Mayville State University

EDUC 401 (Class# 27614) Electronic Portfolio, Assessment & Seminar

Fall 2025
2 Credit Hours

Course and Instructor Information

Instructor Name: Kayla Smith, M.Ed. / Dr. Sarah Kallock

Contact Information: Kayla: Education Building 116B, kayla.d.smith@mayvillestate.edu, (701)788-4827 / Sarah: Education Building 116H, sarah.kallock@mayvillestate.edu, (701) 788-4832

Hours of Availability: Available by appointment or email

Instruction Mode: off-campus face-to-face

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Zoom meeting seminars: September 17, October 15, November 5th, December 3.

Meeting times will be from 4:30 – 6:30pm.

Zoom link: https://mayvillestate.zoom.us/j/99800536997

Course Materials and Technologies

Required

E-Portfolio (Taskstream) is required to support the development of the student teacher's electronic portfolio.

A laptop with *web video capabilities* for connection to student teaching seminars. Video connection is expected during seminar attendance.

Use of Artificial Intelligence in this Course

You may use AI programs (e.g., ChatGPT) to help generate ideas and brainstorm for certain activities and **specific** assignments in this course as indicated by the instructor. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Using them may also stifle your own independent thinking and creativity. Material generated by an AI program should be cited like any other reference material (with consideration of the quality of the reference, which may be poor). Activities and assignments that have been indicated in the course as AI-appropriate will be presented and coincide with significant guidelines on their implementation throughout the duration of the course.

Course Description

This course provides the opportunity for teacher candidates to present their electronic portfolio as a capstone program completion requirement providing evidence of work with diversity and differentiated instruction, technology use and a documented progress towards proficiency in state and national teacher education standards that facilitates development as reflective practitioners. Development of the electronic portfolio occurs with guidance throughout the teacher candidates' education with checkpoints regularly scheduled. Professional development seminars are held throughout the semester to provide more support for teacher candidates during their student teaching experience, provide information on focal topics significant to the student teaching experience, and provide an opportunity for collegial sharing and discussion. This course fulfills LEAP requirements and must be completed through Mayville State University.

Mayville State University

Pre-/Co-requisites: Pre-requisite: Admission to Teacher Education. Co-requisite EDUC 400.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Early Childhood, Elementary, Special Education, English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board (ND ESPB). Standards alignment found in the Appendix pages.

1. Critically analyze and reflect upon the student teaching experience. (InTASC 4 – 9)
2. Compare and contrast school cultures and school systems. (InTASC 3, 9)
3. Reflect on personal and professional dispositions. (InTASC 9)
4. Demonstrate proficiencies in knowledge and application, analysis of assessment methods and data. (InTASC 6)
5. Demonstrate competent ethical decision-making skills based upon the 5 principles of the Model Code of Ethics for Educators and the ND Code of Ethics. (InTASC 9, 10)
6. Demonstrate professional presentation skills. (InTASC 9, 10)
7. Build collegial relationships. (InTASC 9, 10)

Course Expectations

Instructor/Student Communication

Students are accountable for all academic communications sent to their Mayville State University email address.

- **Communication with the Course Facilitators**: Please reach out to the course facilitator via email or phone (contact information is listed at the beginning of the syllabus). The Blackboard course site will be used to post messages to all learners as a group mailing whenever necessary. Students may expect a response within 24 hours M-F. If the course facilitator is unavailable during the semester for any reason, students will be notified of this in the course announcements. Communications sent to the instructor after 8 pm will typically be returned the following day. If contact by phone or email is made on the weekend, students can expect a response on Monday.

Assignments and Assessments

1. ***Students are required to attend all seminars via Zoom.***
   a. https://mayvillestate.zoom.us/j/99800536997
   b. Wednesday, September 17 (4:30 – 6:30pm)
   c. Wednesday, October 15 (4:30 – 6:30pm)
   d. Wednesday, November 5 (4:30 – 6:30pm)
   e. Wednesday, December 3 (4:30 – 6:30pm)
      i. If a seminar is missed and it was communicated and approved prior to the miss, students will be required to complete a written assignment to ensure completion of covered content and activities within 1 week of the missed seminar.
2. ***Portfolio Completion and Presentation***
   a. The EDUC 401 instructors will guide students to sign up for a pre-determined portfolio presentation date and time in the EDUC 401 Blackboard course by October 19, 2025. The

instructor will provide information on signing up for the presentation date in the course announcements. A list of teacher candidate portfolio presentation dates and teacher candidates' reviewers will be available on Blackboard when sign-up is completed.

b. All portfolios must be completed by <u>December 12, 2025</u>.

c. Checkpoint 3: Portfolio Presentation: This checkpoint takes place near the end of the semester in EDUC 401 for all majors. To successfully complete Checkpoint 3 of the capstone portfolio, teacher candidates will:

- Review and update introduction, professional picture, previously selected artifact, and previously written rationale if necessary.

