

**EPP Response:** Table 1 indicates courses in Elementary K-5, credit hours, field experience hours and assessments. Table 2 indicates the program of study alignment to program outcomes based on conceptual framework, state standards, InTASC, State Literacy Standards and CAEP standards. Table 3 indicates K-5 Elementary and Secondary Program Associations. Table 4 indicates EPP Major Required Courses Aligned to National Standards. Table 5 indicates relationship between CF Outcomes CAEP Standards and table 6 indicates the EPP CF Learning Outcomes and Professional Standards Alignment Chart

## Lane Teacher Education Program

**Table 1: Courses, Credit Hours, Field Experience Hours and Assessments (Elementary K-5)**

| Elementary Courses<br>Initial Program | Credit Hours | Field<br>Experience | Assessments   |
|---------------------------------------|--------------|---------------------|---|
| EDU 230 Foundations of Education      | 3 Credits    | 20 hrs              | <ul style="list-style-type: none"> <li>• Disposition Instrument</li> <li>• Perception Instrument</li> <li>• Community Profile</li> <li>• Reflective Journal</li> </ul>  |
| EDU 231 Technology for Educators      | 3 Credits    |                     | <ul style="list-style-type: none"> <li>• eFolio Assignment</li> <li>• Digital Storytelling</li> <li>• Data Collection for Assessment Assignment</li> </ul>  |
| EDU 232 Curriculum & Instruction      | 3 Credits    | 20 hrs              | <ul style="list-style-type: none"> <li>• Disposition Instrument</li> <li>• Perception Instrument</li> <li>• Six Level Unit Plan with adaptations and Modifications</li> </ul>   |
| EDU 330 Classroom Management          | 2 Credits    |                     | <ul style="list-style-type: none"> <li>• Behavior Intervention Plan</li> <li>• Classroom Management Plan</li> </ul>   |
| EDU 337 Teaching Elementary Math      | 3 Credits    | 10 hrs              | <ul style="list-style-type: none"> <li>• Disposition Instrument</li> <li>• Perception Instrument</li> <li>• Lesson Plans</li> <li>• Math Content- Teaching Demonstration</li> </ul>   |
| EDU 333 Elementary Social Studies     | 2 Credits    | 10 hrs              | <ul style="list-style-type: none"> <li>• Disposition Instrument</li> <li>• Perception Instrument</li> <li>• Lesson Plans- Teaching a Social Studies Reading Strategy Using Modeling and Guided Practice</li> <li>• Constructing Knowledge Through Social Studies Unit Project</li> <li>• Public Issues Exploration Lesson: Plan, Enactment, &amp; Analysis</li> </ul> |
| EDU 332 Tests and Measurements        | 2 Credits    |                     | <ul style="list-style-type: none"> <li>• Disposition Instrument</li> <li>• Perception Instrument</li> </ul>   |

| Elementary Courses<br>Initial Program | Credit Hours | Field<br>Experience                             | Assessments  |
|---------------------------------------|--------------|---|--|
| EDU 334 Teaching Elementary Science   | 3 Credits    | 10 hrs  | <ul style="list-style-type: none"> <li>• Disposition Instrument</li> <li>• Perception Instrument</li> <li>• The Science Circle (collaborative)</li> <li>• Science Lesson Plan</li> </ul> |
| EDU 338 Reading and Writing           | 3 Credits    | 20 hrs  | <ul style="list-style-type: none"> <li>• Disposition Instrument</li> <li>• Perception Instrument</li> <li>• Lesson Plans</li> </ul>  |
| EDU 420 Student Teaching Seminar      | 2 Credits    | 15 weeks (In Conjunction with Student Teaching) | <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• School Community Observation Form</li> <li>• Individual Small Group</li> <li>• Activities involving Students</li> </ul> |
| EDU 430 Enhanced Student Teaching     | 10 Credits   | 15 weeks  | <ul style="list-style-type: none"> <li>• Assessments done as part of Seminar</li> </ul>  |
| PSY 131 Educational Psychology        | 3 Credits    |   | <ul style="list-style-type: none"> <li>• Assessments in development</li> </ul>   |
| PSY 330 Exceptional Learner           | 3 Credits    |   | <ul style="list-style-type: none"> <li>• Disability Article Presentation</li> <li>• Presentation on Inclusive Classroom</li> </ul>   |
| ENG 251 English Acquisition           | 3 Credits    | 10 hrs  | <ul style="list-style-type: none"> <li>• Disposition Instrument</li> <li>• Perception Instrument</li> <li>• Lesson Plans</li> </ul>  |

