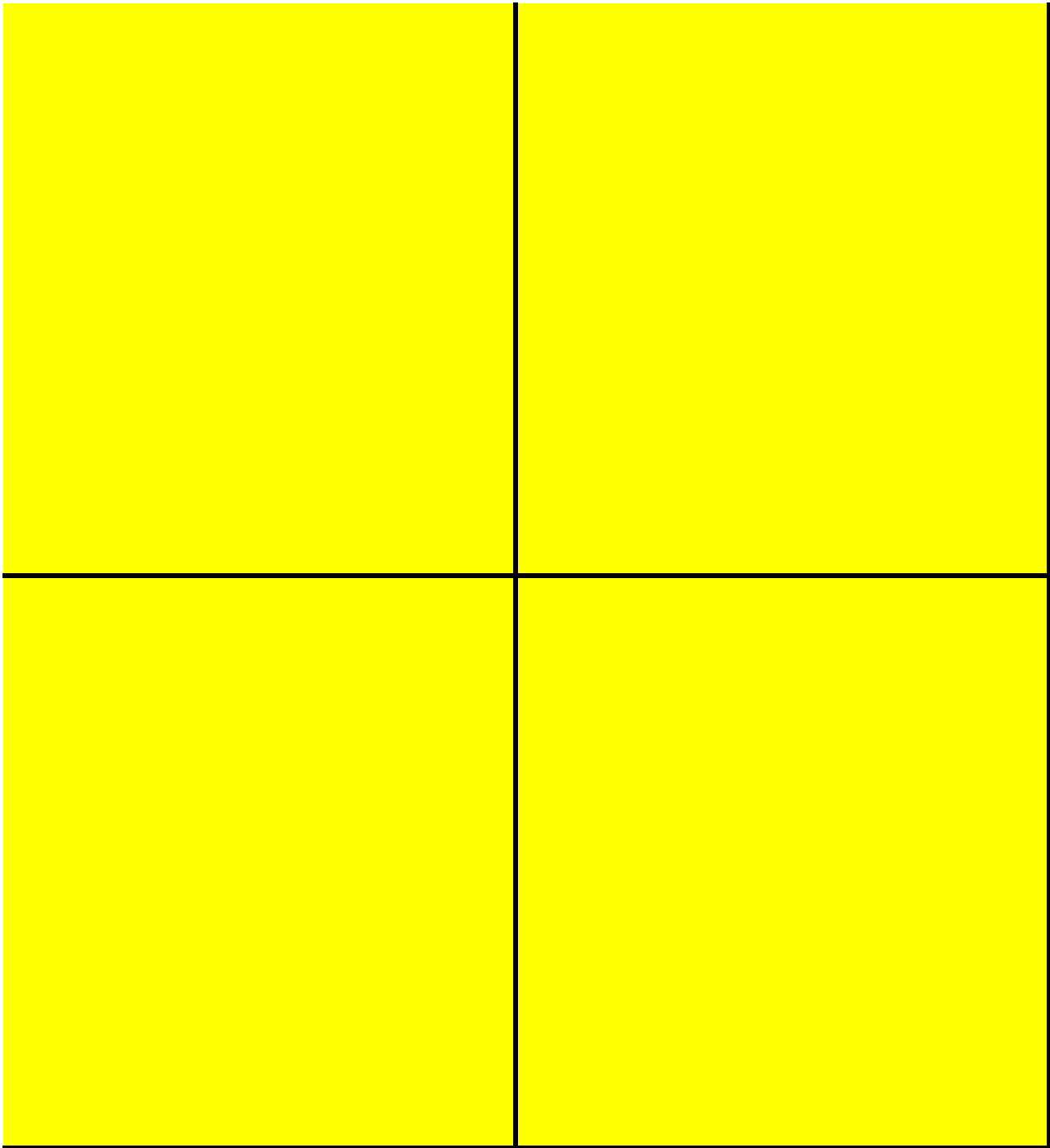


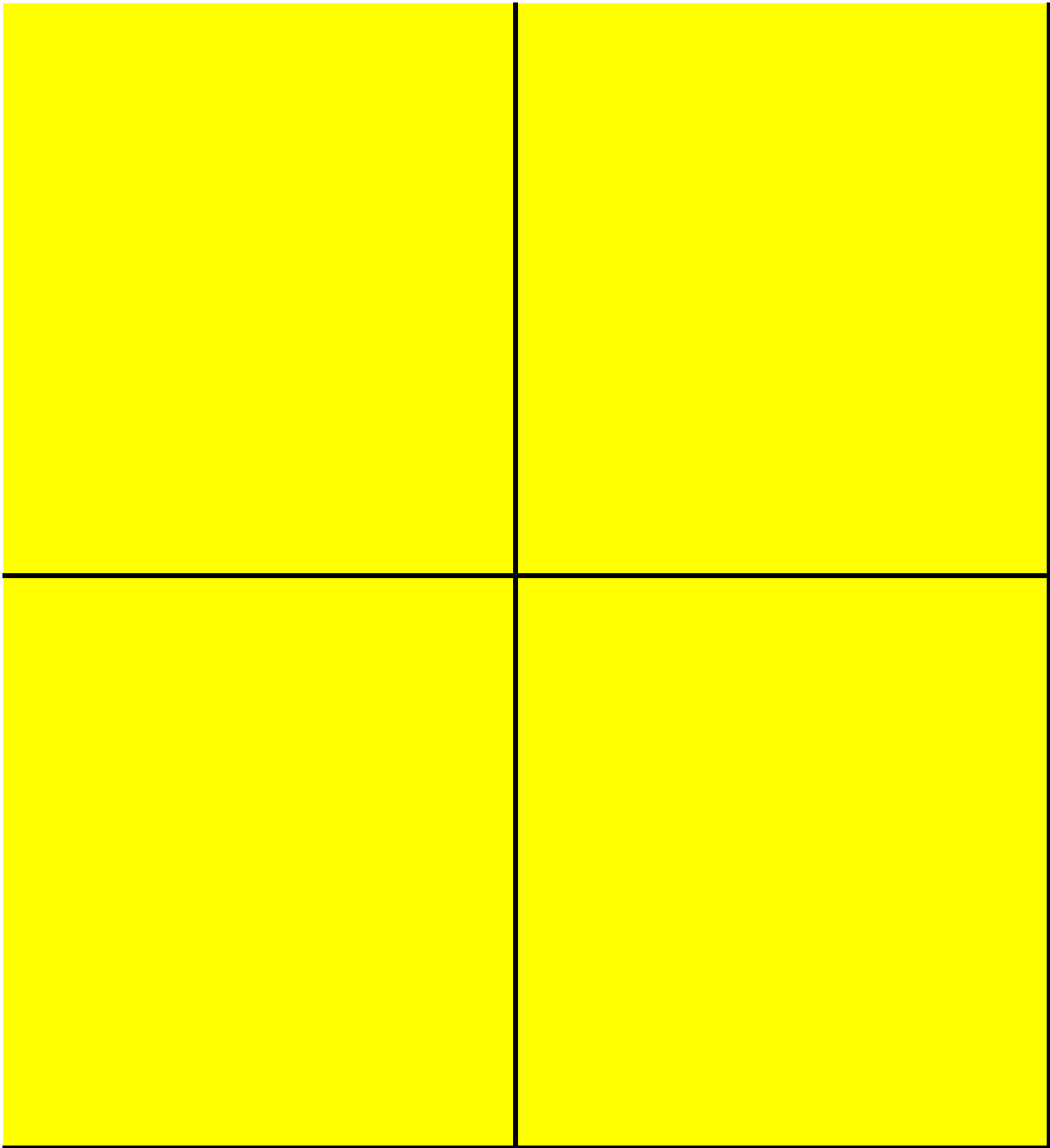


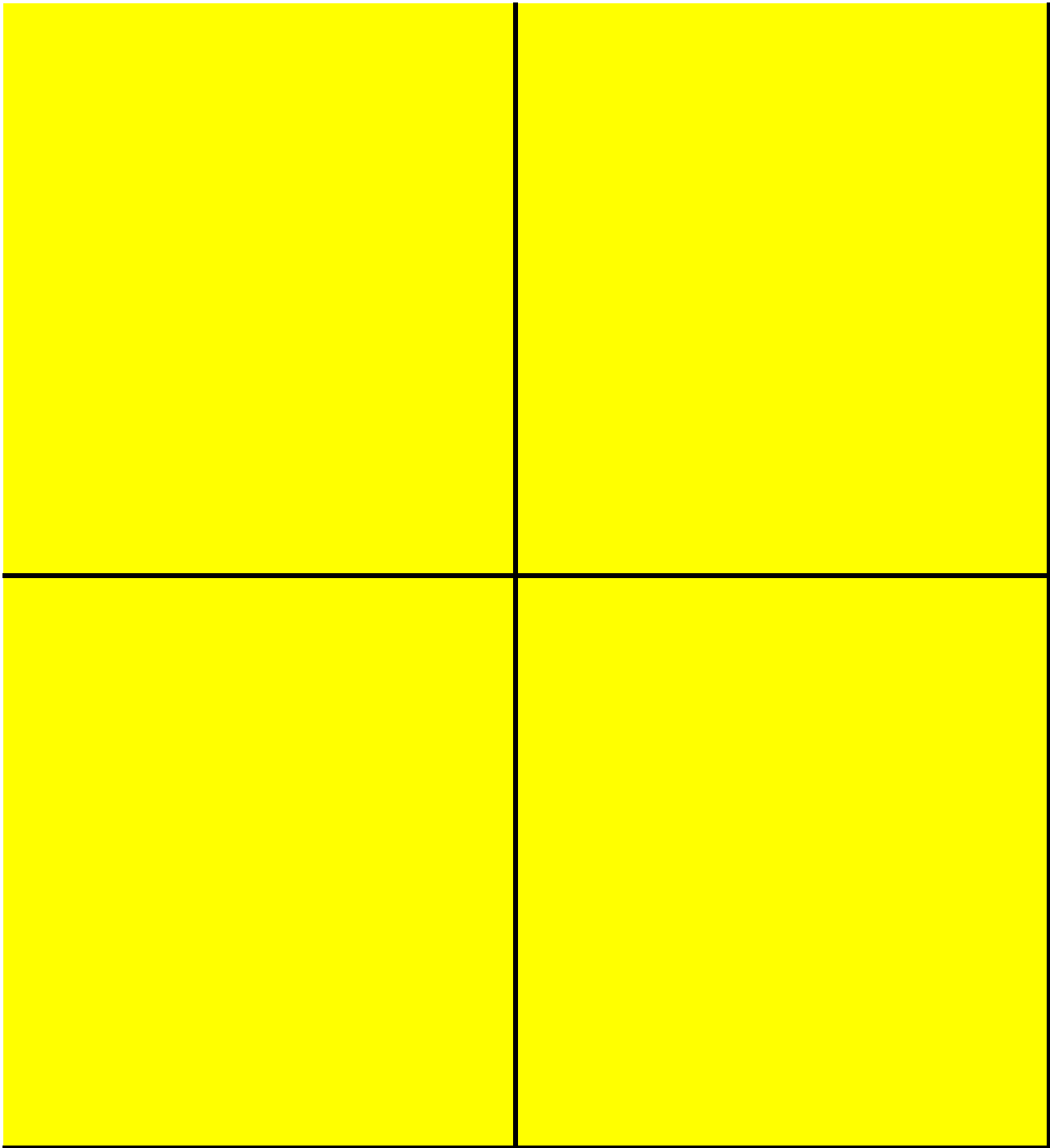


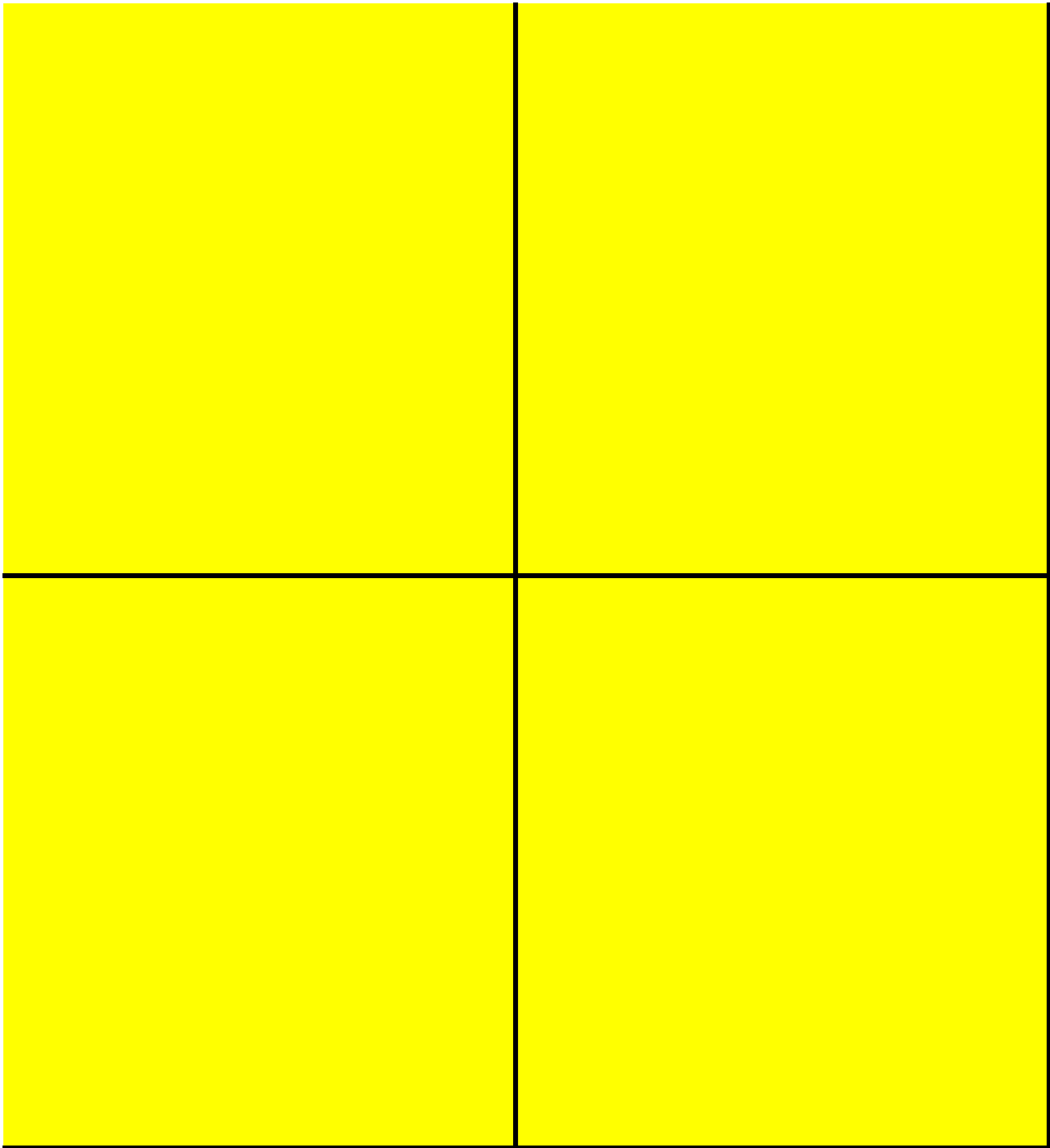


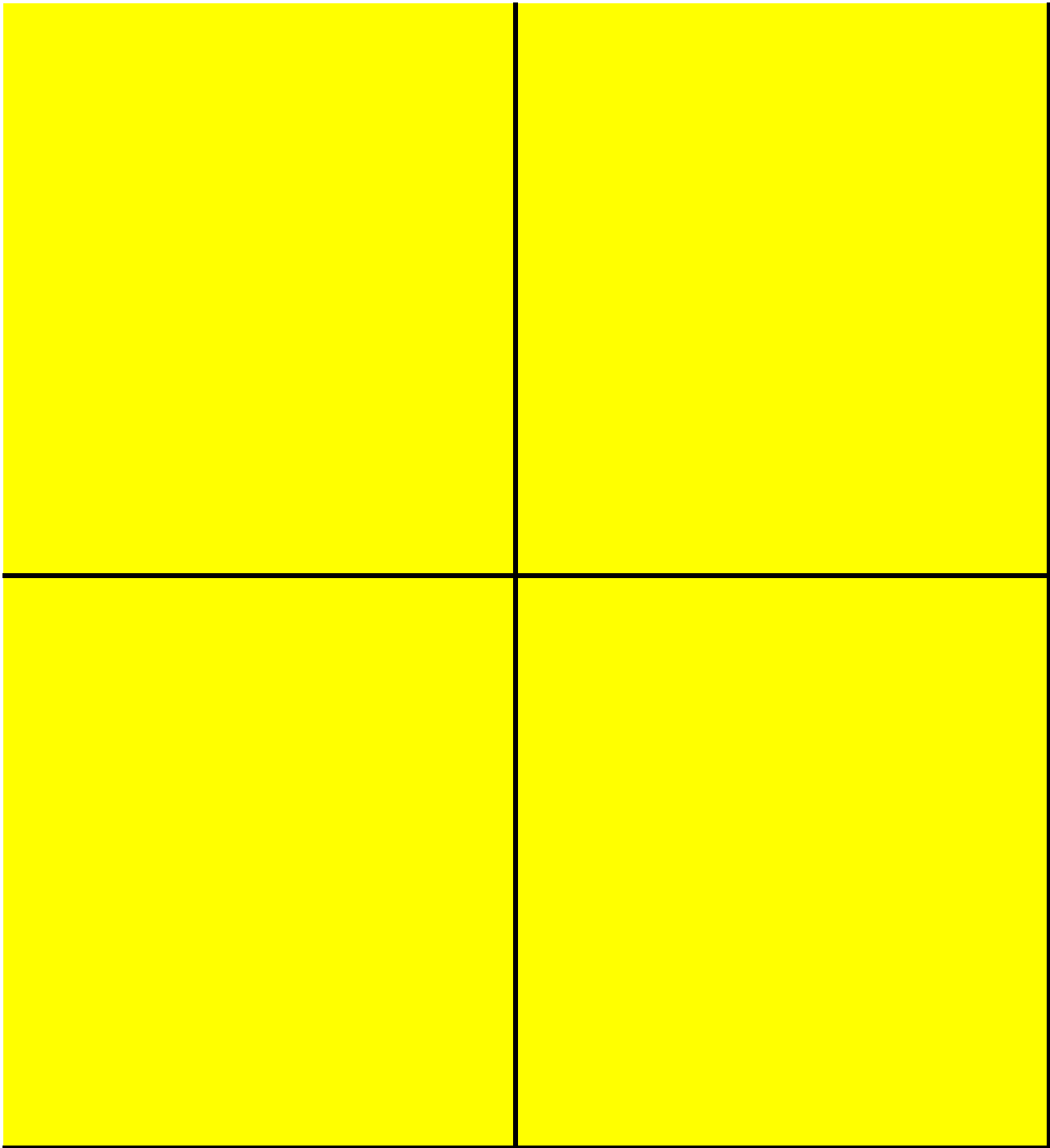


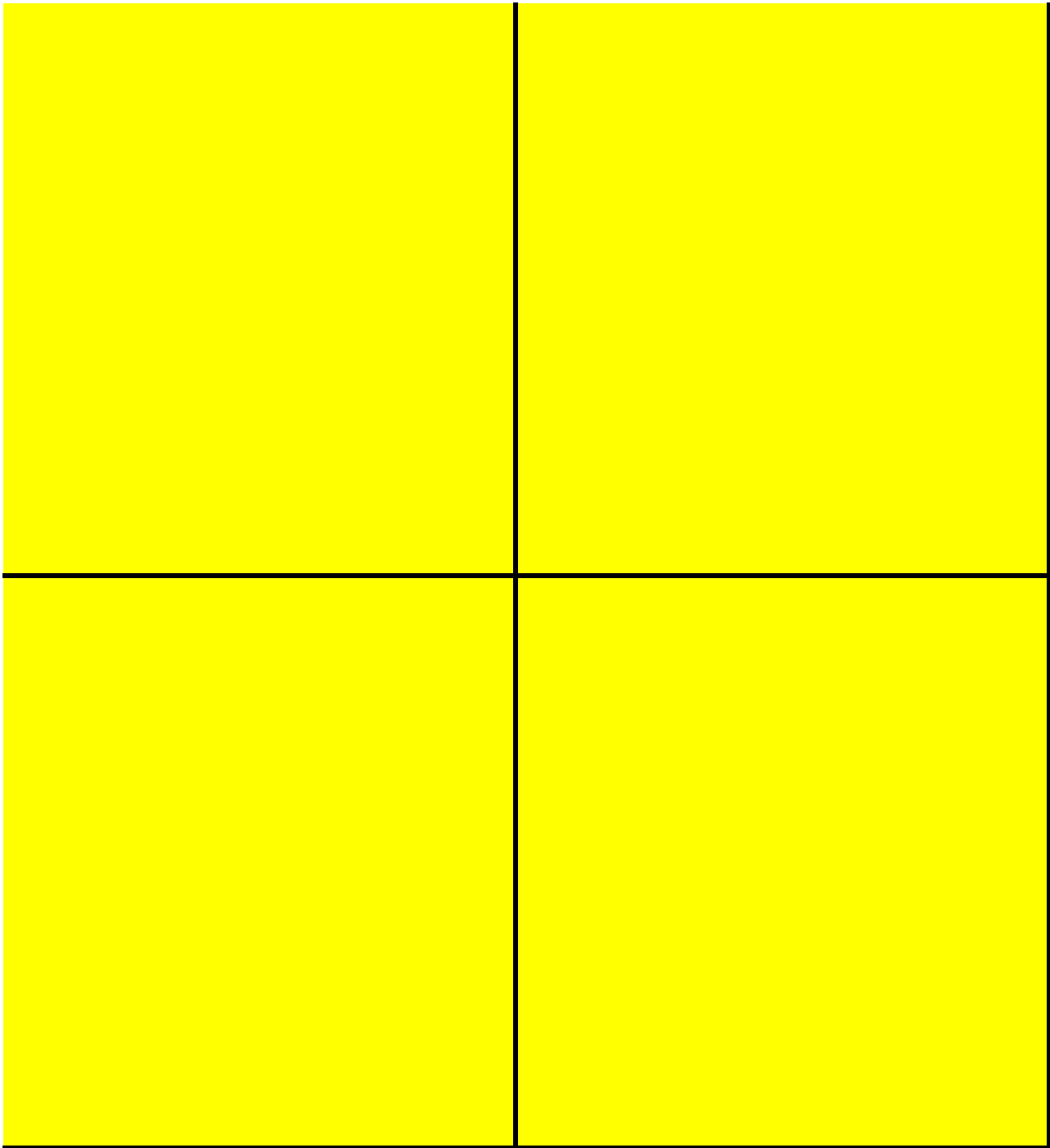


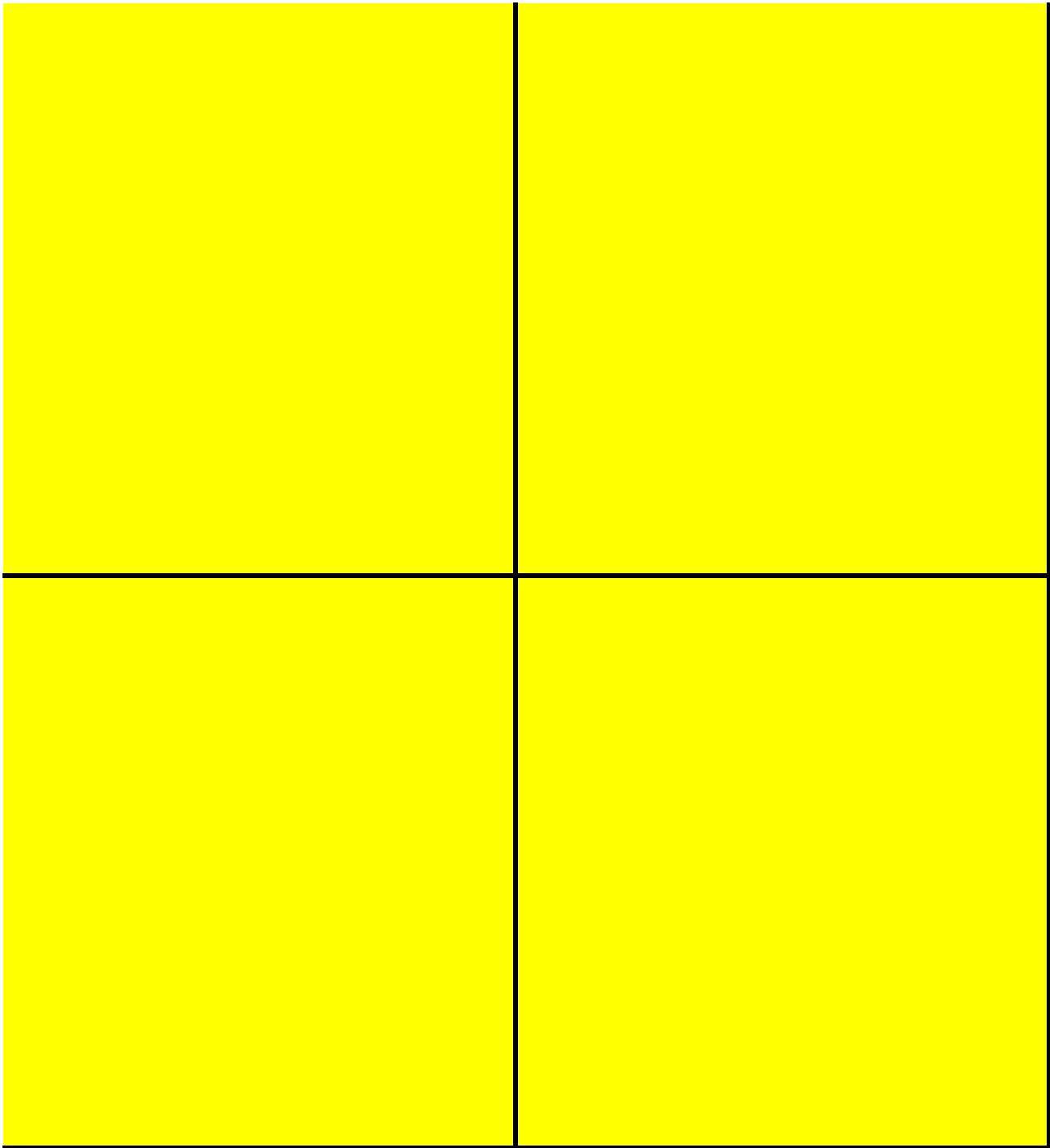


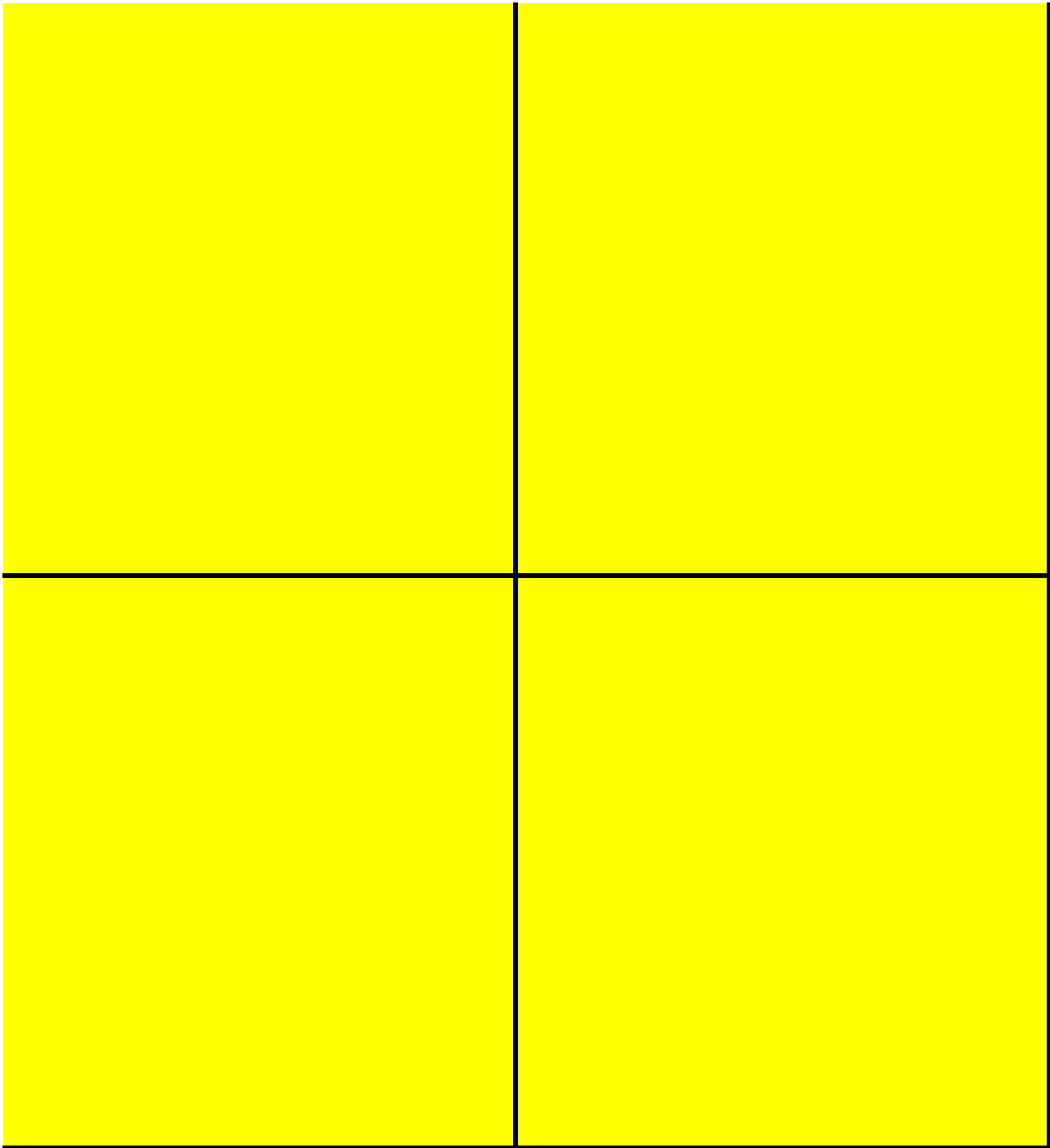


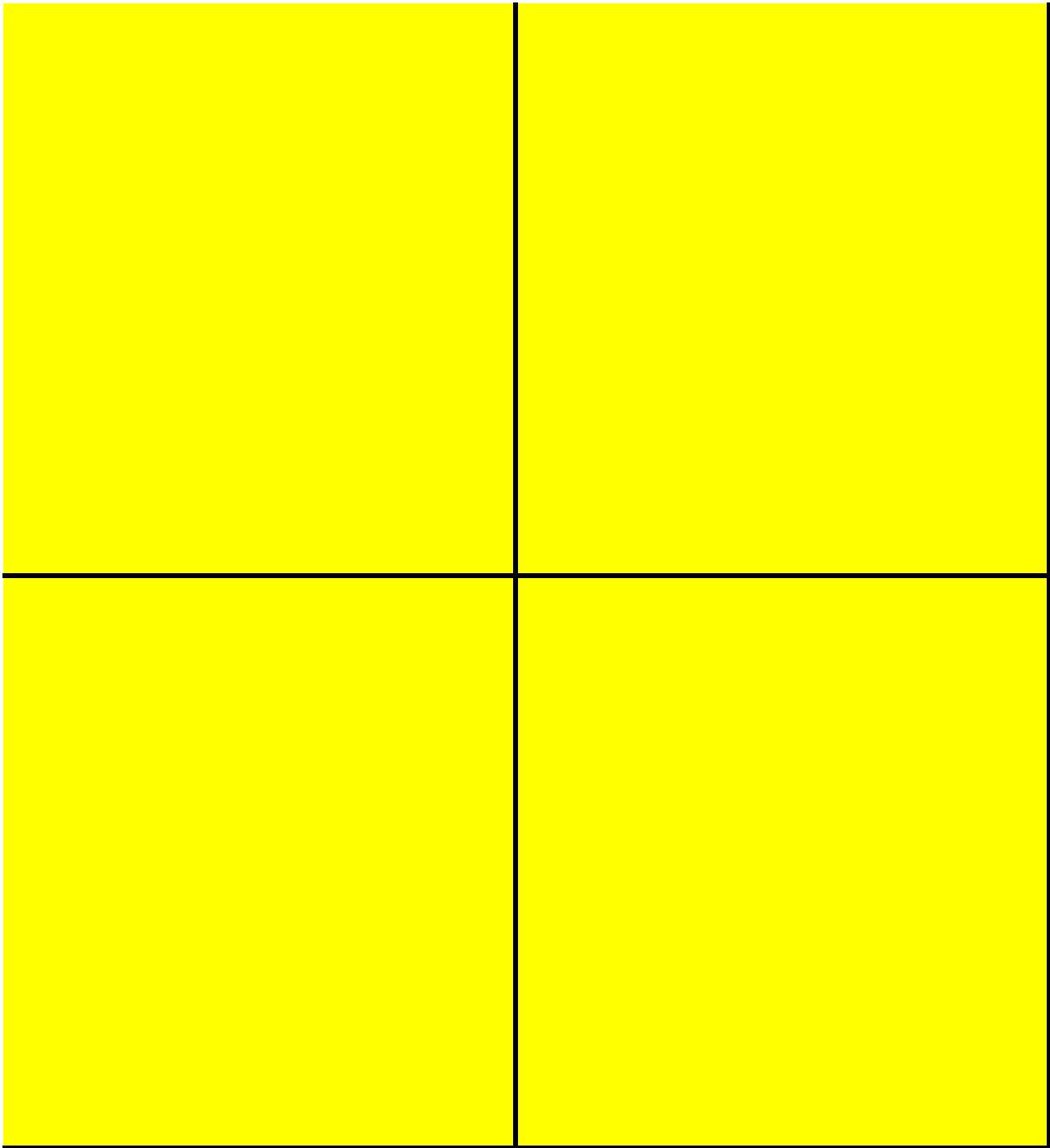


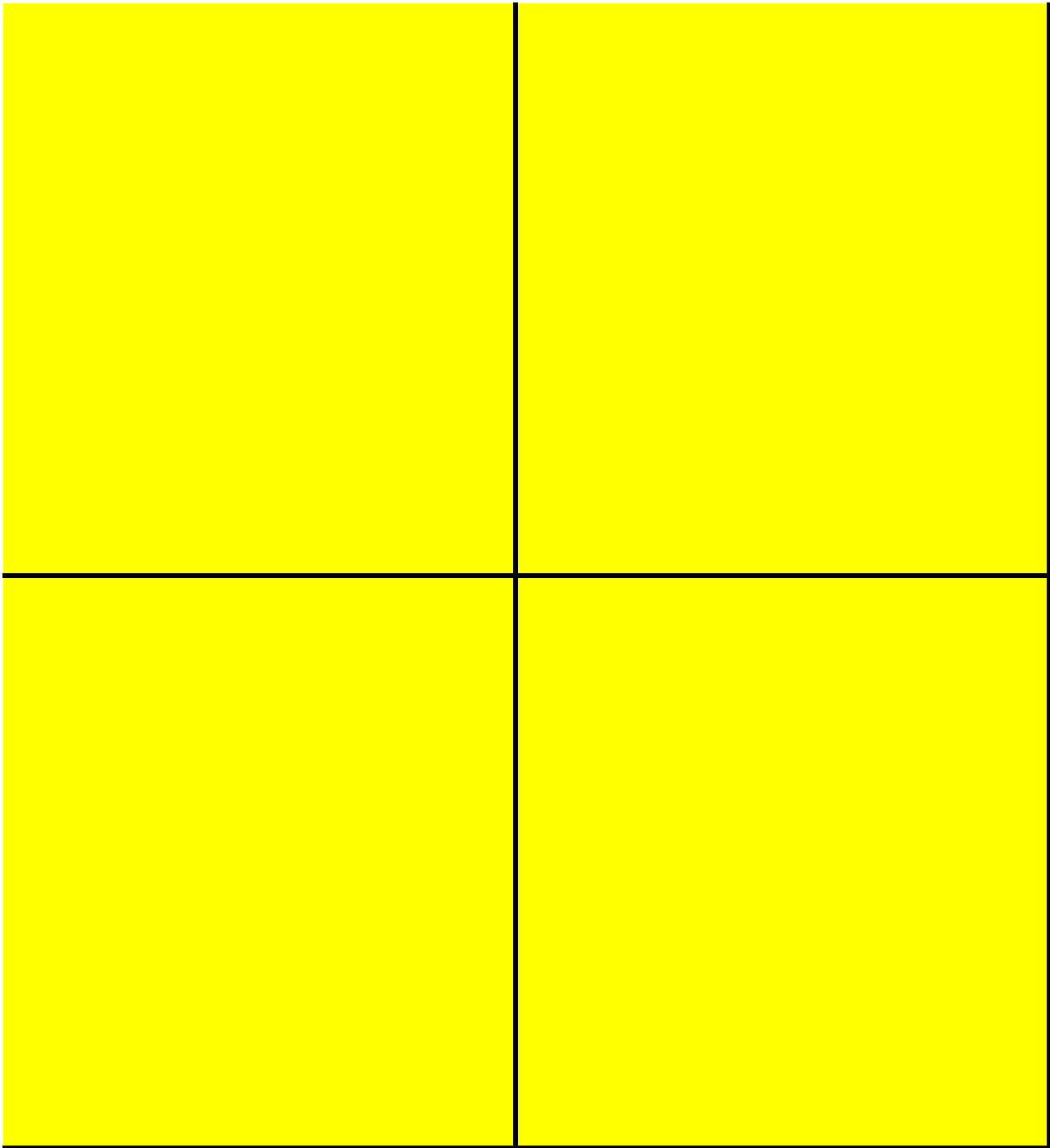


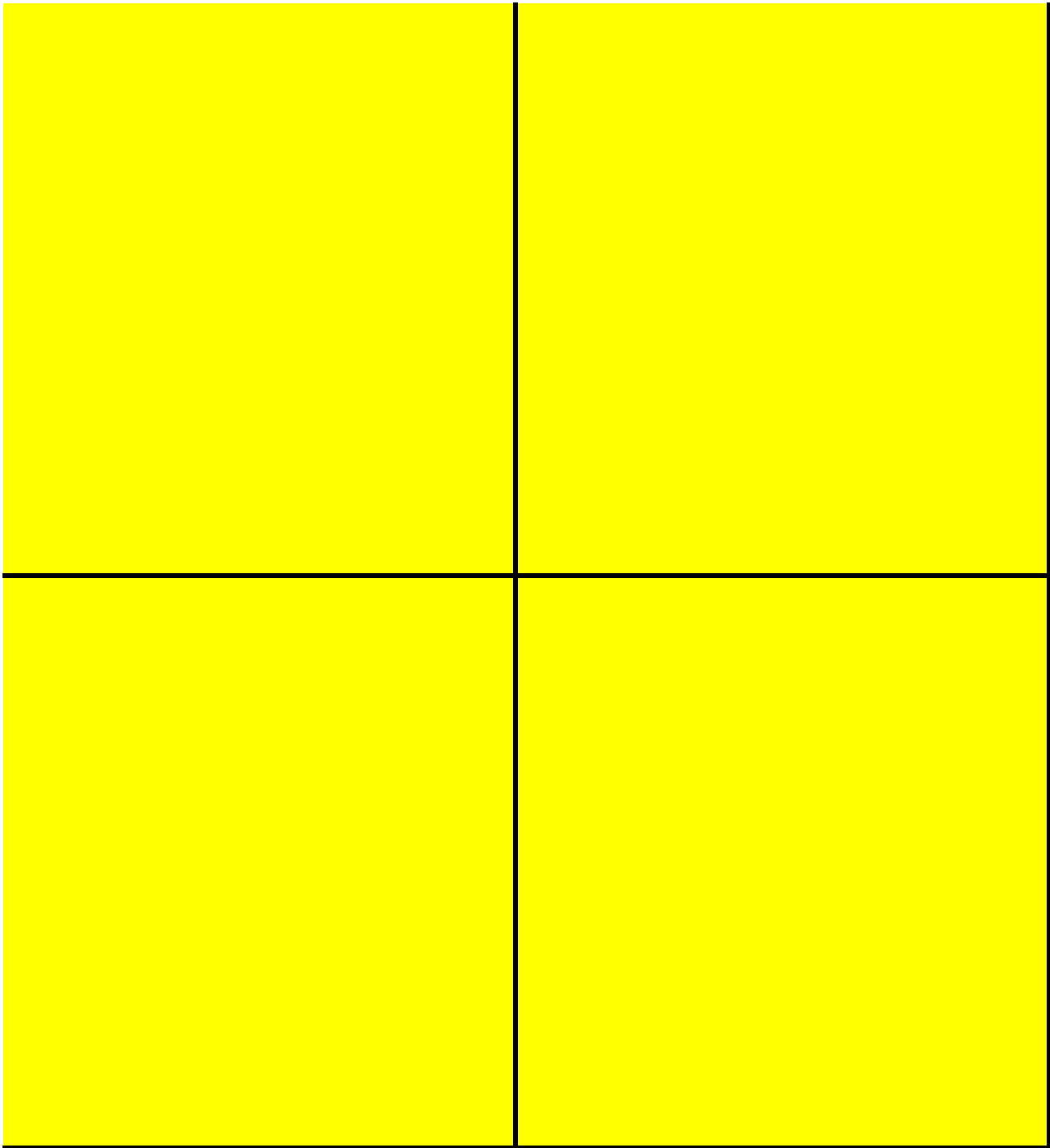


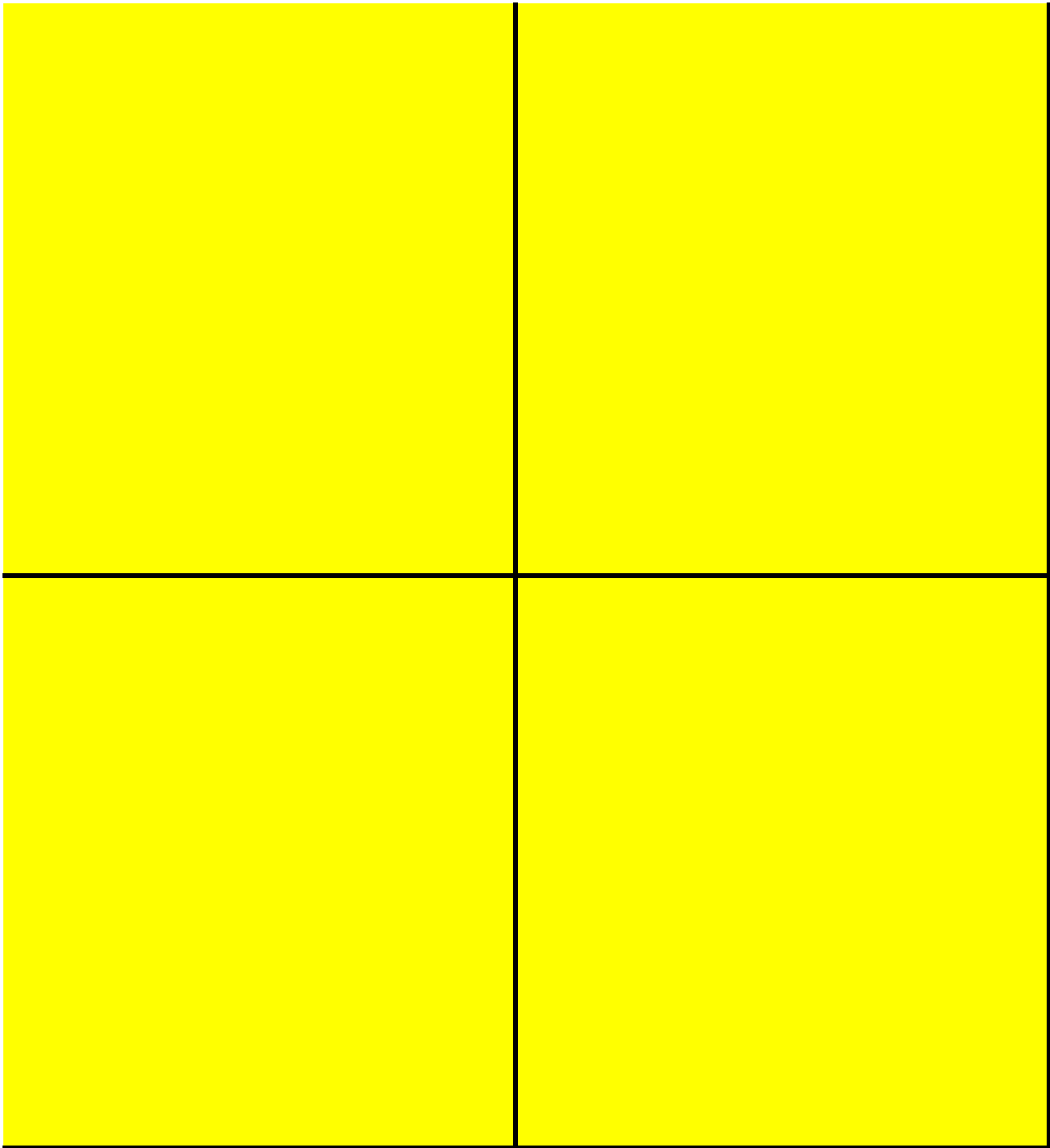


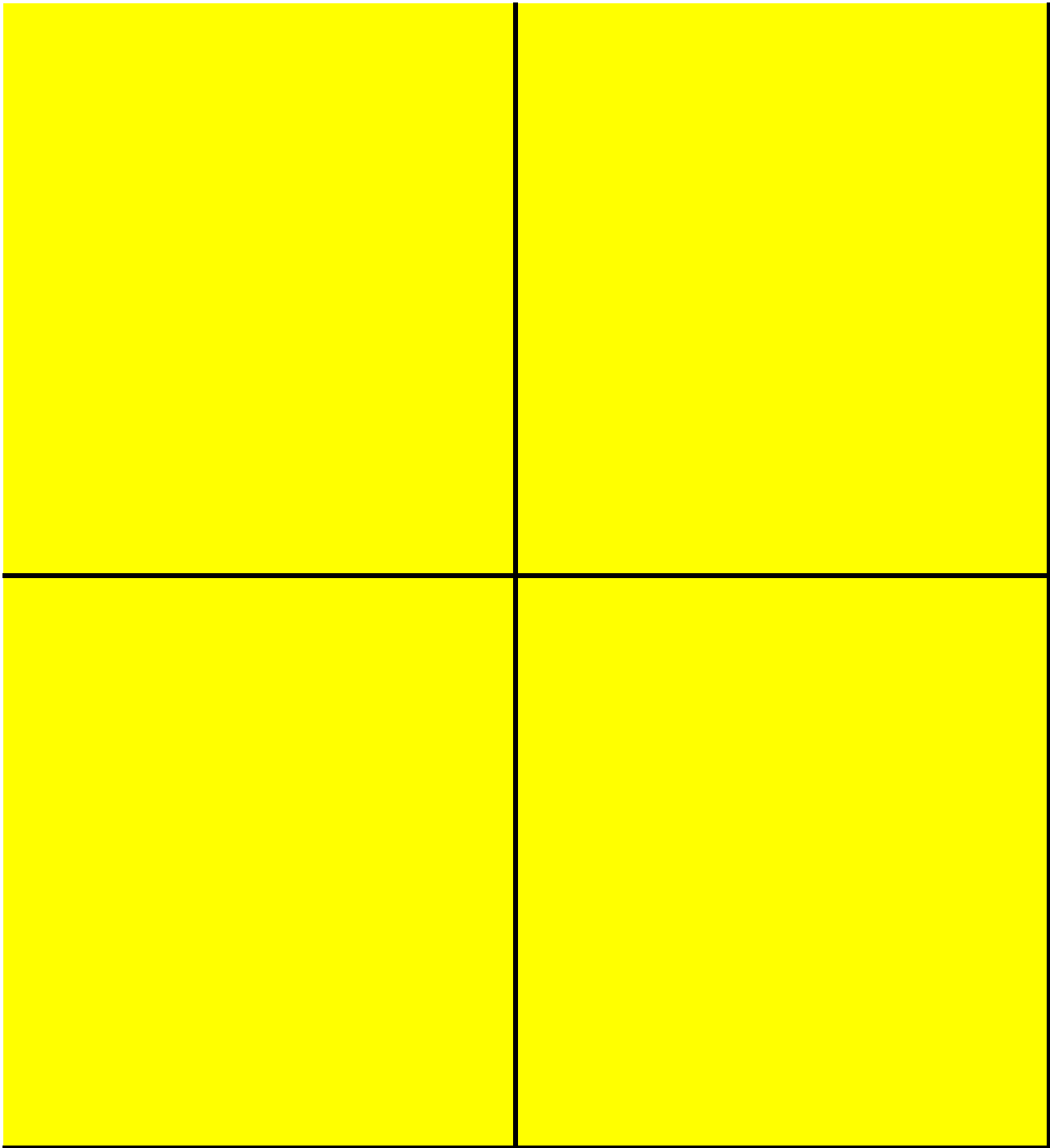


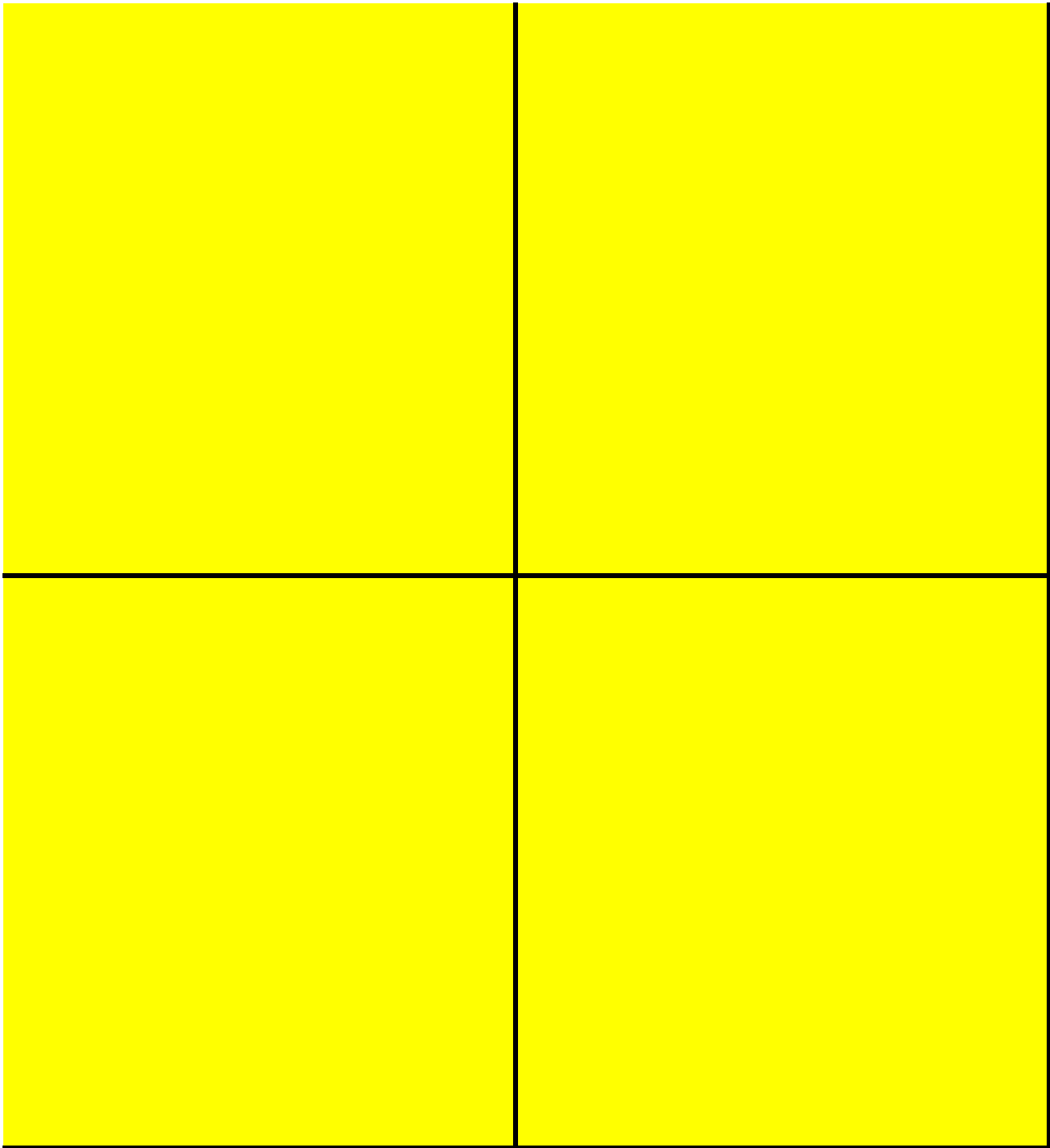


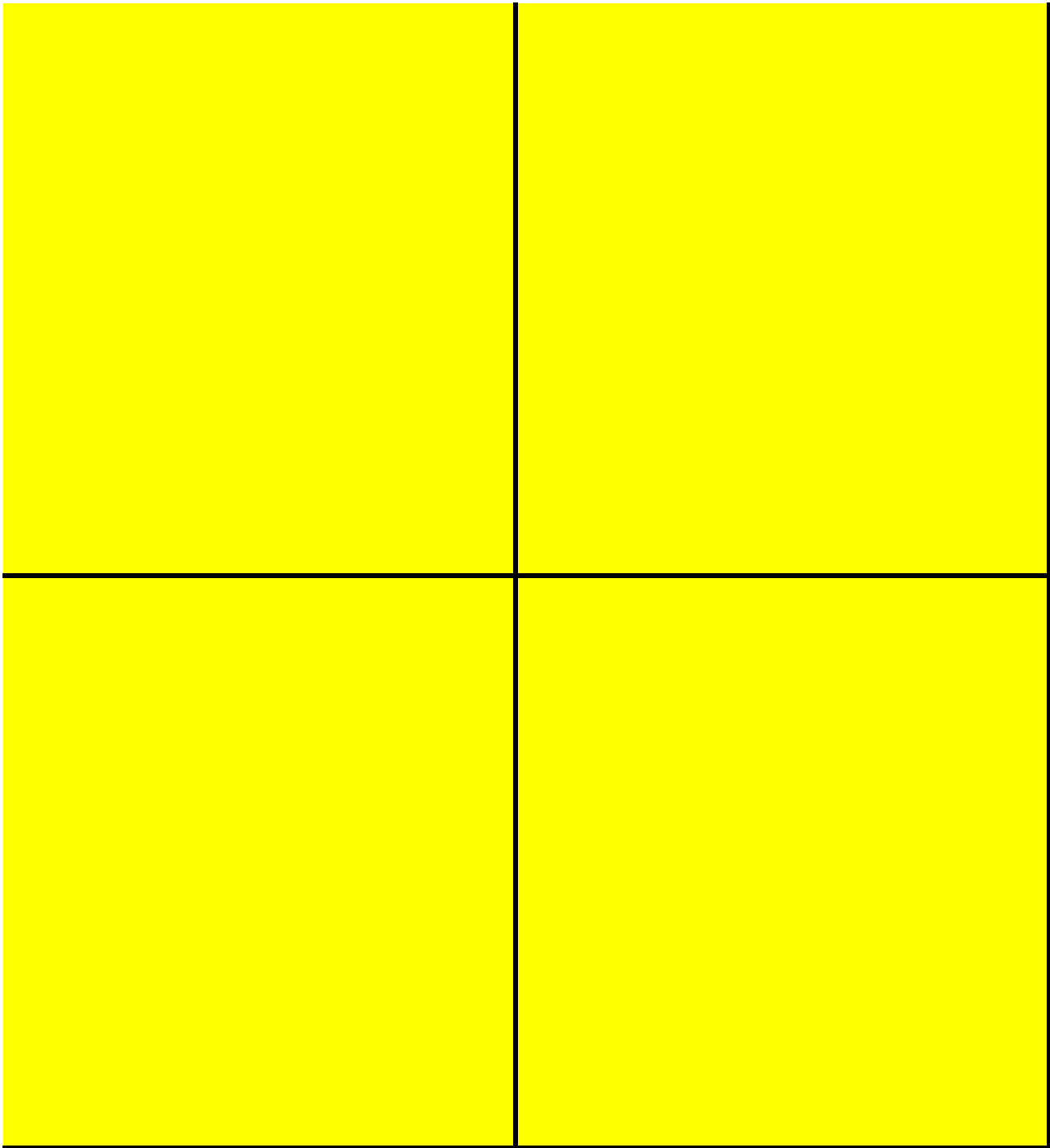


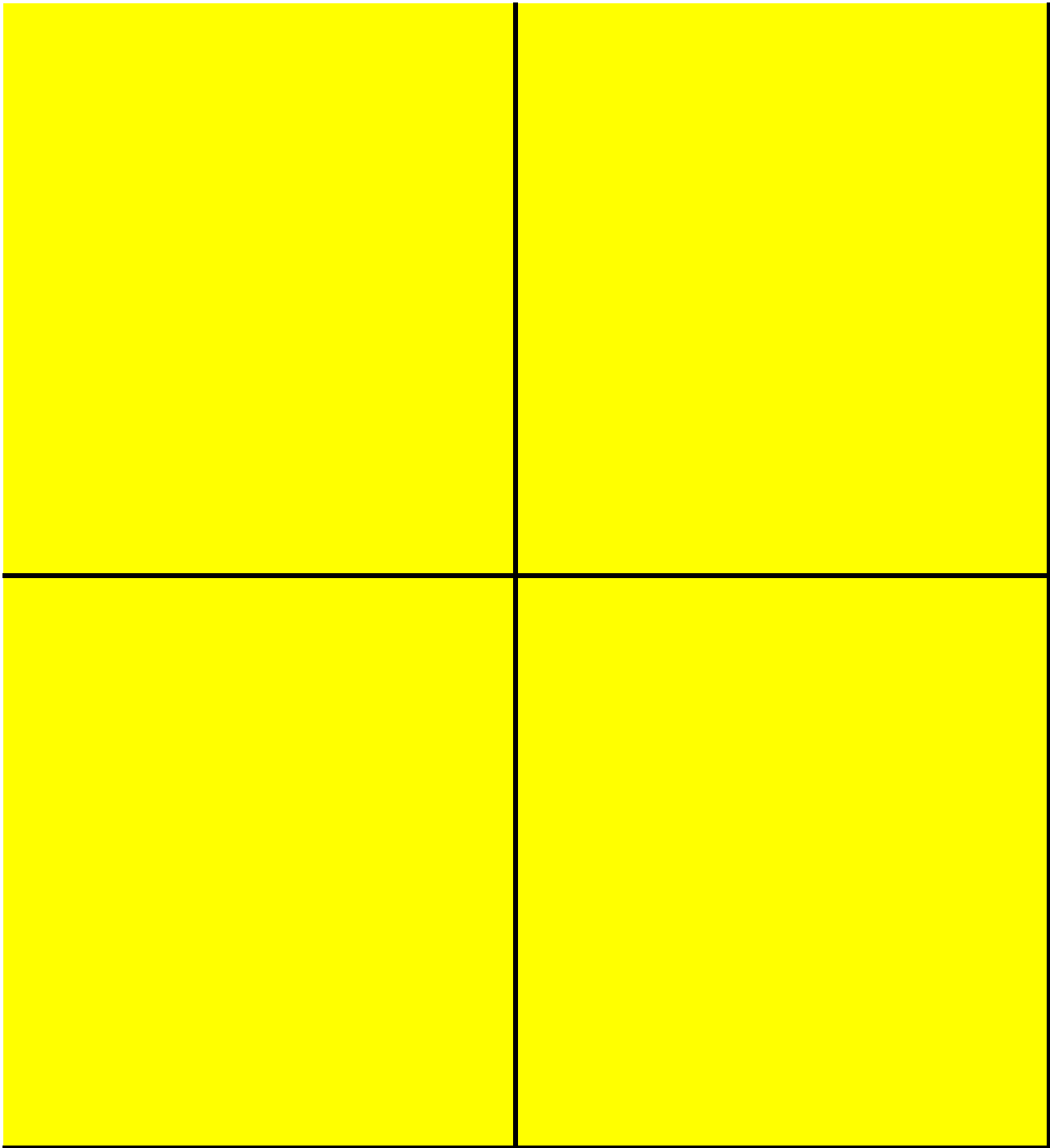


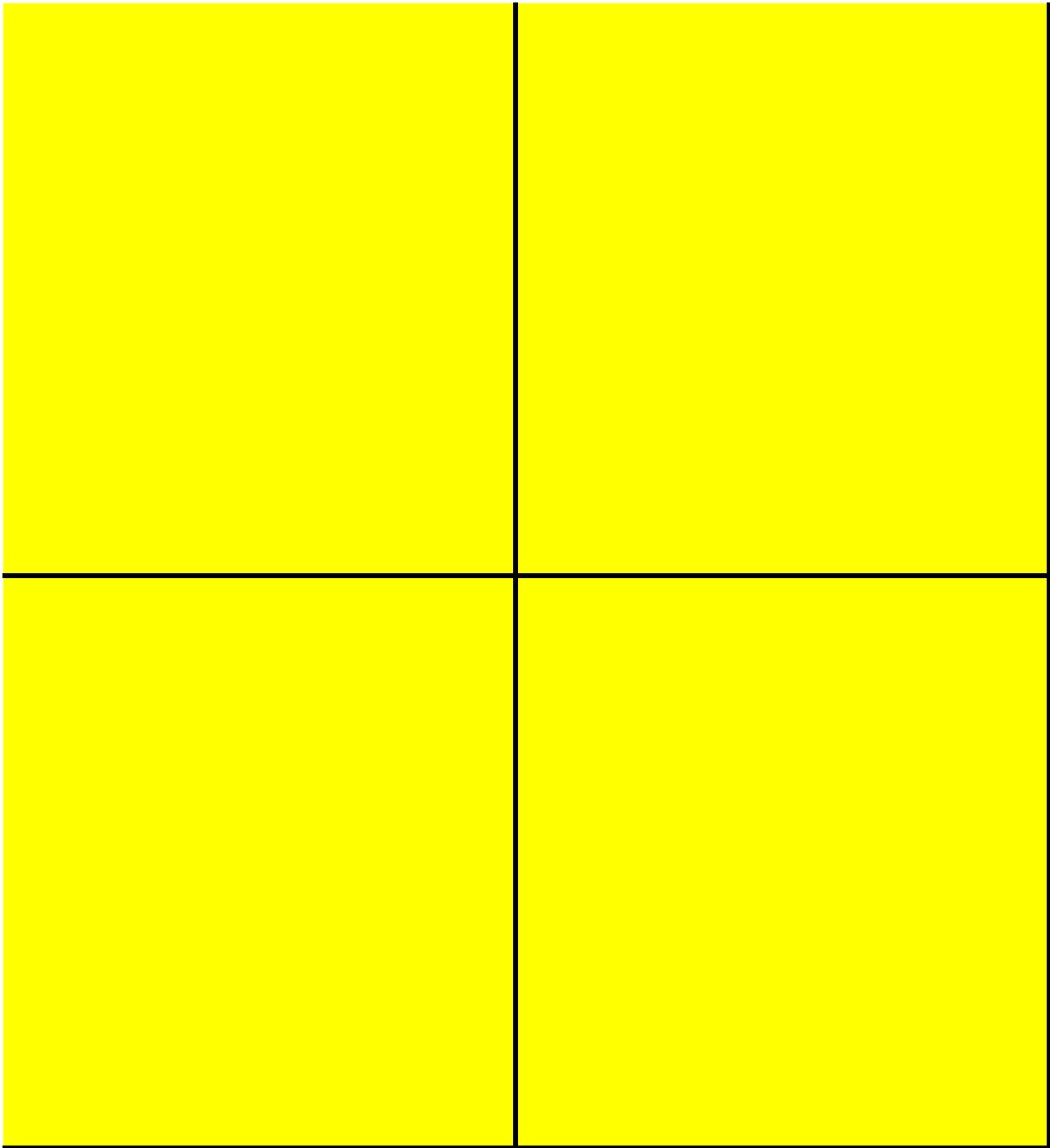


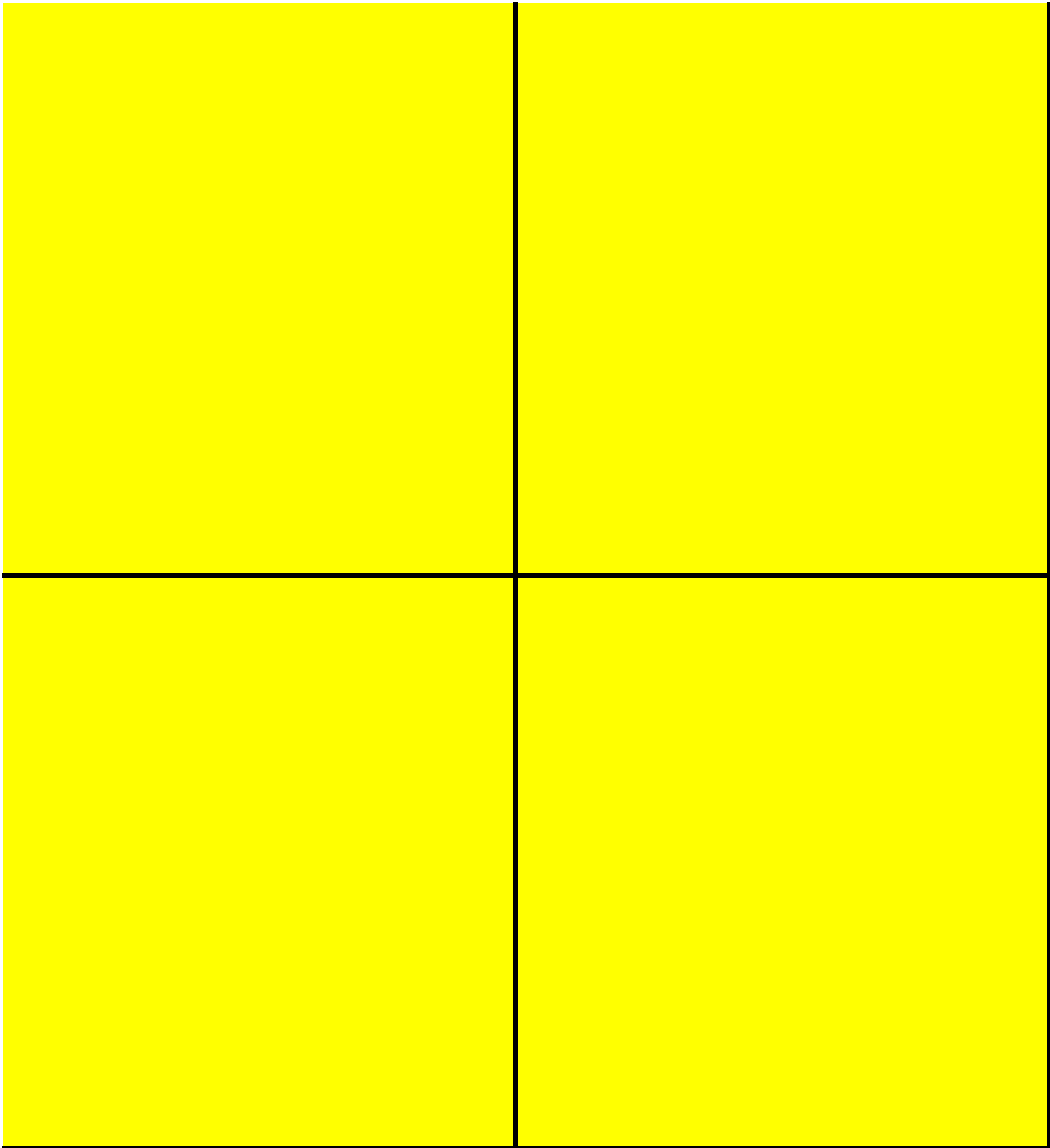


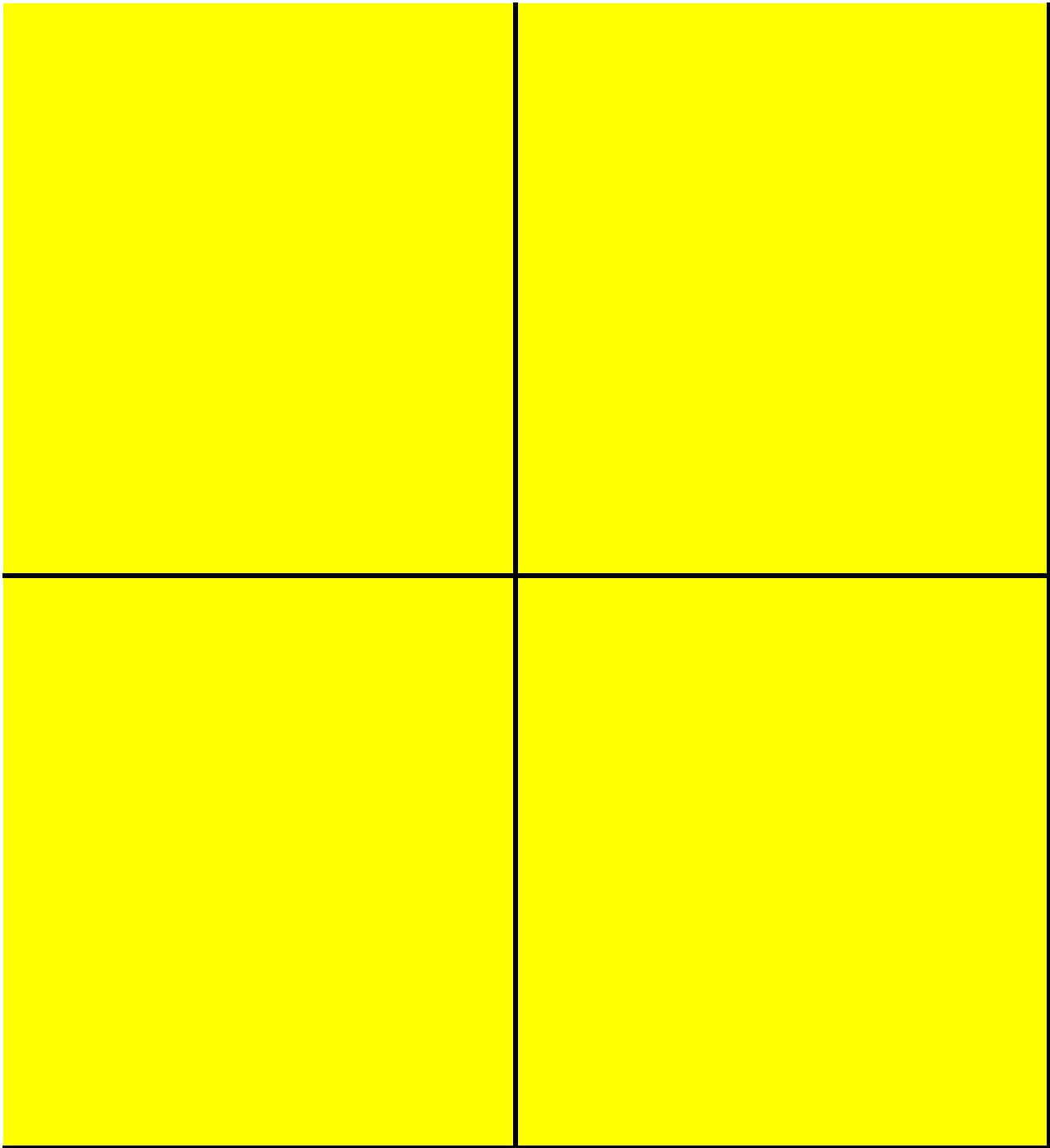


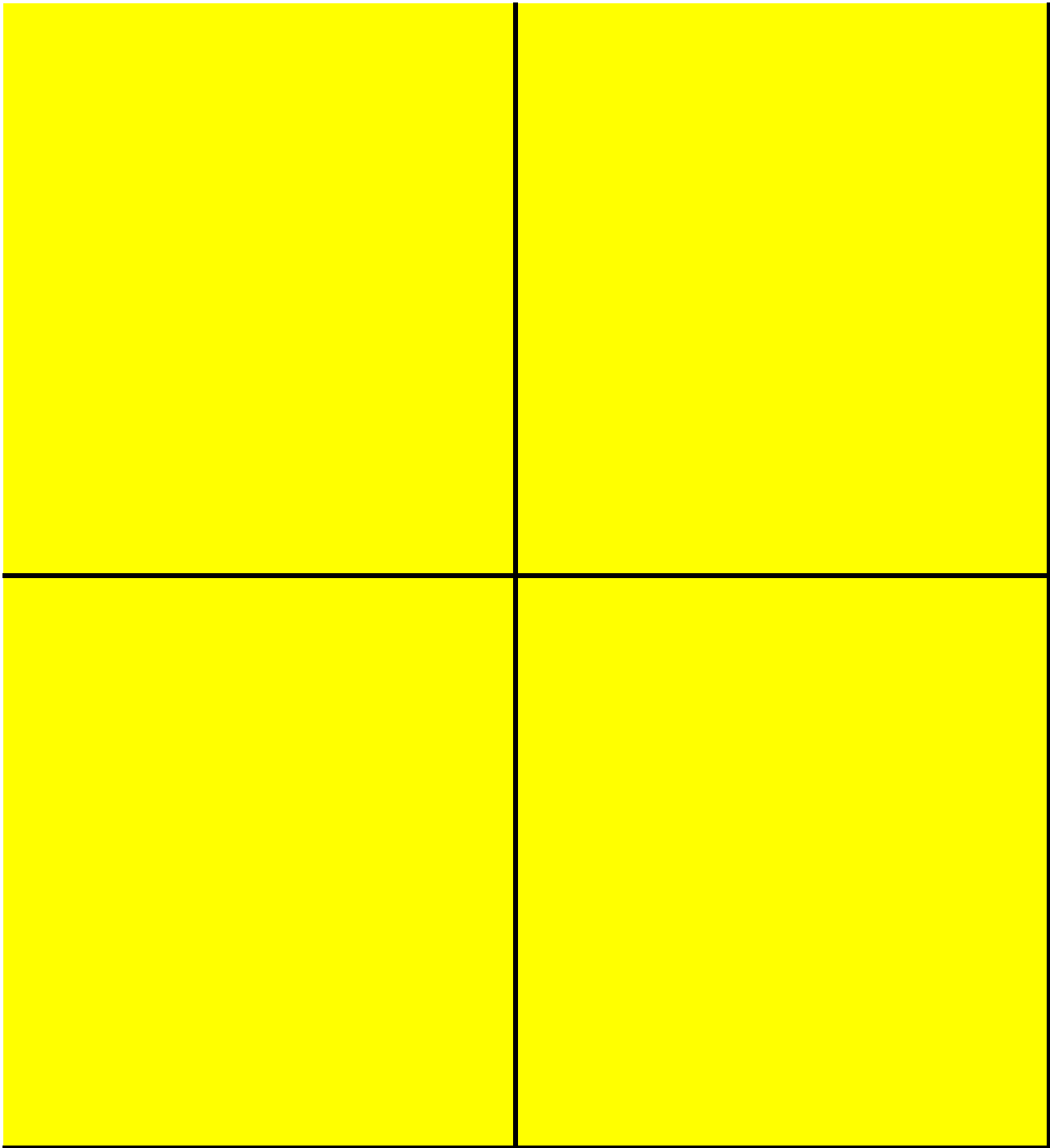


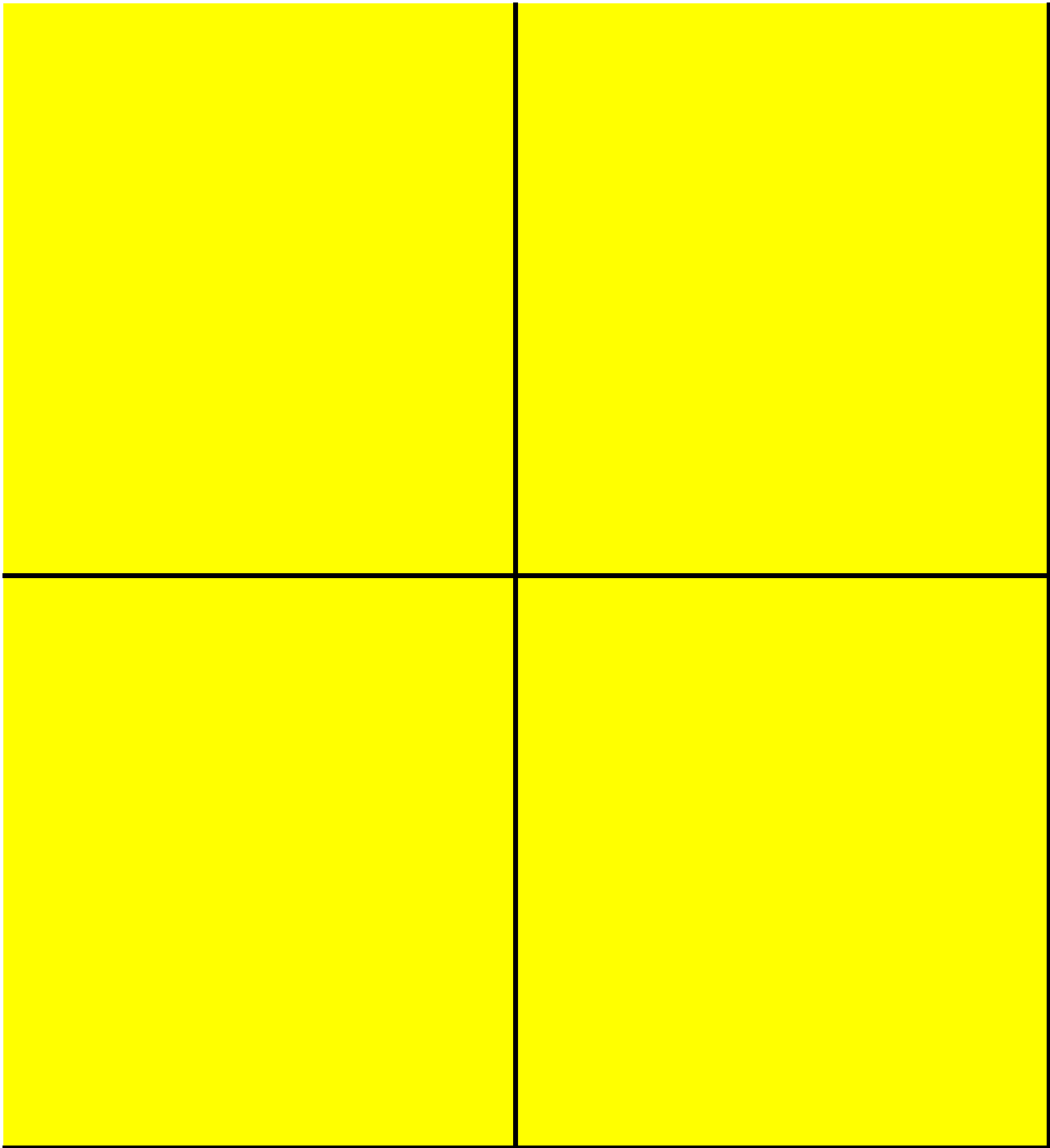


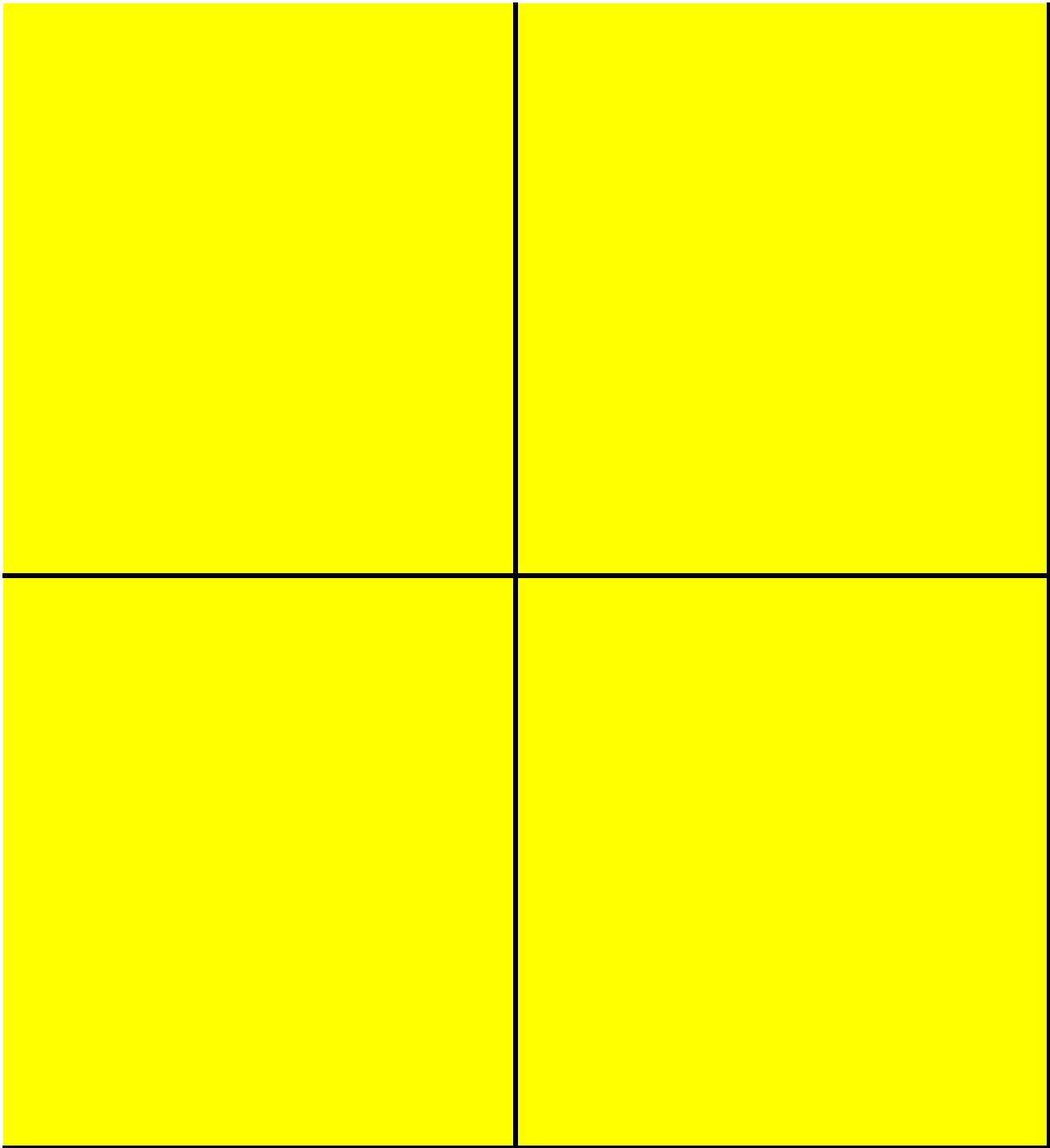


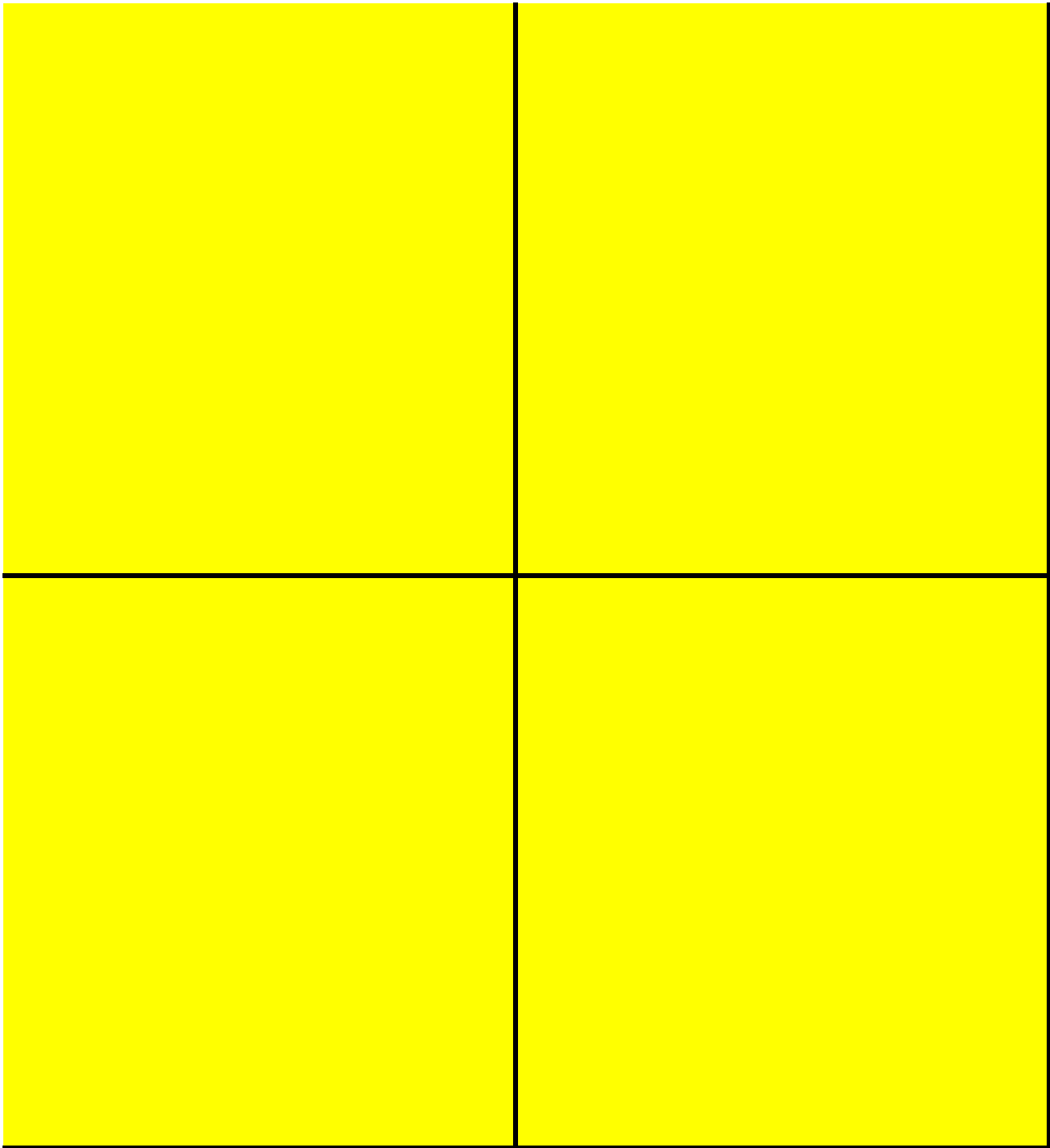


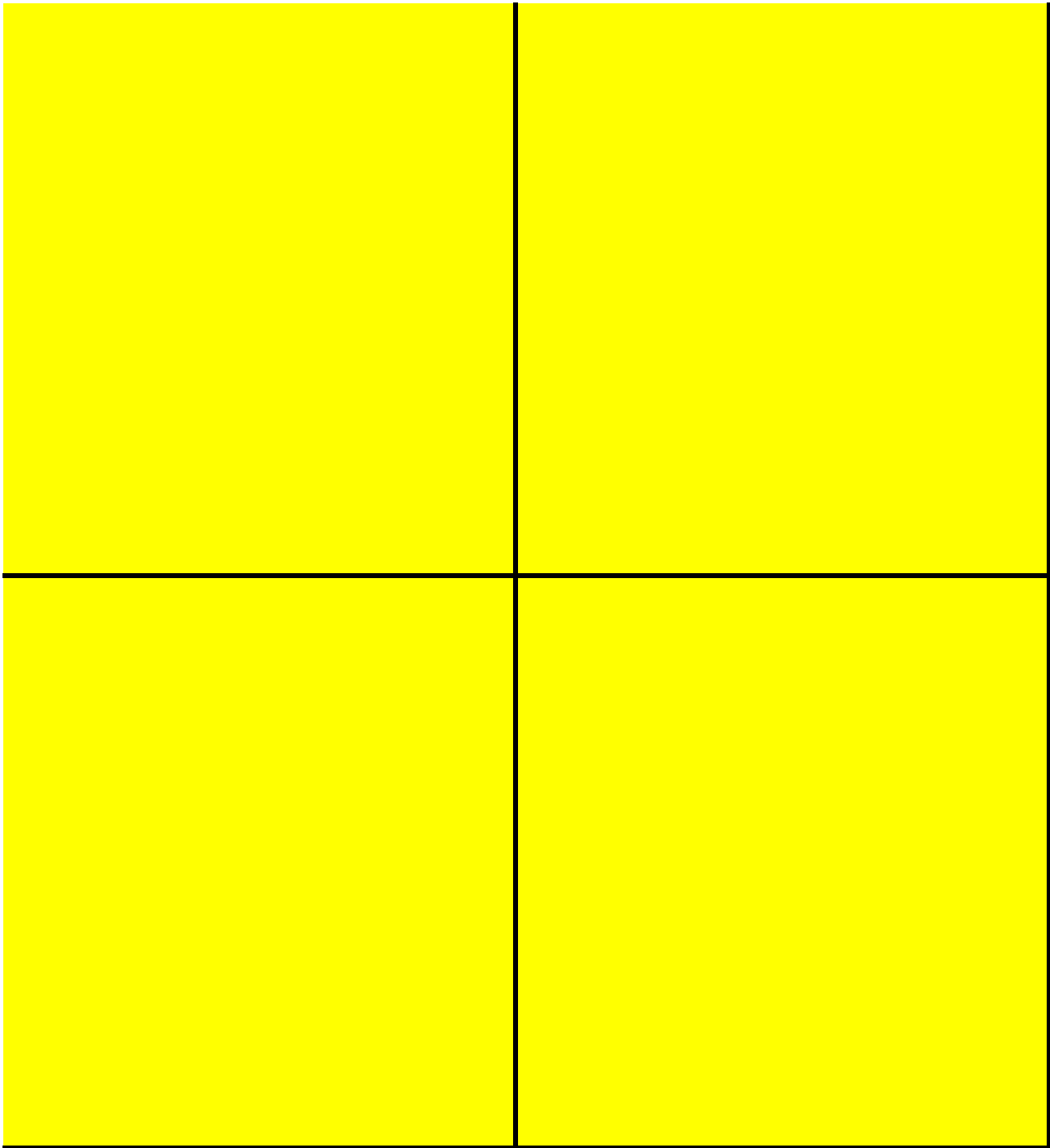


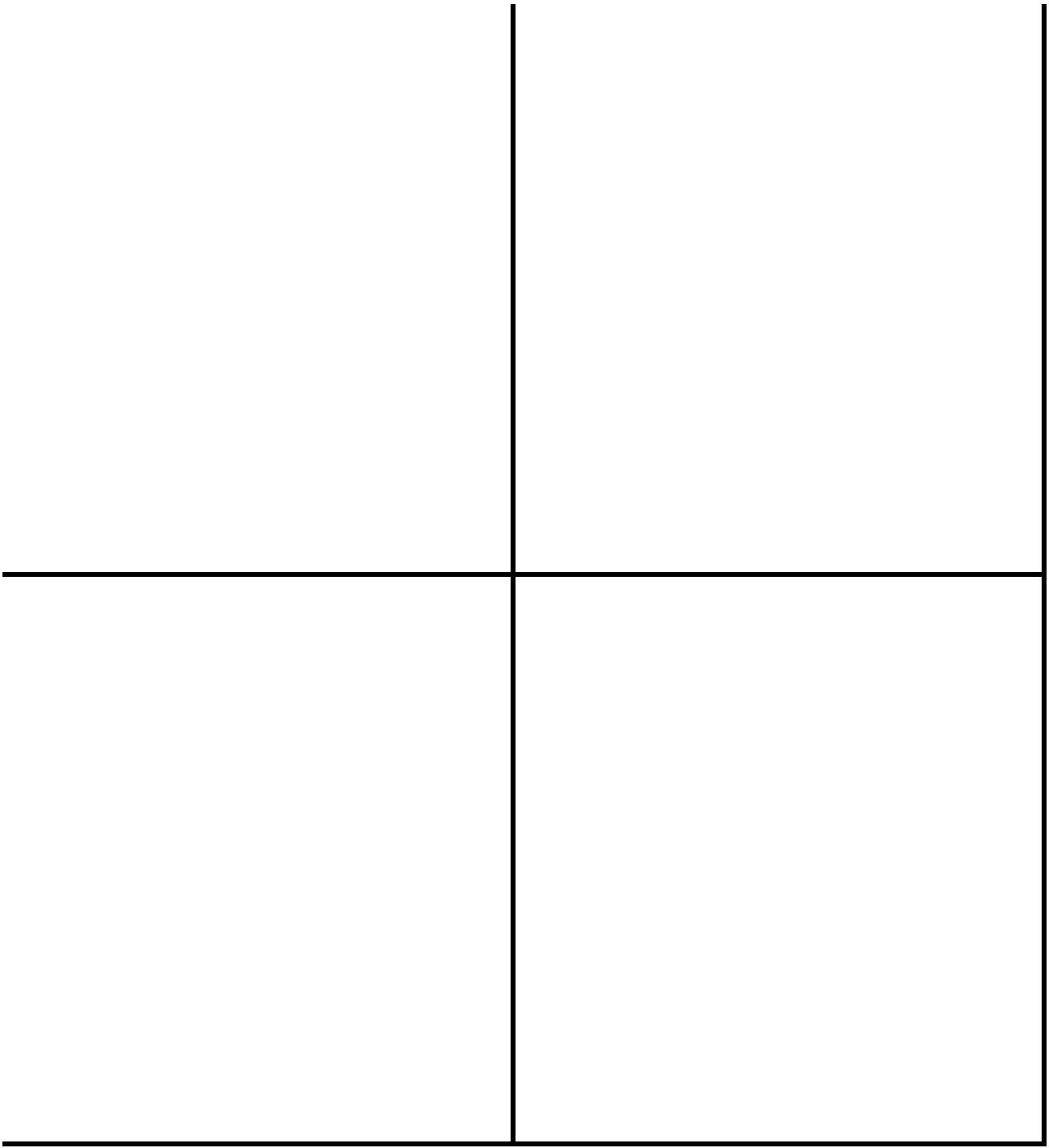


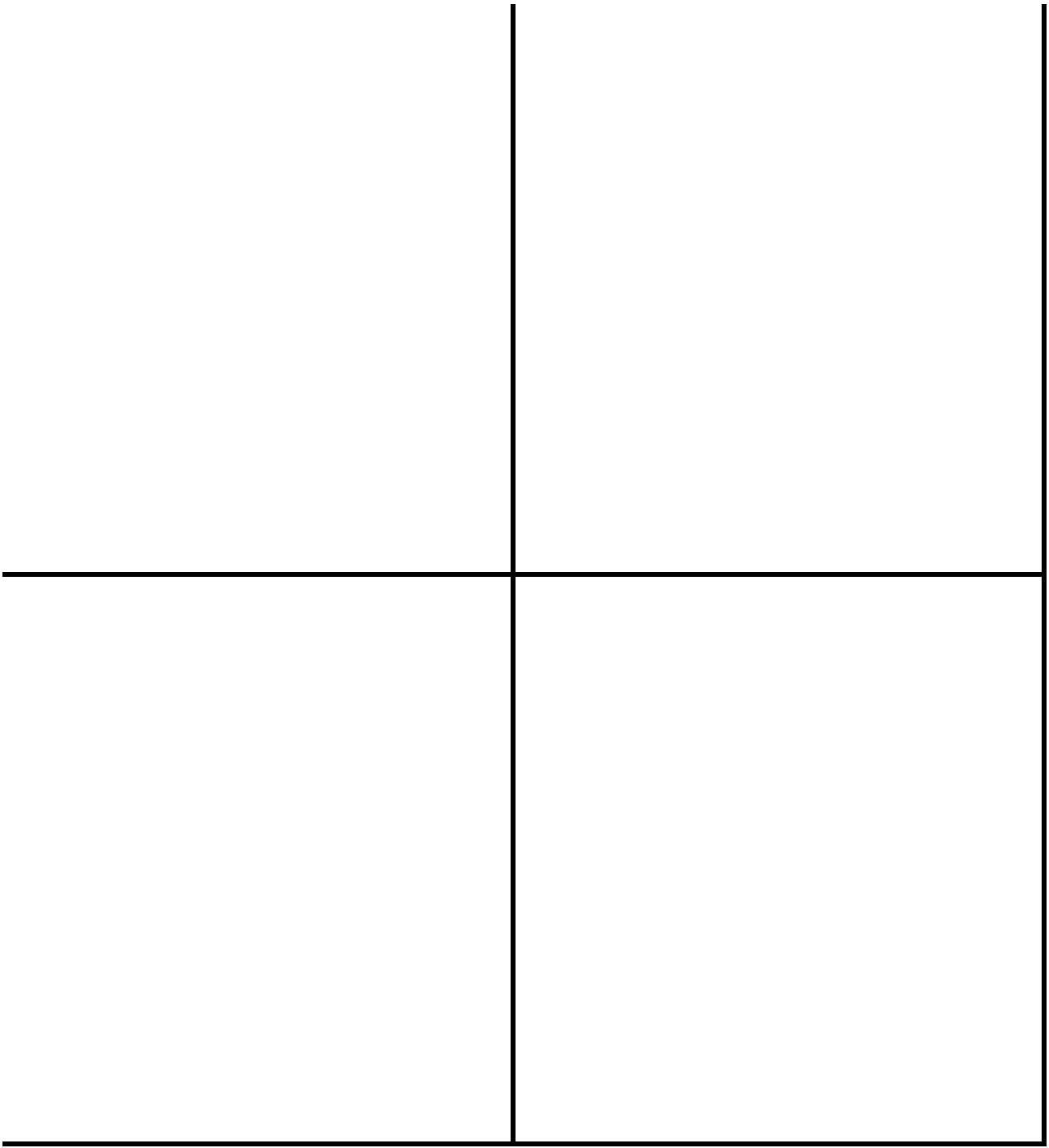


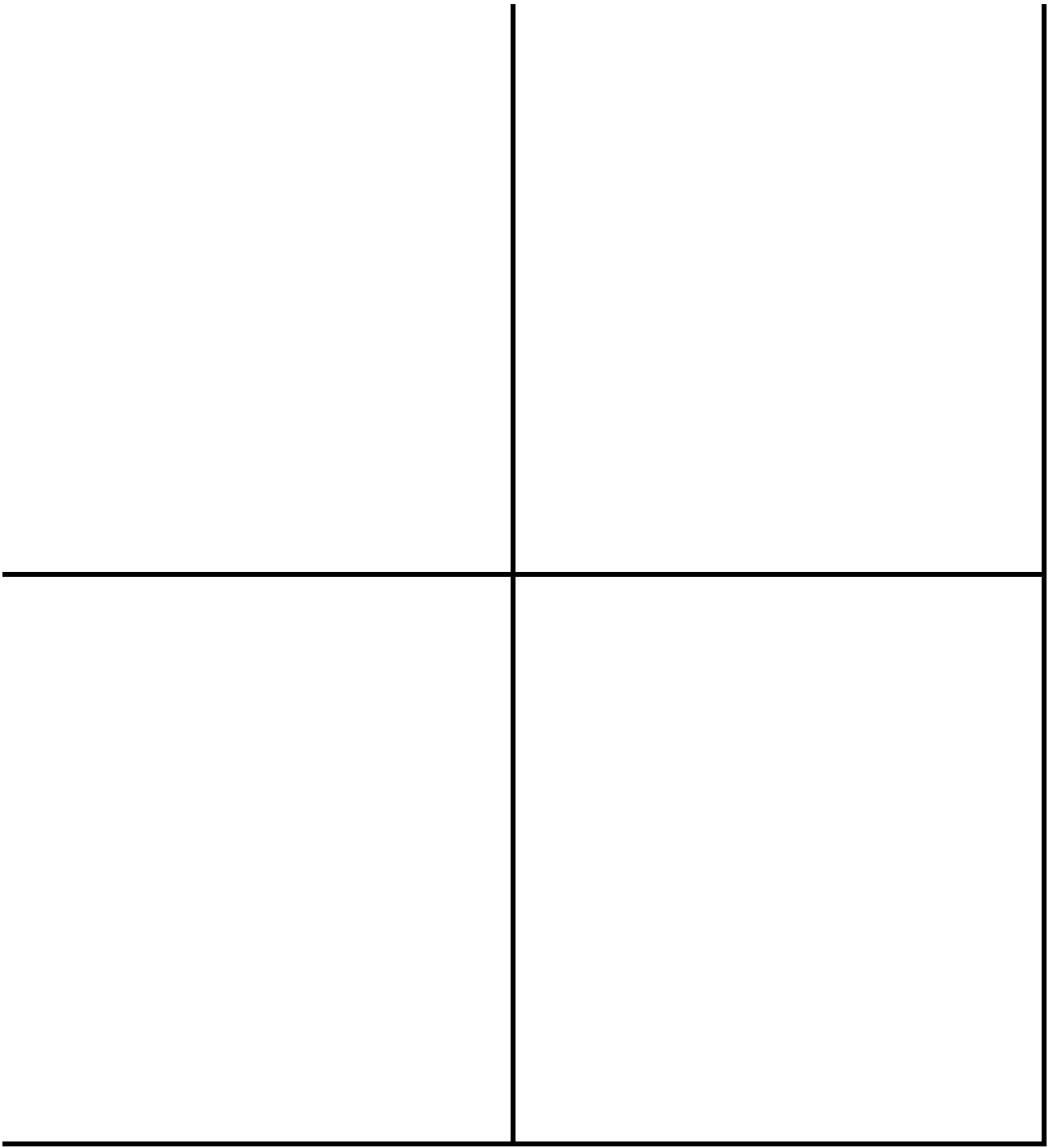


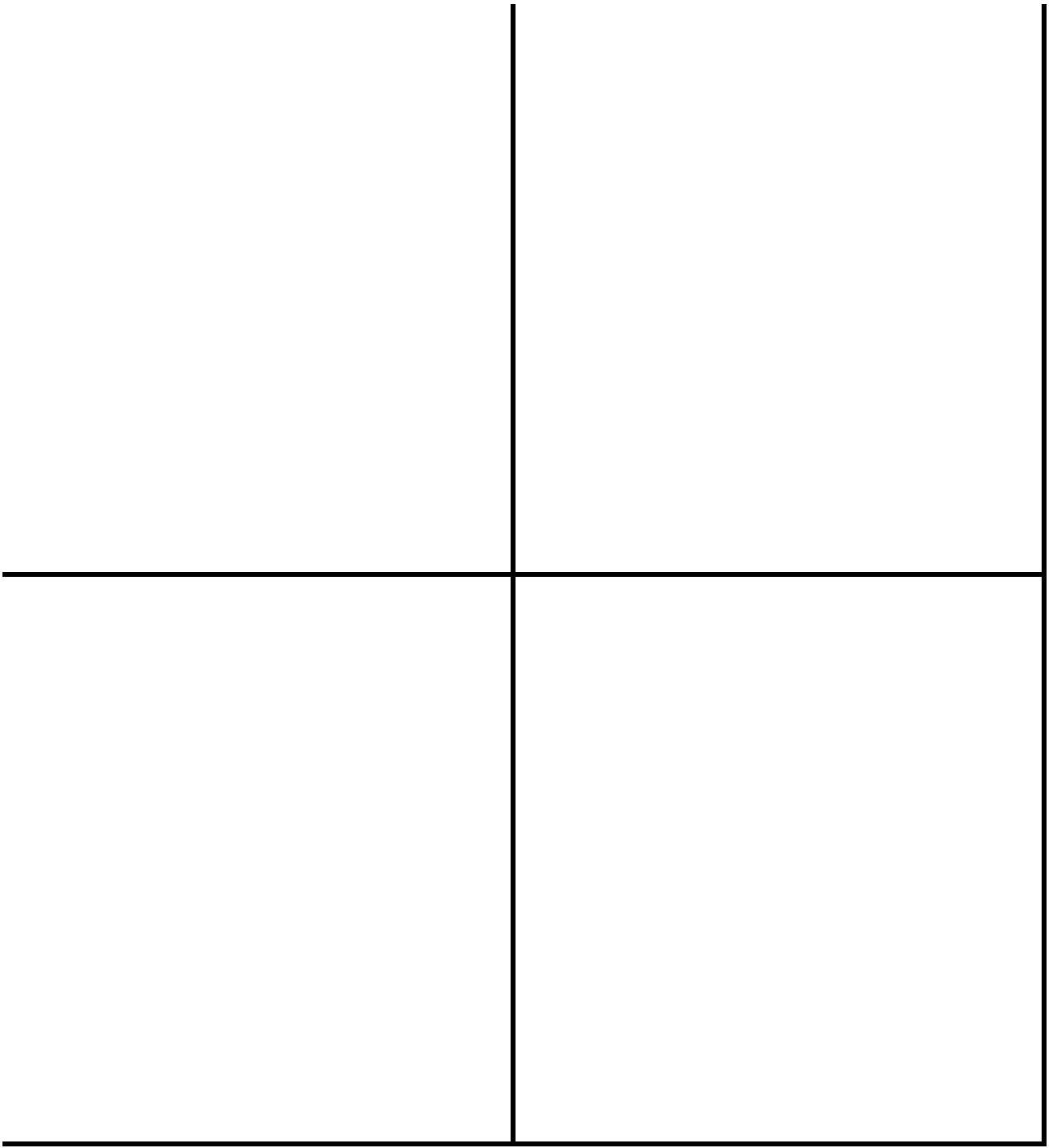


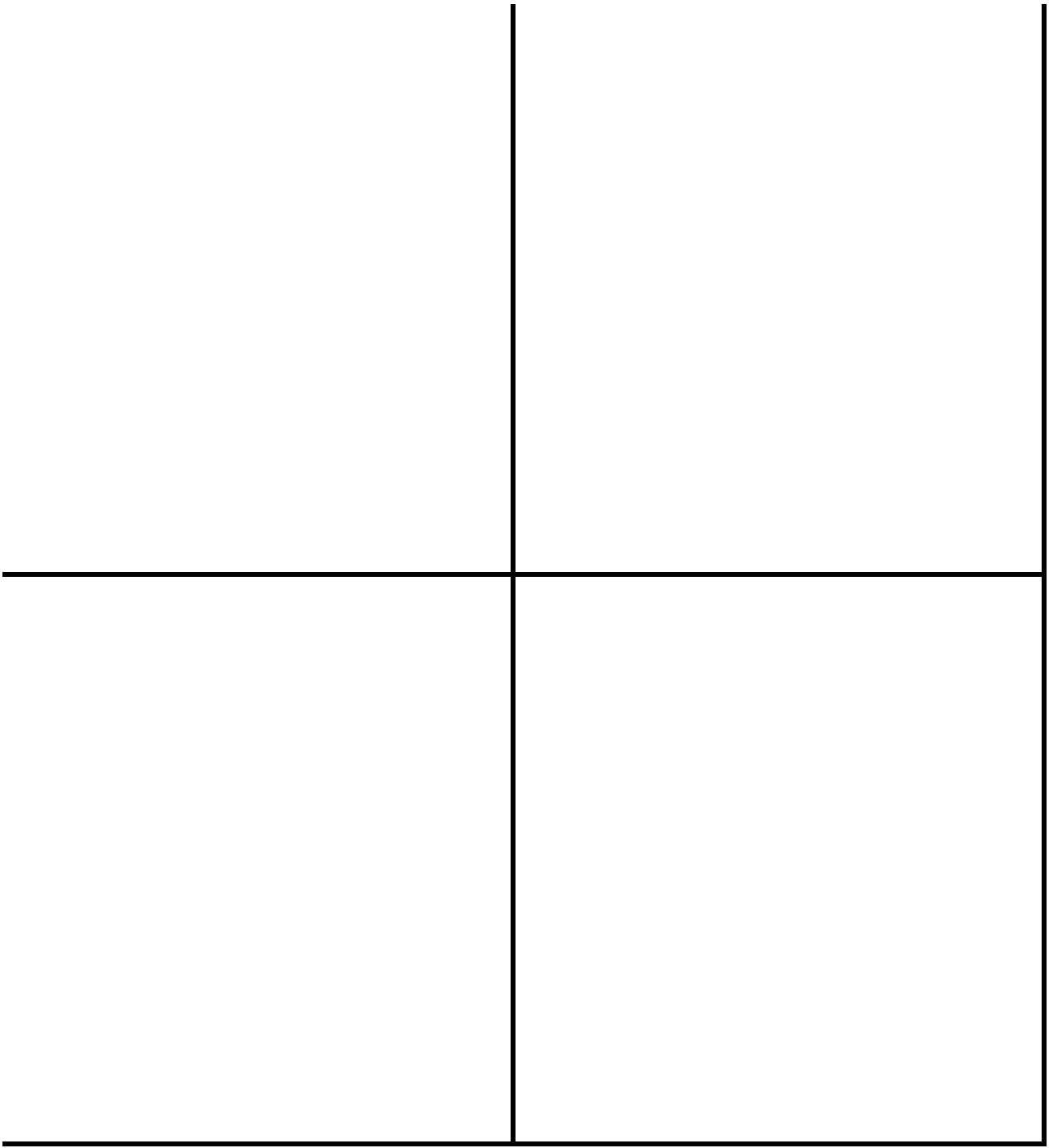


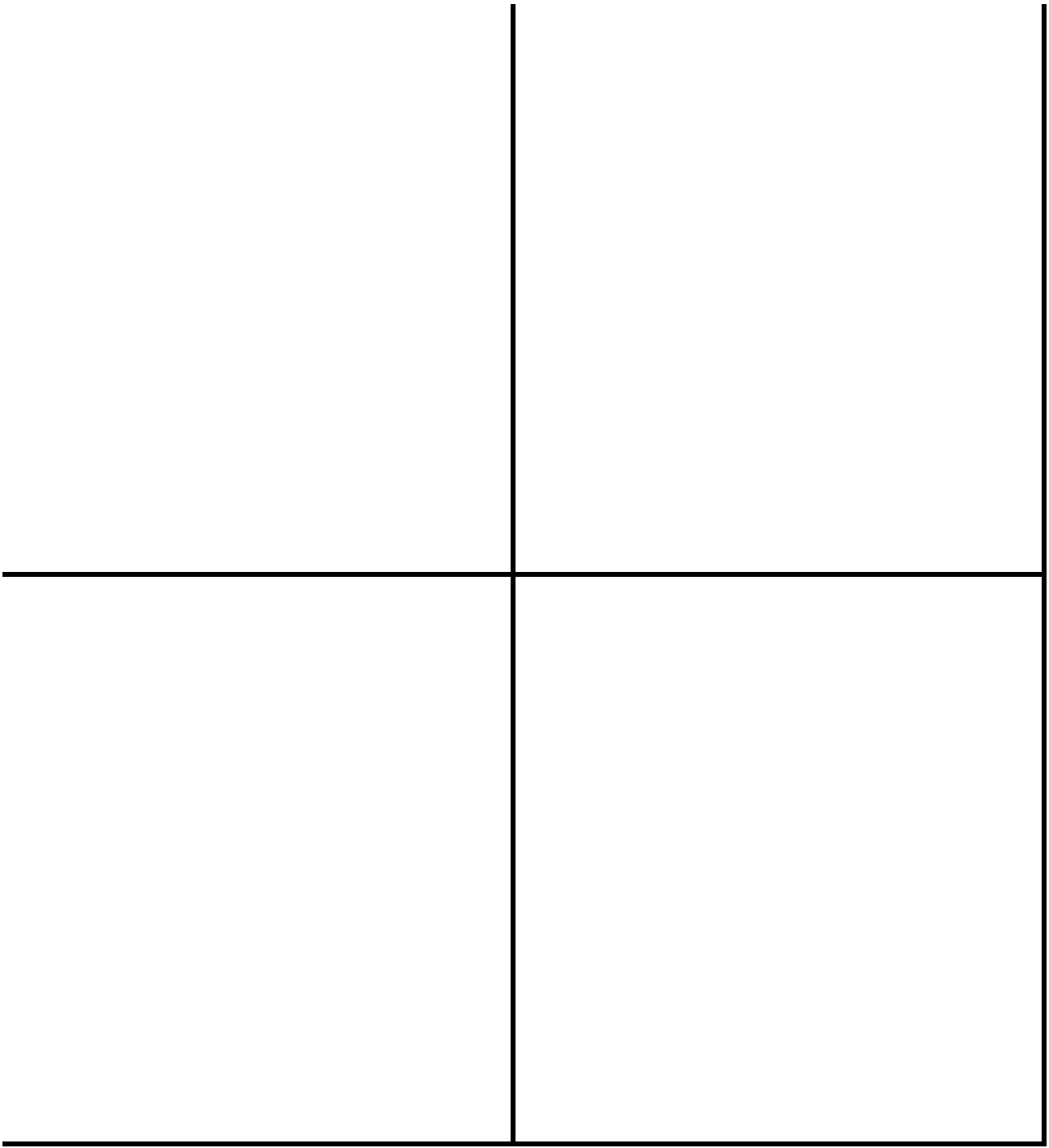


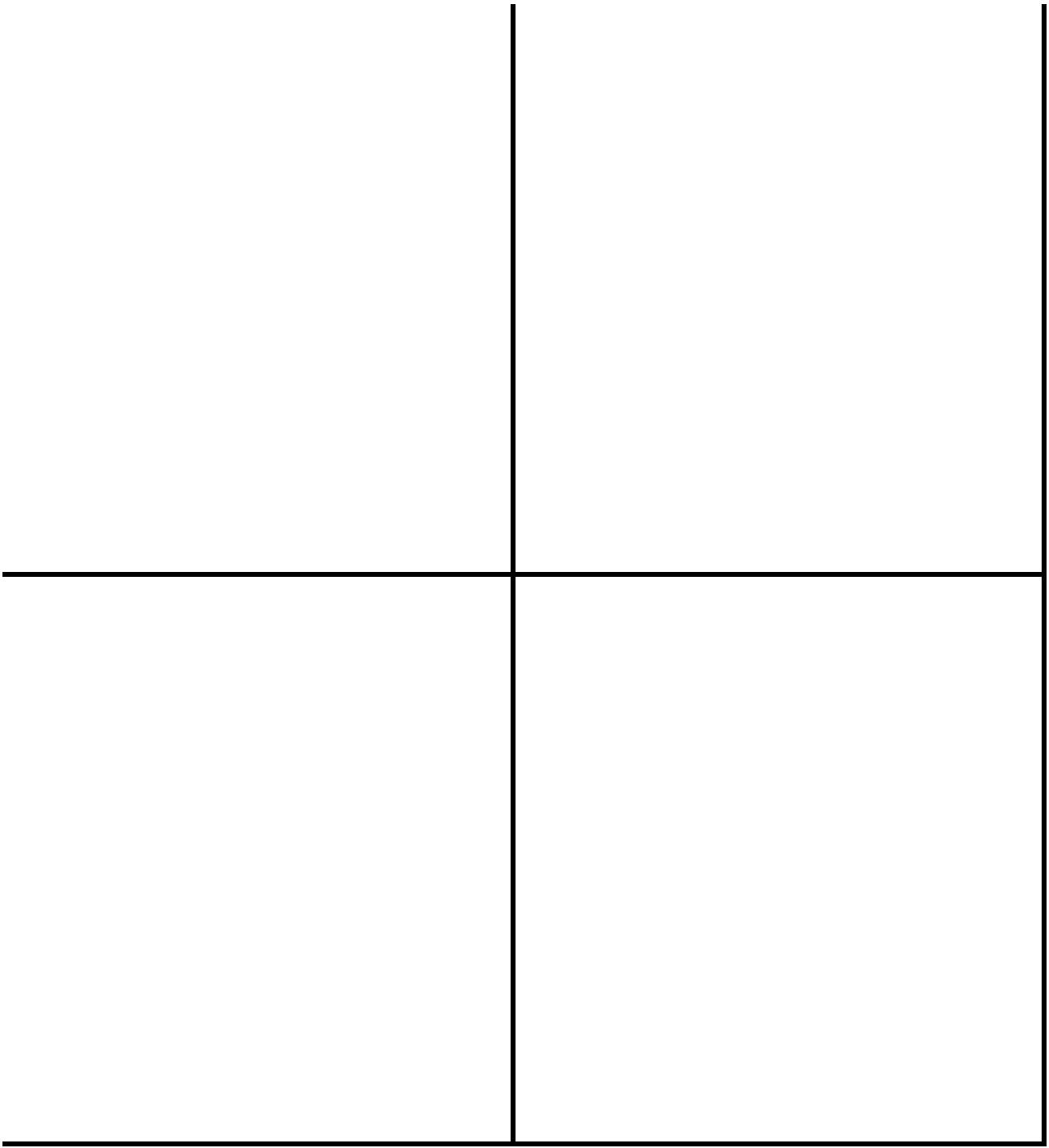


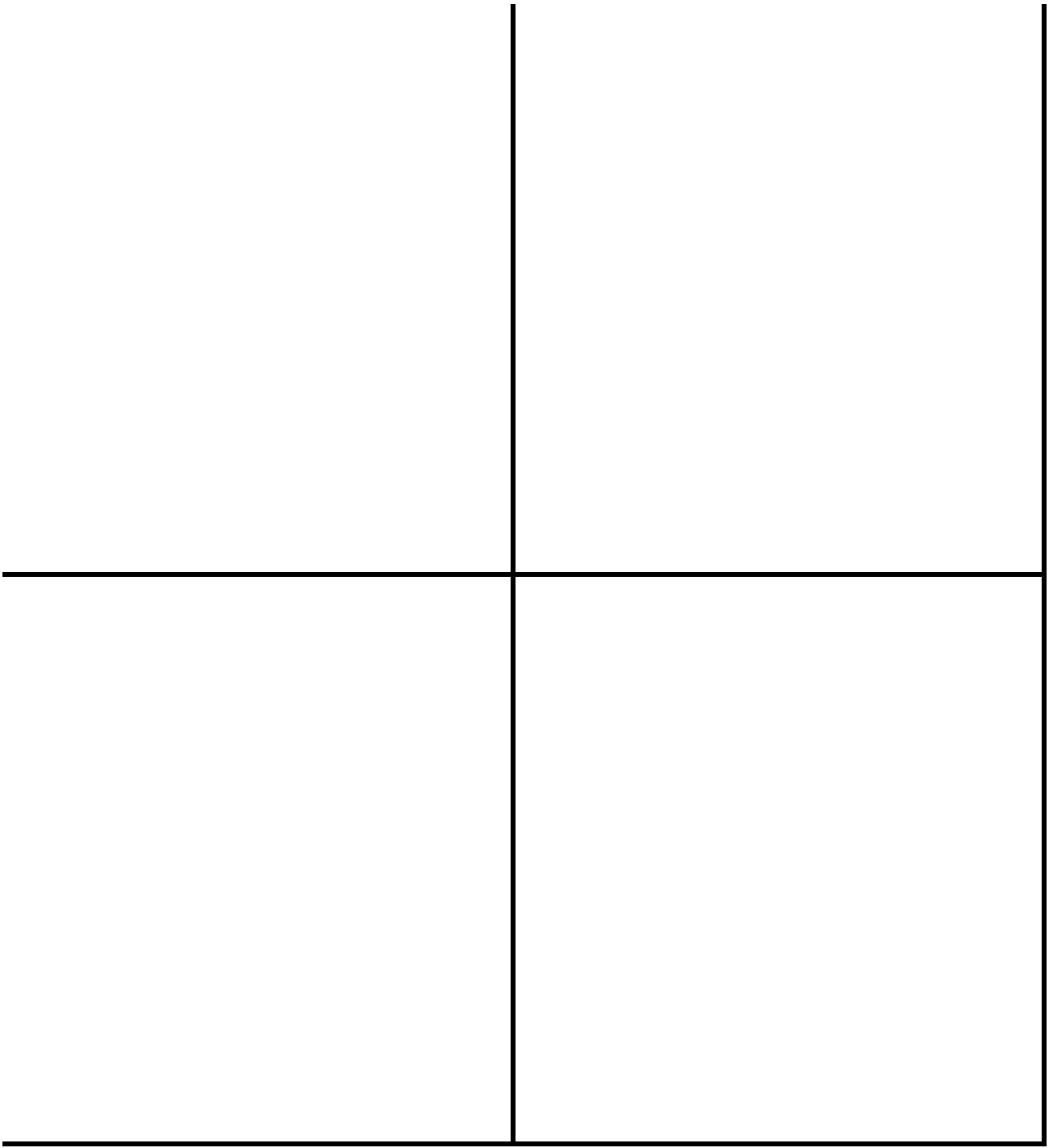


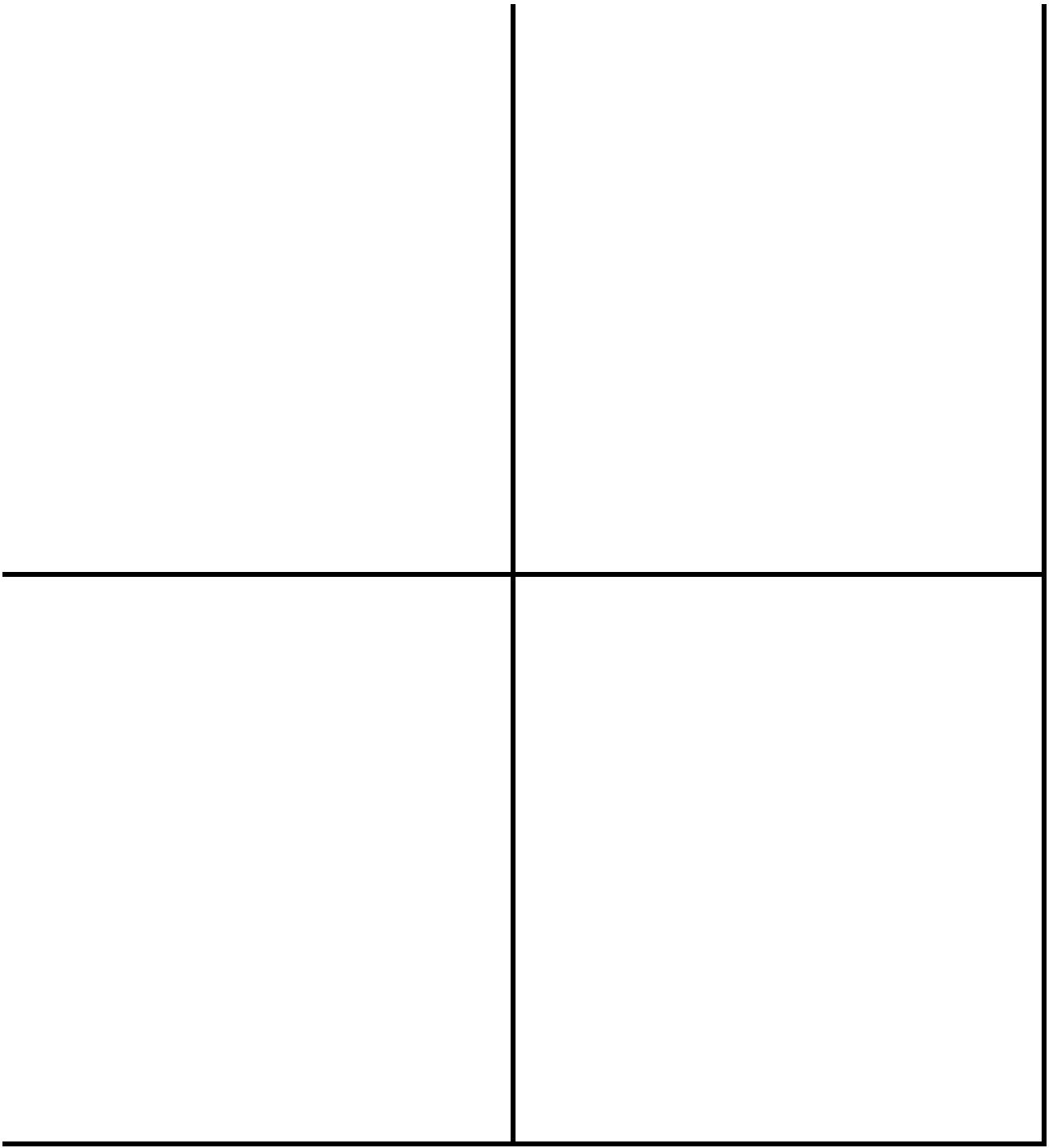


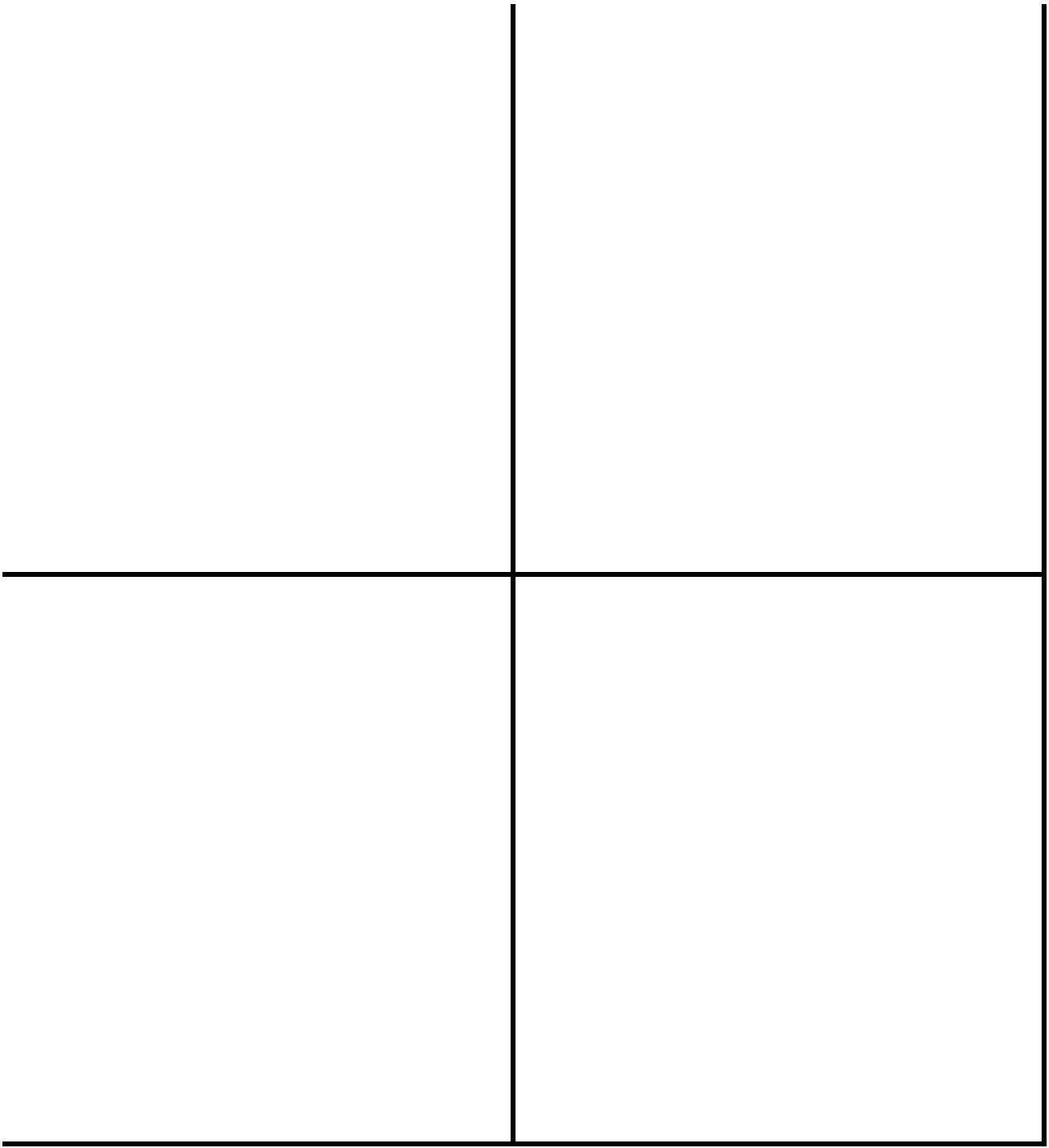


