

ALIGNMENT TABLE FOR MAT COURSES AND DYSLEXIA INSTRUCTION

Course	Goals/Outcomes	Assessments	IDA Standards	InTASC
<p><b>EDU 501 Socio-Political &amp; Social Justice Issues</b></p>	<p>1.Delineate the role federal, state and local laws and policies have on education.                      2.Write and defend a personal vision statement for education and for his/her work as an educator.                      3.Explore the political nature of school governance and the roles interest groups play in decisions about educational issues.                      4.Explain the historical context of American education and the role public education plays in a democratic society.                      5.Awareness of personal biases will increase in order to understand the needs of traditionally underserved students &amp; families/challenges faced by underrepresented populations in the educational profession.</p>	<p>Moodle reflections and essay</p> <p>Protecting Student &amp; Civil Rights exam (OR licensure requirement)</p> <p>Personal vision statement</p> <p>Write an opinion piece or letter to the editor that could be published in a newspaper or posted as a blog</p> <p>Essay with analysis of a major social or political issue affecting schools.</p> <p>“I Believe” statement</p>	<p>C. Knowledge of Dyslexia &amp; Other Disorders; 6</p>	<p>The Learner &amp; Learning:                      a. Learner Development                      10(1) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.</p> <p>9(e) The teacher reflects on his/her personal biases and access resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences</p> <p>9(e) The teacher reflects on his/her personal biases and access resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences</p> <p><b>Conceptual Framework:</b> Excellence in teaching, commitment to social justice, collaboration</p>
<p><b>EDU 503 Child Development &amp; Learning Theory</b></p>	<p>1.Analyze learning and developmental theories, articulate his/her own emerging philosophy and determine implications for the classroom as appropriate to the students in his/her authorization</p> <p>2.Observe and analyze characteristics of development then apply that knowledge to the</p>	<p>Reading, participation, preparation</p> <p>Moodle Posts: Reflections</p> <p>Moodle Posts: Article review</p> <p><b>Summative: Final paper</b></p>	<p>A. Foundation Concepts about Oral and Written Language 3,4</p>	<p>TSPC: (1b) Pedagogical content knowledge (1c) professional &amp; pedagogical content knowledge  <b>(1) The Learner and Learning:</b>                      Learner Development: [InTASC Standard #1 d]                      Learning <b>Environments.</b> [InTASC Standard #3 a, c, i, j.]  <b>(3) Instructional Practice</b>                      (b) Planning for Instruction. [InTASC Standard #7 i]  <b>Conceptual Framework:</b> Excellence in teaching, commitment to social justice, collaboration</p>

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	<p>facilitation of healthy development in all developmental domains</p> <p>3.Evaluate his/her professional knowledge and skill and collaborate to ensure learner growth, development, and well-being.</p>	<p><b>Summative: Classroom observations</b>                  Weekly discussions                  Moodle Reflections                  Final paper</p>		<p>TSPC: (1b) Pedagogical content knowledge (1c) professional &amp; pedagogical content knowledge (1) The Learner &amp; Learning:                  a. Learner Development                  c. Learning Differences</p> <p>1g) Professional dispositions for all candidates (4) <b>Professional Responsibility</b>                  a. Professional learning &amp; Ethical practice [InTASC Standard #9i,f ]                  b. Leadership and collaboration</p>
<p><b>EDU 586 &amp;520 A/B Field Experience &amp; Culturally Responsive Community Engagement</b></p>	<p>1.Analyze and synthesize the historical, cultural, social and political context of a school community, as well as learner development, from multiple sources for the purpose of developing culturally responsive practice and connecting with communities.</p> <p>2.Participate in a professional learning community, analyzing data collaboratively, giving and receiving feedback, and exhibiting a growth mindset.</p> <p>3.Engage in reflective practice demonstrating willingness to examine one’s own perspective and culture, assumptions and biases.</p>	<p>Weekly Field Reports                  Photo Journal/Digital Synthesis Project</p> <p>Field Experience Survey                  PLC Self-Assessment/Reflections                  Photo Journal/Digital Synthesis Project</p> <p>PLC Self-Assessment/Reflections</p>		<p>TSPC Standard: (1a): Learner Development: The teacher understands how children learns 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. [InTASC Standard #1]</p> <p>TSPC Standard: (1b): 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. [InTASC Standard #2]</p> <p>TSPC Standard: (4a): Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or 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</p>