| Elementary Courses<br>Initial Program | Credit Hours | Field<br>Experience | Assessments  |
|---------------------------------------|--------------|---------------------|--|
| ENG 252 Language and Literacy         | 3 Credits    | 20 hrs              | <ul style="list-style-type: none"> <li>• Disposition Instrument</li> <li>• Perception Instrument</li> <li>• Running Record</li> <li>• Lesson Demonstration Assessment</li> </ul> |
| EDU 340 Multicultural Settings        | 3 Credits    | 10 hrs              | <ul style="list-style-type: none"> <li>• Disposition Instrument</li> <li>• Perception Instrument</li> <li>• Lesson Plans</li> </ul>  |

**Lane Teacher Education Program**

**Table 2: InTASC, Teacher Education Program Outcomes, and Literacy Standards Program Alignment for **K-5 Courses****

| Elementary Courses Initial Program | Lane Program Outcomes EPP | InTASC Standards                 | Literacy Standards | Field Experience | CAEP K-5 Standards | Assessments  |
|------------------------------------|---------------------------|----------------------------------|--------------------|------------------|--------------------|--|
| EDU 230 Foundations of Education   | 1,2,3, 5,8,10,12          | 2,3,8,9<br>1,2,3,4,5,6,7, 8,9,10 | 2,3                | 20 hrs           | 1,5                | <ul style="list-style-type: none"> <li>• Disposition Instrument</li> <li>• Perception Instrument</li> <li>• Community Profile</li> <li>• Reflective Journal</li> </ul>                   |
| EDU 231 Technology for Educators   | 9                         | 5,6,7                            | 4                  |                  | 2                  | <ul style="list-style-type: none"> <li>• eFolio Assignment</li> <li>• Digital Storytelling</li> <li>• Data Collection for Assessment Assignment</li> </ul>                               |
| EDU 232 Curriculum & Instruction   | 1,4,8,11,13               | 6,7,8                            | 1,3, 4             | 20 hrs           | 1,2,3              | <ul style="list-style-type: none"> <li>• Disposition Instrument</li> <li>• Perception Instrument</li> <li>• Six Level Unit Plan</li> <li>• with adaptations and Modifications</li> </ul> |

| Elementary Courses Initial Program  | Lane Program Outcomes EPP | InTASC Standards | Literacy Standards | Field Experience | CAEP K-5 Standards | Assessments   |
|-------------------------------------|---------------------------|------------------|--------------------|------------------|--------------------|---|
| EDU 330 Classroom Management        | 3,8,4,10,11,12,13         | 1,2,3            | 2,3                |                  | 1,2,3,4            | <ul style="list-style-type: none"> <li>• Behavior Intervention Plan</li> <li>• Classroom Management Plan</li> </ul>   |
| EDU 337 Teaching Elementary Math    | 1,2,6,9                   | 4,5,6            | 1,2,3              | 10 hrs           | 1,2,3,4            | <ul style="list-style-type: none"> <li>• Disposition Instrument</li> <li>• Perception Instrument</li> <li>• Lesson Plans</li> <li>• Math Content- Teaching Demonstration</li> </ul>   |
| EDU 333 Elementary Social Studies   | 1,2,5,6,8,9               | 4,5,6,7,8        | 1,3,4              | 10 hrs           | 2                  | <ul style="list-style-type: none"> <li>• Disposition Instrument</li> <li>• Perception Instrument</li> <li>• Lesson Plans- Teaching Social Studies reading strategy using modeling and Guided Practice</li> <li>• Constructing Knowledge through Social Studies Unit Project</li> <li>• Public Issues Exploration</li> </ul> |
| EDU 332 Tests and Measurements      | 2,6,7                     | 2,6,7            | 1,4                |                  | 3                  | <ul style="list-style-type: none"> <li>• Disposition Instrument</li> <li>• Perception Instrument</li> </ul>   |
| EDU 334 Teaching Elementary Science | 1,2,5,6,8,9               | 4,5,6,7,8        | 1,3,4              | 10 hrs           | 1,2,3              | <ul style="list-style-type: none"> <li>• Disposition Instrument</li> <li>• Perception Instrument</li> <li>• The Science Circle (collaborative)</li> </ul>   |

