**SECTION III: ADDRESSING THE STANDARDS**

VCSU has provided a list of the primary courses and experiences tagged to each InTASC Standard. The Education Preparation Provider (EPP) has included a written narrative description as well as evidence gathered through the use of multiple assessments and a variety of sources to gain perspectives on teacher candidates’ performance and levels of confidence in their preparation. The overall efforts engage teacher candidates, faculty, staff, cooperating teachers, administrators, university supervisors, completers, employers from partnering schools and other stakeholders in the process of enhancing teacher preparation. Data are systematically gathered, analyzed, and shared for the purposes of meeting the InTASC Standards and making data-informed decisions for continuous improvement.

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| InTASC Standard 1 | 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) [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 1-Student Teaching Data InTASC 1-Exit Survey Data InTASC 1-Disposition DataInTASC 1-Completer Survey InTASC 1-Employer Survey TLC Data  |

**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.

The InTASC standards are tagged to the key assessments utilized by the Education Preparation Provider (EPP). Data tagged to Standard 1 Data are gathered and analyzed from exit surveys, disposition data, student teacher final evaluations, completer surveys, and employer surveys ([Evidence 1.1](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%20Standard%201.pdf)). The data gathered from teacher candidates, cooperating teachers, faculty, completers, and employers indicate teacher candidates are doing well at planning and implementing developmentally appropriate learning experiences. The use of multiple measures provides meaningful data to inform the program about the teacher candidates’ preparation related to planning and implementing developmentally appropriate lessons for students.

Teacher candidates complete PSYC 111 Introduction to Psychology to learn fundamentals about human behavior and mental processes. Candidates learn how children grow, develop, and learn in PSYC 250 Developmental Psychology. Teacher candidates are introduced to theories and concepts in a variety of areas of human development (e.g., cognitive, social, emotional, physical) and across the lifespan from prenatal development to advanced ages. Discussions and assignments ask teacher candidates to consider how these areas affect complex aspects of development like forming and maintaining healthy relationships, understanding gender identity and sexual orientation, processing grief, and creating one’s self-concept and self-esteem. Teacher candidates learn about development domains and how to apply their understanding of how children grow and develop across the developmental domains. Teacher candidates assess learners’ development using a variety of assessments, individually and in group contexts, to determine strengths and needs in each area of development. Teacher candidates continue to learn more about the development of their learners and building positive relationships with their students through EDUC 400 Educational Psychology.

Methods courses provide additional knowledge and the development of skills to address learner readiness, strengths, weaknesses, interests, and motivators of individual students. The content-specific methods courses ([Evidence 1.2 Methods Course Descriptions](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Methods%20Courses%20for%20Teacher%20Education%20Majors.pdf)) 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.

While the primary InTASC Standards emphasized through the methods courses are most directly related to teaching content and planning for instruction, the methods courses address the needs of learners and learner development. Teacher candidates learn to plan, implement, evaluate, and reflect on lessons for learning that take into consideration individual children’s strengths and needs through the professional education sequence and their methods courses.

Teacher candidates put their learning into practice during their student teaching experience and Teaching for Learning Capstone (TLC) Unit ([Evidence 1.3 TLC Learner Development Examples](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Learner%20Development.pdf)). The capstone unit is the EPP’s teacher work sample similar to the edTPA. Teacher candidates apply what they have learned about the strengths and needs of their students to plan, implement, assess, and reflect on a unit for learning. Pre-, post, and formative assessments are utilized to consider the growth of the class and the individual students ([Evidence 1.4 Teacher Candidate TLC application samples for learners and learning](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%201.4%20Learner%20Development%20Application%20in%20TLC%20units.pdf)).

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| InTASC Standard 2 | Course Prefix and Title (electronic links to syllabi) | Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)  |
| **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 SurveyInTASC 2- Completer SurveyInTASC 2- Employer Survey InTASC 2- Disposition DataEDUC 240-Handbook EDUC 283-Family Influence ChartEDUC 352-Diversity Practicum (Pre-Trip and Post-Trip Surveys) |

Data tagged to InTASC Standard 2 are gathered and analyzed from exit surveys, disposition data, student teacher final evaluations, completer surveys, employer surveys, and diversity practicum reflections ([evidence 2.1](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%20Standard%202.pdf)). The data gathered from teacher candidates, cooperating teachers, faculty, completers, and employers indicate that candidates have performed well overall, but there is potential for growth. The program has been using its data to inform discussions and decisions to strengthen teacher preparation in the areas of differentiated instruction and learner differences. The 2016 Annual Data Sharing Session began with EPP faculty members communicating with stakeholders about how the 2015 data sharing suggestions for improvement were implemented ([Evidence 2.2 top of page 2](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2016%20Feedback%20from%20VCSU%20and%20K12%20Data%20Sharing%20Session.pdf)). The data and stakeholder discussions from the 2017 Annual Data Sharing Session also included comments about room for growth in the areas of differentiated instruction and learner differences ([Evidence 2.3 pages 3 and 4](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2017%20Feedback%20from%20VCSU%20and%20K12%20Data%20Sharing%20Session-1.pdf)).

In the Fall of 2018, the EPP used data to inform a decision to add one credit to EDUC 240 Educating Exceptional Students. The increase of one credit has enabled teacher candidates to have additional preparation experiences with learner differences. The additional credit allows more time for content and field experiences related to working with various types of learners as well as provides additional education related to mental health concerns. The program is also working to do more across the curriculum to help teacher candidate preparation with diverse learners and differentiation of instruction. The decisions for making improvements in this area of preparation appear to be positive as indicated by the improved cooperating teacher ratings of student teachers in InTASC Standard 2 as well as the improved Exit Survey ratings from teacher candidates ([Evidence 2.1 again, please see the data, analysis, and action on pages 3 and 4](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%20Standard%202.pdf)). The use of multiple measures provides important data to inform the EPP about the teacher candidates’ preparation related to planning and implementing developmentally appropriate lessons for the diverse needs of learners.