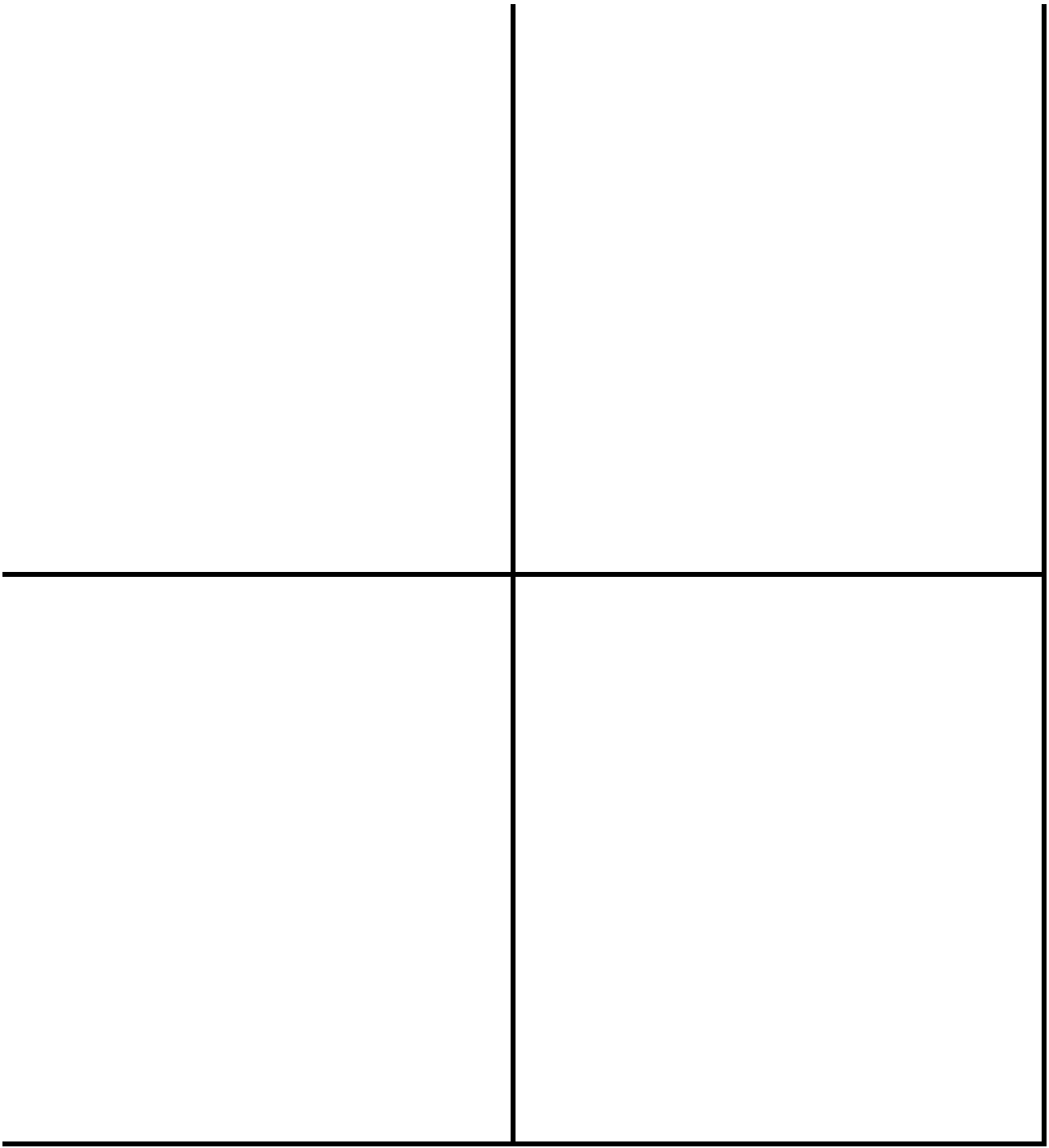


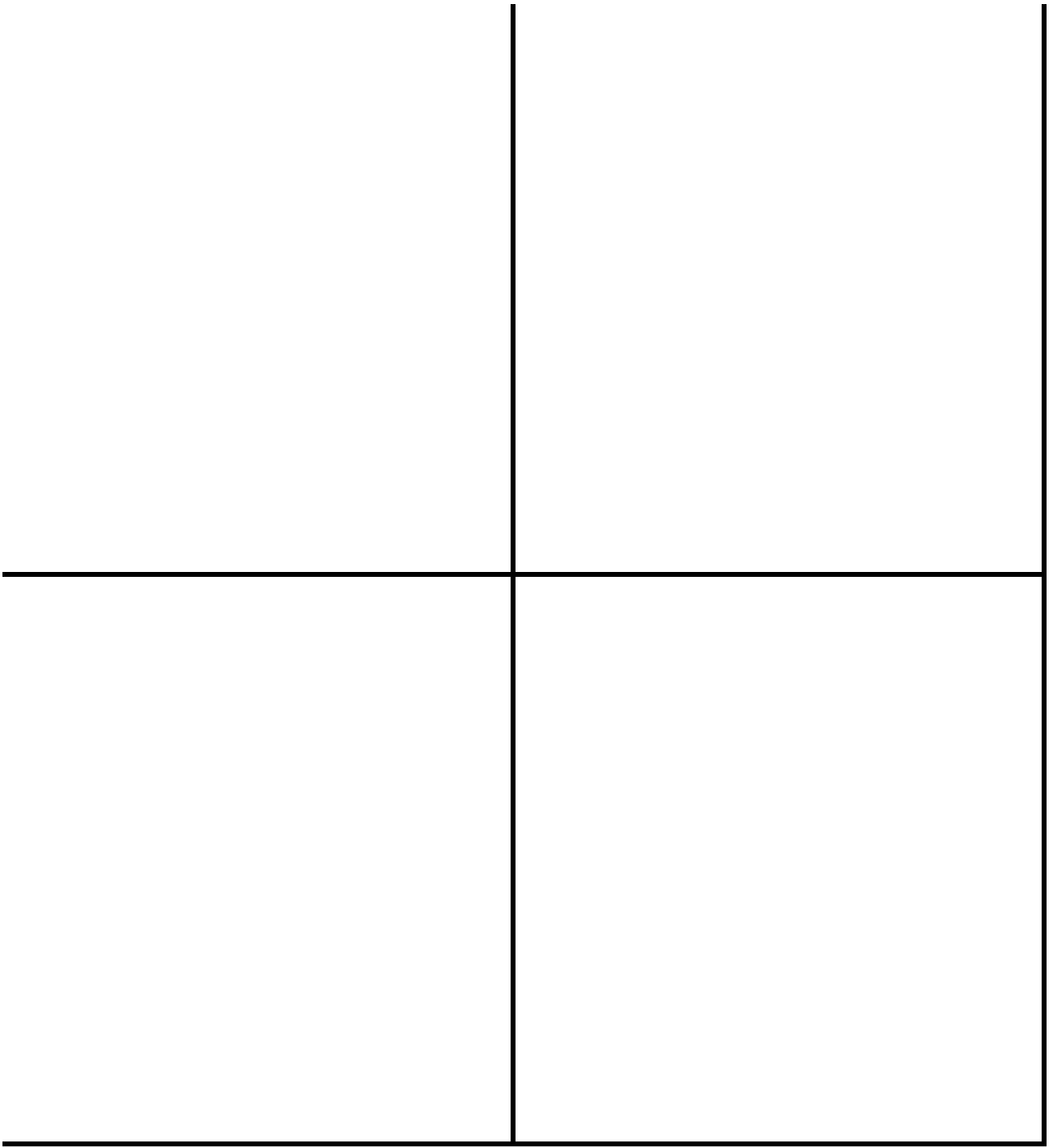


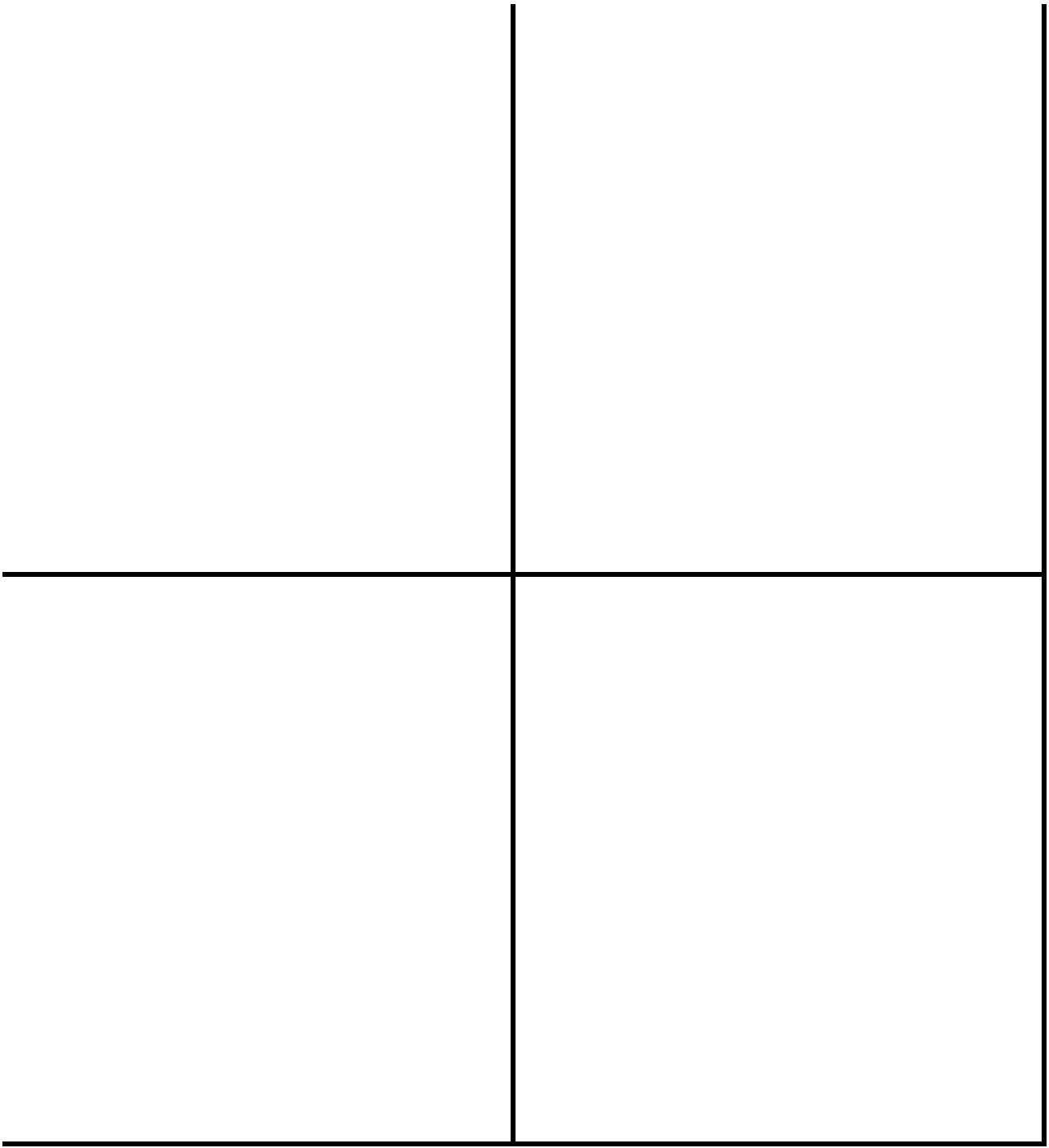


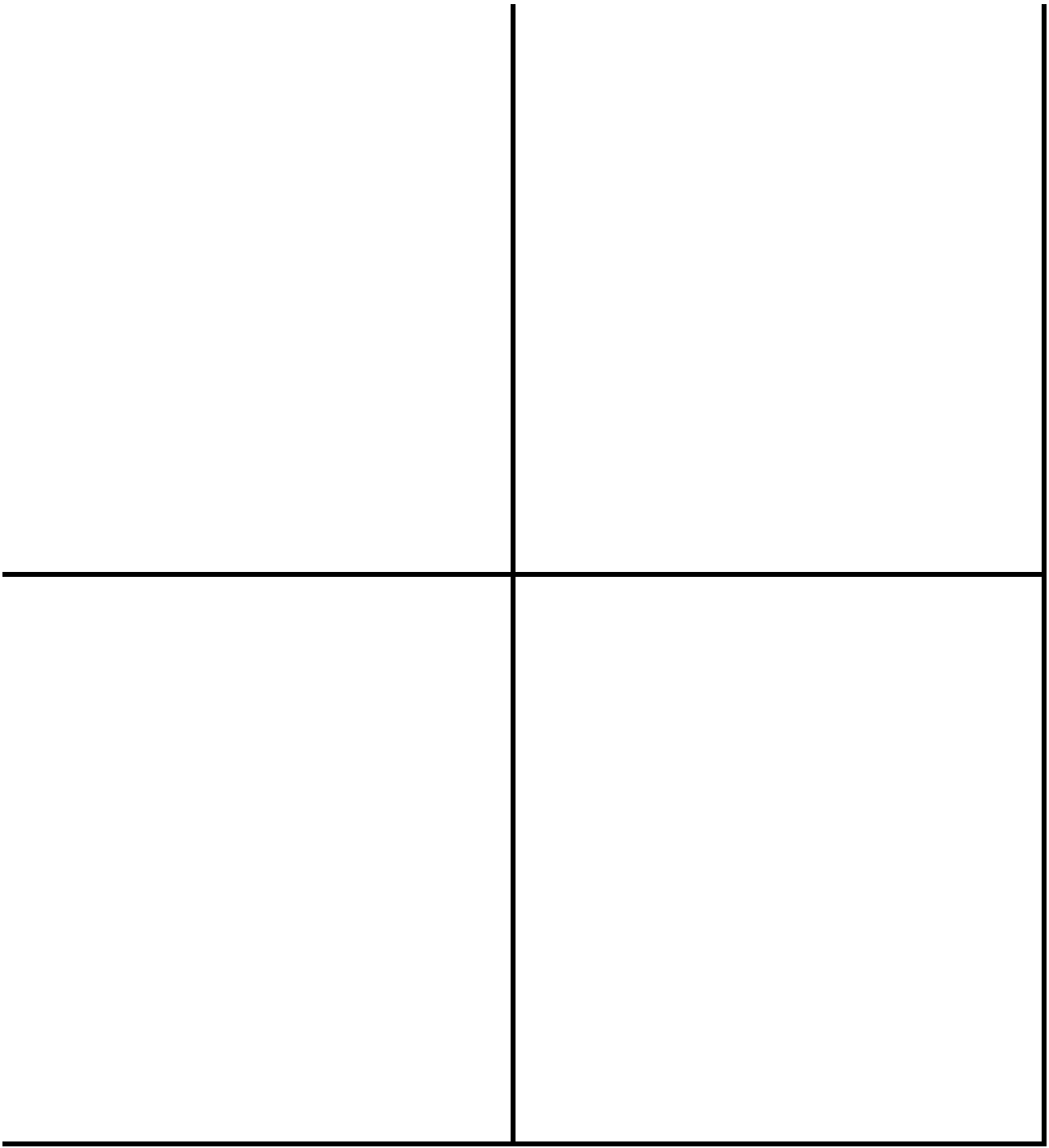


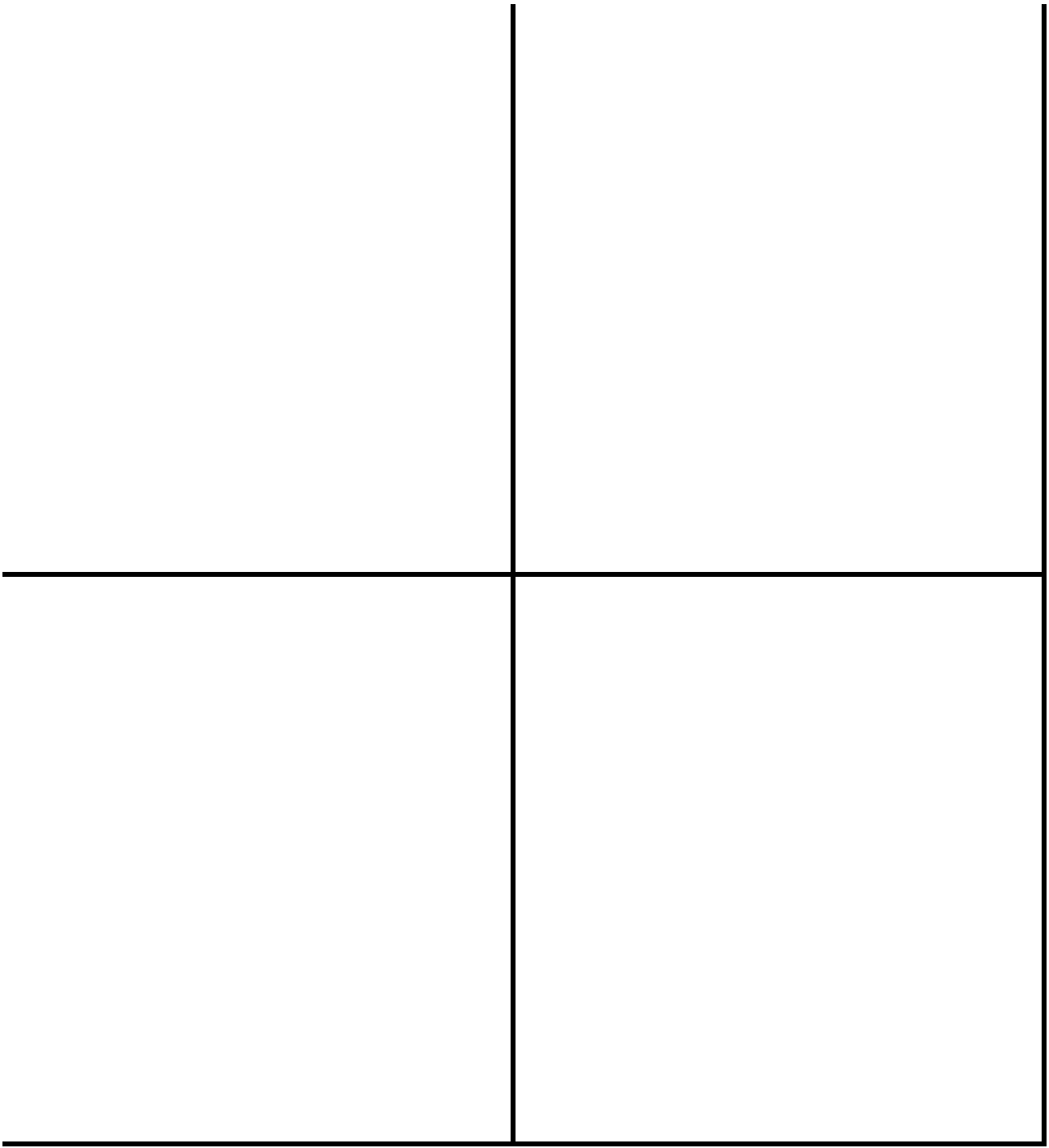


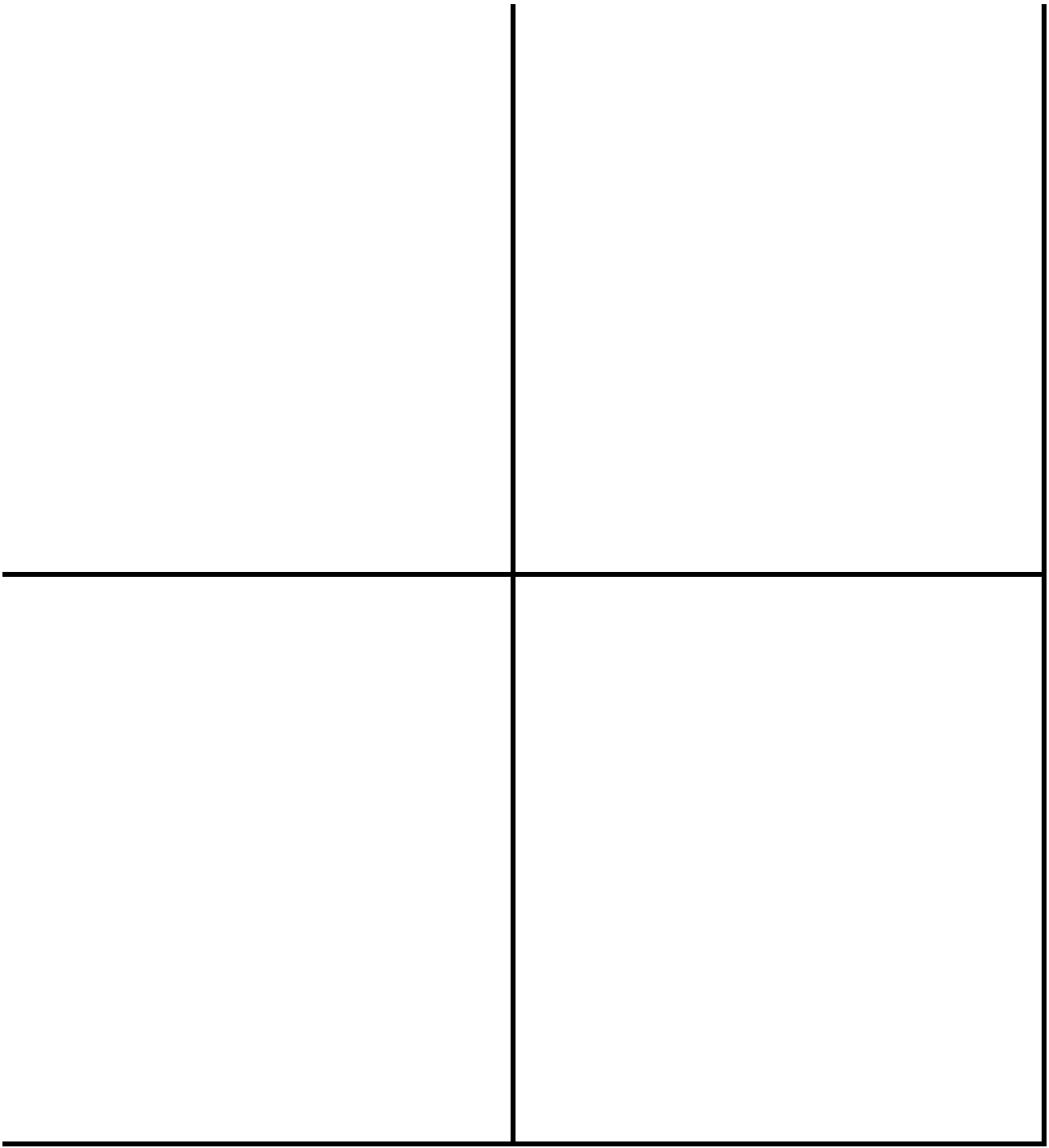


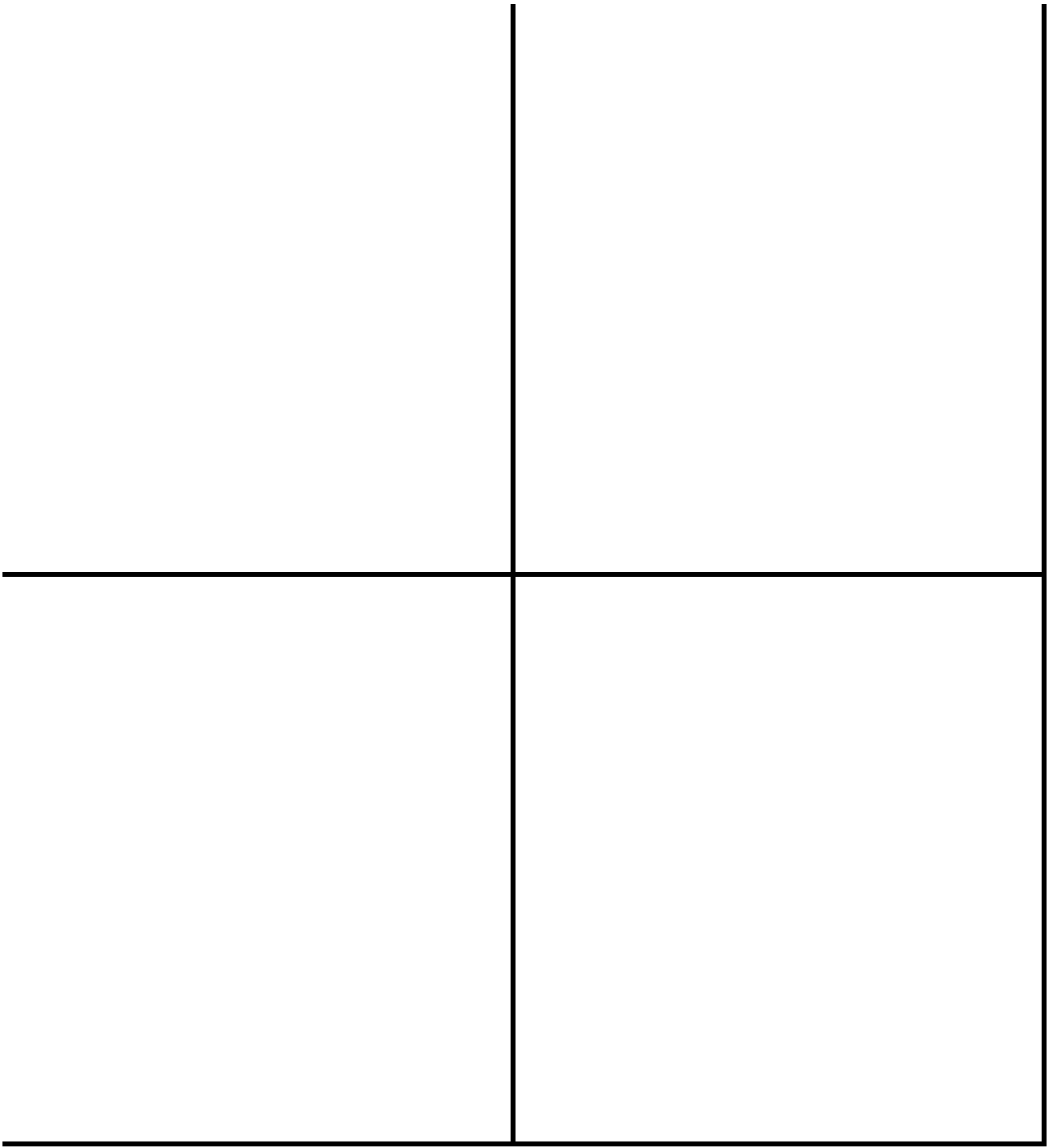


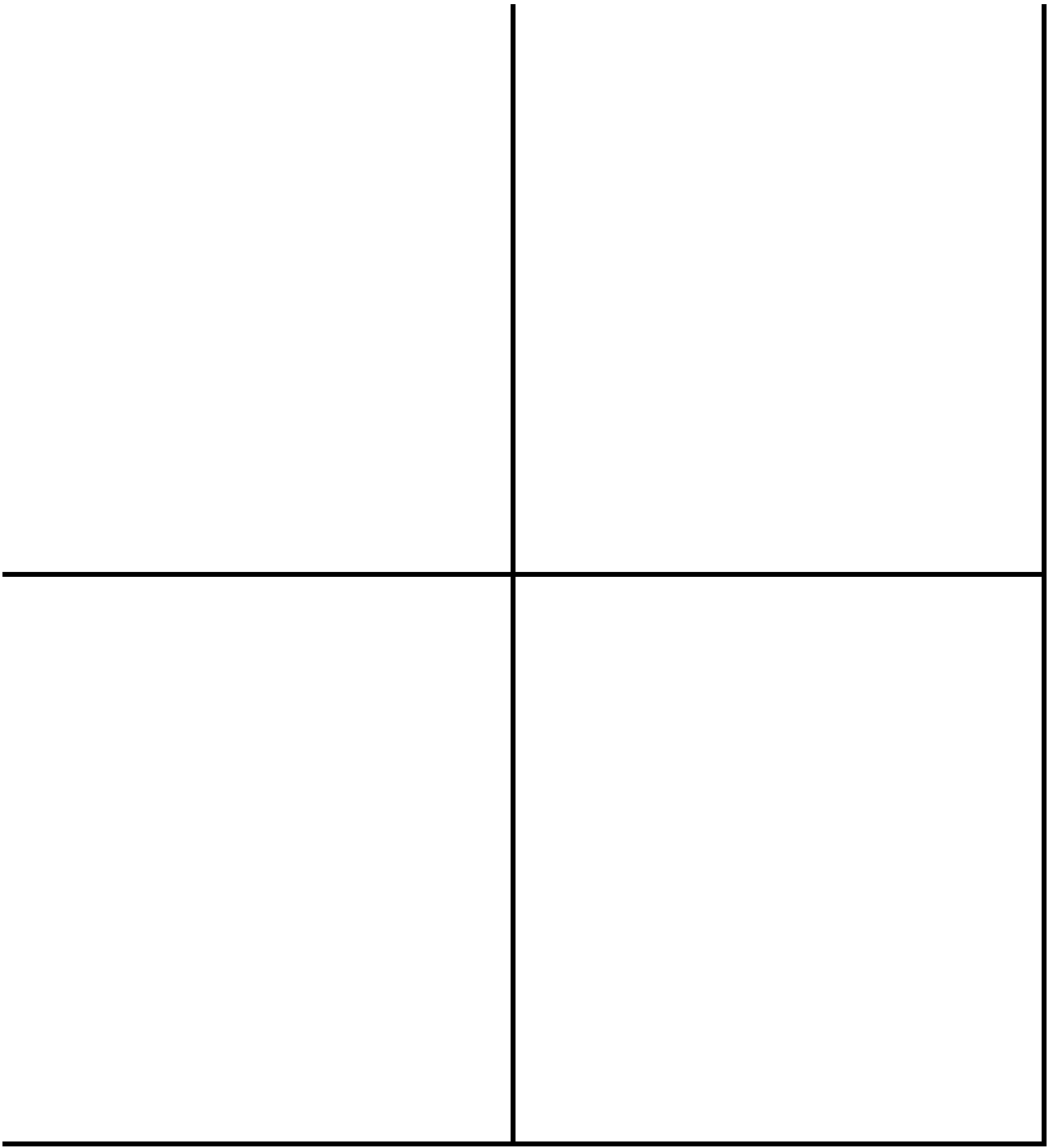


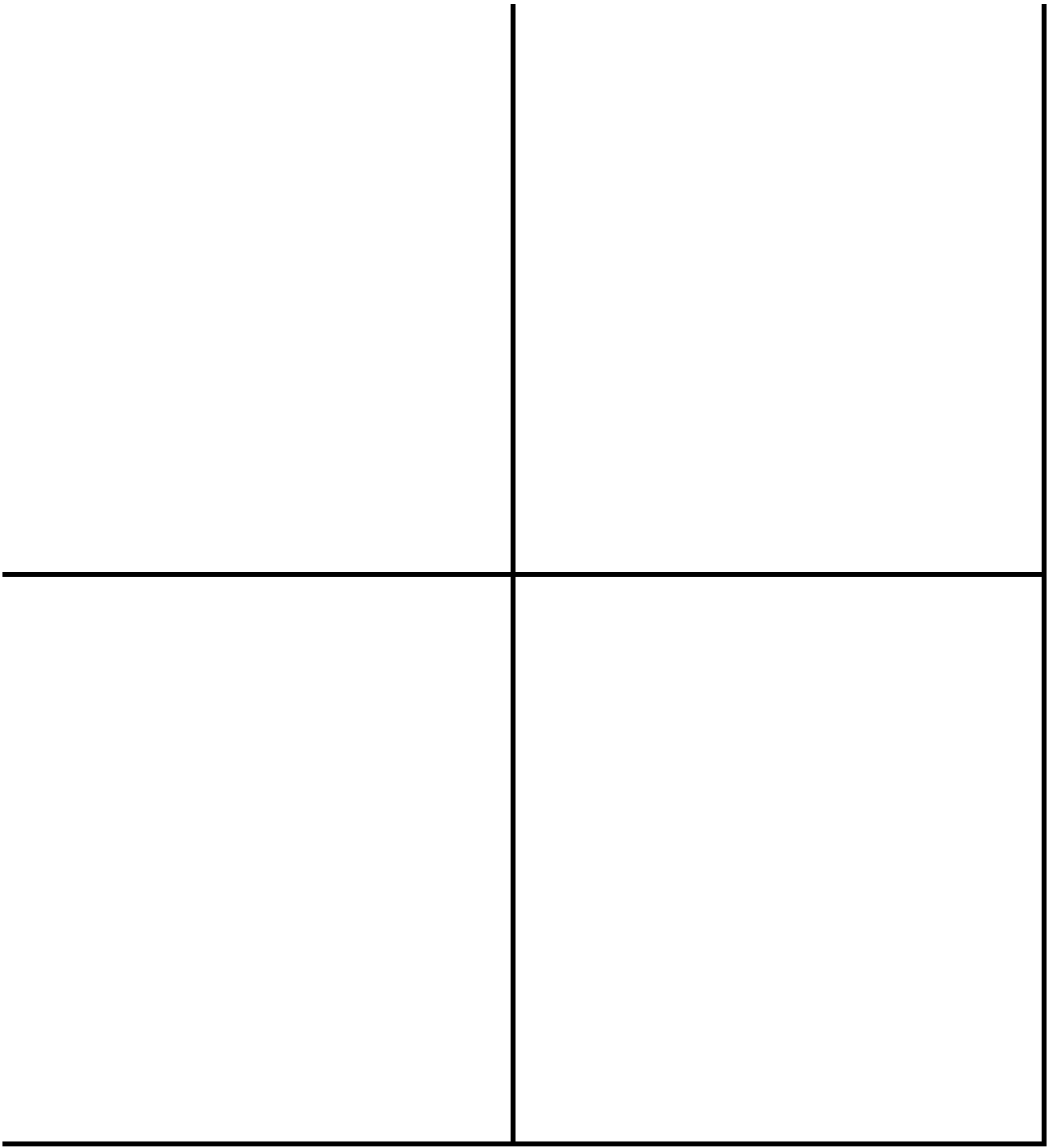


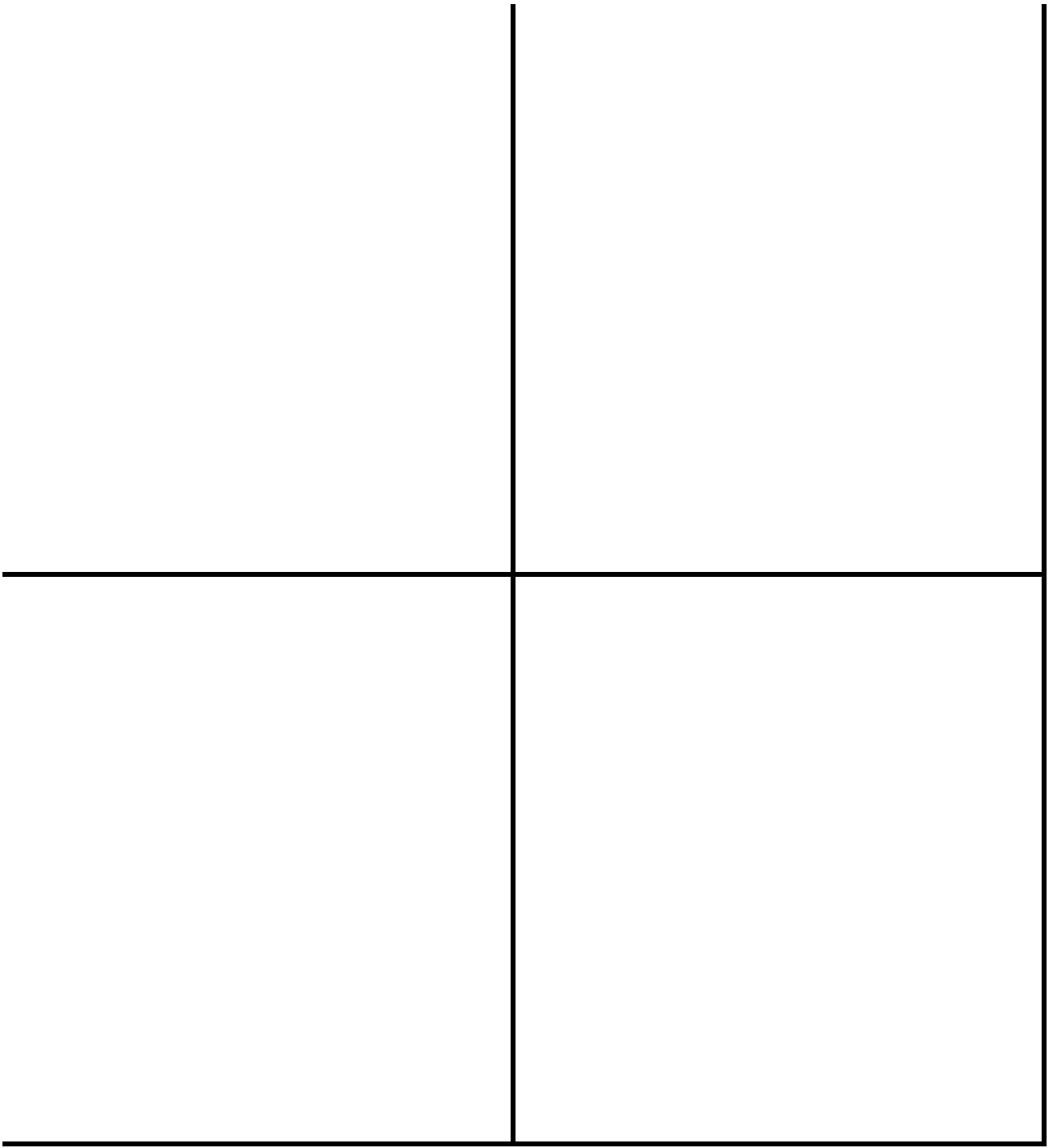


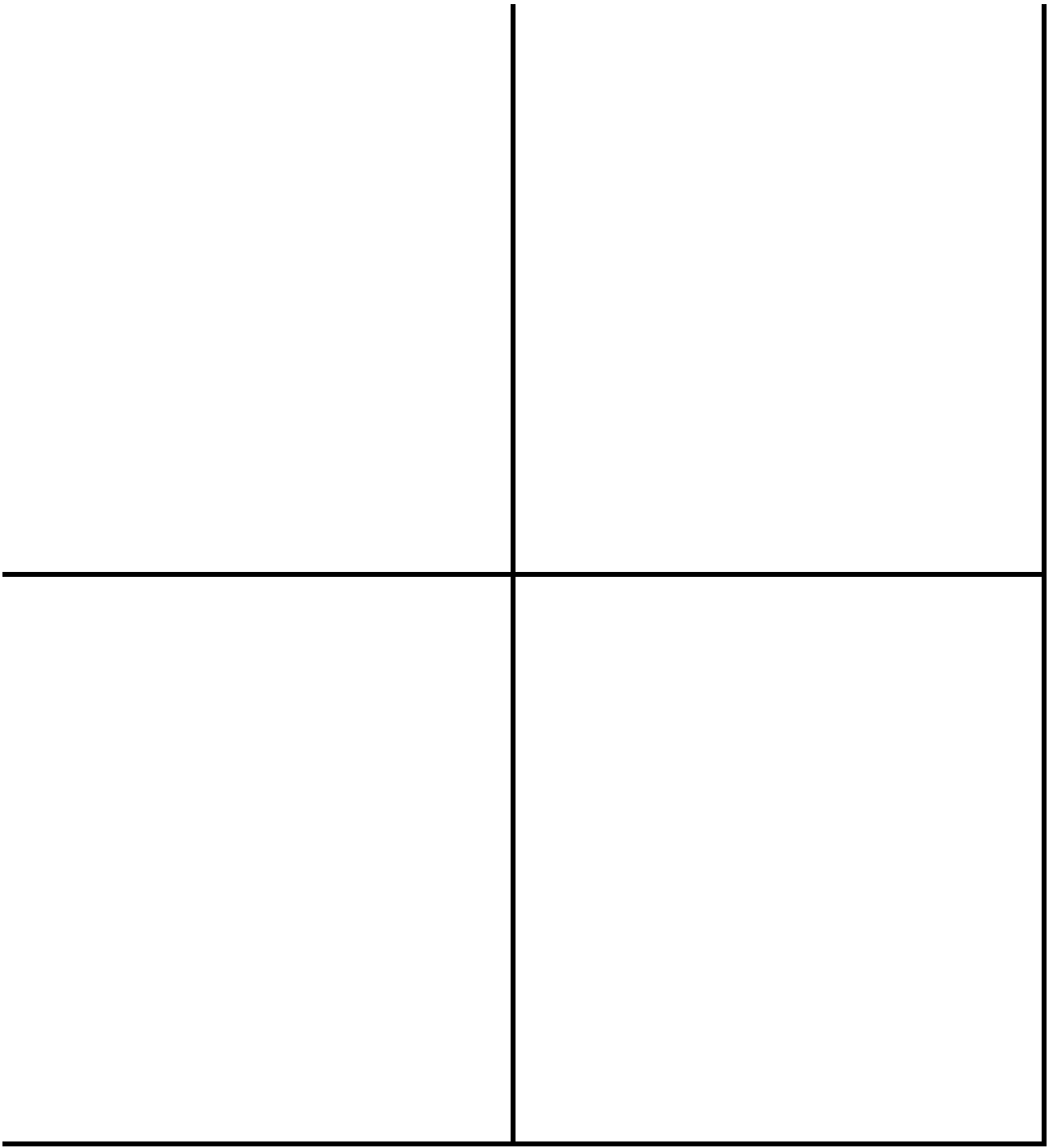


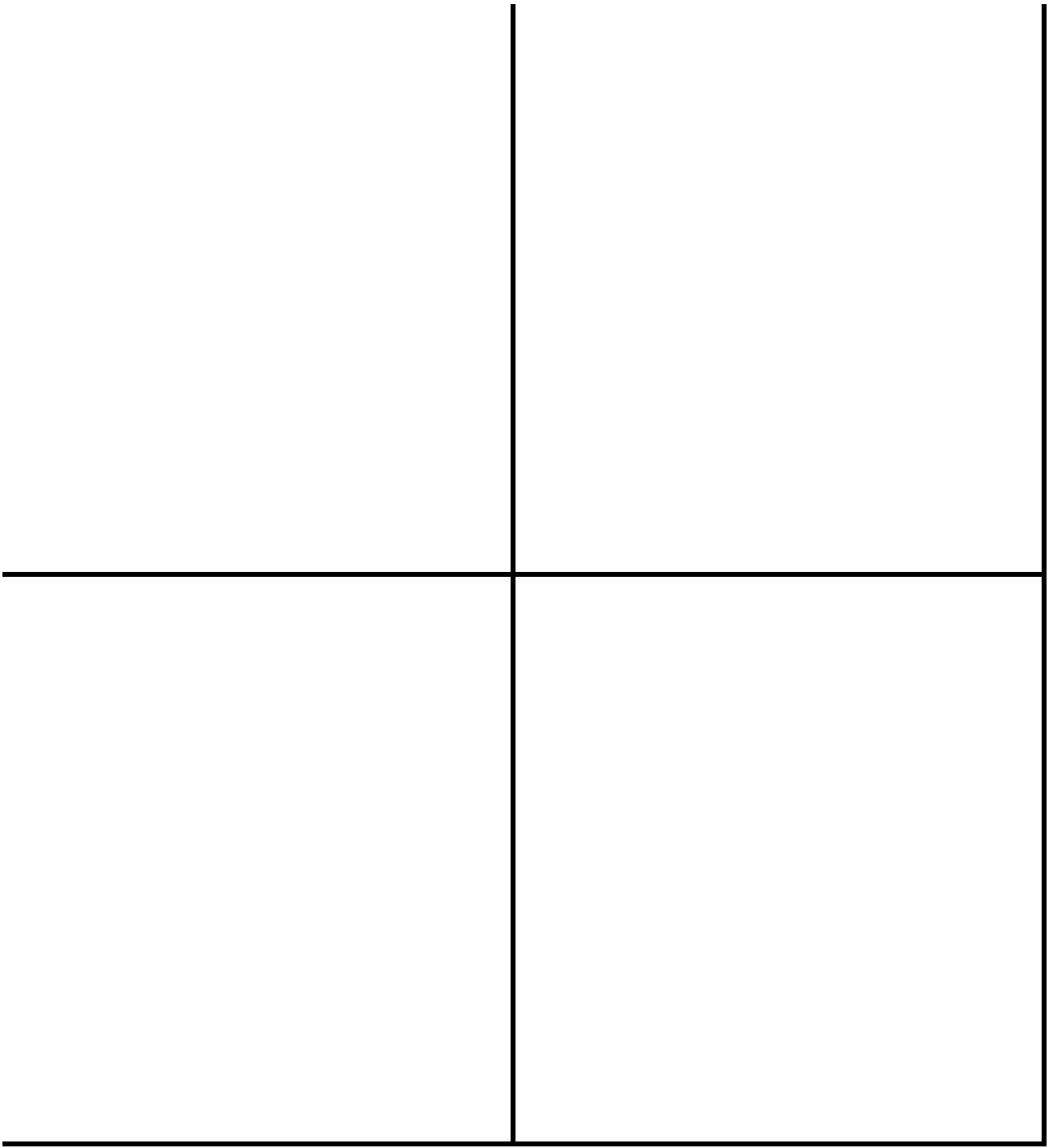


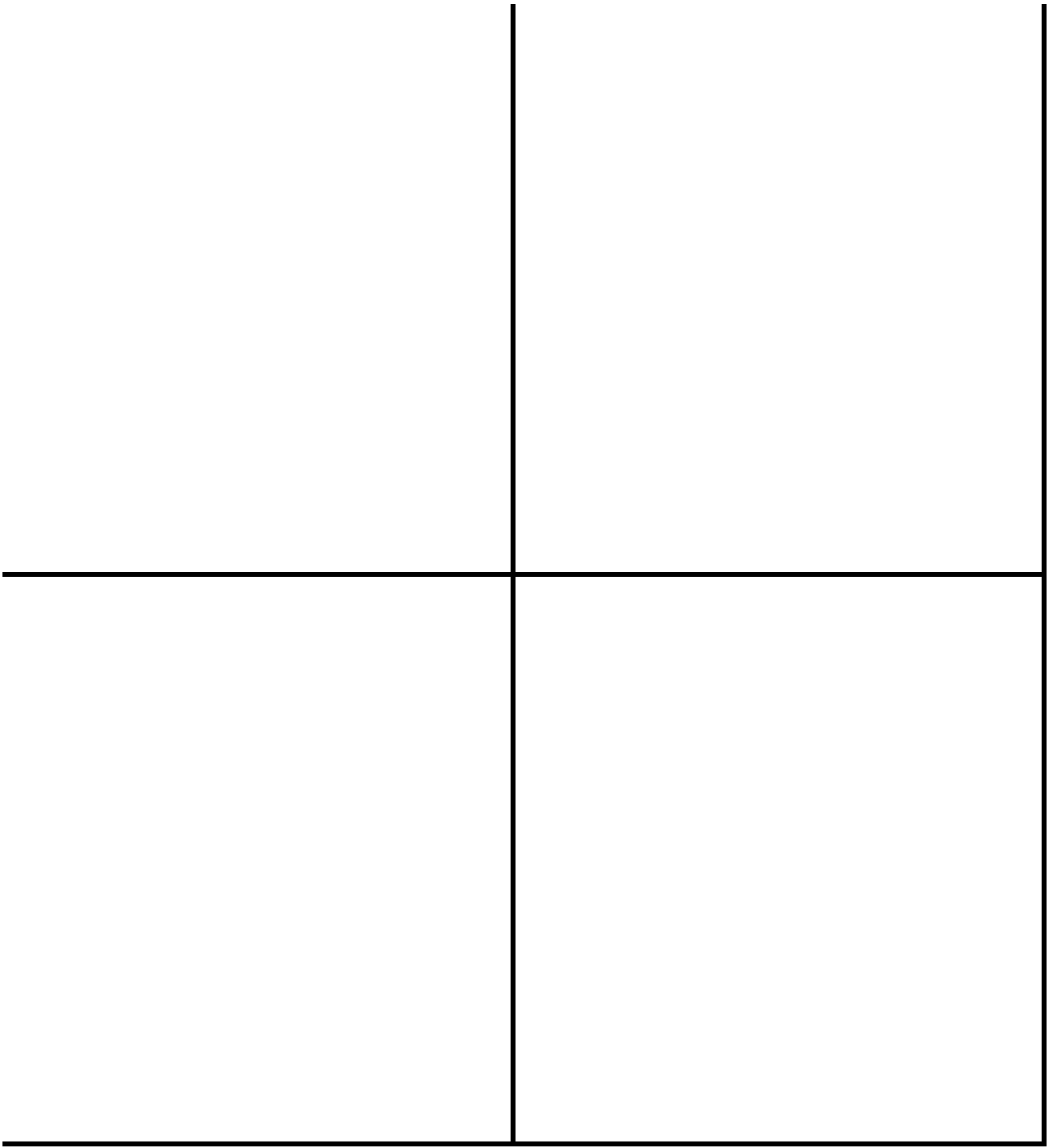


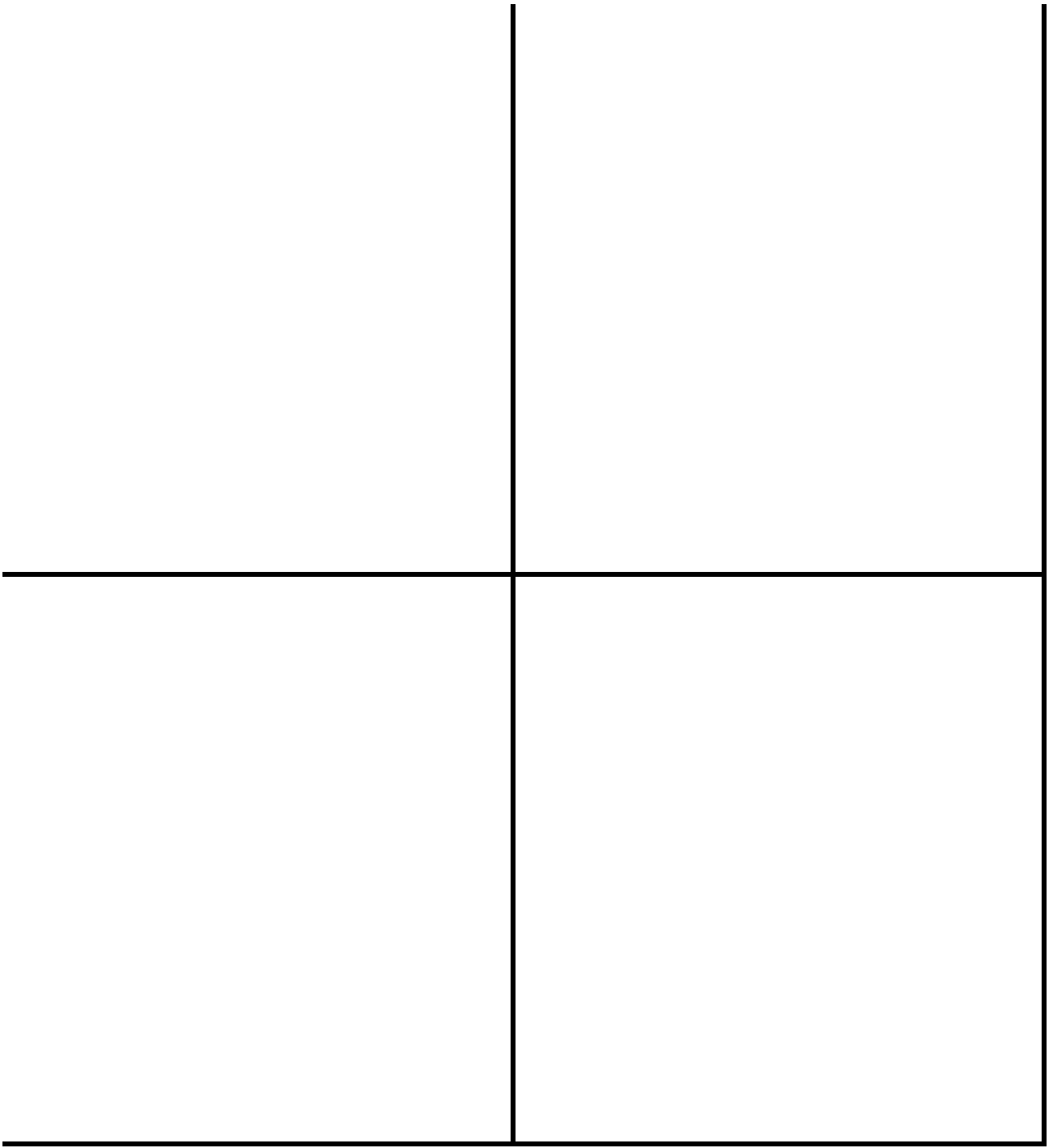


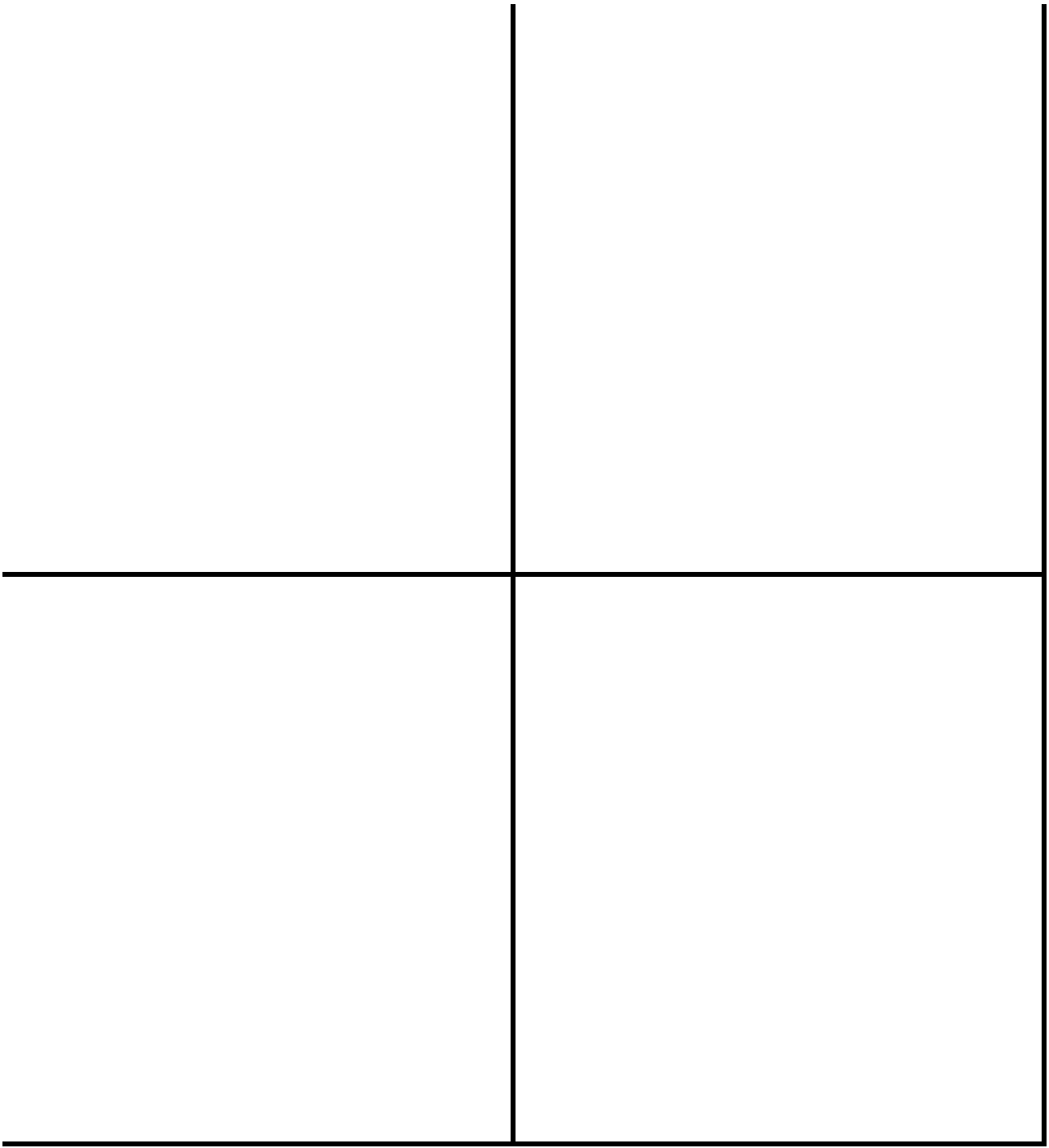


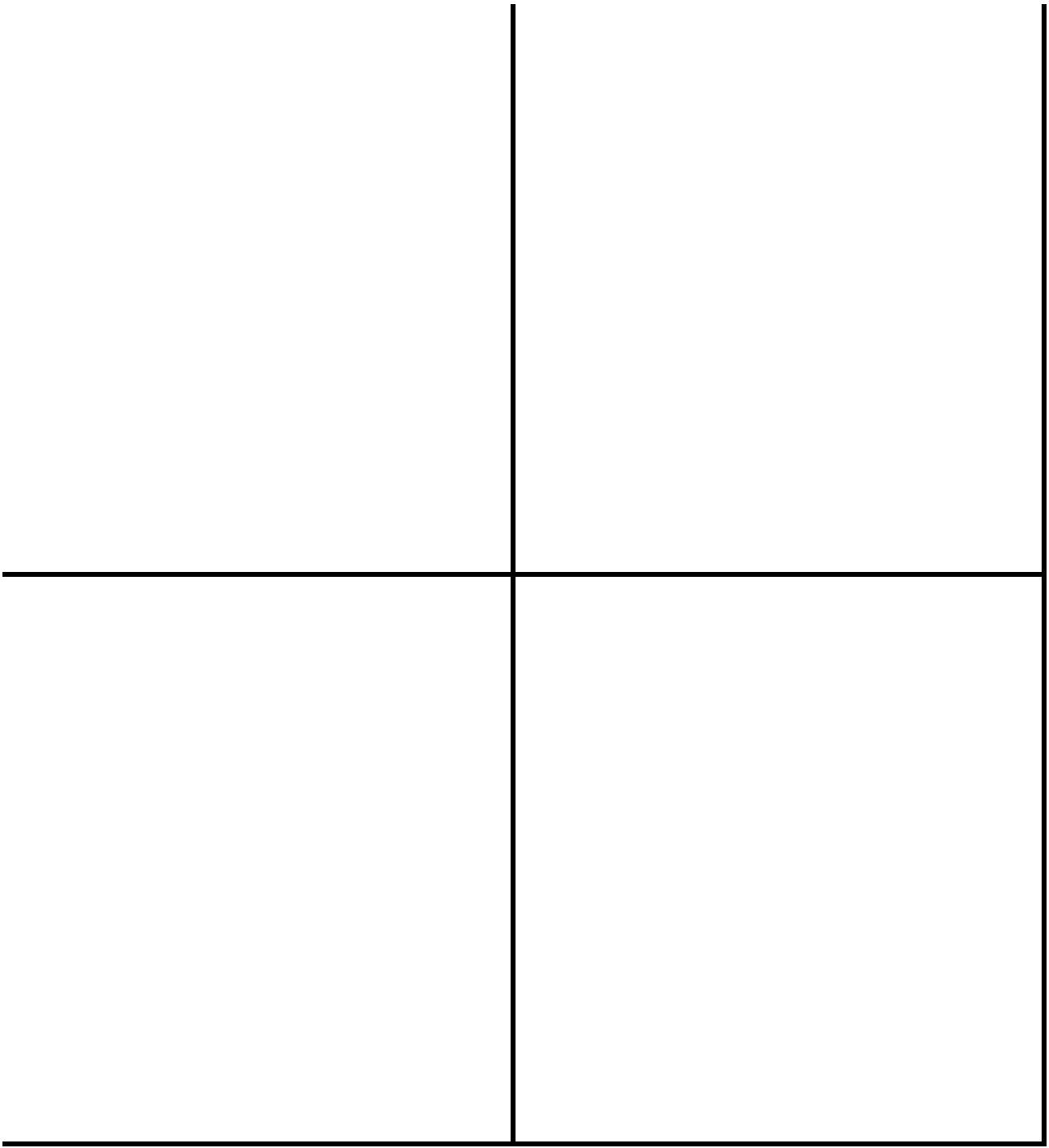


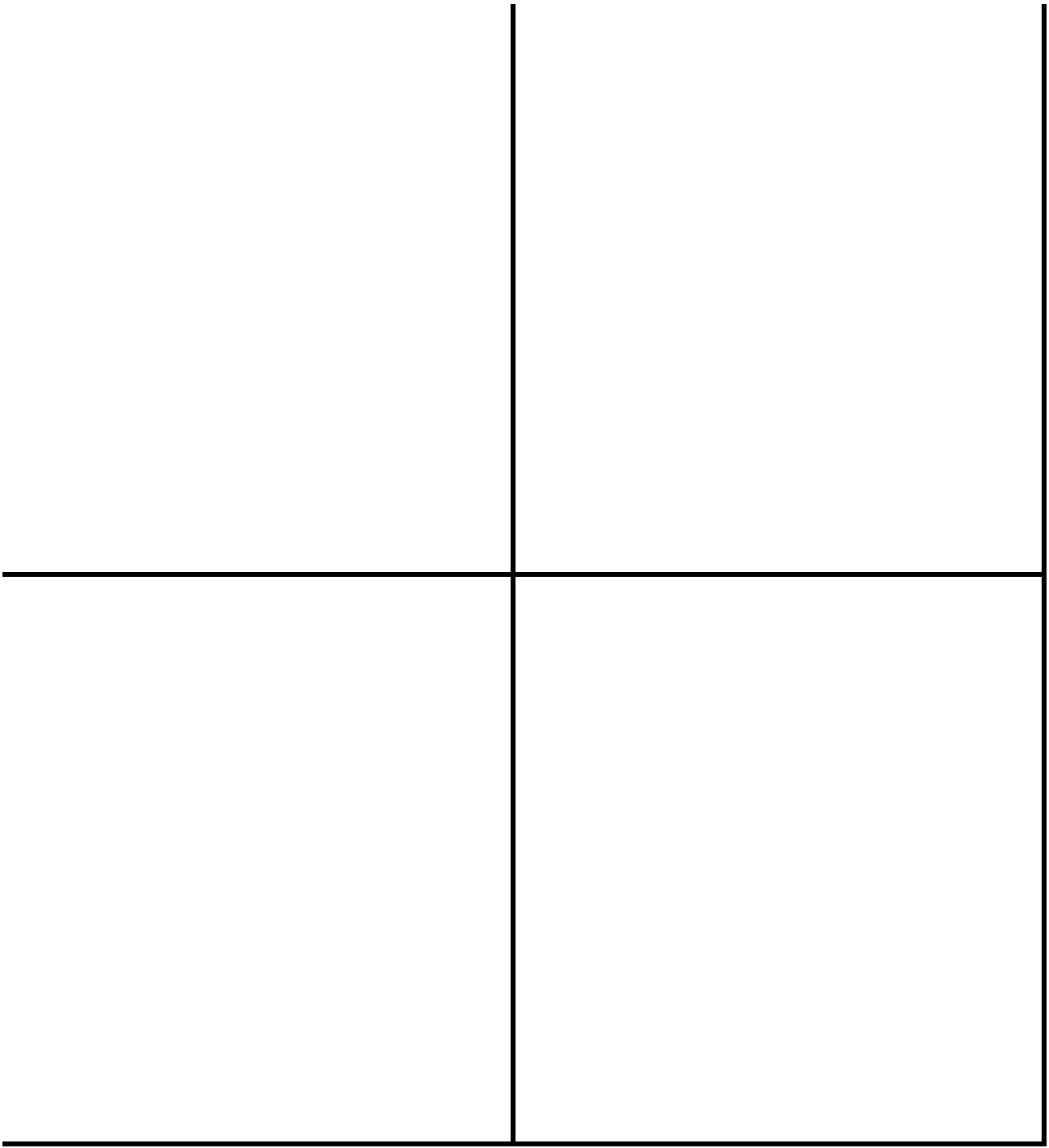


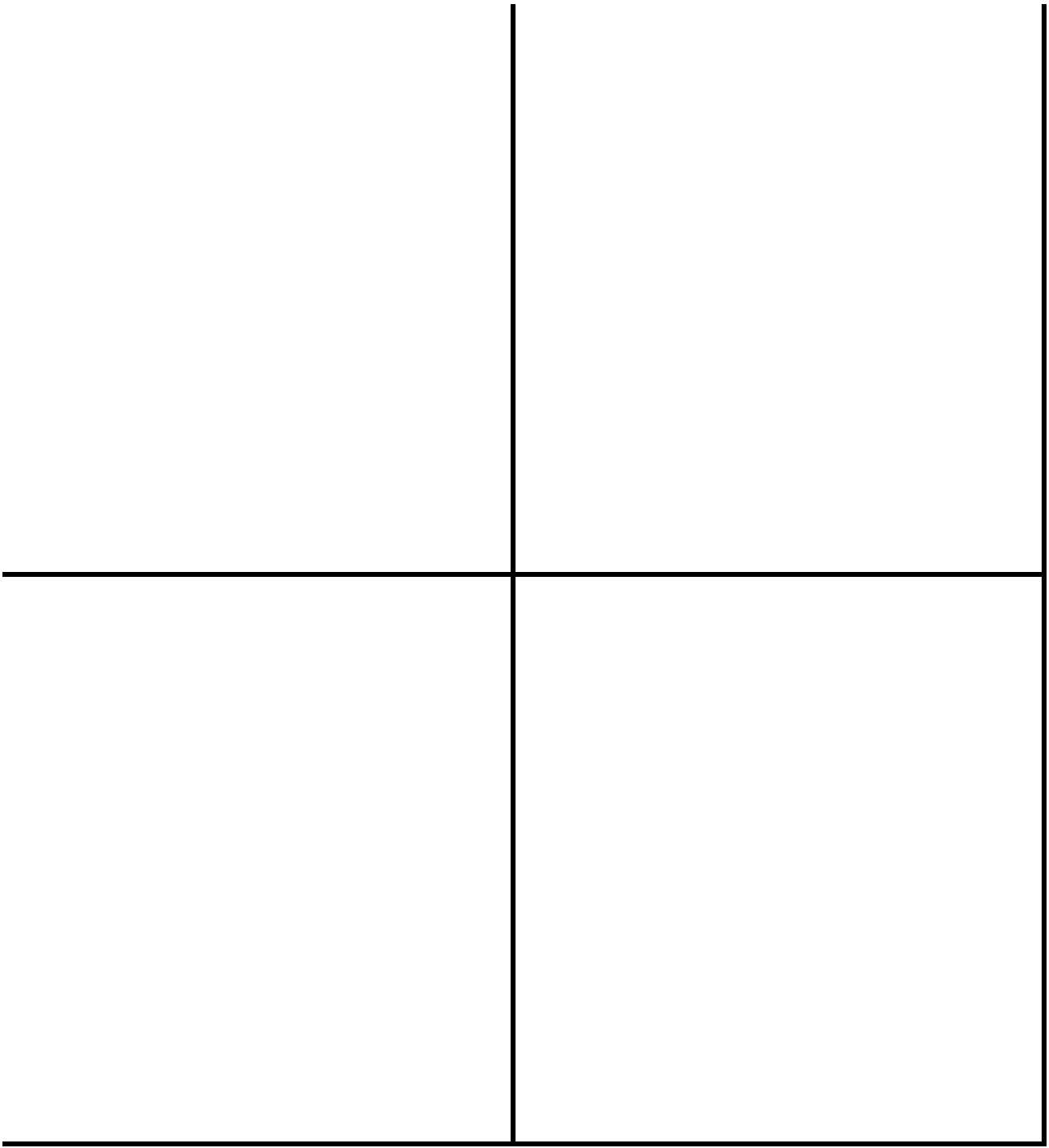


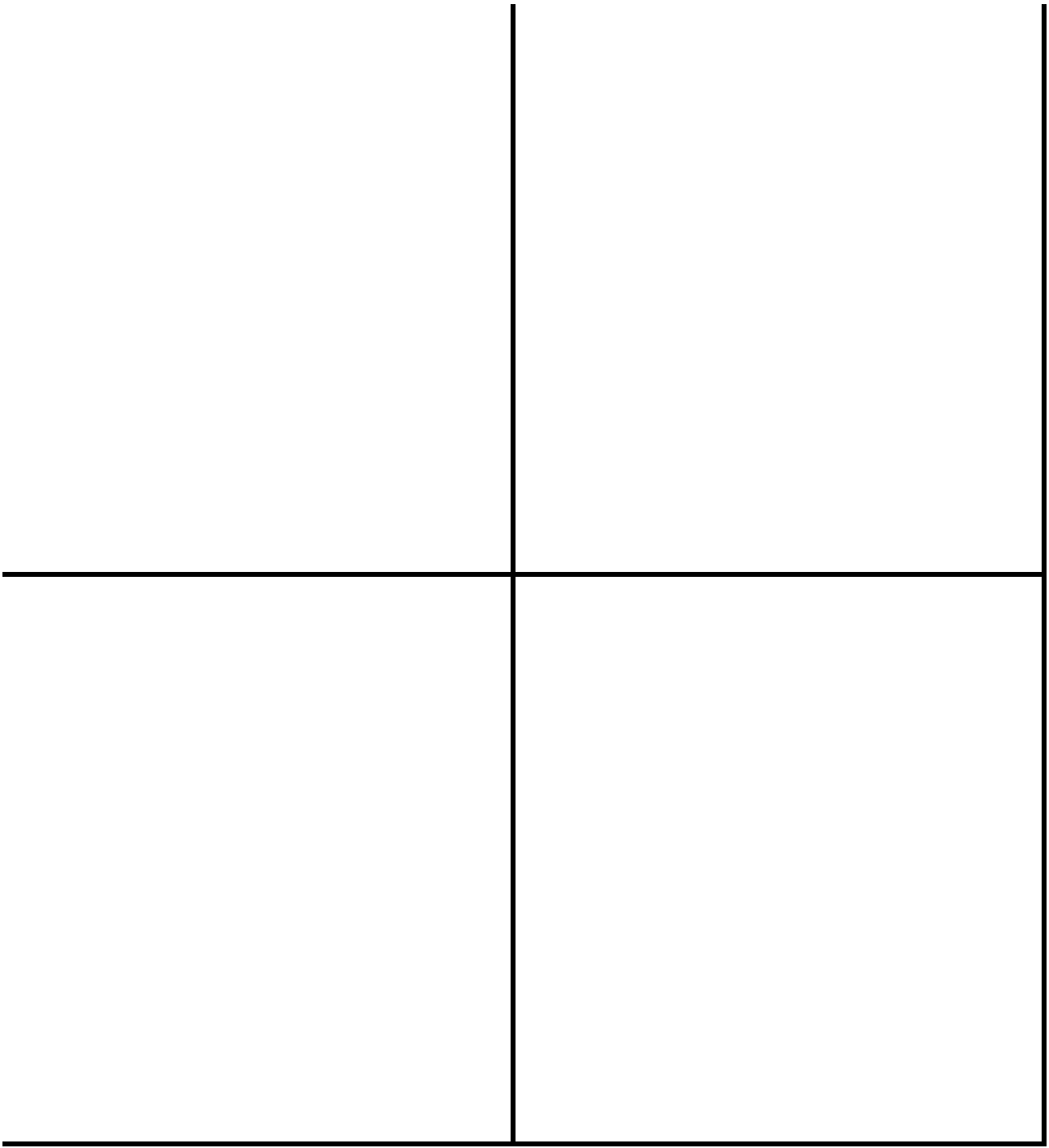


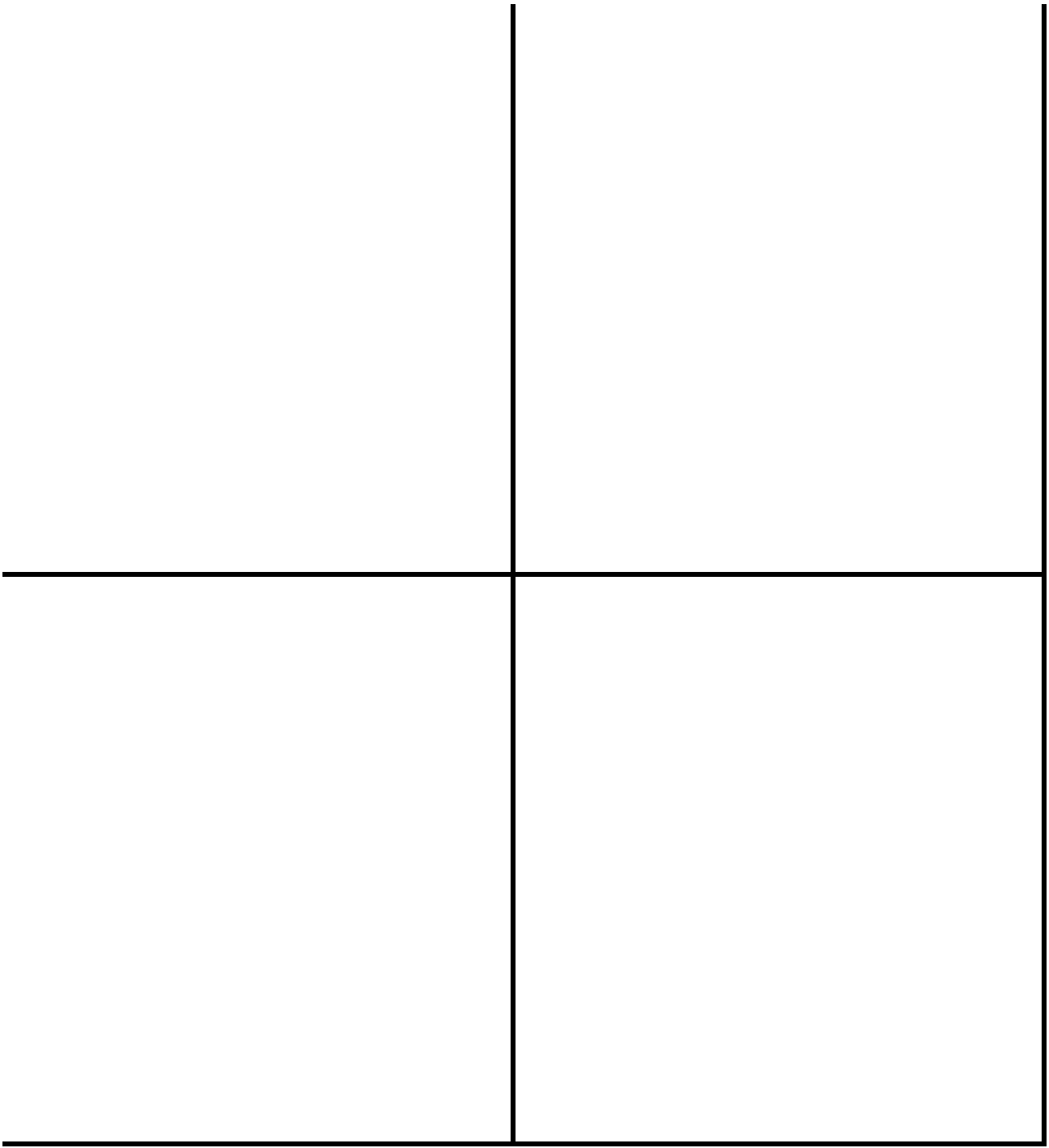


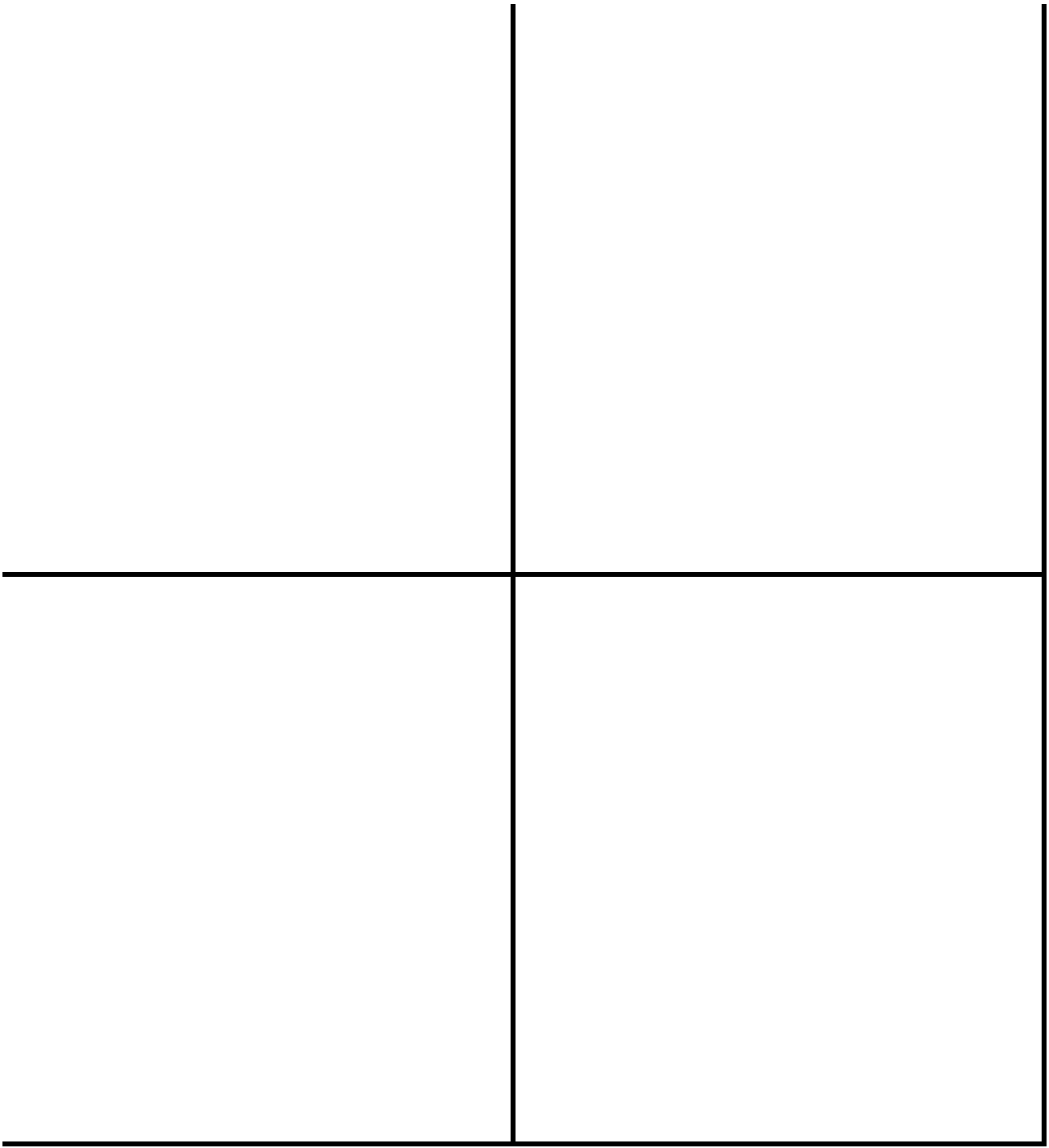


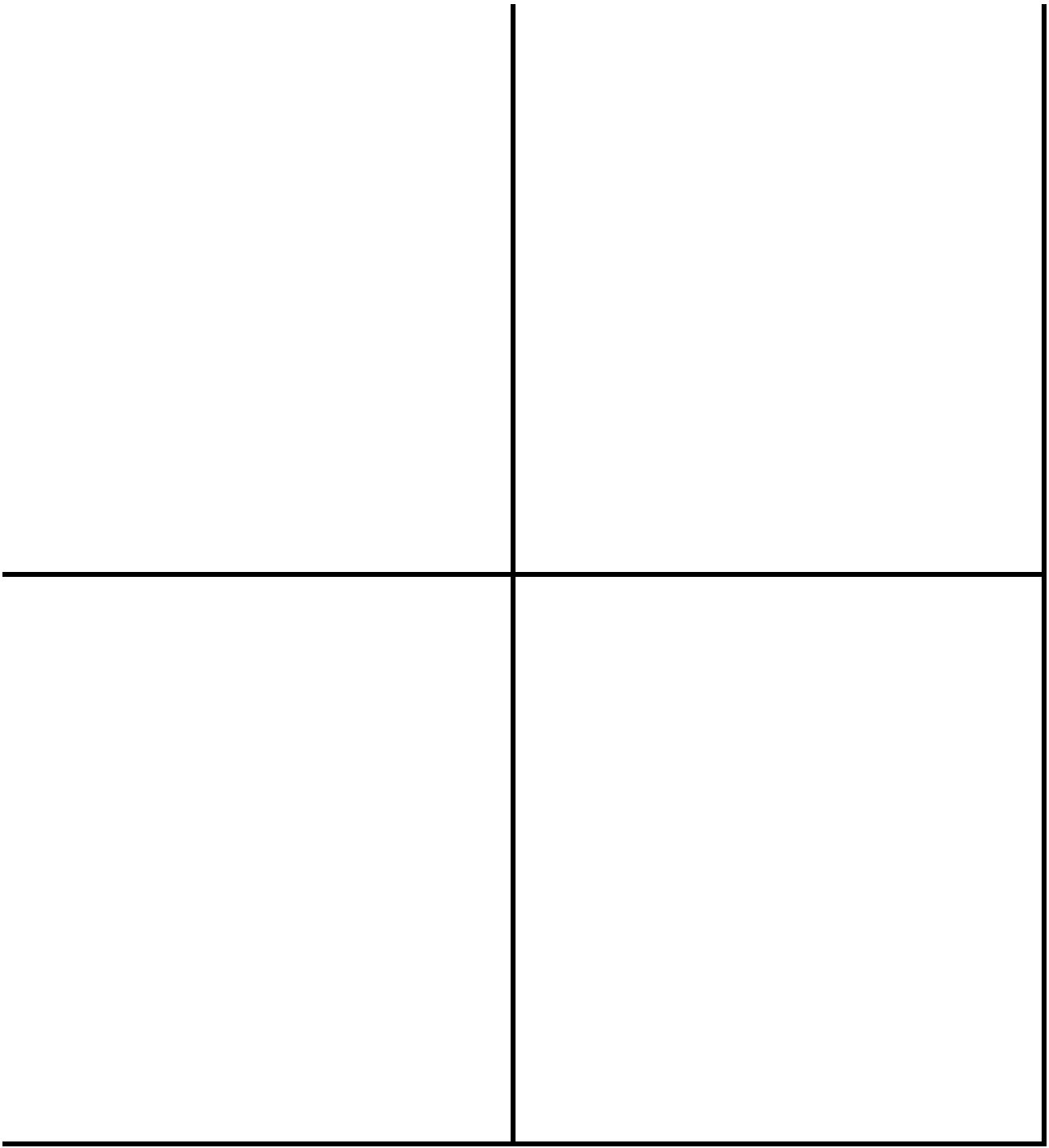


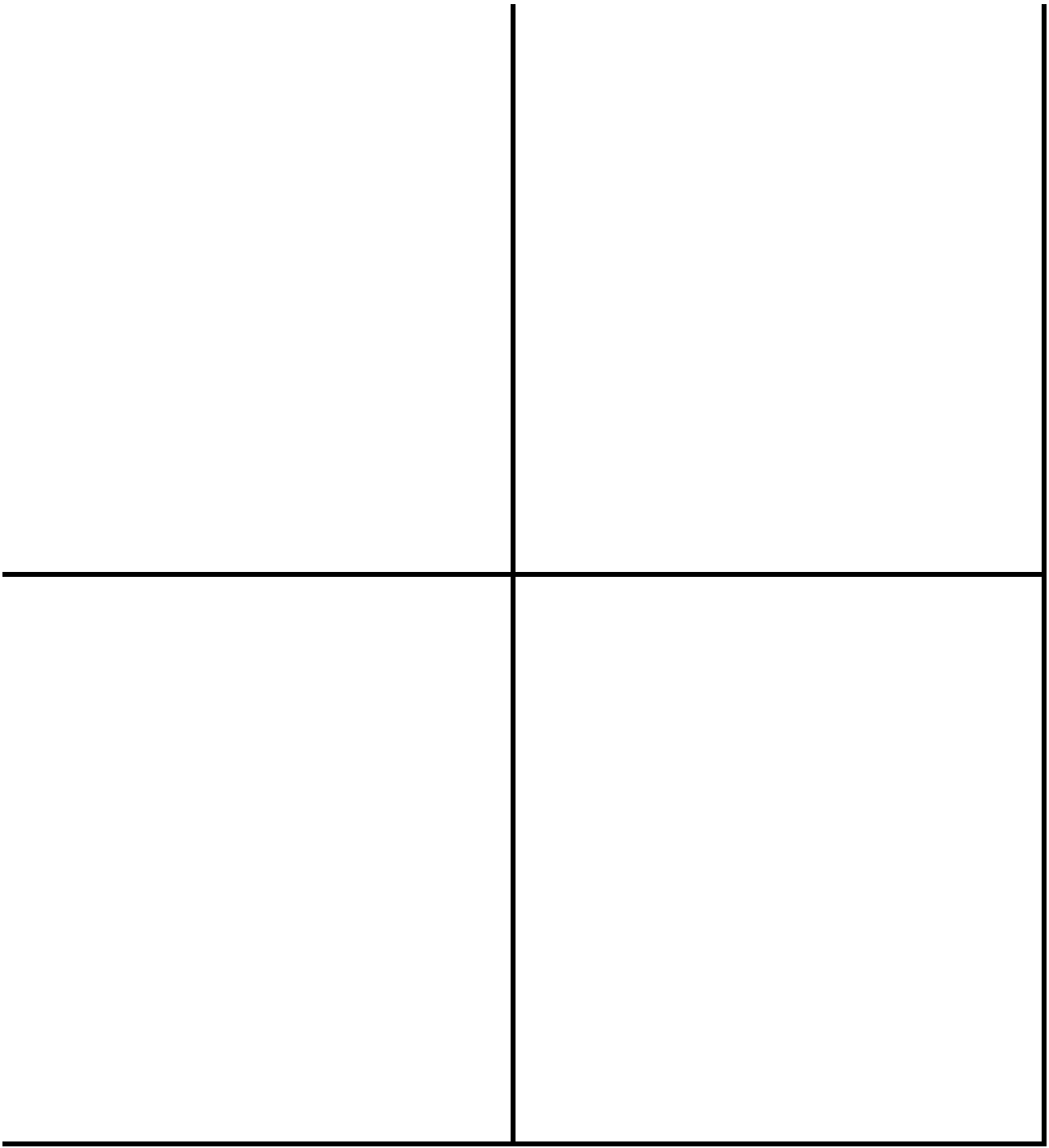


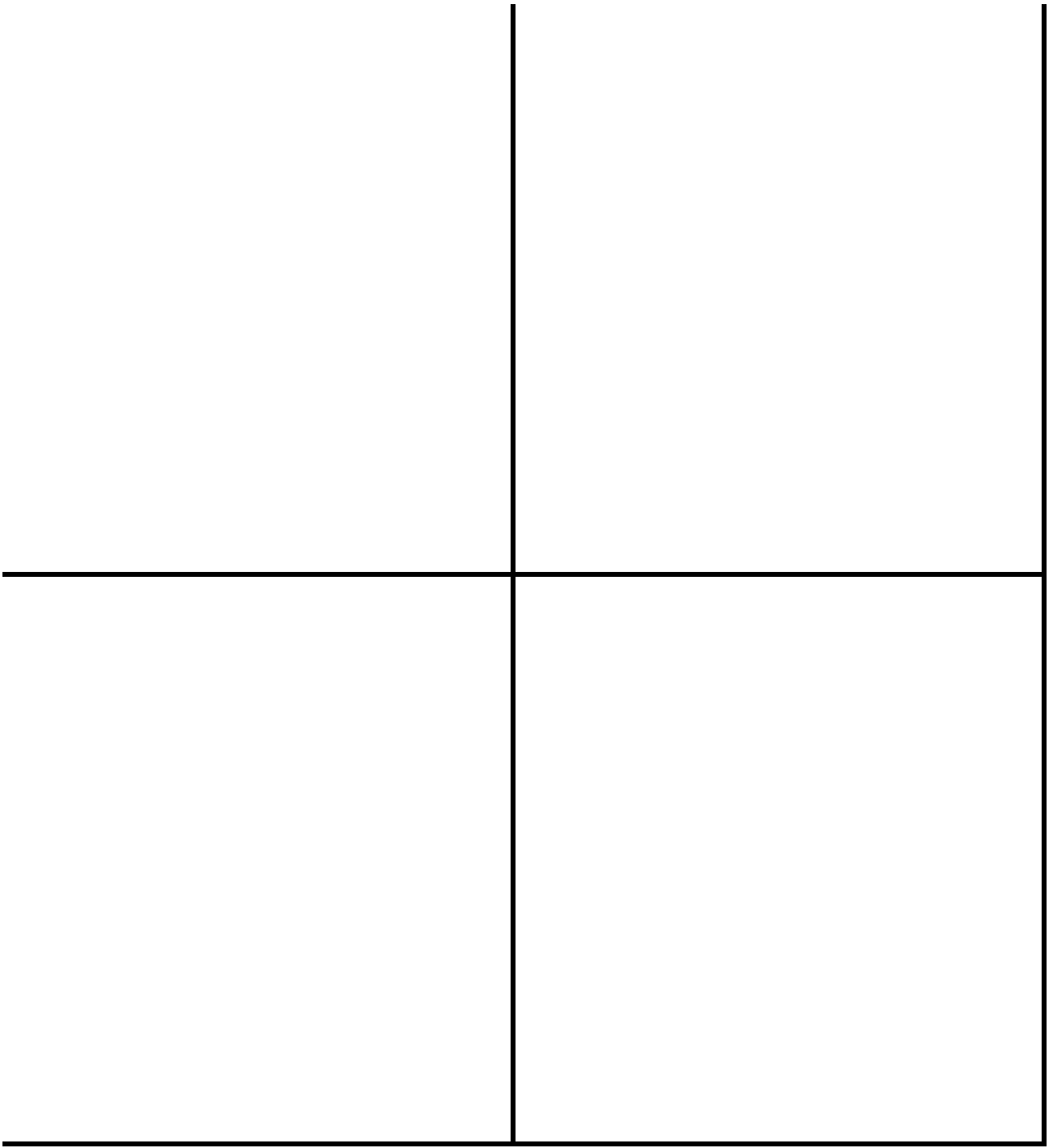


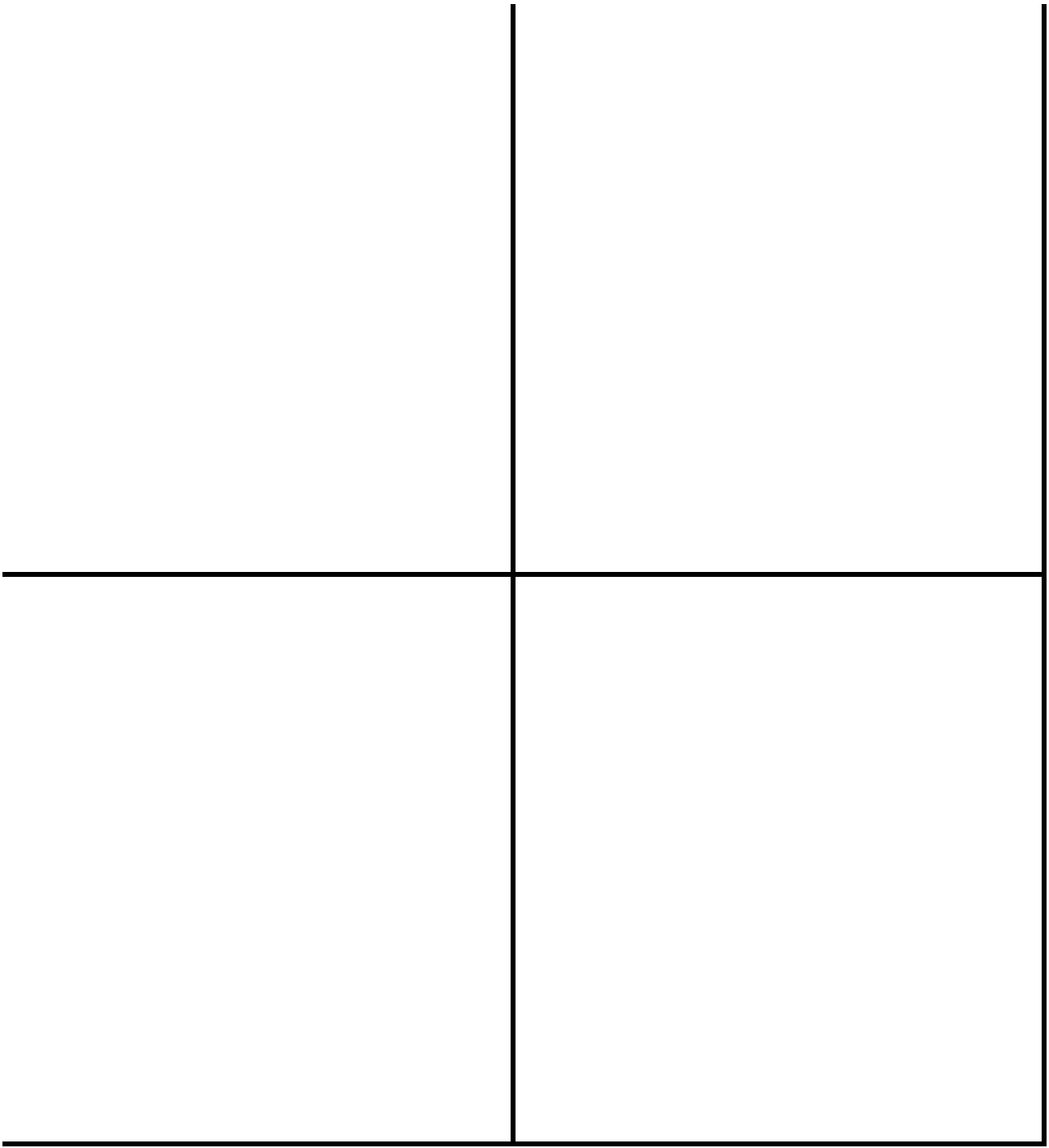


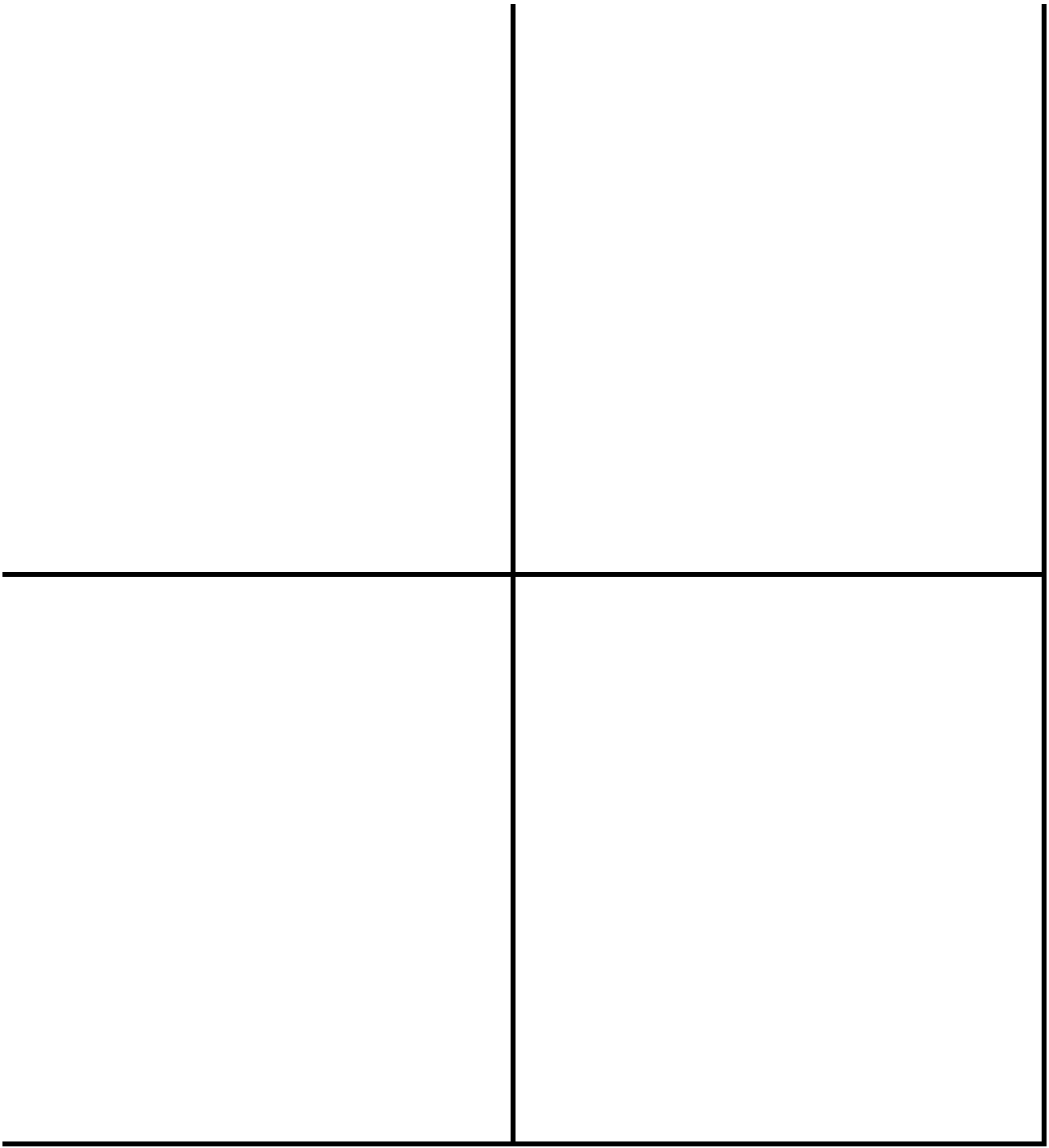


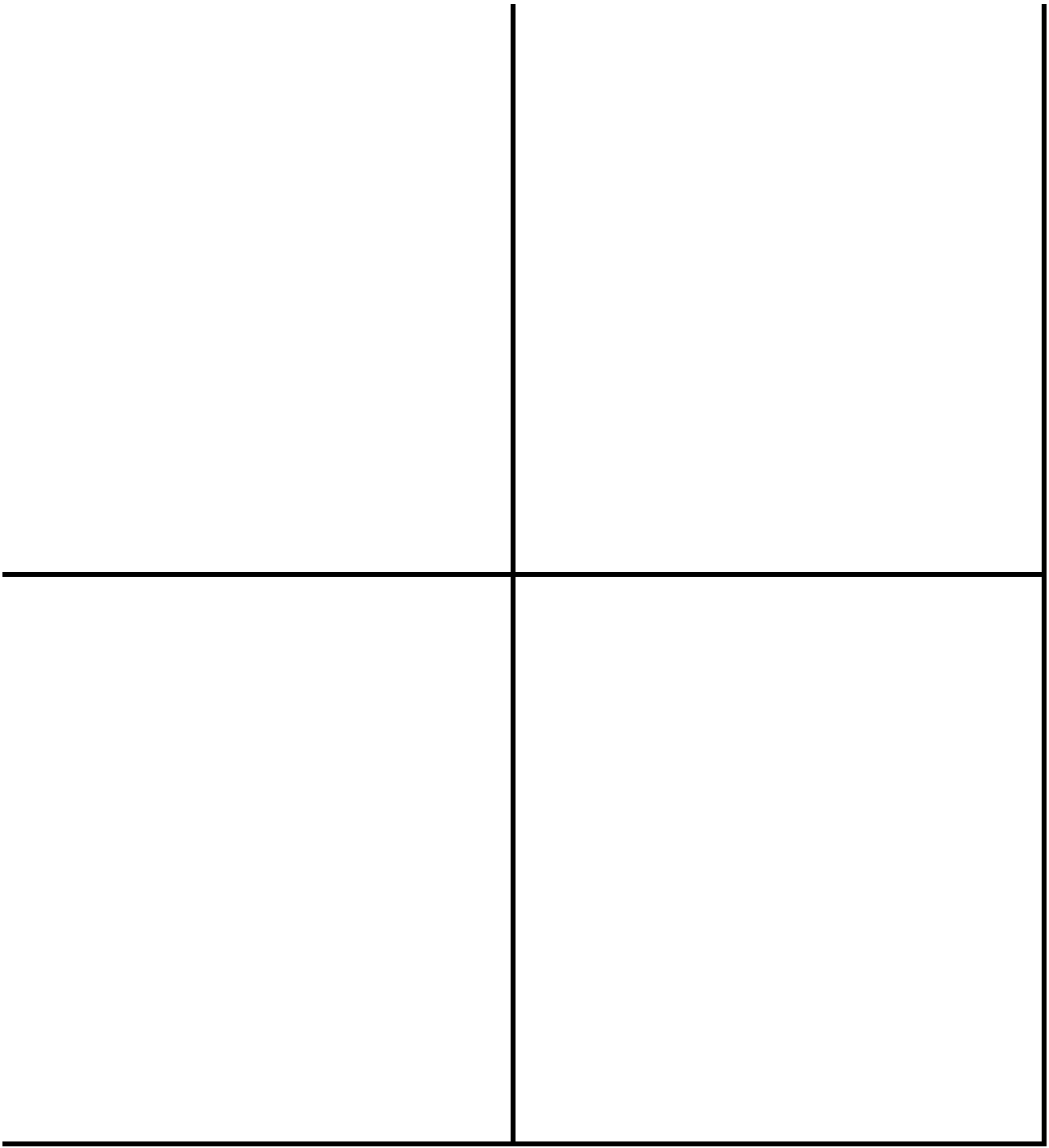


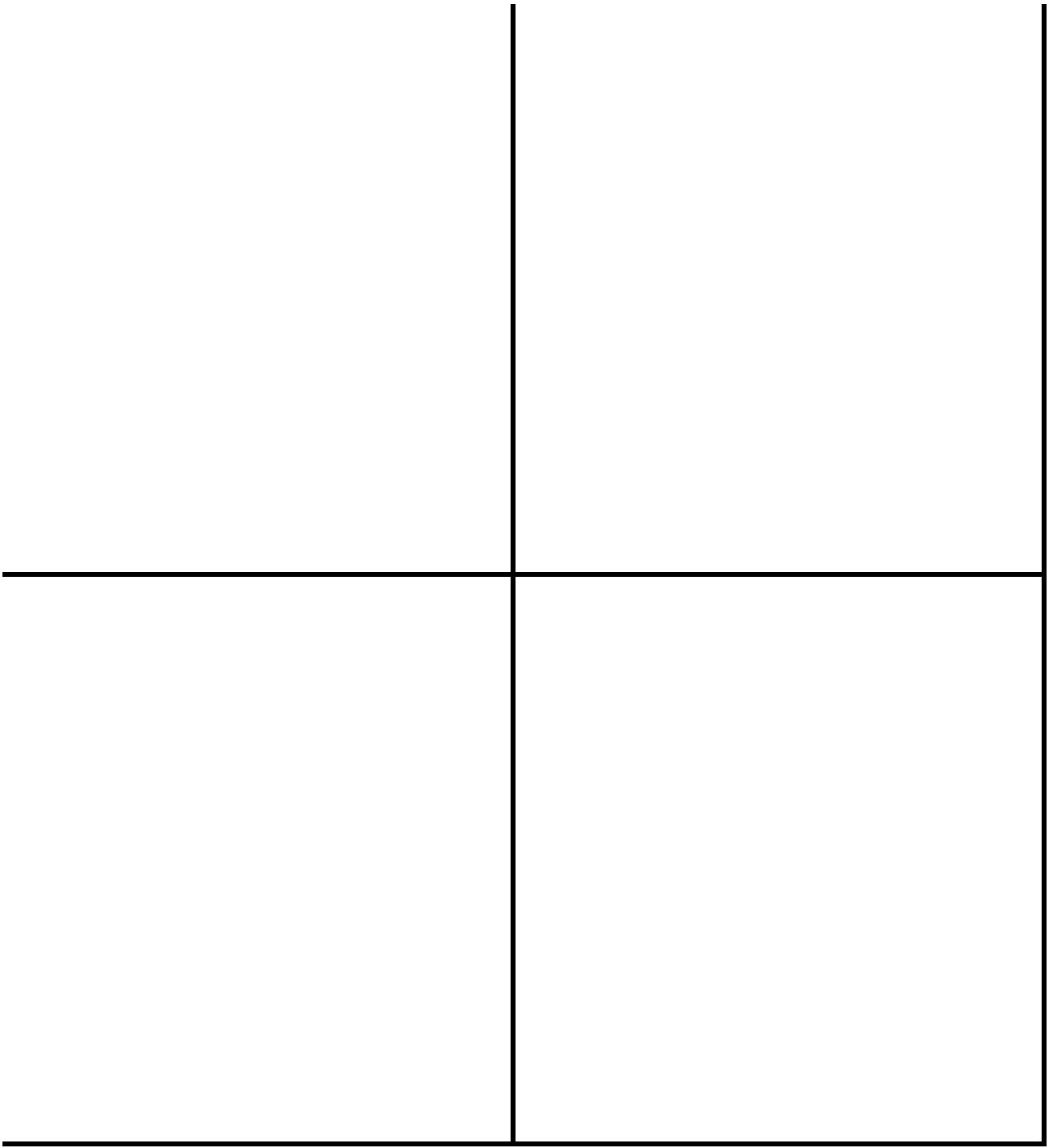


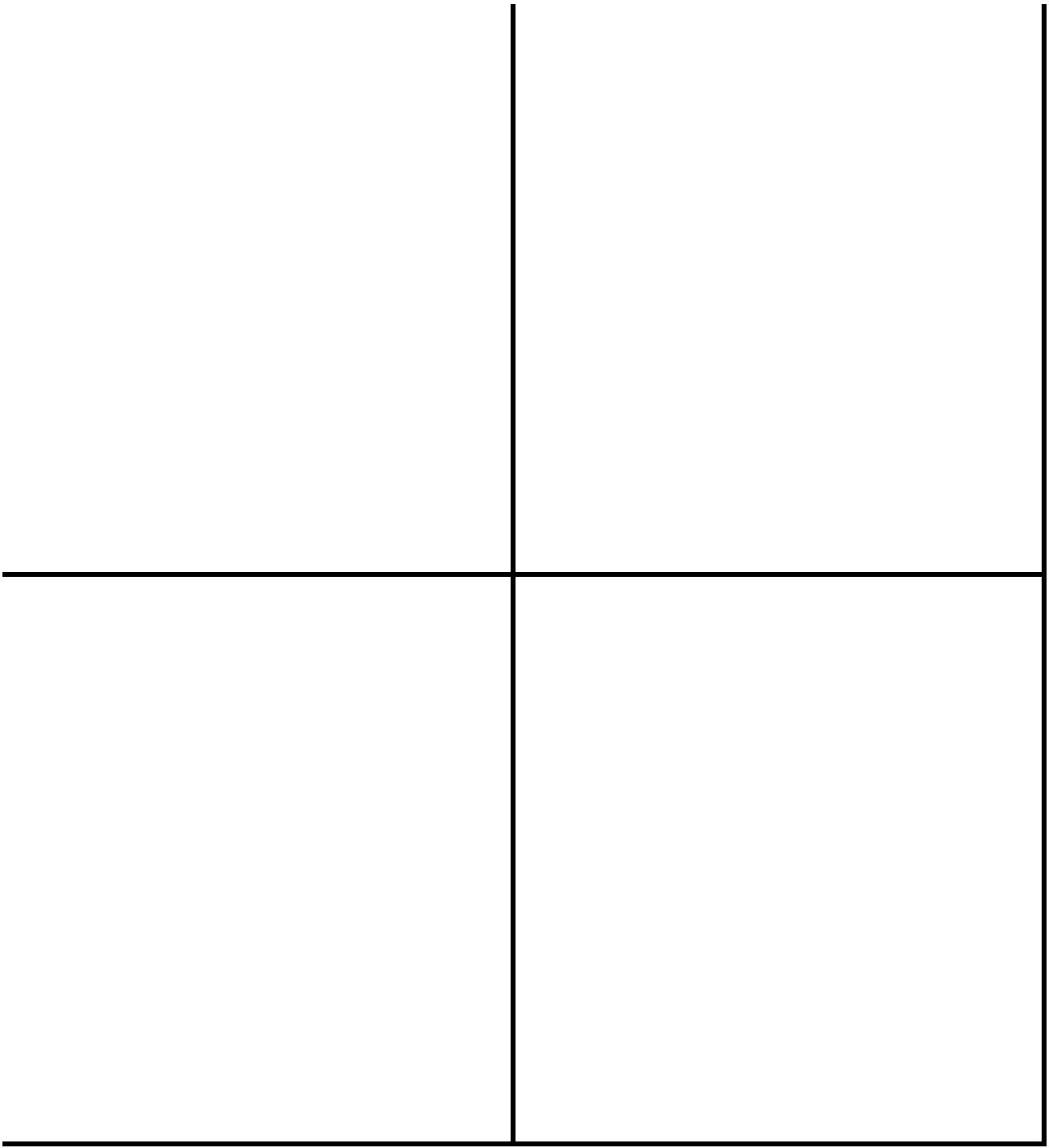


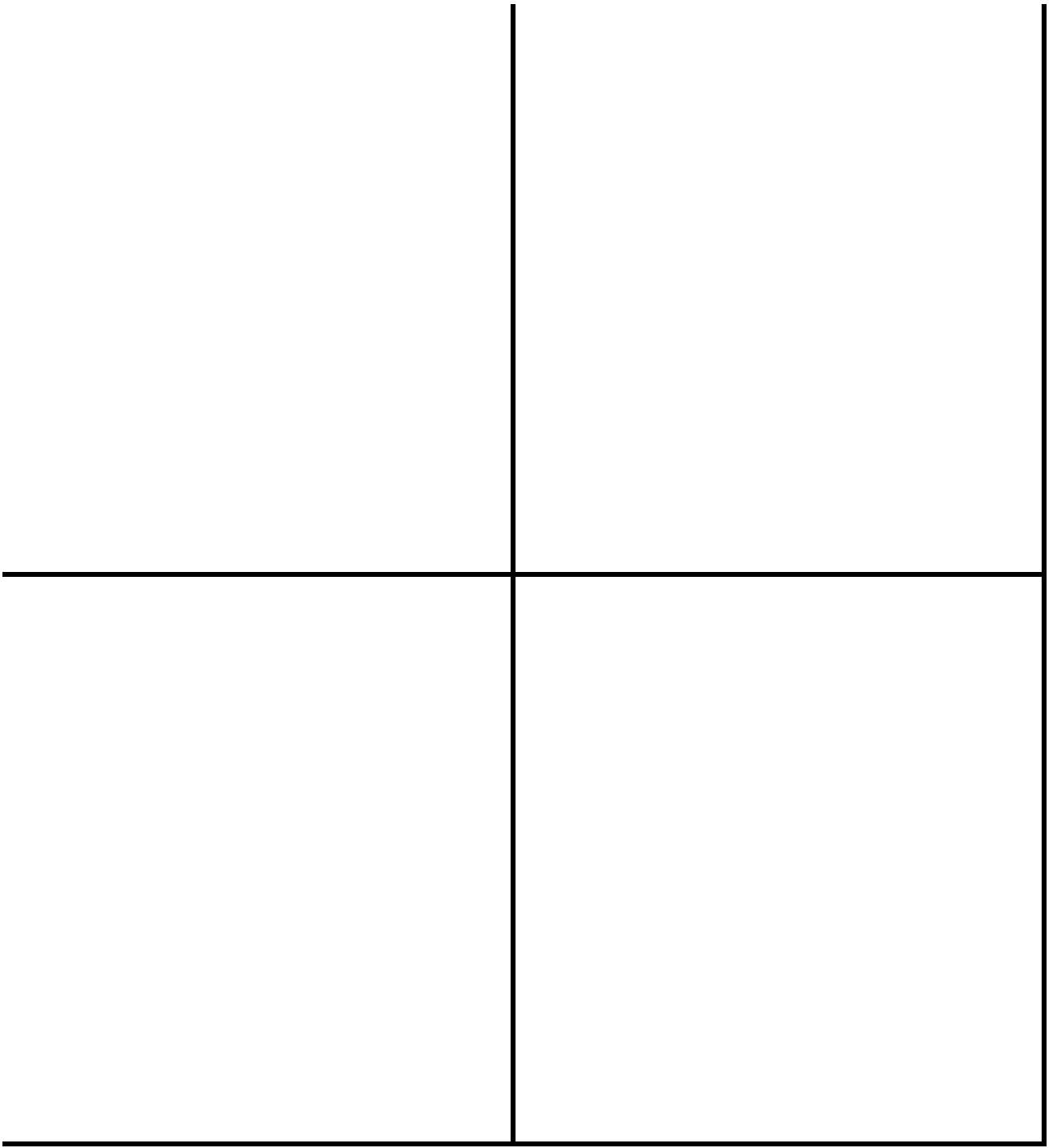


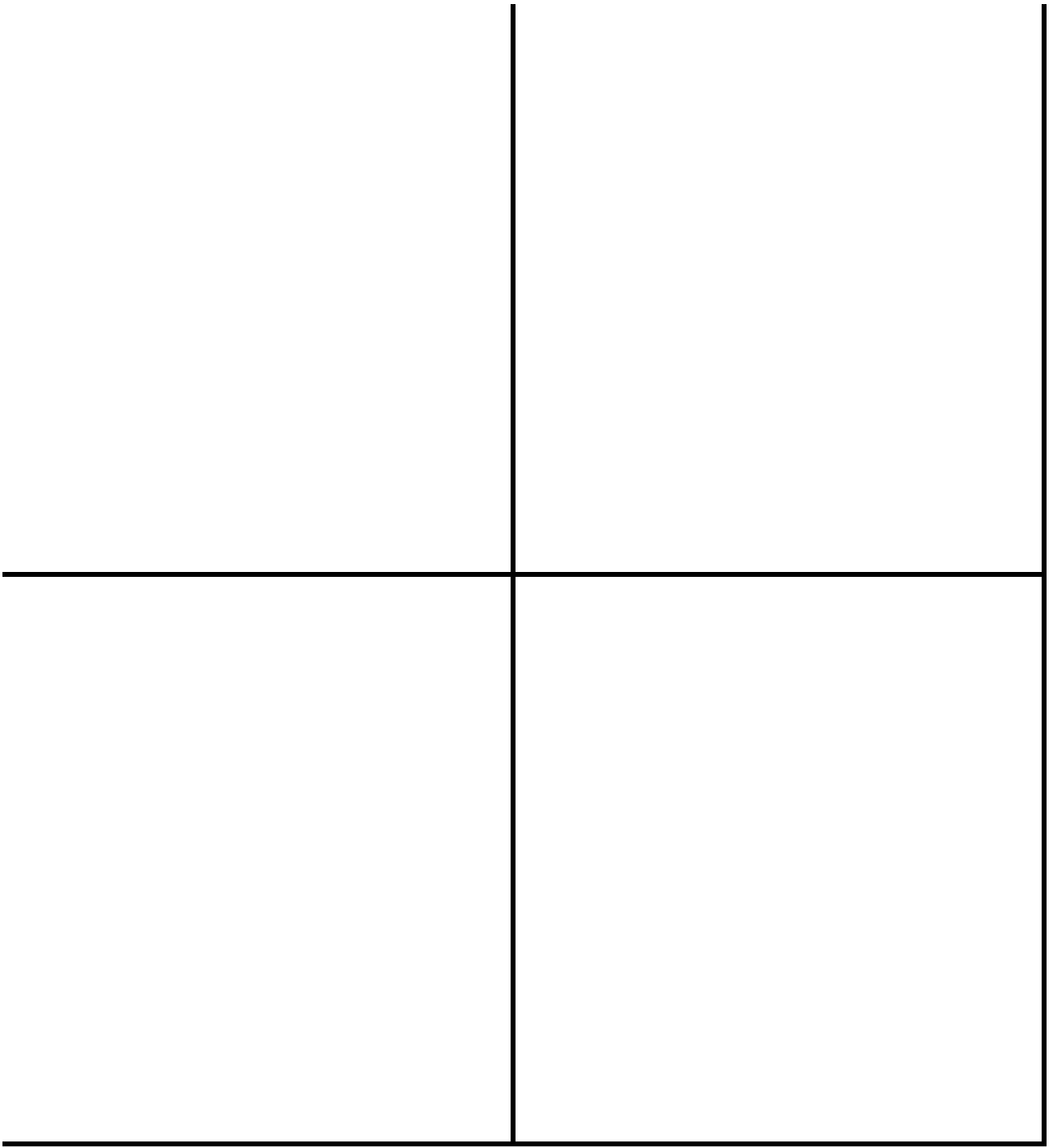


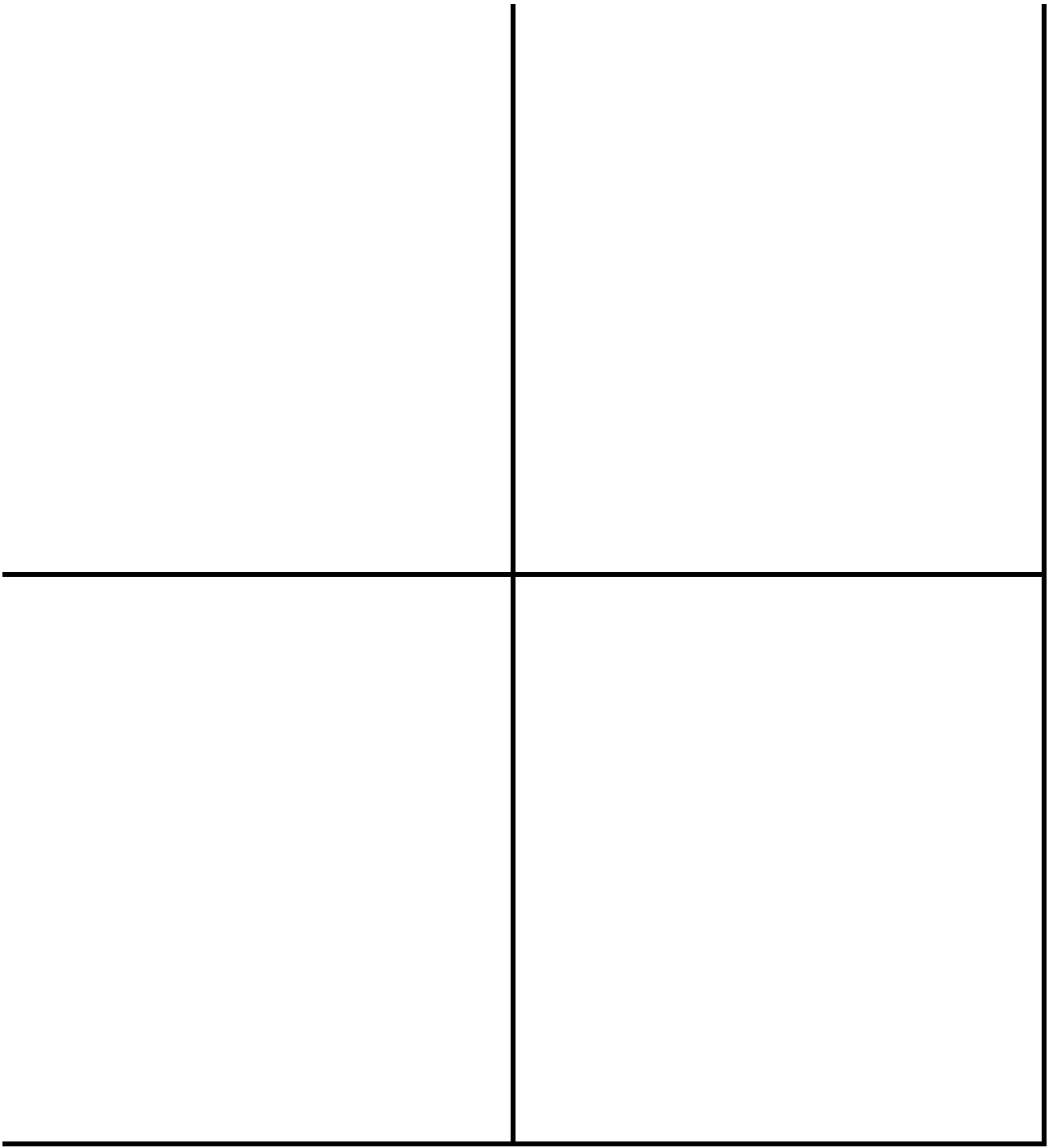


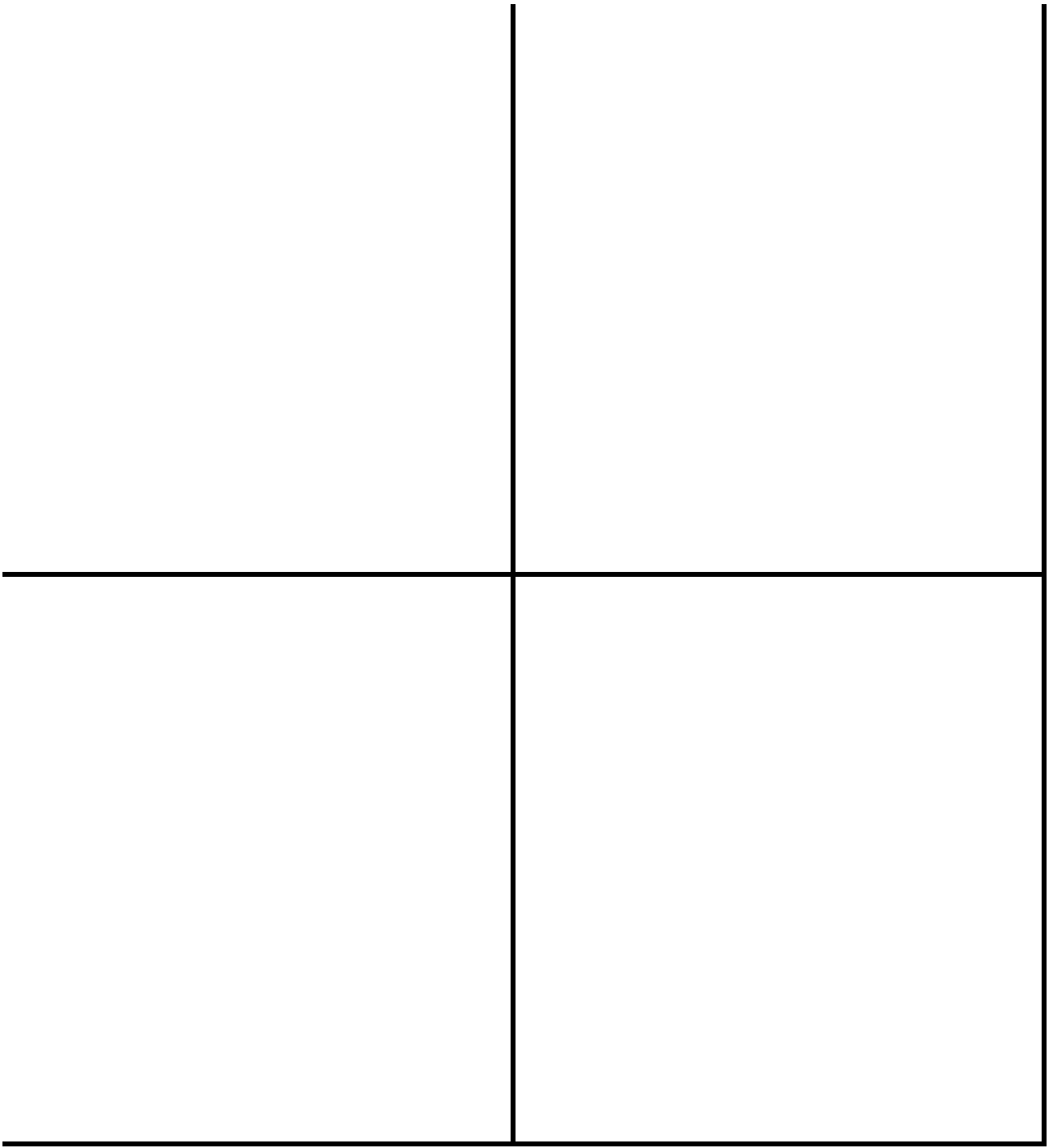


