Valley City State University

**InTASC Initial Program Report**

to the North Dakota Education Standards and Practices Board



December 2020

**North Dakota Education Standards and Practices Board**

**InTASC Initial Program Report**

**Preparation of Initial Teacher Preparation**

##### COVER SHEET

1. **Institution’s Name: Valley City State University**
2. **Date Submitted: December 15, 2020**
3. **Preparers of this Report:** Dr. Sheri Okland, Dean for School of Education and Graduate Studies, and Dr. Alan Olson, Assessment Coordinator
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4. **CAEP/State Coordinator:** Dr. Becky Pitkin, ND ESPB State Director
	1. **Phone:** 701-328-9646
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5. **Name of Institution’s program:** Valley City State University Teacher Education Program
6. **Grade levels for which candidates are being prepared:** K-12
7. **Degree or award level (select one)**
	1. **Initial**
		1. **x Baccalaureate**
		2. **\_\_\_\_ Post Baccalaureate**
8. **Is this program offered at more than one site?**
	1. **\_x\_ Yes**
	2. **No**
9. **If your answer is yes to the above question, list the sites at which the program is offered:**

Valley City State University (on campus, distance, and online), North Dakota State University

1. **Program report status (check one):**
	1. **\_\_\_ Initial Review**
	2. **\_x\_ Continuing Review**
	3. **\_\_\_ Focused Visit**

**SECTION I: CONTEXTUAL INFORMATION**

1. **Candidate Information**

|  |
| --- |
| **Directions:** Provide three cycles of data on candidates enrolled\* in the program and completing\*\* the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report. **Program: Valley City State University** |
| Academic Year  | # of Candidates Enrolled in the Program | # of Program Completers  |
| 2019-2020 | 301 | 149 |
| 2018-2019 | 279 | 169 |
| 2017-2018 | 266 | 144 |

\* Enrolled candidates are those formally admitted to the program as of August 31st each academic year.

\*\* Program completers are those candidates for whom a degree is conferred within the selected academic year. The academic year begins in the fall and continues through the fall, spring, and summer.

The program has seen growth over the past ten years. The 2010-2011 data included 166 enrolled candidates and 100 completers. The number of candidates and completers from the three most recent academic years are listed in the table above.

1. **Professional Education Sequence Curriculum Exhibit:** The table below represents the Professional Education Sequence Coursework required for the various grade levels.

|  |  |
| --- | --- |
| **Program Area** | **Professional Education Sequence Coursework** |
| Early Childhood Education | No major or minor – Endorsement only |
| Elementary EducationND Licensure 1-8 | EDUC 240 - [Educating Exceptional Students](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_240_Figueroa.pdf) - 3 creditsEDUC 250 - [Introduction to Education](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_250_Bass_F20.pdf) - 3 EDUC 283 - [Understanding Cultural Diversity in Education](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_283_Figueroa_Fall2020.pdf) - 3 EDUC 300 - [Educational Technology](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_300_F2F_VCSU_Richman_F20.pdf) - 2 EDUC 352 - [Culturally Diverse Practicum](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_352_Michaelson_F20.pdf) - 1 EDUC 400 - [Educational Psychology](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_400_Bass_F2020.pdf) - 2 EDUC 450 - [Trends in Assessment & Educational Issues](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_SPR_EDUC%20450_Olson_11%20AM.pdf)- 2 EDUC 490 - [Student Teaching](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_Student%20Teaching%20_475_480_485_490_Knodle.pdf) (Elem) - 10 PSYC 250 - [Developmental Psychology](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Developmental%20syllabus%20-%20spring%202020.pdf) – 3[Methods of Teaching](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Methods%20Courses%20for%20Teacher%20Education%20Majors.pdf) (all secondary and k-12 areas have their own methods class and prefix) - 3 |
| Middle Level Education | No major or minor - Certificate of Completion only |
| Secondary EducationND Licensure 5-12 | EDUC 240 - [Educating Exceptional Students](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_240_Figueroa.pdf) - 3 creditsEDUC 250 - [Introduction to Education](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_250_Bass_F20.pdf) - 3 EDUC 283 - [Understanding Cultural Diversity](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_283_Figueroa_Fall2020.pdf) - 3 EDUC 300 - [Educational Technology](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_300_F2F_VCSU_Richman_F20.pdf) - 2 EDUC 351 - [Secondary Practicum and Classroom Management](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_351_Bass_F20.pdf) - 1EDUC 352 - [Cultural Diversity Practicum](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_352_Michaelson_F20.pdf) - 1EDUC 375 - [Teaching Reading in the Content Areas](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC375_Owen_S20.pdf) - 2EDUC 400 - [Educational Psychology](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_400_Bass_F2020.pdf) - 2EDUC 450 - [Trends in Assessment and Educational Issues](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_SPR_EDUC%20450_Olson_11%20AM.pdf) - 2EDUC 480 - [Student Teaching](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_Student%20Teaching%20_475_480_485_490_Knodle.pdf) (Sec) - 10PSYC 250 - [Developmental Psychology](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Developmental%20syllabus%20-%20spring%202020.pdf) - 3[Methods of Teaching](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Methods%20Courses%20for%20Teacher%20Education%20Majors.pdf) (all secondary and k-12 areas have their own methods class and prefix) - 3 |
| K-12 Programs: Art, Music, Physical Education | same Professional Education Sequence as secondary education |

Name of Institution's programs at the initial level (complete chart below adding rows as needed):

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Name** | **Grade levels** | **Degree or award level** | **Delivery Site** |
| Art Education | K-12 | B.S. | On-Campus |
| Biology Education | 5-12 | B.S. | On-Campus |
| Business Education  | 5-12 | B.S. | On-Campus & Online |
| Chemistry Education | 5-12 | B.S. | On-Campus |
| Elementary Education | 1-8 | B.S. | On-Campus, NDSU, Wyoming, & Online |
| English Education | 5-12 | B.S. | On-Campus & Online |
| Health Education | 5-12 | B.S. | On-Campus |
| History Education | 5-12 | B.S. | On-Campus |
| Mathematics Education | 5-12 | B.S. | On-Campus |
| Music Education (NASM accredited) | K-12 | B.S. | On-Campus |
| Physical Education | K-12 | B.S. | On-Campus |
| Science Education  | 5-12 | B.S. | On-Campus |
| Social Science Education | 5-12 | B.S. | On-Campus & Online |
| Technology Education | 5-12 | B.S. | Online |

The list of specific courses and syllabi for each major are included in the state report for each program. The focus of this InTASC report addresses the knowledge, skills, and dispositions developed and applied by teacher candidates during the professional education sequence coursework and field experiences.

**CURRICULUM EXHIBIT FORM BASIC PROGRAM**

**EDUCATION STANDARDS AND PRACTICES BOARD**

**SFN 14381 (05-17)**

|  |  |
| --- | --- |
| Institution: Valley City State University | Major: Teacher Education |
| Total credits required for degree: 120 |
| General Studies | Teaching Specialty | Professional Education |
| Credits Required: 39 | Credits required:  | Credits Required:  |
| [Course Descriptions](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/General%20Education%20Course%20Descriptions.pdf)English Composition – 6 credits Comp I – 3 credits Comp II – 3 creditsSpeech – 3 creditsMathematics – 3 creditsLab Science – 8 credits Two courses (Elementary Education requires three courses)Wellness – 2 creditsTechnology – 3 creditsHumanities – 6 credits Literacies – 3 Art and Music -3Social Science – 6 credits Psychology – 3 credits Second course – 3 creditsAdditional Humanities or Social Science – 2 credits | [Art Education](http://catalog.vcsu.edu/archived-catalogs/2016-2018/undergraduate-catalog/programs/majors/art-education/) - 66 credits[Biology Education](http://catalog.vcsu.edu/undergraduate-catalog/programs/majors/biology-education/) - 53[Business Education (Composite](http://catalog.vcsu.edu/undergraduate-catalog/programs/majors/business-education/)) - 57[Chemistry Education](http://catalog.vcsu.edu/undergraduate-catalog/programs/majors/chemistry-education/) - 53[Elementary Education](http://catalog.vcsu.edu/undergraduate-catalog/programs/majors/elementary-education/) - 36[English Education](http://catalog.vcsu.edu/undergraduate-catalog/programs/majors/english-education/) - 42[History Education](http://catalog.vcsu.edu/undergraduate-catalog/programs/majors/history-education/) - 46[Mathematics Education](http://catalog.vcsu.edu/undergraduate-catalog/programs/majors/mathematics-education/) - 35[Music Education](http://catalog.vcsu.edu/undergraduate-catalog/programs/majors/music-education/#text) - 70[Social Science Education (Composite)](http://catalog.vcsu.edu/undergraduate-catalog/programs/majors/social-science-education/) - 67[Technology Education](http://catalog.vcsu.edu/undergraduate-catalog/programs/majors/technology-education/) - 39[All secondary and K-12 areas have their own methods class and prefix – 3 or more credits](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Methods%20Courses%20for%20Teacher%20Education%20Majors.pdf)[VCSU Catalog](http://catalog.vcsu.edu/) | Professional Education Sequence coursework - 32 hoursEDUC 240 [Educating Exceptional Students](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_240_Figueroa.pdf) – 3EDUC 250 [Introduction to Education](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_250_Bass_F20.pdf) –3 EDUC 283 [Understanding Cultural Diversity in Education](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_283_Figueroa_Fall2020.pdf) – 3EDUC 300 [Educational Technology](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_300_F2F_VCSU_Richman_F20.pdf) – 2EDUC 351 [Secondary Practicum and Classroom Management](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_351_Bass_F20.pdf) - 2EDUC 375 [Teaching Reading in the Content Areas](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC375_Owen_S20.pdf) - 2EDUC 400 [Educational Psychology](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_400_Bass_F2020.pdf) - 2EDUC 450 [Trends in Assessment and Educational Issues](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_SPR_EDUC%20450_Olson_11%20AM.pdf) - 2EDUC 480 or EDUC 490 [Student Teaching](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_Student%20Teaching%20_475_480_485_490_Knodle.pdf) - 10PSYC 250 [Developmental Psychology](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Developmental%20syllabus%20-%20spring%202020.pdf) – 3  |
| Total: 39 | Total: 36-70 (Minimum 32 hours)  | Total: 32 (Minimum 22 hours Including Student Teaching)  |

1. **Descriptive Information about the Program:** Provide a one to two paragraph description to help reviewers understand your program (include information that describes how a student typically moves through the program from entry to exit).

Teacher candidates typically work to complete their general education requirements first. Candidates gradually progress into the introductory coursework in their teaching specialty area and the professional education sequence. EDUC 240 Educating Exceptional Students, EDUC 250 Introduction to Education, and EDUC 283 Understanding Cultural Diversity in Education are courses that provide a foundational knowledge in professional ethics, an awareness of learner differences, and a belief that all students can learn. Teacher candidates develop knowledge and skills to build on those important dispositional attributes.

Teacher candidates pursue admission to the Teacher Education program through the completion of basic skills licensure exams, favorable faculty references, acceptable grades in three key courses, and advisor recommendations. Program admission requires maintenance of a GPA of 2.75 or higher as teacher candidates continue to gain content knowledge in their specialty courses and develop teaching skills through the professional education sequence courses and field experiences. Every academic program has at least one content-specific methods course and candidates have many opportunities to apply professional education sequence activities into the context of their academic area. Candidates participate in at least three field experiences and co-teach as a substitute teacher prior to student teaching. Teacher candidates complete a Praxis II subject matter exam, the principles of learning and teaching pedagogy exam for their grade level, and a rigorous capstone unit during their student teaching experience.

1. **Changes in the Program since the Last Review:** Please describe any changes since the last review and include the rationale for those changes.

**Curriculum and assessment changes since 2015**

VCSU conducts data sharing discussions with K-12 partner school representatives each August. The intent is to have VCSU teacher education faculty and supervisors be engaged with K-12 educators to discuss ideas for improving teacher preparation. The data sharing discussions are based on multiple assessments. The collaborative efforts between the Education Preparation Provider (EPP) and P-12 educators from partnering schools have led to curriculum improvements in the following areas: formative assessment, strategies for working with English language learners, differentiated instruction, classroom management, and technology.