Teacher candidates increase their awareness of individual differences in EDUC 240 Educating Exceptional Students and in EDUC 283 Understanding Cultural Diversity as they discover more insights about diverse learners, families, cultures, and communities. These courses build a foundation for teacher candidates to learn how to plan and implement inclusive learning experiences and environments that build on learners’ strengths and address their individual needs. Teacher candidates participate in multiple projects as well as field experiences at various schools and grade levels ([Evidence 2.4](https://oliviahammerschmidt.myefolio.com/Diversity)). Among the field experiences is EDUC 352 Culturally Diverse Practicum. The role of the course in the curriculum is to ensure that teacher candidates experience diverse cultural environments and individual learner differences in their preparation ([Evidence 2.5 please scroll to the Cultural Diversity Reflection Paper](https://anawermager.myefolio.com/TeacherEducationPLO/Diversity)). The field experiences enable teacher candidates to develop a greater understanding of how to work with learners from various backgrounds and socioeconomic levels to be better prepared to build on children’s strengths and address their individual needs. In addition to the reflective paper, teacher candidates complete a pre-trip and post-trip survey related to their experience ([Evidence 2.6](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%202.6%20EDUC%20352%20Culturally%20Diverse%20Practicum%20Pre_Post.pdf)).

Teacher candidates develop a Disability Handbook in EDUC 240 to demonstrate their understanding of individual differences that each child brings to the learning context and to describe how these differences might be leveraged to maximize a student’s learning. To develop the Disability Handbook ([Evidence 2.7](https://tristacrimmins.myefolio.com/Diversity)), candidates must be able to recognize and assess the unique characteristics of exceptional children and understand how these differences may manifest in the learning environment. Teacher candidates must also address differing rates of learning, motivation, attention, preferred learning modalities, the complexity of reasoning, persistence, and response modes. Furthermore, candidates must identify instructional strategies and adaptations to meet the needs of students with various exceptionalities that will provide them access to a more inclusive school and community.

In EDUC 240, teacher candidates must also plan a Universal Design for Learning (UDL) project that requires them to design a community or educational event that incorporates universal design principles of representation, engagement, and expression. To develop the UDL project, candidates must demonstrate thought and understanding related to diverse needs within a community, as well as incorporate and apply technological resources to enable children of diverse abilities to participate and engage in inclusive learning experiences ([Evidence 2.8](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC%20240%20Universal%20Design.pdf)).

In EDUC 283, teacher 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 children’s strengths and addresses individual needs. Teacher candidates are also expected to demonstrate their understanding of family and family issues and their relationship to student learning by conducting a cross-cultural interview to examine the influences of family on learning and cultural patterns. Candidates use the information gathered from the cross-cultural interview to create a chart that demonstrates how family influences the learning of another person from a different background. This allows candidates to compare and contrast this new knowledge to that of their own family and culture ([Evidence 2.9 Family Influences](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/InTASC%202%20EDUC%20283%20Family%20Influences%20Interview%20and%20Discussion.pdf)).

The EPP is fortunate to have experienced instructors who are passionate about VCSU teacher candidates being well prepared to recognize and meet the needs of various learners in their classroom. Teacher candidates develop an awareness of the individual differences of each child. They learn to consider the diverse family, cultural, and community background(s) that each child brings to the learning environment and how these differences might be used to maximize each student’s learning. Candidates plan and implement learning experiences that build on children’s strengths and address their individual needs.

Teacher candidates apply what they have learned about individual learner differences during their student teaching experience and TLC Unit ([Evidence 2.10 Work Sample](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%202.10%20Evidence%20of%20Teacher%20Candidate%20Application%20.pdf)). The Context for Learning form and the content in the Plan section displays the teacher candidates’ respect for learner differences and efforts to meet the needs of all her learners. The Diversity page, [Evidence 2.11 Diversity Work Samples](https://kelsieschaff.myefolio.com/Diversity), displays how a teacher candidate’s preparation impacted her awareness of learner differences prior to her student teaching experience.

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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 SurveyInTASC 3 - Completer Survey InTASC 3 - Employer Survey InTASC 3 - Disposition DataEDUC 283- Philosophy PaperEDUC 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)).

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| InTASC Standard 4 | Course Prefix and Title  | Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)  |
| Standard #4 Content Knowledge: The program requires understanding 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 ASSESSED IN SEPARATE CONTENT AREA REVIEWER REPORTS AND A FINAL DETERMINATION MADE BY THE CONTENT EXPERT. |

The state report process references that Standard 4 is addressed by content experts with each content report. Even though additional data aren’t required for this standard, the EPP would like to share evidence related to content knowledge readiness from the perspective of cooperating teachers, student teachers, completers in their first year of teaching, and employers of the EPP’s first-year teachers ([InTASC Standard 4 Evidence 4.1](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%204%20Effectively%20Teach%20Subject%20Matter%20Varying%20Perspectives.pdf)).

**Effectively Teaches Subject Matter (InTASC 4)**

The EPP studies data for program improvement of teacher preparation from the perspective of cooperating teachers, teacher candidates, completers, and employers. In addition to the VCSU data below, [the link shares EPP comparisons with aggregate data](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%204%20Effectively%20Teach%20Subject%20Matter%20Varying%20Perspectives.pdf) from seven other North Dakota Education Preparation Providers and a larger scope of Education Preparation Providers that utilize the same Common Metrics assessments.

