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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Key to Course Codes:Column 1 Is it TAUGHT (Blank) Not covered. 1. Minimal class coverage, e.g., topic introduction, no specific assessment. 3. Significant coverage in class, likely formative assessment. 5. Comprehensive emphasis in class, major component to class assessment, likely summative assessment. Column 2: Is it assessed (Y or N). Column 3: Note contains data about assessment if present. | | | | | | | | | | | | | | | | | |
| Conceptual Framework ID | **Curriculum Outcomes sorted according to Concordia Teacher Education Conceptual Framework** | **Ed 101 Teaching as a profession** | | | **ED101 Field Experience** | | | **Ed 201 Intro to Education** | | | **Ed. 231 Classroom Organization and Leadership** | | | **Ed Psy 210 Educational Psychology** | | | **EDPS210 Field Experience** | | |
|  | **Teaching Knoweldge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Student Development T-K1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TK1-1 | Discuss issues centered on perspectives and principles underlying the education program Conceptual Framework | 1 | N |  |  |  |  | 1 | N |  | 1 |  |  | 1 | N |  |  |  |  |
| TK1-2 | Articulate a philosophy of education and developmental perspectives |  |  |  |  |  |  | 4 | Y |  |  |  |  |  |  |  |  |  |  |
| TK1-3 | Neb 1 A Possesses a strong command of the content and related instructional strategies in the discipline(s) he or she teaches, especially in the areas of vocabulary and comprehension. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TK1-4 | Neb 1 B Understands research-based instructional approaches, strategies, assessments, and interventions. |  |  |  |  |  |  |  |  |  |  |  |  | 3 | N |  |  |  |  |
| TK1-5 | Neb 1 C Understands the intellectual, social, emotional, and physical development of students, how they learn, and how they differ. |  |  |  |  |  |  |  |  |  | 3 |  |  | 5 | Y |  |  |  |  |
| TK1-6 | Neb 1 D Understands the effect of cultural and societal influences on learning for each student |  |  |  |  |  |  | 5 | Y |  | 3 |  |  | 5 | Y |  |  |  |  |
| TK1-7 | Neb 1 E Understands how national, state, and local standards impact teaching. |  |  |  |  |  |  | 3 | Y |  |  |  |  | 3 | Y |  |  |  |  |
| TK1-8 | Neb 1 F Understands the components of an effective curriculum. |  |  |  |  |  |  | 2 | N |  |  |  |  |  |  |  |  |  |  |
| TK1-9 | Identify and utilize information from professional organization. | 1 | N |  |  |  |  | 1 | N |  |  |  |  |  |  |  |  |  |  |
| TK1-10 | Demonstrate the use of developmentally appropriate methods, materials/resources, and assessments in lesson planning. |  |  |  |  |  |  | 5 | Y |  |  |  |  |  |  | **A15** |  |  |  |
|  | Teaching Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Multiple Instructional Strategies T-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS1-1 | Select teaching methods and instructional interventions in light of student needs, abilities, curriculum and resources. |  |  |  |  |  |  | 3 | Y |  |  |  |  |  |  |  | 3 | Y |  |
| TS1-2 | Neb 2 C Uses a variety of appropriate, research-based teaching strategies including the use of technology. | 4 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | N |  |
| TS1-3 | Neb 4 D Assumes various roles in the instructional process appropriate to the content, purposes of instruction, and the needs of students. |  |  |  |  |  |  | 2 | N |  |  |  |  |  |  |  | 3 | Y |  |
| TS1-4 | Neb 4 E Engages students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement. |  |  |  |  |  |  | 3 | N |  | 3 |  |  |  |  |  |  |  |  |
| TS1-5 | Neb 4 F Uses strategies that enable students to develop skills in critical thinking, creativity, and problem-solving. |  |  |  |  |  |  | 1 | N |  |  |  |  |  |  |  |  |  |  |
| TS1-6 | Neb 2 E Integrates a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences. |  |  |  |  |  |  | 3 | N |  | 1 |  |  |  |  |  |  |  |  |
|  | Planning TS-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS2-1 | The teacher appropriately integrates technology in instruction and assessment. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS2-2 | Consider local culture and community standards in the development of curriculum and pedagogy. |  |  |  |  |  |  | 1 | N |  |  |  |  |  |  |  |  |  |  |
| TS2-3 | Neb 2 A Develops coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives. |  |  |  |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  |
| TS2-4 | Effectivly use hook, transition, main lesson, and conclusion. |  |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  |  |
| TS2-5 | Plan for assessment of critical outcomes, identifying method, tool, and grading system. |  |  |  |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  |
| TS2-6 | Plans for and utilizes allocated time effectively. | 1 | N |  |  |  |  | 5 | Y |  | 3 |  |  |  |  |  |  |  |  |
| TS2-7 | Neb 2 B Designs and adapts lessons based on student progress, assessment results, and interests. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS2-8 | Neb 2 D Considers students’ prior knowledge, abilities, and individual circumstances to ensure that instruction is differentiated, relevant to students, and rigorous. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS2-9 | Neb 4 B Modifies, adapts, and differentiates instruction and accommodations based on data analysis, observation, and student needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Assessment TS-3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS3-1 | Neb 5 A Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs. |  |  |  |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  |
| TS3-2 | Neb 5 B Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS3-3 | Neb 5 C Seeks to assure that classroom-based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students. |  |  |  |  |  |  |  |  |  |  |  |  | 5 | N |  |  |  |  |
| TS3-4 | Neb 5 D Develops or selects appropriate assessments and interprets the resulting data, both individually and with colleagues. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS3-5 | Neb 5 F Compiles and reports assessment data to accurately document student progress over time. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Motivation & Management TS-4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS4-1 | Neb 3 B Ensures a safe and accessible environment. |  |  |  |  |  |  |  |  |  | 5 |  |  | 3 | N |  | 3 | N |  |
| TS4-2 | Neb 3 C Establishes, communicates, and maintains effective routines, procedures, and clear standards of conduct. |  |  |  |  |  |  |  |  |  | 5 |  |  | 3 | N |  | 4 | N |  |
| TS4-3 | Neb 3 E Establishes high expectations that cultivate each learner’s self-motivation and encourage pride in his/her genuine accomplishments. |  |  |  |  |  |  |  |  |  | 5 |  |  | 3 | Y |  |  |  |  |
| TS4-4 | Neb 5 E Uses strategies that enable students to set high expectations for personal achievement, and to assess, monitor, and reflect on their own work. |  |  |  |  |  |  |  |  |  | 5 |  |  |  |  |  | 3 | N |  |
|  | Teaching Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Passion for Teaching T-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD1-1 | Demonstrates a desire to teach and zeal for student growth. | 4 | Y |  | 4 | Y |  | 4 | Y |  | 3 |  |  | 5 | Y |  | 5 | Y |  |
| TD1-2 | Integrate the faith and communicate the Gospel (non-public) | 1 | N |  |  |  |  | 3 | N |  | 5 |  |  | 5 | N |  |  |  |  |
| TD1-3 | Integrate principles of citizenship and sound Christian ethics (public) | 1 | N |  |  |  |  | 3 | N |  | 5 |  |  | 5 | N |  |  |  |  |
| TD1-4 | Demonstrates enthusiasm in pre-professional classroom experiences. | 5 | Y |  | 5 | Y |  |  |  |  | 3 |  |  | 3 | N |  | 5 | Y |  |
| TD1-5 | Demonstrate initiative in participating in pre-professional experiences. | 5 | Y |  | 5 | Y |  |  |  |  | 3 |  |  | 5 | N |  | Y | Y |  |
| TD1-6 | Exceeds minimal expectations in planning and implementing lessons |  |  |  |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  |
| TD1-7 | Neb 7 B Enthusiastically contributes to the continuous school improvement process. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Personal Characteristics TD-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD2-1 | Demonstrate appropriate attitude, demeanor, communication, appearance and behavior in pre-professional experiences | 5 | Y |  | 5 | N |  |  |  |  | 3 |  |  | 5 | N |  | 5 | Y |  |
| TD2-2 | Assumes personal responsibility for professional demands (e.g., deadlines, forms, punctuality, etc.) | 4 | Y |  | 4 | Y |  | 5 | Y |  | 5 |  |  | 5 | Y |  | 5 | Y |  |
| TD2-3 | Neb 1 G Accepts responsibility for the growth of student learning, development, and achievement. |  |  |  |  |  |  |  |  |  | 3 |  |  |  |  |  |  |  |  |
| TD2-4 | Neb 6 E Adheres to school policies, procedures, and regulations. | 4 | Y |  | 4 | Y |  | 5 | N |  | 5 |  |  | 5 | N |  | 5 | Y |  |
| TD2-5 | Neb 6 G Maintains accurate records, documentation, and data. |  |  |  |  |  |  |  |  |  | 5 |  |  |  |  |  | 3 | Y |  |
|  | Leading Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Content Pedagogy LD-K1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDK1-1 | Demonstrate subject area proficiency by designing and implementing specific learning experiences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDK1-2 | Keeps abreast of developments in his/her discipline and the broader field of education. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDK1-3 | Utilizes standards specific to his/her discipline |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDK1-4 | Neb 4 A Knows a range of developmentally appropriate instructional strategies and resources that are targeted to meet learning goals. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Leading Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | School and Community Involvement LD-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS1-1 | Demonstrate social skills adequate to maintain appropriate relationships in a school community | 4 | N |  | 4 | N |  | 5 | N |  | 3 |  |  | 5 | N |  | 5 | Y |  |
| LDS1-2 | Demonstrate interpersonal communication skills need for working with peers, admin, parents and students | 3 | N |  | 3 | N |  | 5 | N |  | 5 |  |  | 5 | Y |  | 5 | Y |  |
| LDS1-3 | Neb 3 F Values students as individuals, their families, neighborhoods, and communities; acknowledges their experiences and builds upon those experiences to increase academic success |  |  |  |  |  |  |  |  |  | 5 |  |  | 5 | N |  | 5 | Y |  |
| LDS1-4 | Neb 4 H Implements engaging learning experiences that draw upon family and community resources. |  |  |  |  |  |  |  |  |  | 5 |  |  |  |  |  |  |  |  |
| LDS1-5 | Neb 7 A Actively participates in the development and implementation of the school’s vision, mission, and goals for teaching and learning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS1-6 | Neb 7 C Establishes and maintains collaborative professional relationships. | 4 | Y |  | 4 | Y |  |  |  |  | 3 |  |  | 3 | Y |  |  |  |  |
| LDS1-7 | Neb 7 E Collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process. |  |  |  |  |  |  |  |  |  | 5 |  |  |  |  |  |  |  |  |
|  | Diverse Learners LD-S2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS2-1 | Articulate ways in which culture influences the teaching/learning process and design and implement culturally inclusive lessons and teaching strategies |  |  |  |  |  |  | 3 | N |  |  |  |  | 5 | Y |  |  |  |  |
| LDS2-2 | Incorporate diverse strategies within a single lesson plan to address various learning styles |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS2-3 | Neb 3 A Establishes relationships that result in a positive learning climate of openness, mutual respect, support, and inquiry, and interacts with students in ways that demonstrate and promote recognition of diversity. |  |  |  |  |  |  | 3 | N |  | 5 |  |  | 3 | N |  | 5 | N |  |
| LDS2-4 | Neb 3 D Establishes a collaborative learning community built on trust and teamwork that is consistent with and supportive of the full development of students as individuals. |  |  |  |  |  |  |  |  |  | 5 |  |  |  |  |  | 5 | N |  |
|  | Communication and Technology LD-S3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS3-1 | Neb 4 C Communicates effectively with students to promote and support high expectations for achievement. |  |  |  |  |  |  |  |  |  | 5 |  |  |  |  |  | 3 | N |  |
| LDS3-2 | Neb 4 G Uses existing and emerging technologies as needed to support and promote student learning. |  |  |  |  |  |  |  |  |  | 3 |  |  |  |  |  |  |  |  |
| LDS3-3 | Neb 7 D Uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families, and the community. |  |  |  |  |  |  |  |  |  | 5 |  |  |  |  |  |  |  |  |
|  | Character / Faith Development LD-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-1 | Know when to appropriately apply Law and Gospel.(LTD) |  |  |  |  |  |  |  |  |  | 5 |  |  | 1 | N |  |  |  |  |
| LDD1-2 | Articluate the benefits and necessity of the sacraments. (LTD) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-3 | Use different strategies to link faith-life examples to various curriculum areas (LTD) | 1 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-4 | Maintain a lifestyle in concert with the role of one called to the teaching ministry. | 2 | N |  | 2 | N |  | 3 | N |  | 3 |  |  | 3 | Y |  | 5 | N |  |
| LDD1-5 | Use different strategies to link positive citizenship examples to various curriculum areas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-6 | Neb 6 D Protects the established rights and confidentiality of students and families. | 1 | N |  |  |  |  | 1 | N |  | 2 |  |  |  |  |  | 5 | N |  |
| LDD1-7 | Neb 6 F Models ethical behavior in accordance with established Biblical and secular standards. | 1 | N |  | 1 | N |  | 3 | N |  | 5 |  |  |  |  |  | 5 | N |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Learning Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Depth of Knowledge in Endorsement LR-K1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRK1-1 | Demonstrate a solid knowledge base for each subject taught |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRK1-2 | Demonstrate content knowledge integration with other content areas. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Learning Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Reflective Practice: Professional Growth LR-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRS1-1 | Demonstrate that he/she is a lifelong learner willing to grow in knowledge and skill | 2 | Y |  | 2 | Y |  |  |  |  | 3 |  |  |  |  |  |  |  |  |
| LRS1-2 | Neb 6A Systematically reflects on his/her own professional practice in order to bring about continuous improvement. | 4 | Y |  | 4 | Y |  | 3 | Y |  | 3 |  |  | 5 | Y |  | Y | Y |  |
| LRS1-3 | Neb 6C Contributes to and advocates for the profession. | 1 | N |  | 1 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Learning Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Lifelong Learning LR-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRD1-1 | Demonstrate that he/she is a lifelong learner willing to grow in knowledge and skill by attending conferences, subscribing to listservs, reading journals, etc., |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRD1-2 | Collaborates with colleagues to enhance instructional practice. | 4 | Y |  | 4 | Y |  |  |  |  |  |  |  | 3 | N |  |  |  |  |
| LRD1-3 | Neb 6 B Actively pursues meaningful professional development. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Conceptual Framework ID | **Curriculum Outcomes sorted according to Concordia Teacher Education Conceptual Framework** | **Psy 324 Psychology of Except & Multicu** | | | **Psy324 Field Experience** | | | Ed. 346 Instructional Technology | | | **Theo 381 Christian Teachers Ministry** | | | **Ed. 424 Teaching the Diverse Learner** | | | **ED424 Field Experience** | | |
|  | **Teaching Knoweldge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Student Development T-K1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TK1-1 | Discuss issues centered on perspectives and principles underlying the education program Conceptual Framework | 1 | N |  |  |  |  |  |  |  |  |  |  | 1 | N |  |  |  |  |
| TK1-2 | Articulate a philosophy of education and developmental perspectives |  |  |  |  |  |  |  |  |  | 5 | Y |  | 3 | Y |  |  |  |  |
| TK1-3 | Neb 1 A Possesses a strong command of the content and related instructional strategies in the discipline(s) he or she teaches, especially in the areas of vocabulary and comprehension. |  |  |  |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  |
| TK1-4 | Neb 1 B Understands research-based instructional approaches, strategies, assessments, and interventions. | 3 | Y |  |  |  |  |  |  |  | 3 | Y |  | 5 | Y |  |  |  |  |
| TK1-5 | Neb 1 C Understands the intellectual, social, emotional, and physical development of students, how they learn, and how they differ. | 4 | Y |  | 5 | Y |  |  |  |  | 1 | N |  | 5 | Y |  | 4 | Y |  |
| TK1-6 | Neb 1 D Understands the effect of cultural and societal influences on learning for each student | 3 | Y |  |  |  |  |  |  |  | 1 | N |  | 4 | Y |  | 4 | Y |  |
| TK1-7 | Neb 1 E Understands how national, state, and local standards impact teaching. | 2 | Y |  |  |  |  |  |  |  | 4 | Y |  |  |  |  |  |  |  |
| TK1-8 | Neb 1 F Understands the components of an effective curriculum. | 2 | N |  |  |  |  |  |  |  | 1 | N |  | 4 | Y |  |  |  |  |
| TK1-9 | Identify and utilize information from professional organization. | 2 | Y |  |  |  |  |  |  |  | 3 | Y |  |  |  |  |  |  |  |
| TK1-10 | Demonstrate the use of developmentally appropriate methods, materials/resources, and assessments in lesson planning. |  |  |  |  |  |  | 3 | Y |  | 1 | N |  | 5 | Y | **A15** | 2 | Y |  |
|  | Teaching Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Multiple Instructional Strategies T-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS1-1 | Select teaching methods and instructional interventions in light of student needs, abilities, curriculum and resources. | 3 | Y |  |  |  |  | 1 | N |  | 3 | Y |  | 5 | Y |  |  |  |  |
| TS1-2 | Neb 2 C Uses a variety of appropriate, research-based teaching strategies including the use of technology. | 3 | N |  |  |  |  | 5 | Y |  | 3 | Y |  | 3 | Y |  |  |  |  |
| TS1-3 | Neb 4 D Assumes various roles in the instructional process appropriate to the content, purposes of instruction, and the needs of students. | 3 | Y |  |  |  |  |  |  |  | 1 | N |  | 5 | Y |  |  |  |  |
| TS1-4 | Neb 4 E Engages students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement. | 2 | N |  |  |  |  |  |  |  | 3 | Y |  | 5 | Y |  |  |  |  |
| TS1-5 | Neb 4 F Uses strategies that enable students to develop skills in critical thinking, creativity, and problem-solving. |  |  |  |  |  |  | 3 | Y |  | 1 | N |  | 4 | Y |  |  |  |  |
| TS1-6 | Neb 2 E Integrates a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences. |  |  |  | 3 | Y |  | 5 | Y |  | 1 | N |  | 4 | Y |  |  |  |  |
|  | Planning TS-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS2-1 | The teacher appropriately integrates technology in instruction and assessment. |  |  |  |  |  |  | 5 | Y |  | 1 | N |  | 2 | N |  |  |  |  |