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				needs of each learner. [InTASC Standard #9] TSPC Standard: (3c): Knowledge Skills and Dispositions to help all students learn. Teacher develops and demonstrates knowledge, skills, and professional dispositions to help all students learn. [InTASC Standard #2]
<b>EDU 502A Language &amp; Language Development</b>	<p>1.Apply the understanding of descriptive linguistics – phonology, morphology, syntax, semantics and pragmatics to language instruction.</p> <p>2.Discuss and defend theories of first and second language acquisition and development; determine implications for teaching.</p> <p>3.Apply understanding of the relationship between spoken and written language to the teaching of literacy skills.</p> <p>4.Recognize various types of language</p>	<p>Student sample interpretation</p> <p>Discussion presentations Chapter exercises Final paper</p> <p>Lesson plans (in-class) Student sample interpretation Final Paper</p> <p>Discussion presentation Chapter exercises Final paper Conversation partners</p>	<p>A. Foundation Concepts about Oral and Written Language 1,3,5, B. Knowledge of the Structure of Language 1,2,8</p>	<p>TSPC &amp; ESOL standards:</p> <p>1aA, 1aB, 1aC, 1aD. 1aE, 3bC, 3bE, 3bH, 4aA</p> <p>1aA,1aB, 1aC, 1aD, 1aE, 1bK</p> <p>3bC, 3bE, 3bH, 4aA</p> <p>1aA, 1aB, 1aC, 1aD, 1aE, 1aI</p>

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	<p>variation (geographical, ethnic, social class, generational, register).</p> <p>5. Appropriately use and demonstrate respect for student home language or dialect of English</p> <p>6. Assist students in development of academic English in various content areas.</p> <p>7. Apply basic principles of language acquisition and variation when considering special education.</p>	<p>Discussion presentation Chapter exercises Final paper Conversation partners</p> <p>Academic Language Analysis Final paper</p> <p>Academic Language Analysis Final paper</p>	<p>A. Foundation Concepts about Oral and Written Language 3, 4, 7</p>	
<p><b>EDU 507A Elementary Mathematical Literacy</b></p>	<p>1. Understand important standards, content and practices of mathematics education and be able to apply that knowledge to planning for mathematics instruction for all</p> <p>2. Write a personal vision statement for student mathematical learning</p>	<p>Reading Reflections Lesson Plans Classroom Observations Binder of Activities Mathematical Challenges</p> <p>Pre/Post Personal Statement</p>		<p>TSPC: (1b) pedagogical content knowledge (1c) professional &amp; pedagogical content knowledge (4) Content knowledge: (InTASC Standard #4j, k, l, n) (5) Application of Content: (InTASC Standard #5l, m) (6) Assessment: (InTASC 6j, k, l) (7) Planning for Instruction: (InTASC Standard #7 g, k, l, m)</p> <p>(1) Learning Differences: (InTASC 11) (2) Learning Environments: (InTASC 2,o,p)</p>

