5.1 The Teachers College Unit Assessment System for Initial Teacher Education Programs

Revised August 1, 2003
Revised January 1, 2006
Revised May 1, 2008
Revised January 1, 2011
Revised March 1, 2018
The Teachers College Unit Assessment System for Initial Teacher Education Programs

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Section 1 Overview of Emporia State University Assessment

1.1 General Consideration

For 20 years, the EPP has used as its Assessment foundation a blend of Kansas State Department of Education (KSDE) templates for performance-based assessment of candidates in all 34 licensure areas, standardized test scores (e.g., ETS Praxis II content knowledge and Principles of Learning tests), EPP and state (e.g., Kansas Performance Teaching Portfolio) knowledge and skills assessments completed by all initial teacher education program completers, Student Teaching Assessment Rubric, Preparedness Survey, and disposition assessments completed by faculty, mentor/cooperating teachers, education supervisors, and academic supervisors. Subsets of candidate assessment data are evaluated at different times in their program that the EPP labels “decision points.” The candidate must present data documenting performance and maturity in the program that qualifies them to progress to the next level.

Emporia State University’s Office of Institutional Effectiveness recognizes the annual KSDE assessments reports as both appropriate and adequate in meeting the goals of the Student Learning Improvement Plan, and these reports and evidence files are incorporated into the university’s Annual Assessment Report.

The quality of the individual teacher candidate and the quality of all academic programs are determined through an assessment system first initiated in 1978 when the ESU Faculty Senate adopted minimum competency examinations of initial level candidates. While this effort initially included a campus-wide decentralized assessment program, in 2005, it expanded to a more centralized approach using the Program Assessment of Student Learning (PASL) assessment evaluation system. The KSDE templates were completed by the teacher preparation programs instead of the PASL. This PASL system served the institution well for a decade. Currently, university-wide assessment efforts are coordinated by the Office of Institutional Effectiveness (OIE) with the leadership of the Assistant Provost and the Student Learning Assessment Council. The council consists of department chairs, associate deans, and student life professionals with the charge of planning, coordinating, and implementing assessment practices institution-wide while ensuring that the campus community remains informed on accreditation and accountability requirements. It focuses inclusively on department, program, and unit level assessment coordination and reporting for both curricular and co-curricular learning.

Based on ESU’s 2015 Higher Learning Commission self-study, the PASL transitioned to the Student Learning Improvement Plan (SLIP). The KSDE templates continue to be used by teacher preparation programs instead of the SLIP. The SLIP prioritizes assessment emphasis on course-embedded student learning outcomes assessment, defining and updating program level curriculum infrastructure, and operationalizing program level assessment cycles.

Assessment knowledge is promoted campus-wide through OIE-hosted professional development workshops. In addition, attendance at national and regional assessment conferences is encouraged and sponsored. Annual Assessment Champion awards provide recognition of assessment efforts by individual faculty and staff.
Emporia State University is the EPP and the unit containing all initial and advanced educator preparation programs is The Teachers College. The mission of The Teachers College is to develop professionals who provide service to society, apply interdisciplinary scholarly knowledge, engage in effective practice, respond to uncertainty and change, rely on self-reflection, and belong to professional community. This view of The Professional grows out of research by the Carnegie Foundation for the Advancement of Teaching investigating what are the proficiencies of professionals in the “mature” professions of law, engineering, medicine, and religion. Shulman (1998, p. 516) identified “six commonplaces” shared by all professionals in these four professions (see also Gardner & Shulman, 2005). These six commonplaces were slightly revised for the educator preparation context to become the six proficiencies that constitute The Teachers College’s mission as well as its conceptual framework.

Our graduates are skilled practitioners who are prepared with essential knowledge, skills, and professional and personal dispositions in fields of specialization. Candidate learning reflects historical and contemporary knowledge, research, theory, and practice that meet the academic, personal, and social needs of their students. This mission also reflects the overall mission of the university which is “preparing students for lifelong learning, rewarding careers, and adaptive leadership.” Yearly goals are developed and revisited periodically to ensure that the missions of the university and The Teachers College are being met.

The Teachers College reaffirmed the conceptual framework titled “The Professional” with knowledge, skills, and disposition outcomes in 2016 for another seven years (The Professional conceptual framework was first approved in 2009). The conceptual framework from which the unit’s mission derives conveys the commitment that educators must help all students learn. Our candidates and faculty recognize the importance of their roles serving society, having a knowledge base that enables application of interdisciplinary knowledge, practicing effective pedagogy, responding to uncertainty and change in ways that protect and/or advance student learning, reflecting on and learning from their practice so that it continually improves, and belonging with peers as a contributing member of their professional community. The unit embraces the idea that while successful professionals can be highly effective in different ways, common proficiencies draw on a shared understanding of how to teach effectively to impact student learning.

The Teachers College has developed guidelines for candidate admission that reflect state laws and requirements of regulatory agencies. They are designed to help candidates gain a wide range of knowledge and skills so that they will become effective and successful professionals that reflect the EPP’s conceptual framework.