* + - The discussions led to the development of a revised course titled EDUC 450 Trends in Assessment and Educational Issues.
	+ Classroom Management curriculum changes:
		- The EDUC 351 course on classroom management includes additional practicum time and was established to enhance classroom management learning opportunities for secondary majors.
		- The EDUC 350 practicum course for elementary majors incorporated additional classroom management learning experiences.
	+ EDUC 240 changed from a two-credit course to a three-credit course.
		- Survey Data from Exit Surveys (data gathered from student teachers), Transition to Teaching Surveys (from first-year teachers), and Supervisor Surveys (from employers of first-year teachers) identified many program strengths. The data also indicated the need to do more in the area of teacher preparation related to IEPs and 504 plans, as well as instruction for students who are English learners, gifted and talented learners, or those learners who may have mental health needs.
		- VCSU faculty members responded to the data by integrating more opportunities for learning about differentiated instruction across the curriculum; the ratings improved slightly. The data indicated that student teachers and first-year teachers feel they could have benefited from more opportunities to learn about mental health and working with the diverse needs of their learners. The change to add one credit to EDUC 240 was a positive step for the program and the teacher candidates.
		- The change benefits teacher candidates in their preparation as educators and the addition of the third credit benefits VCSU graduates in their pursuit of additional endorsements in the field of special education. The extra course time has allowed for an increase in Trauma Sensitive School (TSS) training to address mental health concerns and also allows for additional field experience time.
	+ MATH 277 and MATH 278 moved up in the NDSU Elementary Education curriculum. While Core exam data indicated that NDSU collaborative elementary majors were doing as well or better than other VCSU on-campus or Wyoming elementary majors on the math section, some collaborative students were struggling with the math exam section. Offering MATH 277 and MATH 278 earlier in the curriculum enabled collaborative students in need to build or refresh their math skills to successfully pass the Core exam and gain admission to the Teacher Education program.
	+ MATH 277 and MATH 278 were changed to EDUC 277 and EDUC 278. The decision was partly due to budgets and credit hour production, but also gave the Education department even more freedom to coordinate the content with the specific needs of teacher candidates in Elementary Education.
* EDUC 278 and EDUC 323 were changed from 2 to 3 credit hours. North Dakota changed the Elementary Education licensure from grades 1-6 to 1-8. The decision increases the potential for Elementary Education graduates to teach 7th and 8th grade content. VCSU responded by increasing the breadth and depth of curriculum for Elementary Education majors in mathematics and reading.
* Co-teaching and Substitute Teaching – improving classroom management preparation through additional field experiences prior to student teaching
* VCSU expanded its field experience time for teacher candidates through opportunities for co-teaching and substitute teaching. The substitute teaching program enables pairs of teacher candidates to gain experience in classrooms while VCSU partners with area schools. The P-12 faculty have time for professional development opportunities.
* Feedback from teacher candidates have indicated that their substitute teaching experiences have been highly beneficial, especially in gaining classroom management experience.
* Student teacher final evaluation forms
	+ In the fall of 2015, VCSU began its transition from NCATE to Council for the Accreditation of Educator Preparation (CAEP). VCSU representatives attended state CAEP sessions in 2015 and national training sessions in the summer of 2016. VCSU representatives worked collaboratively with North Dakota Association of Colleges for Teacher Education (NDACTE) representatives to create a new student teacher observation tool piloted and tested for reliability and validity in the fall of 2016 and spring of 2017, before beginning implementation in the fall of 2017. Student teachers began self-assessment ratings in the fall of 2018.
* Improvement of Pre-Student Teaching Field Experience Assessments
	+ The 2017-2018 VCSU Assessment Workgroup helped to develop new field experience forms for EDUC 250, EDUC 350, and EDUC 351. The rubrics have actionable descriptors. Pilot and focus group follow-up discussions in the spring of 2018 indicated highly favorable feedback from cooperating teachers. Follow-up focus group feedback provided to the SEGS liaison who communicates regularly with partnering schools was again highly favorable in 2018-2019.
* Improvement of Disposition Assessment Process
	+ The EPP participated in a two-year process of developing a dispositional assessment instrument with improved performance indicators and descriptors. A VCSU representative worked with representatives from five other CAEP institutions to establish a valid instrument for assessing dispositions. The Lawshe Method was used to gain feedback from 83 stakeholders who were considered subject matter experts based on their work with student teachers: university supervisors, cooperating teachers, and PK-12 administrators. The stakeholders helped narrow down a potential list of 43 InTASC dispositional items to the 22 most essential items.
	+ The instrument was piloted in the fall of 2018 and improved. The revised version was piloted in the spring of 2019 and viewed more favorably. The instrument was implemented in the fall of 2019. The results from the first three semesters were informative and the data will continue to be observed over more semesters.
	+ The EPP kept its disposition referral process in place but made changes to its disposition assessment instrument to help identify teacher candidates’ growth of professional dispositions as future educators progress through the program.
* Continuation of the NExT Common Metrics efforts, designed in collaboration with 14 institutions, has gone beyond the grant expectations. VCSU continues to stay engaged in the Common Metrics work:
	+ - Entry Survey (Intro to Education teacher candidates) – instrument was revised in the fall of 2018
		- Exit Survey (Student teachers complete in the final weeks before graduation)
		- Transition to Teaching (1st-year teacher/Alumni survey)
		- Supervisor Survey (Employer/Administrator survey) – instrument revised for spring of 2019
	+ VCSU and NDSU representatives helped to integrate these common assessments throughout the NDACTE.
* K-12 educators collaborated with VCSU faculty to develop a Teaching for Learning Capstone (TLC) Unit
	+ VCSU representatives attended Teacher Performance Assessment (TPA, now called edTPA) workshops and then engaged P-12 educators and VCSU faculty in developing a Teaching for Learning Capstone (TLC) unit for VCSU teacher candidates to complete during their student teaching experience.
		- The TLC unit adds rigor and consistency to the expectations of student teachers in areas planning, implementing, evaluating, and reflecting on a unit of teaching and student learning. The TLC unit provides a way for teacher candidates to thoroughly reflect on their teaching and measure their impact on student learning.
		- Updates were made to the TLC unit rubric in 2017-2018 to increase validity and rater reliability. The Lawshe Method was used to validate the rubric criteria and make the wording more teacher candidate friendly. The TLC rubrics have been assessed on an annual basis and the data are shared to improve teacher preparation and rater reliability. The rater reliability improved between 2017-2018 and 2018-2019.

**VCSU Unit and Program Data Sharing**

All EPP faculty members who teach methods or professional education sequence courses are part of the Unit.

* Unit faculty members receive access to updated data every August.
	+ Unit data reports include the final evaluation data for all VCSU student teachers, praxis data, pre-student teaching field experience data, and disposition data as well as completer and employer data. Unit faculty members are able to see the program’s strengths and areas that can be improved. Faculty often comment about changes they make in their teaching in order to not only address an area that was not rated highly, but to make sure the area receives greater emphasis and the teacher candidates gain additional opportunities for practice.
	+ Data are shared annually with P-12 stakeholders, the Teacher Education Committee, and each semester with student teachers. The stakeholders are able to share their personal experiences working with teacher candidates along with seeing data from multiple assessments to gain perspectives from student teachers, cooperating teachers, first-year teachers, and employers of first-year teachers.
* Program data are shared in September and February.
	+ Program reports disaggregate data by academic area, so faculty (shared through the methods teachers) can see GPA, licensure tests, and student teacher final evaluation data for their content area.
	+ The data shared with each program in February 2020 included three years of specific data that were helpful for writing state reports.

Often the data indicate areas of strength in which VCSU teacher candidates and graduates have performed well. The intention of the data sharing sessions is to provide awareness and useful information in the decision-making process for continuous improvement. Unit faculty members are involved in the preparation and assessment of our students. VCSU provides release time for an assessment coordinator and has two division assistants in the School of Education and Graduate Studies area.

VCSU has a Central Assessment System and regular calendar for gathering data on teacher candidates for admission to the program, GPA, Praxis tests for licensure, field experiences, and dispositions. Data are also gathered from surveys at the entry and exit level, and later from completers and employers of the completers.

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1 NCATE has merged with another organization and transformed into the Council for Accreditation of Educator Preparation (CAEP).

2 The 14 member institutions of the NExT initiative include the Valley Partnership (VCSU, NDSU, MSU-Moorhead), University of South Dakota, St. Cloud State, University of Minnesota – Twin Cities, Winona State, Minnesota State Mankato, and a consortium of six private universities in the Twin Cities (Augsburg, Bethel, Concordia St. Paul, St. Catherine’s, Hamline, and St. Thomas).

3 Valley City State University, North Dakota State University, and Minnesota State University Moorhead are teamed together in the Bush Grant to form the Valley Partnership.

1. **Field & Clinical Experiences:** Briefly describe the required field & clinical experiences that are specific to your program including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Clinical and field-based experiences are designed to support the program model, "Teacher as Knowledge-based Decision Maker." Clinical and field-based experiences serve as important building blocks in the teacher education program. Teacher candidates experience opportunities to develop lessons, units, long-range planning, as well as co-teaching, peer teaching, assessment strategies, and a variety of teaching strategies in their preparation for teaching.

The field-based and clinical experiences of teacher candidates have been developed to be sequential during the sophomore, junior, and senior years. All candidates have at least four field experiences. The Introduction to Teacher Education (EDUC 250) course is typically completed as a sophomore. Candidates participate in a 40-hour practicum as part of their introductory experience.

Candidates participate in EDUC 283 Understanding Cultural Diversity to learn teaching and assessment strategies and accompany that learning with EDUC 352, a 25-hour practicum that engages candidates in field experience opportunities with cultural diversity and English Language Learners.

Methods courses are completed during the junior or senior year. The courses are closely aligned with a third field experience through EDUC 351 Secondary Practicum and Classroom Management or EDUC 350 Elementary Practicum and Classroom Management.

Co-teaching strategies are introduced to candidates in the professional education sequence. Candidates make progress from specific observational strategies to becoming more engaged in teaching with the cooperating teacher and students. Application of the co-teaching strategies occurs while junior and senior education majors gain experience as substitute co-teachers.

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 teacher candidates are able to connect theory to practice, applying what they are learning in teacher education courses to the practical classroom. A VCSU education professor supervises the university students by providing support, answering questions, and helping the student substitute teachers make connections. This real-world opportunity leads to rich discussions and teachable moments back on campus. Teacher candidate reflections indicate that the greatest benefit they receive is in the area of classroom management.

Student teaching is a twelve-week experience through which candidates are gradually given more responsibility as a co-teacher and ultimately during their times of solo teaching. Student teaching is the apex of the clinical and field-based teacher education program. The experience is the most rigorous in terms of responsibility and the expectations. Candidates complete a Teaching for Learning Capstone (TLC) unit that requires candidates to document their efforts to teach for learning and include evidence of their impact on student learning.

In every type of clinical or field-based involvement, the candidate is provided with instruction and assistance before, during, and after the experience. The EPP’s supervision and assessments accompany candidate reflective writing practices to help ensure that all of the experiences are of maximum benefit to candidates. Student teaching forms include formative assessments completed by cooperating teachers at one-third and two-thirds of the way through the experience to ensure that formative feedback occurs to encourage opportunities for improvement before the summative final evaluation. Discussions among the teacher candidates, classroom cooperating teacher, and university supervisor are held regularly, and written responses are frequently given.

All of the clinical and field-based experiences provide opportunities for professional growth in the skills of making sound decisions as candidates develop in the four phases of the teacher decision-making process: planning, implementing, evaluating, and reflecting. Planning for instruction is taught during the sophomore and junior years, but extensively emphasized during the senior year methods courses and student teaching. Co-teaching opportunities that occur on campus and during field experiences enhance the development of implementation skills and strategies. Assessment strategies for learning and the evaluation of instructional activities are experienced to the greatest extent during both the junior and senior years. Reflection is integrated throughout all the courses and field experiences as a way to promote improvement through practice and lifelong learning

**SECTION II: RESPONSE TO STANDARDS**

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

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

1. **Course/Assessment Matrix:**
* Complete the matrix below.
* List courses that address each of the ESPB standards for your program.

