ELEMEN'TARY EDUCATION PROGRAM  
PROGRAM GOALS:

1. Knowledge of Academic Content: Candidates understand and apply knowledge of the arts, English language arts, health and fitness, mathematics, science, and social studies.
2. Understanding of Learners and Their Communities: Candidates possess a deep understanding of the development and learning of children and young adolescents.
3. Learning Community: Candidates establish classroom communities that support student learning and positive human relationships.
4. Instruction: Candidates design and execute a wide range of instructional plans and strategies that support student learning within and across academic content areas.
5. Assessment: Candidates design and implement a wide range of assessment strategies that support student learning within and across academic content areas.
6. Professionalism: Candidates respect the rights and dignity of others, value and develop democratic dispositions, show integrity and honesty, and sustain collaborative and teamwork toward ever expanding educational goals.

PROGRAM OBJECTIVES:  

ASSESSMENT:

(See attached course objectives and outcomes and assessments.)

STUDENT LEARNING OUTCOMES:

ASSESSMENT:

(See attached course objectives and outcomes and assessments.)
<table>
<thead>
<tr>
<th>Department/Program Goals</th>
<th>Specific COURSE Outcomes</th>
<th>Related College Goals CENTER of Teaching and Learning</th>
<th>STANDARD V</th>
<th>Related University Goals</th>
<th>Assignment OR Artifact</th>
<th>Who/What Assessed (population, item)</th>
<th>Course Pre-Requisite</th>
<th>Criterion of Achievement (Expectation of how good things should be?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMENTARY EDUCATION</td>
<td>ELED 320</td>
<td>Goals 1 “outstanding academic and professional growth experience” &amp; 2 “participate in an increasingly diverse and environment.”</td>
<td>Goals I &amp; II: “…outstanding academic life…”</td>
<td>All students will prepare formal lesson plans and activities across all disciplines of arts, language arts, health and fitness, mathematics, science, and social studies.</td>
<td>All completing students will earn a rating “3” or above in a 4-point scale, 80%, or at least a “B” in meeting all learner outcome areas.</td>
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1.0 Common Core: Knowledge of Academic Content (Candidates understand and apply knowledge of the arts, English language arts, health-fitness, mathematics, science, and social studies.)

1.1 The Arts *(dance, music, theatre, visual arts)*

1.1.1 Understand that dance, music, theatre and visual arts shape and reflect culture and history

1.1.2 Understand and apply arts knowledge and skills utilizing the key elements, principles of design and composition, and the foundations, concepts and techniques used in dance, music, theatre, and visual arts, such as rhythm, beat, expression, action, character, energy, color, balance, harmony, etc.

1.1.3 Recognize a broad variety of visual and performing arts styles that differ across various artists, cultures, and times

1.1.4 Understand and apply/demonstrate the thinking skills using the artistic processes of creating, performing, and responding

1.1.5 Understand that dance, music, theatre, and visual arts are used to communicate ideas and feelings for specific purposes

1.1.6 Understand that aesthetic diversity is reflected in dance, music, theatre, and visual arts

1.1.7 Understand that the arts (dance, music, theatre, and visual arts) make connections within and across the arts, to other disciplines, life, cultures and work.
<table>
<thead>
<tr>
<th>EDLT 422</th>
<th>Goals</th>
<th>Students will be assessed during classes and while student teaching.</th>
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</tr>
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<tbody>
<tr>
<td>EDLT 308</td>
<td>“outstanding academic and professional growth experience” &amp; 2 “participate in an increasingly diverse and environment.”</td>
<td>“...outstanding academic life...”Goal VI: “Build inclusive and diverse campus communities that promote intellectual inquiry and encourage civility, mutual respect, and cooperation.”</td>
<td>All completing students will earn a rating “3” or above in a 4-point scale, 80%, or at least a “B” in meeting all learner outcome areas.</td>
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<tr>
<td>EDLT 308</td>
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<td>EDLT 309</td>
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</table>