Except for the early childhood education unified birth through kindergarten and the restricted license programs, all ESU initial teacher preparation programs are offered at the undergraduate level. The early childhood education unified birth through kindergarten and the restricted license programs are graduate programs as are all advanced teacher education programs. The terms “initial” and “advanced” are used in this document, but the terms “undergraduate” and “graduate” may be used in other university documents. For teacher preparation purposes “initial” and “undergraduate” are synonymous and “advanced” and “graduate” are synonymous, with the noted exceptions.
Section 2 System for Performance Assessment of Initial Candidates

2.1 Overview of Initial/Undergraduate Program Assessments

Candidates in teacher education for entry in the professional education component of their programs pass the reading, math, and writing parts of the Core Academic Skills for Educators (Praxis CORE) or Collegiate Assessment of Academic Proficiency (CAAP). Effective January 1, 2018, the CAAP is discontinued. A limited number (10%) may be admitted through other alternatives, referred to as the “window” (see Appendix A).

Initial candidates who have expressed an interest in pursuing an education degree are assigned an advisor who is knowledgeable about teacher education upon entering the university. Once a candidate has met the requirements to be admitted to Phase I/Block 1 during their junior year (i.e., admission to teacher education), the elementary or secondary education admissions committee reviews each candidate carefully to determine their capacity for continuance in the professional component of the program. This is based on the reading, math, and writing scores of the Praxis CORE or CAAP (effective January 1, 2018, just the Praxis CORE will be provided), grades in selected General Education courses, the cumulative GPA, and specific requirements in the major. Candidate progress is also monitored through department content assessments and EPP disposition assessments.

Entry into student teaching (Blocks 2 and 3/Phase I) is a collaborative process overseen by the Elementary and Secondary Education Committees input from the departments that prepare future teachers. The decision to admit is based on GPA, grades in all professional education courses, health clearance, department approval, and recommendations from five faculty. Appeals to this procedure go through a committee of faculty from the College of Liberal Arts & Sciences, the School of Business, and/or The Teachers College.

The following are the key unit level assessments

- The Student Teacher Assessment Rubric (STAR) is a multiple-dimension measure of teaching competencies of student teachers at Emporia State University. The STAR measures four general dimensions of student teacher competencies in 1) Learner and Learning, 2) Content Knowledge, 3) Instructional Practice, and 4) Professional Responsibility. Under each of these dimensions, sub-dimensions manifest the complexity of teaching competency dimensions. Both the dimensions and their sub-dimensions are clearly conceptualized and defined based upon The Teachers College Conceptual Framework and the Kansas state professional education standards. There are a total of 10 sub-dimensions including 1) Learner development, 2) Learner differences, 3) Learning environment, 4) Content knowledge, 5) Innovative applications of content knowledge, 6) Planning for instruction, 7) Assessment, 8) Instructional strategies, 9) Reflection and continuous growth, and 10) Collaboration and leadership. Each of these sub-dimensions has two or three specific indicator measures. A total of 25 indicators are aligned with the college framework and state standards. They specifically measure candidates’ competencies in engaging in effective practice, responding to uncertainty and change, applying interdisciplinary knowledge, relying on self-reflection, providing service to society, and belonging to professional community. Scoring for the STAR is as follows: 1) Highly Effective (Exemplary) (2 points): The student teachers demonstrates
implementation of the indicator at the level of a successful beginning teacher or beyond and he or she is very successful and demonstrates exceptional skill for the indicator. 2) Effective (Target) (2 points): The student teacher demonstrates implementation of the indicator at a level expected for a student teacher, which also is the expected level of performance for student teachers by the Final Evaluation. 3) Developing (1 point): The intern/student teacher demonstrates a developing level of implementation for the indicator but at a level below that expected of a student teacher. He/she struggles to fully implement the indicator successfully into practice. 4) Ineffective (0 points): The student teacher demonstrates a lack of knowledge and/or ineffective implementation of indicator. He/she performs well below the expected level of performance for a student teacher. Some remediation may be necessary for the intern/student teacher this this area. Thus, the maximum possible score is 50 and the minimum level of proficiency is 35.

- The Preparedness Survey is completed by all candidates at the end of the program. Candidates respond to 10 prompts on a “not prepared” to “well prepared” scale. The stem for the 10 prompts is “Considering all my course work at ESU to this point, I feel prepared to deal with: ” The ending for each prompt includes: students with physical challenges, students with cognitive challenges, students with emotional/behavioral challenges, students of different modality preferences, students of various gender identities, students from various racial/ethnic backgrounds, and students from diverse family structures.

- The Kansas Performance Teaching Portfolio (KPTP) is a valid and reliable assessment designed by Educational Testing Service under contract to the Kansas State Department of Education for the teacher education candidate to demonstrate content and pedagogical competency. Candidates design a unit of study, including lesson plans and assessments, and deliver that unit of study to a group of students, implementing appropriate adaptations to meet their diverse cognitive and social needs. Candidates use assessment (informal, formal, formative, summative) to guide adaptations and demonstrate reflective practice.

- The KPTP assesses competency according to the Kansas Professional Standards (i.e., the 10 InTASC standards). The Kansas Professional Standards have been clustered into six focus areas that represent critical aspects of teaching practice as follows:
  - Focus Area A: Analysis of Contextual Information-Who You Will Be Teaching
  - Focus Area B: Analysis of Learning Environment Factors-What You Will Be Teaching/How You Will Adapt It
  - Focus Area C: Instructional Implementation-How You Will Teach It
  - Focus Area D: Analysis of Classroom Learning Environment-How Students Will Teach Themselves
  - Focus Area E: Analysis of Assessment Procedures
  - Focus Area F: Reflection and Self-Evaluation

All elementary and secondary teacher education candidates in early field experience (Block 2/Phase I) complete a simulated KPTP and those doing student teaching (Block 3/Phase II) complete a full KPTP. In addition, the restricted license teachers must pass the KPTP in order to receive their initial license from the Kansas State Department of Education.
• Elementary education candidates must pass the Praxis II content test and Principles of Learning and Teaching test to graduate and complete the program. Secondary education candidates must pass the Praxis II Principles of Learning and Teaching test to graduate and the Praxis II content test to complete the program.

