

ELEMENTARY EDUCATION ADDENDUM

Teacher Candidate: _____ SVSU Course: _____ Semester: _____ Date: _____ Visit: _____

Cooperating Teacher(s): _____ Grade Level / Subject: _____ School: _____

Principal(s): _____ School: _____ SVSU Evaluator: _____

The Michigan Elementary Provisional Teaching Certificate expects that candidates will possess the depth of knowledge necessary to teach and assess all content (Reading and Language Arts, Science, Mathematics, Social Studies, the Arts, Health Education, and Physical Education) in a differentiated manner to all students in self-contained classrooms for grades K-5. Language arts (dance, drama, music, and visual arts) are to be integrated in appropriate ways with teaching the core content areas of reading/language arts, science, mathematics, and social studies. Health and physical education are to be incorporated as part of the regular classroom learning in appropriate ways.

Every elementary education major must be observed teaching lessons that address, include, or integrate each of the seven content areas identified here.

Element ¹					Not Effective	Effective	Highly Effective
1.a. Language Arts: Reading, Writing and Oral Language					The teacher candidate...		
1.a.1					Teaches listening, speaking, reading, writing, viewing, visually representing, or thinking skills without evidence of concepts from language arts or child development; or limits teaching to one or two areas (e.g., only reading and writing)	Uses concepts from language arts and child development to teach appropriate listening, speaking, reading, writing, viewing, visually representing, and thinking skills	Applies concepts from language arts and child development to effectively teach appropriate listening, speaking, reading, writing, viewing, visually representing, and thinking skills to all students
CAEP ¹ 1.1 understand InTASC Standard 4	InTASC ² 4.a	NETS-T ³ (N/A)	SPA ⁴ ACEI 2.1	State ⁵ CSET 1.1			
1.a.2					Models or applies inappropriate language arts learning strategies throughout the curriculum; or segregates language arts learning strategies with no clear connection or application in other subject areas; or uses inappropriate materials	Applies language arts learning strategies throughout the curriculum using different technologies, media formats, and materials	Engages students in effectively integrating language arts learning strategies throughout the curriculum using a variety of technologies, media formats, and materials
CAEP ¹ 1.1 Understand InTASC Standard 5	InTASC ² 5.h	NETS-T ³ 1.d.	SPA ⁴ ACEI 2.1	State ⁵ CSET 1.1.14			
1.a.3					Works within a classroom culture that uses external motivations for students to engage in listening, reading, writing, and oral language	Maintains a classroom culture that supports students to engage in listening, reading, writing, and oral language	Establishes and maintains a classroom culture where students are self-motivated to engage in reading, writing, and oral language
CAEP ¹ 1.1 Understand InTASC Standard 8	InTASC ² 8.h	NETS-T ³ (N/A)	SPA ⁴ ACEI 2.1	State ⁵ CSET 1.1.21			
1.b. Science					The teacher candidate...		
1.b.1					Teaches inquiry lessons that are inappropriate for the age-level or teaches lessons about science concepts through methods that are teacher-centered or focused only on lower level thinking (e.g., memorization)	Teaches age-appropriate inquiry lessons with appropriate technologies to learn concepts in science	Engages students in age-appropriate inquiry for learning about the world through designing and conducting investigations using appropriate technologies
CAEP ¹ 1.1 Understand InTASC Standard 4	InTASC ² 4.c	NETS-T ³ 1.b	SPA ⁴ ACEI 2.2	State ⁵ CSET 1.2.1			
1.b.2					Uses science lessons that focus on the knowledge level of thinking (e.g., memorization), or limits students' communication of science concepts to standard responses (e.g., rely on copying definitions)	Supports students in using analytical and reflective practices to make sense of science concepts and to communicate understanding using appropriate technologies	Engages students in analytical thinking and reflective practices about claims (i.e., hypotheses and conclusions) that supports their communication of findings using appropriate technologies
CAEP ¹ 1.1 Understand InTASC Standard 4	InTASC ² 4.p	NETS-T ³ 1.d	SPA ⁴ ACEI 2.2	State ⁵ CSET 1.2.1			
1.b.3					Teaches science lessons that address personal applications or social applications of science	Teaches science lessons to develop student understanding of personal and social applications of science	Engages students in science lessons that build understanding of personal and social applications of science
CAEP ¹ 1.1 Understand InTASC Standard 5	InTASC ² 5.a	NETS-T ³ (N/A)	SPA ⁴ ACEI 2.2	State ⁵ CSET 1.2.2.3			
1.b.4					Teaches science lessons that ignore or limit the nature of science (as defined in the National Science Education Standards) to a body of facts, for example	Teaches science lessons that address the nature of science (as defined in the National Science Education Standards)	Engages students in science lessons that convey the nature of science (as defined in the National Science Education Standards)
CAEP ¹ 1.1 Understand InTASC Standard 4	InTASC ² 4.b	NETS-T ³ (N/A)	SPA ⁴ ACEI 2.2	State ⁵ CSET 1.2.2			

