

IUS School of Education

Mapping of Standards to Coursework and Formative Assessment MS in Elementary and Secondary Education

(T) – Assignment requires use of technology

<i>Program Standard</i> <i>NBPTS used for MS in Elementary and Secondary Education</i>	<i>Themes</i>	<i>Formative Assignment/Assessment</i>		
		<i>Course #</i>	<i>Assignment</i>	<i>Assessment</i>
1. Teachers are committed to students and their learning.				
1A. Teachers recognize individual differences in their students and adjust their practice accordingly.	1,2	E524	Resource book	Presentation
		H520	Diversity Projects Individual Projects (T)	Paper
		J500	Best lesson emphasizing how modifications are made for those with special needs (T)	Paper
		P507	Conference script	Paper
		P510	Paper (South): Synthesis and evaluation project summarizing the discipline/motivation strategies we covered, unique to this course, which they have implemented in their classroom. Strategies covered are obviously different from course to course but the focus of all assignments is the transference of skills learned to the actual classroom. Skill presentations (T) Full class discussions Small group discussions	Pre/post Likert scale self-assessment Narrative feedback Narrative feedback

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		P570	(South): Synthesis and evaluation project summarizing the management strategies we covered, unique to this course, which they have implemented in their classroom. Strategies covered are obviously different from course to course but the focus of all assignments is the transference of skills learned to the actual classroom. Skill presentations (T) Full class exercises & discussions Small group exercises & discussions	Narrative feedback Narrative feedback
		P575	(South): Synthesis and evaluation project summarizing the communication strategies we covered, unique to this course, which they have implemented in their classroom. Strategies covered are obviously different from course to course but the focus of all assignments is the transference of skills learned to the actual classroom Skill presentations (T) Full class exercises & discussions Small group exercises & discussions	Narrative feedback Multiple page narrative feedback
		P515	Covering observations adequately, analyses, specific conclusions	Rubric
		X525	(Ridout): Strategy lessons to individual students	Notes/personal reflections & discussion with university supervisor

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1B. Teachers have an understanding of how students develop and learn.	1	H520	Group Projects/Diversity Projects	Presentations and papers
		R531	Learning styles (T)	Evaluation of comprehension
		W553	Project assignments (T)	Essay test
		P510	Paper (South): Synthesis and evaluation project summarizing the discipline/motivation strategies we covered, unique to this course, which they have implemented in their classroom. Strategies covered are obviously different from course to course but the focus of all assignments is the transference of skills learned to the actual classroom. Skill presentations (T). Full class exercises & discussions Small group exercises & discussions	Pre/post Likerr scale self-assessment Narrative feedback
		P570	(South): Synthesis and evaluation project summarizing the management strategies we covered, unique to this course, which they have implemented in their classroom. Strategies covered are obviously different from course to course but the focus of all assignments is the transference of skills learned to the actual classroom. Skill presentations (T). Full class exercises & discussions. Small group exercises & discussions.	Narrative feedback Narrative feedback

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		Course #	Assignment	Assessment
1C. Teachers treat students equitably.	1,2,4	H520	Individual projects, Diversity project (T)	Paper/Presentations
		J500	Resource book	Presentation
		P507	Project.	Resulting data reviewed in terms of rubrics and NCABS
		P507	Action steps for relationship.	
		P510	Research Paper. (South): Synthesis and evaluation project summarizing the discipline/motivation strategies we covered, unique to this course, which they have implemented in their classroom. Strategies covered are obviously different from course to course but the focus of all assignments is the transference of skills learned to the actual classroom. Skill presentations (T) Full class discussions. Small group discussions. Diversity Training Exercises followed by entire class discussion. Class demonstration and exercises of calming/relaxing strategies (for the teacher) so they can maintain their judgment and calmness when dealing with difficult students.	Pre/post Liker scale self-assessment Narrative feedback Narrative feedback Direct feedback