• The disposition assessment form is completed by faculty, mentor/cooperating teachers, Professional Development school supervisors for the elementary education candidates, and academic (i.e., faculty) and education supervisors for the secondary education candidates. The disposition assessment form has been shortened and put online to enable more frequent assessment of candidates, providing more data to document professional growth (or lack thereof).

• All program completers who are employed in a Kansas public school are assessed in three ways. First, partner school districts provide grades K through 10 student reading and math Measures of Academic Progress (MAP) data. MAP data are norm-referenced measures of academic growth in mathematics and reading collected over time that track student progress throughout a year and across school year. MAP was created and is administered by the Northwest Evaluation Association. This assessment provides a measure of the impact the EPP’s completers are having on their students. Second, McRel Teacher Evaluation data for our completers who are new (i.e., within three years of graduation) teachers are provided by a partner school district and are a second measure of teacher effectiveness. The data are aggregated across all completers to protect teacher identity and maintain confidentiality. Finally, program completers receive at the end of their first year an Alumni Survey assessing their preparedness based on the Kansas Professional Education Standards. Their supervisors (i.e., principals or superintendents) receive the Employer Survey which asks the same questions and is obtaining the employer perspective on the preparedness of the EPP completers based on the Kansas Professional Education standards.

• Other key assessments include:
  • the number of completers teaching in their first year in PK-12 schools in Kansas who are teaching in the content area for which they were prepared
  • teaching professional milestones of EPP completers
  • retention of completers in PK-12 schools in Kansas.

The sequence of the EPP’s system for performance assessment of initial candidates includes five decision points:

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<th>Sequence of Program Decisions</th>
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<tr>
<td>Admission to the University</td>
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<td>Admission to Teacher Education, Block 1/Phase I (Decision Point 1)</td>
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<tr>
<td>Admission to Student Teaching, Blocks 2 and 3/Phase II (Decision Point 2)</td>
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<td>Completion of Student Teaching (Decision Point 3)</td>
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<td>Program Completion (Decision Point 4)</td>
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<td>Follow-up of Graduates (Decision Point 5)</td>
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The Teachers College continuously assesses candidate performance for alignment with the Kansas State Board of Education and Council for the Accreditation of Educator Preparation standards, and research-based best practices for preparing teachers.

Indirect assessments of initial candidate performance are obtained at both the EPP and the institutional level. The EPP annually conducts a survey of first year alumni and their employers. The institution’s Senior Survey is administered every semester to graduating seniors. The National Survey of Student Engagement and the Faculty Survey of Student Engagement are administered every other year.

2.2 Initial Candidate Admission to the University

The first step of the assessment of teacher education candidates is at the time of admissions to the university. At this point of entry into the university, high school transcripts, college transfer transcripts (if applicable), college testing program scores (ACT or SAT, if applicable), and recommendations are required and reviewed by university personnel. Revised Kansas Board of Regents Qualified Admissions Standards for all Kansas high school students attending a public institution became effective with the Fall 2015 entering freshman class. Prior to Fall 2015, ESU had an open enrollment policy for undergraduate admissions. Candidates were evaluated on reading, writing, and mathematical competence based on their ACT or an equivalent test that has a published concordance study, and if necessary, placed into developmental sections of English and/or math or sent to the University Reading Lab (the University Reading Lab was closed in 2017 when the university stopped requiring English reading proficiency as a baccalaureate graduation requirement).

Candidates are advised into an appropriate beginning sequence of courses that is intended to lead to a successful college experience. In some cases, admission to the university is contingent on candidates completing one or more remedial courses. To support candidate learning, development, and well-being, a number of instructional and personal support services are available including the Student Advising Center; Academic Center for Excellence and Success; The Teachers College Resource Center; Writing Lab; Mathematics Lab; Student Health Services; the Office of Diversity, Equity, and Inclusion; Science and Mathematics Education Center; and Disability Services. Faculty advisors and the Office of Student Affairs provide further assistance.

2.3 Initial Candidate Admission to Block I/Phase I, Decision Point 1

Candidates may declare an education major upon admission to the university and are assigned an advisor. During their freshman and sophomore years, teacher education candidates take an array of general education courses in composition, speech, mathematics, fine arts, history, literature and ideas, social and behavioral science, cultural diversity, life science, physical science, and physical fitness. Also during this time, candidates take the Praxis CORE or CAAP (starting January, 2018, just the CORE) to assess basic abilities in mathematics, reading, and writing. These test scores provide guidance for candidate remedial work and indicate the quality of candidates who have been recruited to the university and admitted into teacher education.

General education coursework is spread throughout candidates’ college experiences, not just during the first two years. Candidates begin their professional education preparation before
completing general education. They have to complete a set of core general education courses with at least a 2.75 GPA to qualify for entry into teacher education.

The introductory education course is ED/EL 220 Introduction to Teaching, and its corresponding 30 hour field experience must be completed before admission to Block 1/Phase I. In the ED/EL 220 field experience, candidates are either placed in area PK-12 schools or document an equivalent experience. It provides candidates with an opportunity to observe and tutor students in a PK-12 classroom and to evaluate their choice of education as a career. A grade of “C” or higher is required in all education courses.

