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| InTASC Standard 9 | Course Prefix and Title  (electronic links to syllabi) | Assessment (from among those listed under Section IV: Evidence of Meeting the Standard) |
| **Standard #9 Professional Learning and Ethical Practice:** The program requires candidates to engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. | EDUC 250 - [Intro to Education](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_250_Bass_F20.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 480/490- [Student Teaching](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_Student%20Teaching%20_475_480_485_490_Knodle.pdf) | InTASC 9 - Student Teaching Data  InTASC 9 - Exit Survey  InTASC 9 - Completer Survey  InTASC 9 - Employer Survey  InTASC 9 - Disposition Data  TLC Data |

The data tagged to Standard 9 are gathered and analyzed from exit surveys, student teacher final evaluations, TLC data, completer surveys, and employer surveys **(**[Evidence for InTASC Standard 9 Evidence 9.1](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%20Standard%209.pdf)). Stakeholders have noticed the positive data about the EPP’s teacher candidates during annual data sharing sessions and made supportive comments. This sample was shared in a bullet-fashion comment at the end of the August of 2016 session, “High ratings in areas such as commitment to the profession, fairness, safety, respect, and belief that all students can learn.”

Cooperating teacher ratings of student teachers’ performance in areas related to professional learning and ethical practice indicate that teacher candidates are receptive to feedback, reflective, committed to lifelong learning, and applying professionalism. All four of the assessment items tagged to InTASC Standard 9 received mean score ratings of 3.50 or higher on a 4-point scale. The ratings from 495 cooperating teachers over a three-year time frame included the following mean scores: *Uses feedback to improve teaching effectiveness* at 3.51 on a four-point scale; *Uses self-reflection to improve teaching effectiveness* at 3.51; *Upholds legal responsibilities as a professional educator* at 3.50; and *Demonstrates commitment to the profession* at 3.56. The high mean score ratings from cooperating teachers provide evidence that support that teacher candidates have solid preparation in professional learning and ethical practice.

Employers of the EPP’s completers recorded high ratings in the area of professionalism in much the same manner as the cooperating teachers and the completers **(**[Evidence for InTASC Standard 9 Evidence 9.1 pages 10-11](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%20Standard%209.pdf)). The cumulative mean score ratings of employers of the EPP’s first-year teachers were at 3.60 or higher on a 4-point scale with a rating of 3.00 representing the “Tend to Agree” level and a 4.00 representing “Agree”. The assessment item *Acts as an advocate for all students* had a mean score of 3.75 on a 4-point scale and *Upholds laws related to student rights and teacher responsibility* had a mean score of 3.79. The item *Uses colleague feedback to support development as a teacher* was also rated very high with a mean score rating of 3.70. The high ratings from cooperating teachers and employers of the EPP’s first-year teachers are encouraging and positive.

The EPP’s professional education sequence has designed its curriculum to provide teacher candidates with an understanding of the importance and significance of professional learning and ethical practice during their professional careers. Teacher candidates learn about professionalism, legal issues in teacher education, and ethics in EDUC 250 Introduction to Education ([Evidence 2 Model Code of Ethics for Educators](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/MCEE_MODEL%20CODE%20OF%20ETHICS%20FOR%20EDUCATORS.pdf) and the [Evidence 4 Code of Ethics in the ND Administrative Rules](https://www.nd.gov/espb/professional-practices/code-ethics)). Throughout the program, the teacher candidates learn about professional journals, current issues in education, and professional organizations such as Student North Dakota United ([Evidence 4 VCSU student organization for SNDU](https://onestop.vcsu.edu/support/solutions/articles/10000052048-student-north-dakota-united-sndu-)). Candidates learn about professional dispositions for educators and complete background checks as part of their preparation for field experiences. The professional education sequence courses provide teacher candidates with opportunities to learn from research, theory, and guidance from faculty who have P-12 classroom teaching experience.

The early field experiences and student teaching affords teacher candidates the opportunity to apply what they have learned in a classroom setting. Classroom instruction moves toward practical application in the field experience setting through progressive opportunities in EDUC 250 Introduction to Education through EDUC 352 Culturally Diverse Practicum, then 350 or 351 Elementary or Secondary Practicum and Classroom Management, and finally into EDUC 480/490 Student Teaching. The faculty members who arrange placements and those who mentor teacher candidates in field experience have a tremendous amount of P-12 experience and high expectations for professionalism. Teacher candidates gain an understanding that each school, classroom, and student is different and requires multiple strategies on a day-to-day basis. Additional faculty members involved in supervision are consistently emphasizing and reminding candidates about professionalism and reflective practice for lifelong learning ([Evidence 5 teacher candidate reflection sample](https://aprilberntson.myefolio.com/Overallreflection) and [Evidence 6 another candidate reflection sample](https://lakenbreuer.myefolio.com/overallreflection)).

The disposition items related to InTASC Standard 9 that are assessed include maintaining a positive attitude in professional settings, committing to professional appearance in dress and grooming, committing to upholding the role of educator in all legal/ethical ways, valuing appropriate interpersonal relationships in all settings, being dependable, prepared, and on time, and accepting responsibility for personal actions and behaviors. The ratings from cooperating teachers are positive and always worth striving for as close to perfection as possible **(**[Evidence for InTASC Standard 9 Evidence 9.1 on page 6](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%20Standard%209.pdf)).

Teacher candidates are involved in progressively longer and more engaging field experiences to assure they are prepared for their student teaching field experience and ultimately their first classroom as a licensed teacher. Candidates are also required to complete a Teaching for Learning Capstone (TLC) unit during their student teaching field experience. Lesson plans, unit plans, pre-/post- and formative assessments, differentiation strategies, and so much more go into each section of the rigorous capstone project for student teachers. An important aspect of the process includes reflection for professional development. Candidates are asked to reflect and maintain a growth mindset as professionals seeking continuous improvement ([Evidence 7 Overall Reflection and option to click on Reflect for TLC unit)](https://oliviahammerschmidt.myefolio.com/Overallreflection). Teacher candidates reflect on their TLC learning experiences ([Evidence 8 TLC Unit Reflection from K12 Teacher Candidate](https://vcsuintasc.myefolio.com/PETLC/Reflecting) and [Evidence 9 TLC Unit Reflection from Secondary Candidate](https://vcsuintasc.myefolio.com/SecTLCunit/Reflect)).