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	<p>and for work as a mathematics teacher based on a personally developed set of beliefs about mathematics, learning and teaching.</p> <p>3.Explore &amp; evaluate variety of teaching strategies which address differentiation, rigor, literacy, collaboration, inquiry and intervention.</p>	<p>Lesson Plans Reading Reflections Classroom Observations Mathematical Challenges</p>		<p>(5) Application of Content: (InTASC: 5s)</p> <p>(1) Learning Differences: (InTASC #1g, j) (4)Content knowledge: (InTASC Standard #4k, l, n) (5)Application of Content: (InTASC Standard #5m) (7) Planning for Instruction: (InTASC Standard #7 k, l, m)</p>
<p><b>EDU 506 Reading Essentials PreK-5</b></p>	<p>1.Apply knowledge of reading theories to create rigorous instruction based on individual student learning needs and learners’ background knowledge with diverse resources</p> <p>2.Interpret &amp; create his/her own reading philosophy based on current research &amp; best practices w/ implications for reading instruction for classroom.</p> <p>3.Use appropriate assessments to monitor learner progress and guide decision making for future reading instruction.</p>	<p>Lesson Plans: Mini-Lesson, Guided, Comprehension</p> <p>Philosophy Essay</p> <p>Case Study to include: Running Records Miscue Analysis Reading Survey Comprehension Analysis</p>	<p>IDA Standards: A.Foundation Concepts: 1,2,3,4</p> <p>A.Foundation Concepts: 6</p> <p>C. Knowledge of Dyslexia: 1,3,5 D. Interpretation and Administration of Assessments: 1,2,3,4,5,6,7</p>	<p>Reading Theory InTASC Standard #4 j, l, m Planning for Instruction InTASC Standard #4 d, e, f, k, n, ,r InTASC Standard #5 m InTASC Standard #7 g InTASC Standard #8 a, i, l,p</p> <p>InTASC Standard #4 o, p, Q</p> <p>InTASC Standard #6 g,l,o, r, t, InTASC Standard #7 i, j, n</p>
<p><b>EDU 534A Reading Essentials for Secondary</b></p>	<p>1.Analyze influences on reading comprehension &amp; major issues / key research in the field of reading comprehension.</p>	<p>Self-evaluation/reflection Reflections Research presentations Common Core Requirements</p>	<p>A. Foundation Concepts: 1,2,3 B. Knowledge of Structure: 2</p>	<p>TSPC: (1b) Pedagogical content knowledge (1c) professional &amp; pedagogical content knowledge (1) Learner Development:</p>

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<p><b>Learners</b></p>	<p>2.Demonstrate assessment techniques and the interpretation of assessment in reading comprehension for secondary students.</p> <p>3.Apply a variety of reading strategies to instruction or lesson design and evaluate a variety of content area reading strategies for appropriate inclusion in lesson design and instructional practice.</p>	<p>Report Differentiation, Accommodation, and Advocacy presentations</p> <p>Student Reader and Text Analysis (Content Reading Inventory and Diagnostic Report) Cloze reading procedure</p> <p>Pre-, Guided-, and Post-reading activities DR-TA Presentation Vocabulary Development presentations Final Project: Unit plans integrating Literacy Instruction</p>	<p>E. 5 Structured Language Teaching: Text Comprehension 5,3,1</p>	<p>InTASC Standard #1 b (2) Learning Differences InTASC Standard #2 a, d, e (4) Content Knowledge InTASC Standard #4 j, k (5) Application of Content InTASC Standard #5 n</p> <p>TSPC: (1b) Pedagogical content knowledge (1c) professional &amp; pedagogical content knowledge (1) Learner Development: InTASC Standard #1 a (6) Assessment: InTASC Standard #6 g, k, l</p> <p>TSPC: (1b)Pedagogical content knowledge (1) Learner Development: InTASC Standard #1 b (7) Planning for Instruction InTASC Standard #7 a, b, c, h, k (8) Instructional Strategies InTASC Standard #8 e, f, h, k</p>
<p><b>EDU 519A: Professional Experience and Entry Planning</b></p>	<p>1.The candidate will articulate areas for their immediate and long term professional growth.</p> <p>2.The candidate will articulate his/her philosophy regarding collaborative practice focused on student learning and growth.</p> <p>3.The candidate will practice skills necessary to apply and interview for his/her first teaching position.</p> <p>4.The candidate will analyze current issues in education</p>	<p>Goal setting Professional Development Plan Group discussion</p> <p>Group discussion Self-assessment of professional dispositions In class reflection</p> <p>In class peer interviews Mock interviews at the MU Job Fair</p> <p>Discussions and reflections on the course text</p>		<p>Professional Learning and Ethical Practice [InTASC Standard #9 b, e, g, i, k, m, n.]</p> <p>Professional Learning and Ethical Practice [InTASC Standard #9 d]</p>
<p><b>EDU 532: Adolescent Development</b></p>	<p>1. Employ understanding of adolescent physical brain development in educational settings</p>	<p>Discussions/Engagement Activity</p>	<p>A.Foundation Concepts about Oral and Written Language 3,4</p>	<p>TSPC Standard: (1a): Learner Development: The teacher understands how children</p>