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

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

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

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

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

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

|  |  |  |
| --- | --- | --- |
| **The Learner and Learning****State/InTASC Standards 1-3** | **Course Prefix and Title** **(with electronic links to syllabi)** | **Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)**  |
| **Standard #1 Learner Development:**The program requires an understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | PSYC 111-[Psychology](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/PSYC%20111_Woehl_F2020_8am.pdf)PSYC 250- [Developmental Psychology](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Developmental%20syllabus%20-%20spring%202020.pdf) EDUC 400- [Educational Psychology](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_400_Bass_F2020.pdf) EDUC 480/490- [Student Teaching](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_Student%20Teaching%20_475_480_485_490_Knodle.pdf)   | InTASC 1- Student Teaching Data InTASC 1- Exit Survey Data InTASC 1- Completer SurveyInTASC 1- Employer Survey InTASC 1- Disposition DataTLC Data |
| **Standard #2 Learning Differences:**The program requires candidates to use their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards. | EDUC 240- [Educating Exceptional Students](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_240_Figueroa.pdf) EDUC 283- [Understanding Cultural Diversity](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_283_Figueroa_Fall2020.pdf) EDUC 352- [Diversity Practicum](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_352_Michaelson_F20.pdf) EDUC 480/490- [Student Teaching](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_Student%20Teaching%20_475_480_485_490_Knodle.pdf)  | InTASC 2 - Student Teaching Data InTASC 2 - Exit SurveyInTASC 2 - Completer SurveyInTASC 2 - Employer Survey InTASC 2 - Disposition DataEDUC 240- HandbookEDUC 283- Family Influence ChartEDUC 352- Diversity Practicum - Pre-Trip and Post-Trip Surveys |
| **Standard #3 Learning Environments:** The program requires candidates to work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. | EDUC 283- [Understanding Cultural Diversity](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_283_Figueroa_Fall2020.pdf) [EDUC 350](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_350_Michaelson_F20.pdf) / 351- [Practicum and Classroom Management](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_351_Bass_F20.pdf) EDUC 352- [Diversity Practicum](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_352_Michaelson_F20.pdf) [Subbing Program](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Subbing%20Program%20Information.pdf)EDUC 400- [Educational Psychology](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_400_Bass_F2020.pdf) EDUC 480/490- [Student Teaching](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_Student%20Teaching%20_475_480_485_490_Knodle.pdf)  | InTASC 3 - Student Teaching Data InTASC 3 - Exit SurveyInTASC 3 - Completer Survey InTASC 3 - Employer Survey InTASC 3 - Disposition DataSubstitute Teaching Data and ReflectionsEDUC 283- Philosophy PaperEDUC 400- Classroom Management Project  |
| **Content****State/InTASC Standards 4-5** | **Course Prefix and Title (with electronic links to syllabi)** | **Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)**  |
| **Standard #4 Content Knowledge:**The program requires understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.  | THIS STANDARD IS ADDRESSED IN SEPARATE CONTENT AREA PROGRAM REPORTS AND IS REVIEWED BY CONTENT EXPERTS. NO FURTHER INFORMATION IS NEEDED HERE. |
| **Standard #5 Applications of Content:** The program requires an understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.  | EDUC 300 – [Educational Technology](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_300_F2F_VCSU_Richman_F20.pdf) EDUC 375 – [Teaching Reading in the Content Area](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC375_Owen_S20.pdf)[Methods Courses in each Major](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Methods%20Courses%20for%20Teacher%20Education%20Majors.pdf)EDUC 480/490- [Student Teaching](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_Student%20Teaching%20_475_480_485_490_Knodle.pdf)  | InTASC 5 - Student Teaching DataInTASC 5 - Exit Survey InTASC 5 - Completer SurveyInTASC 5 - Employer Survey TLC DataInTASC 5 - Disposition Data |

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| **Instructional Practice** **State/InTASC Standards 6-8** | **Course Prefix and Title (with electronic links to syllabi)** | **Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)**  |
| **Standard #6 Assessment:** The program requires understanding and using multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. | EDUC 450 – [Trends in Assessment and Educational Issues](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_SPR_EDUC%20450_Olson_11%20AM.pdf) EDUC 480/490- [Student Teaching](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_Student%20Teaching%20_475_480_485_490_Knodle.pdf)  | InTASC 6 - Student Teaching Data InTASC 6 - Exit Surveys InTASC 6 - Completer Survey InTASC 6 - Employer Survey InTASC 6 - Disposition DataTLC DataEDUC 450 – TLC projectEDUC 450 – Feedback project |
| **Standard #7 Planning for Instruction:**The program prepares teacher candidates to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross‐disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | EDUC 283 - [Understanding Cultural Diversity](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_283_Figueroa_Fall2020.pdf) [EDUC 350](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_350_Michaelson_F20.pdf) /351- [Practicum and Classroom Management](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_351_Bass_F20.pdf) [Methods Courses in each Major](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Methods%20Courses%20for%20Teacher%20Education%20Majors.pdf)EDUC 480/490- [Student Teaching](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_Student%20Teaching%20_475_480_485_490_Knodle.pdf)  | InTASC 7 - Student Teaching Data InTASC 7 - Exit Survey Data InTASC 7 - Completer SurveyInTASC 7 - Employer Survey InTASC 7 - Disposition DataEDUC 283- Lesson Plan AnalysisEDUC 350/351- Methods data on Planning TLC Data |
| **Standard #8 Instructional Strategies:** The program prepares candidates to understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | EDUC 283 - [Understanding Cultural Diversity](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_283_Figueroa_Fall2020.pdf) [EDUC 350](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_350_Michaelson_F20.pdf) /351- [Practicum and Classroom Management](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_351_Bass_F20.pdf) EDUC 480/490- [Student Teaching](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_Student%20Teaching%20_475_480_485_490_Knodle.pdf)  | InTASC 8 - Student Teaching Data InTASC 8 - Exit SurveyInTASC 8 - Completer SurveyInTASC 8 - Employer Survey InTASC 8 - Disposition DataEDUC 283- Lesson Plan Template EDUC 350/351- Methods data on Implementation TLC Data |
| **Professional Responsibility****State/InTASC Standards 9-10** | **Course Prefix and Title (with electronic links to syllabi)** | **Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)**  |
| **Standard #9 Professional Learning and Ethical Practice:** The program requires candidates to engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. | EDUC 250 - [Intro to Education](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_250_Bass_F20.pdf) [EDUC 350](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_350_Michaelson_F20.pdf) /351- [Practicum and Classroom Management](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_351_Bass_F20.pdf) EDUC 480/490- [Student Teaching](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_Student%20Teaching%20_475_480_485_490_Knodle.pdf)  | InTASC 9 - Student Teaching Data InTASC 9 - Exit Survey InTASC 9 - Completer SurveyInTASC 9 - Employer Survey InTASC 9 - Disposition DataTLC Data  |
| **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 Assessment Projects  |

**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.

**SECTION IV: EVIDENCE OF MEETING THE STANDARDS**

It is expected that your program makes use of multiple assessments to ensure that all standards are met. If the program is offered in more than one site or in more than one method (e.g. online as well as face-to-face) provide aggregated (program level) AND disaggregated (site or method specific) data. Complete tables **1.A-1.D** described below and provide information requested related to the two-four additional assessments you selected in **2**.

**1. Required Assessments:**

# **Overall Summary for Praxis II Content, Praxis II PLT, and GPA**

**1. A Praxis II: Content Test: Complete Table 1.A reporting at least 3 years of data**

|  |
| --- |
| Data reported on the most recent version of each Praxis II Content Exam since it was required for licensure. |
| Exam Passing Rates by Level | Total # of Test Takers | Percent Passing |
| Elementary Majors | 548 | 97% |
| Secondary Majors (Business, English, Health, Mathematics, Social Science, Science, Technology Education) | 313 | 88% |
| K-12 Majors (Art, Music, Physical Education) | 125 | 99% |
| Total for All Exams | 986 | 94% |

**1. B Praxis II: PLT (Principles of Learning and Teaching): Complete Table 1.B reporting at least 3 years of data**

|  |
| --- |
| Data reported on the most recent version of each Praxis II PLT Exam since it was required for licensure. |
| Exam Passing Rates by Level | Total # of Test Takers | Percent Passing |
| Elementary Majors | 853 | 97% |
| Secondary Majors (Business, English, Health, Mathematics, Social Science, Science, Technology Education) | 273 | 92% |
| K-12 Majors (Art, Music, Physical Education) | 74 | 88% |
| Total for All Exams | 1200 | 95% |

**1. C Cumulative GPA at the point of completion: Complete Table 1.C reporting at least 3 years of data (Courses included in the calculation must be required for all candidates.)**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | N (number of candidates) | Overall Average GPA | Range of GPA |
| 2019-2020 | 149 | 3.49 | 2.68-4.00 |
| 2018-2019 | 169 | 3.49 | 2.50-4.00 |
| 2017-2018  | 144 | 3.50 | 2.52-4.00 |

# **Praxis II Content, Praxis II PLT, and Cumulative GPA**

# **Data disaggregated by program as well as site and specific method of course delivery**

**Art Education**

**1. A Praxis II: Content Test: Complete Table 1.A reporting at least 3 years of data**

|  |
| --- |
| [9/1/2011 – 6/3/20] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 5134 | 158 | 12 | 165 | 92% |

**1. B Praxis II: PLT (Principles of Learning and Teaching): Complete Table 1.B reporting at least 3 years of data**

|  |
| --- |
| [7/1/2011 – 6/3/20] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 5624 | 157 | 11 | 164 | 91% |

**1. C Cumulative GPA at the point of completion: Complete Table 1.C reporting at least 3 years of data (Courses included in the calculation must be required for all candidates.)**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | N (number of candidates) | Overall Average GPA | Range of GPA |
| 2019-2020 | 2 | 3.66 | 3.45 – 3.87 (0.42) |
| Less than 10 |  |  |  |
| Less than 10 |  |  |  |

**Business Education**

**1. A Praxis II: Content Test: Complete Table 1.A reporting at least 3 years of data**

|  |
| --- |
| [9/1/2010 – 6/3/20] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 5101 (overall) | 154 | 50 | 178 | 100% |
| 5101 (on-campus) | 154 | 24 | 166.5 | 100% |
| 5101 (online) | 154 | 26 | 181.5 | 100% |

**1. B Praxis II: PLT (Principles of Learning and Teaching): Complete Table 1.B reporting at least 3 years of data**

|  |
| --- |
| [7/1/2011 – 6/3/20] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 5624 (overall) | 157 | 43 | 174.5 | 100% |
| 5624 (on-campus) | 157 | 17 | 173 | 100% |
| 5624 (online) | 157 | 26 | 175.5 | 100% |

**1. C Cumulative GPA at the point of completion: Complete Table 1.C reporting at least 3 years of data (Courses included in the calculation must be required for all candidates.)**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | N (number of candidates) | Overall Average GPA | Range of GPA |
| 2019-2020 | 4 | 3.29 | 2.93 - 3.51 (0.58) |
| 2018-2019 | 7 | 3.57 | 3.00 – 4.00 (1.00) |
| 2017-2018 | 3 | 3.61 | 3.36 – 3.84 (0.48) |

**Elementary Education**

**1. A Praxis II: Content Test: Complete Table 1.A reporting at least 3 years of data**

|  |  |
| --- | --- |
|  | [5017 exam scores from 11/1/14 – 6/3/20] |
| Program | Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| VCSU (campus F-2-F) | 5017 | 153 | 134 | 164 | 92% |
| at NDSU | 5017 | 153 | 269 | 171 | 99% |
| Wyoming (distance) | 5017 | 153 | 124 | 166 | 100% |
| Online | 5017 | 153 | 21 | 161 | 90% |
| Overall Totals | 5017 | 153 | 548 | 168 | 97% |

**1. B Praxis II: PLT (Principles of Learning and Teaching): Complete Table 1.B reporting at least 3 years of data**

|  |  |
| --- | --- |
|  | [5622 exam scores from 11/1/12 – 6/3/20] |
| Program | Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| VCSU (campus F-2-F) | 5622 | 160 | 211 | 173 | 96% |
| at NDSU | 5622 | 160 | 404 | 176 | 99% |
| Wyoming (distance) | 5622 | 160 | 216 | 174 | 94% |
| Online | 5622 | 160 | 22 | 169 | 95% |
| Overall Total | 5622 | 160 | 853 | 174 | 97% |

