**ELEMENTARY EDUCATION K-6; K-8**

REVIEWER ASSESSMENT

***Directions****: This matrix should be completed by the reviewer while assessing the program standards’ compliance through review of the matrix submitted by the institution and data gathering at the Visit.*

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| **GENERAL EDUCATION REQUIREMENTS** | **Rating:**  **4: Highly effective**  **3: Effective**  **2: Needs improvement**  **1: Ineffective** | **Describe the rationale for the rating and comment on how the program provides evidence and data to address the standard and inform continuous improvement.** |

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| (a)  To be licensed as an elementary education teacher for **grades K-6**, the candidate shall:  (1)  Have at least a bachelor’s degree.  (2)  Qualify for licensure under one of the alternatives in Ed 505.01 – Ed 505.05; and  (3)  Complete the requirements in (c) below. | | |
| (b)  To be licensed as an elementary education teacher for **grades K-8** the candidate shall:  (1)  Have at least a bachelor’s degree.  (2)  Have a content concentration in English/language arts, mathematics, social studies or general science;  (3)  Have a passing middle school content Praxis II score in the given content area listed in (2);  (4)  Qualify for licensure under one of the alternatives in Ed 505.01 – Ed 505.05; and  (5)  Complete the requirements in (c) below. | | |
| **(c)  A candidate for licensure as an elementary education teacher for grades K-6 or K-8 shall have the following skills, competencies and knowledge developed through a combination of academic and supervised practical experiences in the following areas:** | | |
| 1. Five components of basic early literacy:  (i) Phonemic awareness;  (ii) Phonics;  (iii) Fluency;  (iv) Vocabulary; and  (v) Comprehension; |  |  |
| 2. Text complexity measures, qualitative, quantitative and reader and task, and other strategies to identify and select appropriate text; |  |  |
| 3. The writing process to compose a variety of text types and structures including informational, opinion, research, and narrative, in print and digital formats on and off-line; |  |  |
| 4. Standard English and English language conventions to speaking and writing including:  (i)   Usage;  (ii) Spelling;  (iii) Grammar;  (iv) Mechanics;  (v)  Syntax; and  (vi) Semantics; |  |  |
| 5. Speaking and listening skills through the use of effective communication, collaboration, and presentation skills demonstrated in diverse formats, for varied audiences and purposes; |  |  |
| 6. Gross motor, fine motor and graphomotor skills and their relationship to reading, writing, handwriting and other literacy learning; and |  |  |
| **b.  Mathematics across content areas through knowledge and application of:** | | |
| 1. Conceptual and procedural knowledge with:  (i) Counting and cardinality;  (ii) Operations and algebraic thinking;  (iii) Number and operations;  (iv) Measurement and data;  (v) Geometry;  (vi) Ratios and proportional relationships;  (vii) Number systems;  (viii) Expressions and equations; and  (ix) Statistics and probability; and |  |  |
| 2. Mathematical practices to include:  (i) Solving to mastery;  (ii) Abstract and quantitative reasoning;  (iii) Constructing arguments and critiquing student reasoning;  (iv) Modeling and strategic use of mathematical tools and manipulatives;  (v) Attention to precision;  (vi) Finding and making use of structure; and  (vii) Expressing regularity in repeated reasoning; |  |  |
| **c.  Social studies through knowledge and application of:** | | |
| 1. Basic concepts in the 5 strands of social studies:  (i) Civics;  (ii) Economics;  (iii) Geography;  (iv) NH, US and world history; and  (v) Contemporary issues; |  |  |
| 2. The 10 themes of social studies:  (i) Culture;  (ii) Time/continuity/change;  (iii) People/places/environments;  (iv) Individual development and identity;  (v) Individuals/ groups/ institutions;  (vi) Power/authority/governance;  (vii) Production/ distribution/consumption;  (viii) Science/technology/society;  (ix) Global connections and civic ideals/practices; and  (x) Their interdisciplinary nature |  |  |
| **d. Science through knowledge and application of:** | | |
| 1. Basic concepts, structure of knowledge, and history in the 4 domains of science:  (i) Earth and space science;  (ii) Life science;  (iii) Physical science; and  (iv) Engineering, technology and applications of science; and |  |  |
| 2. The scientific method through the use of the observation and inquiry processes; and |  |  |
| **e.  Technology and information literacy through knowledge and application of:** | | |
| 1. The ability to develop and use spreadsheets, data systems, analysis tools and statistical measures; |  |  |
| 2. Digital citizenship, ethics and internet safety; and |  |  |
| 3. How to use changing instructional technologies in daily instruction; |  |  |
| **(2)  In the area of communication and collaboration, demonstrate the ability to promote student learning through:** | | |
| a. Knowledge of the roles, responsibilities, and interdependency of personnel indigenous to elementary schools; and |  |  |
| b. Application of technology as a tool to communicate with members of the professional community and parents; and |  |  |
| **(3) In the area of integration across content areas, demonstrate the ability to promote student learning through knowledge and application of:** | | |
| a. Visual arts, music, theatre, dance and media arts; and |  |  |
| b. Health wellness and safety. |  |  |

[Source](http://gencourt.state.nh.us/rules/filing_history/sourceed.html).  #6349, eff 10-5-96; rpld by #7923, eff 7-24-03

New.  #8725, eff 9-9-06; ss by #10558, eff 3-27-14