1.2.2 Understanding of reading processes
1.2.2.1 Demonstrate knowledge that reading and writing are developmental processes
1.2.2.2 Demonstrate knowledge of the interrelationships of reading and writing, and listening and speaking
1.2.2.3 Demonstrate knowledge of the role of metacognition in reading and writing, and listening and speaking
1.2.2.4 Demonstrate knowledge of the essential components of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension)
1.2.2.5 Know the instructional progression of concepts of print [e.g., holding a book, understanding that print carries meaning, directionality, tracking of print, letter representation, word, and sentence]
1.2.2.6 Demonstrate knowledge of phonemic awareness [e.g., segmentation, blending, substitution]
1.2.2.7 Demonstrate knowledge of phonics [e.g., sound symbol correspondence, blending, and word families]
1.2.2.8 Demonstrate knowledge of fluency [e.g., rate, accuracy, prosody]
1.2.2.9 Demonstrate knowledge of indirect and direct vocabulary instruction [e.g., specific word instruction and word-learning strategies, using resources, word parts, and context clues]
1.2.2.10 Demonstrate knowledge of
comprehension skills and strategies [e.g., monitoring, summarizing, generating and answering questions]
1.2.2.11 Explain how additional components of literacy are inextricably linked to the reading process (oral language, spelling and writing)
1.2.2.12 Demonstrate knowledge of the interrelationship between first and second language and literacy acquisition
1.2.2.13 Understand and articulate a wide range of strategies used to comprehend, analyze, interpret, and evaluate a wide variety of literary and expository texts (e.g. demonstrate an understanding of how elements such as tone, bias, and point of view influence the meaning of text)

**1.2.3 Knowledge and Understanding of the Process of Writing**
1.2.3.1 Understand the writing process, its components (prewriting, drafting, revising, editing, publishing), and its recursive, interactive, and collaborative nature
1.2.3.2 Understand the traits of effective writing (e.g. development of ideas, organization, voice, word choice, sentence structure, and conventions)
1.2.3.3 Understand how purpose, audience, and perspective shape writing
1.2.3.4 Understand how mode (expository, persuasive, and narrative) and form (such as research paper, editorial, memoir) shape writing

**1.2.4 Knowledge and Understanding of Literature**
1.2.4.1 Read and understand a broad range of texts (nonfiction and fiction, historical and contemporary), including works representing and authored by a range of cultures and ethnicities globally and within the United States; works written specifically for children and young adult readers; and works providing both male and female representation and authorship
1.2.4.2 Understand the elements of literature (e.g. character, plot, setting)
1.2.4.3 Understand the need to include historical context in the teaching of literature
1.2.4.4 Understand that elements of genre
### 1.2.5 Knowledge of non-print media
Analyze the influence of media on culture and on people’s actions and communication

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### 1.3 Health/fitness
1.3.1 Understand the potential empowering or limiting effects of health/fitness choices and habits on quality of life, health and lifespan
1.3.2 Demonstrate understanding of basic motor skills, rhythms, physical activities, and fitness (movement concepts, loco-motor skills, non-locomotor skills, manipulative skills, specialized motor skills, dance, game skills, and sport skills)
1.3.3 Demonstrate understanding of how learners grow and develop kinesthetically
1.3.4 Demonstrate understanding of safety, legal issues, and risk management related to instructional practice in the physical education setting
1.3.5 Demonstrate understanding of cultural competence as it relates to community and consumer health, social skills, mental and emotional health, nutrition, personal health and safety, physical activity, disease prevention, environmental factors, substance use and abuse, healthy family life, disabilities, and sexual health
1.3.6 Create and apply appropriate instructional cues, prompts, and feedback to facilitate the development of basic motor skills, rhythms, physical activity, and physical fitness

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<tr>
<td>HED 446</td>
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<td>PE 334</td>
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### 1.4 Mathematics

#### 1.4.1 Mathematical Problem Solving
1.4.1.1 Apply and adapt a variety of appropriate strategies to solve problems of different types
1.4.1.2 Solve problems that arise in mathematics and those involving mathematics in other contexts
1.4.1.3 Build new mathematical knowledge through problem solving
1.4.1.4 Monitor and reflect on the process of mathematical problem solving