- Complete all components of the portfolio prior to the presentation. This includes:
    - introduction with professional photo,
    - written rationale and artifact for each of the 10 InTASC standards found within the SLOs.

- Complete a self-evaluation using the final rubric (Appendix B), found under the checkpoint 3 area of the MSU Capstone DRF. This self-evaluation needs to be completed and submitted 7 days prior to the review.
    - Make any adjustments you see fit, based on your review of the rubric in your self- evaluation.

- Notify your portfolio reviewers, via email as soon as your portfolio is ready to review. This needs to be completed at least 5 days prior to the review date.

- Prepare a presentation. This could mean practicing within the TaskStream "live site" option, or it could mean creating a PowerPoint presentation.

- Present your information on the day of your review. You will have 30 total minutes.
    - Introduction – approximately 5 minutes. Engage the audience and provide the framework for the remainder of the presentation.
    - Body – approximately 15 minutes. During this time, you will present 2 SLOs selected at the time of the presentation by your portfolio reviewers.
    - Conclusion – approximately 1 – 2 minutes. will wrap up by highlighting the main ideas of the presentation.
    - Questions – approximately 8 minutes. Reviewers and other attendees will have options to ask questions.

- Display professionalism and confidence by sharing information fluently, utilizing academic vocabulary of the teaching profession.

- Have the ability to come to campus to present, however, all presentations will have a Zoom requirement to allow for distance participation.
    - Presentations will be open to peers, professional educators, campus faculty, P-12 administrators, and anyone candidates would like to invite.

3. ***<u>Complete the course verification activity (syllabus quiz) by 8/29/25</u>***

Mayville State University

Evaluation and Grading

Grading Policies

The following course requirements must be completed/met to earn a grade of "C" or above in the course:

1. **Seminar attendance** along with any in-class discussions, assignments, presentations, or activities completed in the seminars. This will be documented for grading purposes as met or unmet.
2. **School mental health quiz** completed in seminar.
   a. 90% or above is required to receive a score. If a candidate scores less than 90%, the candidate will be required to review content from the seminar and re-test until a score of 90% correct or higher is obtained.
3. **Completion and presentation of the Electronic Portfolio** will be used for the final grade of the course which will be calculated from the portfolio presentation rubric scores submitted by the faculty reviewers as described in the portfolio process. (*see* Instructions for Portfolio Development and Presentation document on Blackboard)
   a. A competency-based rubric (see portfolio rubric located in Blackboard) is provided for students to guide the development and presentation criteria for their portfolio. Points/grade are as follows:
      i. 81-100 points = A
      ii. 69-80 points = B
      iii. 54-68 points = C
      iv. 40-53 points = D
      v. < 40 points = F
   b. A grade of "C" or better on the portfolio/portfolio presentation is required to pass EDUC 401.
   c. The portfolio is 3/4 of the 401-course grade.
4. Attended seminars and other assignments will make up 1/4 of the course grade (total of 33 points)
5. Late work drops .5 point per day after the due date, the dropbox closes 7 days after the due date and will not reopen for points but is required for licensure/program completion.

Grading Scale

Students must earn a grade of "C" or above on the portfolio and overall, in the course:

A = 94% – 100%
B = 87% – 93%
C = 80% - 86%

Breakdown of Grades

Assignment	Due Date(s)	Points Possible (250 possible)
Course Verification Quiz	8/29/25	1 point
Evaluation Assignment	9/15/25	3 points
Seminar #1 Topics: - Teaching Reflections and sharing	Wednesday, 9/17/25 (4:30 – 6:30pm)	5 points