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Element ¹					Not Effective	Effective	Highly Effective
1.c. Mathematics					The teacher candidate...		
1.c.1					Teaches mathematics lessons that focus only on lower-level thinking such as execution of procedures or memorization; or teaches lessons that perpetuate the isolated study of mathematics skills or concepts without connections to contexts outside of mathematics or real life	Supports students in demonstrating knowledge of mathematical concepts and procedures through connecting mathematical ideas and relating concepts and skills to contexts outside of mathematics and to real life	Engages students in developing understanding of mathematical concepts and procedures through emphasizing the interconnectedness of mathematical ideas and relating concepts and skills to contexts outside of mathematics and to real life
CAEP ¹ 1.1 Understand InTASC Standard 4	InTASC ² 4.d	NETS-T ³ (N/A)	SPA ⁴ ACEI 2.3	State ⁵ CSET 1.3			
1.c.2					Teaches mathematics lessons that are skill-based (i.e., students are not engaged in problem solving); or the reasoning is provided for students; or the lesson focuses on knowing without application of reasoning	Supports students in the application of problem solving strategies and reasoning in mathematics	Facilitates students' use of problem solving strategies where students regularly reason about concepts and procedures while self-monitoring and reflecting on the process of mathematical problem solving
CAEP ¹ 1.1 Understand InTASC Standard 8	InTASC ² 8.f	NETS-T ³ (N/A)	SPA ⁴ ACEI 2.3.6	State ⁵ CSET 1.3			
1.c.3					Teaches mathematics lessons that focus on one type of representation or where different representations are treated separately without making connections; or where students are expected to practice a given representation	Supports students in the application of multiple representations (manipulative, pictorial, symbolic, verbal/text) as thinking tools to organize, record, and communicate mathematical ideas	Facilitates students' ability to select, apply, and translate among multiple representations (manipulative, pictorial, symbolic, verbal/text) as thinking tools to organize, record, and communicate mathematical ideas while solving problems
CAEP ¹ 1.1 Understand InTASC Standard 4	InTASC ² 4.a	NETS-T ³ (N/A)	SPA ⁴ ACEI 2.3.10	State ⁵ CSET 1.3			
1.c.4					Teaches mathematics lessons that involve the inappropriate use of technological tools; or the use of technological tools does not contribute toward mathematics learning; or perpetuates myths about the use of technological tools in mathematics	Supports students' development of mathematical knowledge, skills, and understanding through the candidate's use of appropriate technological tools with students	Engages students in the appropriate and strategic use of technological tools (e.g., calculator, interactive tools, apps, etc.) for developing mathematical knowledge, skills, and understanding
CAEP ¹ 1.1 Understand InTASC Standard 8	InTASC ² 8.g	NETS-T ³ 1.b	SPA ⁴ ACEI 2.3.11	State ⁵ CSET 1.3			
1.d. Social Studies					The teacher candidate...		
1.d.1					Teaches social studies lessons that focus on the knowledge level of thinking (e.g., memorizing facts) instead of using inquiry methods	Teaches social studies lessons that use modes of inquiry for higher-level thinking in the social studies through hands-on learning	Engages students in applying a variety of modes of inquiry for higher-level thinking in the social studies through hands-on learning and exploration
CAEP ¹ 1.1 Understand InTASC Standard 4	InTASC ² 4.c	NETS-T ³ 1.d	SPA ⁴ ACEI 2.4	State ⁵ CSET 1.4			
1.d.2					Teaches social studies lessons that limit students' decision-making to one perspective; or focus only on personal decision-making without considering the impact on a democratic society or interdependent world	Teaches lessons in social studies that support students' decision-making related to personal, local, or global situations as participants in a democratic society	Teaches lessons in social studies that facilitate students' abilities to engage in informed decision-making as citizens of a culturally diverse, democratic society and interdependent world
CAEP ¹ 1.1 Understand InTASC Standard 5	InTASC ² 5.g	NETS-T ³ 3.d	SPA ⁴ ACEI 2.4	State ⁵ CSET 1.4			
1.e. The Arts					The teacher candidate...		
1.e.1					Uses inappropriate arts applications (e.g., age level inappropriate); or the arts do not contribute to students' learning of the content in the subject area(s); or does not use any arts that support learning	Supports students in using the arts while learning content in the subject area(s)	Engages students in applying the content and functions of the arts to create, perform, or respond in or through the arts while learning content in the subject area(s)
CAEP ¹ 1.1 Understand InTASC Standard 8	InTASC ² 8.e	NETS-T ³ (N/A)	SPA ⁴ ACEI 2.5	State ⁵ CSET 1.5.4			
1.e.2					Interacts with students in ways that indicate only some students are capable of applying the knowledge and skills that make up the arts	Interacts with students in ways that provide evidence that students can apply skills that make up the arts	Interacts with students in ways that provide evidence of knowledge that all students can learn the knowledge and skills that make up the arts
CAEP ¹ 1.1 Understand InTASC Standard 5	InTASC ² 5.r	NETS-T ³ (N/A)	SPA ⁴ ACEI 2.5	State ⁵ CSET 1.5.3			

