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| InTASC Standard 5 | Course Prefix and Title  (electronic links to syllabi) | Assessment (from among those listed under Section IV: Evidence of Meeting the Standard) |
| **Standard #5 Applications of Content:** The program requires an understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | EDUC 300 – [Educational Technology](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_300_F2F_VCSU_Richman_F20.pdf)  EDUC 375 – [Teaching Reading in the Content Areas](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC375_Owen_S20.pdf)  [Methods Courses in Content Areas](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Methods%20Courses%20for%20Teacher%20Education%20Majors.pdf)  EDUC 480/490- [Student Teaching](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_Student%20Teaching%20_475_480_485_490_Knodle.pdf) | InTASC 5 - Student Teaching Data  InTASC 5 - Exit Survey  InTASC 5 - Disposition Data  InTASC 5 - Completer Survey  InTASC 5 - Employer Survey  TLC Data |

The data tagged to InTASC Standard 5 are gathered and analyzed from exit surveys, disposition data, student teacher final evaluations, completer surveys, and employer surveys ([Evidence 5.1 InTASC 5 Data](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%20Standard%205.pdf)). InTASC Standard 4 and InTASC Standard 5 are both related to teaching content. Teacher candidates have displayed consistently solid mean score ratings around 3.39 on a 4-point scale over the past three years for the InTASC Standard 4 assessment item *Effectively teaches subject matter*. Teacher candidates’ ratings from cooperating teachers have been consistent and similar in the InTASC Standard 5 areas of *Connects core content to relevant, real-life experiences and learning tasks* with a mean score of 3.36 and *Designs activities where students engage with subject matter from a variety of perspectives* with a mean score of 3.32. The proficient level is 3.00 and a rating of 4.00 is identified as distinguished. The data are positive in the sense that a high percentage of the teacher candidates are teaching subject matter effectively in a manner that is engaging and making relevant connections for their learners.

Teacher candidates gain knowledge and the skills to apply the content they teach through a variety of courses. Subject matter knowledge is gained throughout the entire scope of the content curriculum and the applications of the content involve experiences in the methods courses and the professional education sequence. For example, the use of technology is taught specifically in EDUC 300 Educational Technology, yet technology is ubiquitous in all VCSU coursework. The EDUC 300 course assignments are aimed at getting teacher candidates to apply the technology they are learning to their own content area and anticipated level of teaching ([Evidence 5.1.5 Technology Reflection](https://oliviahammerschmidt.myefolio.com/Technology)). The awareness of the needs of diverse learners is taught in EDUC 240 Educating Exceptional Students and EDUC 283 Understanding Cultural Diversity, yet the concepts of differentiating instruction and meeting the needs of all learners are integrated into many learning opportunities throughout the methods courses and professional education sequence. The value of relating to the needs of each learner is modeled and taught throughout the curriculum.

The Teaching for Learning Capstone (TLC) unit requires teacher candidates to consider applications of content as part of teaching a unit effectively. Teacher candidates gain experience for their TLC unit throughout the professional education sequence and in the methods courses in their content area. The template displays the requirements for the capstone assignment ([Evidence 5.2 TLC Unit Template](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/TLC%20Unit%20Template.pdf)) and the rubric ([Evidence 5.3 TLC Rubric)](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/TLC%20Evaluation%20Rubrics_10%20Items.pdf) displays the expectations and descriptors of quality. Examples of completed work samples display how teacher candidates are able to apply the content they have learned ([Evidence 5.4 TLC Secondary Sample](https://vcsuintasc.myefolio.com/SecTLCunit/Home) and [Evidence 5.5 TLC Elementary Sample](https://lakenbreuer.myefolio.com/Home)) and how they are able to teach their learners.

Teacher candidates in EDUC 375 Teaching Reading in the Content Areas examine research-based strategies used to support and enhance reading across the content areas. Within the course, teacher candidates examine strategies for teaching content specific and academic vocabulary. They build pre-reading, during reading, and post-reading activities for reading content within their discipline. Teacher candidates design a floor plan for a literacy-rich classroom. Teacher candidates also learn to use adaptive reading and writing software to support struggling readers; additionally, they learn research-based strategies for challenging gifted readers within their content area. As a semester-long project, teacher candidates create an annotated bibliography of content-related books they could house in their classroom, as well as a professional development presentation on the necessity of supporting reading in content areas ([Evidence 5.6 Work Sample](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC%20375%20Reading%20Project%20Sample.pdf) and [Evidence 5.7 Work Sample](https://prezi.com/view/LFXI3QDiCAtKSiSOlJux/)).

Teacher candidates have methods courses specific to their subject matter content area ([Evidence 5.8 Work Sample](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/MUS%20390%20Elementary%20Music%20Methods.pdf)). The methods course experiences address state or national curriculum standards and strategies specifically designed for teaching content in the field ([Evidence 5.9 Work Sample](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%205.9%20EDUC%20355_Science%20Unit%20Plan.pdf)). Teacher candidates also learn how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving. Educators are not only asked to teach subject matter content, but also to prepare young people for college and career readiness. Making content relevant and teaching skills in the process makes education more meaningful for learners. The EPP encourages opportunities to learn current technology ([Evidence 5.10 Technology Field Experience Opportunity](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20Technology%20and%20Personalized%20Learning.pdf)). The EPP has also brought teacher candidates to visit schools in North Dakota, Minnesota, and South Dakota that were progressively using personalized learning, project-based learning, and cross-curricular projects in 2017, 2018, and 2019. The EPP plans to continue these types of experiences after COVID-19. The EPP’s intent is to ensure that teacher candidates are aware of possibilities for teaching content in P-12 schools that is personalized for individual learners and also content that can be taught with groups of students working together. The EPP will continue these types of conversations and begin field experiences of this nature when the pandemic subsides.