Mayville State University

EDUC 500 Teaching Mentorship Clinical Experience (#27758)

Fall 2025
6 SH

Course and Instructor Information

Instructor Name: Kayla Smith, MEd   **Dean & Division Chair**: Dr. Kelli Odden

Contact Information:

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Work phone: (701) 788 - 4827

Hours of Availability:

Available by appointment or email.

Office Hours Meeting Link: Zoom by appointment: https://mayvillestate.zoom.us/j/6152040081.

Instructional Mode: Off campus face- to - face.

Course Dates: Student teachers will follow the clinical experience start and end dates. Information was provided via email.

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

Course Materials and Technologies

Required

MSU Technology Requirements
E-Portfolio (Taskstream) to support the development of the student teacher's electronic portfolio for the co-requisite course EDUC 401 and for the completion of required evaluations.
Current background check and liability insurance.
A laptop with web video capabilities for connection to student teaching seminars.

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.

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Course Description

This course is the 12-week full-time clinical mentorship experience in the candidate's major areas of study in an accredited approved school in ND or out of state. Qualified cooperating teachers in the classroom support candidates in this experience in conjunction with qualified university supervisors. Candidates are placed in school settings that provide the candidate with new and diverse teaching experiences to support professional growth in teacher leadership. Candidates will collect and analyze data on student learning and student engagement.

Course Objectives

The Teaching Mentorship Clinical Experience supports the development of teaching proficiency. Courses in the MAT program provide the foundational understandings of the art and science of the teaching profession as the student assumes the role of the teacher with support of the Mentor Teacher and the University Supervisor. Guided by supportive educators, MAT students in clinical placements gain skills in classroom management, lesson planning, instruction, assessment, decision-making, and many other practical skills necessary to become an effective teacher using research-based teaching strategies. Opportunities to critically reflect about the experiences and share professional insights in a guided setting take place throughout the clinical mentorship experience and coursework.

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB]):

Objectives

1. Critically reflect on each of the 10 InTASC standards of teacher performance
2. Demonstrate the ability to use research-based instructional practices in lesson planning
3. Demonstrate the ability to implement research-based instructional strategies in the classroom setting
4. Apply research-based classroom management techniques to the classroom setting
5. Contrast defined programs of exceptionality within the clinical setting
6. Define the professional educator's role and responsibilities within the educational system
7. Provide evidence of the ability to critically reflect on teaching behaviors through reflective writing and review of self, student, and supervisory surveys and evaluations
8. Demonstrate the ability to gather pre-post lesson data to analyze and present findings that support data-based instructional decision-making.

Course Expectations

Instructor/Student Communication

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

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Communication with your University Supervisor: The University Supervisor is the student's first contact during the clinical experience. Students are to follow communication protocols for the clinical experience as listed in the Teacher Education Handbook.

Communication with the Course Facilitator: Please use the course facilitator's office hours, if possible, as listed at the beginning of the syllabus. If you wish to contact the instructor by telephone, please use the office number (701-788-4827) or by email (kayla.d.smith@mayvillestate.edu) Email is preferred. The Blackboard course site will be used to post messages to all learners as a group whenever necessary. Students may expect a response within 24 hours Monday – Friday. 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 8pm 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. Weekly Lesson Plans (begin when you start teaching classes)
    a. Students will upload weekly lesson plans to the weekly dropbox each **Sunday by 12 noon in Blackboard.** The University Supervisor will provide regular feedback.
    b. Format will be determined with discussion by the student and supervisor. Options include:
        i. The format used by the partnering school
        ii. The MSU weekly plan template
        iii. The calendar format found in BB
        iv. Other format deemed appropriate by the supervisor/student
    c. Lesson Plans should be provided well in advance to the cooperating teacher to allow him/her to suggest changes if necessary. Providing lesson plans to the Mentor Teacher immediately prior to teaching does not demonstrate professional courtesy and does not meet expectations for EDUC 500.
2. Full Lesson Plans (due at minimum 3 times)
    a. Full lesson plans using the Mayville State template (found in BB) will be required at a minimum of 3 times during the experience. Additional lesson plans may be requested by your supervisor to help aid in student growth and development.
        i. Lesson plan 1 – first lesson taught
        ii. Lesson plan 2 – for the 1st observed lesson (observation from the U Sup)
        iii. Lesson plan 3 – for the 2nd observed lesson (observation from the U Sup)
            1. This lesson plan will be uploaded and evaluated in Taskstream prior to the observation date.
3. Weekly Leson Reflections (begin to submit the first week of student teaching)
    a. Students will upload weekly reflections to the Dropbox in Blackboard. Weekly reflections are to be submitted each week regardless of if the student teacher is teaching yet or not. Reflection when the student teacher is not instructing may be based on what the student teacher is experiencing: observing instructional strategies, classroom management, student-teacher interactions, etc. During the weeks when the student teacher is teaching

one or more classes, the reflection should be focused on the elements of lesson planning and how any given element of the lesson planning influenced the outcome(s) of the lesson. Reflecting on what was done, what happened and why, and evaluating why the outcome happened as it did, is reflective teaching. *The reflection should not be a simple description of the activity*. To critically reflect is to evaluate the effect one action or interaction has on another.