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Element ¹					Not Effective	Effective	Highly Effective
1.f. Health Education					The teacher candidate...		
1.f.1					Uses inappropriate strategies or demonstrates inaccurate knowledge of strategies that contribute to life-long health; or does not exhibit any use of health education that support learning	Applies research-based strategies for students to develop knowledge, skills, and behaviors that contribute to life-long health	Creates opportunities to apply research-based strategies for all students to develop critical knowledge, skills, and behaviors that contribute to life-long health
CAEP ¹ 1.1 understand InTASC Standard 4	InTASC ² 4.a	NETS-T ³ (N/A)	SPA ⁴ ACEI 2.6	State ⁵ CSET 1.6			
1.g. Physical Education					The teacher candidate...		
1.g.1					Uses inappropriate human movement and physical activity strategies to foster active, life-long, healthy life styles for all elementary students; or does not incorporate any human movement or physical activity that support learning	Applies research-based human movement and physical activity strategies to foster active, life-long, healthy life styles for all elementary students	Integrates effective research-based human movement and physical activity strategies as central elements to foster active, life-long, healthy life styles for all elementary students
CAEP ¹ 1.1 understand InTASC Standard 8	InTASC ² 8.e	NETS-T ³ (N/A)	SPA ⁴ ACEI 2.7	State ⁵ CSET 1.7			

¹ Council for the Accreditation of Educator Preparation (2013)

² Interstate Teacher Assessment and Support Consortium (2011)

³ National Education Technology Standards for Teachers (2008)

⁴ Specialty Program Area standards: Elementary Education (Association for Childhood Education International, 2007); CAEP Standard 1.3 is addressed through aligning to, collecting and analyzing data

⁵ State standards: Elementary Education (Certification Standards for Elementary Teachers in Michigan, 2008)