**1. C Cumulative GPA at the point of completion: Complete Table 1.C reporting at least 3 years of data (Courses included in the calculation must be required for all candidates.)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Year | N (number of candidates) | Overall Average GPA | Range of GPA |
| Campus F-2-F | 2019-2020 | 32 | 3.49 | 2.71 - 4.00 (1.29) |
|  | 2018-2019 | 27 | 3.62 | 2.92 – 4.00 (1.08) |
|  | 2017-2018 | 18 | 3.52 | 2.77 – 4.00 (1.23) |
| NDSU | 2019-2020 | 47 | 3.53 | 2.75 – 4.00 (1.25) |
|  | 2018-2019 | 54 | 3.49 | 2.67 – 4.00 (1.33) |
|  | 2017-2018 | 51 | 3.46 | 2.78 – 3.99 (1.21) |
| Wyoming (distance) | 2019-2020 | 24 | 3.41 | 2.81 – 3.90 (1.09) |
|  | 2018-2019 | 19 | 3.45 | 2.50 – 3.98 (1.48) |
|  | 2017-2018 | 19 | 3.56 | 2.95 – 3.97 (1.02) |
| Online | 2019-2020 | 6 | 3.50 | 3.20 – 3.83 (0.63) |
|  | 2018-2019 | 7 | 3.49 | 2.51 – 3.82 (1.31) |
|  | 2017-2018 | 9 | 3.47 | 2.65 – 3.85 (1.20) |

**English Education**

**1. A Praxis II: Content Test: Complete Table 1.A reporting at least 3 years of data**

|  |
| --- |
| [9/1/2013 – 6/3/20] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 5038 (overall) | 167 | 57 | 176.5 | 95% |
| 5038 (on campus) | 167 | 28 | 174 | 93% |
| 5038 (online) | 167 | 29 | 178 | 97% |

**1. B Praxis II: PLT (Principles of Learning and Teaching): Complete Table 1.B reporting at least 3 years of data**

|  |
| --- |
| [7/1/2011 – 6/3/20] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 5624 (overall) | 157 | 64 | 173 | 98% |
| 5624 (on campus) | 157 | 31 | 171 | 97% |
| 5624 (online) | 157 | 33 | 174 | 100% |

**1. C Cumulative GPA at the point of completion: Complete Table 1.C reporting at least 3 years of data (Courses included in the calculation must be required for all candidates.)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Year | N (number of candidates) | Overall Average GPA | Range of GPA |
| English (Overall) | 2019-2020 | 6 | 3.51 | 3.08 – 3.99 (0.91) |
| English (Overall) | 2018-2019 | 7 | 3.38 | 2.79 - 3.98 (1.19) |
| English (Overall) | 2017-2018 | 8 | 3.53 | 2.76 - 4.00 (1.24) |
| English (Campus F2F) | 2019-2020 | \* | \* | \* |
| English (Campus F2F) | 2018-2019 | 2 | 2.79 | 2.79 – 3.12 (0.33) |
| English (Campus F2F) | 2017-2018 | 6 | 3.49 | 2.76 – 3.98 (1.22) |
| English (Online) | 2019-2020 | \* | \* | \* |
| English (Online) | 2018-2019 | 5 | 3.55 | 3.09 – 3.98 (0.89) |
| English ((Online) | 2017-2018 | 2 | 3.66 | 3.32 – 4.00 (0.68) |

\*Since the breakdown numbers are 1 and 5, the breakdown scores are not listed in the table. The program doesn’t want to list one teacher candidate’s score.

**Health Education**

**1. A Praxis II: Content Test: Complete Table 1.A reporting at least 3 years of data**

|  |
| --- |
| [9/1/2014 – 6/3/20] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 5551 | 154 | 37 | 160 | 78% |

**1. B Praxis II: PLT (Principles of Learning and Teaching): Complete Table 1.B reporting at least 3 years of data**

|  |
| --- |
| [7/1/2011 – 6/3/20] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 5624 | 157 | 37 | 161 | 84% |

**1. C Cumulative GPA at the point of completion: Complete Table 1.C reporting at least 3 years of data (Courses included in the calculation must be required for all candidates.)**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | N (number of candidates) | Overall Average GPA | Range of GPA |
| 2019-2020 | 6 | 3.20 | 2.76 – 3.72 (0.96) |
| 2018-2019 | 6 | 3.47 | 3.21 – 3.88 (0.67) |
| 2017-2018 | 6 | 3.54 | 2.94 – 3.83 (0.89) |

**Program Data: Mathematics Education**

**1. A Praxis II: Content Test: Complete Table 1.A reporting at least 3 years of data**

|  |
| --- |
| [9/1/2013 – 6/3/20] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 5161 | 160 | 28 | 160 | 54% |

**1. B Praxis II: PLT (Principles of Learning and Teaching): Complete Table 1.B reporting at least 3 years of data**

|  |
| --- |
| [7/1/2011 – 6/3/20] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 5624 | 157 | 36 | 167.5 | 97% |

**1. C Cumulative GPA at the point of completion: Complete Table 1.C reporting at least 3 years of data (Courses included in the calculation must be required for all candidates.)**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | N (number of candidates) | Overall Average GPA | Range of GPA |
| 2019-2020 | 6 | 3.63 | 3.23 – 3.95 (0.72) |
| 2018-2019 | 6 | 3.60 | 3.00 – 4.00 (1.00) |
| 2017-2018 | 4 | 3.59 | 3.36 – 3.76 (0.40) |

**Music Education**

**1. A Praxis II: Content Test: Complete Table 1.A reporting at least 3 years of data**

|  |
| --- |
| [9/1/2006 – 6/3/20] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 5113 | 149 | 22 | 168.5 | 100% |

**1. B Praxis II: PLT (Principles of Learning and Teaching): Complete Table 1.B reporting at least 3 years of data**

|  |
| --- |
| [7/1/2011 – 6/3/20] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 5624 | 157 | 12 | 176 | 100% |

**1. C Cumulative GPA at the point of completion: Complete Table 1.C reporting at least 3 years of data (Courses included in the calculation must be required for all candidates.)**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | N (number of candidates) | Overall Average GPA | Range of GPA |
| 2017-2020 | 8 | 3.56 | 2.59 – 4.00 (1.41) |
| Less than 10 |  |  |  |
| Less than 10 |  |  |  |

**Physical Education**

**1. A Praxis II: Content Test: Complete Table 1.A reporting at least 3 years of data**

|  |
| --- |
| [9/1/2011 – 6/3/20] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 5091 | 143 | 91 | 154 | 100% |

**1. B Praxis II: PLT (Principles of Learning and Teaching): Complete Table 1.B reporting at least 3 years of data**

|  |
| --- |
| [7/1/2011 – 6/3/20] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 5624 | 157 | 51 | 165 | 84% |

**1. C Cumulative GPA at the point of completion: Complete Table 1.C reporting at least 3 years of data (Courses included in the calculation must be required for all candidates.)**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | N (number of candidates) | Overall Average GPA | Range of GPA |
| 2019-2020 | 7 | 3.33 | 2.76 – 3.75 (0.99) |
| 2018-2019 | 14 | 3.59 | 2.77 – 4.00 (1.23) |
| 2017-2018 | 7 | 3.43 | 2.77 – 3.83 (1.06) |

**Science Education**

**1. A Praxis II: Content Test: Complete Table 1.A reporting at least 3 years of data**

|  |
| --- |
| [9/1/2006 – 6/3/20] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 5435 | 150 | 30 | 165.5 | 100% |
| 5235 | 153 | 13 | 161 | 85% |

**1. B Praxis II: PLT (Principles of Learning and Teaching): Complete Table 1.B reporting at least 3 years of data**

|  |
| --- |
| [7/1/2011 – 6/3/20] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 5624 | 157 | 23 | 174 | 91% |

**1. C Cumulative GPA at the point of completion: Complete Table 1.C reporting at least 3 years of data (Courses included in the calculation must be required for all candidates.)**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | N (number of candidates) | Overall Average GPA | Range of GPA |
| 2019-2020 | 4 | 3.50 | 3.27 – 3.79 (0.72) |
| 2017-2019 | 5 | 3.19 | 2.52 – 3.97 (1.45) |
| Combined 2017-2018 with 2018-2019 | \* | \* | \* |

\*The 2017-2018 data were combined with the 2018-2019 data to prevent a teacher candidate’s data from being identifiable.

**Social Science - History/Social Studies Education**

**1. A Praxis II: Content Test: Complete Table 1.A reporting at least 3 years of data**

|  |
| --- |
| [9/1/2006 – 6/3/20] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 5081 (overall) | 153 | 82 | 158 | 85% |
| 5081 (on campus) | 153 | 64 | 158 | 83% |
| 5081 (online) | 153 | 18 | 158 | 94% |

**1. B Praxis II: PLT (Principles of Learning and Teaching): Complete Table 1.B reporting at least 3 years of data**

|  |
| --- |
| [7/1/2011 – 6/3/20] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 5624 (overall) | 157 | 62 | 169 | 85% |
| 5624 (on campus) | 157 | 43 | 167 | 81% |
| 5624 (online) | 157 | 19 | 174 | 95% |

**1. C Cumulative GPA at the point of completion: Complete Table 1.C reporting at least 3 years of data (Courses included in the calculation must be required for all candidates.)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Year | N (number of candidates) | Overall Average GPA | Range of GPA |
| Social Science (Overall) | 2019-2020 | 9 | 3.34 | 2.68 – 3.80 (1.12) |
| Social Science (Overall) | 2018-2019 | 12 | 3.34 | 2.74 – 3.95 (1.21) |
| Social Science (Overall) | 2017-2018 | 5 | 3.54 | 3.33 – 3.79 (0.46) |
| Social Science (Campus F2F) | 2019-2020 | 4 | 3.33 | 2.68 – 3.80 (1.12) |
| Social Science (Campus F2F) | 2018-2019 | 7 | 3.18 | 2.74 – 3.92 (1.18) |
| Social Science (Campus F2F) | 2017-2018 | 5 | 3.54 | 3.33 – 3.79 (0.46) |
| Social Science (Online) | 2019-2020 | 5 | 3.35 | 2.78 – 3.74 (0.96) |
| Social Science (Online) | 2018-2019 | 5 | 3.57 | 3.19 – 3.95 (0.76) |
| Social Science ((Online) | 2017-2018 | 0 |  |  |

**Technology Education** (the program courses are all offered online)

**1. A Praxis II: Content Test: Complete Table 1.A reporting at least 3 years of data**

|  |
| --- |
| [9/1/2012 – 6/3/20] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 5051 | 150 | 40 | 181 | 100% |

**1. B Praxis II: PLT (Principles of Learning and Teaching): Complete Table 1.B reporting at least 3 years of data**

|  |
| --- |
| [7/1/2011 – 6/3/20] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
| 5624 | 157 | 25 | 168 | 92% |

**1. C Cumulative GPA at the point of completion: Complete Table 1.C reporting at least 3 years of data (Courses included in the calculation must be required for all candidates.)**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | N (number of candidates) | Overall Average GPA | Range of GPA |
| 2019-2020 | 4 | 3.36 | 3.15 – 3.86 (0.71) |
| 2017-2019 | 7 | 3.42 | 2.96 – 3.84 (0.88) |
| \*Combined 2017-2018 with 2018-2019 |  |  |  |

\* The separation of online and face-to-face teacher candidates or the isolation of the 2017-2018 data could lead to teacher candidates being identifiable.

**1.D. Student Teaching Performance (Clinical Experience) Evaluation (please report data only in the area of content knowledge).**

* + - 1. Build Table 1.D that includes the following:
				1. The N (number of candidates)
				2. Proficiency scale (e.g. Beginning, progressing, proficient, exceeds proficient)
				3. Performance results at each proficiency level (at least 3 years of data)
			2. Attach an electronic copy of the performance instrument

# **Student Teacher Data**

Six cycles of data are organized into three academic years and posted in the midst of the rubric descriptors of performance for each InTASC standard. This artifact provides a view of the [assessment instrument and the ratings of cooperating teachers](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Student%20Teaching%20Data%20Summary_Rubric%20View%20Spring%202020.pdf).