| TS2-2 | Consider local culture and community standards in the development of curriculum and pedagogy. | 2 | N |  |  |  |  | 1 | N |  | 1 | N |  | 3 | N |  |  |  |  |
| TS2-3 | Neb 2 A Develops coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives. |  |  |  |  |  |  | 3 | Y |  | 1 | N |  | 5 | Y |  |  |  |  |
| TS2-4 | Effectivly use hook, transition, main lesson, and conclusion. |  |  |  |  |  |  |  |  |  | 1 | N |  |  |  |  |  |  |  |
| TS2-5 | Plan for assessment of critical outcomes, identifying method, tool, and grading system. | 3 | Y |  |  |  |  | 3 | N |  | 1 | N |  | 4 | N |  |  |  |  |
| TS2-6 | Plans for and utilizes allocated time effectively. |  |  |  |  |  |  |  |  |  |  |  |  | 3 | N |  |  |  |  |
| TS2-7 | Neb 2 B Designs and adapts lessons based on student progress, assessment results, and interests. | 3 | Y |  |  |  |  |  |  |  | 1 | N |  | 5 | Y |  |  |  |  |
| TS2-8 | Neb 2 D Considers students’ prior knowledge, abilities, and individual circumstances to ensure that instruction is differentiated, relevant to students, and rigorous. | 3 | Y |  |  |  |  |  |  |  |  |  |  | 5 | Y |  |  |  |  |
| TS2-9 | Neb 4 B Modifies, adapts, and differentiates instruction and accommodations based on data analysis, observation, and student needs | 3 | Y |  |  |  |  |  |  |  |  |  |  | 5 | Y |  |  |  |  |
|  | Assessment TS-3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS3-1 | Neb 5 A Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs. |  |  |  |  |  |  |  |  |  |  |  |  | 4 | Y |  |  |  |  |
| TS3-2 | Neb 5 B Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student. |  |  |  |  |  |  |  |  |  |  |  |  | 4 | Y |  |  |  |  |
| TS3-3 | Neb 5 C Seeks to assure that classroom-based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students. | 3 | Y |  |  |  |  | 1 | N |  |  |  |  | 3 | N |  |  |  |  |
| TS3-4 | Neb 5 D Develops or selects appropriate assessments and interprets the resulting data, both individually and with colleagues. | 2 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS3-5 | Neb 5 F Compiles and reports assessment data to accurately document student progress over time. | 3 | N |  |  |  |  | 3 | N |  |  |  |  | 2 | N |  |  |  |  |
|  | Motivation & Management TS-4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS4-1 | Neb 3 B Ensures a safe and accessible environment. | 4 | Y |  |  |  |  | 1 | N |  |  |  |  | 2 | N |  | 2 | N |  |
| TS4-2 | Neb 3 C Establishes, communicates, and maintains effective routines, procedures, and clear standards of conduct. | 2 | N |  |  |  |  |  |  |  | 3 | N |  | 2 | N |  | 4 | N |  |
| TS4-3 | Neb 3 E Establishes high expectations that cultivate each learner’s self-motivation and encourage pride in his/her genuine accomplishments. | 2 | N |  |  |  |  |  |  |  | 4 | Y |  | 3 | Y |  |  |  |  |
| TS4-4 | Neb 5 E Uses strategies that enable students to set high expectations for personal achievement, and to assess, monitor, and reflect on their own work. | 2 | N |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |  |  |  |
|  | Teaching Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Passion for Teaching T-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD1-1 | Demonstrates a desire to teach and zeal for student growth. | 2 | N |  | 5 | Y |  | 3 | Y |  | 5 | Y |  | 4 | Y |  | 5 | Y |  |
| TD1-2 | Integrate the faith and communicate the Gospel (non-public) | 1 | N |  |  |  |  |  |  |  | 5 | Y |  |  |  |  | 2 | N |  |
| TD1-3 | Integrate principles of citizenship and sound Christian ethics (public) | 1 | N |  | 5 | Y |  | 1 | N |  | 5 | Y |  |  |  |  | 5 | Y |  |
| TD1-4 | Demonstrates enthusiasm in pre-professional classroom experiences. | 3 | Y |  | 5 | Y |  |  |  |  | 5 | Y |  | 3 | N |  | 5 | Y |  |
| TD1-5 | Demonstrate initiative in participating in pre-professional experiences. | 3 | Y |  | 5 | Y |  |  |  |  | 3 | N |  | 3 | N |  | 5 | Y |  |
| TD1-6 | Exceeds minimal expectations in planning and implementing lessons |  |  |  | 5 | Y |  | 3 | Y |  | 3 | N |  |  |  |  | 5 | Y |  |
| TD1-7 | Neb 7 B Enthusiastically contributes to the continuous school improvement process. | 2 | N |  | 5 | Y |  |  |  |  | 5 | Y |  |  |  |  |  |  |  |
|  | Personal Characteristics TD-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD2-1 | Demonstrate appropriate attitude, demeanor, communication, appearance and behavior in pre-professional experiences | 5 | Y |  | 5 | Y |  |  |  |  | 3 | N |  | 3 | Y |  | 5 | Y |  |
| TD2-2 | Assumes personal responsibility for professional demands (e.g., deadlines, forms, punctuality, etc.) |  |  |  | 5 | Y |  |  |  |  | 5 | Y |  | 5 | Y |  | 5 | Y |  |
| TD2-3 | Neb 1 G Accepts responsibility for the growth of student learning, development, and achievement. | 3 | Y |  |  |  |  |  |  |  | 5 | Y |  | 3 | N |  |  |  |  |
| TD2-4 | Neb 6 E Adheres to school policies, procedures, and regulations. |  |  |  | 5 | Y |  |  |  |  | 5 | Y |  |  |  |  | 5 | Y |  |
| TD2-5 | Neb 6 G Maintains accurate records, documentation, and data. | 3 | Y |  | 5 | Y |  | 1 | N |  |  |  |  | 3 | N |  |  |  |  |
|  | Leading Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Content Pedagogy LD-K1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDK1-1 | Demonstrate subject area proficiency by designing and implementing specific learning experiences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDK1-2 | Keeps abreast of developments in his/her discipline and the broader field of education. |  |  |  |  |  |  |  |  |  |  |  |  | 2 | N |  |  |  |  |
| LDK1-3 | Utilizes standards specific to his/her discipline |  |  |  |  |  |  |  |  |  |  |  |  | 2 | N |  |  |  |  |
| LDK1-4 | Neb 4 A Knows a range of developmentally appropriate instructional strategies and resources that are targeted to meet learning goals. | 3 | Y |  |  |  |  | 1 | N |  |  |  |  | 4 | Y |  |  |  |  |
|  | Leading Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | School and Community Involvement LD-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS1-1 | Demonstrate social skills adequate to maintain appropriate relationships in a school community |  |  |  | 5 | Y |  | 1 | N |  |  |  |  | 3 | N |  | 5 | Y |  |
| LDS1-2 | Demonstrate interpersonal communication skills need for working with peers, admin, parents and students |  |  |  | 5 | Y |  | 1 | N |  |  |  |  | 3 | N |  | 5 | Y |  |
| LDS1-3 | Neb 3 F Values students as individuals, their families, neighborhoods, and communities; acknowledges their experiences and builds upon those experiences to increase academic success | 3 | N |  |  |  |  |  |  |  | 5 | Y |  | 3 | Y |  |  |  |  |
| LDS1-4 | Neb 4 H Implements engaging learning experiences that draw upon family and community resources. |  |  |  |  |  |  |  |  |  |  |  |  | 2 | N |  |  |  |  |
| LDS1-5 | Neb 7 A Actively participates in the development and implementation of the school’s vision, mission, and goals for teaching and learning. |  |  |  |  |  |  |  |  |  | 5 | Y |  |  |  |  |  |  |  |
| LDS1-6 | Neb 7 C Establishes and maintains collaborative professional relationships. | 3 | Y |  |  |  |  | 3 | Y |  | 3 | Y |  |  |  |  |  |  |  |
| LDS1-7 | Neb 7 E Collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process. | 3 | Y |  |  |  |  |  |  |  | 5 | Y |  | 3 | N |  |  |  |  |
|  | Diverse Learners LD-S2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS2-1 | Articulate ways in which culture influences the teaching/learning process and design and implement culturally inclusive lessons and teaching strategies |  |  |  |  |  |  |  |  |  | 3 | N |  | 5 | Y |  |  |  |  |
| LDS2-2 | Incorporate diverse strategies within a single lesson plan to address various learning styles | 3 | Y |  |  |  |  |  |  |  |  |  |  | 5 | Y |  |  |  |  |
| LDS2-3 | Neb 3 A Establishes relationships that result in a positive learning climate of openness, mutual respect, support, and inquiry, and interacts with students in ways that demonstrate and promote recognition of diversity. | 5 | Y |  |  |  |  |  |  |  | 5 | Y |  | 5 | Y |  | 5 | N |  |
| LDS2-4 | Neb 3 D Establishes a collaborative learning community built on trust and teamwork that is consistent with and supportive of the full development of students as individuals. | 3 | Y |  |  |  |  |  |  |  | 5 | Y |  | 3 | N |  | 5 | N |  |
|  | Communication and Technology LD-S3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS3-1 | Neb 4 C Communicates effectively with students to promote and support high expectations for achievement. | 2 | N |  | 5 | Y |  | 1 | N |  | 3 | N |  | 5 | N |  | 3 | N |  |
| LDS3-2 | Neb 4 G Uses existing and emerging technologies as needed to support and promote student learning. | 3 | N |  | 5 | Y |  | 5 | Y |  |  |  |  | 2 | N |  |  |  |  |
| LDS3-3 | Neb 7 D Uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families, and the community. | 2 | N |  |  |  |  | 3 | Y |  |  |  |  | 2 | N |  |  |  |  |
|  | Character / Faith Development LD-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-1 | Know when to appropriately apply Law and Gospel.(LTD) |  |  |  |  |  |  |  |  |  | 5 | Y |  |  |  |  |  |  |  |
| LDD1-2 | Articluate the benefits and necessity of the sacraments. (LTD) |  |  |  |  |  |  |  |  |  | 5 | Y |  |  |  |  |  |  |  |
| LDD1-3 | Use different strategies to link faith-life examples to various curriculum areas (LTD) |  |  |  |  |  |  |  |  |  | 5 | Y |  |  |  |  |  |  |  |
| LDD1-4 | Maintain a lifestyle in concert with the role of one called to the teaching ministry. | 2 | N |  | 5 | Y |  | 1 | N |  | 5 | Y |  | 1 | N |  | 5 | N |  |
| LDD1-5 | Use different strategies to link positive citizenship examples to various curriculum areas |  |  |  |  |  |  | 1 | N |  | 5 | Y |  |  |  |  |  |  |  |
| LDD1-6 | Neb 6 D Protects the established rights and confidentiality of students and families. | 2 | N |  | 5 | Y |  | 3 | N |  | 5 | Y |  |  |  |  |  |  |  |
| LDD1-7 | Neb 6 F Models ethical behavior in accordance with established Biblical and secular standards. | 1 | N |  | 5 | Y |  | 1 | N |  | 5 | Y |  |  |  |  | 5 | N |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Learning Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Depth of Knowledge in Endorsement LR-K1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRK1-1 | Demonstrate a solid knowledge base for each subject taught |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRK1-2 | Demonstrate content knowledge integration with other content areas. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Learning Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Reflective Practice: Professional Growth LR-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRS1-1 | Demonstrate that he/she is a lifelong learner willing to grow in knowledge and skill | 2 | N |  | 5 | Y |  |  |  |  | 3 | N |  |  |  |  |  |  |  |
| LRS1-2 | Neb 6A Systematically reflects on his/her own professional practice in order to bring about continuous improvement. | 2 | N |  | 5 | Y |  | 3 | Y |  | 3 | N |  | 2 | N |  |  |  |  |
| LRS1-3 | Neb 6C Contributes to and advocates for the profession. | 3 | N |  | 5 | Y |  |  |  |  | 5 | Y |  | 2 | N |  |  |  |  |
|  | Learning Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Lifelong Learning LR-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRD1-1 | Demonstrate that he/she is a lifelong learner willing to grow in knowledge and skill by attending conferences, subscribing to listservs, reading journals, etc., |  |  |  |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  |
| LRD1-2 | Collaborates with colleagues to enhance instructional practice. | 3 | N |  | 5 | Y |  | 3 | N |  |  |  |  | 1 | N |  |  |  |  |
| LRD1-3 | Neb 6 B Actively pursues meaningful professional development. |  |  |  |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Conceptual Framework ID | **Curriculum Outcomes sorted according to Concordia Teacher Education Conceptual Framework** | **Student Teaching 1 & 2** | | | **Ed 301 Principles of Secondary Education** | | | **PSY 421 Psychology of Adolescence\* Sec & Mid** | | | **Ed 470 Content Area Literacy (Mid & Sec)** | | | **ED 470 Practicum (Mid & Sec)** | | | **ED470 Capstone Field Experience, (Mid & Sec)** | | |
|  | **Teaching Knoweldge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Student Development T-K1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TK1-1 | Discuss issues centered on perspectives and principles underlying the education program Conceptual Framework | 5 | Y |  | 5 | Y |  | 3 | Y |  |  |  |  |  |  |  |  |  |  |
| TK1-2 | Articulate a philosophy of education and developmental perspectives | 5 | Y |  | 5 | Y |  | 3 | Y |  |  |  |  |  |  |  |  |  |  |
| TK1-3 | Neb 1 A Possesses a strong command of the content and related instructional strategies in the discipline(s) he or she teaches, especially in the areas of vocabulary and comprehension. | 5 | Y |  | 3 | N |  |  |  |  | 5 | Y |  |  |  |  | 5 | Y |  |
| TK1-4 | Neb 1 B Understands research-based instructional approaches, strategies, assessments, and interventions. | 5 | Y |  | 5 | Y |  |  |  |  | 5 | Y |  | 3 | N |  | 5 | Y |  |
| TK1-5 | Neb 1 C Understands the intellectual, social, emotional, and physical development of students, how they learn, and how they differ. | 5 | Y |  | 3 | Y |  | 5 | Y |  | 1 | N |  | 3 | Y |  | Y | Y |  |
| TK1-6 | Neb 1 D Understands the effect of cultural and societal influences on learning for each student | 5 | Y |  | 3 | Y |  | 5 | Y |  | 1 | N |  |  |  |  | 3 | Y |  |
| TK1-7 | Neb 1 E Understands how national, state, and local standards impact teaching. | 5 | Y |  | 3 | Y |  |  |  |  | 3 | Y |  |  |  |  | 3 | Y |  |
| TK1-8 | Neb 1 F Understands the components of an effective curriculum. | 4 | Y |  | 3 | Y |  |  |  |  | 5 | N |  |  |  |  | 3 | N |  |
| TK1-9 | Identify and utilize information from professional organization. | 3 | Y |  | 3 | Y |  | 3 | Y |  | 5 | Y |  |  |  |  | 5 | Y |  |
| TK1-10 | Demonstrate the use of developmentally appropriate methods, materials/resources, and assessments in lesson planning. | 5 | Y |  | 5 | Y |  | 3 | Y |  | 5 | Y | **A15** |  |  |  | 5 | Y |  |
|  | Teaching Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Multiple Instructional Strategies T-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS1-1 | Select teaching methods and instructional interventions in light of student needs, abilities, curriculum and resources. | 5 | Y |  | 5 | Y |  |  |  |  | 5 | Y |  |  |  |  | 5 | Y |  |
| TS1-2 | Neb 2 C Uses a variety of appropriate, research-based teaching strategies including the use of technology. | 5 | Y |  | 3 | Y |  |  |  |  | 5 | Y |  |  |  |  | 5 | Y |  |
| TS1-3 | Neb 4 D Assumes various roles in the instructional process appropriate to the content, purposes of instruction, and the needs of students. | 5 | Y |  | 5 | Y |  |  |  |  | 3 | N |  | 3 | N |  | 3 | N |  |
| TS1-4 | Neb 4 E Engages students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement. | 5 | Y |  | 5 | Y |  | 3 | Y |  | 5 | Y |  |  |  |  | 5 | Y |  |
| TS1-5 | Neb 4 F Uses strategies that enable students to develop skills in critical thinking, creativity, and problem-solving. | 5 | Y |  | 3 | Y |  | 5 | Y |  | 3 | N |  |  |  |  | 3 | N |  |
| TS1-6 | Neb 2 E Integrates a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences. | 5 | Y |  | 3 | N |  |  |  |  | 5 | Y |  |  |  |  | 5 | Y |  |
|  | Planning TS-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS2-1 | The teacher appropriately integrates technology in instruction and assessment. | 5 | Y |  | 3 | N |  |  |  |  | 3 | N |  |  |  |  | 3 | N |  |
| TS2-2 | Consider local culture and community standards in the development of curriculum and pedagogy. | 5 | Y |  | 3 | N |  | 3 | Y |  |  |  |  |  |  |  |  |  |  |
| TS2-3 | Neb 2 A Develops coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives. | 5 | Y |  | 3 | Y |  |  |  |  | 5 | Y |  |  |  |  | 5 | Y |  |
| TS2-4 | Effectivly use hook, transition, main lesson, and conclusion. | 5 | Y |  | 3 | Y |  |  |  |  | 3 | Y |  |  |  |  | 3 | Y |  |
| TS2-5 | Plan for assessment of critical outcomes, identifying method, tool, and grading system. | 3 | N |  |  |  |  |  |  |  | 3 | Y |  |  |  |  | 3 | Y |  |
| TS2-6 | Plans for and utilizes allocated time effectively. | 5 | Y |  | 3 | Y |  |  |  |  | 3 | N |  |  |  |  | 5 | Y |  |
| TS2-7 | Neb 2 B Designs and adapts lessons based on student progress, assessment results, and interests. | 5 | Y |  | 3 | Y |  |  |  |  | 3 | N |  |  |  |  | 3 | N |  |
| TS2-8 | Neb 2 D Considers students’ prior knowledge, abilities, and individual circumstances to ensure that instruction is differentiated, relevant to students, and rigorous. | 5 | Y |  | 3 | Y |  | 3 | Y |  | 3 | N |  |  |  |  | 3 | Y |  |
| TS2-9 | Neb 4 B Modifies, adapts, and differentiates instruction and accommodations based on data analysis, observation, and student needs | 5 | Y |  | 3 | N |  | 3 | Y |  | 3 | N |  |  |  |  | 3 | Y |  |
|  | Assessment TS-3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS3-1 | Neb 5 A Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs. | 5 | Y |  | 2 | N |  |  |  |  | 3 | Y |  |  |  |  | 5 | Y |  |
| TS3-2 | Neb 5 B Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student. | 5 | Y |  |  |  |  |  |  |  | 3 | N |  |  |  |  | 3 | Y |  |
| TS3-3 | Neb 5 C Seeks to assure that classroom-based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students. | 5 | Y |  |  |  |  |  |  |  | 1 | N |  |  |  |  | 1 | N |  |
| TS3-4 | Neb 5 D Develops or selects appropriate assessments and interprets the resulting data, both individually and with colleagues. | 4 | Y |  |  |  |  |  |  |  | 1 | N |  |  |  |  | 1 | N |  |
| TS3-5 | Neb 5 F Compiles and reports assessment data to accurately document student progress over time. | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Motivation & Management TS-4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS4-1 | Neb 3 B Ensures a safe and accessible environment. | 5 | Y |  | 3 | N |  |  |  |  |  |  |  | 3 | N |  | 3 | N |  |
| TS4-2 | Neb 3 C Establishes, communicates, and maintains effective routines, procedures, and clear standards of conduct. | 5 | Y |  | 5 | N |  |  |  |  | 1 | N |  | 1 | N |  | 3 | N |  |
| TS4-3 | Neb 3 E Establishes high expectations that cultivate each learner’s self-motivation and encourage pride in his/her genuine accomplishments. | 5 | Y |  | 5 | N |  | 3 | Y |  | 1 | N |  | 1 | N |  | 3 | N |  |
| TS4-4 | Neb 5 E Uses strategies that enable students to set high expectations for personal achievement, and to assess, monitor, and reflect on their own work. | 5 | Y |  |  |  |  |  |  |  | 1 | N |  |  |  |  | 3 | N |  |
|  | Teaching Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Passion for Teaching T-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD1-1 | Demonstrates a desire to teach and zeal for student growth. | 5 | Y |  | 5 | N |  | 5 | Y |  |  |  |  | 5 | Y |  | 5 | Y |  |
| TD1-2 | Integrate the faith and communicate the Gospel (non-public) | 5 | Y |  | 5 | N |  | 5 | Y |  | 3 | N |  | 3 | Y |  | 3 | Y |  |
| TD1-3 | Integrate principles of citizenship and sound Christian ethics (public) | 5 | Y |  | 5 | Y |  | 5 | Y |  |  |  |  |  |  |  |  |  |  |
| TD1-4 | Demonstrates enthusiasm in pre-professional classroom experiences. | 5 | Y |  | 5 | Y |  |  |  |  |  |  |  | 5 | Y |  | 5 | Y |  |
| TD1-5 | Demonstrate initiative in participating in pre-professional experiences. | 5 | Y |  | 5 | Y |  |  |  |  |  |  |  | 3 | N |  | 3 | N |  |