| Elementary Courses Initial Program | Lane Program Outcomes EPP   | InTASC Standards     | Literacy Standards | Field Experience                                | CAEP K-5 Standards | Assessments  |
|------------------------------------|-----------------------------|----------------------|--------------------|---|--------------------|--|
|                                    |                             |                      |                    |   |                    | <ul style="list-style-type: none"> <li>• Science Lesson Plan</li> </ul>  |
| EDU 338 Reading and Writing        | 1,2,5,6,8,9                 | 1,2,3,4,5,6,7,8      | 1,2,3,4,5,6,7      | 20 hrs  | 1,2,3,4            | <ul style="list-style-type: none"> <li>• Disposition Instrument</li> <li>• Perception Instrument</li> <li>• Lesson Plans</li> </ul>  |
| EDU 420 Student Teaching Seminar   | 1,2,3,4,6,7,8,9,10,12,13,14 | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,4,5,6,7      | 15 weeks (In Conjunction with Student Teaching) | 1,2,3,4,5          | <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• School Community Observation Form</li> <li>• Individual Small Group</li> <li>• Activities involving Students</li> </ul> |
| EDU 430 Enhanced Student Teaching  | 1,2,3,4,6,7,8,9,10,12,13,14 | 1,2,3,4,5,6,7,8,9,10 | 1,2,3,4,5          | 15 weeks  | 1,2,3,4,5          | <ul style="list-style-type: none"> <li>• Assessments done as part of Seminar</li> </ul>  |
| PSY 131 Educational Psychology     | 1,2,5,6,8,9,10,11,12,13,14  | 1                    | 3                  |   | 1,2,4              | <ul style="list-style-type: none"> <li>• Assessments in development</li> </ul>   |
| PSY 330 Exceptional Learner        | 1,2,3,5,6,8,9               | 2,3,8,10             | 2,3,4              |   | 1,2,4              | <ul style="list-style-type: none"> <li>• Disability Article Presentation</li> <li>• Presentation on Inclusive Classroom</li> </ul>   |
| ENG 251 English Acquisition        | 1,2,5,6,8,9,10              | 1,2,3,5,6,7,8,9      | 1,2,3,4,5          | 10 hrs  | 1,2,4              | <ul style="list-style-type: none"> <li>• Disposition Instrument</li> <li>• Perception Instrument</li> </ul>  |

| Elementary Courses Initial Program | Lane Program Outcomes EPP   | InTASC Standards | Literacy Standards | Field Experience | CAEP K-5 Standards | Assessments  |
|------------------------------------|-----------------------------|------------------|--------------------|------------------|--------------------|--|
|                                    |                             |                  |                    |                  |                    | <ul style="list-style-type: none"> <li>• Lesson Plans</li> </ul>   |
| ENG 252 Language and Literacy      | 1,2,5,6,8,9                 | 1,2,3,4,5,6,7,8  | 1,2,3,4,5          | 20 hrs           | 1,2,4              | <ul style="list-style-type: none"> <li>• Disposition Instrument</li> <li>• Perception Instrument</li> <li>• Running Record</li> <li>• Lesson Demonstration Assessment</li> </ul> |
| EDU 340 Multicultural Settings     | 1,2,3,4,6,7,8,9,10,12,13,14 | 2,3,7,8,9,10     | 2,3                | 10 hrs           | 1,2,4              | <ul style="list-style-type: none"> <li>• Disposition Instrument</li> <li>• Perception Instrument</li> <li>• Lesson Plans</li> </ul>  |



