

8710.2000 STANDARDS OF EFFECTIVE PRACTICE

FORM I-C MATRIX

Professional Education Program Evaluation Report (PEPER I)	MATRIX Form I-C					
<p>8710.2000 Standards of Effective Practice Saint Mary's University, Winona, undergraduate program</p>	<p>Identify coding used to indicate placement or assignment of standards here: <i>Course number indicates this standard is assessed for mastery in this course.</i></p> <p>Insert COURSE NUMBER & ID below</p>					
<p>Subp. 3. Standard 2, student learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:</p>				ED 480	ED 470	ED 305
<p>2A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;</p>						305
<p>2B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;</p>						305
<p>2C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;</p>						305
<p>2D. use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;</p>					480	470
<p>2E. assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;</p>					480	470
<p>2F. link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks; and</p>					480	470

2G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking.					480	470
Subpart 4. Standard 3 Diverse Learners: A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:	ED 300 ED 360	ED 380 ED 350	ED 470 ED 480	ED 475 ED 485	ED 445 ED 490	ED 305
3A. Understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning;						305
3B. Know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents;						305
3C. Know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;					360	445
3D. Understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;					485	475
3E. Understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;				360	485	475
3F. Understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;					485	475
3G. Understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;					485	475
3H. Understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;						300
3I. Understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;					480	470
3J. Know about community and cultural norms;						300
3K. Identify and design instruction appropriate to a student's stages of development, learning styles, strengths, and needs;					350	380
3L. Use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;					480	470

3M. Accommodate a student's learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;					480	470
3N. Identify when and how to access appropriate services or resources to meet exceptional learning needs;				490	485	475
3O. Use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;					480	470
3P. Bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms; and					480	470
3Q. Develop a learning community in which individual differences are respected.					480	470
Subpart 5. Standard 4 Instructional Strategies: A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:	ED 310 ED 330 ED 390	ED 315 ED 480 ED 396	ED 320 ED 470 ED 397	ED 325 ED 305	ED 335 ED 370	ED 470 ED 475
4A. Understand Minnesota's graduation standards and how to implement them;						370
4B. Understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;						305
4C. Understand principles and techniques, along with advantages and limitations, associated with various instructional strategies	330 390	310 396	315 397	320 395	325 394	335 393
4D. Enhance learning through the use of a wide variety of materials and human and technological resources;						370
4E. Nurture the development of student critical thinking, independent problem solving, and performance capabilities;					480	470
4F. Demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;					480	470
4G. Design teaching strategies and materials to achieve different instructional purposes and to meet student needs including developmental stages, prior knowledge, learning styles, and interests;	330 390	310 396	315 397	320 394	325	335
4H. Use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources;					480	470
4I. Monitor and adjust strategies in response to learner feedback;					480	470
4J. Vary the instructional process to address the content and purposes of instruction and the needs of students;					480	470

4K. Develop a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and present varied perspectives to encourage critical thinking. Use educational technology to broaden student knowledge about technology, to deliver instruction; and					480	470
4L. Use educational technology to broaden student knowledge about technology, to deliver instruction to students at different levels and paces, and to stimulate advanced levels of learning.					480	470
Subpart 6. Standard 5, learning environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:			ED 300	ED 480	ED 470	ED 305
5A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;						305
5B. understand how social groups function and influence people, and how people influence groups;						300
5C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;					300	305
5D. know how to help people work productively and cooperatively with each other in complex social settings;						305
5E. understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom;				480	470	305
5F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;						305
5G. understand how participation supports commitment;						305
5H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;				300	480	470
5I. establish peer relationships to promote learning;				300	480	470
5J. recognize the relationship of intrinsic motivation to student lifelong growth and learning;						305
5K. use different motivational strategies that are likely to encourage continuous development of individual learner abilities;					480	470

