

**Middle Childhood Programs**

**Phase I**

**Phase II (ED 600 -)**

**Phase III (ED 641 -)**

<b>Outcomes</b>	<b>Praxis II Content</b>	<b>ED 602/301</b>	<b>ED 612/221</b>	<b>ED 621/303/223</b>	<b>EDS 624/333</b>	<b>ED 600</b>	<b>ED 606</b>	<b>ED 622</b>	<b>ED 612</b>	<b>ED 732</b>	<b>ED717</b>	<b>ED 614</b>	<b>ED 636+/or</b>	<b>ED 610+/or</b>	<b>ED 624 +/or</b>	<b>ED 629</b>	<b>ED 709</b>	<b>ED 645</b>	<b>ED 607</b>	<b>ED 616</b>	<b>ED 641</b>	<b>ED 646</b>	<b>ED 771</b>	
<p><b>Strand One – Content Knowledge</b> Teacher candidates and candidates for professional school roles are knowledgeable in their chosen fields.</p>		X		X	X	X	X	X		X	X		X	X	X	X	X					X		
<p><b>Strand Two – Pedagogical Content Knowledge</b> Teacher candidates and candidates for professional school roles demonstrate appropriate pedagogical content knowledge to help all students learn.</p>		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<p><b>Strand Three – Diversity</b> Teacher candidates and candidates for professional school roles are knowledgeable, competent, and sensitive in working with diverse populations and in diverse settings.</p>		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<p><b>Strand Four – Technology</b> Teacher candidates and candidates for professional school roles apply appropriate technology to add value to the learning process.</p>		X		X		X		X		X			X			X	X		X	X	X	X	X	X
<p><b>Strand Five – Professionalism</b> Teacher candidates and candidates for professional school roles understand and demonstrate the qualities and dispositions of professionals.</p>		X		X	X	X		X		X	X		X	X	X		X		X	X	X	X	X	X
<p><b>Strand Six – Emotional Intelligence</b> Teacher candidates and candidates for professional school roles develop Emotional Intelligence and are cognizant of its significance as a positive disposition in teaching, learning, and adjusting in life.</p>		X	X	X	X	X			X	X							X	X				X	X	

