

**Department of Education Assessment Plan**  
***Bachelor's of Science in Elementary Education (K-6) and***  
***Secondary Education Teaching (SET) Licensure Program***

Dixie State College  
 Revised - April 20, 2010

Course Number and Name	Course Objectives	Assessment
<b>ADMITTANCE REQUIREMENTS</b>		
	Determine readiness for beginning a teacher preparation program.	Transcripts – Overall GPA: 2.75; Prerequisite GPA: 3.0 Letters of Recommendation (3) Writing Assessment Completion of GE and Prerequisite Coursework Essay Group Interview
<b>PREREQUISITE COURSES</b>		
<b>EDUC 1010 Foundations &amp; Intro to Education</b>	Review the professional aspects of teaching as a career.	Observation Reports, learning team activities, Final Exam
	Identify social issues affecting the schools	Class discussion, learning team activities, end-of-chapter quizzes, Final Exam
	Describe public schooling in the United States and current aspects of our educational system.	Observation Reports, end-of-chapter quizzes, learning team activities, Final Exam
	Explain the historical, philosophical and other related issues influencing education.	Class discussion, end-of-chapter quizzes, Final Exam
	Express personal philosophy of education.	Philosophy of Education Draft
	Examine educational views, teaching styles, and school programs and practices.	Observation Reports, class discussion, Final Exam
	Assess information and experiences to decide on a career in teaching.	Observation Reports, class discussion, learning team activities, Final Exam
	Explain philosophical and historical perspectives that have formed the basis for public policy regarding exceptionality,	Textbook Response Assignment Papers

<b>EDUC 2010 Introduction to Teaching Exceptional Children</b>	and legislation, which currently shapes service delivery for, and influences the lives of, individuals with a disability.	Research Response Midterm & Final Exam
	Explain the variations in beliefs, traditions, and values across cultures and their implications for individuals with disabilities, their families, and the provision of services.	Textbook Response Assignment Papers Research Response Midterm & Final Exam
	Describe the characteristics and requirements of the IEP (Individualized Education Program).	Textbook Response Assignment Papers Midterm & Final Exam
	Identify the various exceptionalities including Learning Disabilities (LD), Intellectual Disabilities (ID), Communication Disorders (CD), Physical Disabilities, Attention (ADHD), Section 504, and Gifted & Talented (GT).	Textbook Response Assignment Papers "Find Someone Who" Midterm & Final Exam
	Describe the similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with diverse needs.	Textbook Response Assignment Papers "Find Someone Who" Midterm & Final Exam
	Identify Issues and challenges faced by families of individuals with disabilities.	Textbook Response Assignment Papers Research Response "Find Someone Who" Midterm & Final Exam
	Explain the rights and responsibilities of parents, students, teachers, and other professionals and schools as they relate to individualized learning needs.	Textbook Response Assignment Papers Research Response "Find Someone Who" Midterm & Final Exam
	Explain the key characteristics and differences of inclusion and co-teaching.	Textbook Response Assignment Papers Research Response Midterm & Final Exam
<b>EDUC 2400 Foundations of Multicultural/ESL Learners</b>	Identify culture-specific linguistic, sociolinguistic, and extralinguistic (gestures, eye contact, etc.) characteristics, and recognize differences as potential sources of cross-cultural misunderstanding	Cultural Analysis Cultural Interview Quizzes, Midterm, & Final
	Develop awareness of sources of cultural bias in our everyday life and develop ways to reduce these and other forms of bias	Cultural Interview Quizzes, Midterm, & Final
	Understand the concept of globalization and transnationalism to understand the relationship with the world we live in	Quizzes, Midterm, & Final
	Understanding of democratic and inclusive K-12 classrooms.	Quizzes, Midterm, & Final
	Understand the diversity of English Language Learners in public school systems	Cultural Interview Quizzes, Midterm, & Final
<b>EDUC 2500 Technology for</b>	Develop knowledge of national (NETS/ ISTE National Educational Technology Standards for Teachers) technology	Standards (INTASC, DESERT) brochure

