

Southwest Minnesota State University
School of Education
Teacher Preparation Program Assessment of Candidate Competency
Checkpoints

The SMSU SoE TPP assessment plan consists of checkpoints to assess candidate competency:

Checkpoint I: Philosophy of Education and Initial Field Experience Evaluation

In ED 101 Introduction to Education & LAB or ED 601 Foundations of Education & LAB, candidates compose a philosophy of education and complete a 15-hour initial field experience, which includes observation and writing/teaching one lesson.

The Standards of Effective Practice (SEP) are assessed via submission of assignments in Livetext:

Philosophy of Assessment: 7A, 7E, 7F; 9B, 9D, 9E; 10A, 10C

Initial Field Experience Evaluation: 4B, 4C, 4H; 6C, 6D, 6J; 9H, 9J, 9L, and dispositions.

Additionally, ED 101 Introduction to Education & LAB | ED 601 Foundations of Education & LAB have been identified as the introduction to all SEPs, which have been aligned to all of the University Student Learning Outcomes (SLOs).

The initial field experience evaluation from ED 101 Introduction to Education & LAB | ED 601 Foundations of Education & LAB is incorporated into the Teacher Preparation Program application as it is reviewed for admission.

Admission to the Teacher Preparation Program

Candidates apply for admission to the Teacher Preparation Program via an online application typically at the end of their sophomore year after successfully completing initial steps in teacher preparation including ED 101 Introduction to Education & LAB or ED 601 Foundations of Education & LAB.

The Perceptive Content online application was adopted in 2018, changing from the Livetext online application, with updates made annually. The change in system and process allows for the teacher candidate to monitor the application process and for the application to move through the workflow process similar to the student petition process. The application and criteria for admission may be found on the School of Education website: <https://www.smsu.edu/academics/schools/education/teacher-preparation-program.html>

Criteria for Admission to the Teacher Preparation Program

Applicants to SMSU's Teacher Preparation Program (TPP) must:

1. Have completed at least 45 semester credits prior to applying and show evidence that a minimum of 60 semester credits will be satisfactorily completed at the end of the semester in which the application is being made. If you have a requirement that will be met during the summer term, candidates may be conditionally admitted to the TPP and should apply in the spring or summer/when admitted to SMSU. Candidates need to successfully meet the requirements for full admission by the end of the following fall term. Only candidates with full admission to the TPP will participate in student teaching.

2. The minimum GPA requirement is 2.8 in entry level professional education coursework for admission to the Teacher Preparation Program. To be eligible to student teach, candidates must have a 2.8 GPA for professional education coursework/major GPA. Additionally, a “C” grade or better must be maintained in all Professional Education/ECSE/SPED/TESL courses to maintain eligibility for student teaching. All “I”, “IP” or “C-” and below grades must be successfully resolved to maintain eligibility for student teaching.
3. Have completed the following courses (or the equivalents):
 - ENG 151 (Academic Writing) OR ENG 251 (Writing in Professions) with a minimum grade of ‘C’ or better in one of the classes OR meeting PELSB approved ACT/SAT scores OR passing scores on the NES EAS tests in Reading and Writing.
 - COMM: Goal 1 COMM class with a Comm prefix with a minimum grade of ‘C’ or better.
Recommended: COMM 110 Essentials of Speaking & Listening or a comparable course.
 - MATH: Goal 4 MATH class with a MATH prefix with a minimum grade of ‘C’ or better OR meeting PELSB approved ACT/SAT scores OR passing scores on the NES EAS test in Math. *All ELED majors will need to take MATH 110 (or higher level math course – reference advising guide) as it is a prerequisite for MATH 129, which is required for the major.
 - The above requirements for ENG, COMM, and MATH are considered met with a previous degree for admission to the TPP.
 - ED 101 Introduction to Education & LAB or ED 601 Foundations in Education & LAB with a minimum grade of ‘C’ or better and a positive recommendation.
 - ED 102 Technology: Classroom Applications & Portfolio or ED 601 Foundations in Education & LAB with a minimum grade of ‘C’ or better.
4. Demonstrated writing proficiency in education courses, documented in ED 101 or ED 601.
 - In ED 101 or ED 601, teacher candidates will submit a philosophy of education to their instructor for evaluation. Teacher candidates who do not meet the School of Education standards are responsible for working with the SMSU Writing Center to improve written work.
 - Submit a written essay as part of the application to the Teacher Preparation Program.

