

Checkpoints with Key Assessments for SMSU School of Education
(rev. fall 2021)

Checkpoint Level	Key Assessment	Standards Met	Rationale for Task(s)
Checkpoint I	ED 101 & ED 601 Philosophy of Education Philosophy paper	SEPs 7A,E,F; 9B,D,E; 10A,C	taught at SMSU for all programs
	ED 101 / ED 601 field experience	SEPs 4B,C,H; 6C,D,J; 9H,J,L; and dispositions	taught at SMSU for all programs
Checkpoint II	ED 312 Human Relations/SOCI 212/SOCI 331 - Native American lesson plan, text bias analysis	SEPs 3D,J; 9C,G, I; 10D,E,G	taught at SMSU for all programs
Checkpoint III	Methods courses - unit plan or other project	SEP 4 - MN academic standards, instructional strategies;6-use of tech in teaching; 7-planning for instruction; 2- unit plans appropriate for grade level; 3- needs of SPED and EL students addressed; 8- Assessment	unit plans are written, rubric includes levels for Content (already approved), along with levels for SEP 2, and two separate levels for addressing needs of SPED and EL students - identified in student and admin surveys as area of need, also area of need in edTPAs * See separate listing below for course, artifact, and content standards addressed for each licensure program
	Classroom Management Plan - ED 301/ED 423/601	addresses SEP 5 in particular	taught at SMSU for all programs
	PSTE eval	aligned to SEPs	gateway to moving forward for student teaching
Checkpoint IV	Student teaching evaluation	aligned to SEPs	shows application of key concepts in field practice
	Graduation portfolio review	aligned to SEPs	shows application of key concepts in field practice

Notes: requirements for admission to Teacher Education Program, passing MTLEs, and passing edTPA are in addition to the Key assessments required for each program, so they are not included here.

Content Standards for various Teacher Education Program majors to incorporate in Content Rubric in LT:

Art Education K-12: ART 370 Use “The Curriculum Assignment” as the artifact

3.F. A teacher of visual arts must demonstrate an understanding of the teaching of visual arts that integrates understanding of visual art with an understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of visual arts to children, preadolescents, and adolescents must:

3.E.3 : - the historical foundations of art education and training in visual art;

3.F.3 : - develop curriculum goals and purposes based on the central concepts of visual arts and know how to apply instructional strategies and materials for achieving student understanding of this discipline;

3.F.4 : - understand the role and alignment of district, school, and department mission and goals in program planning;

Biology Education (Life Science 9-12): ED 407 use the ‘teaching unit’ as the artifact

Standard 3.E.

Subp.3.E. A teacher of science must have a broad-based knowledge of teaching science that integrates knowledge of science with knowledge of pedagogy, students, learning environments, and professional development. A teacher of science must understand:

3.E.1. curriculum and instruction in science as evidence by the ability to:

3.E.1.a : - select, using local, state, and national science standards, appropriate science learning goals and content;

3.E.1.b : - plan a coordinated sequence of lessons and instructional strategies that support the development of students' understanding and nurture a community of science learners including appropriate inquiry into authentic questions generated from students' experiences; strategies for eliciting students' alternative ideas; strategies to help students' understanding of scientific concepts and theories; and strategies to help students use their scientific knowledge to describe real-world objects, systems, or events;

3.E.1.c : - plan assessments to monitor and evaluate learning of science concepts and methods of scientific inquiry;

3.E.5 : - how to develop curriculum goals and purposes based on the central concepts of science and how to apply instructional strategies and materials for achieving student understanding of the discipline;

Chemistry Education 9-12: same as Biology Education

General Science: Gr. 5-8 additional to Life Science or Chemistry Education, same as Biology Education

Communication Arts 5-12: COMM 450 and ED 405 – artifact is teaching unit

Standard 3.C.