| TD1-6 | Exceeds minimal expectations in planning and implementing lessons | 5 | Y |  | 5 | Y |  |  |  |  | 5 | Y |  |  |  |  | 5 | Y |  |
| TD1-7 | Neb 7 B Enthusiastically contributes to the continuous school improvement process. | 3 | N |  | 3 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Personal Characteristics TD-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD2-1 | Demonstrate appropriate attitude, demeanor, communication, appearance and behavior in pre-professional experiences | 5 | Y |  | 5 | Y |  | 3 | Y |  |  |  |  | 3 | Y |  | 3 | Y |  |
| TD2-2 | Assumes personal responsibility for professional demands (e.g., deadlines, forms, punctuality, etc.) | 5 | Y |  | 5 | Y |  | 5 | Y |  | 1 | N |  | 1 | N |  | 1 | N |  |
| TD2-3 | Neb 1 G Accepts responsibility for the growth of student learning, development, and achievement. | 5 | Y |  | 5 | Y |  | 5 | Y |  |  |  |  |  |  |  | 3 | Y |  |
| TD2-4 | Neb 6 E Adheres to school policies, procedures, and regulations. | 5 | Y |  | 3 | Y |  | 3 | Y |  |  |  |  | 3 | N |  | 3 | Y |  |
| TD2-5 | Neb 6 G Maintains accurate records, documentation, and data. | 5 | Y |  | 3 | N |  |  |  |  | 1 | N |  | 1 | N |  | 1 | N |  |
|  | Leading Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Content Pedagogy LD-K1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDK1-1 | Demonstrate subject area proficiency by designing and implementing specific learning experiences | 5 | Y |  | 5 | Y |  |  |  |  | 5 | Y |  |  |  |  | 5 | Y |  |
| LDK1-2 | Keeps abreast of developments in his/her discipline and the broader field of education. | 3 | Y |  | 3 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDK1-3 | Utilizes standards specific to his/her discipline | 5 | Y |  | 5 | Y |  |  |  |  | 5 | Y |  |  |  |  | 5 | Y |  |
| LDK1-4 | Neb 4 A Knows a range of developmentally appropriate instructional strategies and resources that are targeted to meet learning goals. | 5 | Y |  | 5 | Y |  |  |  |  | 5 | N |  |  |  |  |  |  |  |
|  | Leading Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | School and Community Involvement LD-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS1-1 | Demonstrate social skills adequate to maintain appropriate relationships in a school community | 5 | Y |  | 3 | Y |  | 5 | Y |  |  |  |  | 1 | N |  | 1 | N |  |
| LDS1-2 | Demonstrate interpersonal communication skills need for working with peers, admin, parents and students | 5 | Y |  | 5 | Y |  | 5 | Y |  | 1 | N |  | 1 | N |  | 1 | N |  |
| LDS1-3 | Neb 3 F Values students as individuals, their families, neighborhoods, and communities; acknowledges their experiences and builds upon those experiences to increase academic success | 5 | Y |  | 3 | Y |  | 5 | Y |  | 1 | N |  | 1 | N |  |  |  |  |
| LDS1-4 | Neb 4 H Implements engaging learning experiences that draw upon family and community resources. | 5 | Y |  | 3 | N |  | 3 | Y |  | 1 | N |  |  |  |  |  |  |  |
| LDS1-5 | Neb 7 A Actively participates in the development and implementation of the school’s vision, mission, and goals for teaching and learning. | 4 | Y |  | 3 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS1-6 | Neb 7 C Establishes and maintains collaborative professional relationships. | 5 | Y |  | 5 | Y |  |  |  |  |  |  |  | 1 | N |  | 1 | Y |  |
| LDS1-7 | Neb 7 E Collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process. | 4 | Y |  | 1 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Diverse Learners LD-S2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS2-1 | Articulate ways in which culture influences the teaching/learning process and design and implement culturally inclusive lessons and teaching strategies | 5 | Y |  | 5 | Y |  | 3 | Y |  |  |  |  |  |  |  |  |  |  |
| LDS2-2 | Incorporate diverse strategies within a single lesson plan to address various learning styles | 5 | Y |  | 5 | Y |  |  |  |  | 3 | Y |  |  |  |  | 3 | Y |  |
| LDS2-3 | Neb 3 A Establishes relationships that result in a positive learning climate of openness, mutual respect, support, and inquiry, and interacts with students in ways that demonstrate and promote recognition of diversity. | 5 | Y |  | 5 | Y |  | 5 | Y |  |  |  |  | 3 | Y |  | 3 | Y |  |
| LDS2-4 | Neb 3 D Establishes a collaborative learning community built on trust and teamwork that is consistent with and supportive of the full development of students as individuals. | 5 | Y |  | 5 | Y |  | 5 | Y |  |  |  |  |  |  |  |  |  |  |
|  | Communication and Technology LD-S3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS3-1 | Neb 4 C Communicates effectively with students to promote and support high expectations for achievement. | 5 | Y |  | 5 | Y |  |  |  |  |  |  |  | 3 | N |  | 3 | N |  |
| LDS3-2 | Neb 4 G Uses existing and emerging technologies as needed to support and promote student learning. | 3 | Y |  | 3 | Y |  |  |  |  | 3 | N |  |  |  |  | 3 | N |  |
| LDS3-3 | Neb 7 D Uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families, and the community. | 5 | Y |  | 3 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Character / Faith Development LD-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-1 | Know when to appropriately apply Law and Gospel.(LTD) | 5 | Y |  | 3 | Y |  | 5 | Y |  |  |  |  |  |  |  |  |  |  |
| LDD1-2 | Articluate the benefits and necessity of the sacraments. (LTD) |  |  |  |  |  |  | 3 | N |  |  |  |  |  |  |  |  |  |  |
| LDD1-3 | Use different strategies to link faith-life examples to various curriculum areas (LTD) | 5 | Y |  | 3 | Y |  | 5 | Y |  | 1 | N |  | 1 | N |  | 1 | N |  |
| LDD1-4 | Maintain a lifestyle in concert with the role of one called to the teaching ministry. | 5 | Y |  | 3 | Y |  | 5 | Y |  | 3 | N |  | 3 | N |  | 3 | N |  |
| LDD1-5 | Use different strategies to link positive citizenship examples to various curriculum areas | 5 | Y |  | 3 | Y |  |  |  |  | 1 | N |  |  |  |  |  |  |  |
| LDD1-6 | Neb 6 D Protects the established rights and confidentiality of students and families. | 3 | N |  | 3 | Y |  | 3 | Y |  |  |  |  | 1 | N |  | 1 | N |  |
| LDD1-7 | Neb 6 F Models ethical behavior in accordance with established Biblical and secular standards. | 5 | Y |  | 3 | Y |  | 5 | Y |  |  |  |  | 3 | Y |  | 3 | Y |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Learning Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Depth of Knowledge in Endorsement LR-K1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRK1-1 | Demonstrate a solid knowledge base for each subject taught | 5 | Y |  | 3 | Y |  |  |  |  | 3 | Y |  |  |  |  | 3 | Y |  |
| LRK1-2 | Demonstrate content knowledge integration with other content areas. | 5 | Y |  | 3 | Y |  |  |  |  | 3 | Y |  |  |  |  | 3 | Y |  |
|  | Learning Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Reflective Practice: Professional Growth LR-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRS1-1 | Demonstrate that he/she is a lifelong learner willing to grow in knowledge and skill | 5 | Y |  | 3 | Y |  | 5 | Y |  |  |  |  | 3 | Y |  | 3 | Y |  |
| LRS1-2 | Neb 6A Systematically reflects on his/her own professional practice in order to bring about continuous improvement. | 5 | Y |  | 3 | Y |  | 5 | Y |  | 3 | Y |  | 3 | Y |  | 3 | Y |  |
| LRS1-3 | Neb 6C Contributes to and advocates for the profession. | 5 | Y |  |  |  |  |  |  |  | 1 | N |  |  |  |  |  |  |  |
|  | Learning Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Lifelong Learning LR-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRD1-1 | Demonstrate that he/she is a lifelong learner willing to grow in knowledge and skill by attending conferences, subscribing to listservs, reading journals, etc., | 5 | Y |  | 3 | Y |  | 3 | Y |  | 1 | N |  |  |  |  |  |  |  |
| LRD1-2 | Collaborates with colleagues to enhance instructional practice. | 5 | Y |  | 3 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRD1-3 | Neb 6 B Actively pursues meaningful professional development. | 4 | Y |  | 3 | N |  | 3 | N |  | 1 | N |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Conceptual Framework ID | **Curriculum Outcomes sorted according to Concordia Teacher Education Conceptual Framework** | **Ed 37\* Secondary Methods in Content Teaching Area (Mid & Sec)** | | | **Ed 211 Middle Level Seminar`** | | | **Eng 392 Issues in Literature for Children & Youth** | | | **Psy 422 Psychology & Development of the Young Adolecent** | | | **Ed 401 Middle Level Instruction** | | | **Middle Level Methods Block** | | |
|  | **Teaching Knoweldge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Student Development T-K1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TK1-1 | Discuss issues centered on perspectives and principles underlying the education program Conceptual Framework | 5 | Y |  |  |  |  |  |  |  |  |  |  | 1 | Y |  |  |  |  |
| TK1-2 | Articulate a philosophy of education and developmental perspectives |  |  |  |  |  |  |  |  |  |  |  |  | 1 | Y |  |  |  |  |
| TK1-3 | Neb 1 A Possesses a strong command of the content and related instructional strategies in the discipline(s) he or she teaches, especially in the areas of vocabulary and comprehension. | 5 | Y |  |  |  |  | 5 | Y |  |  |  |  |  |  |  | 5 | N |  |
| TK1-4 | Neb 1 B Understands research-based instructional approaches, strategies, assessments, and interventions. | 5 | Y |  | 1 | Y |  |  |  |  |  |  |  | 5 | Y |  | 4 | N |  |
| TK1-5 | Neb 1 C Understands the intellectual, social, emotional, and physical development of students, how they learn, and how they differ. | 5 | Y |  | 1 | Y |  | 5 | Y |  | 5 | Y |  |  |  |  |  |  |  |
| TK1-6 | Neb 1 D Understands the effect of cultural and societal influences on learning for each student | 5 | Y |  | 1 | Y |  | 5 | Y |  |  |  |  |  |  |  |  |  |  |
| TK1-7 | Neb 1 E Understands how national, state, and local standards impact teaching. | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  | 5 | N |  |
| TK1-8 | Neb 1 F Understands the components of an effective curriculum. | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  | 5 | N |  |
| TK1-9 | Identify and utilize information from professional organization. |  |  |  | 3 | N |  |  |  |  |  |  |  | 3 | Y |  |  |  |  |
| TK1-10 | Demonstrate the use of developmentally appropriate methods, materials/resources, and assessments in lesson planning. | 5 | Y |  | 3 | Y |  |  |  |  |  |  |  | 5 | Y |  | 5 | N |  |
|  | Teaching Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Multiple Instructional Strategies T-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS1-1 | Select teaching methods and instructional interventions in light of student needs, abilities, curriculum and resources. | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |  |  |  |
| TS1-2 | Neb 2 C Uses a variety of appropriate, research-based teaching strategies including the use of technology. | 3 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  | 5 | N |  |
| TS1-3 | Neb 4 D Assumes various roles in the instructional process appropriate to the content, purposes of instruction, and the needs of students. | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |  |  |  |
| TS1-4 | Neb 4 E Engages students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement. | 5 | Y |  |  |  |  |  |  |  |  |  |  | 5 | Y |  | 5 | N |  |
| TS1-5 | Neb 4 F Uses strategies that enable students to develop skills in critical thinking, creativity, and problem-solving. | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  | 5 | N |  |
| TS1-6 | Neb 2 E Integrates a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences. | 3 | Y |  |  |  |  |  |  |  | 1 | Y |  | 5 | Y |  | 5 | N |  |
|  | Planning TS-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS2-1 | The teacher appropriately integrates technology in instruction and assessment. | 3 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  | 4 | N |  |
| TS2-2 | Consider local culture and community standards in the development of curriculum and pedagogy. | 3 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS2-3 | Neb 2 A Develops coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives. | 5 | Y |  | 1 | Y |  |  |  |  |  |  |  | 5 | Y |  | 5 | N |  |
| TS2-4 | Effectivly use hook, transition, main lesson, and conclusion. | 5 | Y |  |  |  |  |  |  |  | 3 | Y |  | 5 | Y |  |  |  |  |
| TS2-5 | Plan for assessment of critical outcomes, identifying method, tool, and grading system. | 1 | N |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | N |  |
| TS2-6 | Plans for and utilizes allocated time effectively. | 1 | N |  |  |  |  |  |  |  | 3 | Y |  |  |  |  | 3 | N |  |
| TS2-7 | Neb 2 B Designs and adapts lessons based on student progress, assessment results, and interests. | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS2-8 | Neb 2 D Considers students’ prior knowledge, abilities, and individual circumstances to ensure that instruction is differentiated, relevant to students, and rigorous. | 5 | Y |  | 1 | Y |  |  |  |  |  |  |  | 3 | Y |  |  |  |  |
| TS2-9 | Neb 4 B Modifies, adapts, and differentiates instruction and accommodations based on data analysis, observation, and student needs | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Assessment TS-3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS3-1 | Neb 5 A Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs. | 4 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |  |  |  |
| TS3-2 | Neb 5 B Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student. | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS3-3 | Neb 5 C Seeks to assure that classroom-based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students. | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS3-4 | Neb 5 D Develops or selects appropriate assessments and interprets the resulting data, both individually and with colleagues. | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS3-5 | Neb 5 F Compiles and reports assessment data to accurately document student progress over time. | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Motivation & Management TS-4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS4-1 | Neb 3 B Ensures a safe and accessible environment. | 5 | Y |  |  |  |  |  |  |  | 1 | Y |  | 5 | Y |  |  |  |  |
| TS4-2 | Neb 3 C Establishes, communicates, and maintains effective routines, procedures, and clear standards of conduct. | 5 | Y |  |  |  |  |  |  |  |  |  |  | 5 | Y |  |  |  |  |
| TS4-3 | Neb 3 E Establishes high expectations that cultivate each learner’s self-motivation and encourage pride in his/her genuine accomplishments. | 5 | Y |  |  |  |  |  |  |  | 1 | Y |  | 5 | Y |  |  |  |  |
| TS4-4 | Neb 5 E Uses strategies that enable students to set high expectations for personal achievement, and to assess, monitor, and reflect on their own work. | 5 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Teaching Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Passion for Teaching T-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD1-1 | Demonstrates a desire to teach and zeal for student growth. | 5 | Y |  | 3 | Y |  |  |  |  |  |  |  | 5 | Y |  | 4 | N |  |
| TD1-2 | Integrate the faith and communicate the Gospel (non-public) | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |  |  |  |
| TD1-3 | Integrate principles of citizenship and sound Christian ethics (public) | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |  |  |  |
| TD1-4 | Demonstrates enthusiasm in pre-professional classroom experiences. | 5 | Y |  | 5 | Y |  | 5 | Y |  | 1 | Y |  | 5 | Y |  | 5 | N |  |
| TD1-5 | Demonstrate initiative in participating in pre-professional experiences. | 5 | Y |  | 5 | Y |  |  |  |  | 1 | Y |  | 5 | Y |  | 5 | N |  |
| TD1-6 | Exceeds minimal expectations in planning and implementing lessons | 5 | Y |  | 3 | Y |  |  |  |  |  |  |  | 5 | Y |  | 5 | N |  |
| TD1-7 | Neb 7 B Enthusiastically contributes to the continuous school improvement process. | 3 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Personal Characteristics TD-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD2-1 | Demonstrate appropriate attitude, demeanor, communication, appearance and behavior in pre-professional experiences | 5 | Y |  | 3 | Y |  |  |  |  | 3 | Y |  | 5 | Y |  | 5 | N |  |
| TD2-2 | Assumes personal responsibility for professional demands (e.g., deadlines, forms, punctuality, etc.) | 5 | Y |  | 3 | Y |  | 5 | Y |  | 3 | Y |  | 5 | Y |  | 5 | N |  |
| TD2-3 | Neb 1 G Accepts responsibility for the growth of student learning, development, and achievement. | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD2-4 | Neb 6 E Adheres to school policies, procedures, and regulations. | 3 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD2-5 | Neb 6 G Maintains accurate records, documentation, and data. | 3 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Leading Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Content Pedagogy LD-K1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDK1-1 | Demonstrate subject area proficiency by designing and implementing specific learning experiences | 5 | Y |  | 1 | Y |  |  |  |  | 1 | Y |  | 5 | Y |  | 5 | N |  |
| LDK1-2 | Keeps abreast of developments in his/her discipline and the broader field of education. | 3 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDK1-3 | Utilizes standards specific to his/her discipline | 5 | Y |  |  |  |  | 5 | Y |  |  |  |  |  |  |  | 5 | N |  |
| LDK1-4 | Neb 4 A Knows a range of developmentally appropriate instructional strategies and resources that are targeted to meet learning goals. | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  | 5 | N |  |
|  | Leading Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | School and Community Involvement LD-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS1-1 | Demonstrate social skills adequate to maintain appropriate relationships in a school community | 5 | Y |  | 5 | Y |  | 3 | Y |  |  |  |  | 5 | Y |  | 4 | N |  |
| LDS1-2 | Demonstrate interpersonal communication skills need for working with peers, admin, parents and students | 5 | Y |  |  |  |  | 5 | Y |  | 1 | Y |  | 5 | Y |  |  |  |  |
| LDS1-3 | Neb 3 F Values students as individuals, their families, neighborhoods, and communities; acknowledges their experiences and builds upon those experiences to increase academic success | 5 | Y |  |  |  |  | 3 | Y |  |  |  |  | 3 | Y |  |  |  |  |
| LDS1-4 | Neb 4 H Implements engaging learning experiences that draw upon family and community resources. | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |  |  |  |
| LDS1-5 | Neb 7 A Actively participates in the development and implementation of the school’s vision, mission, and goals for teaching and learning. | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS1-6 | Neb 7 C Establishes and maintains collaborative professional relationships. | 5 | Y |  | 5 | Y |  |  |  |  | 3 | Y |  | 5 | Y |  | 4 | N |  |
| LDS1-7 | Neb 7 E Collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process. | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Diverse Learners LD-S2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS2-1 | Articulate ways in which culture influences the teaching/learning process and design and implement culturally inclusive lessons and teaching strategies | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS2-2 | Incorporate diverse strategies within a single lesson plan to address various learning styles | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS2-3 | Neb 3 A Establishes relationships that result in a positive learning climate of openness, mutual respect, support, and inquiry, and interacts with students in ways that demonstrate and promote recognition of diversity. | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS2-4 | Neb 3 D Establishes a collaborative learning community built on trust and teamwork that is consistent with and supportive of the full development of students as individuals. | 5 | Y |  |  |  |  |  |  |  | 1 | Y |  |  |  |  |  |  |  |