To promote high school students entering teacher education, Emporia State University has an agreement with the Kansas State Department of Education to count the completion of the teaching/training pathway at the high school level for the ED/EL 220 course. The agreement requires the student to complete the Teaching as a Career, Teaching Internship, and one other 1 credit course in the pathway plus earn a passing score on the American Association of Family and Consumer Sciences Education Fundamental Competency Assessment & Certification Exam.

Knowledge, skills, and disposition outcomes expected at each decision point have been identified. Within the conceptual framework document these are listed by one of the six proficiencies: Provides Service to Society; Applies Interdisciplinary Scholarly Knowledge; Engages in Effective Practice; Responds to Uncertainty and Change; Relies on Self-Reflection; and Belongs to Professional Community. For convenience of identification and listing by decision point, the outcomes are listed by knowledge, skills, and disposition categories in Appendix B. For Decision Point 1 and subsequent decision points, outcomes have been coded according to the list in Appendix B (e.g., 1K refers to the first outcome under knowledge, 3S the third outcome under skills, and 1D the first outcome under disposition.

At the time of admission to the teacher education program for Block 1 or Phase I, candidates are expected to have demonstrated the following conceptual framework outcomes at least at a beginning level:

**Knowledge of**
- characteristics of diverse learners. 1K
- legal issues and ethical standards that apply to sound educational practices. 2K
- educational strategies that support the learning for students from diverse cultural and linguistic backgrounds. 3K
- general education within an intellectual framework. 4K
- subject matter content and content-specific pedagogy that inform the basis for entitlement to practice. 5K
- philosophical, historical, social, and theoretical foundations of education. 6K
- ever changing educational needs of students living in a global society. 10K
- theories of human physical, cognitive, social, and emotional development. 13K
- professional ethics and standards for practice. 16K
- effective communication techniques in order to develop a positive learning environment. 18K

**Skills to**
- use and support effective communication techniques in order to develop a positive learning environment. 10S
• respond respectfully to ideas and views of others. 16S

Dispositions that exemplify
• professionalism and ethical standards. 1D
• respect for cultural and individual differences by providing equitable learning opportunities for all students. 2D
• dispositions appropriate for teaching.1-12D

Candidates applying for admission to teacher education must submit a completed elementary education Block 1 or secondary Phase I application by the date specified by the applicable department and demonstrate:

For an elementary education major to be admitted into the upper-level Block 1 portion of the program, the following requirements must be met:
1. have a junior-level or post-baccalaureate classification at Emporia State;
2. have a minimum 2.75 GPA in the Core Curriculum General Education Courses
3. earned a minimum cumulative grade point average of 2.5
4. earned a "C" or higher in each of the following courses (an asterisk - * - indicates the course may be completed concurrently with Block 1);
   - EL 312 Reading & Writing Connections
   - EL 319 Literacy in the Multicultural Classroom
   - EL/ED 220 Introduction to Teaching
   - EL 150 Introduction to the Elementary Education Major I
   - EL 250 Introduction to the Elementary Education Major II
   - EL 230 Using Children’s Literature in the Elementary Classroom
   - EL 310 Adapting Curriculum for Diverse Learners or * ED 535 Cultural Awareness
   - EG 101 Composition I
   - EG 102 English Composition II
   - MA 110 College Algebra
   - EL 350 Mathematical Application for the Elementary Classroom
   - SD 550 Survey of Exceptionality
   - SD 560 Collaboration & Strategies
   - SP 101 Public Speaking
   - GB 303 Field and Lab Biology
   - IT 325 Instructional Technology for Educators
   - IT 371 Advanced Instructional Technology for Educators
   - PY 211 Developmental Psychology for the Education Major
   - MU 124 Basic Music
   - MU 344 Integrating Music in the Elementary Classroom
   - AR 324 Elementary Art Education
   - PE 381 Elementary Health & PE
5. Have an ACT composite score of 22 or higher OR have passed the Reading, Writing and Math sections of either (or through a combination of) the Collegiate Assessment of Academic Proficiency (CAAP) or Core Academic Skills for Educators (CORE)

Passing CAAP Scores:
   - Reading - 57
   - Math - 55
Writing - sliding scale including both the written essay and the writing skills multiple-choice sections

**Passing CORE Scores:**
- Reading - 156
- Math - 150
- Writing - 162

6. Have 3 references on file from faculty in the following list: EL/ED 220, EL 230, EL 312, EL 250, PS 115, MU 124, PE 381, SD550/SD560, or IT 325/IT371

7. Completed disposition form by EL 150 and EL 350 faculty

8. Completed 100 Hours of supervised service work experience with children or youth (the form is available from the department office and needs to be submitted to the Elementary Education Advising Center)

9. Successfully complete and pass a Background Check

10. Health clearance completed and turned in (TB test and physical)

11. Successfully met the cut off scores for the required reading, spelling, and handwriting tests

12. Demonstrate required dispositions in The Teachers College conceptual framework (completed disposition form)

13. Completed, signed, and submitted the Disclosure Statement

14. Completed, signed, and submitted the Ethics and Professionalism Statement

15. Have the Elementary Education Admissions Committee approve your application

Candidates in their junior or senior year are admitted to secondary teacher education and the Phase I courses when the candidate meets all the criteria listed below prior to the start of the Phase I semester. Application deadlines are April 15 (for Fall) and November 15 (for Spring).