Teacher Preparation Program Requirements:

Items to be Uploaded/Submitted with the TPP Application

1. Essay
To demonstrate competency in written communication, you must submit a typed or a handwritten, two-three page essay. This essay will be reviewed for correctness in mechanics and spelling, and the ability to express ideas clearly. It should include information on why you have chosen teaching as a career, what you already know about teaching the age range for which you are applying, your experiences in a teaching setting and other experiences, and any additional characteristics you have which will make you an effective teacher.
2. Academic Faculty Reference Form
This form is to be completed by a faculty member from a class you have taken at SMSU or another university, college, or technical school, where the teacher candidate has taken coursework. Secondary/K-12 majors must have their content area advisor complete this form.
3. Education Faculty Reference Form
This form is to be completed by a faculty member from an education class taken at SMSU or another university, college, or technical school, where the teacher candidate has taken coursework.
4. Verification of Experience with Children/Adolescents Form
Complete the form identifying a 30-hour experience working with children/adolescents. A candidate may combine two experiences to meet the 30-hour experience requirement.
5. Teacher Candidate Dispositions Self-Assessment Form
This form is to be completed by the teacher candidate as a self-evaluation.

6. Understandings Form

Read, sign, date, and submit with your application.

Code of Ethics and Professional Dispositions

Listserv Enrollment and EMAE Membership - Confirmation of Liability Coverage

Enrollment in the Education listserv

All teacher candidates need to subscribe to the Education listserv, as this is how we send program information, scholarships, deadlines, job opportunities, meetings, events and more out to students.

To subscribe to the listserv:

- Send a BLANK email to Smsu-emsp-subscribe-request@lists.minnstate.edu.
- Leave the subject line and body of the email BLANK. This includes any "signature" you have set up.
- You will receive a confirmation email from MINNSTATE LISTSERV Server. You will need to click the link within the email to confirm your subscription. Keep this email as it is included in the TPP Application.

EMAE Membership - Confirmation of Liability Coverage

All SMSU Education candidates must hold personal liability insurance in an amount comparable to professional standards (minimum of \$00,000). The coverage runs from September 1 through August 31 of the following year and must be renewed annually. The cost is approximately \$40 annually. Apply online at www.nea.org, then click on "Join NEA" up at the top. Keep your confirmation email as evidence needed for field experiences and coursework. If candidates are part of the post-baccalaureate program or are currently professionally licensed tier 3 or 4 teachers, they may have comparable coverage from their education workplace; evidence must be submitted.

Guidelines for Social Media use Agreement SMSU School of Education Candidate Handbook

7. ED 101 Intro. to Education & LAB or ED 601 Foundation in Education & LAB Classroom Experience Reference Form

The cooperating teacher for this classroom field experience will complete this form. If the course/field experience was through SMSU, the evaluation is located in LiveText. If the Introduction to Education class is from another institution, the candidate should request a copy of the field experience evaluation from that institution's Placement Office. Transfer Pathways (TP) teacher candidates may be conditionally admitted to the TPP without the ED 101 or ED 601 evaluation. Once a TP candidate obtains a positive recommendation from a SMSU field experience, the conditional admission may be moved to full acceptance if all other requirements are successfully met.

Teacher Candidates Holding a Previous Degree:

Teacher Candidates with an AA Degree

- Can be admitted on a conditional basis if they have not taken ED 102 Technology
- Can be conditionally admitted, and moved to full admittance upon successful completion of required courses
- AND, must be enrolled in these courses for the next semester

Teacher Candidates with a Bachelor's Degree without Tier 3 or 4 Licensure

Any teacher candidate already holding a bachelor's degree, but who does not hold a professional teaching (tier 3 or 4) license, must meet the admission criteria identified above and be accepted into the program before taking most upper division methods courses in Education toward the licensure program.

Tier 3 or 4 Licensed Teachers

Licensed teachers, who plan to add a new licensure, will be asked to submit transcripts of all college or university studies, copy of current teaching license, and evidence of liability insurance. A customized plan will be developed upon review of the information provided.

Once the application is completed and submitted, the advisor for the candidate reviews the application to determine whether all minimum criteria have been met. If so, the faculty advisor moves the application forward to be considered by the Teacher Preparation Program Licensure faculty, and recommends the candidate for admission to the Teacher Preparation Program. The candidate's qualifications and dispositions are reviewed by all faculty, and a vote is taken. Candidates are informed of the result of the admission decision and any remediation needed. Admission to the Teacher Preparation Program allows candidates to register for methods courses at the 300-400 level and to progress towards recommendation for student teaching.

Checkpoint II: Standards of Effective Practice

In ED 312 Human Relations for Teachers/ SOCI 331 Race & Ethnic Relations, candidates complete a Native American lesson plan and text analysis for bias. MN Standards of Effective Practice addressed via ED 312/SOCI 331: 3D, 3J; 9C, 9G, 9I; 10D, 10E, 10G.

Human Relations for Teachers has been identified as reinforcement to most SEPs, which have been aligned to all of the University SLOs.