**Standard #4: Content Knowledge**. The teacher understands 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.

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| **Student Teaching** Cooperating Teacher Ratings of Teacher Candidates Fall 2017-Spring 2020*4-Distinguished; 3-Proficient; 2-Emerging; 1-Underdeveloped (3.5, 2.5, and 1.5 ratings are permitted)* | Mean Score |
| **Effectively teaches subject matter (InTASC 4) N=495** | **3.39** |

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| **Student Teaching.** Teacher Candidate Self-Assessment Ratings Fall 2018-Spring 2020 *4-Distinguished; 3-Proficient; 2-Emerging; 1-Underdeveloped (3.5, 2.5, and 1.5 ratings are permitted)* | Mean Score |
| **Effectively teaches subject matter (InTASC 4) N=334** | **3.44** |

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| **Teacher Candidate Exit Survey Ratings Fall 2011-Spring 2020** (Student teachers at time of graduation)To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?*4-Agree; 3-Tend to Agree; 2-Tend to Disagree; 1-Disagree* | Mean Score |
| **Effectively teaches subject matter (InTASC 4) – VCSU Candidates N=1055** | **3.66** |

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| **Completer Survey Ratings Spring 2012-Spring 2020** (Alumni perceptions during the first year of teaching)To what extent do you agree or disagree that your teacher preparation program prepared you to…*4-Agree; 3-Tend to Agree; 2-Tend to Disagree; 1-Disagree* | Mean Score |
| **Effectively teach the subject matter in my licensure area (InTASC 4) – VCSU First-Year Teachers N=437** | **3.70** |

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| **Employer Survey Ratings Spring 2012-Spring 2020** (Principals ratings of VCSU first-year teachers)To what extent do you agree or disagree that this first-year teacher does the following?*4-Agree; 3-Tend to Agree; 2-Tend to Disagree; 1-Disagree* | Mean Score |
| **Effectively teach the subject matter in his/her licensure area (InTASC 4) - Employers of VCSU First-Year Teachers N=317** | **3.77** |

**Analysis:** The data gathered from these various perspectives consistently indicate that teacher candidates are well prepared to effectively teach subject matter. The mean scores for the teacher candidate ratings and the completer ratings indicate a positive confidence level. The cooperating teacher mean score ratings are well above the proficient level (3.00) and employer mean score rating of 3.77 is much closer to “Agree” than “Tend to Agree”. The cooperating teacher and employer ratings provide meaningful feedback from external sources of VCSU teacher candidate and completer performances while teaching K-12 learners.

**Action:** Teacher candidates are developing essential knowledge, skills, and dispositions for teachers. The unit will continue to help teacher candidates develop content knowledge as well as the skills and dispositions to effectively teach subject matter to learners.

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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 DataInTASC 5 - Exit SurveyInTASC 5 - Disposition Data InTASC 5 - Completer SurveyInTASC 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.

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| InTASC Standard 6 | Course Prefix and Title (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 DataEDUC 450- TLC projectEDUC 450- Feedback projectTLC Data |

The data tagged to Standard 6 are gathered and analyzed from exit surveys, TLC data, student teacher final evaluations, completer surveys, and employer surveys **(**[InTASC Standard 6 Evidence 6.1](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%20Standard%206.pdf)). Annual data sharing sessions with stakeholders in the summers of 2018 and 2019 referenced the lower mean score ratings in assessment ([example of data sharing sessions feedback from stakeholders on page 4](https://vcsuintasc.myefolio.com/datasharing/Uploads/Data%20Sharing%20and%20Essential%20Dispositions%20Summary%20August%206%202018.pdf)). The program acknowledged the data and set out to improve teacher candidate preparation in the use of assessments and engaging students in self-assessments. Cooperating teacher ratings of teacher candidates improved in the Fall 2019-Spring 2020. Faculty ratings also improved for TLC units ([InTASC Standard 6 Evidence 6.1 pages 2 and 3](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%20Standard%206.pdf)). The teacher candidate self-assessment rating results and reflective exit survey ratings were also higher. The use of multiple measures provides data to inform the program about the teacher candidates’ preparation to use assessments to improve instruction.

The teacher education program regularly reviews data to make informed decisions for continuous improvement. The combination of data and annual discussions with area P-12 educators indicated the need to improve teacher candidate knowledge of assessment strategies, the terminology used by teachers, and the application of assessments. In 2010 a workgroup of EPP faculty members and area P-12 educators were organized to discuss solutions.

The outcome was a new course in the Fall of 2010 titled EDUC 450 Trends in Assessment and Educational Issues. The course involved a complete redesign of a current issues course with an emphasis on assessment. A workgroup of area P-12 educators partnered with the EPP’s faculty to identify and define key assessment terms in a glossary that would be useful for teacher candidates entering the profession ([Assessment terms Evidence 6.3](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Terms%20EDUC%20450%20_2020.pdf)). The workgroup reviewed a variety of textbooks and recommended a book promoted by the Southeast Education Cooperative for its emphasis on formative assessment and descriptive feedback titled *The Seven Strategies of Assessment for Learning* written by Jan Chappius. The EPP gathered another workgroup of P-12 educators in 2016 to review and update the course again.

Teacher candidates learn to design, select, adapt, and administer formative and summative assessments in EDUC 450 ([Evidence 6.4](https://vcsuintasc.myefolio.com/Intasc2021/standard6)). Teacher candidates learn about state standards, writing learning targets, various types of formative assessments, strategies for teaching self-assessment and peer assessment. Teacher candidates also learn about types of rubrics, Bloom’s Taxonomy as well as the strengths and limitations of multiple-choice, true/false, matching, fill in the blank, and essay items useful for formative or summative assessments. Teacher candidates assess student samples and use the evidence to determine learner needs and potential next steps in teaching that will include additional practice and feedback. Teacher candidates also see examples of standardized testing data and learn how a teacher may interpret and utilize data to impact student learning.

Teacher candidates complete an assessment project that requires the identification of standards and the writing of learning targets for a unit. Teacher candidates design a summative post-assessment to measure student success at meeting the learning targets. Teacher candidates to design a pre-assessment that aligns with the post-assessment. The alignment allows for the opportunity to analyze student growth on the learning targets over the course of the unit. The next step is to design or select a formative assessment that can be utilized to help the students make progress by the end of the unit. The teacher candidates also identify adaptations they would make for a sample group of students. The assessment planning experience ([Evidence 6.5](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC%20450%20contribution%20to%20learning%20assessment%20aspects%20of%20TLC_%20plus%20Template_Score%20Sheet%20and%20Two%20Samples.pdf)) helps prepare teacher candidates to lead their Teaching for Learning Capstone (TLC) unit during student teaching ([Evidence 6.6](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC%20450%20work%20contributes%20to%20Capstone_%20Links%20to%20Two_TLC%20Sample%20Units_plus%20the%20Template_Rubrics.pdf)) and learn more about their impact on student learning.

