

Education

EDUC 1110

- L1- Demonstrate knowledge of the theoretical and conceptual frameworks of a particular social science discipline.
- L2- Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups and societies as they shape and are shaped by history, culture, institutions and ideas.
- L3- Utilize social science approaches, such as research methods, inquiry, or problem solving to examine the variety of perspectives about human experiences.
- L4- Evaluate how reasoning, history or culture informs and guides individual, civic, or global decisions.
- L5- Understand and appreciate similarities and differences among and between individuals, cultures or societies across space and time.

EDUC 2201

- L1- Demonstrate initial competence in child observation and interpretation of observation data.
- L2- Define common terms describing human development.
- L3- Define and apply common learning theories.
- L4- Demonstrate understanding of multiple perspectives of how learning occurs.
- L5- Know progressions and ranges in individual variation within human development (physical, social, emotional, and cognitive).
- L6- Apply principles of development and progressions of development (physical, social, emotional, and cognitive) to observational situations.
- L7- Analyze developmental characteristics of learners in light of their implications for classroom practices.
- L8- Demonstrate initial competence in child observation and interpretation of observation data.
- L9- Define common terms describing human development.

EDUC 2204

- L1- Identify the processes of language acquisition and the stages of development of linguistically diverse students.
- L2- Recognize differences in culture for planning, integrating, and delivering inclusive learning experiences.
- L3- Describe the importance of creating a safe, culturally responsive learning environment that promotes engagement and motivation.
- L4- Explain the benefits of family and community involvement in students' socialization and development.

EDUC 2215

- L1- Explain the importance of educational technology and its fundamental concepts in modern learning environments.
- L2- Demonstrate basic proficiency in using common educational software to complete specific tasks.
- L3- Develop fundamental digital literacy skills necessary for success in future education courses and professional settings.
- L4- Apply basic digital literacy skills to create educational resources.
- L5- Analyze the basics of copyright law, understand fair use, and apply responsible practices for using and sharing resources.
- L6- Describe and analyze key issues in digital citizenship, online safety, and data privacy, proposing best practices.
- L7- Explore and compare free educational technology tools and resources.
- L8- Demonstrate understanding of basic accessibility features in common software applications.
- L9- Create and cultivate a Personal Learning Network (PLN) focused on educational technology, utilizing it for ongoing professional learning.

- L10- Reflect on personal growth in digital literacy through a series of journal entries, analyzing its impact on educational practices.

EDUC 2235

- L1- 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.
- L2- 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.
- L3- 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.
- L4- 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.

EDUC 3302

- L1- Establish classroom management and motivation strategies addressing students' exceptional needs, developmental level and those from diverse cultures.
- L2- Establish an organized classroom (both space and time) that is aligned to the learning activities, accommodates for special needs, and is safe for all students.
- L3- Teach and monitor classroom rules and procedures so that behavioral expectations are clear, and little instructional time is lost in behavior management and routines.
- L4- Establish a culture for learning, based on motivational theories, and building appropriate personal relationships and rapport.
- L5- Establish a culture of collaboration as needed for appropriate Common Core State Standards/Idaho Core State Standards implementation.
- L6- Establish an effective system of grading and record keeping to measure student learning and providing feedback to students.
- L7- Plan for managing problem behaviors in accordance with Response to Intervention principles.
- L8- Establish partnerships with families and guardians of student for the purpose of motivation and management.
- L9- Demonstrate awareness of and abide by the Code of Ethics of the Idaho Teaching Profession as it relates to motivation and management.
- L10- Demonstrate awareness of laws related to student, teacher, and parent rights and responsibilities (e.g., appropriate education for students with disabilities, privacy, confidentiality, appropriate treatment of students, due process, discrimination, harassment, reporting in situations related to possible abuse, school attendance) and apply them to case situations.

EDUC 3308

- L1- Learn educational terms and concepts critical to their success in TEP coursework and fieldwork (including but not limited to: demographics, essential questions, enduring understandings, learning targets, objectives, "I Can" statements, Bloom's Taxonomy, Webb's Depth of Knowledge, formative and summative assessment, and APA-6).
- L2- Learn how to unpack Idaho Content Standards. Learn about FERPA compliance. Become familiar with the Danielson Framework for Teaching observation instrument and forms. Learn to use the ISU COE unit and lesson plan templates to write unit and lesson plans. Learn about educational assessment purposes and types, how they can/should be used, and how to interpret results.
- L3- Work collaboratively with an instructional team.
- L4- Examine and analyze existing artifacts, lesson plans, and assessments.

