

## Elementary Education (Ed 612.04) Self-Assessment Worksheet

**Ed 612.04 Elementary Education**

**Directions:** This matrix worksheet should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this worksheet should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.

<p><b>ED 612.04 ELEMENTARY EDUCATION.</b> THE elementary education program for grades K-6 or K-8 shall provide the teaching candidate with the skills, competencies and knowledge developed through a combination of academic and supervised practical experience in the following areas:</p>	<p><b>DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY).</b></p>	<p><b>DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.</b></p>
<p>(a) In the area of curriculum and assessment, demonstrate the ability to promote student learning in:</p>		
<p>(1) Literacy and language arts across media, genres and content areas through knowledge and application of:</p>		
<p>a. Five components of basic early literacy:</p> <ol style="list-style-type: none"> <li>1. Phonemic awareness;</li> <li>2. Phonics;</li> <li>3. Fluency;</li> <li>4. Vocabulary; and</li> <li>5. Comprehension;</li> </ol> <p>b. Text complexity measures qualitative, quantitative and reader and task, and other strategies to identify and select appropriate text;</p> <p>c. 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;</p>		

<p>d. Standard English and English language conventions to speaking and writing including:</p> <ol style="list-style-type: none"> <li>1. Usage;</li> <li>2. Spelling;</li> <li>3. Grammar;</li> <li>4. Mechanics;</li> <li>5. Syntax; and</li> <li>6. Semantics;</li> </ol> <p>e. Speaking and listening skills through the use of effective communication, collaboration, and presentation skills demonstrated in diverse formats, for varied audiences and purposes;</p> <p>f. Gross motor, fine motor and graphomotor skills and their relationship to reading, writing, handwriting and other literacy learning; and</p> <p>g. Characteristics of the 3 tiers of words, every-day language, general academic words, and domain-specific words;</p>		
<p>(2) Mathematics across content areas through knowledge and application of:</p>		
<p>a. Conceptual and procedural knowledge with:</p> <ol style="list-style-type: none"> <li>1. Counting and cardinality;</li> <li>2. Operations and algebraic thinking;</li> <li>3. Number and operations;</li> <li>4. Measurement and data;</li> <li>5. Geometry;</li> <li>6. Ratios and proportional relationships;</li> <li>7. Number systems;</li> </ol>		

<p>8. Expressions and equations; and 9. Statistics and probability;</p> <p>b. Mathematical practices to include:</p> <ol style="list-style-type: none"><li>1. Solving to mastery;</li><li>2. Abstract and quantitative reasoning;</li><li>3. Constructing arguments and critiquing student reasoning;</li><li>4. Modeling and strategic use of mathematical tools and manipulatives;</li><li>5. Attention to precision;</li><li>6. Finding and making use of structure; and</li><li>7. Expressing regularity in repeated reasoning;</li></ol>		
<p>c. Social studies through knowledge and application of:</p> <ol style="list-style-type: none"><li>1. Basic concepts in the 5 strands of social studies:<ol style="list-style-type: none"><li>(i) Civics;</li><li>(ii) Economics;</li><li>(iii) Geography;</li><li>(iv) NH, US and world history; and</li><li>(v) Contemporary issues; and</li></ol></li><li>2. The 10 themes of social studies:<ol style="list-style-type: none"><li>(i) Culture;</li><li>(ii) Time/continuity/change;</li><li>(iii) People/places/environments;</li><li>(iv) Individual development and identity;</li><li>(v)</li></ol></li></ol>		

<p>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;</p>		
<p>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</p>		
<p>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</p>		

3. How to use changing instructional technologies in daily instruction;		
(b) In the area of communication and collaboration, demonstrate the ability to promote student learning through:		
(1) Knowledge of the roles, responsibilities, and interdependency of personnel indigenous to elementary schools; and		
(2) Application of technology as a tool to communicate with members of the professional community and parents;		
(c) In the area of integration across content areas, demonstrate the ability to promote student learning through knowledge and application of:		
(1) Visual arts, music, theatre, dance and media arts; and		
(2) Health, wellness and safety.		

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4632, eff 7-1-89; EXPIRED 7-1-95

New. #6366, eff 10-30-96, EXPIRED: 10-30-04

New. #8229, eff 12-17-04; ss by #8725, eff 9-9-06; ss by #10558, eff 3-27-14