<b>Educators and Electronic Portfolios (K-12)</b>	standards.	
	Develop knowledge and skills of various computer software programs that can be used to enhance instructional strategies and student learning in K-12 classroom setting.	Inspiration/kidspiration concept map
	Create an electronic portfolio that includes artifacts and rationales that provide evidence of subject matter and pedagogical knowledge of national, state, and program standards.	Rationale for artifacts (6) based on D.E.S.E.R.T. Model – aligned with INTASC Standard e-portfolio presentation
	Demonstrate a sound understanding of technology operations and concepts.	Copyright Issues In-class sharing – tech skills (web 2.0)
	Plan and design effective learning environments and experiences supported by technology.	WebQuest Lesson plan Photo Album
	Implement curriculum plans that include methods and strategies for applying technology to maximize learning.	WebQuest Lesson plan Photo Album, Photo Story
	Apply technology to facilitate a variety of effective assessment and evaluation strategies.	WebQuest Web 2.0 UEN lessons websites
	Better understand the social, ethical, legal, and human issues surrounding the use of technology on K-12 schools and apply that knowledge into future practice.	Bio sketch Philosophy of Education Resume e-portfolio presentation
<b>Math 2010</b>	Objectives and Assessments determined by the Math department	
<b>Math 2020</b>	Objectives and Assessments determined by the Math department	
<b>EDUC 3110 Educational Psychology</b>	Identify key researchers and their contributions to education and/or educational psychology.	Research Responses Midterm Final Exam
	Describe characteristics and stages of cognitive, physical, and emotional development.	Midterm Final Exam
	Understand how to design instruction and assessments that are appropriate for social, cognitive, and emotional development.	Reflections Midterm Final Exam
	Reflect upon course content and its applications to future professional learning, classroom practice, and career goals.	Reflections Midterm Final Exam
	Identify and utilize school and community resources to support learner’s cognitive, physical, social, and emotional growth and development.	Reflections Research Responses Midterm Final Exam
	Recognize signs of learner distress and respond with appropriate interventions including referral to counselors, social workers, and other support personnel.	Reflections Research Responses Midterm

		Final Exam
<b>ELEMENTARY EDUCATION CORE CLASSES</b>		
<b>ELED 3100 Curriculum Design, Planning, and Assessment</b>	“Unwrap” the standards of the Utah State Core Curriculum into Big Ideas/Enduring Understandings.	Curriculum Design Project Textbook Response Journals Final Exam
	Design standards-based assessments that are completely and authentically aligned with the Big Ideas/Enduring Understandings.	Standards-based Assessment Data Project with Lesson Plan Textbook Response Journals
	Read, understand, and use student assessment data.	Standards-based Assessment Data Project with Lesson Plan Textbook Response Journals Final Exam
	Intentionally use research-based instructional strategies to increase student mastery of the content.	Curriculum Design Project Demonstration of One Instructional Strategy Textbook Response Journals
	Have a basic understanding of the Professional Learning Community (PLC) model.	Textbook Response Journals Final Exam
	Understand the process of the Teacher Work Sample (TWS) required during the student teaching experience.	Textbook Response Journals Final Exam
<b>ELED 3150 Principles of Early Childhood</b>	Summarize historical roots of early childhood programs and individuals who have affected early childhood education	Research Paper
	Describe current issues and trends in early childhood education and identify various types of programs serving children and families	Review and respond to current articles About early childhood issues
	Demonstrate understanding and knowledge of observing and assessing young children’s development	Final Exam
	Demonstrate understanding and knowledge in communicating with young children	Final Exam
	Model effective skills in selecting, reading and extending good literature for young children.	Design and present an extended literature Activity planned around a children’s book.