Checkpoint III: Methods

Key assessments include:

ECE –ED 424 (math unit) & ED 418 (kindergarten center) *additional checkpoint for ECE

ELED – ED 424 (math unit) & ED 418(kindergarten center) *additional checkpoint for ELED

Endorsements to Elementary:

Pre-primary - ED 330

5-8 Math – ED 412 content methods course

5-8 Science – ED 413 content methods course

5-8 Social Sciences – ED 416 content methods course

5-8 Comm Arts – ED 414 content methods course

K-8 Spanish – ED 409 content methods course

SEC/K-12 – content methods course | classroom management plan

DAPE – PE 220 unit

K-12 Reading – ED 451/551

SPED - SPED 430, SPED 480

TESL – TESL 435 (TESL unit)

To be recommended for advancement to student teaching, candidates must have successfully completed a 10-day pre-student teaching experience and have received positive recommendations from their cooperating teacher and university supervisor. Candidates must complete all requirements of pre-student teaching, including the practice edTPA (Teacher Performance Assessment), and receive a positive recommendation from their cooperating teacher and their university supervisor.

Pre-Student Teaching and Student Teaching have been identified as advanced understanding and application of the SEPs, which have been aligned to all of the University SLOs.

CHECKPOINT IV: Student Teaching

Assessment of Checkpoint IV includes the successful completion of student teaching at the end of the program. Candidates complete a full semester of student teaching at the grade level(s) required for licensure; para-to programs provide a year-long residency student teaching experience. The Student Teaching evaluations, aligned to each of the 10 SEPs, are completed by the cooperating teacher and the university supervisor. Candidates must receive a positive recommendation to complete the student teaching experience and to be recommended for graduation and licensure.

All licensure candidates are required to complete the EdTPA during student teaching and submit to Pearson for scoring. If they do not meet the state recommended threshold, candidates are required to revise their submission and resubmit to Pearson for official scoring. Candidates are required to meet competent levels in order to be recommended for graduation and licensure. The Director of Assessment, Accreditation, and Licensure in collaboration with the Director of Clinical Experiences in Education facilitated the submission and remediation of the edTPA portfolios.

The Graduation Portfolio Review, aligned to each of the 10 SEPs, is conducted during the last week of the student teaching semester. Each candidate is assigned to a School of Education faculty member to complete a review of their portfolio, showcasing their best work in each of the 10 SEPs and in their knowledge of their content area. Candidates are scored 1-4 with a rubric developed by the education faculty. Candidates must receive a positive recommendation to be recommended for graduation and licensure.

MN Standards addressed and assessed in Checkpoint IV include: All 10 SEPs and content area standards are assessed during the portfolio review process and the student teaching evaluation.

Licensure:

Following the posting of their degree and all licensure requirements are proficiently met, candidates are recommended to PELSB for licensure.

*Note: the MTLE and EAS exams are no longer required by state statute beginning in August of 2023.

Checkpoints with Key Assessments for SMSU School of Education

Checkpoint Level	Key Assessment	Standards Met	Rationale for Task(s)
Checkpoint I	ED 101 / ED 601 Philosophy of Education Philosophy paper	SEPs 7A,7E,7F; 9B,9D,9E; 10A,10C	Initial teacher preparation course for prospective teacher candidates for all licensure programs
	ED 101 / ED 601 field experience evaluation *Additionally reviewed with the TPP application	SEPs 4B,4C,4H; 6C, 6D, 6J; 9H,9J,9L; dispositions	Initial teacher preparation course for prospective teacher candidates for all licensure programs
Checkpoint II	ED 312 / SOCI 331 - Native American lesson plan, text bias analysis	SEPs 3D,3J; 9C, 9G, 9I; 10D, 10E, 10G	Initial teacher preparation course for prospective teacher candidates for all licensure programs
Checkpoint III	Methods courses - unit plan (or parallel 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 ML learners addressed; 8- Assessment	Assesses candidate's attainment of content and pedagogical knowledge and skills * See separate listing below for course, artifact, and content standards addressed for each licensure program
	ED 301 - Classroom Management Plan	addresses SEP 5 in particular	Requirement for teacher candidates for secondary licensure programs
	PSTE evaluation	aligned to SEPs	To be recommended for advancement to student teaching
Checkpoint IV	Student teaching evaluation	aligned to SEPs	Application of candidate's attainment of content and pedagogical knowledge and skills
	Graduation portfolio review	aligned to SEPs	Application of candidate's attainment of content and pedagogical knowledge and skills throughout the teacher preparation program

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

Art Education K-12: ART 270 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 418 - kindergarten center as artifact; ED 424 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 418 -kindergarten center as artifact; ED 424 -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: planning/assessment of lessons as artifact (unit) in MUS 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: 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: lesson plans as artifact (ED 451/551 & 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: 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: curriculum unit as artifact (TESL 4/535 & 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: 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: - 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;