

2018 Curriculum Map
Institute for Teacher Education, Elementary Education (BEEd)

Student Learning Outcomes

1. Learner development
2. Learner differences
3. Learning environments
4. Content Knowledge
5. Application of content
6. Assessment
7. Planning for instruction
8. Instructional strategies
9. Professional learning and ethical practice
10. Leadership and collaboration

See below for more detailed information on the SLOs and Assessments.

Assessment	SLOs	Courses where the students gain skills and knowledge to complete the assessment	Course(s) where students submit the assessment
Assessment A— Planning Instruction	1, 2, 4, 6, 7	ITE 312 Methods courses: ITE 312, ITE 314, ITE 320, ITE 322, ITE 323, ITE 323, ITE 325, ITE 326, and ITE 326 Or ESEE 310, ESEE 311, ESEE 320, ESEE 331, ESEE 332, ESEE 333, ESEE 334, ESEE 340, ESEE 341, ESEE 342 Or ITE 415/SPED 485, ITE 321/SPED 461, ITE 313/SPED 421, ITE 326, ITE 360, ITE 417, SEPD 304, ITE 320, ITE 324, ITE 416/SPED 332,	ITE 317 or ESEE 353 or ITE/SPED 315 (Field experience courses within different program tracks)

		ITE 425, SPED 487, SPED 462	
Assessment B— Student Teaching Evaluation	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	ITE 317 or ESEE 350, 351, 352, 353 or ITE/SPED 315	ITE 390 or ESEE 354 (Student teaching courses)
Assessment C— Candidate Effect on P-12 Learning	1, 6, 9	ITE 312 Methods courses: ITE 312, ITE 314, ITE 320, ITE 322, ITE 323, ITE 323, ITE 325, ITE 326, and ITE 326 Or ESEE 310, ESEE 311, ESEE 320, ESEE 331, ESEE 332, ESEE 333, ESEE 334, ESEE 340, ESEE 341, ESEE 342 Or ITE 415/SPED 485, ITE 321/SPED 461, ITE 313/SPED 421, ITE 326, ITE 360, ITE 417, SEPD 304, ITE 320, ITE 324, ITE 416/SPED 332, ITE 425, SPED 487, SPED 462	ITE 391 or ESEE 355 (Student teaching seminar courses)
Assessment D— Professional Dispositions	9, 10	ITE 312 Methods courses: ITE 312, ITE 314, ITE 320, ITE 322, ITE 323, ITE 323, ITE 325, ITE 326, and ITE 326 Or ESEE 310, ESEE 311, ESEE 320, ESEE 331, ESEE 332, ESEE 333, ESEE 334, ESEE 340, ESEE 341, ESEE 342	ITE 317 or ESEE 353 or ITE/SPED 315 (Field experience courses within different program tracks)

		Or ITE 415/SPED 485, ITE 321/SPED 461, ITE 313/SPED 421, ITE 326, ITE 360, ITE 417, SEPD 304, ITE 320, ITE 324, ITE 416/SPED 332, ITE 425, SPED 487, SPED 462	
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Assessment A – Planning Instruction: Candidates must demonstrate their ability to plan instruction for P12 learners. Evidence for this assessment is a minimum of three lesson plans, which are scored on Domain 1 (Planning and Preparation) of the Charlotte Danielson Framework for Teaching (CDF). The assessment is completed prior to the student teaching semester.

Assessment B - Student Teaching Evaluation: Candidates demonstrate their competence as a teacher candidate in the four domains of the Charlotte Danielson Framework for Teaching (CDF): (1) Planning and Preparation, (2) the Classroom Environment, (3) Instruction, and (4) Professional Responsibilities. This assessment is completed during student teaching and is cumulative across the entire semester of work.

Assessment C – Effect on P12 Learning: Candidates demonstrate their ability to plan, teach, and assess a unit of instruction/sequence of lessons. This assessment specifically addresses candidates’ ability to plan and teach a unit of instruction/sequence of lessons, analyze student learning through assessment data, and reflect on their teaching practice to improve their instruction. The assessment is scored on designated components and elements of the Charlotte Danielson Framework for Teaching (CDF). This assessment is completed during student teaching.

Assessment D - Professional Dispositions: Candidates must demonstrate professional dispositions, including professionalism, communication (verbal and nonverbal), collaboration, reflection, and diversity. This assessment is completed in all field and student teaching experiences.

At A Glance InTASC Standards

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), developed model core teaching standards that outline what teachers should know and be able to do to ensure that every K-12 student reaches the goal of being ready to enter college or the workforce in today's world.

I. The Learner and Learning

Standard 1: Learner Development—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences—The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments—The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

II. Content

Standard 4: Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

III. Instructional Practice

Standard 6: Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

IV. Professional Responsibility

Standard 9: Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_%28intasc%29.html