**Transcript Review Worksheet**

**Elementary Education**

The holder is authorized to teach grades K-6. Upon the request of a Superintendent the VSBPE or office can extend the instructional range and issue a K-8 restricted license for a particular location if the individual is working in a PK/K-8 school.

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Add Endorsement  Course Audit**

Please note that the transcript review worksheets indicate only the endorsement competencies that must be met. There may be additional jurisdictional requirements.

For a full list of requirements, please consult the [Rules Governing the Licensing of Educators](https://education.vermont.gov/documents/educator-quality-licensing-rules)

| **Content**  **Topic** | **College/**  **University** | **Course**  **Title/Number** |
| --- | --- | --- |
| 1. **English Language Arts Knowledge Standards**  1.1. The educator demonstrates knowledge of research-based principles and processes underlying literacy development, and the components of effective instruction, as reflected in the standards approved by the State Board of Education for students. Specifically, the educator understands: |  |  |
| 1.1.1. Foundational Skills   * The developmental progression of print concepts phonological and phonemic awareness fluency phonics and word recognition * The factors that influence fluency * The developmental stages of spelling and morphological awareness |  |  |
| 1.1.2. Development of Oral Language and Literacy   * The development of emergent and early literacy processes principles and dimensions of oral language and stages of second language acquisition * The impact of physical emotional and cultural factors on language development and acquisition of reading and writing the relationship between oral language development and literacy development |  |  |
| 1.1.3. Literature, Informational Text, and Media   * The quantitative and qualitative dimensions used to measure text complexity levels * Text structures genre features and critical reading strategies for text analysis * Techniques for incorporating fine and performing arts as expressions of human emotion culture communication and as vehicles for enhancing learning opportunities across the curriculum |  |  |
| 1.1.4. Speaking and Listening   * The elements of effective verbal and non-verbal communication in a variety of settings for a variety of purposes including grammar and usage point of view reasoning and effective use of evidence and rhetoric |  |  |
| 1.1.5. Vocabulary Development   * The purposes of language and approaches to analyzing language * Vocabulary development and its relationship to literacy acquisition * Knowledge of the distinction between general academic and domain specific vocabulary * Strategies to determine word meaning (i.e. contextual and morphological analysis) |  |  |
| 1.1.6. Reading Comprehension   * Reading as the process of constructing meaning through interactions with text factors that influence comprehension * Typical elements and features of literature and informational texts and how readers' awareness of these features supports comprehension * Cognitive and metacognitive strategies and instructional approaches for supporting reading comprehension |  |  |
| 1.1.7. Written Expression   * Writing as symbolic representation; the stages of early writing development; the writing process including appropriate planning organization and style for task purpose and audience |  |  |
| * The characteristics of quality writing and types of writing including but not limited to narratives informational text and arguments focused on domain specific content * The conventions of written English (i.e., grammar, usage, mechanics, punctuation, and spelling) Methods for conducting research to build and present knowledge the process of citing evidence from multiple sources |  |  |
| 2. **English Language Arts Performance Standards**  2.1. The educator implements a language arts curriculum that is responsive to the individual needs of students by designing interdisciplinary instruction that provides students with the communication skills necessary to understand and influence their own lives and to learn about the world. Specifically, the educator: |  |  |
| 2.1.1. Foundational Skills   * Uses a variety of explicit and interactive approaches to assess and teach foundational skills including concepts of print phonological awareness fluency phonics and word recognition * Uses instructional strategies to help students apply skills in authentic reading and writing tasks |  |  |
| 2.1.2. Development of Oral Language and Literacy   * Uses active instructional strategies to promote various dimensions of oral language development * Facilitates conversation and collaboration |  |  |
| 2.1.3. Literature, Informational Text, and Media   * Uses a wide variety of fiction and non-fiction textual materials including digital text and student self-selected material to increase students’ motivation to read independently for information pleasure and personal growth * Purposefully select a wide variety of quality developmentally and instructionally appropriate texts across genres eras perspectives and cultures * Selects and reads quality literature and informational text aloud and applies critical thinking skills and tools of analysis to facilitate discussions of central themes and ideas * Integrates visual information and technology with authentic reading writing speaking and listening tasks * Teaches students how to identify and analyze the credibility of print and non-print communications |  |  |
| 2.1.4. Speaking and Listening   * Models and teaches the elements of effective verbal and non-verbal communication; * Models and facilitates active listening conversations and collaborations * Models effective methods of discourse |  |  |
| 2.1.5. Vocabulary Development   * Employs effective instructional strategies for the development of general academic and domain specific vocabulary to improve the quality of comprehension and communication |  |  |
| 2.1.6. Reading Comprehension   * Provides explicit instruction in how to use cognitive and metacognitive reading strategies flexibly to understand analyze and interpret a variety of texts * Provides opportunities for students to cite evidence from text to support conclusions when responding to literature and informational text orally and in writing * Models how to interpret author's purpose craft point of view and rhetoric * Provide opportunities to distinguish fact opinion and reasoned judgment in a text; * Encourages students to makes connections between reading writing and literacy across content areas |  |  |