    b. The format of the reflection will be determined after conversation with the University Supervisor. Options may include the MSU weekly reflection document, videos, or other as deemed appropriate. A weekly upload in Blackboard is required. The University Supervisor will provide regular feedback on reflective entries.

4. Teaching Videos

    a. Students are required to complete two video submission documents that will include the video link, a rubric, and the written analysis and reflection of the teaching video. Students will determine what media they want to use to provide the video for viewing. Written analysis and reflection must accompany the video upload. The required reflection form can be located in the BB shell. The video document will be uploaded in the required dropbox and in the weekly folder for their University Supervisor. It is the responsibility of the student to provide the instructor and university supervisor with access to a working video link.

    b. Video Submission Timeline:

        i. 1st video and reflection: during week 4 or 5 (**due by September 28, 2025**)

        ii. 2nd video and reflection: during week 8 or 9 (**due by November 9, 2025**)

    c. The purpose of recording yourself teaching, viewing the recording and reflecting on your teaching performance is for you to analyze areas you want to work on for your own professional growth. Therefore, having 3 – 5 weeks between your teaching recordings will provide a greater time for skills practice and analysis of your professional growth.

5. Pre-Post Lesson Data Analysis

    a. During the student teaching experience, students are to create a pre and post lesson assessment that will provide information on what your students know and/or can do. The data gathered will be placed into the required data table and candidates will analyze information in a written narrative summary. The complete assignment description for the Pre/Post assignment is found in Blackboard along with an assignment Dropbox and required Qualtrics link. **Due: November 23, 2025**.

6. Complete the self-evaluation and exit survey

    a. Notification of evaluations and the due dates will be sent via email. They take place at the end of each experience.

Evaluation and Grading

Grading Policies

<u>All assignments</u> and attendance/participation on contracted student teacher-school dates must be completed to earn a course grade.

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Attendance/Participation Policies

Student teachers are to follow contracted dates of K-12 school student teaching referenced in Taskstream.

Grading Scale

University supervisors and cooperating teachers will complete the overall rubric which will be converted into points as part of the final grade. The rubric is based on the candidate's completion of quality lesson plans, instructional planning, teaching practices, depth of reflection, knowledge, and dispositions. The course facilitator will use the rubric score and convert the score to points to be entered into BB. Assignment points and the conversion table can be found below. The overall rubric from the cooperating teacher makes up 50% of the grade, the overall rubric from the university supervisor makes up 30% of the grade and all other assignments within EDUC 400 make up 20% of the grade.

Breakdown of Grades

Assignment	Due Date(s)	Points Possible (250 possible)
Course Verification Quiz	**8/29/25**	1
Weekly Lesson Plans (individual plan) * 3 due throughout experience (1 for 1st lesson taught, 1 for each observation)	Sunday by noon (the week prior to the lesson)	Part of Overall Rubric
Weekly Lesson Plan (weekly plan) *1 each week (work with your supervisor to determine a plan that meets your needs)	Each Sunday by noon (prior to the lessons taught)	Part of Overall Rubric
Weekly Reflections *due each week throughout entire experience	Each Sunday by noon	Part of Overall Rubric
Student Teaching Schedule	Upload by the 1st Friday of each experience	1
Teaching Video and analysis/reflection #1	recorded during week 4 or 5 (**due 9/28/25**)	9
Teaching video and analysis/reflection #2	recorded during week 8 or 9 (**due 11/9/25**)	9
Pre-Post Data Analysis	**11/23/25**	10
Lesson Plan Upload and Evaluation in Taskstream	Prior to your 2nd visit from the supervisor	5
Self – disposition (one per experience)	as assigned via email (near the end of each experience)	5
Self- InTASC (one per experience)	As assigned via email (near the end of each experience)	5
Exit survey	As assigned via email	5
Rubric Score from University Supervisor *you are not required to do anything*	Supervisor will complete	75
Rubric Score from Cooperating Teacher *you are not required to do anything*	Cooperating Teacher will complete	125

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Take the content & PLT tests for each major	Take by **11/1/25** so we have **passing** results prior to graduation.	Graduation Requirement