|  | Communication and Technology LD-S3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS3-1 | Neb 4 C Communicates effectively with students to promote and support high expectations for achievement. | 5 | Y |  |  |  |  |  |  |  |  |  |  | 5 | Y |  |  |  |  |
| LDS3-2 | Neb 4 G Uses existing and emerging technologies as needed to support and promote student learning. | 3 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  | 4 | N |  |
| LDS3-3 | Neb 7 D Uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families, and the community. | 3 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Character / Faith Development LD-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-1 | Know when to appropriately apply Law and Gospel.(LTD) | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |  |  |  |
| LDD1-2 | Articluate the benefits and necessity of the sacraments. (LTD) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-3 | Use different strategies to link faith-life examples to various curriculum areas (LTD) | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |  |  |  |
| LDD1-4 | Maintain a lifestyle in concert with the role of one called to the teaching ministry. | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | N |  |  |  |  |
| LDD1-5 | Use different strategies to link positive citizenship examples to various curriculum areas | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |  |  |  |
| LDD1-6 | Neb 6 D Protects the established rights and confidentiality of students and families. | 3 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-7 | Neb 6 F Models ethical behavior in accordance with established Biblical and secular standards. | 5 | Y |  |  |  |  |  |  |  | 1 | N |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Learning Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Depth of Knowledge in Endorsement LR-K1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRK1-1 | Demonstrate a solid knowledge base for each subject taught | 5 | Y |  | 1 | Y |  |  |  |  |  |  |  | 3 | Y |  | 5 | N |  |
| LRK1-2 | Demonstrate content knowledge integration with other content areas. | 5 | Y |  | 1 | Y |  |  |  |  |  |  |  | 3 | Y |  | 5 | N |  |
|  | Learning Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Reflective Practice: Professional Growth LR-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRS1-1 | Demonstrate that he/she is a lifelong learner willing to grow in knowledge and skill | 5 | Y |  |  |  |  | 3 | Y |  |  |  |  | 3 | Y |  | 3 | N |  |
| LRS1-2 | Neb 6A Systematically reflects on his/her own professional practice in order to bring about continuous improvement. | 5 | Y |  | 1 | Y |  |  |  |  |  |  |  | 3 | Y |  | 3 | N |  |
| LRS1-3 | Neb 6C Contributes to and advocates for the profession. |  |  |  | 3 | Y |  |  |  |  |  |  |  | 3 | Y |  |  |  |  |
|  | Learning Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Lifelong Learning LR-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRD1-1 | Demonstrate that he/she is a lifelong learner willing to grow in knowledge and skill by attending conferences, subscribing to listservs, reading journals, etc., | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |  |  |  |
| LRD1-2 | Collaborates with colleagues to enhance instructional practice. | 5 | Y |  | 5 | Y |  |  |  |  | 1 | Y |  | 5 | Y |  | 4 | N |  |
| LRD1-3 | Neb 6 B Actively pursues meaningful professional development. | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Conceptual Framework ID | **Curriculum Outcomes sorted according to Concordia Teacher Education Conceptual Framework** | **Ed 425 A English as Second Language (Mid, ELEM, ECE)** | | | **Psy 211 Child Development & Psychology** | | | **Art 301 Methods of Art Instruction** | | | **Math 301 Concepts of Math part II** | | | **HHP 363 Health Methods in the Elem & Middle School** | | | **HHP 364 PE Methods in Elem & Middle School** | | |
|  | **Teaching Knoweldge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Student Development T-K1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TK1-1 | Discuss issues centered on perspectives and principles underlying the education program Conceptual Framework | 3 | N |  | 1 | N |  |  |  |  |  |  |  |  |  |  | 2 | N |  |
| TK1-2 | Articulate a philosophy of education and developmental perspectives | 3 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  | 5 | Y |  |
| TK1-3 | Neb 1 A Possesses a strong command of the content and related instructional strategies in the discipline(s) he or she teaches, especially in the areas of vocabulary and comprehension. | 5 | Y |  |  |  |  | 5 | Y |  | 5 | Y |  | 5 | Y |  | 4 | Y |  |
| TK1-4 | Neb 1 B Understands research-based instructional approaches, strategies, assessments, and interventions. | 5 | Y |  |  |  |  | 3 | N |  |  |  |  | 1 | N |  | 5 | Y |  |
| TK1-5 | Neb 1 C Understands the intellectual, social, emotional, and physical development of students, how they learn, and how they differ. | 5 | Y |  | Y | 5 |  | 3 | Y |  |  |  |  | 3 | Y |  | 5 | Y |  |
| TK1-6 | Neb 1 D Understands the effect of cultural and societal influences on learning for each student | 5 | Y |  | Y | 3 |  | 1 | N |  |  |  |  | 1 | N |  | 2 | N |  |
| TK1-7 | Neb 1 E Understands how national, state, and local standards impact teaching. | 3 | N |  |  |  |  |  |  |  |  |  |  | 1 | Y |  | 5 | Y |  |
| TK1-8 | Neb 1 F Understands the components of an effective curriculum. | 3 | Y |  |  |  |  | 5 | Y |  |  |  |  | 1 | N |  | 4 | Y |  |
| TK1-9 | Identify and utilize information from professional organization. | 1 | N |  |  |  |  | 1 | Y |  |  |  |  | 1 | N |  | 2 | N |  |
| TK1-10 | Demonstrate the use of developmentally appropriate methods, materials/resources, and assessments in lesson planning. | 5 | Y | **A15** |  |  |  | 1 | N |  |  |  |  | 5 | Y |  | 5 | Y |  |
|  | Teaching Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Multiple Instructional Strategies T-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS1-1 | Select teaching methods and instructional interventions in light of student needs, abilities, curriculum and resources. | 5 | Y |  |  |  |  | 1 | N |  |  |  |  | 5 | Y |  | 5 | Y |  |
| TS1-2 | Neb 2 C Uses a variety of appropriate, research-based teaching strategies including the use of technology. | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  | 2 | N |  |
| TS1-3 | Neb 4 D Assumes various roles in the instructional process appropriate to the content, purposes of instruction, and the needs of students. | 5 | Y |  |  |  |  | 1 | N |  |  |  |  | 3 | Y |  | 5 | Y |  |
| TS1-4 | Neb 4 E Engages students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement. | 5 | Y |  |  |  |  | 1 | N |  |  |  |  | 1 | N |  | 2 | N |  |
| TS1-5 | Neb 4 F Uses strategies that enable students to develop skills in critical thinking, creativity, and problem-solving. | 3 | N |  |  |  |  | 3 | Y |  |  |  |  | 3 | Y |  | 2 | Y |  |
| TS1-6 | Neb 2 E Integrates a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences. | 5 | Y |  |  |  |  | 1 | N |  |  |  |  | 1 | N |  | 2 | N |  |
|  | Planning TS-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS2-1 | The teacher appropriately integrates technology in instruction and assessment. | 3 | Y |  | 1 | Y |  | 1 | N |  |  |  |  | 3 | Y |  | 3 | N |  |
| TS2-2 | Consider local culture and community standards in the development of curriculum and pedagogy. | 1 | N |  |  |  |  |  |  |  |  |  |  | 1 | N |  | 2 | Y |  |
| TS2-3 | Neb 2 A Develops coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives. | 5 | Y |  |  |  |  | 5 | Y |  |  |  |  | 5 | Y |  | 5 | Y |  |
| TS2-4 | Effectivly use hook, transition, main lesson, and conclusion. | 3 | Y |  |  |  |  | 3 | Y |  |  |  |  | 3 | Y |  | 1 | N |  |
| TS2-5 | Plan for assessment of critical outcomes, identifying method, tool, and grading system. | 5 | Y |  |  |  |  |  |  |  |  |  |  | 1 | Y |  | 4 | Y |  |
| TS2-6 | Plans for and utilizes allocated time effectively. |  |  |  |  |  |  | 3 | Y |  |  |  |  | 3 | Y |  | 3 | Y |  |
| TS2-7 | Neb 2 B Designs and adapts lessons based on student progress, assessment results, and interests. | 3 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  | 4 | Y |  |
| TS2-8 | Neb 2 D Considers students’ prior knowledge, abilities, and individual circumstances to ensure that instruction is differentiated, relevant to students, and rigorous. | 5 | Y |  |  |  |  |  |  |  |  |  |  | 1 | Y |  | 3 | Y |  |
| TS2-9 | Neb 4 B Modifies, adapts, and differentiates instruction and accommodations based on data analysis, observation, and student needs | 5 | Y |  |  |  |  |  |  |  |  |  |  | 1 | N |  | 3 | Y |  |
|  | Assessment TS-3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS3-1 | Neb 5 A Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs. | 3 | Y |  |  |  |  |  |  |  |  |  |  | 1 | Y |  | 3 | Y |  |
| TS3-2 | Neb 5 B Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student. | 3 | N |  |  |  |  |  |  |  |  |  |  | 1 | N |  | 2 | Y |  |
| TS3-3 | Neb 5 C Seeks to assure that classroom-based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students. | 5 | Y |  |  |  |  |  |  |  |  |  |  | 1 | N |  | 2 | N |  |
| TS3-4 | Neb 5 D Develops or selects appropriate assessments and interprets the resulting data, both individually and with colleagues. | 3 | N |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TS3-5 | Neb 5 F Compiles and reports assessment data to accurately document student progress over time. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
|  | Motivation & Management TS-4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS4-1 | Neb 3 B Ensures a safe and accessible environment. | 5 | Y |  |  |  |  | 1 | N |  |  |  |  | 1 | N |  | 1 | N |  |
| TS4-2 | Neb 3 C Establishes, communicates, and maintains effective routines, procedures, and clear standards of conduct. |  |  |  |  |  |  | 1 | N |  |  |  |  | 1 | N |  | 3 | Y |  |
| TS4-3 | Neb 3 E Establishes high expectations that cultivate each learner’s self-motivation and encourage pride in his/her genuine accomplishments. | 3 | N |  |  |  |  | 1 | N |  |  |  |  | 1 | N |  | 3 | N |  |
| TS4-4 | Neb 5 E Uses strategies that enable students to set high expectations for personal achievement, and to assess, monitor, and reflect on their own work. | 3 | N |  |  |  |  |  |  |  |  |  |  | 1 | N |  | 1 | N |  |
|  | Teaching Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Passion for Teaching T-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD1-1 | Demonstrates a desire to teach and zeal for student growth. | 5 | N |  |  |  |  | 3 | N |  |  |  |  | 3 | N |  | 3 | Y |  |
| TD1-2 | Integrate the faith and communicate the Gospel (non-public) | 3 | N |  |  |  |  | 3 | N |  |  |  |  | 3 | N |  | 3 | Y |  |
| TD1-3 | Integrate principles of citizenship and sound Christian ethics (public) | 3 | N |  |  |  |  | 3 | N |  |  |  |  | 3 | N |  | 3 | N |  |
| TD1-4 | Demonstrates enthusiasm in pre-professional classroom experiences. | 5 | N |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TD1-5 | Demonstrate initiative in participating in pre-professional experiences. | 1 | Y |  |  |  |  |  |  |  |  |  |  | 1 | Y |  | 5 | Y |  |
| TD1-6 | Exceeds minimal expectations in planning and implementing lessons |  |  |  |  |  |  |  |  |  |  |  |  | 3 | Y |  | 5 | Y |  |
| TD1-7 | Neb 7 B Enthusiastically contributes to the continuous school improvement process. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | Y |  |
|  | Personal Characteristics TD-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD2-1 | Demonstrate appropriate attitude, demeanor, communication, appearance and behavior in pre-professional experiences | 3 | N |  |  |  |  | 3 | N |  |  |  |  | 3 | Y |  | 5 | Y |  |
| TD2-2 | Assumes personal responsibility for professional demands (e.g., deadlines, forms, punctuality, etc.) |  |  |  | 1 | N |  | 1 | N |  |  |  |  | 1 | N |  | 1 | N |  |
| TD2-3 | Neb 1 G Accepts responsibility for the growth of student learning, development, and achievement. | 5 | N |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TD2-4 | Neb 6 E Adheres to school policies, procedures, and regulations. |  |  |  |  |  |  |  |  |  |  |  |  | 1 | N |  | 1 | Y |  |
| TD2-5 | Neb 6 G Maintains accurate records, documentation, and data. | 1 | N |  | 5 | Y |  |  |  |  |  |  |  | 1 | N |  | 3 | Y |  |
|  | Leading Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Content Pedagogy LD-K1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDK1-1 | Demonstrate subject area proficiency by designing and implementing specific learning experiences | 5 | Y |  |  |  |  | 3 | N |  |  |  |  | 5 | Y |  | 5 | Y |  |
| LDK1-2 | Keeps abreast of developments in his/her discipline and the broader field of education. | 1 | Y |  |  |  |  |  |  |  |  |  |  | 1 | Y |  | 3 | Y |  |
| LDK1-3 | Utilizes standards specific to his/her discipline | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  | 5 | Y |  |
| LDK1-4 | Neb 4 A Knows a range of developmentally appropriate instructional strategies and resources that are targeted to meet learning goals. | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  | 5 | Y |  |
|  | Leading Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | School and Community Involvement LD-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS1-1 | Demonstrate social skills adequate to maintain appropriate relationships in a school community | 1 | N |  |  |  |  | 1 | N |  |  |  |  | 1 | N |  | 1 | N |  |
| LDS1-2 | Demonstrate interpersonal communication skills need for working with peers, admin, parents and students | 3 | N |  |  |  |  | 1 | N |  |  |  |  | 1 | N |  | 3 | Y |  |
| LDS1-3 | Neb 3 F Values students as individuals, their families, neighborhoods, and communities; acknowledges their experiences and builds upon those experiences to increase academic success | 5 | N |  | 3 | N |  | 1 | N |  |  |  |  | 1 | N |  | 1 | N |  |
| LDS1-4 | Neb 4 H Implements engaging learning experiences that draw upon family and community resources. | 3 | N |  |  |  |  |  |  |  |  |  |  | 1 | N |  | 1 | N |  |
| LDS1-5 | Neb 7 A Actively participates in the development and implementation of the school’s vision, mission, and goals for teaching and learning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| LDS1-6 | Neb 7 C Establishes and maintains collaborative professional relationships. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| LDS1-7 | Neb 7 E Collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process. | 3 | N |  |  |  |  | 1 | N |  |  |  |  | 1 | N |  | 5 | Y |  |
|  | Diverse Learners LD-S2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS2-1 | Articulate ways in which culture influences the teaching/learning process and design and implement culturally inclusive lessons and teaching strategies | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | N |  |
| LDS2-2 | Incorporate diverse strategies within a single lesson plan to address various learning styles | 1 | N |  |  |  |  | 1 | N |  |  |  |  | 3 | Y |  | 5 | Y |  |
| LDS2-3 | Neb 3 A Establishes relationships that result in a positive learning climate of openness, mutual respect, support, and inquiry, and interacts with students in ways that demonstrate and promote recognition of diversity. | 5 | Y |  |  |  |  |  |  |  |  |  |  | 1 | N |  | 1 | N |  |
| LDS2-4 | Neb 3 D Establishes a collaborative learning community built on trust and teamwork that is consistent with and supportive of the full development of students as individuals. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
|  | Communication and Technology LD-S3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS3-1 | Neb 4 C Communicates effectively with students to promote and support high expectations for achievement. | 5 | N |  |  |  |  |  |  |  |  |  |  |  |  |  | 5 | Y |  |
| LDS3-2 | Neb 4 G Uses existing and emerging technologies as needed to support and promote student learning. | 3 | Y |  |  |  |  |  |  |  |  |  |  | 1 | N |  | 1 | N |  |
| LDS3-3 | Neb 7 D Uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families, and the community. | 3 | N |  |  |  |  |  |  |  |  |  |  | 3 | Y |  | 1 | N |  |
|  | Character / Faith Development LD-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-1 | Know when to appropriately apply Law and Gospel.(LTD) |  |  |  |  |  |  |  |  |  |  |  |  | 1 | N |  |  |  |  |
| LDD1-2 | Articluate the benefits and necessity of the sacraments. (LTD) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-3 | Use different strategies to link faith-life examples to various curriculum areas (LTD) | 3 | N |  |  |  |  |  |  |  |  |  |  | 1 | N |  | 3 | Y |  |
| LDD1-4 | Maintain a lifestyle in concert with the role of one called to the teaching ministry. | 3 | N |  |  |  |  | 1 | N |  |  |  |  | 1 | N |  | 1 | Y |  |
| LDD1-5 | Use different strategies to link positive citizenship examples to various curriculum areas |  |  |  |  |  |  |  |  |  |  |  |  | 1 | N |  | 1 | N |  |
| LDD1-6 | Neb 6 D Protects the established rights and confidentiality of students and families. | 1 | N |  |  |  |  |  |  |  |  |  |  | 1 | N |  | 3 | Y |  |
| LDD1-7 | Neb 6 F Models ethical behavior in accordance with established Biblical and secular standards. | 3 | N |  |  |  |  |  |  |  |  |  |  | 1 | N |  | 3 | Y |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Learning Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Depth of Knowledge in Endorsement LR-K1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRK1-1 | Demonstrate a solid knowledge base for each subject taught | 5 | Y |  |  |  |  | 5 | Y |  |  |  |  | 5 | Y |  | 5 | Y |  |
| LRK1-2 | Demonstrate content knowledge integration with other content areas. | 5 | Y |  |  |  |  | 1 | N |  |  |  |  | 3 | Y |  | 1 | Y |  |
|  | Learning Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Reflective Practice: Professional Growth LR-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRS1-1 | Demonstrate that he/she is a lifelong learner willing to grow in knowledge and skill | 3 | Y |  |  |  |  | 1 | N |  |  |  |  | 1 | N |  | 3 | N |  |
| LRS1-2 | Neb 6A Systematically reflects on his/her own professional practice in order to bring about continuous improvement. | 5 | Y |  | Y | 1 |  | 5 | Y |  |  |  |  | 3 | Y |  | 5 | Y |  |
| LRS1-3 | Neb 6C Contributes to and advocates for the profession. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
|  | Learning Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Lifelong Learning LR-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRD1-1 | Demonstrate that he/she is a lifelong learner willing to grow in knowledge and skill by attending conferences, subscribing to listservs, reading journals, etc., |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| LRD1-2 | Collaborates with colleagues to enhance instructional practice. | 1 | N |  |  |  |  |  |  |  |  |  |  | 3 | Y |  | 5 | Y |  |
