# Single Subject Content Area Pedagogies Course Matrix

**In the matrix below, denote the candidates’ opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the “Course Title and Number” text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation (I, P, A) should link to a specific place in the syllabus within that course that demonstrates that this is occurring.**

**Institution Name**

**Program Coordinator Name**

**Program Coordinator Email**

| **Subject Specific Pedagogical Skills for Single Subject Teaching Assignments in:****Teaching Industrial and Technology Education** |  Course Title and Number1  |  Course Title and Number2  |  Course Title and Number3  |  Course Title and Number4  |  Course Title and Number5  |  Course Title and Number6  |  Course Title and Number7  |  Course Title and Number8  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Beginning Single Subject Industrial and Technology Education (ITE) teachers demonstrate the ability to teach the state-adopted content standards for students in technology education, traditional industrial arts, computer education, and applicable English Language Development Standards.
 |   |   |   |   |   |   |   |   |
| 1. They provide students with an understanding of the nature of technology and of its core technological concepts.
 |   |   |   |   |   |   |   |   |
| 1. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.
 |   |   |   |   |   |   |   |   |
| 1. They prepare students to understand and use the design process as a problem-solving model.
 |   |   |   |   |   |   |   |   |
| 1. They design and provide to students problems, exercises, and projects that require the application of core academic knowledge, including, but not limited to, the fields of science, mathematics, economics, social science, and data analysis.
 |   |   |   |   |   |   |   |   |
| 1. Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats.
 |   |   |   |   |   |   |   |   |
| 1. Beginning teachers also teach students to write argumentative and expository text in the content area.
 |   |   |   |   |   |   |   |   |
| 1. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.
 |   |   |   |   |   |   |   |   |
| 1. Beginning teachers teach students how to work and behave in a safe manner, and they model safety in the laboratory.
 |   |   |   |   |   |   |   |   |
| 1. They prepare students to use all types of tools safely, correctly, and effectively.
 |   |   |   |   |   |   |   |   |
| 1. Beginning teachers prepare students to understand the connections and interactions between technology and all aspects of society so that students gain a heightened awareness of cultural, social, economic, and environmental concerns related to and impacted by technology.
 |   |   |   |   |   |   |   |   |
| 1. Beginning teachers provide connections between industry and students to facilitate real-world understandings of industry, provide external experiences, establish internships, and reinforce for students the critical role of lifelong learning, as well as provide a foundation for making ITE-related career choices.
 |   |   |   |   |   |   |   |   |