5L. design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;					480	470
5M. engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;					480	470
5N. organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;					480	470
5O. maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;					480	470
5P. develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;					480	470
5Q. analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and					480	470
5R. organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.					480	470
Subpart 7. Standard 6, communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:	ED 360	ED 475 ED 485	ED 330	ED 300	ED 470	ED 480
6A. understand communication theory, language development, and the role of language in learning;					360	330
6B. understand how cultural and gender differences can affect communication in the classroom;						300
6C. understand the importance of nonverbal as well as verbal communication;						300
6D. know effective verbal, nonverbal, and media communication techniques;						300
6E. understand the power of language for fostering self-expression, identity development, and learning;					360	330
6F. use effective listening techniques;				300	485	475

6G. foster sensitive communication by and among all students in the class;					480	470
6H. use effective communication strategies in conveying ideas and information and in asking questions;						300
6I. support and expand learner expression in speaking, writing, and other media;					480	470
6J. know how to ask questions and stimulate discussion in different ways for particular purposes, including probing for learner understanding, helping students articulate their ideas and thinking processes, promoting productive risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question; and					350	380
6K. use a variety of media communication tools, including audiovisual aids and computers, including educational technology, to enrich learning opportunities.					300	370
Subpart 8. Standard 7, planning instruction. A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals. The teacher must:					ED 350	ED 380
7A. understand learning theory, subject matter, curriculum development, and student development and know how to use this knowledge in planning instruction to meet curriculum goals;					350	380
7B. plan instruction using contextual considerations that bridge curriculum and student experiences;					350	380
7C. plan instructional programs that accommodate individual student learning styles and performance modes;					350	380
7D. create short-range and long-range plans that are linked to student needs and performance;					350	380
7E. plan instructional programs that accommodate individual student learning styles and performance modes;					350	380
7F. design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress;					350	380
7G. implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired; and					350	380
7H. evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning.					350	380

Subpart 9. Standard 8, assessment. A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:				ED 480	ED 370	ED 470
8A. be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;						370
8B. understand the characteristics, uses, advantages, and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work;						370
8C. understand the purpose of and differences between assessment and evaluation;						370
8D. understand measurement theory and assessment-related issues, including validity, reliability, bias, and scoring concerns;						370
8E. select, construct, and use assessment strategies, instruments, and technology appropriate to the learning outcomes being evaluated and to other diagnostic purposes;					480	470
8F. use assessment to identify student strengths and promote student growth and to maximize student access to learning opportunities;					480	470
8G. use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;					480	470
8H. use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;					480	470
8I. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;					480	470
8J. evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;					480	470
8 K. monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;					480	470
8L. establish and maintain student records of work and performance; and					480	470
8M. responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues.					480	470

Subpart 10. Standard 9, reflection and professional development. A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:				ED 490	ED 300	ED 305
9A. understand the historical and philosophical foundations of education;						300
9B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;						305
9C. understand the influences of the teacher's behavior on student growth and learning;					300	490
9D. know major areas of research on teaching and of resources available for professional development;					300	490
9E. understand the role of reflection and self-assessment on continual learning;					300	490
9F. understand the value of critical thinking and self-directed learning;						490
9G. understand professional responsibility and the need to engage in and support appropriate professional practices for self and colleagues					300	490
9H. use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;						490
9I. use professional literature, colleagues, and other resources to support development as both a student and a teacher;					300	490
9J. collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;						490
9K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500 ; and						300
9L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations.						300
Subpart 11. Standard 10, collaboration, ethics, and relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:	ED 225 ED 485	ED 470 ED 480	ED 370 ED 475	ED 305	ED 300	ED 490
10A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;					300	490

10B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;						300
10C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;						300
10D. understand the concept of addressing the needs of the whole learner;					300	305
10E. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;						225
10F. understand data practices;						370
10G. collaborate with other professionals to improve the overall learning environment for students;						305
10H. collaborate in activities designed to make the entire school a productive learning environment;					480	470
10I. consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;					480	470
10J. identify and use community resources to foster student learning;					480	470
10K. establish productive relationships with parents and guardians in support of student learning and well-being; and					480	470
10L. understand mandatory reporting laws and rules.						300