Overall Rubric Scores

Score In Taskstream	Score Entered in BB for CT	Grade	Score entered in BB for US	Grade
27	125	100% (A)	75	100% (A)
26	124	99.2% (A)	74	98.6% (A)
25	123	98.4% (A)	73	97.3% (A)
24	122	97.6% (A)	72.5	96.6% (A)
23	121	96.8% (A)	72	96% (A)
22	120	96% (A)	71.5	95.3% (A)
21	118	94.4% (A)	71	94.6% (A)
20	117	93.6% (B)	70	93.3% (B)
19	115	92% (B)	69	92% (B)
18	113	90.4% (B)	68	90.6% (B)
17	111	88.8% (B)	67	89.3% (B)
16	109	87.2% (B)	65.5	87.7% (B)
15	108	86.4% (C)	64	85.3% (C)
14	105	84% (C)	63	84% (C)
13	102	81.6% (C)	62	82.6% (C)
12	100	80% (C)	60	80% (C)
11 and below (NA)	**You are required to get a "C" or above 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.

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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 the school administrator and teacher(s). Start dates and end dates for the clinical experience were sent via email. For additional dates/deadlines, please see the table above.

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Appendix

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.

Source: Council of Chief State School Officers, 2013.

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.

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- 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	InTASC (STOT), Disposition, Lesson Plan
SLO's 1 – 4	

Note: The Skills of Teacher Observation (STOT) evaluation, the Disposition evaluation and the Lesson Plan Evaluation are designed as key assessments in the MSU teacher education program to demonstrate teaching competencies and document both growth and performance throughout the program. These key assessments are aligned to InTASC standards and are assessed with validated rubrics. Students are informed when they are to complete course key assessment evaluations through email notification that also includes instruction for the evaluation process.

STOT Acceptable Target: All individual item indicators are 3.0/4.0 or higher for all students. The total average for all indicators is 3.0/4.0 or higher.

Disposition Acceptable Target: All individual item indicators are 2.5/3.0 or higher for all students. The total average for all indicators is 2.5/3.0 or higher.

Lesson Plan Acceptable Target: All individual item indicators are 3.0/4.0 or higher for all students. The total average for all indicators is 3.0/4.0 or higher.

Instructional Strategies

The content in EDUC 500 will be delivered by: facilitated reflection, written and oral communications, formative and summative formal evaluations, student inquiry, presentations, critically reflective and creative strategies.

Standards Alignment

InTASC Standards as adopted by North Dakota's Education Standards and Practices Board (ND ESPB):

- Standard #1: Learner Development-The program requires an understanding of 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.
- Standard #2: Learning Differences-The program requires candidates use their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards.
- Standard #3 Learning Environments-The program requires candidates to work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #4: Content Knowledge-The program requires understanding 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
- Standard #5 Applications of Content-The program requires an understanding of 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.

- Standard #6: Assessment-The program requires understanding and using 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.
- Standard #7: Planning for Instruction-The program prepares teacher candidates to plan 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.
- Standard #8: Instructional Strategies-The program prepares candidates to understand and use 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.
- Standard #9: Profession Learning and Ethical Practice-The program requires candidates engage in ongoing professional learning and use 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.
- Standard #10: Leadership and Collaboration-The program prepares teacher candidates to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

English, Health, Math, Physical Education, Science, and Social Science Education Program Approval Standards through North Dakota's Education Standards and Practices Board (ND ESPB):

ENGLISH
- 05020.3.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.
- 05020.3.2 Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
- 05020.3.3 Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.
- 05020.3.4 Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.
- 05020.3.5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.
- 05020.3.6 Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.
- 05020.4.1 Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

- 05020.4.2 Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to analyze and respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. Candidates are able to analyze data from standardized and classroom writing assessments and make instructional decisions.
- 05020.4.3 Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.
- 05020.4.4: Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.
- 05020.4.5 Candidates design instruction focused on the use of research to build and present knowledge, with an emphasis on assessing credibility and accuracy of information, integrating evidence, and documenting sources.
- 05020.5.1 Candidates plan and implement English language arts and literacy instruction that promote social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
- 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.
- 05020.6.1 Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to 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.a: Candidates collect and analyze needs-assessment data to plan relevant school health instruction and programs that meet the diverse needs of all learners and the community.
- Component 2.b: Candidates design a logical scope and sequence of meaningful, comprehensive and challenging learning experiences that meet the diverse needs of all learners.
- Component 2.c: Candidates construct measurable, developmentally appropriate, performance-based objectives that are aligned with local and/or state standards, as well as the National Health Education Standards.
- Component 2.d: Candidates plan instruction that facilitates skill development and application of functional health knowledge for all learners, adding accommodations and/or modifications specific to individual learners.
- Component 2.e: Candidates design health education instruction and programs that integrate components of the Whole School, Whole Community, Whole Child (WSCC) model.
- 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.a: Candidates use a variety of instructional strategies to facilitate students' development of health-related skills and their application of functional health knowledge, in order to meet the students' diverse needs.
- 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 4.a: Candidates analyze and select assessment strategies, tools and technologies to determine their appropriateness for enhancing learning among all students.
- Component 4.b: Candidates implement a variety of formative and summative assessments that measure and monitor student progress, and that accommodate the diverse needs of all learners.
- Component 4.c: Candidates use assessment data to plan instruction, analyze student learning, reflect on implementation practices, provide meaningful feedback and adjust units and lessons so they meet the diverse learning needs of all students.
- Component 5.a: Candidates work collaboratively with a variety of stakeholders to meet the diverse needs of all learners and to enhance school health programs.
- Component 5.b: Candidates demonstrate ethical behavior, as defined by health education and/or education codes of ethics.
- Component 5.c: Candidates participate in ongoing, meaningful learning opportunities that are aligned with their professional needs, and they remain current with evolving technologies in order to meet the diverse needs of all learners, as well as the needs of the school and the community.
- 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.
- Component 5.e: Candidates demonstrate applicable communication strategies and use of instructional learning technologies within the school and community.
- Component 5.f: Candidates advocate for health education as an essential component of the school community that supports the diverse needs of all learners and contributes to the school's mission.