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	<p>2. Apply instructional and advising strategies that create spaces that are empathetic to the unique needs of developing adolescents</p> <p>3. Demonstrate an understanding of how racism, diversity, poverty and other environmental factors influence adolescent learning</p> <p>4. Explain the connection between adolescent development and organizational structures</p>	<p>Engagement Activity</p> <p>Reflective assignments and discussions</p> <p>Engagement Activity</p>		<p>learns 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. [InTASC Standard #1]</p> <p>TSPC Standard:(1c): 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. [InTASC Standard #3]</p> <p>TSPC Standard: (1b): 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. [InTASC Standard #2]</p> <p>TSPC Standard: (4b) Leadership and Collaboration: The teacher demonstrates leadership by taking responsibility for student learning and by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and development, learning, and well-being. [InTASC Standard 10]</p> <p>TSPC Standard: (4a): Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate</p>
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				his or 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. [InTASC Standard #9]
<b>EDU 585: Student Teaching Seminar</b>	<p>1.The candidate will be able to design curricular units that are contextually, culturally, developmentally, and linguistically responsive</p> <p>2.The candidate will be able to implement curriculum using formative assessments to continually shape instruction</p> <p>3.The candidate will use formative and summative assessments to evaluate and interpret student learning, to inform instruction, and to develop future learning goals for all students</p> <p>4.The candidate will reflect on his/her practice and determine goals for continued professional development</p> <p>5.The candidate will explore aspects of a professional educator’s job beyond the classroom</p>	<p>edTPA Task 1 and 2 Student Teaching Final evaluation Conferences with CT, CPM, and advisors</p> <p>edTPA Task 2 Classroom Observations Student Teaching Final evaluation</p> <p>edTPA Task 3 Conferences with CT, CPM, and advisors</p> <p>edTPA 2 Conferences with CT, CPM, and advisors</p> <p>Attend a school or district level committee meeting, an extra-curricular student activity, and an event focused on parent interaction. Submit a reflection for each.</p>	<p>A.Foundation Concepts about Oral and Written Language 2,3,7</p> <p>D.Interpretation and Administration of Assessments 1,2,4</p>	<p>TSPC: (1b) Pedagogical content knowledge (1c) professional &amp; pedagogical content knowledge (1) The Learner and Learning: Learner Development: [InTASC Standard #1 d) Learning Environments . [InTASC Standard #3 a, c, i, j.] (3) Instructional Practice (b) Planning for Instruction. [InTASC Standard #7 i ]</p>
<b>EDU 517: Race, Identity, and Representation</b>	<p>1.Candidates will reflect upon their own racial and cultural identity, and worldview. Once they can identify and name</p>	<p>Prepared Participation Reading Response Papers</p>		<p>TSPC &amp; ESOL (B) Culture (i), (ii), (iv); (D) (ii); (E) (i)</p>



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<p><b>in Education</b></p>	<p>the racial and cultural influences in their lives, they will be able to look at their students and at their schools and classrooms with the eyes of a sociologist/anthropologist. It is to assist future teachers to recognize that students are acculturated into one family/community culture and then are asked to acculturate to another culture—the school culture.                  2.The second purpose is to address questions of conscious or unconscious bias in educational institutions.                  3.The final purpose is for candidates to examine and refine their own perspectives on systemic racism, bias, and power—as professional educators and reflective practitioners.</p>	<p>Racial, ethnic, linguistic autobiography                  Final Aesthetic</p>		<p>(D) Assessment (i)                  (E) Professionalism (i)                  (F) Technology (ii)</p>
<p><b>EDU 505: Culturally Proficient Curriculum &amp; Assessment</b></p>	<p>Articulate their own culture perspectives, and identify the ways in which their world view shapes their educational beliefs and instructional practices.                  2. Understand the specific challenges diverse students face (e.g. differences in expectations of teachers by students and parents from other countries.)                  3. Develop methods of assessing prior knowledge for each lesson.                  4. Develop methods of embedding cultural awareness and culturally appropriate material in all instruction.                  5. Provide culturally aware and sensitive instruction that is rigorous and relevant for all students.</p>	<p>Four Written Class Reflections ~ at the end of each class you will complete a written reflection on the key concepts presented in class and your emotional responses to the content or group process.                   Assignment 1 ~ Educational Genogram &amp; Cultural Narrative Design a family genogram (map) that illustrates your educational legacy and experience. Write a 3-5page narrative that examines your history, and the cultural dynamics that have shaped your understanding of education, assessment, and</p>		