<b>ELED 3250 Classroom Management</b>	Build an effective classroom management plan.	Comprehensive Classroom Management Plan
	Understand and use principles of motivation.	Development of rewards and consequences plan Teacher interviews
	Individualize instruction to create a learning environment conducive to student success.	Case study <i>Human Dynamics</i> reflection paper <i>Multiple Intelligences</i> activity plan
	Articulate similarities and differences in beliefs of various behavioral theorists.	Theorist presentations Journal entries Exams
	Develop a plan for inclusion of parents in their child's learning that includes a variety of options	Parent involvement plan
	Construct a personal belief system of classroom management built upon respect for and understanding of students.	Classroom Management philosophy paper
<b>ELED 3300 Literacy for the Intermediate Grades</b>	Identify the general scope and content of literacy instruction in intermediate elementary grades.	Quizzes and Final Small Group Instruction Direct Instruction Lesson Case Study
	Apply the general principles of effective instruction in literacy lessons, including principles of individualization, diagnostic teaching, and a balanced emphasis in literacy instruction.	Small Group Instruction Direct Instruction Lesson Case Study
	1. Plan and implement literacy instruction in the intermediate grades of elementary school in the following areas: a. Vocabulary development b. Comprehension c. Content area literacy d. Decoding e. Fluency f. Study skills	Small Group Instruction Direct Instruction Lesson Case Study Quizzes and Final
	Plan literacy instruction that will best meet the needs of diverse learners.	Small Group Instruction Direct Instruction Lesson Case Study Quizzes and Final
	Create an effective learning environment for literacy.	Classroom Model Small Group Instruction Quizzes and Final
	Develop strategies for the integration of literacy instruction into all content subjects.	Integrated Lesson Article Assignment Quizzes and Final
Use a variety of assessments, both formal and informal, to evaluate growth and guide literacy instruction.	Small Group Instruction Direct Instruction Lesson Case Study	

		Article Assignment Quizzes and Final
<b>ELED 3350 Literacy Acquisition for Young Children</b>	Develop a philosophy on literacy in the early grades based on current historical theories and research.	Reflection papers on classroom experiences
	Recognize the importance of literacy development for personal and social growth	Literacy assessments to identify needs and lesson plans to address learning needs of children.
	Explain reading and writing as a process involving the grapho-phonemic, semantic, syntactic, and pragmatic systems of language	Midterm, Final exam
	Create a literate environment that fosters interest and growth in all aspects of literacy.	Practicum evaluation Design 10 literacy centers
	Design a print-rich learning environment that engages children and fosters growth in meaningful language and literacy learning experiences.	Practicum evaluation 10 literacy centers Midterm, final exam
	Assess children's language and literacy development	Literacy assessments and lesson plans Practicum Evaluation
	Identify and describe the following elements in literacy development: Phonemic awareness, phonics, comprehension fluency, vocabulary development, writing, spelling handwriting, grammar, listening, speaking, visual representations.	Midterm and Final Exams
<b>ELED 3410 Language Acquisition/Cogn ition ESL</b>	Gain subject matter knowledge of first and second language acquisition research and the implications of such research for teaching content area subjects to ESL students	Article responses Quizzes/Quick Writes Field observation reports from practicum experiences Cultural self-analysis Cultural interview Language learning interview Mid-term exam Final paper
	Develop awareness and contrast the acquisition of basic interpersonal communication skills (BICS) with cognitive academic language proficiency (CALP) and understand how they are applied in the classroom	Classroom discussions & activities Field observation reports from practicum experiences
	Develop awareness of culture-specific linguistic, sociolinguistic, and extralinguistic (gestures, eye contact, etc.) characteristics, and recognize differences as potential sources of cross-cultural misunderstanding.	Cultural self-analysis Cultural interview Language learning interview

	<p>Develop awareness of sources of cultural bias in instructional techniques and materials, and develop ways to reduce these and other forms of bias for the ESL students.</p>	<p>Field observation reports from practicum experiences Classroom discussions &amp; activities Cultural self-analysis Cultural interview Language learning interview</p>
	<p>Develop pedagogical knowledge that will be translated to effective teaching skills needed for diverse student population</p>	<p>Cultural self-analysis Cultural interview Language learning interview Classroom discussions &amp; activities</p>
<p><b>ELED 3420</b> <b>Assessment for</b> <b>ESL &amp; Curriculum</b></p>	<p>Develop awareness of interdependent relationship between teaching and assessment.</p>	<p>Article responses Classroom discussions &amp; activities Quizzes Develop SIOP lesson plans Case study Practicum observations</p>
	<p>Gain subject matter knowledge of authentic assessment through development of authentic instructional tasks and tests</p>	<p>Article responses Classroom discussions &amp; activities Developing Authentic Assessments Quizzes Case study Develop SIOP lesson plans Practicum observations</p>
	<p>Gain a pedagogical knowledge to evaluate the important role of language in testing for content area achievement</p>	<p>Classroom discussions &amp; activities Administration of assessments in classroom settings Quizzes Case study Develop SIOP lesson plans Practicum observations</p>
	<p>Gain awareness of teachable test taking skills and metacognitive strategies helpful in studying for and taking classroom and standardized tests</p>	<p>Classroom discussions &amp; activities Quizzes Case study</p>