MATHEMATICS
- 11010.2 Mathematical Connections: The program requires the teacher candidate to demonstrate the interconnectedness of mathematical ideas and how they build on one another. The candidate recognizes and applies connections among mathematical ideas and across various content areas as well as real-world contexts, using the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.
- 11010.3 Secondary School Content Knowledge: The program requires the teacher candidate to demonstrate and applies knowledge of secondary mathematics concepts, algorithms, procedures, applications in varied contexts, and connections within and among mathematical domains (Complex

Number System, Algebra, Geometry, Trigonometry, Statistics, Probability, Calculus, and Discrete Mathematics).

- 11010.4 Undergraduate Mathematics Content Knowledge: The program requires the teacher candidate to demonstrate and apply knowledge of the core mathematics content including calculus, axiomatic geometry, linear and abstract algebra, statistics, probability, and computer programming.
- 11010.5 Historical Perspective: The program requires the teacher candidate to demonstrate knowledge of the historical development and perspective of mathematics including contributions of significant figures and diverse cultures.
- 11010.6 Instructional Tools: The program requires the teacher candidate to select and use appropriate instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and makes appropriate decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.
- 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
- 1.a Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.
- 1.d Describe and apply motor learning and behavior-change/psychological principles related to skillful movement, physical activity and fitness for preK-12 students.
- 1.e Describe and apply motor development theory and principles related to fundamental motor skills, skillful movement, physical activity and fitness for preK-12 students.
- 2.a Plan and implement appropriate (e.g., measurable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or SHAPE America's National Standards and Grade-Level Outcomes for K-12 Physical Education.
- 2.b Plan and implement progressive and sequential content that aligns with short- and longterm plan objectives and that addresses the diverse needs of all students.
- 2.c Plan for and manage resources to provide active, fair and equitable learning experiences.
- 2.d Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
- 2.e Plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s).

- 2.f Plan and implement learning experiences that engage students in using metacognitive strategies appropriately to analyze their own performance results.
- 3.a Demonstrate verbal and nonverbal communication skills that convey respect and sensitivity across all learning experiences.
- 3.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.
- 3.c Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
- 3.d Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment.
- 3.e Analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.
- 4.a Select or create authentic, formal assessments that measure student attainment of short and long-term objectives.
- 4.b Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan.
- 4.c Implement a reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives.
- 5.a Engage in behavior that reflects professional ethics, practice and cultural competence.
- 5.b Engage in continued professional growth and collaboration in schools and/or professional organizations.

SCIENCE
- 13047.5 Skills of Teaching The program requires the candidate to demonstrate proficiency in methods of teaching science.
- 13047.6 Curriculum The program provides candidates with information necessary to identify, evaluate, and apply a coherent, focused science curriculum that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.
- 13047.7 Assessment The program prepares candidates to use a variety of performance assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science.
- 13047.8 Environment for Learning The program prepares candidates to design and manage safe and supportive learning environments in the classroom, laboratory, and field. The program reflects high expectations for the success of all students.
- 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.
- 13047.10 Technology The program requires the study of current, appropriate instructional technologies. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

SOCIAL SCIENCE
- 15035.2 The program requires study of the structures, key concepts, methodology, and generalizations that connect the various social studies, including the examination of professional standards and expectations for P-12 education.
- 15035.5 The program requires studying methods of teaching social studies including current trends in social studies with an examination of various teaching methods and techniques.

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

References / Bibliography

Mayville State University Teacher Education Handbook & InTASC Standards