| LRD1-3 | Neb 6 B Actively pursues meaningful professional development. | 1 | N |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | N |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Conceptual Framework ID | **Curriculum Outcomes sorted according to Concordia Teacher Education Conceptual Framework** | **Ed 363 Elementary Teacher Methods** | | | **ED397 Children's Literature** | | | **Ed 430 School, Community & Parent Involvement** | | | Educ. 303 Music Across the Curriculum | | | Educ.403 Adressing Acad/Beh Challenge | | | Educ. 405 Math Meth Elem. | | |
|  | **Teaching Knoweldge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Student Development T-K1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TK1-1 | Discuss issues centered on perspectives and principles underlying the education program Conceptual Framework | 4 | Y |  | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TK1-2 | Articulate a philosophy of education and developmental perspectives |  |  |  | 1 | N |  |  |  |  | 3 | N |  |  |  |  |  |  |  |
| TK1-3 | Neb 1 A Possesses a strong command of the content and related instructional strategies in the discipline(s) he or she teaches, especially in the areas of vocabulary and comprehension. | 4 | Y |  | 1 | N |  |  |  |  | 3 | N |  |  |  |  | 3 | Y |  |
| TK1-4 | Neb 1 B Understands research-based instructional approaches, strategies, assessments, and interventions. | 3 | Y |  | 1 | N |  |  |  |  | 2 | N |  | 5 |  |  | 3 | Y |  |
| TK1-5 | Neb 1 C Understands the intellectual, social, emotional, and physical development of students, how they learn, and how they differ. | 2 | N |  | 2 | N |  |  |  |  | 1 | N |  | 4 |  |  | 1 | Y |  |
| TK1-6 | Neb 1 D Understands the effect of cultural and societal influences on learning for each student | 2 | N |  | 3 | N |  | 3 | N |  | 1 | N |  | 2 |  |  |  |  |  |
| TK1-7 | Neb 1 E Understands how national, state, and local standards impact teaching. | 4 | N |  | 1 | N |  |  |  |  | 4 | N |  |  |  |  | 3 | Y |  |
| TK1-8 | Neb 1 F Understands the components of an effective curriculum. | 3 | N |  | 1 | N |  |  |  |  | 4 | N |  | 2 |  |  | 3 | Y |  |
| TK1-9 | Identify and utilize information from professional organization. | 2 | N |  | 2 | N |  |  |  |  | 1 | N |  |  |  |  | 1 | Y |  |
| TK1-10 | Demonstrate the use of developmentally appropriate methods, materials/resources, and assessments in lesson planning. | 5 | Y |  | 2 | N |  |  |  |  | 1 | N |  | 5 |  |  | 3 | Y |  |
|  | Teaching Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Multiple Instructional Strategies T-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS1-1 | Select teaching methods and instructional interventions in light of student needs, abilities, curriculum and resources. | 5 | y |  | 1 | N |  |  |  |  | 3 | N |  | 5 |  |  | 3 | Y |  |
| TS1-2 | Neb 2 C Uses a variety of appropriate, research-based teaching strategies including the use of technology. | 5 | Y |  | 1 | N |  |  |  |  | 2 | N |  | 3 |  |  | 3 | Y |  |
| TS1-3 | Neb 4 D Assumes various roles in the instructional process appropriate to the content, purposes of instruction, and the needs of students. | 5 | N |  | 1 | N |  |  |  |  | 1 | N |  | 3 |  |  | 3 | Y |  |
| TS1-4 | Neb 4 E Engages students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement. | 5 | Y |  | 1 | N |  |  |  |  | 1 | N |  | 5 |  |  | 3 | Y |  |
| TS1-5 | Neb 4 F Uses strategies that enable students to develop skills in critical thinking, creativity, and problem-solving. | 5 | N |  | 1 | N |  |  |  |  | 4 | N |  |  |  |  | 3 | Y |  |
| TS1-6 | Neb 2 E Integrates a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences. | 5 | Y |  | 1 | N |  |  |  |  | 4 | N |  | 4 |  |  | 3 | Y |  |
|  | Planning TS-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS2-1 | The teacher appropriately integrates technology in instruction and assessment. | 4 | N |  | 1 | N |  |  |  |  | 1 | N |  | 3 |  |  | 3 | Y |  |
| TS2-2 | Consider local culture and community standards in the development of curriculum and pedagogy. | 1 | N |  | 1 | N |  | 5 | N |  | 1 | N |  |  |  |  |  |  |  |
| TS2-3 | Neb 2 A Develops coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives. | 5 | Y |  | 1 | N |  |  |  |  | 3 | N |  | 4 |  |  | 3 | Y |  |
| TS2-4 | Effectivly use hook, transition, main lesson, and conclusion. | 4 | Y |  | 1 | N |  |  |  |  | 1 | N |  |  |  |  | 3 | Y |  |
| TS2-5 | Plan for assessment of critical outcomes, identifying method, tool, and grading system. | 2 | Y |  | 1 | N |  |  |  |  | 1 | N |  | 4 |  |  | 3 | Y |  |
| TS2-6 | Plans for and utilizes allocated time effectively. | 3 | Y |  | 1 | N |  |  |  |  |  |  |  | 3 |  |  | 3 | Y |  |
| TS2-7 | Neb 2 B Designs and adapts lessons based on student progress, assessment results, and interests. | 2 | Y |  | 1 | N |  |  |  |  |  |  |  | 5 |  |  | 3 | Y |  |
| TS2-8 | Neb 2 D Considers students’ prior knowledge, abilities, and individual circumstances to ensure that instruction is differentiated, relevant to students, and rigorous. | 3 | Y |  | 1 | N |  |  |  |  |  |  |  | 5 |  |  | 3 | Y |  |
| TS2-9 | Neb 4 B Modifies, adapts, and differentiates instruction and accommodations based on data analysis, observation, and student needs | 3 | Y |  | 1 | N |  |  |  |  |  |  |  | 5 |  |  | 3 | Y |  |
|  | Assessment TS-3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS3-1 | Neb 5 A Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs. | 3 | Y |  | 1 | N |  |  |  |  | 1 | N |  | 5 |  |  | 3 | Y |  |
| TS3-2 | Neb 5 B Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student. | 3 | Y |  | 1 | N |  |  |  |  |  |  |  | 5 |  |  | 3 | Y |  |
| TS3-3 | Neb 5 C Seeks to assure that classroom-based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students. | 1 | N |  | 1 | N |  |  |  |  |  |  |  | 3 |  |  | 3 | Y |  |
| TS3-4 | Neb 5 D Develops or selects appropriate assessments and interprets the resulting data, both individually and with colleagues. | 1 | N |  | 1 | N |  |  |  |  |  |  |  | 4 |  |  | 3 | Y |  |
| TS3-5 | Neb 5 F Compiles and reports assessment data to accurately document student progress over time. |  |  |  | 1 | N |  |  |  |  |  |  |  | 4 |  |  | 3 | Y |  |
|  | Motivation & Management TS-4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS4-1 | Neb 3 B Ensures a safe and accessible environment. | 4 | Y |  | 1 | N |  |  |  |  |  |  |  | 4 |  |  |  |  |  |
| TS4-2 | Neb 3 C Establishes, communicates, and maintains effective routines, procedures, and clear standards of conduct. | 5 | Y |  | 1 | N |  |  |  |  |  |  |  | 4 |  |  |  |  |  |
| TS4-3 | Neb 3 E Establishes high expectations that cultivate each learner’s self-motivation and encourage pride in his/her genuine accomplishments. | 4 | N |  | 1 | N |  |  |  |  |  |  |  | 4 |  |  | 3 | Y |  |
| TS4-4 | Neb 5 E Uses strategies that enable students to set high expectations for personal achievement, and to assess, monitor, and reflect on their own work. | 4 | N |  | 1 | N |  |  |  |  |  |  |  | 4 |  |  |  |  |  |
|  | Teaching Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Passion for Teaching T-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD1-1 | Demonstrates a desire to teach and zeal for student growth. | 2 | N |  | 3 | Y |  |  |  |  | 3 | Y |  | 4 |  |  | 3 | Y |  |
| TD1-2 | Integrate the faith and communicate the Gospel (non-public) | 2 | N |  | 2 | N |  | 3 | N |  | 1 | N |  | 2 |  |  |  |  |  |
| TD1-3 | Integrate principles of citizenship and sound Christian ethics (public) | 2 | Y |  | 2 | N |  | 3 | N |  | 1 | N |  | 2 |  |  |  |  |  |
| TD1-4 | Demonstrates enthusiasm in pre-professional classroom experiences. | 2 | N |  | 2 | N |  |  |  |  | 5 | Y |  |  |  |  | 3 | Y |  |
| TD1-5 | Demonstrate initiative in participating in pre-professional experiences. | 1 | N |  | 2 | N |  |  |  |  | 5 | Y |  |  |  |  | 3 | Y |  |
| TD1-6 | Exceeds minimal expectations in planning and implementing lessons | 2 | Y |  | 1 | N |  |  |  |  | 3 | Y |  |  |  |  | 3 | Y |  |
| TD1-7 | Neb 7 B Enthusiastically contributes to the continuous school improvement process. |  |  |  | 1 | N |  | 3 | N |  |  |  |  | 4 |  |  |  |  |  |
|  | Personal Characteristics TD-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD2-1 | Demonstrate appropriate attitude, demeanor, communication, appearance and behavior in pre-professional experiences | 3 | Y |  | 1 | N |  |  |  |  | 5 | Y |  |  |  |  | 3 | Y |  |
| TD2-2 | Assumes personal responsibility for professional demands (e.g., deadlines, forms, punctuality, etc.) | 3 | Y |  | 1 | N |  |  |  |  | 5 | Y |  | 3 |  |  |  | Y |  |
| TD2-3 | Neb 1 G Accepts responsibility for the growth of student learning, development, and achievement. | 1 | N |  | 1 | N |  |  |  |  |  |  |  | 3 |  |  |  |  |  |
| TD2-4 | Neb 6 E Adheres to school policies, procedures, and regulations. |  |  |  | 1 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD2-5 | Neb 6 G Maintains accurate records, documentation, and data. | 1 | N |  | 1 | N |  |  |  |  |  |  |  | 5 |  |  |  |  |  |
|  | Leading Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Content Pedagogy LD-K1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDK1-1 | Demonstrate subject area proficiency by designing and implementing specific learning experiences | 5 | Y |  | 1 | N |  |  |  |  | 1 | N |  |  |  |  | 3 | Y |  |
| LDK1-2 | Keeps abreast of developments in his/her discipline and the broader field of education. | 5 | Y |  | 1 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDK1-3 | Utilizes standards specific to his/her discipline | 5 | Y |  | 1 | N |  |  |  |  | 3 | N |  |  |  |  | 3 | Y |  |
| LDK1-4 | Neb 4 A Knows a range of developmentally appropriate instructional strategies and resources that are targeted to meet learning goals. | 5 | Y |  | 1 | N |  |  |  |  | 1 | N |  | 5 |  |  | 3 | Y |  |
|  | Leading Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | School and Community Involvement LD-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS1-1 | Demonstrate social skills adequate to maintain appropriate relationships in a school community | 2 | Y |  | 1 | N |  |  |  |  |  |  |  | 4 |  |  |  |  |  |
| LDS1-2 | Demonstrate interpersonal communication skills need for working with peers, admin, parents and students | 3 | Y |  | 1 | N |  |  |  |  |  |  |  | 4 |  |  |  |  |  |
| LDS1-3 | Neb 3 F Values students as individuals, their families, neighborhoods, and communities; acknowledges their experiences and builds upon those experiences to increase academic success | 2 | Y |  | 1 | N |  | 5 | N |  |  |  |  | 3 |  |  |  |  |  |
| LDS1-4 | Neb 4 H Implements engaging learning experiences that draw upon family and community resources. | 2 | N |  | 1 | N |  | 5 | Y |  |  |  |  |  |  |  | 3 | Y |  |
| LDS1-5 | Neb 7 A Actively participates in the development and implementation of the school’s vision, mission, and goals for teaching and learning. |  |  |  | 1 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS1-6 | Neb 7 C Establishes and maintains collaborative professional relationships. | 2 | N |  | 1 | N |  |  |  |  |  |  |  | 3 |  |  |  |  |  |
| LDS1-7 | Neb 7 E Collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process. | 2 | N |  | 1 | N |  |  |  |  |  |  |  | 3 |  |  |  |  |  |
|  | Diverse Learners LD-S2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS2-1 | Articulate ways in which culture influences the teaching/learning process and design and implement culturally inclusive lessons and teaching strategies | 2 | N |  |  |  |  | 3 | N |  | 2 | N |  |  |  |  |  |  |  |
| LDS2-2 | Incorporate diverse strategies within a single lesson plan to address various learning styles | 3 | Y |  | 1 | N |  |  |  |  | 1 | N |  | 5 |  |  | 3 | Y |  |
| LDS2-3 | Neb 3 A Establishes relationships that result in a positive learning climate of openness, mutual respect, support, and inquiry, and interacts with students in ways that demonstrate and promote recognition of diversity. | 3 | N |  | 2 | N |  |  |  |  |  |  |  | 3 |  |  |  |  |  |
| LDS2-4 | Neb 3 D Establishes a collaborative learning community built on trust and teamwork that is consistent with and supportive of the full development of students as individuals. | 4 | Y |  | 1 | N |  |  |  |  |  |  |  | 4 |  |  |  |  |  |
|  | Communication and Technology LD-S3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS3-1 | Neb 4 C Communicates effectively with students to promote and support high expectations for achievement. | 4 | N |  | 1 | N |  |  |  |  |  |  |  | 3 |  |  |  |  |  |
| LDS3-2 | Neb 4 G Uses existing and emerging technologies as needed to support and promote student learning. | 4 | N |  | 1 | N |  |  |  |  |  |  |  | 3 |  |  | 3 | Y |  |
| LDS3-3 | Neb 7 D Uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families, and the community. | 2 | N |  | 3 | Y |  |  |  |  |  |  |  | 3 |  |  |  |  |  |
|  | Character / Faith Development LD-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-1 | Know when to appropriately apply Law and Gospel.(LTD) | 1 | N |  | 1 | N |  |  |  |  |  |  |  | 2 |  |  |  |  |  |
| LDD1-2 | Articluate the benefits and necessity of the sacraments. (LTD) |  |  |  | 1 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-3 | Use different strategies to link faith-life examples to various curriculum areas (LTD) | 1 | N |  | 1 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-4 | Maintain a lifestyle in concert with the role of one called to the teaching ministry. |  |  |  | 1 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-5 | Use different strategies to link positive citizenship examples to various curriculum areas | 2 | Y |  | 1 | N |  | 3 | N |  |  |  |  | 2 |  |  |  |  |  |
| LDD1-6 | Neb 6 D Protects the established rights and confidentiality of students and families. | 1 | N |  | 1 | N |  | 3 | N |  |  |  |  | 5 |  |  |  |  |  |
| LDD1-7 | Neb 6 F Models ethical behavior in accordance with established Biblical and secular standards. | 1 | N |  | 1 | N |  |  |  |  |  |  |  | 2 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Learning Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Depth of Knowledge in Endorsement LR-K1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRK1-1 | Demonstrate a solid knowledge base for each subject taught | 2 | N |  | 1 | N |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| LRK1-2 | Demonstrate content knowledge integration with other content areas. | 3 | Y |  | 3 | Y |  |  |  |  | 3 | N |  |  |  |  |  |  |  |
|  | Learning Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Reflective Practice: Professional Growth LR-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRS1-1 | Demonstrate that he/she is a lifelong learner willing to grow in knowledge and skill | 1 | N |  | 1 | N |  |  |  |  | 5 | Y |  |  |  |  |  |  |  |
| LRS1-2 | Neb 6A Systematically reflects on his/her own professional practice in order to bring about continuous improvement. | 3 | N |  | 2 | N |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| LRS1-3 | Neb 6C Contributes to and advocates for the profession. | 1 | N |  | 1 | N |  | 3 | N |  |  |  |  |  |  |  |  |  |  |
|  | Learning Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Lifelong Learning LR-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRD1-1 | Demonstrate that he/she is a lifelong learner willing to grow in knowledge and skill by attending conferences, subscribing to listservs, reading journals, etc., | 2 | N |  | 1 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRD1-2 | Collaborates with colleagues to enhance instructional practice. | 3 | N |  | 1 | N |  |  |  |  |  |  |  | 4 |  |  |  |  |  |
| LRD1-3 | Neb 6 B Actively pursues meaningful professional development. | 1 | N |  | 1 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Conceptual Framework ID | **Curriculum Outcomes sorted according to Concordia Teacher Education Conceptual Framework** | Educ. 407 Sci & Soc. St Meth, Elem | | | **Educ. 461 Literacy, Instruc. Assess. & Intervention (Elem & ECE)** | | | **ED461 Practicum (Elem & ECE)** | | | **ED461 Capstone Field Experience** | | | **Psy 212 Child Dev. & Psych Young Child** | | | **Ed 330 Early Childhood Foundations & Programs** | | |
|  | **Teaching Knoweldge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Student Development T-K1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TK1-1 | Discuss issues centered on perspectives and principles underlying the education program Conceptual Framework |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TK1-2 | Articulate a philosophy of education and developmental perspectives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | N |  |
| TK1-3 | Neb 1 A Possesses a strong command of the content and related instructional strategies in the discipline(s) he or she teaches, especially in the areas of vocabulary and comprehension. | 4 |  |  | 5 | Y |  |  |  |  | 5 | Y |  |  |  |  |  |  |  |
| TK1-4 | Neb 1 B Understands research-based instructional approaches, strategies, assessments, and interventions. | 3 |  |  | 5 | Y |  | 3 | N |  | 3 | Y |  |  |  |  |  |  |  |
| TK1-5 | Neb 1 C Understands the intellectual, social, emotional, and physical development of students, how they learn, and how they differ. | 1 |  |  | 1 | N |  | 1 | N |  | 3 | Y |  | 3 | Y |  |  |  |  |
| TK1-6 | Neb 1 D Understands the effect of cultural and societal influences on learning for each student |  |  |  | 1 | N |  |  |  |  | 3 | Y |  |  |  |  |  |  |  |
| TK1-7 | Neb 1 E Understands how national, state, and local standards impact teaching. | 4 |  |  | 3 | Y |  |  |  |  | 3 | Y |  |  |  |  |  |  |  |
| TK1-8 | Neb 1 F Understands the components of an effective curriculum. | 3 |  |  | 3 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TK1-9 | Identify and utilize information from professional organization. | 2 |  |  | 5 | N |  |  |  |  | 3 | N |  |  |  |  | 3 | Y |  |
| TK1-10 | Demonstrate the use of developmentally appropriate methods, materials/resources, and assessments in lesson planning. | 3 |  |  | 5 | Y | **A15** |  |  |  | 5 | Y | Y |  |  |  |  |  |  |
|  | Teaching Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Multiple Instructional Strategies T-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS1-1 | Select teaching methods and instructional interventions in light of student needs, abilities, curriculum and resources. | 3 |  |  | 5 | Y |  |  |  |  | 5 | Y |  | 3 | N |  |  |  |  |
| TS1-2 | Neb 2 C Uses a variety of appropriate, research-based teaching strategies including the use of technology. | 5 |  |  | 5 | Y |  |  |  |  | 5 | Y |  |  |  |  |  |  |  |
| TS1-3 | Neb 4 D Assumes various roles in the instructional process appropriate to the content, purposes of instruction, and the needs of students. | 3 |  |  | 3 | N |  | 3 | N |  | 3 | N |  |  |  |  |  |  |  |
| TS1-4 | Neb 4 E Engages students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement. | 5 |  |  | 5 | Y |  |  |  |  | 5 | Y |  |  |  |  |  |  |  |
| TS1-5 | Neb 4 F Uses strategies that enable students to develop skills in critical thinking, creativity, and problem-solving. | 5 |  |  | 3 | N |  |  |  |  | 3 | N |  | 3 | Y |  |  |  |  |
| TS1-6 | Neb 2 E Integrates a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences. | 5 |  |  | 5 | Y |  |  |  |  | 5 | Y |  |  |  |  |  |  |  |
|  | Planning TS-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS2-1 | The teacher appropriately integrates technology in instruction and assessment. | 3 |  |  | 3 | N |  |  |  |  | 3 | N |  |  |  |  |  |  |  |