1. Obtain a composite score of 22 or better on the ACT (effective for students entering ESU in fall 2017) OR meet the minimum scores on either the Praxis CORE (CORE: Writing 162, Reading 156, Math 150) or Collegiate Assessment of Academic Proficiency (CAAP: Reading 57; Math 55; Writing, score equivalent determined by sliding scale). All teacher education candidates (including those with degrees) must take these exams, meet these scores and have them in hand by the Phase I semester’s start. The CAAP writing cut score is a balance between the essay and multiple-choice scores. For example, a highly scored essay means a lower score is acceptable on the multiple-choice section and vice versa. (The final test day for ESU students to take the CAAP exam was September 21, 2017. Any passing scores received at that test date will continue to be accepted, but the CAAP exam will no longer be available and students will qualify either through ACT or CORE scores.)

2. Complete 100 hours of supervised work with children and/or youth.

3. Clear a criminal background check.

4. Earn a grade of at least “C” in the following courses:
   - ED/EL 220 Introduction to Teaching
   - MA 110 College Algebra (or equivalent)
   - EG 101 English Composition I
   - EG 102 English Composition II
   - SP 101 Public Speaking
   - PY 211 Developmental Psychology

5. Earn a GPA of at least 2.75 in the General Education Core Courses.

6. Maintain an overall GPA of at least 2.50.
7. Have successfully completed 60 hours of college credit.
8. Obtain departmental approval (including but not limited to undergoing a dispositions assessment and meeting GPA requirements).
9. Complete the application process for Phase I.
10. Demonstrate English language writing and speaking proficiency.

If all criteria are not met, an Appeals Committee acts on candidates’ appeals seeking conditional acceptance. There are scenarios for which conditional acceptance is appropriate, and decisions are made on a case by case basis by an appeals committee. However, all conditions must be met for full acceptance, which must be earned prior to admission to Phase II.

For admission to Block 1/Phase I, candidates must be at least a junior. Some candidates complete the program as postgraduates. Candidates will not be allowed to take Block 1/Phase I education courses without being admitted to Block 1/Phase I.

2.4 Initial Candidate Admission to Student Teaching, Elementary Blocks 2 and 3 or Secondary Phase II, Decision Point 2

Block 3 and Phase II are 16-week student teaching experiences. Elementary education candidates are required to complete Block 2 requirements before being admitted to Block 3 student teaching/internship. The admission requirements for elementary Blocks 2 and 3 together are the same as the admission requirements for secondary Phase II.

At the time of admission to student teaching/internship (Blocks 2 and 3/Phase II), candidates are expected to have demonstrated at least at a beginning level of the following conceptual framework outcomes:

Knowledge of
- educational strategies that support the learning for students from diverse cultural and linguistic backgrounds. 3K
- on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment. 7K
- a repertoire of teaching and learning strategies, designed to help students increase power as learners. 9K
- a variety of assessment strategies to diagnose and respond to individual learning needs. 15K
- teamwork and practices for creating healthy environments for learning and teaching. 17K

Skills to
- demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn. 2S
- implement non-biased techniques for meeting needs of diverse learners. 3S
- integrate knowledge across and within disciplines. 4S
- determine and assess what students need to know and be able to do in order to succeed. 6S
- create learning experiences commensurate with a student’s level of readiness. 8S
- apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving. 13S

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• use and support effective communication techniques in order to develop a positive learning environment. 10S
• recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice. 17S

Dispositions that exemplify
• professionalism and ethical standards. 1D
• a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment. 3D
• belief that educating children and adults requires the integration of multiple kinds of knowledge. 4D
• a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning. 11D
• a willingness to learn from other professionals in the field. 12D

Decision Point 2a (Elementary Block 2): Candidates applying for admission to elementary education pre-student teaching internship must submit a completed Block 2 application by the date specified by the applicable department and provide evidence of meeting the following requirements:

For admission to Block 2, the PDS phase of Emporia State’s teacher education program, a student must meet the following standards:

1. Senior-level or post-baccalaureate classification at Emporia State
2. A minimum grade-point average of 2.5 in required professional studies
3. A cumulative grade-point average of at least 2.5
4. Completion of all Block 1 courses with a grade of “C” or better
5. Maintain a current criminal background check
6. Maintain a current health clearance (TB test and physical)
7. Ethics and professionalism statement signed
8. Completed disposition form by Block I faculty
9. Participate in personal interview when requested by the Elementary Admissions Committee
10. Must be approved by the Elementary Admissions Committee

Decision Point 2b (Elementary Block 3): Candidates for admission to elementary education student teaching must submit a completed Block 3 application by the date specified. Candidates’ applications are acted upon by the Elementary Admissions Committee. The Committee considers candidates’ performances as well as the above requirements. Candidates provide evidence of meeting the following requirements:

1. Earned a cumulative grade point average of at least 2.5
2. Complete all Block 2 courses with a grade of C or better
3. Received a satisfactory recommendation from the PDS mentor teacher
4. Received a satisfactory recommendation from the university supervisor
5. Maintain a current criminal background check
6. Maintain a current health clearance (TB test and physical)
7. Completed disposition form by Block II faculty and mentor teacher
8. Must be approved by the Elementary Admissions Committee
Decision Point 2 (Secondary Phase II): Candidates are admitted to Phase II (Student Teaching) during their senior year when they meet all the criteria listed below:

1. Successfully complete the requirements for both entering into Phase I and completing the Phase I program.
2. Complete the following courses before the student teaching semester, earning a grade of at least a "C" in each:
   - EL 416 Integrating Literacy Strategies Across the Secondary Content
   - SD 550 Survey of Exceptionality
   - ED 333 Principles of Secondary Education
   - ED 334 Classroom Management
   - PY 334 Educational Psychology
   - ED 340 Using Assessment and Data in the Secondary Classroom (required course for students entering fall 2017)
   - IT 360 Instructional Technology for Secondary Educators (new required course for students entering fall 2017)
4. Complete Disposition Form and submit to Office of Field Placement & Licensure.
5. Complete and submit to Office of Field Placement & Licensure the Early Termination/Due Process Signature Form.
6. Complete and submit the references selection form.
7. Choose five designated instructors from which to obtain evaluations. Complete the "Selection of Evaluators" form and return it to the Director of Secondary Education by the announced due date. Then, obtain five evaluations from designated instructors (due to The Director of Secondary Education by Nov. 20 for Spring Phase II and April 20 for Fall Phase II).
8. Complete the student teaching application.
9. Obtain departmental approval (including, but not limited to, meeting dispositional assessment and GPA requirements) prior to the admissions committee meeting (meets at end of each semester).
10. Maintain an overall GPA of at least 2.50.
11. Be approved by the admissions committee. The admissions committee consists of the Director of Secondary Education and representatives from academic departments. The decisions of the admissions committee are sent under the auspices of the Dean of The Teachers College to the Office of Field Placement & Licensure for finalization of student teaching arrangements.
12. Obtain health clearance.
13. Maintain a current criminal background check.
14. Candidates are also considered for approval according to these criteria:
   a. Academic competence
   b. Performance during Phase I, including the internship
   c. Work in the department
   d. Faculty recommendations
   e. Oral and written communication skills
   f. Dispositions, including emotional stability
15. The Admissions Committee has the responsibility for recommending one or more of the following categories for each candidate being considered for admission to Phase II:
   a. Unconditional approval
b. Conditional approval based on the completion of coursework in progress (to be verified by OFPL) and/or other conditions, such as completion of Phase I appeal requirements, or any other stipulations.
c. Interview with the committee prior to approval
d. No approval (In this case the committee will recommend specific conditions under which approval could be granted. Candidates who are denied admission will have the right to appeal using specified procedures. Lack of departmental approval is not appealable through The Teachers College. Candidates must appeal through their department for this.)

16. Candidates may appeal for admission to Phase II if they have not met certain requirements.

Candidates will be informed by their advisers of any additional requirements or prerequisites unique to their teaching field(s). Exceptions to any of the requirements and criteria for approval cannot be permitted without written consent of the student’s advisor(s) and the Dean of The Teachers College.

2.5 Completion of Student Teaching, Decision Point 3

Performance abilities are developed and evaluated in previous courses and field experiences and are further refined and evaluated during Block 3/Phase II. Mentor/cooperating teachers, Professional Development supervisors for elementary candidates, and academic (i.e., secondary education faculty) and education supervisors for secondary candidates provide feedback via the Student Teacher Assessment Rubric (STAR) for candidate application of knowledge, skills, and dispositions identified in the conceptual framework.

The assessment is administered formatively throughout the 16 weeks with the summative assessments occurring at midterm and the end of student teaching. In addition, the candidate completes the Preparedness Survey.

At the conclusion of student teaching Block 3/Phase II candidates are required to demonstrate:

Knowledge of:
• teaching and learning as a dynamic, constructive, and metacognitive process. 8K

Skills to
• integrate and use concepts from their general, content, and professional studies in educational environment. 1S
• implement non-biased techniques for meeting needs of diverse learners. 3S
• integrate knowledge across and within disciplines. 4S
• use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate. 5S
• utilize creative planning and curriculum integration to promote learning of all students. 7S
• assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills. 9S
• use and support effective communication techniques in order to develop a positive learning environment. 10S
• make use of appropriate technology to support student learning. 11S
• integrate effective behavior management into all interactions with students. 12S
• apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving. 13S
• employ appropriate assessment techniques in order to measure student performance and growth. 14S
• develop a storehouse of learning strategies that help students understand and integrate knowledge. 15S
• utilize student learning standards to promote student learning and achievement. 18S

Dispositions that exemplify
• professionalism and ethical standards. 1D
• a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed. 5D
• a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field. 6D
• a commitment to challenge all students to learn and to help every child to succeed. 7D
• an awareness of the larger social contexts within which learning occurs. 8D
• a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development. 9D
• a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners. 10D
• a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning. 11D
• a willingness to learn from other professionals in the field. 12D

Although many of these knowledge and skills are the same as Block 3/Phase II, the level of candidates’ performance by the end of their student teaching is expected to be at the level of a beginning teacher.

Student teachers are assisted and formally assessed by a student teaching team consisting of the cooperating/mentor teachers, Professional Development School supervisors for elementary education candidates and academic (i.e., faculty) and education supervisors for secondary education candidates. If a candidate is having difficulty in student teaching, he/she is provided with individual assistance from the student teaching team.

Elementary or secondary candidates who are not successful at this decision point will, if the academic (i.e., faculty) and education supervisors feel that the candidate can successfully complete the program by spending additional time in a PK-12 classroom, be allowed to repeat the field experience. Otherwise, they are advised out of the teacher education program.