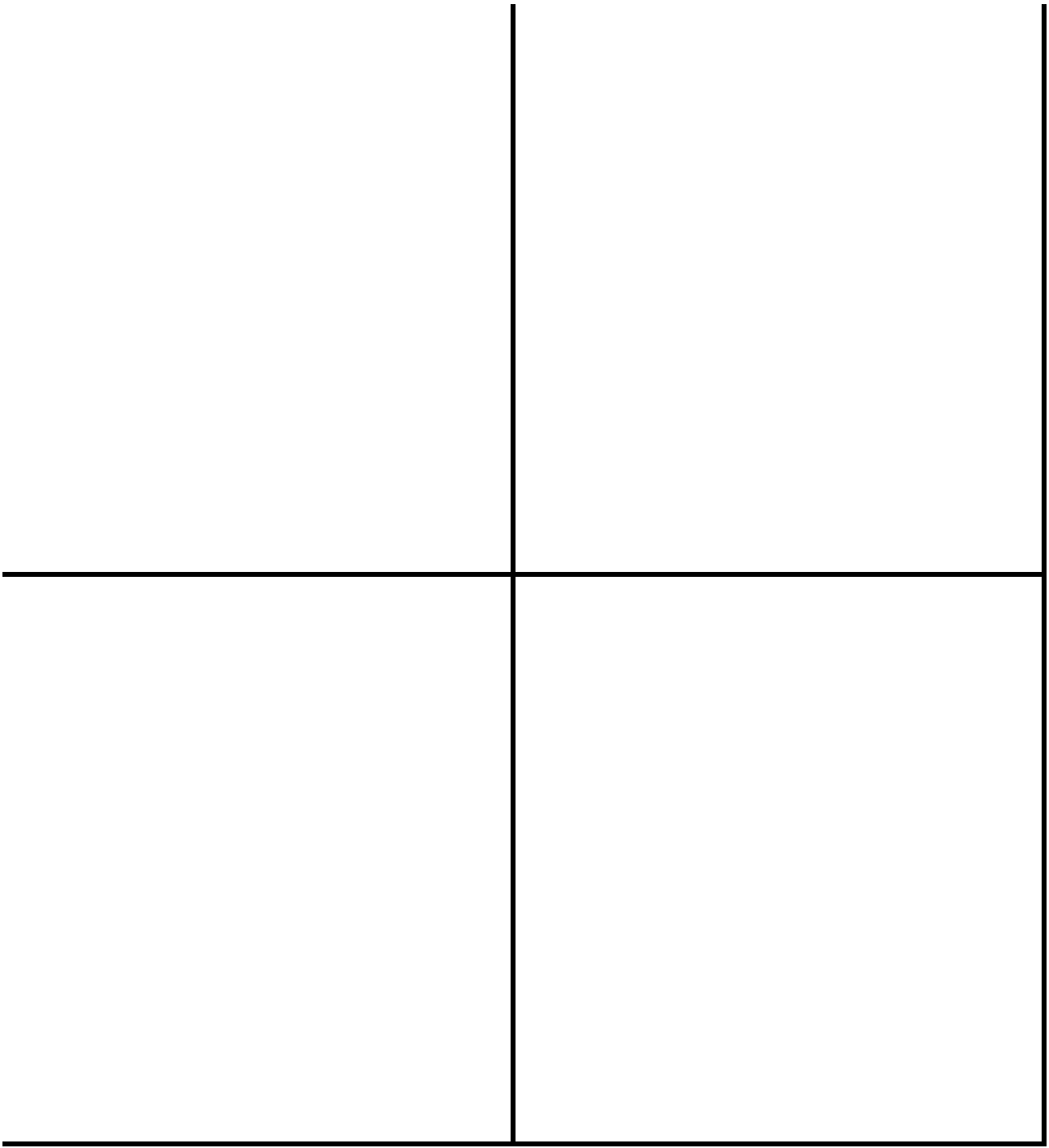


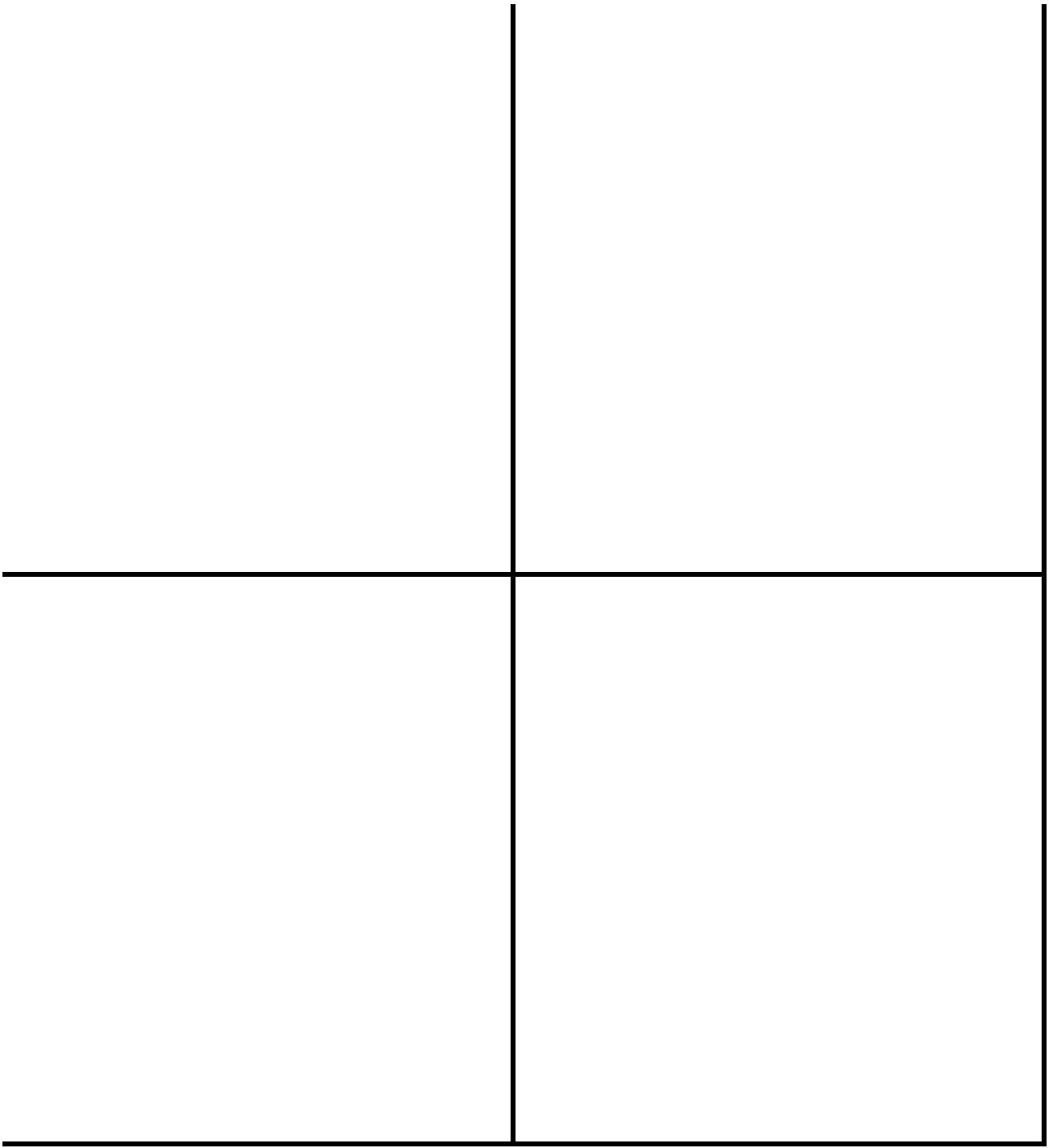


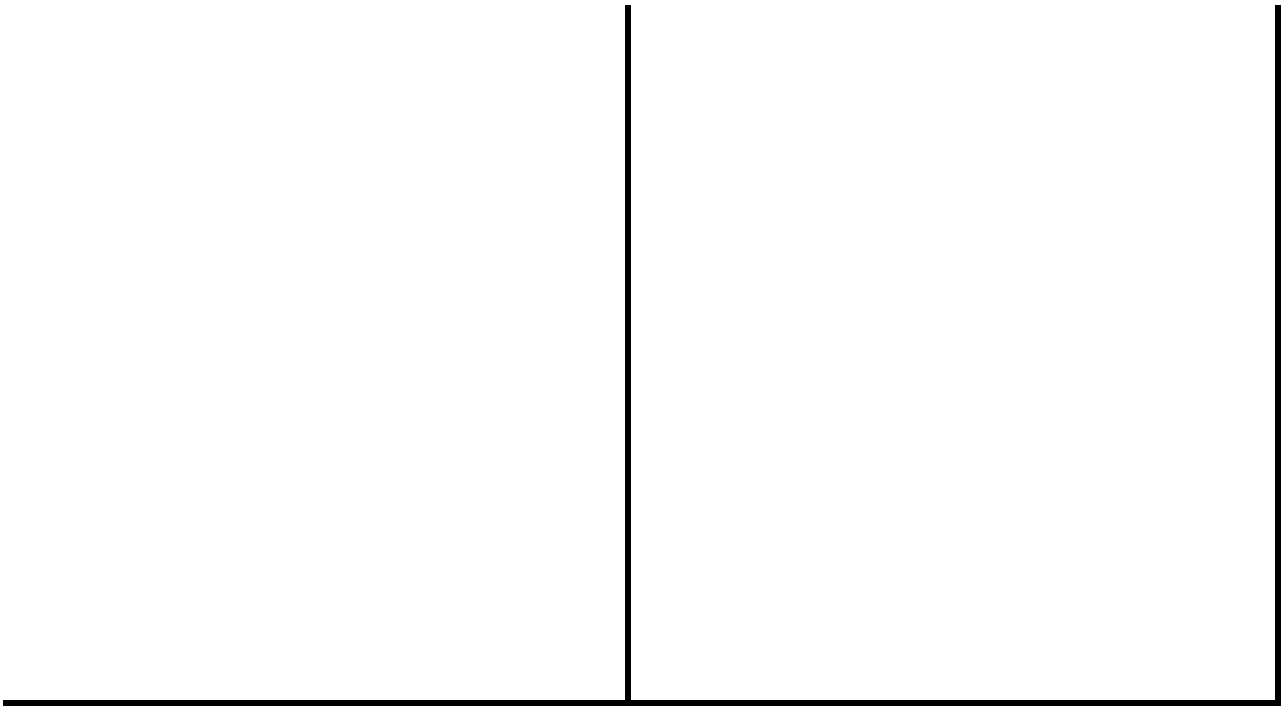












Provider Name:

8710.2000 Standards of Effective Practice	Name of "Course Listing" 1 or experience in Program Sequence; Description of learning and assessment specific to the standard
<p>Subp. 3. Subject matter standards, elementary education. A candidate must complete a preparation program for licensure under subpart 2, item C, that must include the candidate's demonstration of the knowledge and skills in items A to L.</p> <p>A. A teacher of children in kindergarten through grade 6 must:</p>	<p>Note 750 character limit</p>
<p>(1) understand and apply the research base for and the best practices of kindergarten, and elementary level education;</p>	

(2) understand and apply educational principles relevant to physical, social, emotional, moral, and cognitive development of young children;

(3) understand and apply the concepts of "belonging" and "family connectedness" as crucial to the development of young children;

(4) understand and apply the process and necessity of collaboration with families and other adults in support of the learning of young children;

(5) understand how to integrate curriculum across subject areas in developmentally appropriate ways;

