

Matrix of Program Outcomes and Standards

NCATE	INTASC	MICH B	TED OUTCOMES
<p>1. Development, learning, and motivation: Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>	<p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>		<p>G. Understands the theoretical and applied aspects of the teaching-learning process. (Pedagogy)</p>
<p>2a. Central concepts, tools of inquiry, and structures of content: Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the K-6 grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels</p>		<p>An understanding and appreciation of the liberal arts.</p>	<p>D. Understands the central concepts, tools of inquiry, and structures of the disciplines (s)he teaches. (Content)</p>
<p>2b. English language arts: Candidates demonstrate a high level of competence in use of the English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations,</p>			<p>D. Understands the central concepts, tools of inquiry, and structures of the disciplines (s)he teaches. (Content)</p>

materials, and ideas			
<p>2c. Science: Candidates know, understand, and use fundamental concepts in the subject matter of science-- including physical, life, and earth and space sciences--as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy</p>			<p>D. Understands the central concepts, tools of inquiry, and structures of the disciplines (s)he teaches. (Content)</p>
<p>2d. Mathematics: Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve</p>			<p>D. Understands the central concepts, tools of inquiry, and structures of the disciplines (s)he teaches. (Content)</p>

<p>problems, and manage data</p>			
<p>2e. Social Studies: Candidates know, understand, and use the major concepts and modes of inquiry from the social studies--the integrated study of history, geography, the social sciences, and other related areas--to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world</p>			<p>D. Understands the central concepts, tools of inquiry, and structures of the disciplines (s)he teaches. (Content)</p>
<p>2f. The arts: Candidates know, understand, and use--as appropriate to their own knowledge and skills--the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students</p>			<p>D. Understands the central concepts, tools of inquiry, and structures of the disciplines (s)he teaches. (Content)</p>

<p>2g. Health Education: Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health</p>			<p>D. Understands the central concepts, tools of inquiry, and structures of the disciplines (s)he teaches. (Content)</p>
<p>2h. Physical Education: Candidates know, understand, and use--as appropriate to their own understanding and skills--human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students</p>			<p>D. Understands the central concepts, tools of inquiry, and structures of the disciplines (s)he teaches. (Content)</p>
<p>2i. Connections across the curriculum: Candidates know, understand, and use the connections among concepts, procedures, and applications from other content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues.</p>			<p>H. Creates meaningful learning experiences that are appropriate for (K-12) students and guides students to successful achievement of these goals (critical thinking, creativity, & problem solving) both within and across disciplines.</p>
<p>3a. Integrating and applying knowledge for instruction: Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community</p>	<p>The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.</p>		<p>E. Has knowledge of district, state, & national curriculum standards & documents.</p> <p>H. Creates meaningful learning experiences that are appropriate for (K-12) students & guides students to successful achievement of these goals (critical thinking, creativity & problem solving)</p>

			<p>both within & across disciplines.</p> <p>L. Considers a wide variety of factors when making instructional decisions (e.g., context, students, content, methods, learning theory, policies, community, prior experiences, etc.).</p>
<p>3b. Adaptation to diverse students: Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students</p>	<p>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>		<p>S. Adapts instruction & assessments to meet the diverse needs of learners (e.g., backgrounds, experiences, learning styles, developmental levels, etc.)</p> <p>T. Creates opportunities to encourage (K-12) students to value & respect diversity.</p>
<p>3d. Active engagement in learning: Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments</p>	<p>The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>		<p>A. Sets realistic, high expectations for learning & persists in helping all students to reach them.</p> <p>B. Develops (K-12) student cooperation, interpersonal skills & self-esteem in a safe environment.</p> <p>C. Knows the importance of interacting positively with (K-</p>

			12) students & their families. V. Clarifies, monitors, & assists (K-12) students in achieving standards of student conduct in a democratic environment.
3e. Communication to foster learning: Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.		B. Develops (K-12) student cooperation, interpersonal skills & self-esteem in a safe environment. O. Communicates clearly & effectively in interpersonal situations. P. Communicates clearly & effectively in writing.
4. Assessment for instruction: Candidates know, understand, and use formal and informal strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.		J. Uses traditional & alternative assessment strategies continuously to ensure (K-12) student learning & refine teaching practices. M. Uses systematic means to examine the relationship between teaching actions & student success.
5a. Practices and behaviors of developing career teachers: Candidates understand and apply practices and behaviors that are characteristic of developing career teachers	The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow		R. Dispositions

	professionally.		
<p>5b. Reflection and evaluation: Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally</p>			<p>L. Considers a wide variety of factors when making instructional decisions (e.g., context, students, content, methods, learning theory, policies, community, prior experiences, etc.).</p> <p>M. Uses systematic means to examine the relationship between teaching actions & student successes.</p>
<p>5c. Collaboration with families: Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children</p>	<p>The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>		<p>C. Knows the importance of interacting positively with (K-12) students & their families.</p> <p>N. Knows the importance of fostering relationships with school colleagues & agencies in the larger community to support student learning & well-being.</p>
<p>5d. Collaboration with colleagues and the community: Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.</p>			<p>N. Knows the importance of fostering relationships with school colleagues & agencies in the larger community to support student learning & well-being.</p>