L5- Complete a ~30-hour K-12 classroom “field experience” (on-line observations).

L6- Use self, peer (when available), and cooperating teacher Framework for Teaching mini-lesson observations and self-reflections to set goals to enhance development of professional practice.

L7-Begin/build/cultivate a professional network.

EDUC 3309

L1- The preservice educator will facilitate equitable access to technology for all students. The preservice educator will design developmentally appropriate learning opportunities for technology-enhanced instructional strategies to support diverse learners.

L2- The preservice educator will evaluate technology resources for integration into the instructional process. The preservice educator will assess student learning using appropriate technology tools. The preservice educator will demonstrate data analysis techniques for maximizing student learning.

L3- The preservice educator will demonstrate the skills necessary for technology integration into the instructional process. The preservice educator will use technology to communicate with stakeholders.

L4- The preservice educator will model legal practices related to U.S. copyright laws in the instructional process. The preservice educator will model the ethical use of technology in the instructional process.

L5- The preservice educator will demonstrate scholarly interaction with professional organizations in relation to technology integration. The preservice educator will review professional publications related to technology integration into the instructional process.

EDUC 3311

L1- Demonstrate a disposition to improve practice by learning from and with others by exploring research supported practices that promote active, engaged student learning with technology.

L2- Demonstrate an emerging disposition for technology leadership and ethical practices to support student success learning with technology.

L3- Model an awareness and commitment to ethical digital citizenship.

L4- Collaborate with peers, colleagues, and students to improve professional practice, discover and share instructional and other professional resources to solve problems and/or propose solutions.

L5- Design authentic, learner-driven learning environments and assessments that promote learning for all.

L6- Plan for the facilitation of learning using current and emerging technologies and instructional strategies (e.g., PBL) that support active, engaged student learning.

L7- Analyze and use educational data to make decisions about instruction, assessment, and student achievement.

EDUC 3321

L1- Become familiar with the basic principles of teaching language arts.

L2- Begin to reflect upon, develop and articulate beliefs about the teaching of language arts.

L3- Investigate the structure of oral and written language, including essential knowledge of language systems and foundational skills.

L4- Understand the relationship of reading, writing, speaking, listening and viewing to learning.

L5- Learn how to plan for the development of the language arts in your classroom, which will include meeting the needs of multicultural and diverse learners as well as interacting with parents and other professionals.

L6- Explain the acquisition and development of oral and written language and identify those patterns of development in young children’s speech and writing.

L7- Investigate the reading process, which includes strategies of initiating, predicting, and confirming text transactions used by all readers.

L8- Develop instructional strategies and resources for teaching.

L9- Reflect on the reading and writing processes from a personal perspective and demonstrate reflection through teacher research as an instructional decision-

making process and relate one’s personal experience to current research regarding the reading and writing process.

EDUC 3322

L1- Develop a theoretical framework of the reading and writing process.

Develop a knowledge of fluency, vocabulary development, and reading comprehension strategies and methods for teaching children’s literature.

L2- Develop an understanding of the writing process and how to teach writing by modeling, incorporating writing instruction and a wide range of writing opportunities. Recognize literature as fiction or non-fiction and belonging to identified genres. Select appropriate literature for children according to their interests, needs, and abilities.

L3- Learn and apply criteria for evaluating children’s literature. Know authors, illustrators and poets and their contributions to the changing field of children’s literature.

L4- Develop strategies to motivate children’s interest and enthusiasm for literature. Develop an understanding of the role of multicultural literature in promoting respect for and appreciation of diversity, explore oral traditions in the development of children’s literature and become acquainted with the historical context of children’s literature.

L5- Learn how to prepare and implement lesson plans and deliver appropriate learning experiences based on individual differences and diverse cultures and communities. Develop an understanding of the Idaho Content Standards and the Idaho Comprehensive Literacy Standards.