| TS2-2 | Consider local culture and community standards in the development of curriculum and pedagogy. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS2-3 | Neb 2 A Develops coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives. | 3 |  |  | 5 | Y |  |  |  |  | 5 | Y |  |  |  |  |  |  |  |
| TS2-4 | Effectivly use hook, transition, main lesson, and conclusion. | 3 |  |  | 3 | Y |  |  |  |  | 3 | Y |  |  |  |  |  |  |  |
| TS2-5 | Plan for assessment of critical outcomes, identifying method, tool, and grading system. | 3 |  |  | 3 | Y |  |  |  |  | 3 | Y |  | 3 | Y |  |  |  |  |
| TS2-6 | Plans for and utilizes allocated time effectively. | 3 |  |  | 3 | N |  |  |  |  | 5 | Y |  |  |  |  |  |  |  |
| TS2-7 | Neb 2 B Designs and adapts lessons based on student progress, assessment results, and interests. | 3 |  |  | 3 | N |  |  |  |  | 3 | N |  | 1 | Y |  |  |  |  |
| TS2-8 | Neb 2 D Considers students’ prior knowledge, abilities, and individual circumstances to ensure that instruction is differentiated, relevant to students, and rigorous. | 3 |  |  | 3 | N |  |  |  |  | 3 | Y |  |  |  |  |  |  |  |
| TS2-9 | Neb 4 B Modifies, adapts, and differentiates instruction and accommodations based on data analysis, observation, and student needs | 3 |  |  | 3 | Y |  |  |  |  | 3 | Y |  |  |  |  |  |  |  |
|  | Assessment TS-3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS3-1 | Neb 5 A Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs. | 3 |  |  | 3 | Y |  |  |  |  | 5 | Y |  |  |  |  |  |  |  |
| TS3-2 | Neb 5 B Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student. | 3 |  |  | 3 | Y |  |  |  |  | 3 | Y |  |  |  |  |  |  |  |
| TS3-3 | Neb 5 C Seeks to assure that classroom-based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students. |  |  |  | 1 | N |  |  |  |  | 1 | N |  |  |  |  |  |  |  |
| TS3-4 | Neb 5 D Develops or selects appropriate assessments and interprets the resulting data, both individually and with colleagues. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS3-5 | Neb 5 F Compiles and reports assessment data to accurately document student progress over time. |  |  |  |  |  |  |  |  |  |  |  |  | 1 | N |  |  |  |  |
|  | Motivation & Management TS-4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS4-1 | Neb 3 B Ensures a safe and accessible environment. |  |  |  |  |  |  | 3 | N |  | 3 | N |  |  |  |  | 3 | N |  |
| TS4-2 | Neb 3 C Establishes, communicates, and maintains effective routines, procedures, and clear standards of conduct. |  |  |  | 1 | N |  | 1 | N |  | 3 | N |  |  |  |  | 1 | N |  |
| TS4-3 | Neb 3 E Establishes high expectations that cultivate each learner’s self-motivation and encourage pride in his/her genuine accomplishments. | 3 |  |  | 1 | N |  | 1 | N |  | 3 | N |  |  |  |  |  |  |  |
| TS4-4 | Neb 5 E Uses strategies that enable students to set high expectations for personal achievement, and to assess, monitor, and reflect on their own work. |  |  |  | 1 | N |  |  |  |  | 3 | N |  |  |  |  |  |  |  |
|  | Teaching Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Passion for Teaching T-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD1-1 | Demonstrates a desire to teach and zeal for student growth. | 4 |  |  |  |  |  | 5 | Y |  | 5 | Y |  |  |  |  | 1 | Y |  |
| TD1-2 | Integrate the faith and communicate the Gospel (non-public) |  |  |  | 3 | N |  | 3 | Y |  | 3 | Y |  |  |  |  | 1 | N |  |
| TD1-3 | Integrate principles of citizenship and sound Christian ethics (public) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | N |  |
| TD1-4 | Demonstrates enthusiasm in pre-professional classroom experiences. | 3 |  |  |  |  |  | 5 | Y |  | 5 | Y |  | 1 | N |  |  |  |  |
| TD1-5 | Demonstrate initiative in participating in pre-professional experiences. | 5 |  |  |  |  |  | 3 | N |  | 3 | N |  | 3 | N |  | 3 | N |  |
| TD1-6 | Exceeds minimal expectations in planning and implementing lessons | 5 |  |  | 5 | Y |  |  |  |  | 5 | Y |  |  |  |  |  |  |  |
| TD1-7 | Neb 7 B Enthusiastically contributes to the continuous school improvement process. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Personal Characteristics TD-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD2-1 | Demonstrate appropriate attitude, demeanor, communication, appearance and behavior in pre-professional experiences | 5 |  |  |  |  |  | 3 | Y |  | 3 | Y |  |  |  |  | 1 | Y |  |
| TD2-2 | Assumes personal responsibility for professional demands (e.g., deadlines, forms, punctuality, etc.) | 5 |  |  | 1 | N |  | 1 | N |  | 1 | N |  | 1 | N |  | 3 | N |  |
| TD2-3 | Neb 1 G Accepts responsibility for the growth of student learning, development, and achievement. | 4 |  |  |  |  |  |  |  |  | 3 | Y |  |  |  |  |  |  |  |
| TD2-4 | Neb 6 E Adheres to school policies, procedures, and regulations. |  |  |  |  |  |  | 3 | N |  | 3 | Y |  |  |  |  |  |  |  |
| TD2-5 | Neb 6 G Maintains accurate records, documentation, and data. |  |  |  | 1 | N |  | 1 | N |  | 1 | N |  | 5 | Y |  |  |  |  |
|  | Leading Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Content Pedagogy LD-K1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDK1-1 | Demonstrate subject area proficiency by designing and implementing specific learning experiences | 3 |  |  | 5 | Y |  |  |  |  | 5 | Y |  | 3 | Y |  | 3 | Y |  |
| LDK1-2 | Keeps abreast of developments in his/her discipline and the broader field of education. | 3 |  |  | 1 | N |  | 1 | N |  |  |  |  |  |  |  | 3 | Y |  |
| LDK1-3 | Utilizes standards specific to his/her discipline | 5 |  |  | 5 | Y |  |  |  |  | 5 | Y |  |  |  |  | 5 | Y |  |
| LDK1-4 | Neb 4 A Knows a range of developmentally appropriate instructional strategies and resources that are targeted to meet learning goals. | 4 |  |  | 5 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Leading Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | School and Community Involvement LD-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS1-1 | Demonstrate social skills adequate to maintain appropriate relationships in a school community |  |  |  |  |  |  | 1 | N |  | 1 | N |  |  |  |  |  |  |  |
| LDS1-2 | Demonstrate interpersonal communication skills need for working with peers, admin, parents and students |  |  |  | 1 | N |  | 1 | N |  | 1 | N |  |  |  |  |  |  |  |
| LDS1-3 | Neb 3 F Values students as individuals, their families, neighborhoods, and communities; acknowledges their experiences and builds upon those experiences to increase academic success |  |  |  | 1 | N |  | 1 | N |  |  |  |  | 3 | N |  |  |  |  |
| LDS1-4 | Neb 4 H Implements engaging learning experiences that draw upon family and community resources. | 3 |  |  | 1 | N |  | 3 | Y |  |  |  |  |  |  |  |  |  |  |
| LDS1-5 | Neb 7 A Actively participates in the development and implementation of the school’s vision, mission, and goals for teaching and learning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS1-6 | Neb 7 C Establishes and maintains collaborative professional relationships. |  |  |  |  |  |  | 1 | N |  | 1 | Y |  |  |  |  |  |  |  |
| LDS1-7 | Neb 7 E Collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
|  | Diverse Learners LD-S2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS2-1 | Articulate ways in which culture influences the teaching/learning process and design and implement culturally inclusive lessons and teaching strategies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS2-2 | Incorporate diverse strategies within a single lesson plan to address various learning styles | 3 |  |  | 3 | Y |  |  |  |  | 3 | Y |  |  |  |  |  |  |  |
| LDS2-3 | Neb 3 A Establishes relationships that result in a positive learning climate of openness, mutual respect, support, and inquiry, and interacts with students in ways that demonstrate and promote recognition of diversity. |  |  |  |  |  |  | 3 | Y |  | 3 | Y |  |  |  |  |  |  |  |
| LDS2-4 | Neb 3 D Establishes a collaborative learning community built on trust and teamwork that is consistent with and supportive of the full development of students as individuals. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Communication and Technology LD-S3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS3-1 | Neb 4 C Communicates effectively with students to promote and support high expectations for achievement. |  |  |  |  |  |  | 3 | N |  | 3 | N |  |  |  |  |  |  |  |
| LDS3-2 | Neb 4 G Uses existing and emerging technologies as needed to support and promote student learning. | 3 |  |  | 3 | N |  |  |  |  | 3 | N |  |  |  |  |  |  |  |
| LDS3-3 | Neb 7 D Uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families, and the community. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Character / Faith Development LD-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-1 | Know when to appropriately apply Law and Gospel.(LTD) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-2 | Articluate the benefits and necessity of the sacraments. (LTD) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-3 | Use different strategies to link faith-life examples to various curriculum areas (LTD) |  |  |  | 1 | N |  | 1 | N |  | 1 | N |  |  |  |  | 3 | N |  |
| LDD1-4 | Maintain a lifestyle in concert with the role of one called to the teaching ministry. |  |  |  | 3 | N |  | 3 | N |  | 3 | N |  |  |  |  |  |  |  |
| LDD1-5 | Use different strategies to link positive citizenship examples to various curriculum areas | 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | N |  |
| LDD1-6 | Neb 6 D Protects the established rights and confidentiality of students and families. |  |  |  |  |  |  | 1 | N |  | 1 | N |  | 3 | N |  |  |  |  |
| LDD1-7 | Neb 6 F Models ethical behavior in accordance with established Biblical and secular standards. |  |  |  |  |  |  | 3 | Y |  | 3 | Y |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Learning Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Depth of Knowledge in Endorsement LR-K1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRK1-1 | Demonstrate a solid knowledge base for each subject taught |  |  |  | 3 | Y |  |  |  |  | 3 | Y |  |  |  |  |  |  |  |
| LRK1-2 | Demonstrate content knowledge integration with other content areas. |  |  |  | 3 | Y |  |  |  |  | 3 | Y |  |  |  |  | 3 | Y |  |
|  | Learning Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Reflective Practice: Professional Growth LR-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRS1-1 | Demonstrate that he/she is a lifelong learner willing to grow in knowledge and skill |  |  |  |  |  |  | 3 | Y |  | 3 | Y |  |  |  |  |  |  |  |
| LRS1-2 | Neb 6A Systematically reflects on his/her own professional practice in order to bring about continuous improvement. | 3 |  |  | 3 | Y |  | 3 | Y |  | 3 | Y |  |  |  |  | 3 | Y |  |
| LRS1-3 | Neb 6C Contributes to and advocates for the profession. |  |  |  | 1 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Learning Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Lifelong Learning LR-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRD1-1 | Demonstrate that he/she is a lifelong learner willing to grow in knowledge and skill by attending conferences, subscribing to listservs, reading journals, etc., |  |  |  | 1 | N |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| LRD1-2 | Collaborates with colleagues to enhance instructional practice. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRD1-3 | Neb 6 B Actively pursues meaningful professional development. |  |  |  | 1 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Conceptual Framework ID | **Curriculum Outcomes sorted according to Concordia Teacher Education Conceptual Framework** | **Ed 333 Primary Educ & Literacy Development** | | | **ED 333 Field Experience** | | | **Ed 331 Infants/ Toddlers: Devel., Curr., Teaching** | | | **Ed 332 Early Childhood Curriculum & methodology** | | | **ED332 Field Experience** | | | **Ed 452 Early Childhood Prog, Organization and Mgmt.** | | |
|  | **Teaching Knoweldge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Student Development T-K1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TK1-1 | Discuss issues centered on perspectives and principles underlying the education program Conceptual Framework | 1 | N |  |  |  |  | 1 | N |  |  |  |  |  |  |  |  |  |  |
| TK1-2 | Articulate a philosophy of education and developmental perspectives | 3 | N |  |  |  |  | 1 | N |  | 3 | Y |  |  |  |  |  |  |  |
| TK1-3 | Neb 1 A Possesses a strong command of the content and related instructional strategies in the discipline(s) he or she teaches, especially in the areas of vocabulary and comprehension. | 5 | Y |  |  |  |  | 1 | N |  |  |  |  |  |  |  |  |  |  |
| TK1-4 | Neb 1 B Understands research-based instructional approaches, strategies, assessments, and interventions. | 5 | Y |  |  |  |  | 3 | Y |  | 5 | Y |  |  |  |  |  |  |  |
| TK1-5 | Neb 1 C Understands the intellectual, social, emotional, and physical development of students, how they learn, and how they differ. | 3 | N |  |  |  |  | 5 | Y |  | 3 | N |  |  |  |  |  |  |  |
| TK1-6 | Neb 1 D Understands the effect of cultural and societal influences on learning for each student | 1 | N |  |  |  |  | 3 | Y |  | 3 | Y |  |  |  |  |  |  |  |
| TK1-7 | Neb 1 E Understands how national, state, and local standards impact teaching. | 3 | Y |  |  |  |  | 5 | Y |  | 5 | Y |  |  |  |  |  |  |  |
| TK1-8 | Neb 1 F Understands the components of an effective curriculum. | 5 | Y |  |  |  |  | 3 | Y |  | 3 | Y |  |  |  |  |  |  |  |
| TK1-9 | Identify and utilize information from professional organization. | 3 | Y |  |  |  |  | 3 | Y |  | 3 | Y |  |  |  |  | Y | Y |  |
| TK1-10 | Demonstrate the use of developmentally appropriate methods, materials/resources, and assessments in lesson planning. | 5 | Y |  |  |  |  | 3 | Y |  | 5 | Y |  | 5 | Y |  |  |  |  |
|  | Teaching Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Multiple Instructional Strategies T-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS1-1 | Select teaching methods and instructional interventions in light of student needs, abilities, curriculum and resources. | 5 | Y |  |  |  |  | 3 | Y |  | 5 | Y |  | 5 | Y |  |  |  |  |
| TS1-2 | Neb 2 C Uses a variety of appropriate, research-based teaching strategies including the use of technology. | 3 | Y |  |  |  |  | 3 | N |  | 5 | N |  | 5 | Y |  |  |  |  |
| TS1-3 | Neb 4 D Assumes various roles in the instructional process appropriate to the content, purposes of instruction, and the needs of students. | 3 | N |  |  |  |  | 3 | Y |  | 5 | Y |  | 5 | N |  |  |  |  |
| TS1-4 | Neb 4 E Engages students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement. | 5 | Y |  |  |  |  | 5 | Y |  |  |  |  | 5 | N |  |  |  |  |
| TS1-5 | Neb 4 F Uses strategies that enable students to develop skills in critical thinking, creativity, and problem-solving. | 5 | Y |  |  |  |  | 3 | Y |  | 5 | N |  | 5 | Y |  |  |  |  |
| TS1-6 | Neb 2 E Integrates a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences. | 5 | Y |  |  |  |  | 3 | Y |  |  |  |  | 5 | Y |  |  |  |  |
|  | Planning TS-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS2-1 | The teacher appropriately integrates technology in instruction and assessment. | 3 | N |  |  |  |  | 1 | N |  | 1 | N |  |  |  |  |  |  |  |
| TS2-2 | Consider local culture and community standards in the development of curriculum and pedagogy. | 5 | Y |  |  |  |  | 3 | N |  | 3 | N |  | 5 | N |  |  |  |  |
| TS2-3 | Neb 2 A Develops coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives. | 5 | Y |  |  |  |  | 5 | Y |  | 5 | Y |  |  |  |  |  |  |  |
| TS2-4 | Effectivly use hook, transition, main lesson, and conclusion. | 5 | Y |  |  |  |  | 3 | Y |  | 5 | Y |  |  |  |  |  |  |  |
| TS2-5 | Plan for assessment of critical outcomes, identifying method, tool, and grading system. | 5 | Y |  |  |  |  | 3 | Y |  | 3 | Y |  | 3 | Y |  |  |  |  |
| TS2-6 | Plans for and utilizes allocated time effectively. | 5 | Y |  | 3 | Y |  | 3 | Y |  | 3 | Y |  | 5 | N |  |  |  |  |
| TS2-7 | Neb 2 B Designs and adapts lessons based on student progress, assessment results, and interests. | 5 | Y |  |  |  |  | 3 | N |  | 5 | N |  | 5 | N |  |  |  |  |
| TS2-8 | Neb 2 D Considers students’ prior knowledge, abilities, and individual circumstances to ensure that instruction is differentiated, relevant to students, and rigorous. | 5 | N |  |  |  |  | 5 | Y |  | 5 | Y |  | 5 | Y |  |  |  |  |
| TS2-9 | Neb 4 B Modifies, adapts, and differentiates instruction and accommodations based on data analysis, observation, and student needs | 5 | N |  |  |  |  | 3 | N |  | 3 | N |  | 5 | N |  |  |  |  |
|  | Assessment TS-3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS3-1 | Neb 5 A Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs. | 3 | Y |  |  |  |  | 3 | Y |  | 3 | Y |  |  |  |  |  |  |  |
| TS3-2 | Neb 5 B Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student. | 3 | N |  |  |  |  | 1 | N |  |  |  |  |  |  |  |  |  |  |
| TS3-3 | Neb 5 C Seeks to assure that classroom-based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students. | 3 | Y |  |  |  |  | 3 | N |  | 3 | N |  |  |  |  |  |  |  |
| TS3-4 | Neb 5 D Develops or selects appropriate assessments and interprets the resulting data, both individually and with colleagues. | 3 | Y |  |  |  |  | 3 | N |  | 3 | N |  |  |  |  |  |  |  |
| TS3-5 | Neb 5 F Compiles and reports assessment data to accurately document student progress over time. | 3 | N |  |  |  |  | 1 | N |  | 1 | N |  |  |  |  |  |  |  |
|  | Motivation & Management TS-4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS4-1 | Neb 3 B Ensures a safe and accessible environment. | 3 | N |  |  |  |  | 3 | Y |  | 3 | Y |  |  |  |  | 3 | N |  |
| TS4-2 | Neb 3 C Establishes, communicates, and maintains effective routines, procedures, and clear standards of conduct. | 3 | N |  | 3 | Y |  | 3 | N |  | 3 | N |  |  |  |  |  |  |  |
| TS4-3 | Neb 3 E Establishes high expectations that cultivate each learner’s self-motivation and encourage pride in his/her genuine accomplishments. | 3 | N |  |  |  |  | 3 | N |  | 3 | N |  |  |  |  |  |  |  |
| TS4-4 | Neb 5 E Uses strategies that enable students to set high expectations for personal achievement, and to assess, monitor, and reflect on their own work. | 3 | N |  |  |  |  | 3 | N |  | 3 | N |  | 3 | Y |  |  |  |  |
|  | Teaching Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Passion for Teaching T-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD1-1 | Demonstrates a desire to teach and zeal for student growth. | 3 | Y |  | 3 | Y |  | 3 | Y |  | 3 | Y |  |  |  |  |  |  |  |
| TD1-2 | Integrate the faith and communicate the Gospel (non-public) | 3 | Y |  |  |  |  | 3 | Y |  | 3 | Y |  |  |  |  | 3 | Y |  |
| TD1-3 | Integrate principles of citizenship and sound Christian ethics (public) | 3 | Y |  |  |  |  | 3 | N |  | 3 | N |  |  |  |  | 1 | N |  |
| TD1-4 | Demonstrates enthusiasm in pre-professional classroom experiences. | 3 | Y |  | 3 | Y |  | 3 | Y |  | 3 | Y |  | 5 | N |  |  |  |  |
| TD1-5 | Demonstrate initiative in participating in pre-professional experiences. | 3 | Y |  | 3 | Y |  | 5 | Y |  | 5 | Y |  | 5 | N |  | 3 | N |  |
| TD1-6 | Exceeds minimal expectations in planning and implementing lessons | 3 | N |  | 3 | Y |  | 3 | Y |  | 5 | Y |  | 5 | Y |  |  |  |  |