		Practicum observations
<b>ELED 3500 Methods in Healthy Lifestyles &amp; Physical Education</b>	Describe, analyze, and demonstrate understanding of the concept of healthy lifestyles and physical education as currently defined by the profession, and identify resources helpful in providing quality healthy lifestyles and physical education (professional organizations, websites, books, and journals, etc.).	Exams Teacher Interview & Report Team Plan for Healthy Lifestyles & PE
	Demonstrate the knowledge, skills, and dispositions of teaching the Utah State core curriculum in healthy lifestyles, and physical education in the elementary grades.	Healthy Lifestyles & PE Unit Integrated Movement Unit Class Participation
	Identify motor development and motor learning concepts applicable to the teaching of healthy lifestyles and physical education, and demonstrate developmentally appropriate practices through planning, implementing, and evaluating healthy lifestyle and physical education lessons.	Healthy Lifestyles & PE Unit Integrated Movement Unit
	Analyze and describe the components of the movement map and participate in activities from the various movement forms.	Exams Class Participation
	Develop and demonstrate strategies to integrate students with special needs into the movement activities of the elementary school.	Healthy Lifestyles & PE Unit Integrated Movement Unit
	Develop and teach lesson plans and units for integrating healthy lifestyles and movement into the curriculum, and understand the benefits of doing so.	Healthy Lifestyles & PE Unit Integrated Movement Unit
	Understand how to organize activities, provide feedback on skill performance, and help students choose responsible behavior when teaching movement, and apply the concepts involved in teaching and assessing social skills in the movement setting.	Sociograms & Final Project Team Plan for Healthy Lifestyles & PE
	Discuss injury prevention, first aid care, and legal liability issues relevant to situations where students are physically active, and identify current “best practices” in instruction that lead to a safe movement environment.	Exams Class Participation Team Plan for Healthy Lifestyles & PE
	Discuss and analyze the cost and benefits of recess to the child in elementary school, and develop knowledge and skills in constructing quality recess time for students.	Exams Team Plan for Healthy Lifestyles & PE Sociograms & Final Project
<b>ELED 3550</b>	Identify developmental stages and needs of young children	Practicum observations

<b>Curriculum for Early Childhood Education</b>	Demonstrate and implement techniques and skills in writing behavioral objectives for young; plan curricular and evaluation activities in terms of these objectives.	Unit
	Develop mastery level skills for planning a balanced curriculum in terms the “whole” child for early childhood education.	Unit
	Demonstrate an awareness of cultural differences and implement effective methods for working with young children from different cultures and background	Unit
	Utilize effective instructional, organizational, and management skills for planning and presenting learning experiences in the classroom	Practicum evaluation
	Create instructional opportunities that are adaptable to individual differences	Unit Practicum Evaluation
	Uses a variety of instructional strategies and technology.	Practicum evaluation
<b>ELED 3650 Assessment for Early Childhood</b>	Students will identify and select appropriate testing and assessment procedures for young children.	Midterm exams, Teacher Notebook
	Students will evaluate tests used with young children	Teacher Notebook
	Students will administer formal informal assessments to young children	Teacher Notebook
	Students will design informal assessment measures which can be used in the early childhood classroom	Teacher Notebook
	Students will understand current issues related to the evaluation of young children including legal and social issues.	Final exam
	Students will identify ways to involve parents as partners in the assessment process.	Teacher Notebook
<b>ELED 3900 Differentiated Instruction for Exceptional Children</b>	Explain what differentiation is and provide examples of why it is important to implement in the classroom	Final Exam
	Design lesson plans differentiated by interest, learning profile, content, process, and products	Mini-unit
	Create instruction that is equitable and adaptable to diverse learners.	Mini-unit Practicum Evaluation
	Develop instruction based upon knowledge of subject matter, curriculum goals, and the needs of the students	Mini-unit Practicum Evaluation
	Utilize conceptual, assessment, and analytical tools to gather and analyze classroom data for the purpose of improving learning and instruction	Reflections Mini-unit Practicum Evaluation
<b>ELED 4100 Methods in Teaching Elementary Mathematics</b>	Identify and use the principles and standards set by the NCTM.	Exams Lesson Plans Supervisor practicum observations
	Use the Utah Core Curriculum Standards in mathematics lesson development.	Lesson plans
	Demonstrate mastery of elementary mathematics content.	Content standards exam

