**CSM Outcomes Aligned with INTASC Standards**

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| INTASC |  CSM TE Outcomes | Progress |
| **The Learner and Learning** |  |
| **Standard 1** Learner Development | 1.1 Know characteristics of all learners1.2 Identify developmental levels of all learners | * Diversity Paper
* My Virtual Child Project
* Students Characteristics Paper in SPE 101
* Practicum (K-5th grade, plus 2nd grade and 5th grade SPE). All classes used Inclusion with a resource teacher.
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| **Standard 2** Learning Differences | 2.1 Adapt instruction to all learners.2.2 Use appropriate instructional strategies to meet the needs of diverse learners. | * I haven’t taught in an actual classroom yet, but when I do I will make sure to use the ASSURE instructions to make sure every child will be able to do the activities planned in class.
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| **Standard 3** Learning Environments | 3.1 Affirm and support students in positive social interactions, active engagement in learning and self-motivation.3.2 Organize and manage learning environments to optimize engaged time.3.3 Respond productively to student behaviors.3.4 Organize and manage collaborative learning groups3.5 Integrate principles of Universal Design for Learning (UDL) in designing instruction. | * Kids Round-Up Daycare and Early Childhood Development Center (KRU)
* Child Psychology 200
* Speech for Teacher’s majoring in Elementary Education. (Communications 200)
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| **Content Knowledge** |  |
| **Standard 4** Content Knowledge | 4.1 Demonstrate mastery of the disciplines that s/he teaches.4.2 Use appropriate instructional strategies to meet the needs of diverse learners. |  |
| **Standard 5** Application of Content | 5.1 Communicate structure of knowledge and purposes for learning to students.5.2 Create learning opportunities that engage learners in critical thinking.5.3 Create learning opportunities that promote creativity and collaborative problem solving. |  |
| **Instructional Practice** |  |
| **Standard 6** Assessment | 6.1 Communicate structure of knowledge and purposes for learning to students.6.2 Use multiple methods of assessment to collect and analyze student data.6.3 Design formative and /or summative measures that link accurately to learning objectives.6.4 Utilize state standards to select and adapt curricula based on the needs of all learners.6.5 Design developmentally appropriate leaning activities.6.6 Create effective lesson plans that address student learning objectives in daily lesson plans, unit plans, long-range plans and goal-setting.  | * N/A
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| **Standard 7** Planning for Instruction | 1.1 Know characteristics of all learners2.1 Adapt instruction to all learners.3.5 Integrate principles of Universal Design for Learning (UDL) in designing instruction.5.2 Create learning opportunities that engage learners in critical thinking6.4 Utilize state standards to select and adapt curricula based on the needs of all learners.6.5 Design developmentally appropriate leaning activities.6.6 Create effective lesson plans that address student learning objectives in daily lesson plans, unit plans, long-range plans and goal-setting. | * Diversity Paper
* My Virtual Child Project
* Students Characteristics Paper in SPE 101

Practicum (K-5th grade, plus 2nd grade and 5th grade SPE). All classes used Inclusion with a resource teacher. |
| **Standard 8** Instructional Strategies | 2.2 Use appropriate instructional strategies to meet the needs of diverse learners.7.1 Use and integrate appropriate technologies | * 7.1 Created a website with Weebly.
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| **Professional Responsibility** |  |
| **Standard 9** Professional Learning and Ethical Practice | 9.1 Attend professional meetings and participate in professional opportunities9.2 Demonstrate commitment to ethical practices of the teaching profession.9.3 Demonstrate professional responsibility in accordance with the the CSM Teacher Education Professional Dispositions.9.4 Develop a philosophy of teaching based on existing educational philosophies. | * Attended the NETA 2014 Conference.
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| **Standard 10** Leadership and Collaboration | 10.1 Provide effective feedback to inform stakeholders of learner progress10.2 Use professional written and oral language in communication with peers, learners, parents, administrators and the community. | * Learned effective communications skills in Communications 200.
* Book: *The Tactful Teacher – Effective Communication with Parents, Colleagues, and Administrators* by Yvonne Bender (COM 200).
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*revised June, 2012*