| TD1-7 | Neb 7 B Enthusiastically contributes to the continuous school improvement process. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Personal Characteristics TD-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD2-1 | Demonstrate appropriate attitude, demeanor, communication, appearance and behavior in pre-professional experiences | 3 | Y |  | 3 | Y |  | 3 | Y |  | 5 | Y |  |  |  |  |  |  |  |
| TD2-2 | Assumes personal responsibility for professional demands (e.g., deadlines, forms, punctuality, etc.) | 5 | Y |  | 3 | Y |  | 5 | Y |  | 5 | Y |  | 5 | Y |  |  |  |  |
| TD2-3 | Neb 1 G Accepts responsibility for the growth of student learning, development, and achievement. | 3 | N |  |  |  |  | 3 | N |  | 3 | N |  | 3 | Y |  | 3 | N |  |
| TD2-4 | Neb 6 E Adheres to school policies, procedures, and regulations. | 3 | Y |  | 3 | Y |  | 3 | Y |  | 3 | N |  | 3 | Y |  |  |  |  |
| TD2-5 | Neb 6 G Maintains accurate records, documentation, and data. | 3 | N |  |  |  |  | 3 | N |  | 5 | N |  | 5 | Y |  |  |  |  |
|  | Leading Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Content Pedagogy LD-K1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDK1-1 | Demonstrate subject area proficiency by designing and implementing specific learning experiences | 5 | Y |  |  |  |  | 5 | Y |  | 5 | Y |  | 5 | Y |  |  |  |  |
| LDK1-2 | Keeps abreast of developments in his/her discipline and the broader field of education. | 3 | Y |  |  |  |  | 3 | Y |  | 3 | Y |  |  |  |  |  |  |  |
| LDK1-3 | Utilizes standards specific to his/her discipline | 3 | Y |  |  |  |  | 3 | Y |  | 5 | Y |  | 5 | Y |  |  |  |  |
| LDK1-4 | Neb 4 A Knows a range of developmentally appropriate instructional strategies and resources that are targeted to meet learning goals. | 5 | Y |  |  |  |  | 5 | Y |  | 5 | N |  |  |  |  |  |  |  |
|  | Leading Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | School and Community Involvement LD-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS1-1 | Demonstrate social skills adequate to maintain appropriate relationships in a school community |  |  |  |  |  |  | 1 | N |  | 1 | N |  | 3 | Y |  |  |  |  |
| LDS1-2 | Demonstrate interpersonal communication skills need for working with peers, admin, parents and students | 3 | Y |  |  |  |  | 3 | Y |  | 3 | Y |  | 3 | Y |  |  |  |  |
| LDS1-3 | Neb 3 F Values students as individuals, their families, neighborhoods, and communities; acknowledges their experiences and builds upon those experiences to increase academic success | 3 | N |  |  |  |  | 3 | N |  | 5 | N |  |  |  |  |  |  |  |
| LDS1-4 | Neb 4 H Implements engaging learning experiences that draw upon family and community resources. | 3 | Y |  |  |  |  | 5 | Y |  | 5 | Y |  | 5 | Y |  |  |  |  |
| LDS1-5 | Neb 7 A Actively participates in the development and implementation of the school’s vision, mission, and goals for teaching and learning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 5 | Y |  |
| LDS1-6 | Neb 7 C Establishes and maintains collaborative professional relationships. | 3 | N |  |  |  |  | 3 | N |  | 3 | N |  |  |  |  |  |  |  |
| LDS1-7 | Neb 7 E Collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 5 | Y |  |
|  | Diverse Learners LD-S2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS2-1 | Articulate ways in which culture influences the teaching/learning process and design and implement culturally inclusive lessons and teaching strategies | 3 | Y |  |  |  |  | 3 | Y |  | 5 | N |  |  |  |  |  |  |  |
| LDS2-2 | Incorporate diverse strategies within a single lesson plan to address various learning styles | 3 | Y |  |  |  |  | 3 | N |  | 3 | N |  |  |  |  |  |  |  |
| LDS2-3 | Neb 3 A Establishes relationships that result in a positive learning climate of openness, mutual respect, support, and inquiry, and interacts with students in ways that demonstrate and promote recognition of diversity. | 3 | N |  |  |  |  | 3 | N |  |  |  |  | 3 | Y |  |  |  |  |
| LDS2-4 | Neb 3 D Establishes a collaborative learning community built on trust and teamwork that is consistent with and supportive of the full development of students as individuals. | 3 | Y |  |  |  |  | 3 | N |  |  |  |  | 3 | N |  |  |  |  |
|  | Communication and Technology LD-S3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS3-1 | Neb 4 C Communicates effectively with students to promote and support high expectations for achievement. | 5 | Y |  | 3 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS3-2 | Neb 4 G Uses existing and emerging technologies as needed to support and promote student learning. | 3 | Y |  |  |  |  |  |  |  | 1 | Y |  |  |  |  |  |  |  |
| LDS3-3 | Neb 7 D Uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families, and the community. | 3 | Y |  | 3 | Y |  | 1 | N |  | 1 | N |  |  |  |  |  |  |  |
|  | Character / Faith Development LD-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-1 | Know when to appropriately apply Law and Gospel.(LTD) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-2 | Articluate the benefits and necessity of the sacraments. (LTD) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-3 | Use different strategies to link faith-life examples to various curriculum areas (LTD) | 3 | Y |  |  |  |  | 3 | N |  | 3 | N |  |  |  |  |  |  |  |
| LDD1-4 | Maintain a lifestyle in concert with the role of one called to the teaching ministry. |  |  |  |  |  |  | 5 | N |  | 5 | N |  |  |  |  |  |  |  |
| LDD1-5 | Use different strategies to link positive citizenship examples to various curriculum areas |  |  |  |  |  |  | 3 | N |  | 3 | N |  |  |  |  | 3 | N |  |
| LDD1-6 | Neb 6 D Protects the established rights and confidentiality of students and families. | 3 | N |  |  |  |  | 3 | N |  | 3 | N |  |  |  |  | 3 | N |  |
| LDD1-7 | Neb 6 F Models ethical behavior in accordance with established Biblical and secular standards. | 3 | N |  |  |  |  | 3 | N |  | 3 | N |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Learning Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Depth of Knowledge in Endorsement LR-K1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRK1-1 | Demonstrate a solid knowledge base for each subject taught | 5 | Y |  |  |  |  | 5 | Y |  | 5 | Y |  | 3 | Y |  |  |  |  |
| LRK1-2 | Demonstrate content knowledge integration with other content areas. | 5 | Y |  |  |  |  | 3 | Y |  | 3 | Y |  | 3 | Y |  |  |  |  |
|  | Learning Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Reflective Practice: Professional Growth LR-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRS1-1 | Demonstrate that he/she is a lifelong learner willing to grow in knowledge and skill |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRS1-2 | Neb 6A Systematically reflects on his/her own professional practice in order to bring about continuous improvement. | 3 | Y |  |  |  |  | 3 | Y |  | 3 | Y |  |  |  |  |  |  |  |
| LRS1-3 | Neb 6C Contributes to and advocates for the profession. |  |  |  |  |  |  | 3 | N |  | 3 | N |  |  |  |  | 3 | N |  |
|  | Learning Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Lifelong Learning LR-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRD1-1 | Demonstrate that he/she is a lifelong learner willing to grow in knowledge and skill by attending conferences, subscribing to listservs, reading journals, etc., | 3 | N |  |  |  |  | 3 | Y |  | 3 | Y |  |  |  |  | 3 | Y |  |
| LRD1-2 | Collaborates with colleagues to enhance instructional practice. | 3 | Y |  |  |  |  | 3 | Y |  | 3 | Y |  | 3 | Y |  |  |  |  |
| LRD1-3 | Neb 6 B Actively pursues meaningful professional development. | 1 | N |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Conceptual Framework ID | **Curriculum Outcomes sorted according to Concordia Teacher Education Conceptual Framework** | **ECTA 170 American Sign language** | | | **HHP 471 Adaptive Physical Activity** | | | **Ed 314 Assessment, Evaluation and IEP** | | | **Ed 315 Behavior Disorders and Intervention** | | | **Ed 316 Teaching Students wih Moderate Disabilities** | | | **Ed 317 Teaching Studetns with Learning Disabilities** | | |
|  | **Teaching Knoweldge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Student Development T-K1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TK1-1 | Discuss issues centered on perspectives and principles underlying the education program Conceptual Framework |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TK1-2 | Articulate a philosophy of education and developmental perspectives |  |  |  |  |  |  |  |  |  | 1 | N |  |  |  |  |  |  |  |
| TK1-3 | Neb 1 A Possesses a strong command of the content and related instructional strategies in the discipline(s) he or she teaches, especially in the areas of vocabulary and comprehension. |  |  |  | 3 | Y |  |  |  |  | 3 | Y |  | 5 | Y |  | 5 | Y |  |
| TK1-4 | Neb 1 B Understands research-based instructional approaches, strategies, assessments, and interventions. |  |  |  | 3 | Y |  | 4 | Y |  | 3 | Y |  | 5 | Y |  | 5 | Y |  |
| TK1-5 | Neb 1 C Understands the intellectual, social, emotional, and physical development of students, how they learn, and how they differ. | 1 | N |  | 5 | Y |  | 3 | Y |  | 4 | Y |  | 4 | Y |  | 5 | Y |  |
| TK1-6 | Neb 1 D Understands the effect of cultural and societal influences on learning for each student | 1 | N |  | 1 | N |  | 2 | N |  | 4 | Y |  | 2 | N |  | 2 | N |  |
| TK1-7 | Neb 1 E Understands how national, state, and local standards impact teaching. |  |  |  | 5 | Y |  | 3 | Y |  | 4 | Y |  | 2 | N |  | 3 | Y |  |
| TK1-8 | Neb 1 F Understands the components of an effective curriculum. |  |  |  | 3 | N |  | 2 | N |  | 1 | N |  | 4 | Y |  | 4 | Y |  |
| TK1-9 | Identify and utilize information from professional organization. | 1 | N |  | 1 | N |  | 1 | N |  | 3 | Y |  | 2 | N |  | 2 | N |  |
| TK1-10 | Demonstrate the use of developmentally appropriate methods, materials/resources, and assessments in lesson planning. |  |  |  | 4 | Y |  | 1 | N |  |  |  |  | 5 | Y |  | 5 | Y |  |
|  | Teaching Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Multiple Instructional Strategies T-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS1-1 | Select teaching methods and instructional interventions in light of student needs, abilities, curriculum and resources. |  |  |  | 5 | Y |  | 2 | N |  | 3 | Y |  | 5 | Y |  | 5 | Y |  |
| TS1-2 | Neb 2 C Uses a variety of appropriate, research-based teaching strategies including the use of technology. |  |  |  | 3 | Y |  | 3 | Y |  | 1 | N |  | 3 | Y |  | 5 | Y |  |
| TS1-3 | Neb 4 D Assumes various roles in the instructional process appropriate to the content, purposes of instruction, and the needs of students. |  |  |  | 2 | N |  |  |  |  | 3 | N |  | 5 | Y |  | 5 | Y |  |
| TS1-4 | Neb 4 E Engages students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement. |  |  |  | 2 | N |  | 3 | N |  | 3 | N |  | 5 | Y |  | 5 | Y |  |
| TS1-5 | Neb 4 F Uses strategies that enable students to develop skills in critical thinking, creativity, and problem-solving. | 1 | N |  | 2 | N |  | 3 | Y |  | 3 | Y |  |  |  |  | 2 | N |  |
| TS1-6 | Neb 2 E Integrates a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences. | 1 | N |  | 4 | Y |  | 2 | N |  | 3 | N |  | 3 | Y |  | 4 | Y |  |
|  | Planning TS-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS2-1 | The teacher appropriately integrates technology in instruction and assessment. | 1 | N |  | 4 | Y |  | 2 | Y |  | 2 | N |  | 3 | N |  | 2 | N |  |
| TS2-2 | Consider local culture and community standards in the development of curriculum and pedagogy. |  |  |  | 1 | N |  |  |  |  | 2 | N |  | 2 | N |  | 2 | N |  |
| TS2-3 | Neb 2 A Develops coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives. |  |  |  | 3 | Y |  | 1 | N |  | 4 | N |  | 5 | Y |  | 5 | Y |  |
| TS2-4 | Effectivly use hook, transition, main lesson, and conclusion. |  |  |  |  |  |  |  |  |  | 4 | N |  |  |  |  |  |  |  |
| TS2-5 | Plan for assessment of critical outcomes, identifying method, tool, and grading system. |  |  |  | 3 | Y |  |  |  |  | 4 | N |  | 3 | Y |  | 5 | Y |  |
| TS2-6 | Plans for and utilizes allocated time effectively. |  |  |  | 1 | N |  |  |  |  | 4 | N |  | 2 | N |  | 4 | Y |  |
| TS2-7 | Neb 2 B Designs and adapts lessons based on student progress, assessment results, and interests. |  |  |  | 3 | Y |  | 2 | N |  | 3 | N |  | 5 | Y |  | 5 | Y |  |
| TS2-8 | Neb 2 D Considers students’ prior knowledge, abilities, and individual circumstances to ensure that instruction is differentiated, relevant to students, and rigorous. |  |  |  | 3 | Y |  | 1 | N |  | 3 | N |  | 5 | Y |  | 5 | Y |  |
| TS2-9 | Neb 4 B Modifies, adapts, and differentiates instruction and accommodations based on data analysis, observation, and student needs |  |  |  | 3 | Y |  | 3 | Y |  | 4 | N |  | 5 | Y |  | 5 | Y |  |
|  | Assessment TS-3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS3-1 | Neb 5 A Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs. |  |  |  | 1 | N |  | 4 | Y |  | 4 | Y |  | 5 | Y |  | 4 | Y |  |
| TS3-2 | Neb 5 B Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student. |  |  |  | 3 | Y |  | 5 | Y |  | 4 | Y |  | 5 | Y |  | 5 | Y |  |
| TS3-3 | Neb 5 C Seeks to assure that classroom-based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students. |  |  |  | 3 | N |  | 5 | Y |  | 4 | N |  | 2 | N |  | 2 | N |  |
| TS3-4 | Neb 5 D Develops or selects appropriate assessments and interprets the resulting data, both individually and with colleagues. |  |  |  |  |  |  | 5 | Y |  | 4 | N |  | 3 | Y |  | 3 | N |  |
| TS3-5 | Neb 5 F Compiles and reports assessment data to accurately document student progress over time. |  |  |  | 3 | N |  | 5 | Y |  | 5 | N |  | 5 | Y |  | 5 | Y |  |
|  | Motivation & Management TS-4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS4-1 | Neb 3 B Ensures a safe and accessible environment. | 3 | N |  | 5 | Y |  | 3 | N |  | 5 | N |  | 2 | N |  | 2 | N |  |
| TS4-2 | Neb 3 C Establishes, communicates, and maintains effective routines, procedures, and clear standards of conduct. | 3 | N |  | 2 | N |  | 1 | N |  | 4 | N |  | 5 | Y |  | 2 | N |  |
| TS4-3 | Neb 3 E Establishes high expectations that cultivate each learner’s self-motivation and encourage pride in his/her genuine accomplishments. | 3 | N |  | 4 | N |  | 1 | N |  | 4 | N |  | 5 | Y |  | 2 | N |  |
| TS4-4 | Neb 5 E Uses strategies that enable students to set high expectations for personal achievement, and to assess, monitor, and reflect on their own work. |  |  |  | 4 | N |  | 3 | Y |  | 4 | Y |  | 2 | N |  | 4 | Y |  |
|  | Teaching Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Passion for Teaching T-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD1-1 | Demonstrates a desire to teach and zeal for student growth. | 5 | N |  | 4 | Y |  | 3 | N |  | 5 | N |  | 5 | Y |  | 4 | Y |  |
| TD1-2 | Integrate the faith and communicate the Gospel (non-public) | 5 | N |  | 5 | Y |  |  |  |  | 3 | N |  | 2 | N |  | 2 | N |  |
| TD1-3 | Integrate principles of citizenship and sound Christian ethics (public) | 5 | N |  | 5 | Y |  |  |  |  | 3 | N |  | 2 | N |  | 2 | N |  |
| TD1-4 | Demonstrates enthusiasm in pre-professional classroom experiences. |  |  |  | 3 | N |  | 3 | N |  | 4 | N |  | 3 | Y |  | 3 | Y |  |
| TD1-5 | Demonstrate initiative in participating in pre-professional experiences. |  |  |  | 3 | N |  | 3 | N |  | 4 | N |  | 3 | Y |  | 3 | Y |  |
| TD1-6 | Exceeds minimal expectations in planning and implementing lessons |  |  |  | 4 | Y |  |  |  |  | 4 | N |  | 3 | N |  | 3 | Y |  |
| TD1-7 | Neb 7 B Enthusiastically contributes to the continuous school improvement process. |  |  |  | 2 | N |  |  |  |  | 5 | N |  | 5 | Y |  | 3 | N |  |
|  | Personal Characteristics TD-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD2-1 | Demonstrate appropriate attitude, demeanor, communication, appearance and behavior in pre-professional experiences |  |  |  | 3 | Y |  | 3 | Y |  | 3 | N |  | 3 | Y |  | 3 | Y |  |
| TD2-2 | Assumes personal responsibility for professional demands (e.g., deadlines, forms, punctuality, etc.) |  |  |  | 4 | Y |  |  |  |  | 3 | N |  |  |  |  | 3 | Y |  |
| TD2-3 | Neb 1 G Accepts responsibility for the growth of student learning, development, and achievement. |  |  |  | 3 | N |  |  |  |  | 4 | Y |  | 5 | Y |  | 5 | Y |  |
| TD2-4 | Neb 6 E Adheres to school policies, procedures, and regulations. |  |  |  | 4 | N |  |  |  |  | 4 | N |  | 2 | N |  | 5 | Y |  |
| TD2-5 | Neb 6 G Maintains accurate records, documentation, and data. |  |  |  | 4 | Y |  |  |  |  | 4 | N |  | 5 | Y |  | 5 | Y |  |
|  | Leading Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Content Pedagogy LD-K1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDK1-1 | Demonstrate subject area proficiency by designing and implementing specific learning experiences |  |  |  | 3 | Y |  |  |  |  | 5 | Y |  | 5 | Y |  | 4 | Y |  |
| LDK1-2 | Keeps abreast of developments in his/her discipline and the broader field of education. |  |  |  | 3 | N |  |  |  |  | 5 | Y |  | 3 | Y |  | 2 | N |  |
| LDK1-3 | Utilizes standards specific to his/her discipline |  |  |  | 4 | N |  |  |  |  | 4 | N |  | 5 | Y |  | 3 | Y |  |
| LDK1-4 | Neb 4 A Knows a range of developmentally appropriate instructional strategies and resources that are targeted to meet learning goals. |  |  |  | 4 | Y |  |  |  |  | 4 | N |  | 5 | Y |  | 5 | Y |  |
|  | Leading Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | School and Community Involvement LD-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS1-1 | Demonstrate social skills adequate to maintain appropriate relationships in a school community |  |  |  | 1 | N |  | 2 | N |  | 3 | N |  | 5 | Y |  | 3 | Y |  |
| LDS1-2 | Demonstrate interpersonal communication skills need for working with peers, admin, parents and students |  |  |  | 4 | Y |  | 3 | Y |  | 4 | N |  | 5 | Y |  | 4 | Y |  |
| LDS1-3 | Neb 3 F Values students as individuals, their families, neighborhoods, and communities; acknowledges their experiences and builds upon those experiences to increase academic success |  |  |  | 3 | N |  | 3 | N |  | 4 | N |  | 5 | Y |  | 5 | Y |  |
| LDS1-4 | Neb 4 H Implements engaging learning experiences that draw upon family and community resources. |  |  |  | 4 | Y |  |  |  |  | 4 | Y |  | 3 | N |  | 2 | N |  |
| LDS1-5 | Neb 7 A Actively participates in the development and implementation of the school’s vision, mission, and goals for teaching and learning. |  |  |  | 2 | N |  |  |  |  | 3 | N |  | 1 | N |  | 1 | N |  |
| LDS1-6 | Neb 7 C Establishes and maintains collaborative professional relationships. |  |  |  | 3 | N |  | 3 | N |  | 4 | N |  | 5 | N |  | 5 | Y |  |
| LDS1-7 | Neb 7 E Collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process. |  |  |  | 4 | Y |  | 4 | N |  | 3 | Y |  | 5 | N |  | 5 | Y |  |
|  | Diverse Learners LD-S2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS2-1 | Articulate ways in which culture influences the teaching/learning process and design and implement culturally inclusive lessons and teaching strategies |  |  |  | 2 | N |  | 2 | N |  | 5 | Y |  | 1 | N |  | 1 | N |  |
| LDS2-2 | Incorporate diverse strategies within a single lesson plan to address various learning styles |  |  |  | 3 | N |  |  |  |  | 5 | Y |  | 3 | Y |  | 3 | Y |  |
| LDS2-3 | Neb 3 A Establishes relationships that result in a positive learning climate of openness, mutual respect, support, and inquiry, and interacts with students in ways that demonstrate and promote recognition of diversity. |  |  |  | 3 | Y |  | 2 | N |  | 4 | N |  | 3 | N |  | 3 | Y |  |