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	<p>6. Provide ways to motivate diverse student populations.</p> <p>7. Meet learning goals using instructional strategies, which incorporate cultural considerations, including the ESOL standards established by the Teaching Standards and Practices Commission.</p> <p>8. Understand the importance of social justice as it relates to culture, incorporate this knowledge to instruction, assessment and curriculum.</p>	<p>instruction.</p> <p>Assignment 2 ~ Culturally Responsive Lesson Plan Develop a lesson or unit that includes the essential elements of culturally responsive standards based assessment and instruction.</p>	<p>A.Foundation Concepts about Oral and Written Language 3</p>	
<p><b>EDU 508: ESOL Methods &amp; Strategies K- 12</b></p>	<p>1.Apply instructional strategies appropriate to learning goals designed to meet student needs.</p> <p>2.Apply best practices of differentiated instruction using appropriate technologies</p> <p>3.Demonstrate a commitment to the principles of social justice through instruction, assessment and curriculum decisions.</p> <p>4.Use formative and summative forms of research and data analysis to inform decisions about instruction.</p> <p>5.Use a variety of forms of student work to assess progress toward learning goals.</p>	<p>Student led discussion with targeted strategy activity</p> <p>Strategy presentations</p> <p>ELD activities and curriculum design Reading response Self-authored book</p> <p>Student led discussion with targeted strategy activity</p> <p>Reading response Self-authored book Student led discussion</p>	<p>E.6Structured Language Teaching: Written Expression 3</p> <p>A.Foundation Concepts about Oral and Written Language 4</p>	
<p><b>EDU 510: Integrated Language Arts &amp; Social</b></p>	<p>1.To understand, analyze and critique the data and best practice research in support of integrating disciplines, particularly, language</p>	<p>Essay Living Journal Reading Responses Participation/discussion</p>		<p>InTASC Standard #1: Learner Development. (1d, 1e) Standard #4: Content Knowledge (4j)  -Standard #1:Learner Development (1a, 1b,</p>

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<p><b>Studies</b></p>	<p>arts and social studies at the elementary level</p> <p>2.To engage in the practice of designing, teaching, and assessing integrated language arts and social studies lessons coherent with the requirements of the classroom within which the candidate is working and the needs and the interests of the students in the classroom.</p>	<p>Children’s Literature Podcast Engaged participation with protocols and conversation structures during course sessions</p> <p>Lesson design(s) Summative: Micro lesson</p>		<p>1c, 1k) -Standard #2 Learning Differences (2b) -Standard #3: Learning Environment (3d, 3e, 3f, 3g) -Standard #7: Planning for Instruction (7g, 7h)</p>
<p><b>EDU 531: Writing and Literacy in the Content Areas</b></p>	<p>Understand why students should write in the content areas</p> <p>Understand the variations in expectations for writing from both content area teachers and English teachers</p> <p>Understand and demonstrate how writing can deepen understanding of content knowledge</p> <p>Understand how writing is a method of reflection, self-assessment and Metacognition</p> <p>Understand elements of effective backward design including essential questions, assessment &amp; importance of planning</p>	<p>Research and participate in class discussion about writing/writing challenges in specific content Areas</p> <p>Written lesson plans containing content and literacy standards/objectives/assessment</p> <p>Annotated Bibliography (portfolio artifact) and other assignments TBD</p> <p>Attend an evening meeting of “Decoding Dyslexia” to learn more about types of writing challenges/strategies Submit reflection “I am From” Poem Classroom Organization Map</p>	<p>E.5 Structured Language Teaching: Text Comprehension 4</p> <p>E.5 Structured Language Teaching: Text Comprehension 4,6</p>	<p>TSPC 1a-Knowledge of psychological, sociological, linguistic, and anthropological foundations of reading and writing processes and instruction.</p> <p>TSPC 2b-Use a wide range of instructional practices, including technology-based practices that promote reading and/or writing across the curriculum</p> <p>TSPC 4a-Use student interests and backgrounds as foundations for the reading and writing program, 4b- Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures, and linguistic backgrounds, 2c- Use a wide range of curriculum materials in reading (and writing) instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds including English language learners.</p>