The greatest opportunity for regular application of formative and summative assessments with actual students occurs during the candidates’ student teaching experiences. Each teacher candidate completes a TLC unit during student teaching. The TLC unit requires the planning and implementation of both formative and summative assessments to measure the teacher candidates’ impact on student learning. The teacher candidates post the assessment results of their TLC unit in the Evaluate section of their portfolio ([Evidence 6.7](https://andreajirele.myefolio.com/Evaluate)).

In EDUC 450 Trends in Assessment and Educational Issues, teacher candidates are provided with an opportunity to assess students’ work. The candidates use the assessment results to practice: (1) providing feedback to individual learners; (2) use the evidence of student learning needs to determine the next steps in teaching; and (3) to consider how they would design instruction that was focused, followed by practice with feedback for the class and the individual learners. Candidates also practice writing feedback to students using an authentic writing sample and rubric from a student and teacher ([Evidence 6.8](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20of%20Teacher%20Candidates%20Providing%20Feedback%20for%20Individual%20Instruction.pdf)).

## Teacher candidates learn to use assessment data to plan, monitor, guide, and revise instruction in EDUC 450. Teacher candidates view examples of de-identified standardized testing data and learn how teachers may interpret and utilize data results to monitor learning over time. More significantly, candidates learn the importance of assessing student work for learning in the classroom on a daily basis. Teacher candidates learn about using informal assessments and formative assessments to identify student progress towards learning targets. One assignment in EDUC 450 requires candidates to assess student samples and use the evidence to determine learner needs and potential next steps in teaching followed by practice and additional feedback ([Evidence 6.9](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/InTASC%206%20Teacher%20Candidate%20Work%20Sample%20for%20Learning.pdf)**).**

Teacher candidates apply their professional education sequence and methods experiences related to assessment during their student teaching experience. Teacher candidates plan pre-, post-, and formative assessments to learn more about their impact on student learning ([Evidence 6.10](https://andreajirele.myefolio.com/Evaluate)). Teacher candidates share feedback with students and select three focus students for the TLC unit: a student who has identified learning needs; a student whose achievement has been in the middle of the class; and a student who is identified as gifted and talented or at least has done well in the course. The teacher candidates provide work samples from each of the three students to help describe each student’s individual learning strengths and challenges. Student teachers also provide evidence of feedback on the work of two of the three focus students. Teacher candidates are asked to explain how their feedback addressed individual student needs and learning objectives ([Evidence 6.11](https://sierrahokanson.myefolio.com/evaluate)).

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| InTASC Standard 7 | Course Prefix and Title (electronic links to syllabi) | Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)  |
| **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 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 7 - Student Teaching Data InTASC 7 - Exit Survey Data InTASC 7 - Completer SurveyInTASC 7 - Employer Survey InTASC 7 - Disposition DataEDUC 283- Lesson Plan AnalysisEDUC 350/351- Methods Planning data TLC Data |

Planning for instruction is one of four major elements in the EPP's conceptual framework (Planning, Implementing, Evaluating, and Reflecting) that all VCSU teacher candidates are expected to master. The data tagged to InTASC Standard 7 are gathered from student teacher evaluations, Teaching for Learning Capstone (TLC) units, disposition assessments, and surveys given to exiting seniors, completers in their first year of teaching, and employers. The data gathered from multiple assessments and multiple sources indicates that teacher candidates are well prepared to plan for instruction ([Evidence 7.1 InTASC Standard 7 Data](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%20Standard%207.pdf)).

Cooperating teachers rated 93.9% of teacher candidates at the proficient level or higher for the item *Connects lesson goals with school curriculum and state standards* in 2019-2020. The mean score rating was the highest it has been at 3.45 on the 4-point scale. Each planning item rated by cooperating teachers were higher in 2019-2020 than in 2017-2018. As part of the EPP’s efforts for continuous improvement, the increases in the mean score ratings are encouraging. The mean score ratings for *Adjusts instructional plans to meet students’ needs* rose from 3.33 to 3.40 in 2019-2020 and the scores for “Collaboratively designs instruction” increased from 3.52 to 3.54.

Annual data sharing discussions are held each August with K-12 educators, administrators, and EPP faculty members who viewed the data and had conversations about long term planning. In the Exit Survey and Completer Survey, the data indicated that long range planning could be an area for improving in InTASC Standard 7. Each participant shared feedback in email with the assessment coordinator at the end of the session. The following comments are examples related to long-range planning that emerged from the annual data sharing session in August of 2020. The comments from the annual sessions are shared with faculty.

• “If there is a challenge that I see across the board as I mentor new teachers, it is the difficulty in planning for an entire year - seeing how a daily or weekly goal fits into a large picture. I think this is something that experienced teachers struggle with as well, and I know that most teachers are never asked to create a curriculum map or do scope and sequence work. There are certainly other areas that are more crucial for your students and staff to focus on, so this may not be something that can really be addressed in a teacher preparation course.”

• “Preparation for Teaching – students could use more long-range instructional planning (curriculum map for a year).”

• “Make sure all methods classes look at standards and discuss long-range planning.”

The hard work completed by methods teachers and teacher candidates is evident in the positive data related to planning across multiple assessments. The data also serve as a reminder for one area of improvement. Methods teachers can allow a little more time or add some extra emphasis to the experiences that teacher candidates have involving long range planning.

Teacher candidates begin learning about considering the diverse needs of learners and how to differentiate instruction in EDUC 240 Educating Exceptional Students and EDUC 283 Understanding Cultural Diversity. Teacher candidates analyze lesson plans in EDUC 283 ([Evidence 7.2 Lesson Plan Analysis](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC%20283%20Lesson%20Plan%20Analysis%20and%20Sample.pdf)). Teacher candidates learn to plan assessments that measure the intended learning targets for lessons and units in EDUC 450 Trends in Assessment and Educational Issues.

Methods courses provide additional knowledge and the development of skills to address learner readiness, strengths, weaknesses, interests, and motivators of individual students. Teacher candidates also gain practice in the use of state standards and curriculum in their subject matter. Teacher candidates learn to use a variety of strategies for modifying content, instructional processes, and learning environments in ways to address individual student interests and preferences for learning. Teacher candidates have opportunities to teach to peers and to students in EDUC 350/351 Practicum and Classroom Management ([Evidence 7.3 Methods Planning Data](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/InTASC%207%20EDUC%20350%20Elementary%20Education%20Field%20Experience%20Data.pdf)).

