

**Multiple Subject Matrix  
PHASE 1**

	<b>CI 171</b>	<b>LEE 172</b>	<b>LEE 173</b>	<b>EHD 174</b>
<b>TITLES</b>	<i>Understanding the Learner, Instructional Design, and Assessment</i>	<i>Cultural and Language Contexts of the Classroom</i>	<i>Teaching Reading and Social Studies in Grades 4-8</i>	<i>Field Study A: Grades 4-8</i>
<b>THEMES &amp; CONTENT</b>	<ul style="list-style-type: none"> <li>*Understanding the typical learner</li> <li>*Child &amp; adolescent development</li> <li>*Theories of learning</li> <li>*Introduction to assessment</li> <li>*Qualities of the professional educator</li> <li>*Curriculum Models</li> <li>*Instructional Design: Lesson Planning</li> </ul>	<ul style="list-style-type: none"> <li>*Social/Cultural foundations</li> <li>*Structure and acquisition of language</li> <li>*EL assessment strategies</li> <li>*EL instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>*Reading strategies (4-8 emphasis)</li> <li>*Emphasis in comprehension &amp; strategy teaching</li> <li>*Assessment</li> <li>*Integrated language arts with content areas</li> <li>*History/Social Science (standards and application)</li> </ul>	<ul style="list-style-type: none"> <li>*Field work for Phase 1 courses</li> <li>*Seminars: Professionalism and Ethics for Educators, Classroom Management, History/Social Science (standards and application)</li> </ul>
<b>RATIONALE</b>	<i>Teacher Candidates are given a basis in theory, instructional design, assessment &amp; engaging the learner</i>	<i>Language development &amp; 2<sup>nd</sup> language acquisition strategies for English learners in the social and cultural context of the diverse students</i>	<i>Students learn application of reading strategies across the curriculum with focus on History/Social Science</i>	<i>Beginning experience in schools: Data gathering, critical thinking, small group and 1:1 instruction</i>
<b>PROGRAM STANDARDS</b>	<b>3 4 5 6 11 13</b>	<b>3 4 5 6 9 10 12 13</b>	<b>3 4 6 7A 8Ac 9 11 12</b>	<b>3 4 5 6 7A 8Ac 9 11 12</b>
<b>TPEs FAST (TPAs)</b>	<b>2 3 6A 6B 8 9 12</b> <i>Formative: 3 8 9</i>	<b>3 4 7 11 12</b> <i>Formative: 3 7 11 12</i>	<b>1(Rd) 1(SS) 3 4 6B 7</b> <i>Formative: 1(Rd&amp;SS) 4 6B</i>	<b>1(SS)</b> <i>Summative: 1(Rd) 6B 7 8 9</i>

**Multiple Subject Matrix  
PHASE 2**

	<b>CI 175</b>	<b>CI 176</b>	<b>LEE 177</b>	<b>EHD 178</b>
<b>TITLES</b>	<b><i>Science Instruction and Applied Technology</i></b>	<b><i>Mathematics Instruction and Applied Assessment</i></b>	<b><i>Teaching Reading and the Arts in K-3</i></b>	<b><i>Field Study B: Grades K-3</i></b>
<b>THEMES &amp; CONTENT</b>	*Science instruction (standards and application) *Instructional planning *Teaching strategies *Technology application *Inquiry	*Math instruction (standards and application) *Interpretation and use of assessments (formative & summative) *Instructional planning *Teaching strategies	*Reading/Language Arts (K-3 emphasis) *Phonological & morphological structures *Assessment *Explicit literature based teaching skills *Visual/Performing Arts standards & application *Techniques for culturally diverse learners	*Field work for Phase 2 courses *Seminars: Classroom Management, Visual and Performing Arts (standards and application)
<b>RATIONALE</b>	<i>Science instruction &amp; standards with curricular applications using technology</i>	<i>Mathematics instruction &amp; standards with curricular applications using assessment to tailor instruction</i>	<i>Development of explicit literacy teaching skills and assessment applying the visual and performing arts</i>	<i>Utilizing reflective practices Teacher Candidates will apply science, math, visual/performing arts and reading in small group and whole class instruction</i>
<b>PROGRAM STANDARDS</b>	3 4 5 6 8Ab 9 11 12 13	3 4 5 6 8Aa 9 11 12	4 6 7A 8Ad 9 11 12	3 4 5 6 7A 8A(a)(b)(d) 9 11 12
<b>TPEs FAST (TPAs)</b>	<i>1(Sc) 3 4 5 7 13</i> <i>Formative: 1(Sc) 4 5 13</i>	<i>1(M) 2 3 4 7 9 12</i> <i>Formative: 1(M) 2 3 9</i>	<i>1(Rd) 3 4 6A 7</i> <i>Formative: 1(Rd) 6A</i>	<i>10</i> <i>Summative: 1(Rd) 2 4 5 11 13</i>

**Multiple Subject Matrix  
PHASE 3**

	<b>SPED 179</b>	<b>EHD 170</b>
<b>TITLES</b>	<b><i>Differentiated Instruction and Classroom Management</i></b>	<b><i>Field Study C: Final Student Teaching</i></b>
<b>THEMES &amp; CONTENT</b>	<ul style="list-style-type: none"> <li>*Understanding the atypical/ at-risk learners</li> <li>*Learning theories</li> <li>*Exceptional students, laws</li> <li>*Instructional strategies</li> <li>*Classroom Management</li> <li>*Specific student behavior management</li> <li>*Family role &amp; involvement</li> </ul>	<ul style="list-style-type: none"> <li>*Planning, teaching, and assessing</li> <li>*Ethics</li> <li>*Professionalism</li> <li>*Health</li> <li>*Safety</li> <li>*Physical Education</li> <li>*At risk learners</li> <li>*Leadership</li> </ul>
<b>RATIONALE</b>	<i>Adapting pedagogical approaches to collaboratively address students with special needs and applied classroom management techniques</i>	<i>Responsible for the entire class instruction at the end of the semester (classroom management; strategies for special needs student, ethical decision making, life-long learner)</i>
<b>PROGRAM STANDARDS</b>	<b>3 4 5 6 9 10 11 13</b>	<b>4 5 7Ac 8Aa-f 9 10 11 12 13</b>
<b>TPEs FAST (TPAs)</b>	<b>3 4 5 8 9 10 11 12</b> <i>Formative: 9 10 11 12</i>	<b>12 13</b> <i>Summative: 1(SS, Sc, &amp; M) 2 3 4 5 6A 7 8 9 10 11 12 13</i>