## Teacher Education Program Alignment Chart

**Table 3: K-5 Elementary and Secondary Program Associations**

| Specialty Program Association Standards                          | Program(s)  |
|--|---|
| Council for Accreditation of Educator Preparation (CAEP)         | K-5 Elementary (Initial)  |
| National Association for the Education of Young Children (NAEYC) | K-5 Elementary (Initial)  |
| CAEP 2018 K-6 Elementary Teacher Preparation Standards           | K-5 Elementary(Initial)   |
| Association for Childhood Education International (ACEI)         | K-5 Elementary(Initial)   |
| Tennessee Literacy Standards for Elementary                      | K-5 Elementary(Initial)   |
| Tennessee Literacy Standards for Secondary                       | Secondary: Math, History, Music, Science and Physical Education (Initial) |
| Council for Exceptional Children (CEC)                           | Special Education (Initial)   |
| Society of Health and Physical Educator (SHAPE America)          | Physical Education (Initial)  |
| National Council for the Social Studies (NCSS)                   | Social Studies (Initial)  |
| National Council of Teachers of English (NCTE)                   | English (Initial)   |
| National Council of Teachers of Mathematics (NCTM)               | Mathematics (Initial)   |
| National Science Teachers Association (NSTA)                     | Biology, Physics (Initial)  |

**Table 4: EPP Major Required Courses Aligned to National Standards- Alignment Chart**

| <b>EPP Major Courses Aligned to National Standards- Alignment Chart</b> |       |      |      |           |       |       |      |         |                |       |                     |      |                        |                              |
|---|-------|------|------|-----------|-------|-------|------|---------|----------------|-------|---------------------|------|------------------------|------------------------------|
| <b>General Courses</b>  | EC-6  | EC-6 | Sped | Phys. Ed. | Music | Engl. | Math | Science | Social Studies | PE    | CAEP K-5 Elementary | CAEP | Literacy Standards K-5 | Secondary Literacy Standards |
|   | NAEYC | ACEI | CEC  | NASPE     | NASM  | NCTE  | NCTM | NSTA    | NCSS           | NASPE | CAEP                | CAEP | TN                     | TN                           |
| <b>ELEMENTARY Education K-5</b>   |       |      |      |           |       |       |      |         |                |       |                     |      |                        |                              |
| <b>PER 335</b><br>School Health and Nutrition                           |       |      |      |           |       |       |      |         |                | X     | 1,5                 | 1    | 2,3,4                  |                              |
| <b>ENG 251</b><br>English Acquisition (FE 10)                           |       |      |      |           |       | X     |      |         |                |       | 1,2,3,4             | 1    | 1,2,3,4,5              |                              |
| <b>ENG 252</b><br>Language and Literacy (FE 20)                         | X     | X    |      |           |       | X     |      |         |                |       | 1,2,3,4             | 1,2  | 1,2,3,4,5              |                              |
| <b>ENG 237</b><br>Children's Literature                                 | X     | X    |      |           |       |       |      |         |                |       | 1,2,3,4             | 1    | 3,5                    |                              |
| <b>GEO 231</b>  |       |      |      |           |       |       |      |         | X              |       | 1                   | 1    |                        |                              |