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		(portfolio artifact) and other assignments TBD		TSPC 3a-3c Assessment, Diagnosis, and Evaluation  TSPC 2a-2d Instructional
<b>EDU 512: Assessment for Learning</b>	<p>The Candidate will be able to demonstrate understanding of a balanced assessment system including accommodation for students with special needs</p> <p>The candidate will be able to distinguish between formative and summative assessments and use both to inform instruction</p> <p>The candidate will be able to create quality classroom assessments for all students that inform instruction</p> <p>The candidate will be able to use state standards to create learning targets and design instruction to support student achievement of the targets.</p> <p>The candidate will be able use writing to reflect on their beliefs regarding assessment and work to develop a philosophy of assessment that motivates and supports student learning.</p>	<p>Reflective response writing Final Project, including selected, constructed, and performance items</p> <p>Reflective response writing Mid-term course formative assessment Data Team role play and demonstration</p> <p>Final project and presentation Creation of precise scoring rubrics</p> <p>In-class group practice and sharing Data Team role play and demonstration Final Project</p> <p>Reflective response writing Cooperative group problem-</p>	D.Interpretation and Administration of Assessments 1,2,4,6,7	<p>TSPC: (3a) Instructional Practice: Assessment [InTASC Standard #6a, 6t, 6u, 6v]</p> <p>TSPC: (3a) Instructional Practice: Assessment [InTASC Standard #6j]</p> <p>TSPC: (3a) Instructional Practice: Assessment [InTASC Standard #6b, 6k, 6u, 6v]</p> <p>TSPC: (3a) Instructional Practice: Assessment [InTASC Standard #6c, 6g, 6l, 6o, 6r and 7d)]</p> <p>TSPC: (4a) Professional Responsibility: Professional Learning and Ethical Practice: [InTASC Standard #6q, 6u, and 9i]</p>



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	<p>5. The science activity will be integrated with another subject area.          6. The activity will be a hands-on science activity.          7. The science lesson plan will include the elements of best design with emphasis on goals, safety, assessment, differentiation, and closure.</p>	<p>teaching a hands-on science activity.</p>		
<p><b>EDU 535: Teacher as Action Researcher</b></p>	<p>Analyze and synthesize educational literature to provide the foundation and framework for a research project</p> <p>Analyze and describe the context of one’s teaching community and site, identifying the elements, which will impact the teaching and learning of the classroom.</p> <p>Increase ability to analyze, articulate, perform, and manage change throughout the teaching, learning, and communication processes</p> <p>Develop knowledge of the appropriate application of technology to assist and enhance the teacher-learner/teacher-researcher role.</p>	<p>Research and reading          Article review          Dialogue Journals          Engagement in Activity          Inductive Lesson Analysis  <b>Summative; Literature Review</b></p> <p>Teaching Standard Presentation          Visual Metaphor          Engagement in Activity          Dialogue Journal  <b>Summative: Context Paper</b></p> <p>Observation analysis          Writing Process          Dialogue Journals  <b>Summative: Personal Reflection of Project</b></p> <p>Construct graphic representations (w/in project drafts)          Form Follows Function          Investigation (w/in project drafts)  <b>Summative: Final Action Research project</b></p>		<p>TSPC: (1b) Pedagogical content knowledge (1c) professional &amp; pedagogical content knowledge          (1) The Learner and Learning:          (a) Learner Development          (b) Learning Differences          (c) Learning Environments          (2) Content:          (a) Content Knowledge          (b) Application of Content          (4) Professional Responsibility:          (a) Professional Learning and Ethical Practice          (b) Leadership and Collaboration</p> <p>TSPC: (1b) Pedagogical content knowledge (1c) professional &amp; pedagogical content knowledge          (1) The Learner and Learning:          (a) Learner Development          (b) Learning Differences          (c) Learning Environments          (3) Instructional Practice:          (a) Assessment          (b) Planning for Instruction          (c) Instructional Strategies          (4) Professional Responsibility:          (a) Professional Learning and Ethical Practice          (b) Leadership and Collaboration</p>