| 2.1.7. Written Expression   * Provides opportunities that are developmentally appropriate for writers to learn that print carries meaning to practice writing with purposefully and to apply sound-symbol relations in written tasks * Promotes high quality writing using a variety of instructional strategies and topics to teach structures and composition * Uses exemplars as instructional models for all types of composition (i.e. creative/narrative informational/expository and opinion/ argumentative) * Models and teaches appropriate conventions of English * Implements strategies to build fluency accuracy and automaticity in written communication * Models methods of conducting short and sustained research to build and present knowledge * Employs a range of instructional approaches to support writing across the content areas * Employs instruction in proper letter formation. |  |  |
| **3. Social Studies Knowledge Standards** |  |  |
| 3.1. The educator demonstrates knowledge of the historical and social science content, concepts, and skills of history, government, geography, and economics, as reflected in the standards approved by the State Board of Education for students. Specifically, the educator understands concepts and processes related to the four core disciplines within social studies and social studies inquiry, including skills related to   * Developing questions and planning inquiries * Applying disciplinary concepts and tools * Evaluating sources and using evidence including data * Communicating conclusions * Civic engagement |  |  |
| 3.1.1. History   * Major developments and significant events and perspectives in U.S. and regional history and how they are relevant to life in the twenty-first century * Major eras events and perspectives in the development of world civilization |  |  |
| 3.1.2. Civics   * Major concepts and processes of local and national government including features and concepts of the social contract citizenship and civic responsibility in a democratic society and how to engage in the government process and advocate for a particular cause that benefits society |  |  |
| 3.1.3. Geography   * Major features and processes of cultural and physical geography including physical and human environmental interactions * Map reading and creation * Human population trends migrations * How people of different cultural backgrounds interact with their environment family neighborhoods and communities * Current events * Global interconnections |  |  |
| 3.1.3. Economics   * Basic principles of economic decision-making the local national and global economy and how they relate to historical and contemporary issues |  |  |
| 4. **Social Studies Performance Standards** |  |  |
| 4.1. The educator implements history and social sciences curriculum by designing interdisciplinary units of instruction that integrate social studies skills and content and enables development of the habits of mind that support inquiry within social studies specifically the educator  4.1.1. Models how historians, geographers, and other social scientists view research analyze and interpret the world |  |  |
| 4.1.2. Incorporates instructional activities that enable students to make connections among themselves their classroom their community their environment and the larger world by sharing and experiencing community-based service by exploring content and texts that represent the varied perspectives of people currently and historically by participating in the arts and by reading informational texts |  |  |
| 4.1.3. Recognizes common historical preconceptions   * Predicts and seeks out likely student misconceptions * Proactively plans to address and correct those misconceptions |  |  |
| 4.1.4. Provides opportunities for students to   * Examine and interpret historical and contemporary events and issues using historical geographical and social science research methods tools and technologies including accessing and using local historical resources and data |  |  |
| 4.1.5. Creates or adopts instructional and assessment tasks that teach students to:   * Analyze and interpret primary and secondary sources * Identify webs of cause and effect * Differentiate between fact opinion and interpretation * Develop claims with supportive evidence |  |  |
| 4.1.6. Integrates strategies for identifying and analyzing central ideas assumptions and questions in social studies resources and for seeking out and respecting multiple perspectives during social studies inquiry |  |  |
| 5**. Math Knowledge Standards**  The educator demonstrates knowledge of the standards for school mathematics. These standards, cited from the National Council of Teacher of Math, describe the mathematical understanding knowledge and skills that students should acquire from prekindergarten through the grades. Each Standard consists of two to four specific goals that apply across all the grades. |  |  |
| 5.1. Numbers and Operations   * Understand numbers ways of representing numbers relationships among numbers and number systems * Understand meanings of operations and how they relate to one another * Compute |  |  |
| 5.2. Algebra   * Understand patterns relations and functions * Represent and analyze mathematical situations and structures using algebraic symbols * Use mathematical models to represent and understand quantitative relationships * Analyze change in various contexts |  |  |
| 5.3. Geometry   * Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships * Specify locations and describe spatial relationships using coordinate geometry and other representational systems * Apply transformations and use symmetry to analyze mathematical situations * Use visualization spatial reasoning and geometric modeling to solve problems |  |  |
| 5.4. Measurement   * Understand measurable attributes of objects and the units systems and processes of measurement * Apply appropriate techniques tools and formulas to determine measurements |  |  |
| 5.5. Data and Probability   * Formulate questions that can be addressed with data and collect organize and display relevant data to answer them * Select and use appropriate statistical methods to analyze data * Develop and evaluate inferences and predictions that are based on data * Understand and apply basic concepts of probability |  |  |