|   |   |   |   |  |  |  |   |  |   |  |         |   |       |  |
|---|---|---|---|--|--|--|---|--|---|--|---------|---|-------|--|
| <b>World Geography</b>                    |   |   |   |  |  |  |   |  |   |  |         |   |       |  |
| <b>HIS 131</b><br>U.S. History I          |   |   |   |  |  |  |   |  | X |  | 1       | 1 |       |  |
| <b>HIS 132</b><br>U.S. History II         |   |   |   |  |  |  |   |  | X |  | 1       | 1 |       |  |
| <b>MAT 126</b><br>Algebra II              |   |   |   |  |  |  | X |  |   |  | 1       | 1 |       |  |
| <b>PSY 131</b><br>Educational Psychology  | X | X |   |  |  |  |   |  |   |  | 1,2,3,4 | 1 | 3     |  |
| <b>PSY 330</b><br>The Exceptional Learner | X | X | X |  |  |  |   |  |   |  | 1,2,3,4 | 1 | 2,3,4 |  |

**EPP CF Learning Outcomes and Professional Standards Alignment Chart**

|                                    | EC-6  | EC-6 | Sped | Phys. Ed. | Music | Engl. | Math | Science | Social Studies | PE    | CAEP K-5 Elementary | CAEP | Literacy Standards K-5 | Secondary Literacy Standards |
|------------------------------------|-------|------|------|-----------|-------|-------|------|---------|----------------|-------|---------------------|------|------------------------|------------------------------|
|                                    | NAEYC | ACEI | CEC  | NASPE     | NASM  | NCTE  | NCTM | NSTA    | NCSS           | NASPE | CAEP                | CAEP | TN                     | TN                           |
| <b>PHY 131</b><br>Physical Science |       |      |      |           |       |       |      | X       |                |       | 1                   | 1    |                        |                              |
| <b>EDU 340</b>                     | X     | X    | X    |           |       |       |      |         |                |       | 1,2,3,4             | 1,3  | 2,3                    |                              |

|  |       |      |      |           |       |       |      |         |                |       |                     |      |                        |                              |  |
|--|-------|------|------|-----------|-------|-------|------|---------|----------------|-------|---------------------|------|------------------------|------------------------------|--|
| Teaching in Multicultural Settings (FE 10)                   |       |      |      |           |       |       |      |         |                |       |                     |      |                        |                              |  |
| <b>Professional Core</b>                                     |       |      |      |           |       |       |      |         |                |       |                     |      |                        |                              |  |
| <b>EDU 230</b><br>Foundations of Education (FE)              | X     | X    |      |           |       |       |      |         |                |       | 1,5                 | 1,3  | 2,3                    |                              |  |
| <b>EDU 231</b><br>Technology for Educators                   | X     | X    |      |           |       |       |      |         |                |       | 2                   | 1    | 4                      |                              |  |
| <b>EDU 232</b><br>Elementary Curriculum and Instruction (FE) | X     | X    |      |           |       |       |      |         |                |       | 1,2,3               | 1,3  | 1,3,4                  |                              |  |
| <b>EDU 330</b><br>Classroom Management                       | X     | X    |      |           |       |       |      |         |                |       | 1,2,3,4             | 1    | 2,3                    |                              |  |
|  | EC-6  | EC-6 | Sped | Phys. Ed. | Music | Engl. | Math | Science | Social Studies | PE    | CAEP K-5 Elementary | CAEP | Literacy Standards K-5 | Secondary Literacy Standards |  |
|  | NAEYC | ACEI | CEC  | NASPE     | NASM  | NCTE  | NCTM | NSTA    | NCSS           | NASPE | CAEP                | CAEP | TN                     | TN                           |  |
| <b>EDU 334</b><br>Teaching Elementary Science (FE)           |       |      |      |           |       |       |      | X       |                |       | 1,2,3               | 1,3  | 1,3,4                  |                              |  |