	Incorporate current research on best practices into lesson plan development and teaching.	Interview with classroom teacher Article reviews Lesson plans taught, evaluated, and re-taught Journal reflections
	Individualize instruction to meet the needs of all learners	Case study Lesson Lesson plans developed with SIOp components
	Demonstrate proficiency in the use of a broad range of mathematics assessments, instructional strategies, and interventions.	Case studies Peer evaluations Supervisor practicum observations
<b>ELED 4200 The Fine Arts in Education</b>	Demonstrate the knowledge, skills, and dispositions of teaching and integrating the fine arts in the elementary school curriculum.	Fine Arts Lesson & Project Class Participation Fine Arts Resource Page
	Demonstrate understanding of the philosophy, research, theories, and developmental stages that support arts integration.	Exams Fine Arts Lesson & Project Class Participation
	Demonstrate knowledge, skills, and dispositions of teaching and integrating fine arts in the classroom by utilizing Utah State core curriculum standards to plan, implement, and evaluate a unit of instruction.	Fine Arts Lesson & Project Class Participation
	Demonstrate appropriate management and materials handling techniques for fine arts activities.	Fine Arts Lesson & Project Class Participation
	Conduct an elementary-level fine arts lesson, from planning through clean up and assessment.	Fine Arts Lesson & Project
	Analyze and apply the arts integration blueprint to literary arts, visual arts, drama, dance, and music.	Exams Fine Arts Lesson & Project Class Participation
	Discover, select, and use fine arts teaching strategies in literary arts, visual arts, drama, dance, and music.	Fine Arts Strategies File Fine Arts Lesson & Project Class Participation
<b>ELED 4300 Methods in Teaching Elementary Science</b>	Develop effective instructional methods and assessments based on required science subject matter knowledge, National Science Education Standards (NSES), and state curriculum goals	Science Mini-Teacher Work (Sample includes; contextual factors, science lesson plans based on national and state standards, variety of instructional methods, science assessments/ analysis of student

		learning, and self-reflection that is taught to school practicum students) Chapter tests
	Demonstrate K-6 <sup>th</sup> science subject matter knowledge	Science lesson plans Chapter tests
	Create classroom environments that promote science inquiry learning among students	Class science inquiry lesson/activity taught to peers and school practicum students
	Develop teaching dispositions that are caring, professional, and reflective.	Science Mini-Teacher Work Sample Reflective science report
	Use a variety of technology to enhance teaching skills.	Websites Power point software
<b>ELED 4430 Family/Parent Involvement in Education of ESL</b>	Explain the National Standards for Parent and Family Involvement.	Final Exam Parent Involvement Resource File
	Discuss insights into the culture of family life including cultural and linguistic variables.	Final Exam Parent Involvement Resource File
	Describe multiple ways to effectively involve parents and family of learners (both ESL and native English speaking) in their classrooms.	Final Exam Parent Involvement Resource File
	Demonstrate the role of parents and family in creating a positive, effective learning environment for ALL of their students.	Final Exam Parent Involvement Resource File
<b>ELED 4440 Integrating Language and Content/ESL</b>	Contrast the acquisition of basic interpersonal communication skills (BICS) with cognitive academic language proficiency (CALP) and understand how they are applied in the classroom	Chapter responses Peer assessments Classroom discussions & activities Quizzes/Quick writes Develop SIOP lesson plans
	Develop awareness of sources of cultural bias in instructional techniques and materials, and develop ways to reduce these and other forms of bias	Chapter responses Classroom discussions & activities Quizzes/Quick writes Develop SIOP lesson plans
	Gain subject matter knowledge and development of planning, implementation, and assessment.	Chapter responses Classroom discussions & activities Develop SIOP lesson