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				<p>TSPC: (1b) Pedagogical content knowledge (1c) professional &amp; pedagogical content knowledge</p> <p>(1) The Learner and Learning:</p> <p>(a) Learner Development</p> <p>(b) Learning Differences</p> <p>(c) Learning Environments</p> <p>(3) Instructional Practice:</p> <p>(a) Assessment</p> <p>(b) Planning for Instruction</p> <p>(c) Instructional Strategies</p> <p>(4) Professional Responsibility:</p> <p>(a) Professional Learning and Ethical Practice</p> <p>(b) Leadership and Collaboration</p>
<p><b>EDU 511: Creative Arts</b></p>	<p>Candidate designs lessons that integrate expressive arts as instructional/learning, reflective and assessment activities throughout the curriculum.</p> <p>Candidate integrates literacy skills, social studies content, and increases the generative capacity in the area of arts expression.</p> <p>Candidate is able to explore, analyze and discuss current issues and ideas in the arts.</p>	<p>Teacher as Choreographer Journal</p> <p>Teacher as Choreographer Journal</p> <p>Teacher as Researcher Teacher as Participant Learner Journal</p>		<p>(2)Content</p> <p>(b)Application of Content (InTASC#5)</p> <p>(3) Instructional Practice</p> <p>(a) Assessment (InTASC #6)</p> <p>(b) Planning for Instruction (InTASC #8)</p> <p>(c) Instructional Strategies (InTASC #7)</p> <p>Conceptual Framework: Preparing professional educators, excellence in teaching</p> <p>(2) Content</p> <p>(b) Application of Content (InTASC #5)</p> <p>(3) Instructional Practice</p> <p>(b) Planning for Instruction (InTASC #8)</p> <p>(c) Instructional Strategies (InTASC #7)</p> <p>Conceptual Framework: Preparing professional educators, excellence in teaching</p> <p>(4) Professional Responsibility</p> <p>(a) Professional Learning and Ethical Practice (InTASC # 9)</p> <p>Conceptual Framework: Social Justice and Courage in Advocacy</p>

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	Candidate articulates the value and place of the arts, using research and examples for curriculum design and validation	Teacher as Researcher Teacher as Participant Learner Journal		(4) Professional Responsibility (b) Leadership and Collaboration (InTASC #10) Conceptual Framework: Excellence in Teaching
<b>EDU 516: Positive Classroom</b>	<p>Identify elements of a positive classroom learning culture, the strategies that teachers use to develop them, and a vision for creating a learning community that ensures that all students view themselves as confident and competent contributors.</p> <p>Analyze and plan to enhance the relationship between instruction and positive classroom culture and management by exploring concepts, theories and teaching strategies, including standards/proficiency-based teaching and learning, workshop, and quality student talk</p> <p>Examine classroom culture and conditions for learning through an equity lens, considering and differentiating instruction for students of different racial, cultural, linguistic, and economic backgrounds</p> <p>Develop a reflective and collaborative practice for creating and sustaining conditions that support teaching and learning in positive and motivating classrooms.</p>	<p>Analysis of classroom practices, critical questions Ongoing Canvas reflections and critical response to readings Description of vision for classroom letters to students or parents Engaged participation with protocols and in discussions during course sessions</p> <p>Theory to action sample plans for instruction and classroom management Grading plan Engaged participation with protocols and conversation structures during course sessions Ongoing Canvas reflections and critical response to readings</p> <p>Classroom observation analysis with an equity lens Differentiated lesson plan Critical questions Canvas discussion Engaged participation in critical reading protocols and reflective discussions during course sessions</p> <p>Engaged participation in critical reading protocols and reflective discussions during course sessions</p>		<p>InTASC 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. (Focus on InTASC Standards 3a, 3c, 3e, 3f, 3h, 3i, 3j, 3k, 3l, 3n, 3o, 3p, 3q, 3r.)</p> <p>InTASC 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. (Focus on InTASC Standards 3a, 3c, 3e, 3f, 3h, 3i, 3j, 3k, 3l, 3n, 3o, 3p, 3q, 3r.)</p> <p>InTASC 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. (Focus on InTASC Standards 2a, 2b, 2g, 2j, 2k, 2l, 2m, 2n, 2o)</p> <p>InTASC 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. (Focus</p>