* [A concise visual for the mean scores of ratings](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Student%20Teaching%20Mean%20Score%20Trends%20Summary%202017_2020.pdf) that teacher candidates received from cooperating teachers between 2017 and 2020.
* [Comparison](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Student%20Teacher%20Self_Assessment%20and%20Cooperating%20Teacher%202020.pdf) between the student teacher self-assessment ratings and the ratings of cooperating teachers.
* [Validity and Reliability](https://ndacte.org/wp-content/uploads/2019/12/STOT-Validity-Summary-June-2017-1.pdf) analysis summary of the NDACTE Student Teacher Observation Tool.
* Validity and Reliability analysis of the NDACTE Student Teacher Observation Tool [in 2017](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/STOT%20Spring%202017%20V2%20copy.pdf).
* Validity and Reliability analysis of the NDACTE Student Teacher Observation Tool [pilot in 2016](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/STOT%20Validation%20%282016%29%20copy.pdf).
* [Rater-reliability training](https://www.ndacte.org/stot-presentation-caep-march-2017/) for the NDACTE Student Teacher Observation Tool.
* Disaggregated rubrics and data for each individual major are available on [this webpage](https://vcsuintasc.myefolio.com/Intasc2021/proficiency).

The EPP’s assessment coordinator was a member of the NDACTE workgroups that applied AACTE grant funds into the development of NDACTE Student Teacher Observation Tool and the reliability training.

Through the EPP’s direct participation in the development of the assessment instrument, the EPP engaged cooperating teachers from its partner schools in the pilot research and listened to their comments. The EPP faculty also reviewed the instruments and offered feedback on word choices for the rubric descriptors. The assessment coordinator has been among the NDACTE who have shared the assessment at state and national conferences such as CAEP and AACTE.

The EPP faculty participated in the rater-reliability training and supplied the content expert ratings for the Elementary Education sample.

The NDACTE representatives worked to ensure that the student teaching instrument satisfied the CAEP sufficient level or higher.

**2. Additionally, select from among the following assessments for a total of 6-8. Provide a description of the assessment, a data table showing three years of results, an electronic copy of the assessment instrument (test, project, paper, etc.) and, where appropriate, the rubric or scoring guide.**

1. Pre-student Teaching Practicum Evaluations
2. Key Performance Tasks
3. Capstone Project (portfolio, teacher work sample, etc.)
4. Employer survey results related to content knowledge
5. Graduate survey results related to content knowledge
6. Additional assessment of choice

Primary Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment** | **Type** | **Time of Completion** | **Validity and Reliability Link** | **Comments** |
| Praxis II Content | Proprietary | Senior Year | [ETS Praxis Validity and Reliability](https://www.ets.org/s/praxis/pdf/validity.pdf) | CAEP approved |
| Praxis II Principles of Learning and Teaching | Proprietary | Senior Year | [ETS Praxis Validity and Reliability](https://www.ets.org/s/praxis/pdf/validity.pdf) | CAEP approved |
| Student Teacher Assessment Tool (STOT) | EPP  | Senior Year | [Student Teaching Assessment Instrument Validity and Reliability](https://ndacte.org/wp-content/uploads/2019/12/STOT-Validity-Summary-June-2017-1.pdf)[Rater-Reliability Training](https://www.ndacte.org/stot-presentation-caep-march-2017/) | The EPP participated in NDACTE efforts towards the construction of the instrument, pilot efforts, and the assessment data as well as the NDACTE grant for rater-reliability  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment** | **Type** | **Time of Completion** | **Validity and Reliability Link** | **Comments** |
| Teaching for Learning Capstone (TLC) Unit | EPP | Student Teaching Experience | [Lawshe Validity for Rubric Descriptors](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/TLC_Lawshe_with%20Data%20copy.pdf)[Factor Analysis and Cronbach Reliability](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/TLC%20Validity%20and%20Reliability%20Efforts.pdf) | The EPP’s TLC unit is similar to edTPA but modified by EPP faculty and area cooperating teachers. EPP faculty worked to establish validity and reliability of the TLC assessment form. |
| Dispositions | EPP | Introduction to Education through Student Teaching | [Lawshe Validity and Cronbach Reliability](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Lawshe%20Validity%20and%20Cronbach%20Reliability%20for%20Dispositions.pdf) | The EPP participated in the NDACTE collaborative efforts for the construction of the instrument, the pilot, and assessment efforts, as well as the Lawshe content validity data collection and analysis |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment** | **Type** | **Time of Completion** | **Validity and Reliability Link** | **Comments** |
| Exit Survey | Proprietary | Seniors provide feedback on preparation experiences near the time of graduation | [Exit Survey Validity and Reliability](https://static1.squarespace.com/static/576c2250579fb30cbde835ea/t/5d77db3c03ba3060e604d6bb/1568135996544/Exit%2BSurvey%2B2017%2Bvalidity%2Band%2Breliability.pdf) | The EPP participated in the Network for Excellence in Teaching (NExT) Common Metrics efforts for the development of instruments, revisions, pilot administration, and assessment efforts |
| Completer Survey | Proprietary | Completers provide feedback on preparation in spring of the first year of teaching | [Completer Survey Validity and Reliability](https://static1.squarespace.com/static/576c2250579fb30cbde835ea/t/5d77db619b78a06e2a1b2f93/1568136033822/Transition%2Bto%2BTeaching%2BSurvey%2B2017%2BValidity%2Band%2BReliability.pdf) | The EPP participated in the NExT Common Metrics efforts for the development of instruments, revisions, pilot administration, and assessment efforts |
| Employer Survey | Proprietary | Employers provide feedback on the completer’s preparation in the spring of the first year of teaching | [Employer Survey Validity and Reliability](https://static1.squarespace.com/static/576c2250579fb30cbde835ea/t/5d77db0bfbd35b348d3f092d/1568135948516/Supervisor%2BSurvey%2B2017%2BValidity%2Band%2BReliability.pdf) | The EPP participated in NExT Common Metrics efforts for the development of instruments, revisions, pilot administration, and assessment efforts |

**Exit Survey Data Fall 2011- Spring 2020**

**Exit Survey Data** – data gathered from student teachers just prior to graduation. The combination of data from exit surveys, completer surveys, employer surveys and student teaching data provide feedback from the perspective of student teachers, cooperating teachers, alumni and principals.

**Would you recommend your teacher education program to other prospective teachers?**

|  |  |  |
| --- | --- | --- |
|  | **Total** | **Percent** |
| Definitely Yes | 801 | 75.92% |
| Probably Yes | 230 | 21.8% |
| Probably No | 19 | 1.8% |
| Definitely No | 5 | 0.47% |
| **Total** | **1055** |  |

[Link to Exit Survey Data](https://vcsuintasc.myefolio.com/Intasc2021/exit)

# **Data Gathered from Completers**

The first-year teacher survey results are [related to content knowledge and disaggregated](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020%20State%20Report%20Completer%20Data%20related%20to%20Content%20Knowledge.pdf) by teacher education program areas.

The Completer Data are shared for one a single year like this [example gathered in the Spring of 2020](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Completer%20Survey%20Data%20in%202020.pdf) from the 2018-2019 completers. The Completer Data are also shared in Annual Unit Data Reports each August with the opportunity for stakeholders to view a more historic look at the [data over time](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Completer%20Survey%20Data%20Over%20Time%202012_2020.pdf).

Completer Survey [Validity and Reliability](https://static1.squarespace.com/static/576c2250579fb30cbde835ea/t/5d77db619b78a06e2a1b2f93/1568136033822/Transition%2Bto%2BTeaching%2BSurvey%2B2017%2BValidity%2Band%2BReliability.pdf).

The EPP’s assessment coordinator was a member of the Network for Excellence in Teaching (NExT) Common Metrics workgroups that were funded by a Bush Grant. The NExT Common Metrics members contributed to the development of the Exit Survey, Completer Survey, and Employer Survey that are identified as important assessment instruments for the EPP.

The NExT Common Metrics representatives worked to ensure that the assessment instruments satisfied the CAEP sufficient level expectations or higher.

[Link to Completer Data](https://vcsuintasc.myefolio.com/Intasc2021/alumni)

# **Data Gathered from Employers (Supervisors of First-Year Teachers)**

The employers (primarily principals) of the EPP’s first-year teachers are surveyed each spring. The results for this artifact are [related to content knowledge and disaggregated](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020%20State%20Report%20Employer%20Data%20related%20to%20Content%20Knowledge.pdf) by teacher education program areas.

The Employer Data are shared for a single year like this [example gathered in the Spring of 2020](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Employer%20Survey%20Data%20in%202020.pdf) from the supervisors of the EPP’s 2018-2019 first-year teachers. The Employer Data are also shared in Annual Unit Data Reports each August with the opportunity for stakeholders to view a more historic look at the [data over time](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Supervisor%20Survey%20Data%20Over%20Time%202012_2020.pdf).

Employer Survey [Validity and Reliability](https://static1.squarespace.com/static/576c2250579fb30cbde835ea/t/5d77db0bfbd35b348d3f092d/1568135948516/Supervisor%2BSurvey%2B2017%2BValidity%2Band%2BReliability.pdf).

[Link to Employer Data](https://vcsuintasc.myefolio.com/Intasc2021/SS)

# **Teaching for Learning Capstone (TLC) Unit Data**

The TLC unit is a rigorous capstone project that requires teacher candidates to apply their learning from the professional education sequence courses as well as the content and methods courses in the education major. Teacher candidates present their TLC units during finals week prior to graduation. Most of the TLC work across the scope of the program has been assessed as proficient and some teacher candidates are producing work that exceeds expectations.

Sometimes teacher candidates communicate a more complete picture of their teaching and impact on student learning in an oral presentation or a combinational manner. The faculty ratings are largely based on the writing in the TLC template and video communication. At times, the written communication may lead to an emerging level (2) or a (2.5) level rating. The faculty assessment can only be rated based the evidence available from the teacher candidate and the rubric.

Overall, the learning outcome assessment process for the TLC serves as a reminder of the tremendous teaching and learning efforts of the VCSU teacher candidates and faculty. The process helps methods faculty and other faculty learn how well teacher candidates are planning, implementing, and assessing units for learning. The process also helps faculty to learn how well the teacher candidates are reflecting on their teaching and how candidates believe their efforts are impacting students’ learning.

Teaching for Learning Capstone (TLC) Unit is truly a capstone project for teacher candidates. Teacher candidates complete the EPP’s [TLC Template](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/TLC%20Template_Diversity_Technology.pdf) during the process.

* [Teacher Candidate Work Sample](https://oliviahammerschmidt.myefolio.com/) (Please feel free to click on the Plan, Implement, Evaluate, and Reflect sections. The Evaluate section displays the teacher candidate’s impact on student learning.
* [Another Teacher Candidate Work Sample](https://vcsuintasc.myefolio.com/English/Home) from a different major.
* Additional TLC work samples displaying [student learning](https://andreajirele.myefolio.com/Evaluate) and [feedback to students](https://sierrahokanson.myefolio.com/evaluate) are available.

Subject Matter Experts ([methods instructors who supervise and work with student teachers](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/TLC_Lawshe_with%20Data%20copy.pdf)) participated in a Lawshe Method procedure to help the EPP establish essential descriptors of performance that included language that was friendly for teacher candidates. The result was a [TLC Evaluation Rubric](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/TLC%20Evaluation%20Rubrics_12%20Items.pdf)

that was developed with input from faculty across the EPP.

Since the EPP’s version of the capstone project had strayed from edTPA assessments, the EPP had to establish its own [TLC Validity and Reliability Research](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/TLC%20Validity%20and%20Reliability%20Efforts.pdf). The Cronbach’s Reliability results indicated a good level of internal consistency. The factor analysis data for construct validity was highly favorable as well.

The [TLC Program Data](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020%20TLC%20Data%20for%20Teacher%20Education.pdf) have been helpful in improving teacher candidate preparation and the process of assessment.

[Link to TLC Unit Data](https://vcsuintasc.myefolio.com/Intasc2021/tlc)

# **Disposition Data**

In the Summer of 2018, the NDACTE disposition assessment efforts were assisted by feedback from the P-12 educators attending a VCSU annual data sharing event. [Page 1 displays the list of stakeholders and pages 4-7 of the annual data sharing summary](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Data%20Sharing%20and%20Essential%20Dispositions%20Summary%20August%206%202018.pdf) document Lawshe Validity ratings from the group of content experts.

Cooperating teachers from partner schools rated Spring 2019 student teachers as part of a pilot study. The data were viewed as the [first cycle of data](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2019%20VCSU%20Spring%20Pilot%20Disposition%20Data.pdf) using the NDACTE workgroup’s disposition assessment. The EPP’s faculty and school partners played a substantial role in the development and application of the assessment instrument for the EPP’s teacher candidates.