(6) apply the standards of effective practice in teaching students in kindergarten through grade 6 through a variety of early and ongoing clinical experiences with kindergarten, primary, and intermediate students within a range of educational programming models; and

(7) apply the standards of effective practice in teaching students in kindergarten through grade 6 through a minimum of ten weeks of full-time student teaching.

B. A teacher of children in kindergarten through grade 6 must demonstrate the knowledge of fundamental concepts of communication arts and literature and the connections between them. The teacher must:

(1) develop the skills and understanding to teach reading, writing, speaking, listening, media literacy, and literature;

(2) understand and apply teaching methods related to the developmental stages of language;

(3) use a variety of developmentally appropriate techniques for augmenting the listening, speaking, reading, and writing vocabularies of children;

(4) know how to integrate the communication arts;

(5) develop children's use of a process to write competently with confidence, accuracy, and imagination appropriate to the purpose and audience;

(6) develop children's ability to use written, spoken, and visual language to communicate effectively with a variety of audiences and for different purposes;

(7) know children's and young adolescents' literature representing a variety of genre; and

(8) know how to use books and other printed sources to develop children's personal growth and lifelong learning.

C. A teacher of young children in the primary grades must have knowledge of the foundations of reading processes, development, and instruction, including;

(1) oral and written language development, including:

(a) relationships among reading, writing, and oral language and the interdependent nature of reading, writing, and speaking to promote reading proficiency;

(b) the use of formal and informal oral language and writing opportunities across the curriculum to help students make connections between oral language and reading and writing, particularly in English language learners; and

(c) the interrelated elements of language arts instruction that support the reading development of English language learners, including ways in which the writing systems of other languages may differ from English and factors and processes involved in transferring literacy competencies from one language to another.

(2) phonological and phonemic awareness, including:

(a) the phonemes that make up the English language;

(b) the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words; and

(3) concepts of print, including:

(a) knowledge about how letters, words, and sentences are represented in written English;

(b) the importance of teaching uppercase and lowercase letter recognition and formation; and

(c) the instructional progression of the alphabetic principle.

(4) phonics and other word identification strategies and fluency, including:

(a) systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units;

(b) word identification strategies and common, irregular sight words;

(c) the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development;

(d) how the etymology and morphology of words related to orthographic patterns in English; and

(e) the development of reading fluency;

(5) knowledge of how to develop vocabulary knowledge,
including:

(a) understanding the critical role vocabulary knowledge plays in reading;

(b) how to provide explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading; and

(c) how to provide opportunities for students to engage in early and continual language experiences to increase their vocabulary by modeling and explicitly teaching students a variety of strategies for gaining meaning from unfamiliar words;

(6)comprehension processes related to reading, including:

(a) knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop students' comprehension of print material;

(b) the levels of comprehension, how to explicitly teach and provide guided practice in comprehension skills and strategies; and

(c) how to facilitate comprehension at various stages of students' reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;

(7) content-area literacy, including:

(a) knowledge of reading comprehension processes necessary to comprehend different types of informational materials and content-area texts; and

(b) the structures and features of expository (information) texts and effective reading strategies to address different text structures and purposes for reading;

(8) literacy responses and analysis, including:

(a) knowledge of how to provide frequent opportunities to listen to and read high-quality literature for different purposes;

(b) knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures; and

(c) knowledge of how to analyze and teach literary text structures and elements and criticism, drawing upon literature and instructional needs and interests;

(9) structure of the English language, including;

(a) basic knowledge of English conventions and the structure of the English language (sentence structure, grammar, punctuation, capitalization, spelling, syntax, and semantics);

(b) knowledge of how to enhance literacy skills helping students understand similarities and differences between language structures used in spoken and written English;

(c) basic knowledge of English syntax and semantics and the ability to use this knowledge to improve reading competence, including how to help students interpret and apply English grammar and language conventions in authentic reading, writing, listening, and speaking contexts; and

(d) knowledge of how to help students consolidate knowledge of English grammar and improve reading fluency and comprehension by providing frequent opportunities to listen to, read, and reread materials.