|  |      |      |      |              |       |       |      |         |                   |    |                        |      |                              |                                    |
|--|------|------|------|--------------|-------|-------|------|---------|-------------------|----|------------------------|------|------------------------------|------------------------------------|
| <b>EDU 333</b><br>Teaching<br>Elementary<br>Social Studies<br>(FE) |      |      |      |              |       |       |      |         |                   |    | 1,2                    | 1,3  | 1,2,3                        |                                    |
| <b>EDU 332</b><br>Tests and<br>Measurements                        |      |      |      |              |       |       |      |         |                   |    | 3                      | 1    | 1,4                          |                                    |
| <b>EDU 337</b><br>Teaching<br>Elementary<br>Mathematics<br>(FE)    |      |      |      |              |       |       |      |         |                   |    | 1,2,3,4                | 1,3  | 1,2,3                        |                                    |
| <b>EDU 338</b><br>Reading and<br>Writing (FE)                      |      |      |      |              |       |       |      |         |                   |    | 1,2,3,4                | 1,3  | 1,2,3,4,5,6,7                |                                    |
| <b>Secondary</b>   |      |      |      |              |       |       |      |         |                   |    |                        |      |                              |                                    |
| <b>MAT 331</b><br>Methods of<br>Teaching<br>Secondary Math         |      |      |      |              |       |       | X    |         |                   |    |                        |      |                              | 1, 3.1,<br>3.2,<br>1.1b,<br>c,d,e  |
|  | EC-6 | EC-6 | Sped | Phys.<br>Ed. | Music | Engl. | Math | Science | Social<br>Studies | PE | CAEP K-5<br>Elementary | CAEP | Literacy<br>Standards<br>K-5 | Secondary<br>Literacy<br>Standards |

|  | NAEYC | ACEI | CEC | NASPE | NASM | NCTE | NCTM | NSTA | NCSS | NASPE | CAEP      | CAEP  | TN            | TN                  |
|--|-------|------|-----|-------|------|------|------|------|------|-------|-----------|-------|---------------|---------------------|
| <b>HIST 336</b><br>Methods of Teaching Social Studies          |       |      |     |       |      |      |      |      | X    |       |           | 1     |               | 1, 2.1, 3           |
| <b>MUS 425/426</b><br>Methods and Materials for Teaching Music |       |      |     |       | X    |      |      |      |      |       |           | 1     |               | 1, 2.4, 3           |
| <b>PER 339</b><br>Methods of Teaching Physical Education       |       |      |     |       |      |      |      |      |      | X     |           | 1     |               | 1.3, 1.6a, 2.2, 3.1 |
| <b>BIO 331</b><br>Methods of Teaching Secondary Science        |       |      |     |       |      |      |      | X    |      |       |           |       |               |                     |
| <b>Enhanced Student Teaching</b>                               |       |      |     |       |      |      |      |      |      |       |           |       |               |                     |
| <b>EDU 420</b>   | X     | X    | X   | X     | X    | X    | X    | X    | X    | X     | 1,2,3,4,5 | 1,3,4 | 1,2,3,4,5,6,7 | 1,2,3               |

|  |          |          |          |          |          |          |          |          |          |          |                  |              |  |              |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------------|--------------|--|--------------|
| <b>Student Teaching Seminar</b>          |          |          |          |          |          |          |          |          |          |          |                  |              |  |              |
| <b>EDU 430 Enhanced Student Teaching</b> | <b>X</b> | <b>X</b> | <b>X</b> | <b>X</b> | <b>X</b> | <b>X</b> | <b>X</b> | <b>X</b> | <b>X</b> | <b>X</b> | <b>1,2,3,4,5</b> | <b>1,3,4</b> |  | <b>1,2,3</b> |

**FE= Field Experience**

**Table 5: Relationship between CF Outcomes CAEP Standards**

| CF Outcomes   | CAEP<br>K-Knowledge<br>S-Skills<br>D-Disposition |
|---|--|
| <b>A Competent educator:</b><br>Demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices; | <b>K</b>   |
| Demonstrates the capacity to problem solve, and to think critically and reflectively;   | <b>K</b>   |
| Demonstrates an understanding of human development, and the ability to act on this understanding;   | <b>S</b>   |
| Demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding;   | <b>S</b>   |
| Demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding;   | <b>S</b>   |
| Demonstrates an understanding of effective communication and collaboration strategies;  | <b>K</b>   |
| Demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques;   | <b>K</b>   |
| Demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and                      | <b>S</b>   |
| Demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting.   | <b>S</b>   |