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		<i>Course #</i>	<i>Assignment</i>	<i>Assessment</i>
		P570	<p>(South): Synthesis and evaluation project summarizing the management strategies we covered, unique to this course, which they have implemented in their classroom. Strategies covered are obviously different from course to course but the focus of all assignments is the transference of skills learned to the actual classroom.</p> <p>Skill presentations (T)</p> <p>Full class discussions. Small group discussions.</p> <p>Diversity Training Exercises followed by class discussion.</p> <p>Class demonstration of calming/relaxing strategies (for the teacher) unique to this course so they can maintain their judgment when dealing with difficult students.</p>	<p>Narrative feedback</p> <p>Multiple page narrative feedback</p> <p>Direct feedback</p>

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		Course #	Assignment	Assessment
		P575	(South): Synthesis and evaluation project summarizing the communication strategies we covered, unique to this course, which they have implemented in their classroom. Strategies covered are obviously different from course to course but the focus of all assignments is the transference of skills learned to the actual classroom Skill presentations (T) Full class exercises & discussions Small group exercises & discussions Class demonstration of calming/relaxing strategies (for the teacher) unique to this course so they can maintain their judgment when dealing with difficult students	Narrative feedback Narrative feedback Direct feedback
		P515	Class discussion	
		W553	Class discussion	
		R531	Individual thematic projects	Portfolio
		E524	Observations and class discussions on various topics	
		H520	Diversity project/individual project.	Presentation/aper
1D. Teachers' mission extends beyond developing the cognitive capacity of their students.	2	J500	Class presentation of a program at their school	
		J500	Hidden curriculum	Exam
		P507	Write mission	

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		<i>Course #</i>	<i>Assignment</i>	<i>Assessment</i>
		P510	Paper (South): Describe, as part of a larger written project, their mission beyond teaching content. Full class discussion Small group discussion	Pre/post Likerr scale self-assessment Narrative feedback
		P570	Paper (South): Describe, as part of a larger written project, their mission beyond teaching content. Full class discussion Small group discussion	Pre/post Likerr scale self-assessment Narrative feedback
		P575	(South): Describe, as part of a larger written project, their mission beyond teaching content. Full class discussion Small group discussion	Narrative feedback
		R531	Learning styles	Self exploration and reflection
		W553	Project assignments; class discussion	

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		<i>Course #</i>	<i>Assignment</i>	<i>Assessment</i>
2. Teachers know the subjects they teach and how to teach those subjects to students.				
2A. Teachers appreciate how knowledge in their subjects is created, organized and linked to other disciplines.	1	E524	Written briefs on topics that support early childhood programs	
		H520	Group projects/Diversity projects (T)	Presentation/paper
		J500	Narrative research project; class group assignment	Resource book presentation
		P515		Exam
		R531	Project based assignment (T)	Portfolio with web links
2B. Teachers command specialized knowledge of how to convey a subject to students.	1	E524	Authentic assessment project for parent program	
		J500	Narrative research project; class group assignment	Resource book presentation
		P507	Script directions	
		W553	Project assignments	
2C. Teachers generate multiple paths to knowledge disciplines.	1	E524	Demonstration of various presentation styles	
		J500	Narrative research project; class group assignment	Resource book presentation
		R531	Thematic integrated projects	Rubric assessment of portfolio
		P515		Exam
		W553	MI project	

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		<i>Course #</i>	<i>Assignment</i>	<i>Assessment</i>
3. Teachers are responsible for managing and monitoring student learning.				
3A. Teachers call on multiple methods to meet their goals.	1	E524	Design parent programs	Class presentation
		H520	Diversity project/Group and individual presentations (T)	Paper/presentation
		J520	Individual projects	
		J500	Narrative research project	
		P507	Content's relationship to objectives and assessment	
		P510	Paper	Pre/post Likert scale self-assessment
		P510	(South): Synthesis and evaluation project summarizing the discipline/motivation strategies we covered, unique to this course, which they have implemented in their classroom. Strategies covered are obviously different from course to course but the focus of all assignments is the transference of skills learned to the actual classroom. Skill presentations (T) Full class exercises & discussions Small group exercises & discussions	Narrative feedback Narrative feedback