EDUC 3330

L1- Become acquainted with instructional practices, emphasizing mathematical reasoning, communication, connections, and problem solving (NCTM Process Standards & CCSS Mathematical Practices).

L2- Demonstrate computational ability with, and methodological ideas for teaching, standard and non-standard math algorithms taught in the elementary grades.

L3- Identify math manipulatives for use in elementary school and demonstrate the use of manipulatives in teaching mathematical concepts.

L4- Identify the mathematical learning processes of children.

L5- Become familiar with assessing and using children’s thinking as a guide to planning instruction.

EDUC 3331

L1- Plan/analyze units and lessons that demonstrate proper safety and ethical considerations. Plan/analyze units and lessons for instruction that promotes student learning based on how students learn science.

L2- Describe how learning occurs in science. Identify common misconceptions, naive conceptions, or partial understandings of core ideas, and determine a plan to guide learners to an accurate conceptual understanding. Analyze and plan lessons using the 5E instructional model.

L3- Use the Idaho Science Content Standards (DCI, SEP, CCC) to plan/analyze an instructional sequence. Identify the DCI, SEP and CCC that will guide my lessons.

L4- Create student friendly learning targets based on the standards that will support metacognition for my students. Identify the learning progression for the standards in my instructional sequence.

L5- Plan for assessment in a unit and lesson. Create and/or analyze an instructional sequence with multiple checks for understanding (formative assessment).

L6- Analyze a performance task for an instructional sequence. Integrate literacy into science lessons.

L7- Identify and plan for teaching the academic vocabulary and informational text in my instructional sequence. Analyze and plan evidence-based instructional strategies.

EDUC 3336

L1- Demonstrate an understanding of the role of the social studies in the preparation of good citizens. Critically evaluate social studies resources for accuracy and relevancy.

L2- Find and understand the social studies strands of the Idaho Content Standards and the C3 Framework at the elementary, middle, and/or secondary level.

L3- Plan social studies lessons/units at the student's major level (K-8 for elementary majors; grades 6-8 [possibly 9-12] for secondary majors) utilizing Idaho Content Standards and the C3 Framework.

L4- Plan social studies lessons and units at the student's major level using grade-appropriate pedagogical methodologies and strategies that: are aligned to the Framework for Teaching include differentiation/accommodations for students with individual needs, (ELLs, G/Ts, and students with IEPs or 504s) foster a positive classroom environment conducive to learning utilize accurate formative and summative assessments of student learning.

L5- Teach lessons to a simulated "class" (peer group) and utilize reflective strategies to self-evaluate the individual lessons taught.

L6- Participate in small- and whole-group reflective analyses to help the class improve as a whole as social studies educators.

L7- Participate in current event analysis related to social studies.

L8- Read and evaluate realistic fiction related to social studies.

EDUC 4401

L1- Develop a theoretical framework of the reading and writing process.

L2- Understand the influence of reading and writing in content areas of instruction.

L3- Understands various genres and formats of adolescent literature and the importance of using a variety of texts and formats to enhance students understanding.

L4- Understand methods for engaging students in literacy activities to enhance comprehension in content areas.

L5- Develop planning activities for unit instruction in content areas that include multiple literacies, literature, and promotion of students' critical responses.

L6- Accommodate student needs in planning instruction for challenged, average, gifted, ELL/bilingual, and culturally diverse learners in the classroom.

L7- Analyze and critique aspects of a content area textbook in order to determine its effectiveness as a teaching tool in the classroom for all students.

L8- Analyze, discuss, and create one's own philosophy of teaching reading in content areas in light of legislation such as Idaho Content Standards and laws applying to teaching diverse learners.

EDUC 4408

L1- Complete a ~55-hour K-12 classroom environment field placement, including teaching at least 2 full lessons, and 2 mini lessons.

L2- Work collaboratively with an instructional team to develop an interdisciplinary unit that includes instructional goals for furthering K-12 student growth and achievement of the Idaho Core and Content Standards.

L3- Develop and implement formative and summative assessment methods to measure the extent in which students meet instructional goals.