|   |          |
|---|----------|
| <b>A Committed and Culturally Responsive educator:</b><br>acts on the belief that <i>all</i> children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities; | <b>K</b> |
| Demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding;   | <b>S</b> |
| Demonstrates a commitment to high moral and ethical values; and   | <b>K</b> |
| Assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others.   | <b>S</b> |
| Values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction.                               | <b>K</b> |
| <b>Dispositions:</b>  |          |
| Understands the rights of all students and acts on the belief that all children can learn   | <b>D</b> |
| Demonstrates by appropriate behaviors during class settings and in work environment   | <b>D</b> |
| Demonstrates a respect for the profession   | <b>D</b> |
| Demonstrates punctuality with regard to arrival to class, practicum, student teaching, field experience, meetings   | <b>D</b> |
| Maintains confidentiality   | <b>D</b> |
| Demonstrates the ability to compromise and to respect others' opinions during work group  | <b>D</b> |
| Participates in professional development activities that were recommend   | <b>D</b> |

**Table 6: EPP CF Learning Outcomes and Professional Standards Alignment Chart**

| <b>EPP CF Learning Outcomes and Professional Standards Alignment Chart</b>   |         |      |      |              |      |                           |       |                             |                             |                  |                     |       |   |
|--|---------|------|------|--------------|------|---------------------------|-------|-----------------------------|-----------------------------|------------------|---------------------|-------|---|
| <b>Conceptual Framework<br/>Unit Learning<br/>Outcomes 4C's</b>  | K-5     | K-5  | Sped | Phys.<br>Ed. | Art  | Music                     | Engl. | For.<br>Lang                | Math                        | Science          | Social<br>Studies   | PE    | K-5   |
|  | NAEYC   | ACEI | CEC  | NASPE        | NAEA |                           | NCTE  | ACTFL                       | NCTM                        | NSTA             | NCSS                | NASPE | CAEP 2018<br>K-6<br>Elementary<br>Teacher<br>Preparation<br>Standards |
| <b>demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices;</b> | 4 b,c,d | 1    | 1    | 1            | 1    | 1,2,3,<br>4,5,6,<br>7,8,9 | 3     | 1abc<br>2abc<br>3ab<br>5abc | 1.1,<br>1.2,<br>1.3,<br>1.4 | 1, 2, 3,<br>4, 9 | 1.1,<br>1.4,<br>1.5 | 3, 4  | 2   |

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|--|----------------|-----|---|---|-----|---------------------------|---|------------|---|-------------------|-----------------------------|-------------|-----|
| <b>demonstrates the capacity to problem solve, and to think critically and reflectively;</b>   | 1<br>4         | 1   | 2 | 2 | 4   | 1,2,3,<br>4,5,6,<br>7,8,9 | 4 | 2ac<br>6ab | 2.1,<br>2.2,<br>2.3,<br>2.4                 | 3, 5, 6,<br>7, 5f | 1.1,<br>1.4,<br>1.5         | 3, 4        | 3,4 |
| <b>demonstrates an understanding of human development, and the ability to act on this understanding;</b>                               | 1 4<br>a,b,c,d | 3.2 | 3 | 3 | 4,3 | 1,2,3,<br>4,5,6,<br>7,8,9 | 4 | 4abc       | 3.1,<br>3.2,<br>3.3,<br>3.4                 | 3, 5, 7           | 1.1,<br>1.3,<br>1.4,<br>1.5 | 3           | 5   |
| <b>demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding;</b> | 2<br>4         | 3.1 | 7 | 6 | 4   | 1,2,3,<br>4,5,6,<br>7,8,9 | 4 | 4abc       | 7.1,<br>7.2,<br>7.3,<br>7.4,<br>7.5,<br>7.6 | 4, 5, 6,<br>7     | 1.1,<br>1.2                 | 1.2<br>4, 5 | 1   |