Methods teachers prepare teacher candidates to plan lessons that align with learning goals and standards. The content specific methods courses ([Evidence 7.4 Methods Course Descriptions](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Methods%20Courses%20for%20Teacher%20Education%20Majors.pdf)) 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 methods course experiences address state curriculum standards and strategies specifically designed for teaching content in the field. Teacher candidates gain experience planning activities, lessons, and units during methods courses ([Evidence 7.4.1 STEM ED 411 Technology Education Methods course samples,](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/STEMED%20411%20Methods%20Sample.pdf) [Evidence 7.4.2 EDUC 355 Science Methods course sample](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Elementary%20Science%20Methods%20Student%20Work%20Sample.pdf), [Evidence 7.4.3 MUS 390 Elementary Music Methods sample).](https://vcsuintasc.myefolio.com/Intasc2021/standard7)

The culminating application for teacher candidate planning occurs during EDUC 480/490 Student Teaching and specifically during TLC unit. Teacher candidates have many opportunities to plan lessons both independently and in collaboration with their cooperating teacher during their student teaching field experience. Teacher candidates are required to plan a Teaching for Learning Unit (TLC) appropriate for the students in their content area. The expectations for planning the capstone unit are rigorous ([Evidence 7.5 TLC Template](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%207.5%20TLC%20Template_plus_Diversity_Technology.pdf) and [Evidence 7.6 TLC evaluation form rubrics](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%207.6%20TLC%20Evaluation%20Rubrics_12.pdf)). The extensive planning section of the TLC units has become an excellent capstone learning project for teacher candidates ([Evidence 7.7 Elementary TLC planning work sample](https://oliviahammerschmidt.myefolio.com/Plan), [Evidence 7.8 K12 TLC planning sample](https://vcsuintasc.myefolio.com/PETLC/Planning), and [Evidence 7.9 English Education TLC Unit](https://vcsuintasc.myefolio.com/English/Home)).

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| 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.

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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 SurveyInTASC 9 - Employer Survey InTASC 9 - Disposition DataTLC 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)).

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| InTASC Standard 10 | Course Prefix and Title (electronic links to syllabi) | Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)  |
| **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 SurveyInTASC 10 - Completer Survey InTASC 10 - Employer Survey InTASC 10 - Disposition DataCo-Teaching Data from Student TeachingSubstitute TeachingEDUC 400 - Classroom Management and Parent Communication Project |

The data tagged to Standard 10 are gathered and analyzed from exit surveys, student teacher final evaluations, completer surveys, and employer surveys ([InTASC Standard 10 Evidence 10.1](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%20Standard%2010.pdf)). The EPP also gathers and reviews co-teaching and substitute teaching reflections on pages 8-12 in the Evidence 10.1 document. Data have been gathered from multiple measures and multiple sources to inform the EPP’s perspective about the teacher candidates’ preparation to collaborate with colleagues and work with parents and families.

The employers’ cumulative mean score ratings of 3.55 or higher are positive on a 4-point scale with 3.00 representing the “Tend to Agree” level. The mean score ratings in both areas are higher in 2020 than in 2019. Making decisions based on multiple assessments is important. The dispositional data are highly favorable. The data from cooperating teachers, student teachers, and completers indicate obvious strengths in collaboration ratings. While the data from cooperating teachers, student teachers, and completers indicate more can be done to help teacher candidates prepare to work with parents, the feedback gathered from 305 employers is strong evidence for the readiness of the EPP’s completers. The InTASC Standard 10 data gathered from employers provides a perspective that completers are prepared to work with parents and certainly display one more piece of evidence that completers are ready to collaborate with colleagues in the best interests of learners. The EPP will use the preponderance of evidence to consider ways to improve teacher candidates’ experiences to work with parents in the future.

The unit promotes collaboration and co-teaching practices in many activities. While co-teaching strategies are utilized to keep multiple teachers engaged in student learning, the unit also realizes the need for candidates to be strong independently and take responsibility for student learning.

Opportunities for collaboration and leadership are built into the professional education sequence. Teacher candidates complete field experience hours in EDUC 250 Introduction to Education, EDUC 350/351 Classroom Management and Practicum, EDUC 352 Cultural Diversity Practicum, and twelve weeks in student teaching. In each required field experience, teacher candidates gradually assume more leadership and responsibility for student learning. In EDUC 352 Cultural Diversity Practicum, candidates learn and experience first-hand the importance of respecting families' beliefs, norms, and expectations. Candidates collaborate in EDUC 400 Educational Psychology to develop classroom management plans that include parent communication ([Evidence for Sample 1](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC%20400%20Parent%20and%20Management%20Plan%20Communication.pdf) and [Sample 2](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC%20400%20Parent%20Communication%20and%20Management%20Plan%20High%20School.pdf)).

An important addition to the development of the teacher candidates’ skills in collaboration 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. Teacher candidates learn co-teaching strategies and assigned as working pairs to substitute in classrooms. The teacher candidates are able to connect theory with practice by applying what they are learning in teacher education courses with the practical classroom experience. One of the EPP’s education professors supervises the teacher candidates by providing support and mentors the teacher candidates by answering questions, sharing feedback, and helping the candidates who are substitute teaching. The substitute teaching experience generates rich discussions and teachable moments back on campus.

While VCSU promotes collaboration and the co-teaching model, teacher candidates are still responsible for teaching "solo" and responsible for the entire classroom. Data gathered from teacher candidates indicate that co-teaching strategies are being used effectively ([Evidence 10.4 Co-Teaching Data](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Co_Teaching%20Data%20Fall%202012_Spring%202020.pdf)). In EDUC 480/490 Student Teaching, candidates are immersed in every aspect of the teaching profession. Candidates engage in planning, implementing, and evaluating lessons as well as assigning grades, working in Professional Learning Communities, working with parents, staff in-service days, and other activities that go beyond the regular teaching of duties.