#### 1.4.2 Reasoning and Proof
1.4.2.1 Recognize reasoning and use of evidence as fundamental aspects of mathematics
1.4.2.2 Make and investigate mathematical

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<tr>
<th>Course Code</th>
<th>Goals</th>
<th>Goal IV: Build mutually beneficial partnerships with the public sector, industry, professional groups, institutions, and the communities surrounding our campuses. Goal VI: “Build inclusive and diverse campus”</th>
</tr>
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<tbody>
<tr>
<td>EDEL323</td>
<td>Goals 1 “...outstanding academic and professional growth experience” &amp; Goal 2 “participate in an increasingly diverse and environment.” Goal 4 “Build mutually beneficial</td>
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<td>All students will be assessed during classes and while student teaching.</td>
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<tr>
<td>MATH 164,</td>
<td>All students will earn a rating “3” or above in a 4-point scale, 80%, or at least a “B” in meeting all learner outcome areas. Students will pass all sections of the “Student Teacher Final Evaluation.”</td>
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<tr>
<td>MATH 250</td>
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conjectures
1.4.2.3 Develop, evaluate and select mathematical arguments and proofs as appropriate for the K-8 curriculum

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<th>Mathematical Communication</th>
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<tr>
<td>1.4.3.1 Systematically gather mathematical information for a given purpose and communicate their mathematical thinking coherently and clearly to peers, faculty, and others</td>
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<tr>
<td>1.4.3.2 Use the language of mathematics to express ideas precisely</td>
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<tr>
<td>1.4.3.3 Organize mathematical thinking through communication</td>
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<tr>
<td>1.4.3.4 Analyze and evaluate the mathematical thinking and strategies of others</td>
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<th>Mathematical Connections</th>
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<tbody>
<tr>
<td>1.4.4.1 Recognize and use connections among mathematical ideas</td>
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<tr>
<td>1.4.4.2 Recognize and apply mathematics in real-world contexts</td>
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<tr>
<td>1.4.4.3 Demonstrate how mathematical ideas interconnect and build on one another to produce a coherent whole</td>
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<th>Mathematical Representation</th>
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<tr>
<td>1.4.5.1 Use varied representations (words, pictures, data representation) to model and interpret physical, social, and mathematical phenomena</td>
</tr>
<tr>
<td>1.4.5.2 Create and use representations to organize, record, and communicate mathematical ideas</td>
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<tr>
<td>1.4.5.3 Select, apply, and translate among mathematical representations to solve problems</td>
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<th>Technology:</th>
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<tr>
<td>1.4.6.1 Use knowledge of mathematics to select and use appropriate technological tools</td>
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<tr>
<td>1.4.6.2 Understand the appropriate use of technology to experiment, visualize, and enable students to make and explore conjectures</td>
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<th>Number and Operation</th>
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<tr>
<td>1.4.7.1 Develop the meaning of addition, subtraction, multiplication, and division and provide multiple models involving operations with whole numbers, integers, and rational numbers</td>
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<tr>
<td>1.4.7.2 Demonstrate proficiency and flexibility in...</td>
</tr>
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multi-digit computation using algorithms, mental mathematics, and computational estimation
1.4.7.3 Provide equivalent representations of fractions, decimals, and percents
1.4.7.4 Create, solve, and apply proportions
1.4.7.5 Recognize and apply the fundamental ideas of number theory
1.4.7.6 Make sense of large and small numbers and use scientific notation
1.4.7.7 Analyze and explain the distinctions among whole numbers, integers, rational numbers, and real numbers
1.4.7.8 Recognize the meaning and use of place value in representing whole numbers and finite decimals, comparing and ordering numbers, and understanding the relative magnitude of numbers
1.4.8 Multiple Perspectives on Algebra
1.4.8.1 Explore, analyze, and represent patterns, relations, and functions
1.4.8.2 Investigate equality, equations, and proportional relationships
1.4.8.3 Use mathematical models to represent quantitative relationships
1.4.8.4 Analyze change in various contexts
1.4.8.5 Demonstrate knowledge of the historical development of algebra, including contributions from many cultures
1.4.9 Geometries
1.4.9.1 Demonstrate knowledge of core concepts and principles of Euclidean geometry in two and three dimensions
1.4.9.2 Exhibit knowledge of informal proof
1.4.9.3 Build and manipulate representations of two- and three-dimensional objects using concrete models, drawings, and dynamic geometry software, and perceive an object from different perspectives
1.4.9.4 Specify locations and describe spatial relationships using coordinate geometry
1.4.9.5 Analyze properties and relationships of geometric shapes and structures
1.4.9.6 Apply transformations and use symmetry, similarity, and congruence in mathematical situations
1.4.9.7 Demonstrate knowledge of the historical development of Euclidean geometry, including contributions from many cultures