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|--|--------|-----|------|---|---|-----|---|---------------------|---|------|-----------------------------|---------|-------|
| <b>demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding;</b> |        |     |      |   |   |     |   |                     |   |      |                             |         | 1,4   |
| <b>demonstrates an understanding of effective communication and collaboration strategies;</b>  | 1<br>4 | 3.5 | 6,10 | 5 | 2 | 6,7 | 2 | 1abc<br>2abc<br>4bc | 6.1   | 3, 5 | 1.5,<br>1.8                 | 3.4     | 1,3,5 |
| <b>demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of</b>               | 3      | 4   | 8    | 7 | 4 | 6,7 | 4 | 5abc                | 8.1,<br>8.2,<br>8.3,<br>8.4,<br>8.5,<br>8.6,<br>8.7,<br>8.8,<br>8.9 | 8    | 1.1,<br>1.3,<br>1.4,<br>1.5 | 1,2,3,4 | 1,3,5 |

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| <b>information and techniques</b>   |     |            |          |    |     |       |   |        |  |      |                             |      |       |
| <b>demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and</b> | 2,5 | 5,3<br>5,4 | 10       | 10 | 5   | 8     | 4 | 2c 5ab | 10 .1,<br>10.2,<br>10.3,<br>10.4,<br>10.5,<br>10.6 | 6    | 1.1,<br>1.2,<br>1.3,<br>1.5 | 6    | 1,5   |
| <b>demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting</b>   | 5   | 3.3        | 7,<br>10 | 9  | 4,5 | 3,4,5 | 2 | 5abc   | 4.1,<br>4.2,<br>4.3                                | 7,10 | 1.4,<br>1.5,<br>1.8         | 2, 6 | 1,2,5 |

|   |                |     |   |   |     |                           |   |      |                             |                   |                             |        |   |
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| <b>acts on the belief that <i>all</i> children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities</b> | 1 4<br>a,b,c,d | 3.2 | 3 | 3 | 4,2 | 1,2,3,<br>4,5,6,<br>7,8,9 | 4 | 4abc | 3.1,<br>3.2,<br>3.3,<br>3.4 | 3, 5, 7           | 1.1,<br>1.3,<br>1.4,<br>1.5 | 1, 3,6 | 5 |
| <b>demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding</b>                                       | 1<br>4         | 3.3 | 4 | 4 | 4   | 1,2,3,<br>4,5,6,<br>7     | 4 | 5abc | 4.1,<br>4.2,<br>4.3         | 3, 5, 9<br>5a, 5b | 1.1,<br>1.3,<br>1.4,<br>1.5 | 1.2, 4 | 5 |

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| demonstrates a commitment to high moral and ethical values   | 1<br>2         | 3.4 | 5 | 4 | 4     |                           | 4 | 4abc | 5.1,<br>5.2,<br>5.3                         | 3, 4, 5<br>5c | 1.1,<br>1.3,<br>1.4,<br>1.5 | 3,6         | 5    |
| assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others   | 2<br>4         | 3.1 | 7 | 6 | 4     | 1,2,3,<br>4,5,6,<br>7,8,9 | 4 | 4abc | 7.1,<br>7.2,<br>7.3,<br>7.4,<br>7.5,<br>7.6 | 4, 5, 6,<br>7 | 1.1,<br>1.2                 | 1.2<br>4, 5 | 3, 6 |
| values and appreciates cultural differences within a classroom or school setting, and is able to apply an understanding of cultural and linguistic diversity to the design and | 1 4<br>a,b,c,d | 3,2 | 3 | 3 | 4,2,3 | 1,2,3,<br>4,5,6,<br>7,8,9 | 4 | 4abc | 3.1,<br>3.2,<br>3.3,<br>3.4                 | 3,5,7         | 1.1,<br>1.3,<br>1.4,<br>1.5 | 3           | 5    |

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| <b>implementation of instruction</b> |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--------------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|