Student teachers share materials and ideas with mentor teachers, plan lessons together, and maintain respectful relationships with other teachers. Student teachers attend parent/teacher conferences and communicate with parents as their cooperating teachers decide is appropriate. The overall ratings from multiple assessments indicate a high level of performance in the collaborative efforts of teacher candidates and room for growth in the area of communicating with parents.

**Human Relations and Diversity**

**Human relations and cultural diversity**: North Dakota Education Standards and Practices Board licensure requires a minimum of two semester hours in multicultural education. The coursework must address Native American studies and various types of diversities (i.e., cultural, linguistic, socio-economic, gender, sexual orientation, religion). Coursework includes planning and developing strategies for creating inclusive learning environments that contribute to positive human relationships and strategies for teaching and assessing diverse learners, such as Universal Design for Learning, Response to Intervention, early intervention, and Positive Behavior Interventions and Supports. North Dakota graduates applying for licensure meet these requirements through completion of Education Standards and Practices Board‐approved programs that include coursework addressing the multicultural education and Native American studies standard. Teacher preparation programs may meet these requirements through general education, specific content major, professional education requirements, or a combination thereof.

The Education Preparation Provider (EPP) requires the study of multicultural education, including Native American studies and strategies for teaching and assessing diverse learners. The program uses a variety of performance assessments, surveys, and reflective writing to learn about candidates' knowledge, skills, and dispositions. The data tagged to diversity assessments are gathered and analyzed from exit surveys, disposition data, student teacher final evaluations, completer surveys, and employer surveys ([Evidence 1 Diversity Data](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20Diversity%20and%20Human%20Relations.pdf)).

An InTASC definition for diversity includes, “(1) Individual differences (e.g., personality, interests, learning modalities, and life experiences), and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background) (InTASC Model Core Teaching Standards, p. 21).”

Teacher candidates develop a Disability Handbook in EDUC 240 Educating Exceptional Students to demonstrate their understanding of individual differences that each child brings to the learning context and to describe how these differences might be leveraged to maximize a student’s learning. To develop the Disability Handbook, candidates must be able to recognize and assess the unique characteristics of exceptional children and understand how these differences may manifest in the learning environment. Teacher candidates must also address differing rates of learning, motivation, attention, preferred learning modalities, the complexity of reasoning, persistence, and response modes. Furthermore, candidates must identify instructional strategies and adaptations to meet the needs of students with various exceptionalities that will provide them access to a more inclusive school and community ([Evidence 2 Disability Handbook Sample](https://tristacrimmins.myefolio.com/Diversity)).

Teacher candidates also plan a Universal Design for Learning (UDL) project in EDUC 240 that requires them to design a community or educational event that incorporates universal design principles of representation, engagement, and expression. To develop the UDL project, candidates must demonstrate thought and understanding related to diverse needs within a community, as well as incorporate and apply technological resources to enable children of diverse abilities to participate and engage in inclusive learning experiences ([Evidence 3 UDL project](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20Diversity%20EDUC%20240%20Universal%20Design.pdf)).

Among the teacher candidates’ field experiences is EDUC 352 Culturally Diverse Practicum. The role of the course in the curriculum is to ensure that teacher candidates experience diverse cultural environments and individual learner differences in their preparation. The field experience enables teacher candidates to develop a greater understanding of how to work with learners from various backgrounds and socioeconomic levels and be better prepared to build on children’s strengths and address their individual needs.

Teacher candidates include an example of their favorite projects or learning experiences related to diversity. The teacher candidate work sample provided displays an example of a candidate’s EDUC 240 Disability Handbook and EDUC 352 reflective paper ([Evidence 4 Disability Handbook Sample and Diversity Practicum Reflective Paper Sample](https://oliviahammerschmidt.myefolio.com/Diversity)). In addition to the reflective paper, teacher candidates complete a pre-trip and post-trip survey related to their learning experience ([Evidence 5 Diversity Practicum Pre/Post-Trip Data and Reflections](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20EDUC%20352%20Culturally%20Diverse%20Practicum%20Pre_Post%20Data.pdf)).

The awareness of diversity and learner differences is featured in [EDUC 283 Understanding Cultural Diversity in Education, EDUC 352 Culturally Diverse Practicum, and EDUC 240 Educating Exceptional Students](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Diversity%20Professional%20Education%20Sequence%20Courses.pdf)**.** The courses are focused on multicultural education and designed to enable teacher candidates to fully understand the concepts of cultural competency, social empowerment, and the intersection of cultures in the classroom. The courses also provide multiple perspectives and strategies for teaching a culturally diverse population. **The EPP knows that concepts related to diversity and learner differences are important parts of the professional education sequence and the teaching strategies learned in methods courses.**

During the August 2016 Annual Data Sharing Session, stakeholders discussed the EPP’s low scores in the area of *Differentiate instruction for English language learners*. As a plan of action, the EPP organized a work group led by Dr. Joan Aus, an EDUC 283 instructor and the chair for ELL at the time. Grant funds were used to pay stipends to K-12 ELL instructors who participated with Dr. Aus to create a handbook titled *Instructional Strategies for Classroom Teachers to use with English Language Learners* ([Evidence 6 ELL Handbook](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/ELL%20Handbook%20final%202017.pdf)).The handbook was posted in the Teaching for Learning Capstone (TLC) Organization as a resource for student teachers. Teacher candidates in EDUC 283 learn basic strategies for working with limited English proficient (LEP) candidates in regular classroom settings and how to apply appropriate strategies for assisting students with an English language learner (ELL) background or challenged socio-economic backgrounds. The EPP believes that ELL strategies need to be taught in more places than EDUC 283, so the handbook was also shared with methods teachers to provide access to teacher candidates ([Evidence 7 ELL resources for methods instructors and teacher candidates](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Communication%20about%20ELL%20Handbook.pdf)).