At the Summer of 2019 Annual Data Sharing Session, the EPP faculty and P-12 educators attending a VCSU annual data sharing event were allowed to see the updated validity ratings and Spring 2019 pilot data. [Page 1 displays the list of stakeholders and pages 3-6 of the annual data sharing summary](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Data%20Sharing%20and%20Essential%20Dispositions%20Summary%20August%206%202018.pdf) document the findings that were shared.

The [full disposition assessment instrument](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Disposition%20Assessment%20Form.pdf) is administered to teacher candidates at the end of the program during student teaching.

The EPP faculty felt the comprehensive assessment could not be assessed in full for each course. The EPP faculty utilized discussions and the Lawshe Method to make [the process more valid and practical](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2019_Disposition%20Assessment%20for%20All%20Programs.pdf) for their courses and the teacher candidates’ performances. The process established which dispositions would best be able to be viewed at specific points in program.

The process used for the initial program was repeated to [coordinate disposition assessments](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020%20Disposition%20Data%20Entry%20and%20Output%20in%20CAS%5B1%5D.pdf) in both the initial and the advanced program.

[The disposition data](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Disposition%20Data%20Across%20Program%20Fall%202019_Spring%202020%20.pdf) provided display ratings from cooperating teachers, faculty, and teacher candidate self-assessments.

The document provides the [Lawshe Method calculations and Cronbach’s Alpha](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Lawshe%20Validity%20and%20Cronbach%20Reliability%20for%20Dispositions.pdf) to display both the validity and the reliability of the disposition assessment instrument.

The EPP’s assessment coordinator was a member of the collaborative NDACTE workgroup that developed the disposition assessment instrument. The EPP faculty and many P-12 partners participated in Lawshe method ratings and assisted with pilot ratings of teacher candidates’ performances. The development of the InTASC-based instrument has been thoroughly enhanced by the input of stakeholders and EPP faculty.

The NDACTE workgroup sought additional analysis of the instrument following the Spring 2019 pilot. Dr. Stacy Duffield, NDSU, and her researchers provided factor analysis that helped to inform the workgroup’s actions for improvement of the instrument prior to its use in 2019-2020. The efforts for improvement have increased the reliability and validity of the instrument.

[Link to Disposition Data](https://vcsuintasc.myefolio.com/Intasc2021/dispositions)

**3. Respond to the following questions:**

1. Analysis of findings: Describe how the data provided above demonstrate that candidates in the program meet the standards
2. Response to findings: What changes have you made in your program as a result of data analysis? Provide a rationale for your decision.

**Analysis of Findings**

The analysis of the assessment findings is part of a regular calendar of quality assurance for the EPP. The Assessment Coordinator and the Administrative Assessment Assistant work with the System Analyst for the Central Assessment System to gather data from multiple assessments and multiple sources. The findings are put into reports to be analyzed and shared with the Dean of SEGS, the Dean of the Advanced Program, the Director of Student Teaching, faculty members, teacher candidates, cooperating teachers, completers, employers, staff, the assessment workgroup, and a variety of stakeholders as well as other entities seeking teacher education data from the EPP. The process is continuous throughout the year and the findings are used to help inform decisions for improvement.

[Unit Data Reports](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020%20Annual%20Unit%20Data%20Report%20_SEGS_Final.pdf) are prepared and shared on an annual basis. The Unit Data Report is available for Annual Data Sharing sessions and Welcome Week in August for faculty. The report serves as a resource and a way to capture data at a common point year after year.

[Program Data Reports](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020%20Annual%20Unit%20Data%20Report%20_SEGS_Final.pdf) are shared in September and February. The September data are typically available and shared for program review by Welcome Week in August. Each program is free to make their own analysis and program decisions based on their data. Some programs request additional data reports from the assessment coordinator.

***A variety of examples of how data findings are shared:***

* Student teaching – the EPP prepares reports in multiple ways. One example involves data displayed alongside the performance descriptors in the assessment rubric. The analysis also includes a more concise [summary of the findings at the end of the report](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Student%20Teaching%20Data%20Summary_Rubric%20View%20Spring%202020.pdf). The report has been shared multiple times with faculty members and other stakeholders in a manner that allows the EPP to receive additional analysis and feedback comments for learning.
* The [disposition data](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Disposition%20Data%20Across%20Program%20Fall%202019_Spring%202020%20.pdf) example provides a look at an analysis of findings and action statements based on the 2019-2020 academic year.
* Findings are analyzed across [multiple instruments and multiple perspectives](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/InTASC%20Data%20Gathered%20from%20Multiple%20Assessments%20and%20Sources%20.pdf) before decisions are made. [Common Metrics reports](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%204%20Effectively%20Teach%20Subject%20Matter%20Varying%20Perspectives.pdf) enable VCSU to learn if other EPPs may have similar high or low ratings in a specific area.
* Data findings are gathered, shared, and analyzed for situational events. In the Spring of 2020, the NDACTE was discussing a proposal related to potential waivers involving ACT scores and Praxis Core scores. For the EPP to have informed conversations for decision-making, the following [ACT](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/ACT%20and%20CORE%20Data%202019_Shared%20Version_lengthy.pdf) and [Praxis Core](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/VCSU%20CAEP%20update%20on%203.2%20Candidate%20Selectivity.pdf) findings where shared with faculty.
* Data findings from multiple assessments and multiple sources are tagged to InTASC standards to display evidence of the EPPs efforts to meet state expectations and strive for continuous improvement. The findings shared in this report for [InTASC Standard 3](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%20for%20InTASC%20Standard%203.pdf) provides an example of how teacher candidate performance can be combined with the reflections and perceptions to provide evidence of how well teacher candidates have learned and can apply the standards.

An overall summary of the InTASC findings indicates that teacher candidates are meeting or exceeding proficient level expectations for each of the InTASC Standards. The EPP has strengths in many areas. The findings indicate strengths in the teacher candidates’ skills in planning, the use of technology, and efforts to effectively teach subject matter. Strengths are evident in multiple areas of knowledge, skills, and dispositional areas such as ethics, acceptance of feedback, professionalism, and exhibiting fairness and the belief that all students can learn.

The data indicate positive growth trends in the areas of mental health, assessment, differentiated instruction, and classroom management. These areas have been identified in data findings and data sharing discussions in recent years. Actions have been taken and the follow-up research indicate that the changes are making a positive difference.

Exit Survey Data Example of Positive Growth in Differentiated Instruction:

To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

Rating options: Agree, Tend to Agree, Tend to Disagree, Disagree

|  |  |  |
| --- | --- | --- |
| Criteria | Spring 2017Percent Agree + Tend to Agree | Spring 2020Percent Agree + Tend to Agree |
| Differentiate instruction for students with mental health needs. | 38.71 % + 33.87% = 72.58% | 54.22 % + 31.33% = 85.55% |
| Differentiate instruction for English-language learners. | 43.55 % + 35.48% = 79.03% | 56.63% + 32.53% = 79.16% |

Student Teacher Data Example of Positive Growth in Classroom Management and Assessment:

Cooperating teachers place a rating of **(4) Distinguished**, (3.5) meets level 3 and part of 4, **(3) Proficient**, (2.5) meets level 2 and part of 3, **(2) Emerging**, (1.5) meets level 1 and part of 2, **(1) Underdeveloped**.

|  |  |  |
| --- | --- | --- |
| Criteria | 2017-2018Mean ScoreN=168 | 2019-2020Mean ScoreN=132 |
| InTASC 3: Clearly communicates expectations for appropriate student behavior  | 3.32 | 3.44 |
| InTASC 3: Responds appropriately to student behavior  | 3.31 | 3.46 |
| InTASC 6: Provides students with meaningful feedback to guide next steps in learning  | 3.33 | 3.38 |
| InTASC 6: Engages students in self-assessment strategies | 3.22 | 3.29 |

The EPP continues to analyze data and pursue areas for improvement. Discussions in 2020 have focused on data findings related to long-term planning, engagement with families and parents, and the overall writing skills of our teacher candidates. The EPP faculty have also discussed the impact of the pandemic on education and the need for more attention given to HyFlex and online teaching strategies.

[Link to Analysis of Findings](https://vcsuintasc.myefolio.com/Intasc2021/analysisfindings)

# **Analysis of Assessments**

Discussions about the EPP’s assessments occur during Annual Data Sharing sessions and through faculty communication with cooperating teachers during field experiences. The EPP faculty and partner school cooperating teachers have frequently participated in the process of creating, revising, or piloting the EPP’s assessments. Since 2016, the EPP faculty have contributed as subject matter experts for decisions related to disposition assessments, TLC unit rubrics descriptors, and the scoring of a student teacher rater reliability training sample. The faculty have also been engaged in the approval of word choices for rubric descriptors in the student teaching assessment instrument, the development of pre-student teaching field experience forms, and the revisions of the TLC rubrics.

The assessment coordinator has represented the EPP on various NDACTE or Network for Excellence of Teaching (NExT) assessment projects. Assessment drafts have been shared with the EPP faculty for suggestions or pilot feedback from stakeholders. If an assessment instrument is not leading to valid or reliable outcomes, the assessment coordinator will share the validity or reliability concern and seek input on improvements. The EPP and its stakeholders have had an active role in the development and acceptance of the assessments.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment** | **Type** | **Time of Completion** | **Validity and Reliability Link** | **Comments** |
| Student Teacher Assessment Tool (STOT) | EPP  | Senior Year | [Student Teaching Assessment Instrument Validity and Reliability](https://ndacte.org/wp-content/uploads/2019/12/STOT-Validity-Summary-June-2017-1.pdf)[Rater-Reliability Training](https://www.ndacte.org/stot-presentation-caep-march-2017/) | The EPP participated in NDACTE efforts towards the construction of the instrument, pilot efforts, and the assessment data as well as the NDACTE grant for rater-reliability |
| Teaching for Learning Capstone (TLC) Unit | EPP | Student Teaching Experience | [Lawshe Validity for Rubric Descriptors](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/TLC_Lawshe_with%20Data%20copy.pdf)[Factor Analysis and Cronbach Reliability](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/TLC%20Validity%20and%20Reliability%20Efforts.pdf) | The TLC is similar to edTPA but modified by EPP faculty and area cooperating teachers. EPP faculty worked to establish validity and reliability of the TLC assessment form. |
| Dispositions | EPP | Introduction to Education through Student Teaching | [Lawshe Validity and Cronbach Reliability](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Lawshe%20Validity%20and%20Cronbach%20Reliability%20for%20Dispositions.pdf) | The EPP participated in the NDACTE collaborative efforts for the construction of the instrument, the pilot, and assessment efforts, as well as the Lawshe content validity data collection and analysis |
| Exit Survey | Proprietary | Seniors provide feedback on preparation experiences near the time of graduation | [Exit Survey Validity and Reliability](https://static1.squarespace.com/static/576c2250579fb30cbde835ea/t/5d77db3c03ba3060e604d6bb/1568135996544/Exit%2BSurvey%2B2017%2Bvalidity%2Band%2Breliability.pdf) | The EPP participated in the NExT Common Metrics efforts for the development of instruments, revisions, pilot administration, and assessment efforts |
| Completer Survey | Proprietary | Completers provide feedback on preparation in spring of the first year of teaching | [Completer Survey Validity and Reliability](https://static1.squarespace.com/static/576c2250579fb30cbde835ea/t/5d77db619b78a06e2a1b2f93/1568136033822/Transition%2Bto%2BTeaching%2BSurvey%2B2017%2BValidity%2Band%2BReliability.pdf) | The EPP participated in the NExT Common Metrics efforts for the development of instruments, revisions, pilot administration, and assessment efforts |
| Employer Survey | Proprietary | Employers provide feedback on the completer’s preparation in the spring of the first year of teaching | [Employer Survey Validity and Reliability](https://static1.squarespace.com/static/576c2250579fb30cbde835ea/t/5d77db0bfbd35b348d3f092d/1568135948516/Supervisor%2BSurvey%2B2017%2BValidity%2Band%2BReliability.pdf) | The EPP participated in NExT and NDACTE Common Metrics efforts |

[Link to Analysis of Assessments](https://vcsuintasc.myefolio.com/Intasc2021/instruments)

**Response to Findings**

The EPP regularly gathers, analyzes, and shares data with faculty and stakeholders. The EPP listens to the feedback and uses the findings to inform [decisions for continuous improvement](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_Changes%20and%20Data%20Informed%20Decisions.pdf).