3.C. A teacher of communication arts and literature demonstrates an understanding of the teaching of communication arts and literature that integrates understanding of

communication arts and literature with their understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of communication arts and literature to preadolescent and adolescent students in grades 5 through 12 shall:

3.C.2 : - understand and apply the research base for and the best practices of middle level and high school education;

3.C.3 : - develop curriculum goals and purposes based on the central concepts of communication arts and literature and know how to apply instructional strategies and materials for achieving student understanding of this discipline;

Early Childhood Education B-Gr. 3: ED 318 use kindergarten center as artifact; ED 361 use unit lesson plans

ED 318:

3.A.1 : - the research base for and the best practices of early childhood education;

3.D. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

3.D.3. how to create learning environments that emphasize play, active manipulation of concrete materials, child choice and decision making, exploration of the environment, and interactions with others;

ED 361:

3.D.5. the central concepts and tools of inquiry for teaching mathematics, including:

3.D.5.b : - planning activities that develop primary-aged children's understanding of mathematics and increases their ability to apply mathematics to everyday problems;

3.D.5.d : - selecting and creating a variety of resources, materials, and activities for counting and studying patterns and mathematical relationships;

Elementary Education K-6: ED 318 use kindergarten center as artifact; ED 361 use unit lesson plans

Standard 3.A.

Subp. 3. Subject matter standards, elementary education. A teacher of children in kindergarten through grade 6 must:

3.A.1 : - understand and apply the research base for and the best practices of kindergarten and elementary level education;

3.A.2 : - understand and apply educational principles relevant to physical, social, emotional, moral, and cognitive development of young children;

3.A.5 : - understand how to integrate curriculum across subject areas in developmentally appropriate ways;

3.H.7.a : - know how to reason mathematically, solve problems, and communicate mathematics effectively at different levels of formality;

3.H.7.c : - understand the relationship between mathematics and other fields; and

3.H.7.d : - understand and apply problem solving, reasoning, communication, and connections; and

3.H.8.b : - know how to integrate technological and nontechnological tools with mathematics.

Middle Level Communication Arts 5-8: endorsement to Elementary Education ED 411 unit plan

3.A. A teacher of middle level students understands the nature of early adolescence and the needs of young adolescents. The teacher must understand and apply:

.A.1 : - the research base for and best practices of middle level education;

3.B. A teacher of middle level students understands the teaching of an academic subject area that integrates understanding of the academic content with the teacher's understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of middle level students in grades 5 through 8 must:

3.B.1 : - develop curriculum goals and purposes based on the central concepts of the academic specialty and know how to apply instructional strategies and materials that are appropriate for middle level students

and are specific to the academic content area;

Middle Level Math 5-8: endorsement to Elementary Education **ED 412 unit plan**

3.A. A teacher of middle level students understands the nature of early adolescence and the needs of young adolescents. The teacher must understand and apply:

3.A.1 : - the research base for and best practices of middle level education;

3.B.1 : - develop curriculum goals and purposes based on the central concepts of the academic specialty and know how to apply instructional strategies and materials that are appropriate for middle level students

and are specific to the academic content area;

Pre-Primary Ages 3-5: endorsement to Elementary Education; use **ED 330 Curriculum Unit**

3.A. A teacher of infant or toddler-aged, preprimary-aged, and primary-aged children must understand child development and learning, including:

3.A.1 : - the research base for and the best practices of early childhood education;

3.C.4. how to plan and implement appropriate curriculum and instructional practices based on developmental knowledge of individual preprimary-aged children, the community, and the curriculum goals and content, including how to use:

3.C.4.a : - developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help children develop curiosity, solve problems, and make decisions;

3.C.5.b : - create experiences that enable preprimary-aged children to use play as an organizer between the acquisition and use of information;

Middle Level Science 5-8: endorsement to Elementary Education, same as Biology Education **ED 413 unit plan**

Standard 3.E.

Subp.3.E. A teacher of science must have a broad-based knowledge of teaching science that integrates knowledge of science with knowledge of pedagogy, students, learning environments, and professional development. A teacher of science must understand:

3.E.1. curriculum and instruction in science as evidence by the ability to:

3.E.1.a : - select, using local, state, and national science standards, appropriate science learning goals and content;

3.E.1.b : - plan a coordinated sequence of lessons and instructional strategies that support the development of students' understanding and nurture a community of science learners including appropriate inquiry into authentic questions generated from students' experiences; strategies for eliciting students' alternative ideas; strategies to help students' understanding of scientific concepts and theories; and strategies to help students use their scientific knowledge to describe real-world objects, systems, or events;

3.E.1.c : - plan assessments to monitor and evaluate learning of science concepts and methods of scientific inquiry;