1.4.10 Data Analysis, Statistics, and Probability
1.4.10.1 Design investigations, collect data, use a variety of methods to display data, interpret data representations and draw and represent conclusions that may include bivariate data and geometric probability
1.4.10.2 Use appropriate statistical methods and technological tools to analyze data and describe shape, spread, and center
1.4.10.3 Draw conclusions involving uncertainty by using hands-on and technology-based simulation for estimating probabilities and gathering data to make inferences and decisions
1.4.10.4 Identify misuses of statistics and invalid conclusions from probability
1.4.10.5 Demonstrate knowledge of the historical development of probability and statistics, including contributions from many cultures

1.4.11 Measurement
1.4.11.1 Recognize the common representations and uses of measurement and choose appropriate tools and units for measuring
1.4.11.2 Identify the attributes to be measured and apply appropriate techniques, tools, and formulas to determine measurements and their application in a variety of contexts
1.4.11.3 Use estimation as a way of understanding measurement units and processes
1.4.11.4 Demonstrate knowledge of the historical development of measurement and measurement systems, including contributions from many cultures.

| SCED 322 | Goals I | Goals I & II: “outstanding academic life…” | Students will be evaluated by trained observers using the Department of Education | All students will be assessed during classes and while student teaching. | All completing students will earn a rating “3” or above in a 4-point scale, 80%, or at least a “B” in meeting all learner outcome areas. Students will pass all sections of |
and changes in earth/space systems, including:
1.5.2.1 Components and patterns of earth systems
1.5.2.2 Processes and interactions in earth systems
1.5.2.3 Interactions in the solar system and beyond
1.5.3 Know and apply scientific concepts and principles to understand the properties, structures, and changes in living systems, including:
1.5.3.1 Life processes and the flow of matter and energy
1.5.3.2 Interdependence of life
1.5.3.3 Biological evolution
1.5.4 Know and understand the nature of scientific inquiry, including:
1.5.4.1 how scientific theories explain facts using inferential logic
1.5.4.2 the role of curiosity, honesty, skepticism, observation and openness when considering explanations and conducting investigations
1.5.4.3 how to make the methods and results of scientific investigations reliable and valid how increased comprehension of systems leads to new inquiry
1.5.5 Know and apply the skills and processes of scientific inquiry, including:
1.5.5.1 how to plan and conduct scientific investigations
1.5.5.2 how to identify controlled, manipulated (independent), and responding (dependent) variables
1.5.5.3 how to use evidence and inferential logic to construct a scientific explanation
1.5.5.4 how to use physical models and computer simulations to explain systems and processes
1.5.6 Understand and integrate mathematical thinking and problem-solving in scientific contexts, including, but not limited to:
1.5.6.1 use of the ISS (metric) measurement system (e.g. meter, liter, gram, Celsius) use of charts, tables, graphs for data display and analysis
1.5.6.2 application of mathematical computation to interpret data and to solve problems in scientific contexts
1.5.7 Understand and integrate the use of technological tools in science inquiry, including.

“Student Teacher Final Evaluation.” Students will be evaluated by professors and instructors during the quarter using the Live Text rubric and multiple classroom activities.

the “Student Teacher Final Evaluation.”