**SECTION II: RESPONSE TO STANDARDS**

1. **Areas of Weakness from Prior Review:** How has the program addressed and resolved the weaknesses targeted in the previous program review and not previously resolved? Describe actions taken to address the weakness and provide evidence that the weakness has been resolved.

*Valley City State University did not have any weaknesses in the previous program review.*

1. **Course/Assessment Matrix:**

* Complete the matrix below.
* List courses that address each of the ESPB standards for your program.

(All courses listed should be linked to an electronic syllabus.)

* List the assessments that most clearly align with each standard.

(Choose from among those listed in Section IV: Evidence of Meeting the Standard.)

* Provide a short narrative describing how the program addresses the standard.

(For example, identify course objectives, activities and related experiences).

*Narrative descriptions are provided in Section III of this report. The middle column identifies the courses that most directly prepare teacher candidates with knowledge, skills, and dispositions related to each InTASC Standard. The right column displays the assessments used to gather evidence from multiple sources. The evidence documents are tagged to each InTASC Standard in Section III.*

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| **The Learner and Learning**  **State/InTASC Standards 1-3** | **Course Prefix and Title**  **(with electronic links to syllabi)** | **Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)** |
| **Standard #1 Learner Development:**  The program requires an understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | PSYC 111-[Psychology](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/PSYC%20111_Woehl_F2020_8am.pdf)  PSYC 250- [Developmental Psychology](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Developmental%20syllabus%20-%20spring%202020.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 1- Student Teaching Data  InTASC 1- Exit Survey Data  InTASC 1- Completer Survey  InTASC 1- Employer Survey  InTASC 1- Disposition Data  TLC Data |
| **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 Survey  InTASC 2 - Completer Survey  InTASC 2 - Employer Survey  InTASC 2 - Disposition Data  EDUC 240- Handbook  EDUC 283- Family Influence Chart  EDUC 352- Diversity Practicum - Pre-Trip and Post-Trip Surveys |
| **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)  [Subbing Program](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Subbing%20Program%20Information.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  Substitute Teaching Data and Reflections  EDUC 283- Philosophy Paper  EDUC 400- Classroom Management Project |

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| **Content**  **State/InTASC Standards 4-5** | **Course Prefix and Title (with electronic links to syllabi)** | **Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)** |
| **Standard #4 Content Knowledge:**  The program requires understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. | THIS STANDARD IS ADDRESSED IN SEPARATE CONTENT AREA PROGRAM REPORTS AND IS REVIEWED BY CONTENT EXPERTS. NO FURTHER INFORMATION IS NEEDED HERE. | |
| **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 Area](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC375_Owen_S20.pdf)  [Methods Courses in each Major](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 - Completer Survey  InTASC 5 - Employer Survey  TLC Data  InTASC 5 - Disposition Data |

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| **Instructional Practice**  **State/InTASC Standards 6-8** | **Course Prefix and Title (with electronic links to syllabi)** | **Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)** |
| **Standard #6 Assessment:** The program requires understanding and using multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. | EDUC 450 – [Trends in Assessment and Educational Issues](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_SPR_EDUC%20450_Olson_11%20AM.pdf)  EDUC 480/490- [Student Teaching](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_Student%20Teaching%20_475_480_485_490_Knodle.pdf) | InTASC 6 - Student Teaching Data  InTASC 6 - Exit Surveys  InTASC 6 - Completer Survey  InTASC 6 - Employer Survey  InTASC 6 - Disposition Data  TLC Data  EDUC 450 – TLC project  EDUC 450 – Feedback project |
| **Standard #7 Planning for Instruction:**  The program prepares teacher candidates to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross‐disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | 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 each Major](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 7 - Student Teaching Data  InTASC 7 - Exit Survey Data  InTASC 7 - Completer Survey  InTASC 7 - Employer Survey  InTASC 7 - Disposition Data  EDUC 283- Lesson Plan Analysis  EDUC 350/351- Methods data on Planning  TLC Data |
| **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)  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 Survey  InTASC 8 - Completer Survey  InTASC 8 - Employer Survey  InTASC 8 - Disposition Data  EDUC 283- Lesson Plan Template  EDUC 350/351- Methods data on Implementation  TLC Data |

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| **Professional Responsibility**  **State/InTASC Standards 9-10** | **Course Prefix and Title (with 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 |

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| **Standard #10 Leadership and Collaboration:** The program prepares teacher candidates to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession. | [Subbing Program](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Subbing%20Program%20Information.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 10 - Student Teaching Data  InTASC 10 - Exit Survey  InTASC 10 - Completer Survey  InTASC 10 - Employer Survey  InTASC 10 - Disposition Data  Co-Teaching Data from Student Teaching  Substitute Teaching  EDUC 400 - Classroom Management Assessment Projects |