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		P575	(South): Synthesis and evaluation project summarizing the communication strategies we covered, unique to this course, which they have implemented in their classroom. Strategies covered are obviously different from course to course but the focus of all assignments is the transference of skills learned to the actual classroom Skill presentations (T) Full class exercises & discussions Small group exercises & discussions	Narrative feedback Narrative feedback
		P570 P570	Plan (T) (South): Synthesis and evaluation project summarizing the management strategies we covered, unique to this course, which they have implemented in their classroom. Strategies covered are obviously different from course to course but the focus of all assignments is the transference of skills learned to the actual classroom. Skill presentations (T) Full class exercises & discussions Small group exercises & discussions	Narrative feedback Narrative feedback
		W553	Group work/projects (T)	Quiz; essay test
3B. Teachers orchestrate learning in group settings.	1,3	E524	Design parent programs	Class presentation
		H520	Group projects (T)	Presentation
		E536	Team project	
		E545	(Ridout): Group project	Rubric
		E549	(Ridout): Group project	Rubric

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		P507	Script directions	
		P510	Paper	Pre/post Liker scale self-assessment Narrative feedback
		P510	(South): Synthesis and evaluation project summarizing the discipline/motivation strategies we covered, unique to this course, which they have implemented in their classroom. Strategies covered are obviously different from course to course but the focus of all assignments is the transference of skills learned to the actual classroom. Skill presentations (T) Full class exercises & discussions Small group exercises & discussions	Narrative feedback
3C. Teachers place a premium on student engagement.	1,3	H520	Diversity project (T)	Paper/presentation
		P570	Reflective entries (South): Synthesis and evaluation project summarizing the management strategies we covered, unique to this course, which they have implemented in their classroom. Strategies covered are obviously different from course to course but the focus of all assignments is the transference of skills learned to the actual classroom. Skill presentations (T) Full class exercises & discussions Small group exercises & discussions	Paper Narrative feedback Narrative feedback

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		P570	<p>Reflective entries</p> <p>(South): Synthesis and evaluation project summarizing the management strategies we covered, unique to this course, which they have implemented in their classroom. Strategies covered are obviously different from course to course but the focus of all assignments is the transference of skills learned to the actual classroom.</p> <p>Skill presentations (T)</p> <p>Full class exercises & discussions Small group exercises & discussions</p>	<p>Paper</p> <p>Narrative feedback</p> <p>Narrative feedback</p>
		P575	<p>(South): Synthesis and evaluation project summarizing the communication strategies we covered, unique to this course, which they have implemented in their classroom. Strategies covered are obviously different from course to course but the focus of all assignments is the transference of skills learned to the actual classroom</p> <p>Skill presentations (T)</p> <p>Full class exercises & discussions Small group exercises & discussions</p>	<p>Narrative feedback</p> <p>Narrative feedback</p>
		R531	(T)	Classroom observations
		W553		Essay; discussion

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		<i>Course #</i>	<i>Assignment</i>	<i>Assessment</i>
3. Teachers are responsible for managing and monitoring student learning (continued).				
3D. Teachers regularly assess student progress.	1	H520	Diversity project (T)	Paper/presentation
		J500	Curriculum alignment project	
		P507	Where this fits in total picture	
		P515	Individual observations	Rubric
		S503	Curriculum alignment project	
		X525	(Ridout): Work with designated children	Observation/discuss with university supervisor
3E. Teachers are mindful of their principal objectives.	1	E536	Clinical supervision project	
		P507	Present related objectives on at least two domains of learning	
		P507	Action steps	
		P570	Plan (T)	
		W553	Class discussion and presentations	

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		<i>Course #</i>	<i>Assignment</i>	<i>Assessment</i>
4. Teachers think systematically about their practice and learn from experience.				
4A. Teachers are continually making difficult choices that test their judgment.	1	H520	Discussions	
		J500	Development of a one-year curriculum outline/ thought project	
		P507	The nature of failure and how it is handled	
		P507	One on one conference	
		P510	Paper (South): Synthesis and evaluation project summarizing the discipline/motivation strategies we covered, unique to this course, which they have implemented in their classroom. Strategies covered are obviously different from course to course but the focus of all assignments is the transference of skills learned to the actual classroom. Skill presentations (T) Full class exercises & discussions Small group exercises & discussions Professional Development Journal entries	Pre/post Likert scale self-assessment Narrative feedback Narrative feedback Narrative feedback
		P515	Reflective entries	Rubric