| 6. **Math Performance Standards**  The educator implements these standards through: |  |  |
| 6.1. Problem Solving   * Building new mathematical knowledge through problem solving * Solving problems that arise in mathematics and in other contexts * Applying and adapt a variety of appropriate strategies to solve problems * Monitor and reflect on the process of mathematical problem solving |  |  |
| 6.2. Reasoning and Sense Making   * Recognize reasoning and proof as fundamental aspects of mathematics * Making and investigating mathematical conjectures * Developing and evaluating mathematical arguments and justifications * Selecting and using various types of reasoning and methods of justification |  |  |
| 6.3. Communication   * Organizing and consolidating their mathematical thinking through communication * Communicating their mathematical thinking coherently and clearly to peers’ teachers and others * Analyzing and evaluating the mathematical thinking and strategies of others; * Using the language of mathematics to express mathematical ideas precisely |  |  |
| 6.4. Connections   * Recognize and use connections among mathematical ideas Understand how mathematical ideas interconnect and build on one another to produce a coherent whole * Recognize and apply mathematics in contexts outside of mathematics |  |  |
| 6.5. Representation   * Creating and using representations to organize record and communicate mathematical ideas * Select apply and translate among mathematical representations to solve problems * Use representations to model and interpret physical social and mathematical phenomena |  |  |
| **7. Science Knowledge Standards** |  |  |
| 7.1. The educator demonstrates scientific knowledge that supports the development of scientific proficiency in both science as a body of knowledge and science as a process This includes   * The development of students' scientific thinking * The scientific inquiry process * The engineering design cycle and the skills of science and engineering design process and application within the following domains   + life sciences physical sciences earth and space sciences and engineering as reflected in the standards approved by the State Board of Education for students |  |  |
| 7.1.1. Specifically, the educator understands the central practices of scientists and engineers including   * Asking questions in sciences and defining problems in engineering * Developing and using models * Planning and carrying out investigations * Analyzing and interpreting data * Using mathematics and computational thinking * Constructing explanations in science and designing solutions in engineering * Engaging in argument from evidence Obtaining evaluating and communicating information |  |  |
| 7.1.2. How science is related to other ways of knowing including   * How science and technology affect our society * The relationship of scientific study to contemporary historical technological and societal issues and how the concepts and processes of science pertain to current controversies |  |  |
| 7.1.3. Crosscutting concepts across disciplines including   * Patterns   + Cause and effect of mechanism and explanation   + scale proportion and quantity   + systems and system models   + energy and matter     - flows cycles and conservation     - structure and function     - and stability and change |  |  |
| 7.1.4. Physical Science   * Fundamental concepts including the structure properties and interactions of matter * Force and motion * Energy waves and their interactions with matter |  |  |
| 7.1.5. Life Science   * Fundamental concepts including   + The structures and processes of molecules and organisms   + Ecosystems and their interactions energy and dynamics   + Heredity inheritance and variation of traits   + Biological evolution unity and diversity |  |  |
| 7.1.6. Earth and Space Science   * Fundamental concepts including o earth’s place in the universe   + the solar system   + earth’s history   + earth’s materials and systems   + weather and climate   + earth and human activity |  |  |
| 7.1.7. Engineering Design Process and Application   * Fundamental concepts and applications of science including   + engineering design and design solutions   + the interdependence and influence of science engineering and technology on society and the natural world |  |  |
| **8. Science Performance Standards** |  |  |
| 8.1. The educator implements science curricula by designing interdisciplinary units of instruction that integrate skills and content and enable development of the habits of mind that support effective scientific inquiry specifically the educator |  |  |
| 8.1.1. Models how scientists and engineers work |  |  |
| 8.1.2. Provides opportunities for students to   * Locate appropriate resources * Design and conduct inquiry-based open-ended scientific investigations * Solve specific engineering challenges * Interpret findings communicate results/solutions in words pictures and with graphical representations * Make conclusions based on evidence |  |  |
| 8.1.3. Designs a variety of activities so that all students use inquiry to   * Learn about the world * Design and conduct investigations using appropriate methodology and technology * Learn from books and other sources of information * Communicate their findings using appropriate technology * Reconstruct previously learned knowledge |  |  |
| 8.1.4. Understands and maintains safe science practices including but not limited to the ethical and appropriate use and care for living organisms and scientific equipment and the safe storage use and disposal of chemicals |  |  |
| 8.1.5. Recognizes common prescientific notions and preconceptions   * Predicts likely student misconceptions and proactively plans to address and correct those misconceptions |  |  |
| 8.1.6. Creates a spectrum of scientific investigations for students including simple investigations and experiments in the classroom using everyday materials field studies outside the classroom and student-designed investigations |  |  |
| 8.1.7. Structures integrated lessons using crosscutting concepts |  |  |
| 9. A minimum of a practicum or the equivalent in elementary education at both the primary (K-2) and upper elementary (3-6) instructional levels is required |  |  |
| 10. REQUIRED TESTING: Praxis II Subject Assessment in Elementary Education – Test Code 5001 series (5002-5005) |  |  |