Mayville State University

- Expectations of the experience: overview of specific assignments during student teaching - Assignments during the student teaching experience - 401 grading (3/4 portfolio, 1/4 seminars/assignments) -Classroom Management - Classroom Diversity and Differentiation - Portfolio Information Q & A		
Seminar #2 Topics: - Teaching Reflections and sharing - Forming a professional identity - Ethics in Education - Teaching Evaluation Process - Portfolio Information Q & A	Wednesday, 10/15/25 (4:30 – 6:30)	5 points
Sign up for the Portfolio Presentation	10/19/25	1 point
AI Conversation (Praxis Prep)	11/2/25	1 point
Content & PLT Test Registrations *must take for each major	11/2/25 Tests must be taken by 11/2 *Upload proof of completed tests or registration ticket*	3 points
Seminar #3 Topics: - Teaching Reflections and sharing - Obtaining a Teaching Licensure: Informative presentation (ESPB North Dakota) - Portfolio Information Q & A	Wednesday, 11/5/25 (4:30 – 6:30)	5 points
Capstone Portfolio Module Badges	11/9/25	0 points
MCEE Post Assessment (found in the Pre-Student Teaching DRF in Taskstream)	11/9/25	1 point
Seminar #4 Topics: - Student Mental and Behavioral Health & Mandated Reporter Trainings	Wednesday, 12/3/25 (4:30 – 6:30)	Points accounted for within required trainings
Portfolio Presentation ¾ of overall grade	12/10/25	100 points
Classroom WISE Reflection Guide	12/12/25	1.5 points
Classroom WISE Completion Certificate	12/12/25	2 points
Mental Health Quiz	12/12/25	3 points (9/10 questions correct is required for passing)

Mayville State University

Mandatory Reporter Training	12/12/25	1.5 points
		133 Points Total

The portfolio is out of 100 total points, is scored in Taskstream, and uses a holistic rubric. A grade of "C" or better on the portfolio/portfolio presentation is required to pass EDUC 401. The portfolio is 3/4 of the 401-course grade.

Rubric Points	Grading Scale
• 81-100 points = A • 69-80 points = B • 54-68 points = C • 40-53 points = D • < 40 points = F	A = 94% – 100% B = 87% – 93% C = 80% - 86%

In Blackboard we will convert portfolio score into a percentage point using the table below.
For example: if you score an 83 on your portfolio you receive an A. The holistic rubric is beneficial because if you were to go by percentage point (83%) it would be a "C" according to the grading scale. Below you will find the chart we will use to compute your score.

Score In Taskstream	Score entered in Blackboard	Grade
100	100	A
99	99.75	A
98	99.5	A
97	99.25	A
96	99	A
95	98.75	A
94	98.25	A
93	98	A
92	97.75	A
91	97.25	A
90	97	A
89	96.75	A
88	96.25	A
87	96	A
86	95.75	A
85	95.25	A

Mayville State University

84	95	A
83	94.75	A
82	94.25	A
81	94	A
80	93	B
79	92.5	B
78	92	B
77	91	B
76	90.5	B
75	90	B
74	89.5	B
73	89	B
72	88.5	B
71	88	B
70	87.5	B
69	87	B
68	86.25	C
67	86	C
66	85.5	C
65	85.25	C
64	85	C
63	84.5	C
62	84	C
61	83.5	C
60	83	C
59	82.5	C
58	82	C
57	81.5	C

56	81	C
55	80.5	C
54	80	C
53 and below	NA	You are required to get a "C" or above on the portfolio to pass the class.

Enrollment Verification

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:
- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

Each student teacher has a contract that has been arranged individually for the student teacher with school administrators and teachers. Start dates and end dates for student teaching are located in each students' Taskstream account and in the introductory email. Four attended seminars are required for EDUC 401.

Class Recordings

Each session of this course will be recorded. The class is recorded for students to refer back as a

resource or in an event of an absence from class. These recordings are temporary, meaning they will be deleted at the end of the semester and only students/instructors within the course will have access to them. If you have any questions or concerns, please contact Kayla or Sarah.

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

INTASC – Teacher Education

	Interstate New Teacher Assessment and Support Consortium Standards (InTASC)
1	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
3	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- SLO 1 *Learner & Learning*: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- SLO 2 *Content*: Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and connect ideas to everyday life.

- SLO 3 *Instructional Practice*: Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.
- SLO 4 *Professional Responsibility*: Students take responsibility for student learning, positive relationships, their own professional growth, and the advancement of the profession.