EDUC 283 **Understanding Cultural Diversity in Education** was designed to meet the state expectations for preparing teacher candidates in diversity. Teacher candidates are required to study the indigenous peoples of North America, including tribal perspectives on current events and issues that impact Native Americans in regard to education, social issues, leadership, natural resources and economics. Teacher candidates are asked to describe historical perspectives from Native Americans’ and other cultural groups' point of view. The candidates are required to complete and then present a timeline project that chronicles the history of the subjugation of the five ND Native American tribes from that culture's perspective: Lakota/ Dakota, Chippewa, Hidatsa, Mandan, and Arikara to present day. The rubric that is used to assess the timelines is based on five criteria: completeness of information, method of organization, relevance of information, citation of sources, and overall presentation of cultural perspectives ([Evidence 8 Native American Lesson Plan](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC%20283%20Lesson%20Plan%20with%20Strategies%20and%20Samples.pdf)). Awareness of the ND Native American Essential Understandings ([Evidence 9 Essential Understandings](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/ND%20Native%20American%20Essential%20Understandings.pdf)) is included during this section of EDUC 283.

Teacher candidates analyze and plan lessons that address multicultural and diversity themes and learn how to screen educational materials for bias ([Evidence 10 Philosophy](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC%20283%20Philosophy%20of%20Diversity%20Final%20Exam%20and%20Student%20Sample.pdf)). Candidates analyze and identify historical and current issues that may impact the education of students from diverse backgrounds. Additionally, teacher candidates read, analyze, and discuss the cultures and traditions of various ethnic groups including the African, Asian, Hispanic, European, and Native Americans ([Evidence 11 Lesson Plan Analysis](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20EDUC%20283%20Lesson%20Plan%20Analysis%20and%20Sample.pdf)).

Teacher candidates self-reflect, research, analyze, and understand their own culture and its importance in the cross-cultural learning process to develop a baseline for making effective comparisons about cultural differences, understand why people respond in different situations, and increase global awareness. Teacher candidates engage in a gender role interview where they demonstrate their understanding of family and family issues and their relation to student learning and of culture as a collage of factors beyond race or national origin. The criterion for the interview is that the teacher candidate must interview someone of the opposite gender and ask questions about his/her family values, educational values and expectations, and the role of religion that shaped the interviewee's belief system. Teacher candidates explore family issues and their relation to student learning by conducting an interview to examine the influences of family on learning and cultural patterns. Candidates use the information gathered from the interview to create a chart that demonstrates how family influences the learning of another person from a different background compared and in contrast to that of their own ([Evidence 12 Family Influences Chart](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/283%20Family%20Influences%20Interview%20and%20Chart.pdf)).

Students learn best when they see themselves reflected in both the learning environment and the academic curriculum. With effects on both motivation and academic development, multicultural education benefits all classroom learners and the communities in which they reside. The EPP addresses diversity education practices to increase candidates’ knowledge, skills, and dispositions to respectfully work with the diverse needs of their learners and communities.

**Technology**

VCSU became the nation’s second laptop university in 1996. The use of technology is part of the university’s culture. VCSU had representation on the development of the Common Metrics Entry, Exit, Transition to Teaching (Completer), and Supervisor (Employer) surveys that were developed by Bush Grant funded Education Preparation Providers (EPPs) who were fortunate to participate in the Network for Excellence in Teaching (NExT) initiatives to improve teacher preparation. The Common Metrics surveys became available to the ND EPPs and later to other EPPs in Minnesota and other states. VCSU knows its own data and also has an opportunity to view its findings with aggregate data from the other institutions. VCSU does not use the aggregate data comparisons for recruiting or promotion, but the EPP would like to share this comparative data as evidence that the EPP’s culture for using technology is beneficial in the preparation of its teacher candidates ([Evidence 1 InTASC Report Data for Technology from Exit Survey page 4, Completer Survey page 7, and Employer Survey page 9](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/InTASC%20Report%20Technology%20Data.pdf)).

Technology safety and the use of technology to enhance instruction are important skills for teacher candidates to learn. The primary learning source in the professional education sequence is EDUC 300 Educational Technology. Teacher candidates are exposed to a variety of applicable technology tools that help them build their professional learning network and enable candidates to explore ways in which technology can enhance their classrooms through the creation of dynamic learning experiences. Educational technology is always growing and changing so no two semesters are exactly the same in the EDUC 300 course. The instructor is continually finding ways to bring the most relevant technology to the classroom for exploration.

Faculty members within the EPP’s School of Education are given multiple opportunities and encouragement to attend professional development in the field of educational technology. EPP instructors have taken advantage of attending [Metro Tech Camp](https://metrotechcamp.com/) (FM metro area school technology collaboration), ISTE Summer Learning Academy, as well as the yearly International Society for Technology Education (ISTE) conference to name a few. The EPP’s faculty members are committed to professional development by individually earning digital badges such as: Apple Teacher, Pear Deck and FlipGrid among others.

Teacher candidates in EDUC 300 are from varying majors, so their course experiences vary to accommodate content and grade-level appropriate technology exploration. The EDUC 300 classroom thrives on voice and choice in the candidates’ learning experiences which creates a learner-centered approach to the direction the class can fluidly move. Candidates research, explore, and ultimately write a Dynamic Learning lesson plan that utilizes the technology of their choice as a form of assessment which incorporates the 4C’s of 21st Century Learning Skills (communication, collaboration, creativity, and critical thinking) and the International Society for Technology in Education (ISTE) Standards based on the template created from our book study “Shake Up Learning” by Kasey Bell.

Topics that are explored include, but are not limited to ISTE Standards, Google applications (digital breakout using Google Forms, Google Slides for design and collaboration, Google Sites, Tour Creator), growing our Professional Learning Network/Professional Development, Coding, Learning Management Systems, Building Classroom Websites, Immersive Technology (AR/VR/Mixed Reality with Merge Cubes), Cyber Security, Evaluation of Apps, #FlipHunts, QR Codes, Stop Motion, Green Screen, Podcasting, App Creation, EdPuzzle, Plickers, App Smashing, and Seesaw.

The following videos include semester accomplishments and work samples from teacher candidates:

* [Spring 2019 Semester Review Celebration of Accomplishments](https://youtu.be/_ZBBKxEUZYw)
* [Fall 2019 Semester Review Celebration of Accomplishments](https://youtu.be/ALsqRGJmDGk)

Dynamic Learning Experience Template ([Evidence Technology Education Lesson Plan](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Dynamic%20Learning%20Experience%20%28DLE%29%20Template.pdf)).

