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| InTASC Standard 2 | Course Prefix and Title (electronic links to syllabi) | Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)  |
| **Standard #2 Learning Differences:**The program requires candidates to use their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards. | EDUC 240- [Educating Exceptional Students](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_240_Figueroa.pdf) EDUC 283- [Understanding Cultural Diversity](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_283_Figueroa_Fall2020.pdf) EDUC 352- [Diversity Practicum](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_352_Michaelson_F20.pdf) EDUC 480/490- [Student Teaching](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_Student%20Teaching%20_475_480_485_490_Knodle.pdf)  | InTASC 2- Student Teaching Data InTASC 2 -Exit SurveyInTASC 2- Completer SurveyInTASC 2- Employer Survey InTASC 2- Disposition DataEDUC 240-Handbook EDUC 283-Family Influence ChartEDUC 352-Diversity Practicum (Pre-Trip and Post-Trip Surveys) |

Data tagged to InTASC Standard 2 are gathered and analyzed from exit surveys, disposition data, student teacher final evaluations, completer surveys, employer surveys, and diversity practicum reflections ([evidence 2.1](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%20Standard%202.pdf)). The data gathered from teacher candidates, cooperating teachers, faculty, completers, and employers indicate that candidates have performed well overall, but there is potential for growth. The program has been using its data to inform discussions and decisions to strengthen teacher preparation in the areas of differentiated instruction and learner differences. The 2016 Annual Data Sharing Session began with EPP faculty members communicating with stakeholders about how the 2015 data sharing suggestions for improvement were implemented ([Evidence 2.2 top of page 2](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2016%20Feedback%20from%20VCSU%20and%20K12%20Data%20Sharing%20Session.pdf)). The data and stakeholder discussions from the 2017 Annual Data Sharing Session also included comments about room for growth in the areas of differentiated instruction and learner differences ([Evidence 2.3 pages 3 and 4](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2017%20Feedback%20from%20VCSU%20and%20K12%20Data%20Sharing%20Session-1.pdf)).

In the Fall of 2018, the EPP used data to inform a decision to add one credit to EDUC 240 Educating Exceptional Students. The increase of one credit has enabled teacher candidates to have additional preparation experiences with learner differences. The additional credit allows more time for content and field experiences related to working with various types of learners as well as provides additional education related to mental health concerns. The program is also working to do more across the curriculum to help teacher candidate preparation with diverse learners and differentiation of instruction. The decisions for making improvements in this area of preparation appear to be positive as indicated by the improved cooperating teacher ratings of student teachers in InTASC Standard 2 as well as the improved Exit Survey ratings from teacher candidates ([Evidence 2.1 again, please see the data, analysis, and action on pages 3 and 4](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%20Standard%202.pdf)). The use of multiple measures provides important data to inform the EPP about the teacher candidates’ preparation related to planning and implementing developmentally appropriate lessons for the diverse needs of learners.

Teacher candidates increase their awareness of individual differences in EDUC 240 Educating Exceptional Students and in EDUC 283 Understanding Cultural Diversity as they discover more insights about diverse learners, families, cultures, and communities. These courses build a foundation for teacher candidates to learn how to plan and implement inclusive learning experiences and environments that build on learners’ strengths and address their individual needs. Teacher candidates participate in multiple projects as well as field experiences at various schools and grade levels ([Evidence 2.4](https://oliviahammerschmidt.myefolio.com/Diversity)). Among the field experiences is EDUC 352 Culturally Diverse Practicum. The role of the course in the curriculum is to ensure that teacher candidates experience diverse cultural environments and individual learner differences in their preparation ([Evidence 2.5 please scroll to the Cultural Diversity Reflection Paper](https://anawermager.myefolio.com/TeacherEducationPLO/Diversity)). The field experiences enable teacher candidates to develop a greater understanding of how to work with learners from various backgrounds and socioeconomic levels to be better prepared to build on children’s strengths and address their individual needs. In addition to the reflective paper, teacher candidates complete a pre-trip and post-trip survey related to their experience ([Evidence 2.6](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%202.6%20EDUC%20352%20Culturally%20Diverse%20Practicum%20Pre_Post.pdf)).

Teacher candidates develop a Disability Handbook in EDUC 240 to demonstrate their understanding of individual differences that each child brings to the learning context and to describe how these differences might be leveraged to maximize a student’s learning. To develop the Disability Handbook ([Evidence 2.7](https://tristacrimmins.myefolio.com/Diversity)), candidates must be able to recognize and assess the unique characteristics of exceptional children and understand how these differences may manifest in the learning environment. Teacher candidates must also address differing rates of learning, motivation, attention, preferred learning modalities, the complexity of reasoning, persistence, and response modes. Furthermore, candidates must identify instructional strategies and adaptations to meet the needs of students with various exceptionalities that will provide them access to a more inclusive school and community.

In EDUC 240, teacher candidates must also plan a Universal Design for Learning (UDL) project that requires them to design a community or educational event that incorporates universal design principles of representation, engagement, and expression. To develop the UDL project, candidates must demonstrate thought and understanding related to diverse needs within a community, as well as incorporate and apply technological resources to enable children of diverse abilities to participate and engage in inclusive learning experiences ([Evidence 2.8](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC%20240%20Universal%20Design.pdf)).

In EDUC 283, teacher candidates learn a variety of instructional strategies that allow them to assess and activate children’s prior knowledge and background to help them create a learning environment that builds on children’s strengths and addresses individual needs. Teacher candidates are also expected to demonstrate their understanding of family and family issues and their relationship to student learning by conducting a cross-cultural interview to examine the influences of family on learning and cultural patterns. Candidates use the information gathered from the cross-cultural interview to create a chart that demonstrates how family influences the learning of another person from a different background. This allows candidates to compare and contrast this new knowledge to that of their own family and culture ([Evidence 2.9 Family Influences](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/InTASC%202%20EDUC%20283%20Family%20Influences%20Interview%20and%20Discussion.pdf)).

The EPP is fortunate to have experienced instructors who are passionate about VCSU teacher candidates being well prepared to recognize and meet the needs of various learners in their classroom. Teacher candidates develop an awareness of the individual differences of each child. They learn to consider the diverse family, cultural, and community background(s) that each child brings to the learning environment and how these differences might be used to maximize each student’s learning. Candidates plan and implement learning experiences that build on children’s strengths and address their individual needs.

Teacher candidates apply what they have learned about individual learner differences during their student teaching experience and TLC Unit ([Evidence 2.10 Work Sample](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%202.10%20Evidence%20of%20Teacher%20Candidate%20Application%20.pdf)). The Context for Learning form and the content in the Plan section displays the teacher candidates’ respect for learner differences and efforts to meet the needs of all her learners. The Diversity page, [Evidence 2.11 Diversity Work Samples](https://kelsieschaff.myefolio.com/Diversity), displays how a teacher candidate’s preparation impacted her awareness of learner differences prior to her student teaching experience.