L4- Develop and implement lessons that are developmentally appropriate and consider diverse learner needs, align with instructional goals and Idaho Core and Content Standards, and meet the curricular needs of the classroom. Enhance lessons with purposeful and meaningful family/community connections. Enhance lessons with explicit management techniques and motivational practices.

L5- Integrate technology applications into planning and practice. Provide learning experiences that foster critical thinking and real-life applications.

L6- Complete all requirements of the TES Portfolio and CTAP. Use self, peer (when possible), cooperating teacher, and university faculty evaluations of teaching performance to set goals to enhance development of professional practice.

L7- Analyze and use results from assessments to adjust current and future instructional practices. Begin/build/cultivate your professional network.

L8- Reflect on your practice as correlated to the Idaho Core Teacher Standards.

Create SMART goals based on your growth opportunities. Prepare for student teaching.

EDUC 4419

L1- Develop a theoretical framework of the reading and writing process, which will guide their decisions about how to assess reading and writing; Understand the importance of language development, schema theory and metacognition in the reading and writing process.

L2- Know how to utilize tests and forms of assessment in the classroom in a variety of approaches; Be able to utilize different approaches in assessing reading and writing and understand the relative strengths and needs of these approaches.

L3- Understand the importance of assessment in reading and writing and be able to employ several types of assessment techniques in the classroom for use with students.

L4- Develop a knowledge base for use in teaching/assessing reading and writing to diverse populations in the classroom.

L5- Develop a knowledge base of appropriate strategies and techniques to utilize with students based on assessment data.

L6- Understand how assessment is aligned to the Idaho Content Standards and the Idaho Comprehensive Literacy Standards.

EDUC 4460

L1- Identify the processes of language acquisition and the stages of development of linguistically diverse students. Identify there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness).

L2- Explain differences in culture for planning, integrating, and delivering inclusive learning experiences. Explain there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness).

L3- Describe the importance of providing appropriate accommodations that allow students to access academic content based on their current level of language proficiency. Explain there are unique considerations for specific language learner groups (e.g. immigrants, refugees, migrant, students with interrupted formal education). Explain differences in culture for planning, integrating, and delivering inclusive learning experiences.

L4- Explain the importance of creating a safe, culturally responsive learning environment that promotes engagement and motivation. Explain the evolution, research, and current federal and state legal mandates of education for linguistically diverse learners.

L5- Describe various language instruction educational program models. Explain that language is a system (including linguistic and socio- linguistic) and is able to distinguish between forms, functions, and contextual usage of social and academic language. Explain language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

L6- Identify variations in assessment of student progress that may be related to cultural and linguistic differences. Explain the difference between levels of language proficiency and how it can affect a students' academic achievement through various assessments.

L7- Describe appropriate accommodations for language learners being tested in the content areas. Explain how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

L8- Identify research and evidence-based strategies that promote students' critical thinking and problem solving at all stages of language development. Reflect the importance of staying current on research related to language learning.

L9- Explain the benefits of family and community involvement in students' linguistic, academic, and social development. Explain the necessity of

collegiality, collaboration, and leadership to promote opportunities for language learners. Explain linguistic features of the English language.

EDUC 4470

L1- Become acquainted with instructional practices, emphasizing mathematical reasoning, communication, connections, and problem solving (NCTM Process Standards & CCSS Mathematical Practices).

L2- Understand the process for effectively orchestrating mathematical discussions.

L3- Make appropriate modifications to curricular materials to formatively assess and support diverse learners.

L4- Identify the mathematical learning processes of children.

L5- Become familiar with assessing and using children's thinking as a guide to planning instruction.

EDUC 4493

L1- Commit to the teaching of all students, all cultures, all abilities, and all economic groups by meeting individual K-12 student needs to the best of my ability.

L2- Identify, apply and reflect on different approaches to instruction, learning, and assessment.

L3- Contribute to and have a positive impact on the professional community.

L4- Reflect and identify strength and growth opportunities within my professional practice.

L5- Have purposeful conversations about the Framework for Teaching's components and apply that knowledge to my professional practice.

L6- Identify of how the Idaho Core Teaching Standards from the Idaho Standards for Initial Certification of Professional School Personnel have been met, as aligned to the Danielson Framework for Teaching