3.E.5 : - how to develop curriculum goals and purposes based on the central concepts of science and how to apply instructional strategies and materials for achieving student understanding of the discipline;

Middle Level Social Sciences 5-8: endorsement to Elementary Education **ED 414 unit plan**

3.A. A teacher of middle level students understands the nature of early adolescence and the needs of young adolescents. The teacher must understand and apply:

3.A.1 : - the research base for and best practices of middle level education;

3.B. A teacher of middle level students understands the teaching of an academic subject area that integrates understanding of the academic content with the teacher's understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of middle level students in grades 5 through 8 must:

3.B.1 : - develop curriculum goals and purposes based on the central concepts of the academic specialty and know how to apply instructional strategies and materials that are appropriate for middle level students and are specific to the academic content area;

K-8 Spanish: endorsement to Elementary Education **ED 409 unit plan**

Subp. 6. Teaching and learning.

6.B : - understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education;

6.C : - develop curriculum goals and purposes based on the central concepts of language and culture and know how to apply instructional strategies and materials for achieving student understanding of the language and culture;

Mathematics 5-12: artifact is teaching unit in **ED 406**

3.I. A teacher of mathematics must demonstrate an understanding of the teaching of mathematics that integrates understanding of mathematics with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of mathematics to preadolescent and adolescent students shall:

3.I.2 : - understand and apply the research base for and the best practices of middle level and high school education;

3.I.3 : - develop curriculum goals and purposes based on the central concepts of mathematics and know how to apply instructional strategies and materials for achieving student understanding of this discipline;

Music, Instrumental and Vocal K-12: use planning/assessment of lessons as artifact (unit) in **ED 393**

3.A. All music teachers must have the ability to:

3.A.8 : - demonstrate a basic knowledge of approaches to general music instruction, materials, and literature for students of varying abilities;

3.D. All teachers of music must demonstrate an understanding of the teaching of music that integrates understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of music shall:

3.D.2 : - understand and apply the research base for and the best practices of kindergarten or primary, intermediate, and middle level and high school education;

3.D.3 : - develop curriculum goals and purposes based on the central concepts of vocal or instrumental music and know how to apply instructional strategies and materials for achieving student understanding of this discipline;

Physical Education K-12: use unit in PE 401

3.C. A teacher of physical education must demonstrate an understanding of the teaching of physical education that integrates understanding of physical education with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of physical education to children, preadolescents, and adolescents must:

3.C.2 : - understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education;

3.C.4 : - develop curriculum goals and purposes based on the central concepts of physical education and know how to apply instructional strategies and materials for achieving student understanding of this discipline;

Reading K-12: use lesson plans from **ED 4/551** as artifact – from Reading portfolio

3a.B. A teacher of reading must be able to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction:

3a.B.1 : - organize and manage effective reading instruction appropriate across developmental levels, proficiency, and linguistic backgrounds;

a.B.8 : - demonstrate competency through a variety of clinical experiences with elementary, middle, and high school students.

Social Studies 5-12: use unit plan as artifact from **ED 408**

3.K. A teacher of social studies must demonstrate an understanding of the teaching of social studies that integrates understanding of the social studies disciplines with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of social studies to preadolescent and adolescent students shall:

3.K.2 : - understand and apply the research base for and the best practices of middle and high school education;

3.K.3 : - develop curriculum goals and purposes based on the central concepts of each social studies discipline and know how to apply instructional strategies and materials for achieving student understanding of these disciplines;

TESL K-12: use curriculum unit as artifact (**TESL 4/535** and portfolio)

3.J. An English as a second language teacher must demonstrate an understanding of the teaching of English as a second language that integrates understanding of English as a second language with the teacher's understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of English as a second language in kindergarten through grade 12 must:

3.J.2 : - understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle level and high school education;

3.J.3 : - develop curriculum goals and purposes based on the central concepts of English as a second language and know how to apply instructional strategies and materials for achieving student understanding;

Early Childhood Special Education Birth-Age 8: ECSE 422 - ECSE Research Paper ECSE 442 - ECSE Programming Project

3.C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: early childhood understands how to use individual family services plans and individual education program plans to design and implement developmentally appropriate instruction for young children with developmental delays or disabilities or medical conditions. The teacher must understand how to:

3.C.2 : - select, implement, monitor, and adjust curricula and intervention strategies across developmental domains;

3.C.3 : - provide, as well as teach families and other early childhood providers, developmentally and functionally appropriate individual and group activities within natural routines and across settings for infants, toddlers, and young children;

3.C.6 : - design, implement, monitor, and adjust instruction and supports, including the use of assistive technologies, to accelerate the rate of learning in reaching age-appropriate benchmarks, attain child and family outcomes, and facilitate transition processes.

