|  |  |  |
| --- | --- | --- |
| InTASC Standard 8 | Course Prefix and Title (electronic links to syllabi) | Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)  |
| **Standard #8 Instructional Strategies:** The program prepares candidates to understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | 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) [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 8 - Student Teaching Data InTASC 8 - Exit SurveysInTASC 8 - Disposition DataInTASC 8 - Completer SurveyInTASC 8 - Employer Survey EDUC 283- Lesson Plan Template EDUC 350/351-Methods data on implementation TLC Data  |

The data tagged to Standard 8 are gathered and analyzed from exit surveys, dispositions data, student teacher final evaluations, completer surveys, employer surveys, and TLC data **(**[InTASC Standard 8 Evidence 8.1](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%20Standard%208.pdf)). The data are favorable. Teacher candidates frequently hear about planning, implementing, evaluating, and reflecting on lessons for learning. Implementation skills are developed in a progressive manner through the professional education sequence as candidates teach to peers in small or large groups and later interact with P-12 students through the EDUC 350/351 Practicum and Classroom Management field experiences and substitute teaching prior to EDUC 480/EDUC 490 Student Teaching.

EDUC 240 Educating Exceptional Students and EDUC 283 Understanding Cultural Diversity increase teacher candidates’ awareness of applying strategies that meet the needs of all their learners. Teacher candidates learn a variety of instructional strategies to connect with learners and to help the learners build skills to apply their learning in meaningful ways. Teacher candidates develop an awareness that different strategies are more useful at different grade levels or with different students. An example of a course completed early in the program that increases teacher candidate awareness is EDUC 283 Understanding Cultural Diversity. Teacher candidates gain practice making decisions on instructional strategies that will best fit the needs of their learners ([Evidence 8.2 Lesson Plan Template](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/InTASC%208%20EDUC%20283%20Lesson%20Plan%20with%20Strategies%20and%20Samples.pdf)).

Teacher candidates have opportunities to practice teaching to peers and later to P-12 students in EDUC 350/EDUC 351 Practicum and Classroom Management. The field experiences include substitute co-teaching opportunities prior to student teaching. EDUC 350/351 requires candidates to plan and implement a variety of instructional strategies to engage learners within their practicum experience. Four cycles of data have indicated that 93% of the teacher candidates in methods field experiences have at least satisfactory ratings in their field experiences. The seven percent of teacher candidates that received a rating below satisfactory have opportunities for reflection as well as mentoring and formative feedback from their instructor ([Evidence 8.3 Methods rubric and data](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/InTASC%208%20EDUC%20350_351%20Field%20Experience%20Data.pdf)). The Fall 2018 ratings were the lowest with 87% of teacher candidates rated at the satisfactory level and 13% needing improvement. The increase in the ratings from 87% satisfactory to 93% satisfactory over the Spring 2019 – Spring 2020 semesters is encouraging.

Methods teachers work hard to prepare teacher candidates to plan lessons and utilize instructional strategies that align with learning goals and standards. The content specific methods courses that complement the professional education sequences are listed below:

Elementary Level (1st grade through 8th grade licensure) –EDUC 315 Mathematics in the Elementary School, EDUC 320 Social Studies in the Elementary School, EDUC 322 Methods of Language Arts Instruction, EDUC 323 Methods of Reading in the Elementary School, EDUC 355 Science Methods for Elementary Teachers.

K-12 Level (K-12 licensure) – ART 390 Art Methods, MUS 403 Choral Methods and Literature, MUS 404 Instrumental Methods and Literature, HPER 490 Methods of Teaching K-12 Physical Education

Secondary Level (5th grade through 12th grade licensure) – BIOL 490 Secondary Science Methods and Techniques, BUSI 490 Methods and Materials for Teaching Business Subjects, ENGL 490 Methods of Teaching English, HIST 490 Methods of Teaching Social Science, HPER 390 Secondary Health Education Methods, MATH 490 Teaching Secondary School Mathematics, STEM ED 411 STEM Curriculum and Methods

The culminating application for the implementation of instructional strategies occurs during EDUC 480/490 Student Teaching and the teaching of a capstone unit. During the student teaching field experience, candidates have many opportunities to use a variety of instructional strategies that encourage learners to understand the content and apply knowledge in meaningful ways. Teacher candidate ratings from cooperating teachers increased from 90.3% proficient in 2018-2019 to 93.2% in 2019-2020 and the mean score ratings increased from 3.34 to 3.41 for the performance item titled *Varies instructional strategies to engage learners*. The proficient level rating is 3.00 on a 4-point scale. The other three InTASC Standard 8 items were also rated higher by cooperating teachers from 2018-2019 compared to 2019-2020. *Uses technology appropriately to enhance instruction* rose from 3.34 to 3.52, *Differentiates instruction for a variety of learning needs* increased from 3.31 to 3.37, and *Instructional practices reflect effective communication skills* went up from 3.35 to 3.42 **(**[InTASC Standard 8 Evidence 8.1](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%20Standard%208.pdf)). Candidates benefit from the quality support and feedback provided by cooperating teachers and university supervisors.

The Teaching for Learning Capstone (TLC) unit completed during the student teaching experience requires teacher candidates to video themselves teaching and highlight their efforts to scaffold language, manage the classroom, and engage students in standards-based instruction ([Evidence 8.4 Implementing Instructional Strategies Videos](https://oliviahammerschmidt.myefolio.com/Implement)). Teacher candidates do not always enjoy watching themselves teach through video, but the process is beneficial for reflection and growth.

Teacher candidates also complete an Exit Survey near the time of program completion. A total of 97.9% of the graduating seniors indicated that they “Agree” or “Tend to Agree” that their teacher preparation program gave them the basic skills to *Select instructional strategies to align with learning goals and standards*. The teacher candidates’ opportunities to teach to peers and progressively to students in classrooms are supported by teacher education faculty members who have experience in K-12 classrooms.