2.6 Program Completion, Decision Point 4
At this time all performance and outcome data have been collected and the recommendation for teacher licensure (program completion) is granted if the following requirements are completed successfully:

Knowledge
1. Earned a baccalaureate degree
2. Achieved a 2.50 or higher cumulative grade point average
3. Achieved a grade of “C” or better in professional education courses, including student teaching/internship.
4. Received passing scores on the applicable Praxis II content exam and the Praxis II Principles of Learning and Teaching exam

Skills
5. Successfully completed 16-weeks of student teaching through Emporia State University with a grade of “C” or higher
6. Passed the Kansas Performance Teaching Portfolio

Dispositions
7. Received approval from the Teachers College Licensure Officer after review of all disposition data

Comprehensive assessment of the conceptual framework is validated at program completion with the Decision Point 4 assessments. For elementary education candidates, passing scores on Praxis II Content test and Principles of Learning test are required for graduation and program completion. For Secondary Education candidates, a passing score on the Praxis II Principles of Learning and Teaching test is required for graduation and a passing score on the Praxis II content test is required for program completion.

2.7 Follow-up of Graduates, Decision Point 5

Candidate and program follow-up data are collected annually through a survey administered to first-year alumni teaching in the public schools of Kansas and their employers. Results are reviewed by the Council on Teacher Education. Follow-up studies are conducted annually.

Section 3 System for Initial Program Assessment

3.1 Data Collection (places where data are obtained)

Data from initial candidate assessments are a major source of data for program assessment. These include:

- Evaluation of candidate field experiences by Professional Development School supervisors (elementary) and academic (i.e., faculty) and education supervisors (secondary)
- Evaluation of mentor/cooperating teachers, Professional Development School supervisors, and academic (i.e., faculty) and education supervisors by candidates
- Evaluation of mentor/cooperating teachers by Professional Development School supervisors (elementary) and academic (i.e., faculty) and education supervisors (secondary)
- Review of elementary, secondary, and restricted license candidate admissions reports (traditional, non-traditional, and transfer candidates)
- Performance of candidates on state exams (Praxis II Principles of Learning and Teaching and the Praxis II content area exam)
- Follow-up survey of graduates teaching in Kansas
- Follow-up survey of graduates’ employers

Other university sources of data include:
• Review of annual department and Teachers College goals
• University-wide assessment of programs
• Evaluation of faculty by department chairs and faculty recognition committees
• Advisor feedback
• Student Improvement Contracts
• Student Learning Improvement Plan

Data are also collected from advisory groups:
• Emporia Teachers Council
• Teachers College/USD 253 Administrators Council
• Council on Teacher Education

External sources of data include:
• Kansas State Department of Education
• Kansas Board of Regents

3.2 Data Tabulation and Analysis (who reviews and tabulates data and recommends changes)

Once formal and informal data are collected in 3.1, various groups review, tabulate, and summarize the data. The assembly of data occurs under the supervision of the associate dean's office of The Teachers College. The data undergo collective evaluation, interpretation, and summarizing by the applicable councils/committees with the Council on Teacher Education having the primary oversight for the tabulation and analysis of data. The Council includes representatives of initial teacher education programs from across campus, PK-12 teachers and candidates. Others that assist with data tabulation and analysis include:

• The Teachers College Faculty
• General Education Council
• Academic Leadership Council
• Chairs Council of Liberal Arts and Sciences
• School of Business
• Office of Institutional Research and Assessment
• Office of Field Placement and Licensure
• Student Advising Center

Once summary data are available, faculty identify strengths and weakness that need to be addressed. The department proposes changes that need to be made within a course, field experience, or other "in-house" requirements. Such things as adding new courses, deleting existing courses, program admission or exit requirements, and adding new programs require review of appropriate advisory committees. During the review process, CAEP accreditation standards and requirements, KSDE and national content area standards, Higher Learning Commission requirements, and specialty organization accreditation requirements are considered. Alignment with standards and requirements are validated in this process.
All initial level program changes are submitted to the Council on Teacher Education. If approved, then the change continues through the official procedures of the university governance system (see section 3.3 of the initial assessment system below).

3.3 Program Modification

Before initial level program changes such as adding new courses, deleting existing courses, changing program admission or exit requirements, and adding new programs become final, they must go through the ESU Governance structure/sequence. Program modifications usually begin via respective departments or offices within a college or school needing to request the change. The department or office provides the justification and prepares the institutional paperwork for implementing the process to modify any existing policies or coursework. Once a change has been approved within the originating school/college, it is submitted to the university Curriculum Committee and is open for university wide comment, including the Academic Leadership Committee and the Council on Teacher Education and other councils/committees having regular input on curricular matters. If there are no objections, changes are submitted to the Provost and Vice President for Academic Affairs for action. If there are objections that cannot be resolved, the university Curriculum Committee meets to discuss the issue and makes a recommendation to the Provost and Vice President for Academic Affairs who makes the final decision or if required, makes final recommendation to the President. New degree programs require Board of Regents approval, and eventually all changes must meet accreditation standards of program or professional societies or organizations. The overall sequence for program change/approval, including the above steps above, is:

- Departments
- Applicable School or College
- Academic Leadership Council
- Submission to University Curriculum Committee (if applicable)
- Council on Teacher Education
- Dean of The Teachers College
- Action by University Curriculum Committee (if applicable)
- Vice President for Academic Affairs (if applicable)
- President (if applicable)
- Board of Regents (for addition of new programs)
- Kansas State Department of Education (if applicable)