| LDS2-4 | Neb 3 D Establishes a collaborative learning community built on trust and teamwork that is consistent with and supportive of the full development of students as individuals. |  |  |  | 4 | Y |  | 2 | N |  | 3 | N |  | 5 | N |  | 5 | Y |  |
|  | Communication and Technology LD-S3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS3-1 | Neb 4 C Communicates effectively with students to promote and support high expectations for achievement. |  |  |  | 3 | N |  | 3 | N |  | 4 | Y |  | 3 | N |  | 3 | Y |  |
| LDS3-2 | Neb 4 G Uses existing and emerging technologies as needed to support and promote student learning. |  |  |  | 3 | Y |  | 3 | Y |  | 3 | N |  | 3 | N |  | 3 | Y |  |
| LDS3-3 | Neb 7 D Uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families, and the community. |  |  |  | 3 | N |  | 2 | N |  | 3 | N |  | 3 | N |  | 3 | N |  |
|  | Character / Faith Development LD-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-1 | Know when to appropriately apply Law and Gospel.(LTD) |  |  |  |  |  |  |  |  |  | 1 | N |  |  |  |  |  |  |  |
| LDD1-2 | Articluate the benefits and necessity of the sacraments. (LTD) |  |  |  |  |  |  |  |  |  | 1 | N |  |  |  |  |  |  |  |
| LDD1-3 | Use different strategies to link faith-life examples to various curriculum areas (LTD) |  |  |  |  |  |  |  |  |  | 2 | N |  |  |  |  |  |  |  |
| LDD1-4 | Maintain a lifestyle in concert with the role of one called to the teaching ministry. |  |  |  | 4 | N |  |  |  |  | 4 | N |  | 5 | N |  | 5 | Y |  |
| LDD1-5 | Use different strategies to link positive citizenship examples to various curriculum areas |  |  |  | 4 | Y |  |  |  |  | 4 | N |  |  |  |  |  |  |  |
| LDD1-6 | Neb 6 D Protects the established rights and confidentiality of students and families. |  |  |  | 3 | N |  | 3 | N |  | 4 | N |  | 5 | N |  | 5 | Y |  |
| LDD1-7 | Neb 6 F Models ethical behavior in accordance with established Biblical and secular standards. |  |  |  | 3 | N |  |  |  |  | 4 | N |  | 5 | N |  | 5 | N |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Learning Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Depth of Knowledge in Endorsement LR-K1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRK1-1 | Demonstrate a solid knowledge base for each subject taught | 5 | Y |  | 2 | N |  |  |  |  | 5 | Y |  | 5 | Y |  | 5 | Y |  |
| LRK1-2 | Demonstrate content knowledge integration with other content areas. |  |  |  | 3 | N |  |  |  |  | 5 | Y |  | 3 | Y |  | 5 | Y |  |
|  | Learning Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Reflective Practice: Professional Growth LR-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRS1-1 | Demonstrate that he/she is a lifelong learner willing to grow in knowledge and skill |  |  |  | 5 | Y |  | 3 | Y |  | 5 | N |  | 3 | Y |  | 3 | Y |  |
| LRS1-2 | Neb 6A Systematically reflects on his/her own professional practice in order to bring about continuous improvement. |  |  |  | 5 | Y |  | 4 | Y |  | 4 | N |  | 2 | N |  | 2 | N |  |
| LRS1-3 | Neb 6C Contributes to and advocates for the profession. |  |  |  | 3 | N |  | 2 | N |  | 5 | N |  | 5 | N |  | 5 | N |  |
|  | Learning Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Lifelong Learning LR-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRD1-1 | Demonstrate that he/she is a lifelong learner willing to grow in knowledge and skill by attending conferences, subscribing to listservs, reading journals, etc., |  |  |  | 3 | N |  | 1 | N |  | 5 | N |  | 1 | N |  | 1 | N |  |
| LRD1-2 | Collaborates with colleagues to enhance instructional practice. |  |  |  | 4 | Y |  | 3 | Y |  | 4 | N |  | 3 | N |  | 5 | Y |  |
| LRD1-3 | Neb 6 B Actively pursues meaningful professional development. |  |  |  | 2 | N |  |  |  |  | 5 | N |  | 1 | N |  | 1 | N |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Conceptual Framework ID | **Curriculum Outcomes sorted according to Concordia Teacher Education Conceptual Framework** | **ED 318 Special Education Practicum (Fall 2016)** | | | **Ed 387 Special Education Student Teaching** | | | **Theo 24\*/5\* Interp. Of the Scriptures** | | | **Theo 361 Doc I** | | | **Theo 362 Doc II** | | | **Ed 362 Teaching the Christian Faith** | | |
|  | **Teaching Knoweldge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Student Development T-K1** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TK1-1 | Discuss issues centered on perspectives and principles underlying the education program Conceptual Framework |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | N |  |
| TK1-2 | Articulate a philosophy of education and developmental perspectives |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TK1-3 | Neb 1 A Possesses a strong command of the content and related instructional strategies in the discipline(s) he or she teaches, especially in the areas of vocabulary and comprehension. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TK1-4 | Neb 1 B Understands research-based instructional approaches, strategies, assessments, and interventions. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | N |  |
| TK1-5 | Neb 1 C Understands the intellectual, social, emotional, and physical development of students, how they learn, and how they differ. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TK1-6 | Neb 1 D Understands the effect of cultural and societal influences on learning for each student |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TK1-7 | Neb 1 E Understands how national, state, and local standards impact teaching. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TK1-8 | Neb 1 F Understands the components of an effective curriculum. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TK1-9 | Identify and utilize information from professional organization. |  |  |  | 1 | N |  |  |  |  | 3 | Y |  | 3 | Y |  |  |  |  |
| TK1-10 | Demonstrate the use of developmentally appropriate methods, materials/resources, and assessments in lesson planning. |  |  |  | 5 | Y |  |  |  |  | 1 | N |  | 1 | N |  | 3 | Y |  |
|  | Teaching Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Multiple Instructional Strategies T-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS1-1 | Select teaching methods and instructional interventions in light of student needs, abilities, curriculum and resources. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TS1-2 | Neb 2 C Uses a variety of appropriate, research-based teaching strategies including the use of technology. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TS1-3 | Neb 4 D Assumes various roles in the instructional process appropriate to the content, purposes of instruction, and the needs of students. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TS1-4 | Neb 4 E Engages students by using varied activities, assignments, groupings, structure, pacing, and a variety of instructional techniques such as direct instruction, inquiry, questioning, and discussion as appropriate for individual student achievement. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TS1-5 | Neb 4 F Uses strategies that enable students to develop skills in critical thinking, creativity, and problem-solving. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TS1-6 | Neb 2 E Integrates a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
|  | Planning TS-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS2-1 | The teacher appropriately integrates technology in instruction and assessment. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TS2-2 | Consider local culture and community standards in the development of curriculum and pedagogy. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS2-3 | Neb 2 A Develops coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TS2-4 | Effectivly use hook, transition, main lesson, and conclusion. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TS2-5 | Plan for assessment of critical outcomes, identifying method, tool, and grading system. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS2-6 | Plans for and utilizes allocated time effectively. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TS2-7 | Neb 2 B Designs and adapts lessons based on student progress, assessment results, and interests. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | N |  |
| TS2-8 | Neb 2 D Considers students’ prior knowledge, abilities, and individual circumstances to ensure that instruction is differentiated, relevant to students, and rigorous. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | N |  |
| TS2-9 | Neb 4 B Modifies, adapts, and differentiates instruction and accommodations based on data analysis, observation, and student needs |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | N |  |
|  | Assessment TS-3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS3-1 | Neb 5 A Develops and uses varied and appropriate assessments and accommodations based on instructional objectives and student needs. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TS3-2 | Neb 5 B Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TS3-3 | Neb 5 C Seeks to assure that classroom-based assessment instruments and procedures are effective, free of bias, and appropriate to the developmental and linguistic capabilities of students. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | N |  |
| TS3-4 | Neb 5 D Develops or selects appropriate assessments and interprets the resulting data, both individually and with colleagues. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | N |  |
| TS3-5 | Neb 5 F Compiles and reports assessment data to accurately document student progress over time. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
|  | Motivation & Management TS-4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TS4-1 | Neb 3 B Ensures a safe and accessible environment. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | N |  |
| TS4-2 | Neb 3 C Establishes, communicates, and maintains effective routines, procedures, and clear standards of conduct. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | N |  |
| TS4-3 | Neb 3 E Establishes high expectations that cultivate each learner’s self-motivation and encourage pride in his/her genuine accomplishments. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TS4-4 | Neb 5 E Uses strategies that enable students to set high expectations for personal achievement, and to assess, monitor, and reflect on their own work. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
|  | Teaching Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Passion for Teaching T-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD1-1 | Demonstrates a desire to teach and zeal for student growth. |  |  |  | 5 | Y |  |  |  |  | 1 | N |  | 1 | N |  | 3 | N |  |
| TD1-2 | Integrate the faith and communicate the Gospel (non-public) |  |  |  | 3 | Y |  |  |  |  | 5 | Y |  | 5 | Y |  | 3 | Y |  |
| TD1-3 | Integrate principles of citizenship and sound Christian ethics (public) |  |  |  | 3 | Y |  |  |  |  | 3 | N |  | 3 | N |  |  |  |  |
| TD1-4 | Demonstrates enthusiasm in pre-professional classroom experiences. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TD1-5 | Demonstrate initiative in participating in pre-professional experiences. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TD1-6 | Exceeds minimal expectations in planning and implementing lessons |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TD1-7 | Neb 7 B Enthusiastically contributes to the continuous school improvement process. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Personal Characteristics TD-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD2-1 | Demonstrate appropriate attitude, demeanor, communication, appearance and behavior in pre-professional experiences |  |  |  | 5 | Y |  |  |  |  | 3 | N |  | 3 | N |  | 3 | Y |  |
| TD2-2 | Assumes personal responsibility for professional demands (e.g., deadlines, forms, punctuality, etc.) |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TD2-3 | Neb 1 G Accepts responsibility for the growth of student learning, development, and achievement. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |
| TD2-4 | Neb 6 E Adheres to school policies, procedures, and regulations. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| TD2-5 | Neb 6 G Maintains accurate records, documentation, and data. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Leading Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Content Pedagogy LD-K1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDK1-1 | Demonstrate subject area proficiency by designing and implementing specific learning experiences |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| LDK1-2 | Keeps abreast of developments in his/her discipline and the broader field of education. |  |  |  | 3 | Y |  |  |  |  | Y | 3 |  | Y | 3 |  | 3 | N |  |
| LDK1-3 | Utilizes standards specific to his/her discipline |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | N |  |
| LDK1-4 | Neb 4 A Knows a range of developmentally appropriate instructional strategies and resources that are targeted to meet learning goals. |  |  |  | 5 | Y |  |  |  |  | 1 | N |  | 1 | N |  | 3 | Y |  |
|  | Leading Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | School and Community Involvement LD-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS1-1 | Demonstrate social skills adequate to maintain appropriate relationships in a school community |  |  |  | 5 | Y |  |  |  |  | 3 | N |  | 3 | N |  | 3 | Y |  |
| LDS1-2 | Demonstrate interpersonal communication skills need for working with peers, admin, parents and students |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| LDS1-3 | Neb 3 F Values students as individuals, their families, neighborhoods, and communities; acknowledges their experiences and builds upon those experiences to increase academic success |  |  |  | 5 | Y |  |  |  |  | 2 | N |  | 2 | N |  | 3 | Y |  |
| LDS1-4 | Neb 4 H Implements engaging learning experiences that draw upon family and community resources. |  |  |  | 3 | Y |  |  |  |  | 1 | N |  | 1 | N |  | 3 | Y |  |
| LDS1-5 | Neb 7 A Actively participates in the development and implementation of the school’s vision, mission, and goals for teaching and learning. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | N |  |
| LDS1-6 | Neb 7 C Establishes and maintains collaborative professional relationships. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS1-7 | Neb 7 E Collaborates with students, parents, families, and the community to create meaningful relationships that enhance the learning process. |  |  |  | 5 | Y |  |  |  |  | 1 | N |  | 1 | N |  |  |  |  |
|  | Diverse Learners LD-S2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS2-1 | Articulate ways in which culture influences the teaching/learning process and design and implement culturally inclusive lessons and teaching strategies |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS2-2 | Incorporate diverse strategies within a single lesson plan to address various learning styles |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS2-3 | Neb 3 A Establishes relationships that result in a positive learning climate of openness, mutual respect, support, and inquiry, and interacts with students in ways that demonstrate and promote recognition of diversity. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS2-4 | Neb 3 D Establishes a collaborative learning community built on trust and teamwork that is consistent with and supportive of the full development of students as individuals. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Communication and Technology LD-S3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDS3-1 | Neb 4 C Communicates effectively with students to promote and support high expectations for achievement. |  |  |  | 5 | Y |  |  |  |  | 4 | Y |  | 4 | Y |  | 3 | N |  |
| LDS3-2 | Neb 4 G Uses existing and emerging technologies as needed to support and promote student learning. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| LDS3-3 | Neb 7 D Uses effective communication strategies and technological resources when appropriate, and takes into account various factors that impact communication with individual students, their families, and the community. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | N |  |
|  | Character / Faith Development LD-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-1 | Know when to appropriately apply Law and Gospel.(LTD) |  |  |  |  |  |  |  |  |  | 5 | Y |  | 5 | Y |  | 3 | Y |  |
| LDD1-2 | Articluate the benefits and necessity of the sacraments. (LTD) |  |  |  |  |  |  |  |  |  | 5 | Y |  | 5 | Y |  |  |  |  |
| LDD1-3 | Use different strategies to link faith-life examples to various curriculum areas (LTD) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| LDD1-4 | Maintain a lifestyle in concert with the role of one called to the teaching ministry. |  |  |  | 3 | N |  |  |  |  | 1 | N |  | 1 | N |  | 3 | N |  |
| LDD1-5 | Use different strategies to link positive citizenship examples to various curriculum areas |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | N |  |
| LDD1-6 | Neb 6 D Protects the established rights and confidentiality of students and families. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LDD1-7 | Neb 6 F Models ethical behavior in accordance with established Biblical and secular standards. |  |  |  | 3 | Y |  |  |  |  | 3 | Y |  | 3 | Y |  | 3 | N |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Learning Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Depth of Knowledge in Endorsement LR-K1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRK1-1 | Demonstrate a solid knowledge base for each subject taught |  |  |  | 5 | Y |  |  |  |  | 5 | Y |  | 5 | Y |  |  |  |  |
| LRK1-2 | Demonstrate content knowledge integration with other content areas. |  |  |  | 3 | Y |  |  |  |  | 4 | N |  | 4 | N |  | 3 | N |  |
|  | Learning Skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Reflective Practice: Professional Growth LR-S1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRS1-1 | Demonstrate that he/she is a lifelong learner willing to grow in knowledge and skill |  |  |  | 5 | Y |  |  |  |  | 1 | N |  | 1 | N |  | 3 | N |  |
| LRS1-2 | Neb 6A Systematically reflects on his/her own professional practice in order to bring about continuous improvement. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| LRS1-3 | Neb 6C Contributes to and advocates for the profession. |  |  |  | 5 | Y |  |  |  |  |  |  |  |  |  |  | 3 | N |  |
|  | Learning Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Lifelong Learning LR-D1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| LRD1-1 | Demonstrate that he/she is a lifelong learner willing to grow in knowledge and skill by attending conferences, subscribing to listservs, reading journals, etc., |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
| LRD1-2 | Collaborates with colleagues to enhance instructional practice. |  |  |  | 5 | Y |  |  |  |  | 1 | N |  | 1 | N |  | 3 | Y |  |
| LRD1-3 | Neb 6 B Actively pursues meaningful professional development. |  |  |  | 3 | Y |  |  |  |  |  |  |  |  |  |  | 3 | Y |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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