[Creation Choice Board](https://docs.google.com/presentation/d/e/2PACX-1vQLH8xY4qp2vMRhHEETJ3sN8uQOo6e9m2_XoXTl1JQat2uSU-hUX3rBTWOS2d_Nsgp5B0nVWhBkji3g/pub?start=false&loop=false&delayms=3000) that allows voice and choice for learning experiences.

[PowerPoint Creation Website](https://mrsrichmanedtech.weebly.com/) which includes the directions for project choices as well as showcases previous students’ work.

In the Fall of 2020, teacher candidates in the EDUC 300 course used [Sphero Mini Coding Adventure](https://read.bookcreator.com/XKgM94kjvzNKxLGUS3LADc9fgcZ2/Ua2T0mbARvCVN9utBF6vCw). A sample completed by a teacher candidate in the Fall of 2020 is available using this link ([Evidence Sphero Adventure Teacher Candidate Sample](https://read.bookcreator.com/TJFXpkNvFKf9luWngHQCBTVerri1/UXAh_XWhTWe4LB9KxqxlfQ)). The Spring 2019 and Fall 2019 semester accomplishment videos display coding using Ozobot, Scratch, and Swift.

Teacher candidates not only learn in the EDUC 300 Educational Technology, but from the use of technology within the culture of the EPP, the modeling of faculty, and the hands-on application candidates experience with laptops or iPads. The impact of COVID-19 in the spring of 2020 has highlighted the importance of teacher preparation related to the use of technology to enhance instruction. The August 5, 2020, annual data sharing session with K-12 educators and VCSU faculty included a section on discussing how teacher preparation can be improved in the midst of a [pandemic](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Annual%20Data%20Sharing%20COVID-19%20Comments.pdf). Ideas that came from K-12 educators involved preparing teacher candidates to be open-minded and flexible. The educators mentioned exposure to Teams/Zoom, flipped classrooms, learning to teach in an online or HyFlex format, and ways to build positive relationships with students despite not being face-to-face in the classroom. Educators also mentioned experience with iPads, Universal Design, Canvas, and SeeSaw. Technology is an area where VCSU works for continuous improvement. The EDUC 300 Technology Education instructors model lifetime learning and a growth mindset for the teacher candidates.

As teacher candidates near graduation, they are expected to identify at least one meaningful technology project and reflect on how they have used technology in their field experiences ([Evidence Sample 1](https://oliviahammerschmidt.myefolio.com/Technology), [Evidence Sample 2](https://aprilberntson.myefolio.com/Tech), [Evidence Sample 3](https://adrianshea.myefolio.com/Technology)).

The data indicate that over 90% of first-year teachers (58.6% Agree + 32.0% Tend to Agree = 90.6%) feel they were prepared to engage their students in using technology to achieve learning goals ([Evidence 1 InTASC Report Data for Technology page 7](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/InTASC%20Report%20Technology%20Data.pdf)). The first-year teachers in the spring of 2020 indicated higher mean scores and percentages of agreement than 2019. The fact that first-year completers had to utilize technology in the midst of COVID-19 circumstances and 93% of the completers indicated they were well prepared is pretty strong.

The overall ratings and the spring 2020 data are encouraging. The 2020 annual data sharing session and faculty discussions have addressed how COVID-19 situations have increased the need for faculty to model and engage teacher candidates in learning and using technology to promote student learning. The VCSU mean score ratings in the area of technology are higher than the super aggregate ratings from other EPPs using the same assessment items ([Evidence 1 InTASC Report Data for Technology on pages 4, 7, and 8](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/InTASC%20Report%20Technology%20Data.pdf)). The data are gathered from seniors exiting the program, from completers, and the employers of EPPs’ first-year teachers. The unit knows that technology growth is an important aspect of continuous improvement.

**Mental Health**

The Director of Special Education has been through the North Dakota Trauma Sensitive Schools Training. The EPP’s Dean of the School of Education and Graduate Studies arranged for the EPP’s Director of Special Education to share the Trauma Sensitive Schools Training experiences with the EPP’s faculty members. The EPP prepares teacher candidates with courses in psychology, developmental psychology, and educational psychology courses as well as EDUC 240 Educating Exceptional Students and Classroom Management. These courses combine to address issues related to the developing brain, social and emotional learning, and trauma.

Behavioral health and trauma are important topics for teacher candidates to learn about before entering the profession. The EPP recognizes the growing need for preparation related to behavioral health. As part of teacher preparation and accreditation, the EPP ensures candidates for teacher licensure demonstrate competencies in youth mental health.

Teacher candidates in EDUC 240 Educating Exceptional Students learn about the prevalence and impact of youth mental health disorders on family structures, education, juvenile services, law enforcement, and health care and treatment providers. Teacher candidates are able to identify a variety of mental health and social emotional disorders, as well as support personnel, health and treatment providers, and local, state, and national resources.

Teacher candidates in EDUC 240 Educating Exceptional Students gain knowledge of mental health symptoms and characteristics. Teacher candidates also learn about social stigmas that may occur due to a lack of understanding by family, friends, peers, or others.

The EPP’s teacher candidates participate in a two-part training on understanding strategies and interventions in schools. Teacher candidates also gain awareness of referral sources and strategies for appropriate interventions ([Evidence link](https://www.tcty-nd.org/clinicians/)).

The EPP gathers data from teacher candidates at the time of graduation, completers in their first year of teaching, and the employers of first year teachers to learn how our completers are performing and to help the program make informed decisions for continuous improvement. While the EPP tries to cover as many classroom and student situations as possible that a new teacher may face, there is no doubt that teachers are challenged as they respond to complicated student and classroom issues. The Exit Survey data displayed the clearest example of how the EPP needed to strive for improvement in the teacher candidates’ preparation in mental health ([Evidence Mental Health Data](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20Mental%20Health%20Data%20.pdf)). The data indicated that the EPP’s efforts to provide additional preparation in behavioral and mental health training are making a difference.