SPED-ABS K-12: SPED 480/580 - Workshop/Portfolio Project SPED 430/530 - Profiles of Five ABS Areas

3.A. Foundational knowledge. A teacher of special education: academic and behavioral strategist understands the foundations of special education services for students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance on which to base practice.

The teacher must demonstrate knowledge of the:

3.A.2 : - laws, policies, and ethical principles regarding behavior management planning and implementation of positive behavior supports for students with challenging behavior;

3.B. Referral, evaluation, planning, and programming. A teacher of special education: academic and behavioral strategist understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. The teacher must be able to:

3.B.1 : - select, administer, and interpret academic, behavioral, functional, social, emotional, and communication screening tools;

3.B.2 : - design, implement, evaluate, and adjust as needed, research-based interventions based on screening results, information from families, and performance data in the context of general education instruction and prereferral interventions;

3.B.12 : - design and implement individualized education program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals.

3.C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: academic and behavioral strategist understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students who have mild to moderate needs in the areas of academics, behavior, social, emotional, communication, and functional performance. The teacher must be able to:

3.C.1 : - utilize principles of universal design for learning in order to meet student needs across disability areas and across settings and provide access to grade-level content standards;

3.C.2 : - design, implement, modify, and adjust instructional programs and processes and adapt materials and environments to enhance individual student participation and performance when serving students with a range of disabilities and diverse needs;

3.C.5 : - select and apply evidence-based instructional practices, including those supported by scientifically based research when available, for academic instruction, social skills instruction, affective education, and behavior management for students with a range of disabilities and diverse needs within a common instructional setting;

3.C.6 : - apply strategies to increase functional developmental skills, academic skills, reasoning, problem solving skills, study skills, organizational skills, coping skills, social skills, self-advocacy, self-assessment, self-awareness, self-management, self-control, self-reliance, self-esteem, test-taking skills, and other cognitive strategies to ensure individual success in one-to-one, small-group, and large-group settings, including preparation for transition;

3.C.10 : - design, implement, monitor, and adjust instructional programs;

3.C.12 : - design, implement, monitor, and adjust a range of evidence-based instructional strategies and practices and develop and adapt specialized materials that facilitate student engagement and the maintenance and generalization of skills;

DAPE K-12: use unit plan in **PE 220** as artifact

3.C. Instructional design, teaching, and ongoing evaluation. A teacher of special education: developmental adapted physical education understands how to use individualized education program plans to design, implement, monitor, and adjust instruction for students with disabilities relating to physical and motor fitness.

The teacher must be able to:

3.C.1 : - design, implement, monitor, and adjust a variety of evidence-based instructional resources, strategies, and techniques, including scientifically based research interventions when available, to implement developmental adapted physical education services;

3.C.7 : - monitor progress, adjust instruction, and evaluate the acquisition of skills related to developmental adapted physical education.

Ag Education: use unit plan from **AgEd 401** as artifact

3.L. A teacher of agricultural education must demonstrate an understanding of the teaching of agriculture that integrates agriculture with pedagogy, students, learning, classroom management, and professional development to:

3.L.2 : - understand and apply the research base and the best practices of middle level and high school education;

3.L.3 : - develop curriculum goals and purposes based on the central concepts of agricultural education; and know how to apply instructional strategies and materials for achieving student understanding of agricultural education;

Health Education: use unit plan from **HLTH 492** as artifact

3.H. A teacher of health demonstrates an understanding of the teaching of health that integrates understanding of health with the understanding of pedagogy, students, learning, classroom management, and professional development. The teacher of health to preadolescent and adolescent students must:

3.H.2 : understand and apply the research base for and the best practices of middle and high school education;

3.H.3 : develop curriculum goals and purposes based on the central concepts of health and know how to apply instructional strategies and materials for achieving student understanding of this discipline;