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| InTASC Standard 3 | Course Prefix and Title  (electronic links to syllabi) | Assessment (from among those listed under Section IV: Evidence of Meeting the Standard) |
| **Standard #3 Learning Environments:** The program requires candidates to work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. | EDUC 283 - [Understanding Cultural Diversity](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_283_Figueroa_Fall2020.pdf)  [EDUC 350](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_350_Michaelson_F20.pdf) /351- [Practicum and Classroom Management](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_351_Bass_F20.pdf)  EDUC 352 - [Diversity Practicum](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_352_Michaelson_F20.pdf)  EDUC 400 - [Educational Psychology](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_400_Bass_F2020.pdf)  EDUC 480/490- [Student Teaching](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_Student%20Teaching%20_475_480_485_490_Knodle.pdf) | InTASC 3 - Student Teaching Data  InTASC 3 - Exit Survey  InTASC 3 - Completer Survey  InTASC 3 - Employer Survey  InTASC 3 - Disposition Data  EDUC 283- Philosophy Paper  EDUC 400- Classroom Management Project |

The data tagged to InTASC 3 are gathered and analyzed from exit surveys, disposition data, student teacher final evaluations, completer surveys, and employer surveys [(InTASC Standard 3 Evidence 3.1](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%20Standard%203.pdf)). The Fall 2019-Spring 2020 student teaching data indicate an upward trend in the assessment item *Creates a safe and respectful environment for learners* with cooperating teacher observations of student teachers displaying an increased rating from 94.6% at a level of 3 (proficient) or higher in 2017-2018 to 96.2% in 2019-2020. The mean score rating is at a high level of 3.50 on a 4-point scale. The 2019-2020 evidence in artifact 3.1 also displays growth in the areas of student engagement and the teacher candidates’ responses to student behavior. The use of multiple measures from multiple sources provides data to inform the EPP about the teacher candidates’ preparation related to the creation and maintenance of a caring learning environment for students.

Teacher candidates gain awareness about creating a respectful learning environment in EDUC 283 Understanding Cultural Diversity. 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 the children’s strengths and addresses individual learner needs. One example of the EDUC 283 assignments completed by teacher candidates involves a Philosophy of Diversity paper ([Evidence 3.2](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC%20283%20Philosophy%20of%20Diversity%20Final%20Exam%20and%20Student%20Sample.pdf)). Teacher candidates describe the provisions they will make for students with different learning needs and strategies that build upon students’ prior knowledge and demonstrate their content mastery. The philosophy paper requires teacher candidates to describe ways they would support the language development and comprehensibility of their instruction to English learners. Teacher candidates also describe how they will foster a sense of community within their classroom and with the personnel in their school community.

Teacher candidates engage in a variety of learning environments through multiple field experiences. Teacher candidates learn to write lesson and unit plans in their methods courses with the intent of engaging their students in supportive learning environments. Teacher candidates develop a classroom management plan and make plans for communicating with parents during EDUC 400 Educational Psychology ([Evidence 3.3](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%203.3%20EDUC%20400%20Classroom%20Managementpdf.pdf) and [Evidence 3.4](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%203.4%20EHK%20High%20School.pdf)). Teacher candidates are strongly encouraged to be engaged with cooperating teachers, parent-teacher conferences, families, the community, and activities like the writing of newsletters during their student teaching experience.

Teacher candidates are encouraged to participate in all aspects of the education process in their practicum field experiences and student teaching. Attendance at Individualized Education Program (IEP) meetings, Multi-tiered Systems of Support (MTSS) group work, Professional Learning Communities (PLCs), data-based student decisions, and other meaningful meetings are encouraged. The teacher candidate’s access and opportunities to utilize student information are under the discretion of the cooperating teacher and/or school. Teacher candidates learn the importance of building relationships with their students and connections within their school community.

An important addition to the development of the teacher candidates’ skills in classroom management has been the establishment of a substitute teaching program. VCSU has partnered with the school districts in Valley City, Fargo, and West Fargo to open doors for substitute teaching opportunities. The win-win substitute teaching program enables the K-12 classroom teacher to have time for professional development while two teacher candidates lead students through their daily routines, educational activities and learning plans. Working as a pair, the two teacher candidates are able to connect theory with practice by applying what they are learning in teacher education courses with the practical classroom experience. A VCSU education professor supervises the teacher candidates by providing support, answering questions, and helping the candidates who are substitute teaching. This real-world opportunity leads to rich discussions and teachable moments back on campus with peers and instructors. Teacher candidate reflections indicate that the greatest benefit they receive is in the area of classroom management ([Evidence 3.5](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Substitute%20Teaching%20Data%20from%20Fall%202018_Spring%202020.pdf)).

During the August 2020 annual data sharing session, several stakeholders commented that classroom management ratings have been improving. The substitute co-teaching program received positive comments from several K-12 teachers. One alumnus participating in the session was named teacher of the year in Fargo for 2019-2020. She wrote to the assessment coordinator after the session, “I LOVE the substitute teaching aspect added within the last few years. That has been awesome…a win-win for us all!” Another K-12 educator wrote, “The sub program seems really valuable. Learning to be flexible is integral to good teaching right now.”

Teacher candidates gain classroom management experience through their professional education sequence field experiences and coursework. Teacher candidates continue to develop their skills during student teaching through the implementation phase of the TLC unit and reflections ([Evidence 3.6 TLC Teacher Candidate Work Sample](https://oliviahammerschmidt.myefolio.com/Implement)).