D. A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:

(1) appropriate, motivating instruction, both explicit and implicit:

(a) oral language development;

(b) auditory awareness, discrimination of sounds, phonemic awareness, and word awareness;

(c) the teaching of phonics, sight words, spelling, and fluency including the selection, design, and use of instructional programs, materials, texts, and activities; and

(d) applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts.

(2) selection, design, and use of appropriate and engaging instructional strategies, activities, and materials, including:

(a) multisensory techniques, to ensure that students learn concepts about print including how to recognize and write letters;

(b) teaching vocabulary using a range of instructional activities to extend students' understanding of words; and

(c) both explicit and implicit, in the teaching of comprehension skills and strategies including opportunities for guided and independent work.

(3) selection and appropriate use of a wide-range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and develop students; responses to literature and their critical reading abilities through high level, interactive discussions about texts;

(4) selection and appropriate explicit instruction and guided practice to teach written-language structures using a range of approaches and activities to develop students' facility in comprehending and using academic language;

(5) development of a literacy framework to coherently organize reading programs and effectively implement lessons, including a variety of grouping strategies, guided practice and independent work; and

(6) the ability to design purposeful lessons/tasks based on the qualities, structures, and difficulty of texts and the reading needs of individual students including the selection and use of supplementary materials to support the reading development of struggling and gifted readers.

(E) A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction, including:

(1) formal and informal tools to assess students':

(a) oral and written language development;

(b) auditory awareness, discrimination of sounds,
phonological and phonemic awareness;

(c) understanding of concepts about print and the alphabetic principle;

(d) knowledge of and skills in applying phonics and other word identification strategies, spelling strategies, and fluency;

(e) vocabulary knowledge in relation to specific reading needs and texts;

(f) comprehension of narrative and expository texts and their use of comprehension strategies including determining students' independent, instructional and frustration reading levels;

(g) comprehension in content area reading;

(h) ability to evaluate and respond to a range of literature and analyze text structures and elements; and

(j) oral and written language to determine their understanding and use of English language structures and conventions.

(2) formal and informal tools to:

(a) plan, evaluate and differentiate instruction to meet the needs of all students from various cognitive, linguistic and cultural backgrounds; and

(b) design and implement appropriate classroom interventions for struggling readers and enrichment programs for gifted readers.

(3) the ability to work with reading specialists, gifted and talented specialists, and other staff on advanced intervention and enrichment programs;

(4) the ability to communicate results of assessments to specific individuals in accurate and coherent ways that indicate how the results might impact student achievement;

(5) the ability to administer selected assessments and analyze and use data to plan instruction through a structured clinical experience linked to university reading coursework; and

(6) the ability to understand the appropriate uses of each kind of assessment and the concepts of validity and reliability.

F. A candidate for licensure as a teacher of elementary education must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments including:

(1) Knowledge of how to use of students' interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write;

(2) The ability to support students and colleagues in the selection or design of materials that match students' reading levels, interests, cultural and linguistic backgrounds;

(3) The development and implementation of classroom and school-wide organizational structures that include explicit instruction, guided practice, independent reading, interactive talk, opportunities for response, and reading and writing across the curriculum;

(4) The ability to create and maintain a motivating classroom and school environment and teacher and student interactions that promotes ongoing student engagement and literacy for all students;

(5) The ability to foster independence and self-efficacy in readers;

(6) The development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud to students and providing access to a variety of reading materials;

(7) The use a variety of strategies to motivate students to read at home; encourage and provide support for parents or guardians to read to their children, in English and/or in the primary languages of English language learners, and/or to use additional strategies to promote literacy in the home.

Instruction on dyslexia must be modeled on practice standards of the International Dyslexia Association, and must address:

(1) the nature and symptoms of dyslexia;

(2) resources available for students who show characteristics of dyslexia;

(3) evidence-based instructional strategies for students who show characteristics of dyslexia, including the structured literacy approach; and

(4) outcomes of intervention and lack of intervention for students who show characteristics of dyslexia.

G. A candidate for licensure as a teacher of elementary education demonstrate a view professional development as a career-long effort and responsibility including:

(1) Exhibiting a particular stance towards professional development. Beginning teachers view learning about reading processes and students' reading development, and becoming more proficient as a teacher of reading, as a career-long effort and responsibility;

(2) Displaying positive dispositions toward the act of reading and the teaching of reading, including a belief that all students can learn to read regardless of their cognitive, cultural or linguistic backgrounds;

(3) Providing support for students' reading development by communicating regularly with parents/caregivers and eliciting their support in a student's reading development;

(4) Understanding how to provide instructions for paraprofessionals and volunteers working in the classroom to ensure that these individuals provide effective supplementary reading instruction;

(5) Engaging in personal learning as a daily and long-term goal to inform instructional practices, including reflection on practices, to improve daily instructional decisions and interactions with students; and

6) Collaborate with other professionals on literacy learning initiatives.

H. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental concepts of mathematics and the connections between them. The teacher must know and apply;

(1) concepts of mathematical patterns, relations, and functions, including the importance of number and the importance of the educational link between primary school activities with patterns and the later conceptual development of important ideas related to functions and be able to:

(a) identify and justify observed patterns;

(b) generate patterns to demonstrate a variety of relationships; and

(c) relate patterns in one strand of mathematics to patterns across the discipline;

(2) concepts and techniques of discrete mathematics and how to use them to solve problems from areas including graph theory, combinatorics, and recursion and know how to:

(a) help students investigate situations that involve counting finite sets, calculating probabilities, tracing paths in network graphs, and analyzing iterative procedures; and

(b) apply these ideas and methods in settings as diverse as the mathematics of finance, population dynamics, and optimal planning;

(3) concepts of numerical literacy:

(a) possess number sense and be able to use numbers to quantify concepts in the students' world;

(b) understand a variety of computational procedures and how to use them in examining the reasonableness of the students' answers;

(c) understand the concepts of number theory including divisibility, factors, multiples, and prime numbers, and know how to provide a basis for exploring number relationships; and

(d) understand the relationships of integers and their properties that can be explored and generalized to other mathematical domains;

(4) concepts of space and shape:

(a) understand the properties and relationships of geometric figures;

(b) understand geometry and measurement from both abstract and concrete perspectives and identify real world applications; and

(c) know how to use geometric learning tools such as geoboards, compass and straight edge, ruler and protractor, patty paper, reflection tools, spheres, and platonic solids;

(5) data investigations:

(a) use a variety of conceptual and procedural tools for collecting, organizing, and reasoning about data;

(b) apply numerical and graphical techniques for representing and summarizing data;

(c) interpret and draw inferences from data and make decisions in a wide range of applied problem situations; and

(d) help students understand quantitative and qualitative approaches to answering questions and develop students' abilities to communicate mathematically;

(6) concepts of randomness and uncertainty:

(a) probability as a way of describing chance in simple and compound events; and

(b) the role of randomness and sampling in experimental studies;

(7) mathematical processes:

(a) know how to reason mathematically, solve problems, and communicate mathematics effectively at different levels of formality;

(b) understand the connections among mathematical concepts and procedures, as well as their application to the real world;

(c) understand the relationship between mathematics and other fields; and

(d) understand and apply problem solving, reasoning, communication, and connections; and

(8) mathematical perspectives:

(a) understand the history of mathematics and the interaction between different cultures and mathematics; and

(b) know how to integrate technological and nontechnological tools with mathematics.

I. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental social studies concepts and the connections among them. The teacher must know and apply:

(1) tools of inquiry and problem solving;

(2) concepts of:

(a) culture and cultural diversity;

(b) the ways human beings view themselves in and over time;

(c) the interaction between people, places, and environments;

(d) individual development and identity;

(e) interactions among individuals, groups, and institutions;

(f) how people create and change structures of power and authority and of governance;

(g) how people organize for the production, distribution, and consumption of goods and services and how those choices impact the environment;

(h) the relationships among science, technology, and society;

(i) global connections and independence; and

(j) the ideals, principles, and practices that promote productive community involvement;

(3) history, government, and culture of Minnesota-based American Indian tribes as integrating concepts throughout the elementary curriculum; and

(4) the environment as an integrating concept through understanding of how to use the sciences, social sciences, mathematics, arts, and communications in the exploration of environmental issues and topics.

J. A teacher of children in kindergarten through grade 6 must demonstrate a fundamental knowledge of scientific perspectives, scientific connections, science in personal and social perspectives, the domains of science, and the methods and materials for teaching science and scientific inquiry. The teacher must:

(1) understand science as a human endeavor, the nature of scientific knowledge, and the historical perspective of science;

(2) know and apply the understandings and abilities of scientific inquiry including the ability to:

(a) identify questions and concepts that can be explored through scientific inquiry;

(b) design and conduct scientific investigations;

(c) use appropriate scientific instrumentation and equipment and mathematics as tools to improve scientific investigations and communications;

(d) compare the use of multiple types of inquiry for answering questions;

(e) evaluate alternative explanations and models based on evidence, current scientific understanding, and logic; and

(f) communicate and defend a scientific argument;

(3) know how to make connections across the domains of science, between science and technology, and between science and other school subjects;

(4) use scientific understandings and abilities when making decisions about personal and societal issues;

(5) know and apply the fundamental concepts and principles of physical science concerning properties of and changes in matter; position, motion, and force; light, heat, electricity, and magnetism; and kinds of and ways to transfer energy;

(6) know and apply the fundamental concepts and principles of life science concerning the characteristics of organisms, the life cycle of organisms, the interrelationships of organisms and environments, structure and function in living systems, reproduction and heredity, regulation and behavior, populations and ecosystems and their interrelationships, and diversity and adaptations of organisms;

(7) know and apply the fundamental concepts and principles of earth and space science concerning properties of earth materials; objects in the sky; changes in earth and sky; structure of the earth system, including hydrosphere, biosphere, atmosphere, and lithosphere; history of the earth; and earth in the solar system; and

(8) know and apply pedagogy and classroom management in science and scientific inquiry including understanding:

(a) content standards under chapter 3501 for recommendations regarding curriculum, instruction, assessment, professional development, and program development;

(b) how to teach scientific inquiry in a developmentally appropriate manner;

(c) common student misconceptions in science and developmentally appropriate strategies to elicit students' misconceptions and help them move to accepted scientific understandings; and

(d) how to implement safe environments for learning science through knowing:

(i) state and national legal responsibilities and safety guidelines for teaching science;

(ii) how to establish and enforce recognize safety procedures during the science learning experience;

(iii) how to use required safety equipment for classroom, field, and laboratory settings including goggles, fire extinguisher, fire blanket, eye wash, and chemical shower;

(iv) how to manage, maintain, and utilize science supplies and equipment;

(v) state and national guidelines and plan for the care, storage, use, and disposal of chemicals and equipment used to teach science;

(vi) the ethics of and restrictions on making and maintaining collections of scientific specimens and data; and

(vii) the ethics of and restrictions on the use of live organisms, and how to acquire, care, handle, and dispose of organisms.

D. K. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental physical education and health concepts and the connections among them. The teacher must:

E. (1) understand the knowledge needed for providing learning experiences that encourage personal and community health promotion, disease prevention and safety, and proper nutritional choices;

F. (2) understand strategies for reducing and preventing accidents; drug, alcohol, and tobacco use; and high-risked situations and relationships;

G. (3) understand and apply movement concepts and principles to the learning and development of motor skills; and

H. (4) understand the knowledge needed for providing learning experiences that develop a health-enhancing level of physical fitness.

L. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental visual and performing arts, including music, dance, and theater, concepts and the connections among them. The teacher must:

(1) understand the basic structural elements, principles, and vocabulary of the visual and performing arts;

(2) be able to perform and create using the basic elements and processes of visual and performing arts;

(3) know and apply within the elementary curriculum strategies for nurturing artistic modes of expression and thinking;

(4) understand the role of visual and performing arts in culture; and

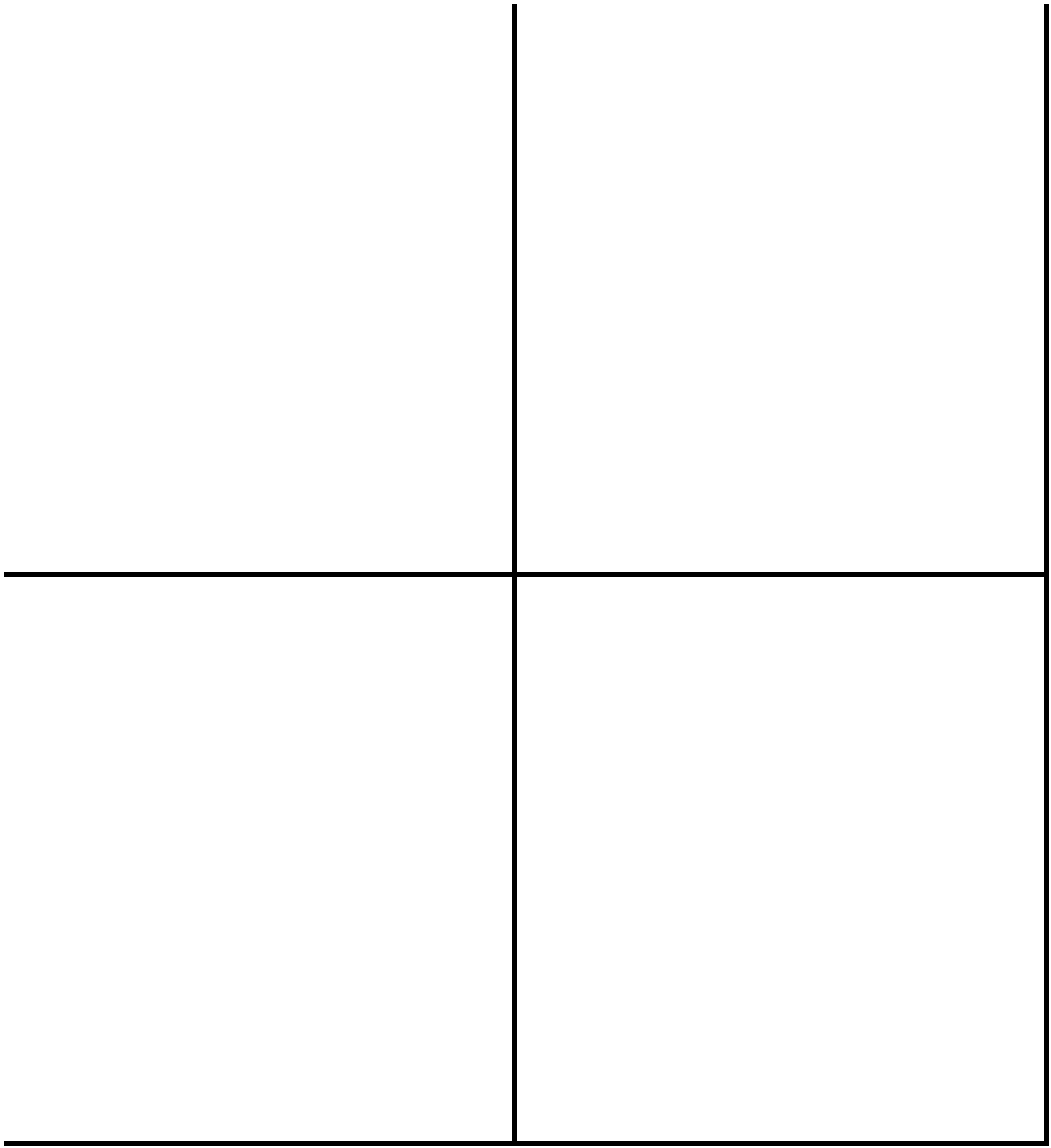
(5) know the characteristics of children's development stages in the visual and performing arts.

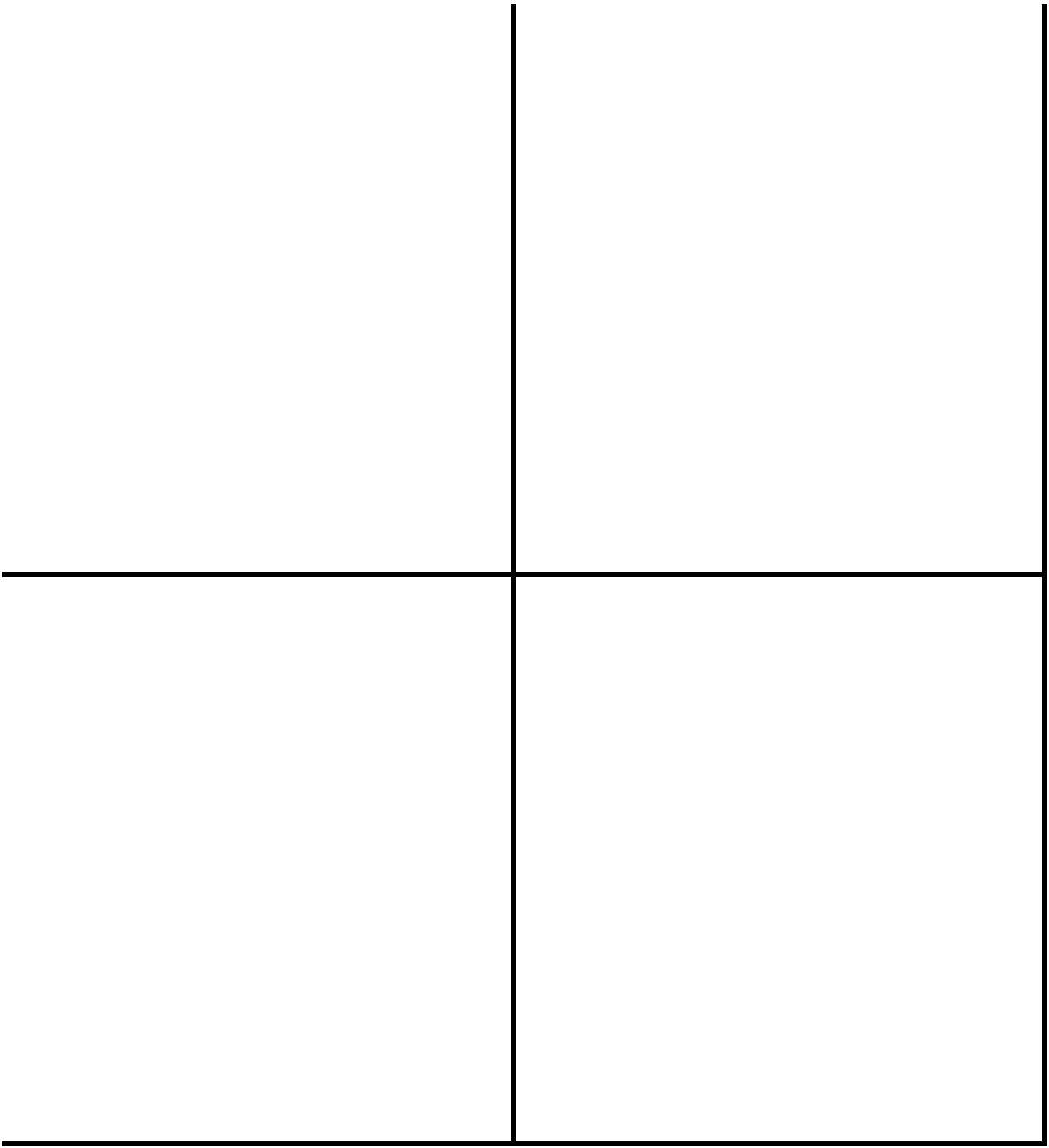


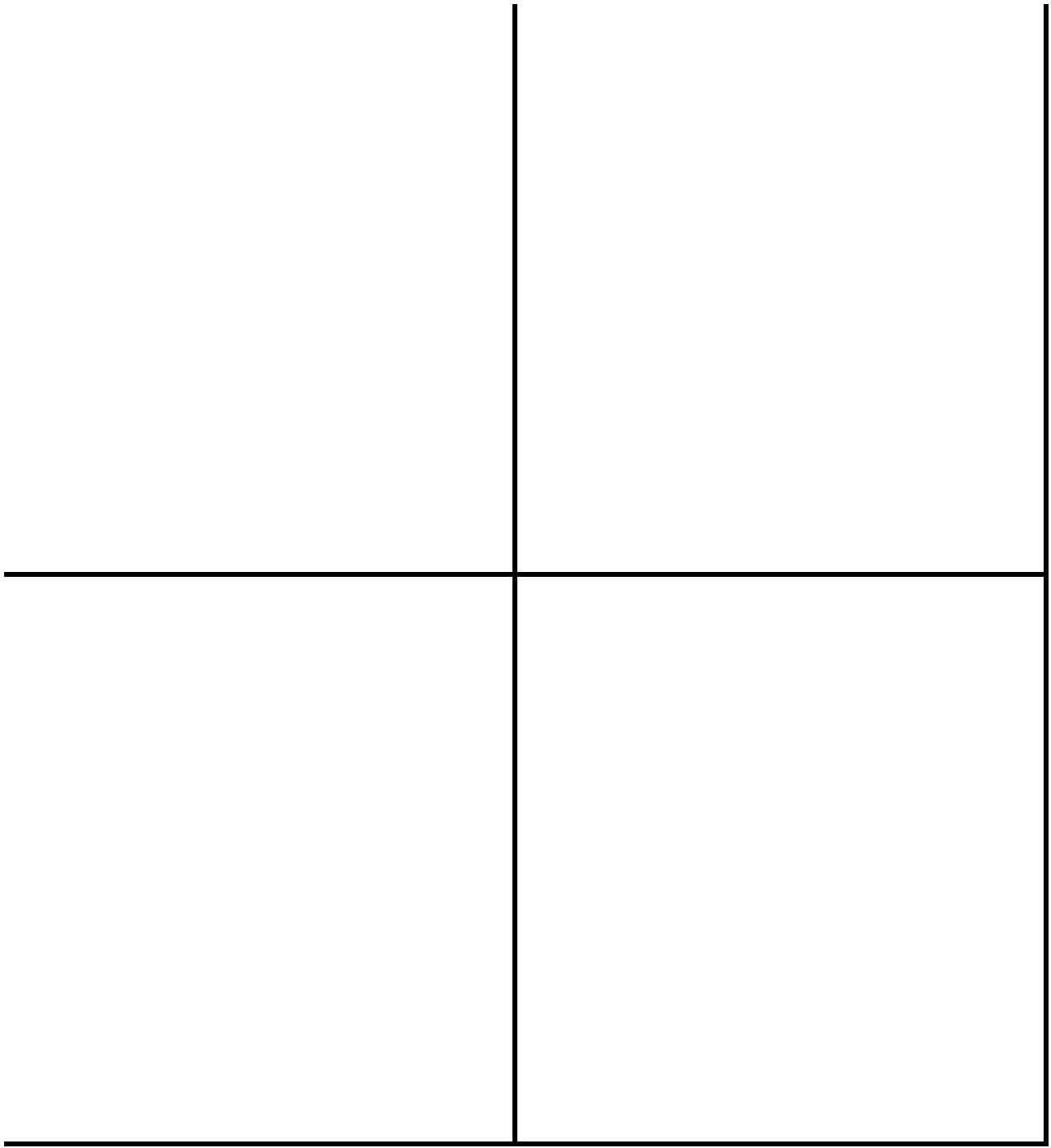
OPTIONAL Name of "Course Listing" 2 or experience in Program Sequence; Description of learning and assessment specific to the standard	OPTIONAL Name of "Course Listing" 3 or experience in Program Sequence; Description of learning and assessment specific to the standard
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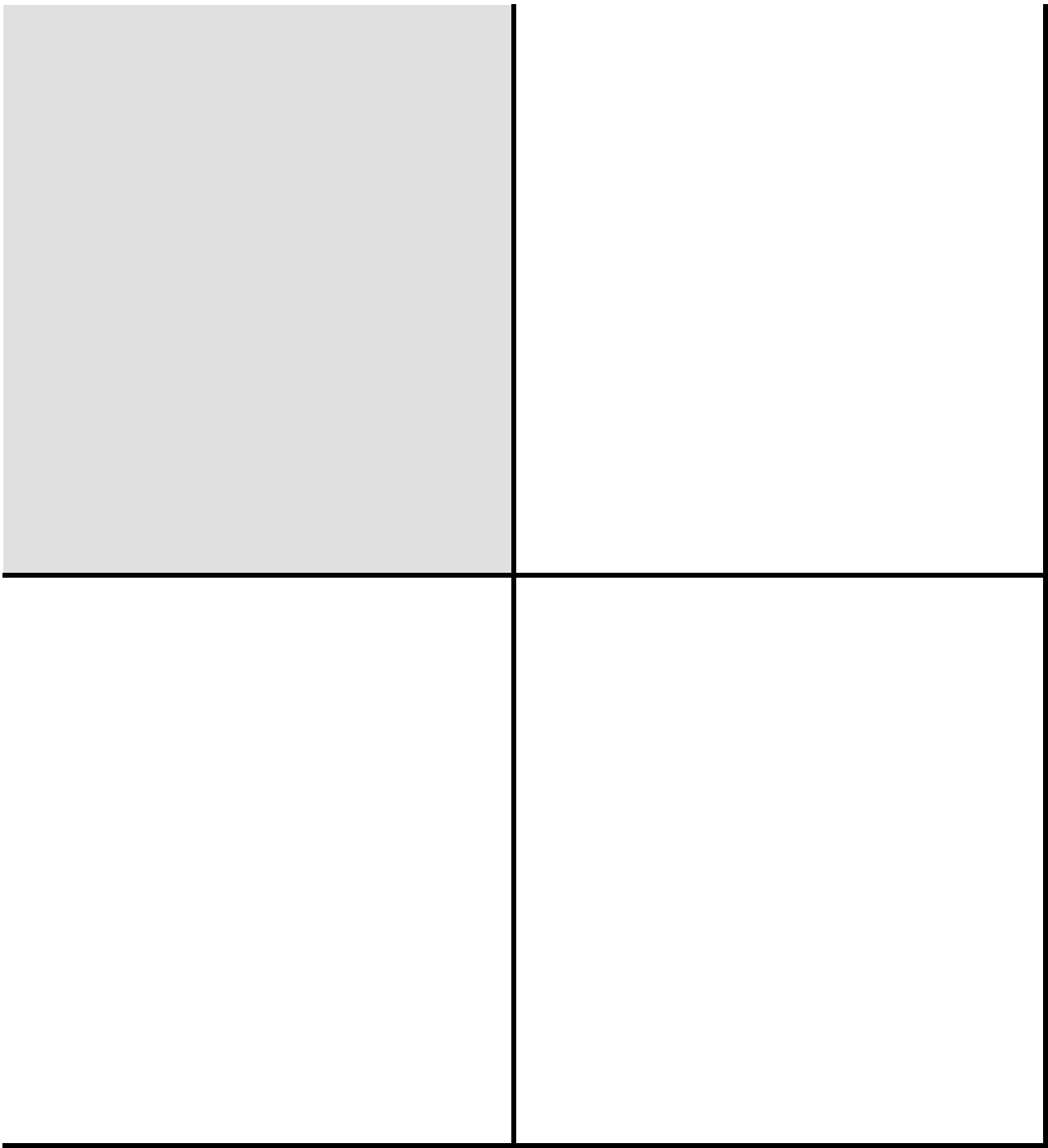
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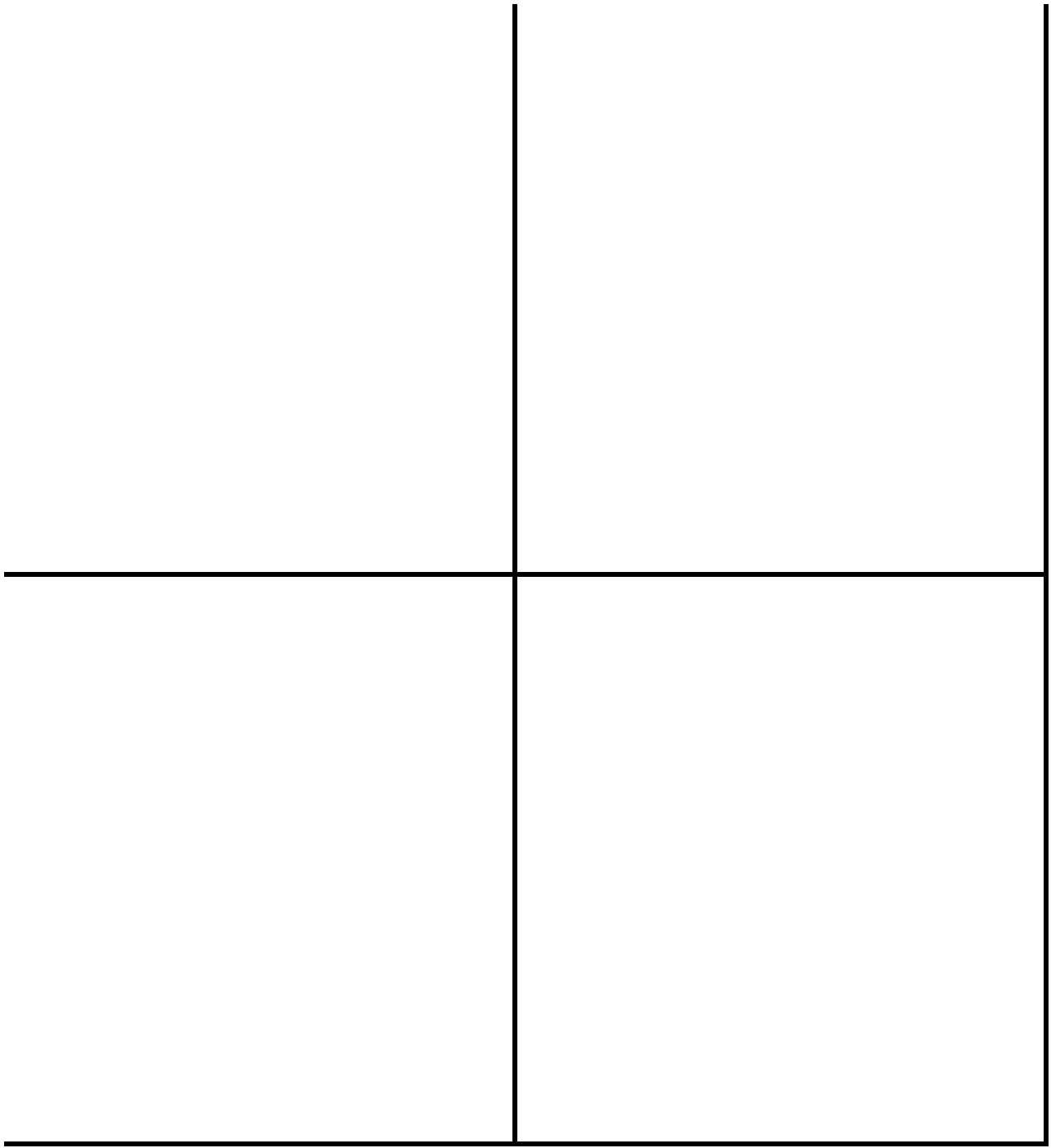
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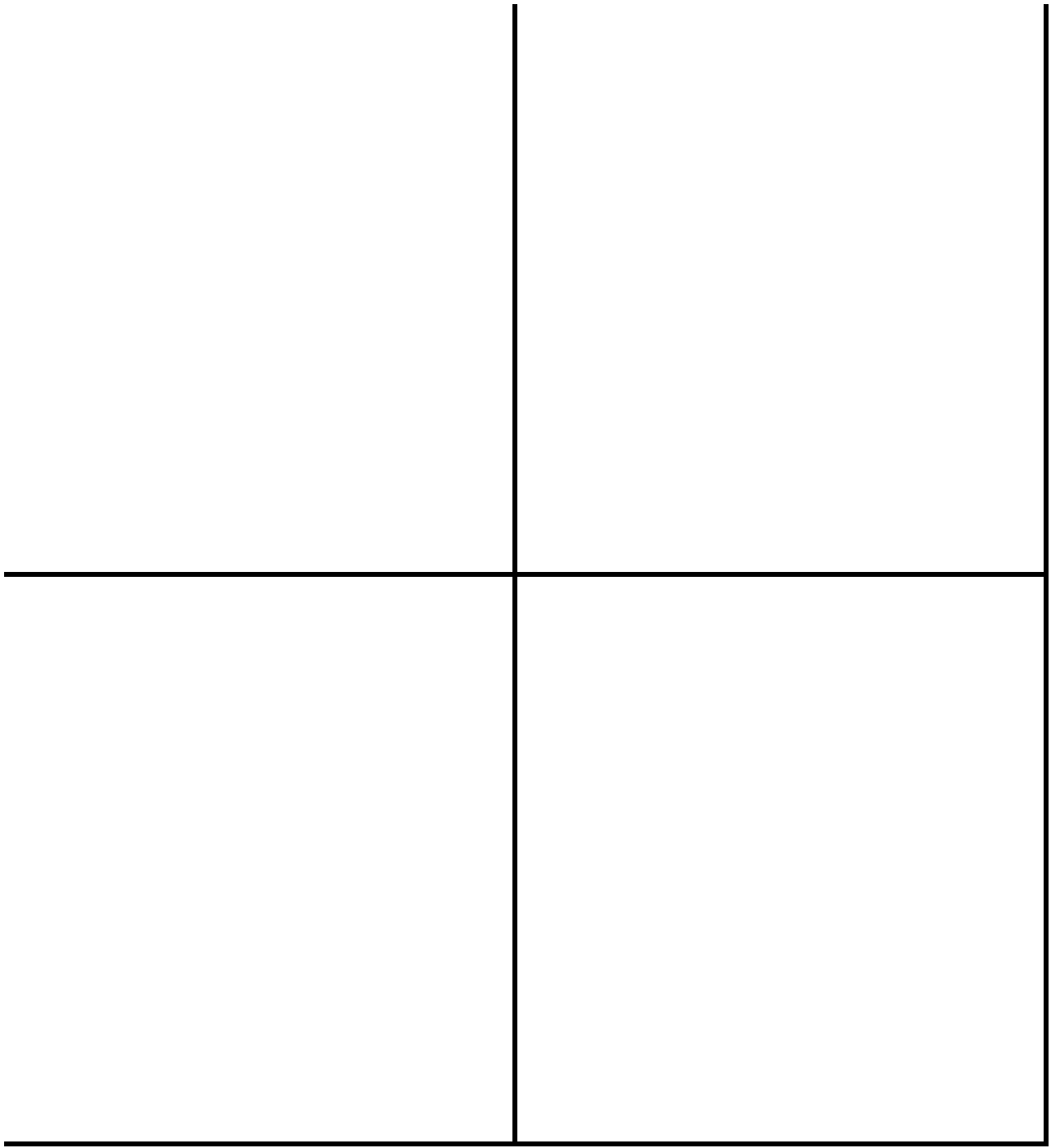


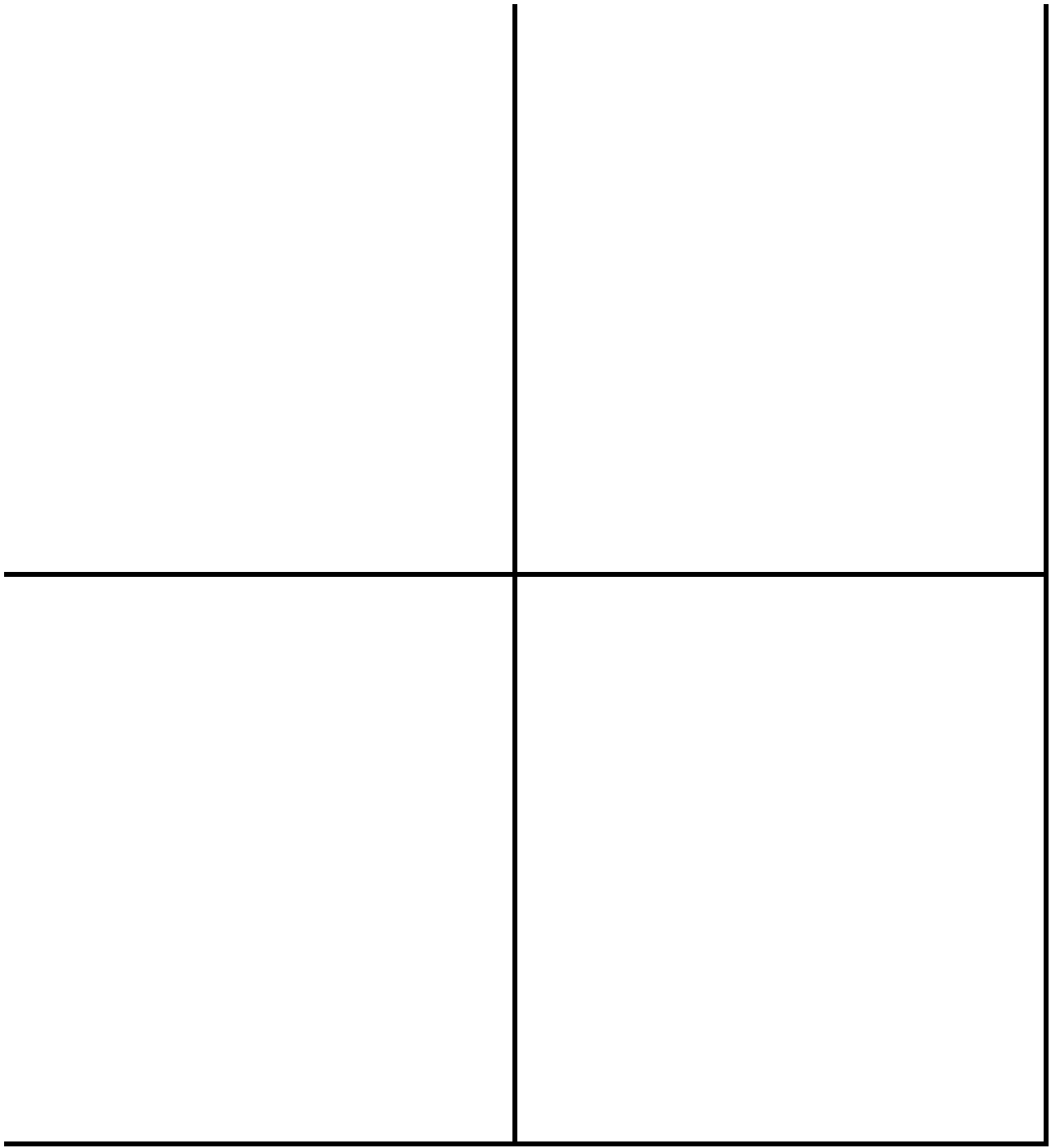












These will be evaluated by a reading expert.