The following SLOs/Professional Standards will be mastered in this course:

SLOs/Professional Standards	Mastery Assignment
InTASC Standards 1-10 SLO's 1-4	Portfolio

ESPB Program Approval Standards

Standards Alignment (Early Childhood, Elementary, Special Education, English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards-ND ESPB):
EARLY CHILDHOOD
- 1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
- 1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.
- 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.
- 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.
- 2a: Know about, understand, and value the diversity of families.
- 2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.
- 2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.
- 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.
- 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.
- 3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.
- 3d: Build assessment partnerships with families and professional colleagues.
- 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.
- 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

Mayville State University

- 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.
- 5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.
- 5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.
- 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.
- 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.
- 6b: Know about and uphold ethical and other early childhood professional guidelines.
- 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.
- 6d: Engage in continuous, collaborative learning to inform practice.
- 6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

ELEMENTARY
- 50015.2a English Language Arts. Elements of Literacy– Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.
- 50015.2b Science and Engineering Practices, Cross-Cutting Themes– Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.
- 50015.2c Major Math Concepts- Candidates demonstrate and apply understanding of major mathematics concepts, algorithms, procedures, application and mathematical practices in varied contexts, and connections within and among mathematical domains.
- 50015.2d Civics, Economics, Geography, History Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History ("Social Science" on previous ESPB standards), within a framework of informed inquiry.
- 50015.2e Arts The program requires the study of arts. Candidates know, understand, and use (as appropriate to their own knowledge and skills) the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.
- 50015.5b -Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.
- 50015.5c -Candidates participate in peer and professional learning communities to enhance student learning.

SPECIAL EDUCATION:
- Component 1.1: Candidates practice within ethical guidelines and legal policies and procedures.

Mayville State University

- Component 1.2: Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.
- Component 1.3: Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.
- Component 2.1: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.
- Component 2.2: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.
- Component 3.1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.
- Component 3.2: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.
- Component 4.1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.
- Component 4.2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.
- Component 4.3: Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and longterm planning, and make ongoing adjustments to instruction.
- Component 5.1: Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.
- Component 5.2: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.
- Component 5.3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.
- Component 5.4: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.

- Component 5.5: Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.
- Component 5.6: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.
- Component 6.1: Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.
- Component 6.2: Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.
- Component 6.3: Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.
- Component 7.1: Candidates utilize communication, group facilitation, and problem–solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.
- Component 7.2: Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.
- Component 7.3: Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.
- Component 7.4: Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

ENGLISH

- 05020.5.2 Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g, race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.
- 05020.6.2 Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

HEALTH

- Component 2.f: Candidates plan instruction that incorporates technology, media and other appropriate resources in order to enhance students' digital literacy and to engage all learners.
- Component 3.b: Candidates implement instructional strategies that incorporate technology, media and other appropriate resources to enhance student learning and engage all learners.
- Component 3.c*: Candidates implement instructional strategies that support all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability or physical ability, in order to create and sustain a productive, inclusive and supportive learning environment.

- Component 3.d: Candidates apply communication skills, feedback and classroom management strategies equitably to promote a safe, inclusive and supportive learning environment that meets the diverse needs of all learners.
- Component 3.e: Candidates reflect on student learning outcomes and instructional practices, and adjust lessons to meet the diverse needs of all learners.
- Component 5.b: Candidates demonstrate ethical behavior, as defined by health education and/or education codes of ethics.
- Component 5.d: Candidates reflect on their roles as teacher, professional and resource, and they identify strategies for adapting practice to meet the diverse needs of all learners.

MATHEMATICS
- 11010.7 Content Pedagogy: The program requires that the teacher candidate is able to successfully implement a variety of instructional strategies. The candidate demonstrates the following: a) Applies knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains. b) Analyzes and considers research in planning for and leading students in rich mathematical learning experiences. c) Plans lessons and units that incorporate a variety of strategies and mathematics specific instructional tools to promote conceptual understanding and procedural proficiency. d) Provides students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace. e) Implements techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

PHYSICAL EDUCATION
- 5.a Engage in behavior that reflects professional ethics, practice and cultural competence.
- 5.c Describe strategies, including the use of technology, for the promotion and advocacy of physical education and expanded physical activity opportunities.

SCIENCE
- 13047.9 Professional Practice The program prepares candidates to participate in the professional community, improving practice through their personal actions, education, and development. The program uses varied performance assessments of candidate's understanding and ability to apply that knowledge.

SOCIAL SCIENCE
- 15035.6 The program requires the study of current, appropriate instructional technology.

Instructional Strategies

Direct Instruction, Critical Thinking, Group/Class Discussions, Interactive Instruction-Cooperative Learning, and Written-Oral Communication

References / Bibliography

Mayville State University Teacher Education Handbook & InTASC Standards

Mayville State University