		plans Peer/Self- assessment Quizzes/Quick Writes
	Gain subject matter knowledge of content strategies in the development of materials that will be used in student teaching.	Chapter responses Classroom discussions & activities Develop SIOP lesson plans Peer/Self- assessment Quizzes/Quick Writes
	Develop a pedagogical knowledge to develop and teach lessons that contain both content and language objectives during student teaching	Chapter responses Classroom discussions & activities Develop SIOP lesson plans Peer/Self-assessment Quizzes/Quick Writes
	Use a variety of technology to enhance teaching skills.	Websites Power point software
<b>ELED 4600 Methods in Teaching Elementary Language Arts</b>	Identify the IRA/NCTE standards for English Language Arts.	Exams
	Demonstrate the ability to determine students' instructional levels and focus word study appropriately.	Administer Individualized Spelling Assessments Case study
	Develop hands on activities that allow children to examine, discriminate, and make critical judgments about speech sounds, spelling patterns, and word meanings.	Develop a word study activity bank
	Develop lesson plans that incorporate best practices in teaching phonics, spelling, and vocabulary to improve children's literacy skills.	Write lesson plans
	Describe and teach the qualities of writing including ideas, organization, voice, word choice, fluency, conventions, and presentation.	Class presentations on <i>Six Traits of Writing</i> Exam
	Evaluate student writing through the use of rubrics.	Develop writing rubrics and practice using them in practicum
	Demonstrate proficiency in the use of a broad range of assessment, instructional and intervention strategies in language arts.	Supervisor practicum observations
<b>ELED 4900 Student Teaching</b>	Demonstrate mastery of the D.E.S.E.R.T. teaching principles at the elementary level.	Midterm and Final Evaluations (University Supervisor and Mentor Teacher)
<b>ELED 4989 Capstone</b>	Discuss issues/topics that arise throughout the student teaching experience.	Student Teaching Debriefing Leader

	Apply for graduation and state teaching licensure.	Graduation/USOE License Application
	Develop a resume in preparation of interviewing for employment.	Resumes
	Be able to list post-baccalaureate education opportunities.	Professional Development Plan
	Successfully complete the Teacher Work Sample as a culminating assessment	Teacher Work Sample (Culminating Program Assessment)
	Prepare e-portfolios as evidence of meeting the DESERT teaching standards	E-Portfolio (Culminating Program Assessment)
<b>SECONDARY EDUCATION CORE CLASSES</b>		
<b>SCED 3720 Content Literacy</b>	Use a variety of strategies to promote student independence in content area reading	Midterm Final Exam Lesson Plans
	Use a variety of texts and approaches to assist students who have difficulty reading content area texts	Midterm Final Exam Text Comparison Activity
	Incorporate methods in the content areas to address the diverse backgrounds of their students (i.e, ESL, gifted, special education, ADD)	Midterm Final Exam Lesson Plans
	Teach lessons in the content areas which integrate or focus on text-based concept development	Lesson Plans
	Assess content literacy abilities	Case Study
<b>SCED 4100 Curriculum</b>	“Unwrap” the standards of the Utah State Core Curriculum into Big Ideas/Enduring Understandings.	Curriculum Design Project Textbook Response Journals Final Exam
	Design standards-based assessments that are completely and authentically aligned with the Big Ideas/Enduring Understandings.	Standards-based Assessment Data Project with Lesson Plan Textbook Response Journals
	Read, understand, and use student assessment data.	Standards-based Assessment Data Project with Lesson Plan Textbook Response Journals Final Exam
	Intentionally use research-based instructional strategies to increase student mastery of the content.	Curriculum Design Project Demonstration of One Instructional Strategy