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		Canvas discussion and plan for ongoing learning		on InTASC Standards 2a, 2b, 2g, 2j, 2k, 2l, 2m, 2n, 2o) InTASC 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. (Focus on InTASC Standards 3a, 3c, 3e, 3f, 3h, 3i, 3j, 3k, 3l, 3n, 3o, 3p, 3q, 3r.) InTASC 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.
<b>EDU 541: Teaching Strategies in English Language Arts (Single Subjects Endorsement)</b>	<p>1.Candidates will engage in thoughtful inquiry, demonstrate critical thinking, and use collegial conversations and writing as a vehicle for inquiry and reflective practice</p> <p>2.Candidates will develop their philosophy for teaching English Language Arts</p> <p>3.Candidates will generate a curriculum map based on essentials of literacy instruction</p>	<p>Class participation in activities, discussion, research and writing</p> <p>Internet inquiry search developing annotative bibliography for future language arts content reference</p> <p>Develop a philosophy statement capturing your values and ideals of Language and Literacy</p> <p>Concept map reflecting the relationship and integration of ideas along with vocabulary essential to a comprehensive language program</p> <p>Written reflections expressing awareness, new understanding and synthesis of concepts between/amongst secondary content area(s) and language arts</p>	<p>A.Foundation Concepts about Oral and Written Language 1,2</p> <p>E-2.Structured Language Teaching: Phonics and Word Recognition 1,4</p>	<p>Standard 1a – Learner Development</p> <p>Standard 2d– Learning Differences</p> <p>Standard 3f – Environments</p> <p>Standard 4a – Content</p> <p>Standard 4h Content</p> <p>Standard 6a – Assessment</p> <p>Standard 6e Assessment</p> <p>Standard 7a – Planning</p> <p>Standard 8a –Strategies</p> <p>Standard 9e Ethics</p>

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	<p>4.Candidates will develop a unit plan of 3-5 lessons appropriate to identified standards (Keene’s Model: What’s Essential for Literacy) and designed to meet student needs</p> <p>5.Students will demonstrate various methods of formative and summative assessment as a means to enhance instruction and student learning</p> <p>6.Students will identify academic and content area vocabulary and express the need for explicit vocabulary instruction.</p>	<p>Relationship of Common Core English Language Arts Standards with Keene Essentials of Language Arts Literacy Learning Model</p> <p>From a piece of literature of your choice, develop a learning sequence of 3-5 language arts lessons for a secondary classroom</p> <p>Through writing, visual representation, coursework, lesson design, classroom dialogue, and online class forum, show understanding and synthesis of concepts presented</p> <p>Summative reflection writing regarding one’s transformed awareness and new understanding</p> <p>Develop Text context organizers of academic concepts and vocabulary</p> <p>Visual organizer showing relationship amongst ideas and content vocabulary</p> <p>Create lists of essential vocabulary along with Annotated Bibliography of resources for language arts support and vocabulary study</p>	<p>E-4. Structured Language Teaching: Vocabulary 1,2,3,4</p>	
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