Data shared with P-12 educators, administrators, and EPP faculty during annual data sharing sessions involve summaries as well as full data sets. The August 2020 report was sent to stakeholders in a portfolio format with directions for the meeting, access to data sets, and a Data Sharing Post Session Summary was added to include feedback from the stakeholders. The feedback comments are discussed and become part of informing the decisions for change. [This link leads to data shared](https://vcsuintasc.myefolio.com/datasharing/Home) in August of 2020.

The stakeholders receive access to larger reports for those who wish and a summary of various reports as well. The August 2020 participants are listed on the first page in [data summaries](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020%20Annual%20Data%20Sharing%20Sumary%20August%205%20.pdf). The [August 2020 feedback](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Annual%20Data%20Sharing%20Session%20Comments_8_5_20.pdf) provides an example of responses that are gathered from stakeholders who have viewed the EPP’s data findings.

The August [2019 annual sharing session included feedback](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Data%20Sharing%20and%20Essential%20Dispositions%20Summary%20August%206%202019.pdf) from the 2018 session where P-12 educators, administrators, and EPP faculty contributed to the development of the [new disposition assessment](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Disposition%20Assessment%20Form.pdf). The link displays a follow-up report from the previous year, plus new data. Stakeholders appreciate knowing that follow-up is occurring, and the stakeholder’s input is being heard and implemented. An example of the feedback gathered from stakeholders after the [August 2019 session](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/1_Data%20Sharing%20Feedback%20from%20August%206%202019.pdf) is available.

The 2018 data sharing session included gathering [subject matter expert feedback from P-12 educators, administrators, and EPP faculty related to which disposition items](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Data%20Sharing%20and%20Essential%20Dispositions%20Summary%20August%206%202018.pdf) are most essential for teacher candidates. The document includes the data sharing session summary as well. The August data sharing events have been productive for VCSU and participants from area schools.

* Annual data sharing session [summary for 2017](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2017%20Feedback%20from%20VCSU%20and%20K12%20Data%20Sharing%20Session-1.pdf).
* Review of 2015 annual data sharing session and [summary for 2016](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2016%20Feedback%20from%20VCSU%20and%20K12%20Data%20Sharing%20Session.pdf).
* Examples of [annual data sharing sessions from 2016-2019](https://vcsuintasc.myefolio.com/datasharing/datasharehistory).

Data are shared annually with stakeholders and far more often with EPP faculty. The findings are shared with groups of faculty members regularly and at times situationally. The data can lead to subtle informal decisions for improvement by faculty teaching courses, or to more significant changes such as adding a credit to a course or making changes in field experiences. The EPP makes decisions informed by data and the voice of stakeholders in the best interests of continuous improvement in teacher preparation. The EPP follows-up on its decisions to learn if the decisions were effective for program improvement.

[Link to Response to Findings](https://vcsuintasc.myefolio.com/Intasc2021/response)

# **Response to Findings**

**Follow-Up on Data-Informed Decisions**

When the EPP makes data-informed decisions for continuous improvement, the EPP reviews the data in the following years to determine if the program changes are contributing to the intended outcomes. This narrative and the accompanying evidence provide examples of the EPP’s efforts to follow-up on its data informed decisions.

The EPP began studying the correlation between overall GPA and student teacher final evaluations in 2004. The results of a regression analysis involved 808 student teacher placements over a seven-year period between the Fall of 2004 and the Spring of 2011 indicated a significant relationship existed between the cooperating teaching final mean score ratings and the cumulative GPAs of student teachers.

As a whole, the lowest level of mean score ratings being received by teacher candidates involved those with GPAs ranging between 2.50 and 2.74. The EPP was considering raising its GPA for program admission, but the data also indicated that exceptions existed. A 2011 decision was made to raise the admission requirement from 2.50 to 2.75 was informed by data. The VCSU Teacher Education Committee noted that approximately one-third of the teacher candidates with GPAs in the range of 2.50 to 2.74 were highly successful in their student teaching, so an appeal process was established. Teacher candidates with a GPA between 2.50 and 2.74 must appeal for admission. The teacher candidates who have appealed and have been permitted to continue have done well in their early field experiences, displayed favorable dispositions, and have shown a recent trend towards higher achievement in the classroom are able to appeal for admission.

The results have supported the GPA decision. The teacher candidates with GPAs between 2.50 and 2.74 who have been approved through the appeal process have achieved mean score ratings that are much closer to, and on some semesters higher, than the student teachers with GPAs between 2.75 – 2.99. Fewer teacher candidates are going into student teaching placements who may have struggled in the classroom and those teacher candidates are being successful.

The research continued as a new student teaching instrument with stronger alignment to the InTASC Standards was administered between the Fall of 2011 and the Spring of 2017. The research kept moving forward as a new assessment instrument was developed with more thorough rubrics and descriptors that were more actionable. The data from the Fall of 2017 through the Spring of 2020 also indicate a significant relationship exists between cooperating teacher mean score ratings for student teachers and cumulative GPA. Follow-up research on the EPP decision to more carefully screen the teacher candidates with a cumulative GPA below 2.75 has continued to indicate the program made a good decision ([Evidence 1](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/GPA%20for%20Admission%20Raised%20and%20Update%20after%20Spring%202020.pdf)).

Another example of how the program follows up on its decisions involved the increase in the length of student teaching time from 10 to 12 weeks. The decision was made after surveys and a significant amount of cooperating teacher and faculty input to extend the length of the student teaching experience. The decision allowed more field experience time for teacher candidates. Follow-up research was done to determine if student teacher ratings from cooperating teachers might stay the same, increase, or decrease. The mean score ratings in every student teaching category were higher after the switch to 12-week student teaching placements. The student teaching assessment instrument was modified, so the research was discontinued because it could no longer provide apples to apples comparisons. The four semesters of follow-up data that were gathered supported the EPP decision to move from 10 to 12 weeks of student teaching ([Evidence 2](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Student%20teaching%20change%20from%2010%20to%2012%20weeks.pdf)).

A recent data-informed decision for improvement involved the addition of one credit to EDUC 240 Educating Exceptional Students. The decision has turned out positively for teacher candidate preparation in differentiated instruction. The decision to add a credit was debated over multiple years, because the EPP didn’t want to add costs for teacher candidates. The data and the voice of stakeholders reviewing the data impacted the EPP’s data-informed decision to make the change. The decision has been supported by follow-up data that indicate improvement in differentiated instruction. ([Evidence 3](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Add%20One%20Credit%20to%20EDUC%20240%20and%20Follow-Up%20.pdf)).

Another data-informed decision for improvement was in response to classroom management feedback and data. [Dr. Sheri Okland created a pilot for substitute teaching](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Subbing%20Program%20Information.pdf) that was successful and kept growing.

* VCSU expanded its field experience time for teacher candidates through opportunities for co-teaching and substitute teaching. The substitute teaching program enables pairs of teacher candidates to gain experience in classrooms while VCSU partners with area P-12 schools, so their faculty have time for professional development opportunities.
* Feedback from teacher candidates have indicated that their substitute teaching experiences have been highly beneficial, especially in gaining classroom management experience ([Evidence 4](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Evidence%204%20Follow-up%20on%20Classroom%20Management%20with%20Subbing%20Program.pdf)).

[Link to Follow-Up Research on Data-Informed Decisions](https://vcsuintasc.myefolio.com/Intasc2021/datadriven)

**Valley City State University**

**School of Education and Graduate Studies**

**Changes and Data Informed Decisions for Learner and Program Improvement**

**VCSU Background**

Valley City State University (VCSU) has been known for teacher education preparation since the institution began in 1890. VCSU has been nationally accredited by the National Council for the Accreditation of Teacher Education (NCATE1) since 1954.

The VCSU School of Education and Graduate Studies (SEGS) received highly successful state program and NCATE reviews in 2016. Gathering, analyzing, sharing, and reflecting on data to help inform decisions for growth is vital – but the actions of VCSU faculty, teacher candidates, cooperating teachers and administrators partnering together with stakeholders makes the difference.

**Curriculum and assessment changes since 2015**

VCSU conducts data sharing discussions with K-12 partner school representatives each August. The intent is to have VCSU teacher education faculty and supervisors be engaged with K-12 educators to discuss ideas for improving teacher preparation. The data sharing discussions are based on multiple assessments. The collaborative efforts between the Education Preparation Provider (EPP) and P-12 educators from partnering schools have led to curriculum improvements in the following areas: formative assessment, strategies for working with English language learners, differentiated instruction, classroom management, and technology.

* + - The discussions led to the development of a revised course titled EDUC 450 Trends in Assessment and Educational Issues.
	+ Classroom Management curriculum changes:
		- The EDUC 351 course on classroom management includes additional practicum time and was established to enhance classroom management learning opportunities for secondary majors.
		- The EDUC 350 practicum course for elementary majors incorporated additional classroom management learning experiences.
	+ EDUC 240 changed from a two-credit course to a three-credit course.
		- Survey Data from Exit Surveys (data gathered from student teachers), Transition to Teaching Surveys (from first-year teachers), and Supervisor Surveys (from employers of first-year teachers) identified many program strengths. The data also indicated the need to do more in the area of teacher preparation related to IEPs and 504 plans, as well as instruction for students who are English learners, gifted and talented learners, or those learners who may have mental health needs.
		- VCSU faculty members responded to the data by integrating more opportunities for learning about differentiated instruction across the curriculum; the ratings improved slightly. The data indicated that student teachers and first-year teachers feel they could have benefited from more opportunities to learn about mental health and working with the diverse needs of their learners. The change to add one credit to EDUC 240 was a positive step for the program and the teacher candidates.
		- The change benefits teacher candidates in their preparation as educators and the addition of the third credit benefits VCSU graduates in their pursuit of additional endorsements in the field of special education. The extra course time has allowed for an increase in Trauma Sensitive School (TSS) training to address mental health concerns and also allows for additional field experience time.
	+ MATH 277 and MATH 278 moved up in the NDSU Elementary Education curriculum. While Core exam data indicated that NDSU collaborative elementary majors were doing as well or better than other VCSU on-campus or Wyoming elementary majors on the math section, some collaborative students were struggling with the math exam section. Offering MATH 277 and MATH 278 earlier in the curriculum enabled collaborative students in need to build or refresh their math skills to successfully pass the Core exam and gain admission to the Teacher Education program.
	+ MATH 277 and MATH 278 were changed to EDUC 277 and EDUC 278. The decision was partly due to budgets and credit hour production, but also gave the Education department even more freedom to coordinate the content with the specific needs of teacher candidates in Elementary Education
* EDUC 278 and EDUC 323 were changed from 2 to 3 credit hours. North Dakota changed the Elementary Education licensure from grades 1-6 to 1-8. The decision increases the potential for Elementary Education graduates to teach 7th and 8th grade content. VCSU responded by increasing the breadth and depth of curriculum for Elementary Education majors in mathematics and reading.
* Co-teaching and Substitute Teaching – improving classroom management preparation through additional field experiences prior to student teaching
* VCSU expanded its field experience time for teacher candidates through opportunities for co-teaching and substitute teaching. The substitute teaching program enables pairs of teacher candidates to gain experience in classrooms while VCSU partners with area schools. The P-12 faculty have time for professional development opportunities.
* Feedback from teacher candidates have indicated that their substitute teaching experiences have been highly beneficial, especially in gaining classroom management experience.
* Student teacher final evaluation forms
	+ In the fall of 2015, VCSU began its transition from NCATE to Council for the Accreditation of Educator Preparation (CAEP). VCSU representatives attended state CAEP sessions in 2015 and national training sessions in the summer of 2016. VCSU representatives worked collaboratively with North Dakota Association of Colleges for Teacher Education (NDACTE) representatives to create a new student teacher observation tool piloted and tested for reliability and validity in the fall of 2016 and spring of 2017, before beginning implementation in the fall of 2017. Student teachers began self-assessment ratings in the fall of 2018.
* Improvement of Pre-Student Teaching Field Experience Assessments
	+ The 2017-2018 VCSU Assessment Workgroup helped to develop new field experience forms for EDUC 250, EDUC 350, and EDUC 351. The rubrics have actionable descriptors. Pilot and focus group follow-up discussions in the spring of 2018 indicated highly favorable feedback from cooperating teachers. Follow-up focus group feedback provided to the SEGS liaison who communicates regularly with partnering schools was again highly favorable in 2018-2019.
* Improvement of Disposition Assessment Process
	+ The EPP participated in a two-year process of developing a dispositional assessment instrument with improved performance indicators and descriptors. A VCSU representative worked with representatives from five other CAEP institutions to establish a valid instrument for assessing dispositions. The Lawshe Method was used to gain feedback from 83 stakeholders who were considered subject matter experts based on their work with student teachers: university supervisors, cooperating teachers, and PK-12 administrators. The stakeholders helped narrow down a potential list of 43 InTASC dispositional items to the 22 most essential items.
	+ The instrument was piloted in the fall of 2018 and improved. The revised version was piloted in the spring of 2019 and viewed more favorably. The instrument was implemented in the fall of 2019. The results from the first three semesters were informative and the data will continue to be observed over more semesters.
	+ The EPP kept its disposition referral process in place but made changes to its disposition assessment instrument to help identify teacher candidates’ growth of professional dispositions as future educators progress through the program.
* Continuation of the NExT Common Metrics efforts, designed in collaboration with 14 institutions, has gone beyond the grant expectations. VCSU continues to stay engaged in the Common Metrics work:
	+ - Entry Survey (Intro to Education teacher candidates) – instrument was revised in the fall of 2018
		- Exit Survey (Student teachers complete in the final weeks before graduation)
		- Transition to Teaching (1st-year teacher/Alumni survey)
		- Supervisor Survey (Employer/Administrator survey) – instrument revised for spring of 2019
	+ VCSU and NDSU representatives helped to integrate these common assessments throughout the NDACTE.
* K-12 educators collaborated with VCSU faculty to develop a Teaching for Learning Capstone (TLC) Unit
	+ VCSU representatives attended Teacher Performance Assessment (TPA, now called edTPA) workshops and then engaged P-12 educators and VCSU faculty in developing a Teaching for Learning Capstone (TLC) unit for VCSU teacher candidates to complete during their student teaching experience.
		- The TLC unit adds rigor and consistency to the expectations of student teachers in areas planning, implementing, evaluating, and reflecting on a unit of teaching and student learning. The TLC unit provides a way for teacher candidates to thoroughly reflect on their teaching and measure their impact on student learning.
		- Updates were made to the TLC unit rubric in 2017-2018 to increase validity and rater reliability. The Lawshe Method was used to validate the rubric criteria and make the wording more teacher candidate friendly. The TLC rubrics have been assessed on an annual basis and the data are shared to improve teacher preparation and rater reliability. The rater reliability improved between 2017-2018 and 2018-2019.

