

Elementary Education Program Overview (Performance Indicators)

(Each course builds on the content of the previous courses)

	Ed. 200	Block 1	Block 2	Block 3	Block 4
Content	<p>Knowledge and ability to recognize different ways of learning.</p> <p>Ability to evaluate different ideologies in the area of educational systems.</p> <p>Awareness of how children are affected by racism.</p> <p>Recognize the connection between school and family.</p> <p>Brief history of education.</p> <p>Multicultural issues.</p> <p>How school works.</p> <p>Urban education.</p> <p>Role of the teacher.</p> <p>Knowledge of diversity (i.e. race, religion, linguistic, physical abilities)</p>	<p>Knowledge of 5-8 year olds, appropriate instruction and assessment.</p> <p>Knowledge of selection, use, and presentation of children's literature K-8</p> <p>Knowledge of creating a safe, caring, dynamic environment.</p> <p>Knowledgeable about appropriate instructional and assessment practices for K-3 learners.</p>	<p>Knowledge of 11-14 year old's characteristics and needs in 21st century.</p> <p>Knowledge of middle school organization and philosophy.</p> <p>Knowledge of lesson and unit planning, standards, and assessments.</p>	<p>Knowledge and ability to construct math engagements that reflect state and national standards and real world engagements, use of manipulatives, student discourse and connections to other content areas.</p> <p>Knowledge and ability to construct social studies engagements that reflect multiple perspectives, build collaborative and democratic values, and build in depth knowledge of American and non-Am. Cultures and relationships between cultures.</p> <p>Knowledge and ability to construct literacy engagements that focus on meaning making, authentic uses of reading and writing, and emerging research in literacy development.</p> <p>Ability to construct written materials that meet professional standards for grammar, usage, format, spelling, and content.</p>	<p>Knowledge and ability to critically reflect upon the system of public education and the political discourse that impacts the people within that system.</p> <p>Knowledge, skills, and dispositions to create and manage a democratic learning environment.</p> <p>Knowledge and ability to construct science engagements that reflect state and national standards and encourage real world engagements, use of hands on materials, student discourse and connections between science, technology, and society.</p> <p>Knowledge of reading and writing processes and characteristics of both proficient and struggling readers and writers.</p> <p>Use of formal and informal reading and writing assessments to guide literacy instruction.</p>

Developmental Indicators

(Each course builds on the indicators of the previous courses)

	Ed. 200	Block 1	Block 2	Block 3	Block 4
Planning	Plan an activity based on one or more objectives.	Plan lessons using all components of a lesson plan. Develop a learning center with objectives, activities, and assessments.	Develop integrative curricular experiences. Understand the mental and logistical processes in lesson planning.	Develop a sequence of lessons teaching to a set of objectives. Plan lessons that reflect student diversity, individual needs and best practices in reading/language arts, social studies, and math. Plan a unit.	Develop an integrated curriculum. Plan lessons and units that reflect student diversity, meet individual needs and best practice in science, and reading/language arts. Implement the lessons.
Assessing	Uses observation as a tool.	Kid watches for specific purposes. Uses interest inventories.	Understand a variety of assessment strategies. Develop one or two assessments in detail.	Uses a variety of formal and informal assessment tools.	Plans instruction based on assessment. Use formal and informal assessment to guide instruction.
Teaching	Demonstration teaching. Observe teaching. Assist in teaching.	Create and teach a variety of lessons. Read aloud.	Plan, teach, and reflect upon as many lessons in the specialty area as possible.	Teach a sequence of lessons to meet a set of objectives. Teach a 3-5 day unit.	Integrated teaching throughout the day. Full responsibility for planning and managing an elementary classroom for a minimum of 10 days. Evidence of long term Planning.
Literature	Review children's multicultural books related to racism, classism, sexism, and other isms.	Locate and evaluate children's and young adult literature from a variety of genres. Develop response activities for quality literature.	Incorporate literature into lesson and unit plans.	Use literature in reading and writing instruction. Incorporate literature into the social studies and math curriculum.	Create a literature rich environment throughout the curriculum.
Diversity	Develop awareness of diversity	Locate and evaluate literature from many cultures. Uses multicultural literature with children including simple strategies for ELL students.	Understand all dimensions of development in particular race, gender, class. Include in plans.. Understand individual variation in development and its impact on curriculum and instruction.	Recognizes a wide variety of diversity and plans for the needs of a diverse population within the classroom. Incorporates strategies for ELL students.	Recognizes a wide variety of diversity and plans for the needs of a diverse population within the classroom. Incorporates strategies for ELL students

Dispositions

(Each course builds on the indicators of the previous courses)

	Ed. 200	Block 1	Block 2	Block 3	Block 4
Dispositions	<p>. Dresses professionally.</p> <p>Develop an awareness of and valuing culture.</p> <p>Willingness to understand different learning patterns.</p> <p>Willingness to question existing educational systems.</p> <p>Willingness to question how children learn racism.</p> <p>Value the connection between family and school.</p>	<p>Professional characteristics of dependability, initiative, reflection, response to suggestions, and respect.</p> <p>Effective written and oral communication.</p> <p>Valuing children's literature, authors, and personal response to literature.</p> <p>Reads widely.</p>	<p>Shows initiative.</p> <p>Willing to team with others.</p> <p>Takes on different roles when working on a team.</p> <p>Reflective, capable of meta-analysis.</p> <p>Reflective of racial identity of self.</p> <p>Positive and enthusiastic attitude toward learning new things.</p> <p>Always professional in communication.</p> <p>Responsible with attendance.</p> <p>Responsible and appropriate appearance.</p>	<p>Arrives to class and student teaching on time and well prepared.</p> <p>Views learning as a joyous experience rather than a set of odious tasks to be completed.</p> <p>Values a wide diversity of backgrounds, ethnicities, experiences and abilities within the classroom.</p> <p>Values and cultivates professional relationships with others in the school building.</p>	<p>Arrives to class and student teaching on time and well prepared.</p> <p>Views learning as a joyous experience rather than a set of odious tasks to be completed.</p> <p>Values a wide diversity of backgrounds, ethnicities, experiences and abilities within the classroom.</p> <p>Values and cultivates professional relationships with others in the school building.</p>