		Textbook Response Journals
	Have a basic understanding of the Professional Learning Community (PLC) model.	Textbook Response Journals Final Exam
	Understand the process of the Teacher Work Sample (TWS) required during the student teaching experience.	Textbook Response Journals Final Exam
<b>SCED 4600 Classroom Management</b>	Describe the characteristics of typical student misbehavior and what generally causes this misbehavior.	Case Study from Practicum Class ABCD Tally from the Practicum Text Response Assignments
	Identify the various techniques that can be used to prevent student disruption. Some of these techniques will include procedures/routines, rules/consequences, high expectations, clear expectations, and the teacher-student relationship	Case Study from Practicum Text Response Assignments
	Understand in-the-moment disruptions and what a teacher can do to address these disruptions.	Case Study from Practicum Text Response Assignments
	Design a comprehensive Classroom Management Plan (CMP) that can be utilized in your future teaching career.	Class ABCD Tally from the Practicum Text Response Assignments Classroom Management Plan
	Reflect upon course content and its application to future career goals.	Text Response Assignments Classroom Management Plan
<b>SCED 4700 Secondary Methods Course</b>	Identify and gain an understanding of national and state standards in specific subject content areas	National/state organizations and standards report in specific content area
	Develop effective instructional methods and assessments based on required subject matter knowledge, curriculum goals, and differentiations for diverse students	2-Lessons taught in content area (lesson plan, instructional strategies, assessments, and reflection) in school practicum setting
	Demonstrate subject matter knowledge by preparing/ requirements for Praxis II subject content test	Preparation guides/ state requirements, and websites project
	Create classroom environments that promote active learning in secondary school cultures (i.e., block scheduling,	Chapter tests Article reviews

	resources, grant-writing, etc.)	
	Develop teaching dispositions that are caring, professional, and reflective	Practicum reflection report
<b>SCED 4900 Student Teaching</b>	Demonstrate mastery of the D.E.S.E.R.T. teaching principles at the secondary level.	Midterm and Final Evaluations (University Supervisor and Mentor Teacher)
<b>SCED 4989 Student Teaching Seminar</b>	<b>John</b>	Teacher Work Sample E-portfolio Resumes
<b>OTHER PROGRAM Assessments</b>		
<b>Elementary</b>	Demonstrate content knowledge.	Praxis II Content Subject Test for Elementary – 10014 (State Requirement) Maintained 3.0 GPA with no D credit
<b>Secondary</b>	Demonstrate content knowledge.	Attain Bachelor's in a USOE approved content area Praxis II Content Subject Test (State Requirement; Varies by area) Maintained 3.0 GPA with no D credit

\*\*The e-portfolio and the Teacher Work Sample are culminating assessments that required the students to use the knowledge they have acquired throughout the program. They are part of the final class, the capstone/student teaching seminar classes, but are really program assessments. They provide evidence the students have met the D.E.S.E.R.T. model standards our program is based on.

### **D.E.S.E.R.T. Model Principles**

**D-Diversity (DM1):** Teacher candidates understand that diversity differences (i.e., race, gender, ethnicity, culture, exceptionalities, individual differences, etc.) affect learning and know how to provide educational opportunities that meet the needs of all students

**E-Effective Pedagogy (DM2):** Teacher candidates can create effective and meaningful instruction and assessments for all students based on required subject matter knowledge, state content standards, curriculum goals, and use of technology

**S-Subject Matter (DM3):** Teacher candidates have a strong knowledge of the subject matter they will teach and can facilitate the acquisition of that knowledge in their students

**E-Environment (DM4):** Teacher candidates can create physically and emotionally safe classroom environments that encourage active learning, self-motivation, and cooperative interaction among students

**R-Reflective (DM5):** Teacher candidates will be active learners and reflective practitioners, individually and with their colleagues.

**T-Teaching Dispositions (DM6):** Teacher candidates will foster a caring and professional relationship with students that focus on acceptance and their educational needs.