**VCSU Unit and Program Data Sharing**

All EPP faculty members who teach methods or professional education sequence courses are part of the Unit.

* Unit faculty members receive access to updated data every August.
	+ Unit data reports include the final evaluation data for all VCSU student teachers, praxis data, pre-student teaching field experience data, and disposition data as well as completer and employer data. Unit faculty members are able to see the program’s strengths and areas that can be improved. Faculty often comment about changes they make in their teaching in order to not only address an area that was not rated highly, but to make sure the area receives greater emphasis and the teacher candidates gain additional opportunities for practice.
	+ Data are shared annually with P-12 stakeholders, the Teacher Education Committee, and each semester with student teachers. The stakeholders are able to share their personal experiences working with teacher candidates along with seeing data from multiple assessments to gain perspectives from student teachers, cooperating teachers, first-year teachers, and employers of first-year teachers.
* Program data are shared in September and February.
	+ Program reports disaggregate data by academic area, so faculty (shared through the methods teachers) can see GPA, licensure tests, and student teacher final evaluation data for their content area.
	+ The data shared with each program in February 2020 included three years of specific data that were helpful for writing state reports.

Often the data indicate areas of strength in which VCSU teacher candidates and graduates have performed well. The intention of the data sharing sessions is to provide awareness and useful information in the decision-making process for continuous improvement. Unit faculty members are involved in the preparation and assessment of our students. VCSU provides release time for an assessment coordinator and has two division assistants in the School of Education and Graduate Studies area.

VCSU has a Central Assessment System and regular calendar for gathering data on teacher candidates for admission to the program, GPA, Praxis tests for licensure, field experiences, and dispositions. Data are also gathered from surveys at the entry and exit level, and later from completers and employers of the completers.

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1 NCATE has merged with another organization and transformed into the Council for Accreditation of Educator Preparation (CAEP).

2 The 14 member institutions of the NExT initiative include the Valley Partnership (VCSU, NDSU, MSU-Moorhead), University of South Dakota, St. Cloud State, University of Minnesota – Twin Cities, Winona State, Minnesota State Mankato, and a consortium of six private universities in the Twin Cities (Augsburg, Bethel, Concordia St. Paul, St. Catherine’s, Hamline, and St. Thomas).

3 Valley City State University, North Dakota State University, and Minnesota State University Moorhead are teamed together in the Bush Grant to form the Valley Partnership.

**Course Catalog Descriptions**

**Link to Syllabi**

**EDUC 240.** [Educating Exceptional Students](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_240_Figueroa.pdf)**. 3 Credits.**

A study of the characteristics of the exceptional student. Current delivery models, educational adaptations, and best practices for the regular classroom teacher of a mainstreamed student are stressed. This course covers mental health topics and strategies related to K-12 education. This meets requirements for initial licensure in the state of North Dakota. **Typically Offered:**Fall, Spring, Summer.

Role: Professional Education Requirement

State Standard(s): 50015.1b, 50015.3d, 50015.4f, 50015.5a
InTASC Standard(s): 2

**EDUC 250.** [Introduction to Education](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_250_Bass_F20.pdf)**. 3 Credits.**

An introduction to the professional education sequence. The course examines the teaching profession, including the historical, philosophical, and social foundations of education. Students gain knowledge of the VCSU teacher education model and apply knowledge and skills through practice teaching activities, including the effective use of planning, implementing, evaluating, and reflecting. The course requires a 40-hour field experience in an elementary or secondary classroom. Prior to taking EDUC 250 students must have a cleared background check on file with Teacher Education office.
**Typically Offered:**Fall, Spring. **Prerequisites**: Sophomore or Higher. GPA of 2.5 or higher.

Role: Professional Education Requirement

State Standard(s): 50015.5b, 50015.5c

InTASC Standard(s): 9

**PSYC 250.** [**Developmental Psychology**](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Developmental%20syllabus%20-%20spring%202020.pdf)**. 3 Credits.**

A survey of the psychology of human life span development. **Typically Offered:**Fall, Spring, Summer. **Prerequisite**: [PSYC 111](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/PSYC%20111_Woehl_F2020_8am.pdf).

Role: Professional Education Requirement

State Standard(s): 50015.1a, 50015.2f

InTASC Standard(s): 1

**EDUC 283.** [Understanding Cultural Diversity in Education](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_283_Figueroa_Fall2020.pdf)**. 3 Credits.**

A multicultural study of the cultural, ethic, linguistic, and developmental differences of students in the classroom. Included are traditional and modern Native American cultures and values with an emphasis on North Dakota Native Americans as well as strategies for teaching and assessing diverse cultural populations. **Typically Offered:**Fall, Spring, Summer.

Role: Professional Education Requirement

State Standard(s): 50015.1b, 50015.2d, 50015.3d, 50015.3f

InTASC Standard(s): 2, 3, 7, 8

**EDUC 300.** [Educational Technology](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_300_F2F_VCSU_Richman_F20.pdf)**. 2 Credits.**

A study of the use of information and communication technologies for educational purposes. Students design and develop digital-age learning experiences that incorporate contemporary tools and resources to maximize content learning and to develop the knowledge, skills, and attitudes of a professional educator. **Typically Offered:**Fall, Spring.

Role: Professional Education Requirement

State Standard(s): Cross-cutting theme

InTASC Standard(s): 5, Cross-cutting theme

**EDUC 350.** [Elementary Practicum and Classroom Management](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_350_Michaelson_F20.pdf)**. 2 Credits.**

An opportunity for pre-service teachers to gain experience in an elementary classroom in preparation for student teaching. The student works closely with an elementary teacher to develop a greater understanding of effective teaching and classroom management. This course requires the student to participate in both the practicum experience and the substitute teaching program.
**Typically Offered:**Fall, Spring. **Prerequisite**: Admitted to Teacher Education. **Grading:**S/U only.

Role: Elementary Education Teaching Specialty Requirement

State Standard(s): 50015.1a, 50015.3e

InTASC Standard(s): 3, 7, 8

**EDUC 351.** [**Secondary Practicum and Classroom Management**](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_351_Bass_F20.pdf)**. 1 Credit.**

An opportunity for pre-service teachers to gain experience in a secondary classroom in preparation of student teaching. The student works closely with a secondary classroom teacher to develop a greater understanding of effective teaching and classroom management. Students are encouraged to take the practicum the same semester as their secondary methods course.
**Typically Offered:**Fall, Spring.
**Prerequisite**: Admitted to Teacher Education.
**Grading:**S/U only.

InTASC Standard(s): 3, 7, 8

**EDUC 352.** [Culturally Diverse Practicum](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_352_Michaelson_F20.pdf)**. 1 Credit.**

Provides pre-service teachers an experience in a culturally diverse classroom. This experience will enable the pre-service teacher to be better prepared to meet all student's needs and develop a greater understanding of how to work with students from various backgrounds and socioeconomic levels.
**Typically Offered:**Fall, Spring. **Grading:**S/U only.

Role: Professional Education Requirement

State Standard(s): 50015.1b

InTASC Standard(s): 2, 3

**EDUC 400.** [Educational Psychology](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/EDUC_400_Bass_F2020.pdf)**. 2 Credits.**

A study of how students learn and how effective teaching assists the learning process. Units of instruction include learning styles, information processing and cognitive skills development, classroom management, motivation, and assessment of student learning.
**Typically Offered:**Fall, Spring, Summer. **Prerequisite**: Admitted to Teacher Education.

Role: Professional Education Requirement

State Standard(s): 50015.1c, 50015.3e

InTASC Standard(s): 1, 10

**EDUC 450.** [Trends in Assessment and Educational Issues](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_SPR_EDUC%20450_Olson_11%20AM.pdf)**. 2 Credits.**

A study of current issues and trends with an emphasis on assessment. The course focuses on formative and summative evaluation processes, comprehensive assessment strategies to measure student learning, holistic plans to determine student grades, state and national assessments, use of assessment data to determine curricular decisions and current issues with a significant impact on education.
**Typically Offered:**Fall, Spring, Summer. **Prerequisite**: Admitted to Teacher Education.

Role: Professional Education Requirement

State Standard(s): 50015.3a, 50015.3b, 50015.4d, 50015.4g

InTASC Standard(s): 6

**EDUC 480.** [Student Teaching](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_Student%20Teaching%20_475_480_485_490_Knodle.pdf) **(Elementary). 10 Credits.**

Observation, teaching, and other experiences related to teaching. The student in secondary education spends twelve weeks of the senior year student teaching. **Typically Offered:**Fall, Spring. **Prerequisite**: Admitted to Student Teaching. **Grading:**S/U only.

Role: Professional Education Requirement

State Standard(s): 50015.1a-c, 50015.2a-d, 50015.3a-f, 50015.4a-g, 50015.5a-c

InTASC Standard(s): 1-10

**EDUC 490.** [Student Teaching](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/2020_Student%20Teaching%20_475_480_485_490_Knodle.pdf) **(Elementary). 10 Credits.**

Observation, teaching, and other experiences related to teaching. The student in elementary education spends twelve weeks of the senior year student teaching. **Typically Offered:**Fall, Spring. **Prerequisite**: Admitted to Student Teaching. **Grading:**S/U only.

Role: Professional Education Requirement

State Standard(s): 50015.1a-c, 50015.2a-d, 50015.3a-f, 50015.4a-g, 50015.5a-c

InTASC Standard(s): 1-10

In addition to learning teaching methods and strategies in the professional education sequence courses, teacher candidates have content specific methods courses in each major. Candidates have opportunities to teach lessons to peers and in their EDUC 350/EDUC 351 practicum field experiences and during student teaching.

[**Methods Courses**](https://vcsuintasc.myefolio.com/Intasc2021/Uploads/Methods%20Courses%20for%20Teacher%20Education%20Majors.pdf)**:**

Elementary Methods –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 Methods– ART 390 Art Methods, MUS 403 Choral Methods and Literature, MUS 404 Instrumental Methods and Literature, HPER 325 Instructional Methods in Elementary Physical Education Classroom, HPER 490 Methods of Teaching K-12 Physical Education

Secondary Methods - 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