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		P570	<p>(South): Synthesis and evaluation project summarizing the management strategies we covered, unique to this course, which they have implemented in their classroom. Strategies covered are obviously different from course to course but the focus of all assignments is the transference of skills learned to the actual classroom.</p> <p>Skill presentations (T)</p> <p>Full class exercises & discussions Small group exercises & discussions</p> <p>Professional Development Journal entries</p>	<p>Narrative feedback</p> <p>Narrative feedback</p> <p>Narrative feedback</p>
		P575	<p>(South): Synthesis and evaluation project summarizing the communication strategies we covered, unique to this course, which they have implemented in their classroom. Strategies covered are obviously different from course to course but the focus of all assignments is the transference of skills learned to the actual classroom</p> <p>Skill presentations (T)</p> <p>Full class exercises & discussions Small group exercises & discussions</p> <p>Professional Development Journal entries</p>	<p>Narrative feedback</p> <p>Narrative feedback</p> <p>Narrative feedback</p>

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4B. Teachers seek the advice of others and draw on education research and scholarship to improve their practice.	1	E524	Reading and presentations on current research in the are of parent program, diversity, early childhood programs	
		E536	Professional development project and literature review assignment (T)	Paper
		E545	(Ridout): Professional Reading w/presentation	Rubric
		E549	(Ridout): Professional Reading w/presentation	Rubric
		H520	Group project (T)	Presentation/rubric
		J500	Classroom participation; group work	
		J500	Development of a one-year curriculum outline/ thought project	Presentation/paper
		P507	Group commercial	
		P510	Paper (South): Describe, as part of a larger project, how they incorporate this into their day. Class discussion.	Pre/post Likert scale self-assessment Narrative feedback
		P570	(South): Describe, as part of a larger project, how they incorporate this into their day. Class discussion.	Narrative feedback
P575	(South): Describe, as part of a larger project, how they incorporate this into their day. Class discussion.	Narrative feedback		
		W553	Article summaries	Paper

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		Course #	Assignment	Assessment
5. Teachers are members of learning communities.				
5A. Teachers contribute to school effectiveness by collaborating with other professionals.	3	E536	Team projects	
		H520	Group project (T)	
		E549	(Ridout): Group writing project	Rubric
		J500	Classroom participation; group work	
		P507	Group assignments	
		P510	Paper (South): Describe, as part of a larger written project, their mission beyond teaching content. Full class exercises & discussions Small group exercises & discussions	Pre/post Likert scale self-assessment Narrative feedback
		P515		Rubric for research project
		P570	Plan (T) (South): Describe, as part of a larger written project, their mission beyond teaching content. Full class exercises & discussions Small group exercises & discussions	Narrative feedback
5B. Teachers work collaboratively with parents.	3,4	E524	Parent program presentations	
		J500	Class project	
		P507	Parent-teacher conferences	Simulated and analyzed
		P507	Script phone call	

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		P510	Paper (South): Small group practice incorporating elements of productive conferencing and communication we discussed	Pre/post Likert scale self-assessment Direct observation and corrective feedback
		P515	Observations	Rubric
		P570	Plan (T) (South): Small group practice incorporating elements of productive conferencing and communication we discussed	Direct observation and corrective feedback
		P575	(South): Small group practice incorporating elements of productive conferencing and communication we discussed	Direct observation and corrective feedback
5C. Teachers take advantage of community resources.	4	E524	Include resources in presentations	
		H520	Group project (T)	
		J500	Research report	Presentation
		J500	Development of a one-year curriculum outline	
		P570	Plan (T)	
		S503	Development of a one-year curriculum outline	
		W553	Community project	