3.4 Evaluation of Unit Operation

Direct assessment of candidates, data from program and student teaching applicants, recent graduates, faculty and other members of the professional community are used to evaluate unit operation. The evaluations and surveys used to gather information are revised, when necessary, to reflect the unit’s mission/conceptual framework, and to be sure they reflect the extent to which the unit is meeting the learning expectations stated in the mission/conceptual framework. Also, effectiveness of advisement, record keeping, the admissions system, student teaching placement, and governance structures are assessed and modified as needed to improve unit operation. The following are reviewed to determine the satisfaction with the operation of the unit:

- Follow-up data from candidates
- Follow-up data from departments
- Performance of candidates in field experiences
- Candidate evaluation of instruction, courses, and field experiences including supervision
- Program and student teacher admission data
- Formal candidate complaints
- Due process policies
- *The Teachers College Policies and Procedures Handbook*
- Evaluation of faculty and administration
- Budget allocations
- Tenure and promotion policies
- External university and program reviews (Kansas Board of Regents, Higher Learning Commission, Kansas State Board of Education, Council for the Accreditation of Educator Preparation, professional organizations)
- Internal program reviews by departments, schools, colleges, and university
- *University Policies and Procedures Manual*
- *ESU Catalog*
- *Student Teacher Handbook*

3.5 Evidence of Fairness, Accuracy (Validity and Reliability), Consistency, Non-bias

Assessments, programs and policies are reviewed by departments, Academic Leadership Council, the Council on Teacher Education, the Committee on Advanced Programs, and The Teachers College dean’s office to determine fairness, accuracy (validity and reliability), consistency, and non-bias. Such policies, procedures and opportunities have resulted in the following changes:

- The EPP transitioned from the teacher work sample to the Kansas Performance Teacher Portfolio to ensure an EPP assessment that is valid and reliable.
- The EPP Student Teaching Assessment Form was replaced with the Student Teacher Assessment Rubric to ensure a more valid and reliable.
- The EPP disposition assessment form has been evaluated to ensure validity and reliability.
- The EPP Preparedness Survey has been evaluated to ensure validity and reliability.
- The multicultural lesson plan was removed as an EPP assessment.
- ED/EL 431 Professional Relations of Teachers was changed from 2 credit hours to 0 credit hours with the outcomes embedded in other courses. The course still exists as a 0 credit hour course in order to collect student teaching fees to pay the mentor/cooperating teacher stipends.
- The Secondary Teaching Extended Practice program was implemented during the secondary Phase I pre-student teacher semester to double the number of direct contact hours with secondary students, teachers, administrators, and other support personnel.
- Cooperating/mentor teacher, Professional Development School supervisors, and academic (i.e., faculty) and education supervisor training is conducted annually to ensure fairness, accuracy (validity and reliability), consistency, and non-bias with regard to evaluating student teachers.
- Goal 5 of the university’s strategic plan “Become a model for diversity, equity, and inclusion” was added to the strategic plan. The Teachers College Diversity and Inclusion Committee leads the college’s efforts to achieve this goal.

University resources to ensure fairness, accuracy, consistency, and non-bias include
• Campus offices for providing student academic assistance and accommodations for candidates with disabilities such as the Academic Center for Excellence and Success, the English Language Learner Lab, Writing Center, Math Lab, and Disability Services
• Disability Services for providing accommodations and resources for candidates with disabilities
• An appeals committee consisting of representatives from the College of Liberal Arts and Sciences, The Teachers College, and the School of Business to review program applications that do not meet objective criteria
• All candidates complete the multicultural intensive general education requirement
• Statements regarding non-discrimination in student handbooks to encourage fairness.
• Policies regarding accuracy and consistency are outlined in EPP handbooks and these documents are reviewed periodically
• Candidates evaluate faculty, mentor/cooperating teachers, and academic and education supervisors
• Formal candidate complaints are overseen by the associate dean using the university appeals process. The Dean reviews and initiates final action.
• Candidates are provided due process both at the EPP and university levels
• Assessments of EPP operations are conducted to assure fairness, accuracy, consistency, and non-bias.

Section 4 Use of Information Technology

A web-based accountability management system (AMS) has been developed by the EPP that includes initial and advanced candidate data. This data-based system has continued to develop over the last several years and is very functional for initial candidates, but because advanced programs vary considerably, it has been difficult to achieve the same level of functionality for these programs. Candidate information is downloaded from the university Banner system including Praxis scores for licensure programs, GPA, disposition data, advisor, major, race, and degree being sought for all programs. For initial candidates the system tracks candidate progress at each decision point and correlates with the state standards and also includes KPTP scores. We are continuing to develop the advanced candidate component. Until it is fully operational for advanced programs, departments are using electronic means to collect and analyze their own data and submitting annual assessment reports to the unit. AMS 2.0 is currently under development.
Appendix A. The Window

Qualifying for the Window
1. A number equaling 10% of the total candidates admitted per semester (elementary and secondary combined) can be admitted through the window.
2. The candidate must have met all other entrance requirements to qualify for the window.
3. The candidate must have met the cutoff scores on 2 of the 3 competency exams (Praxis CORE or CAAP, only the CORE after 2017), and be within 2 points of the cut-off score on the third exam. Cut-off scores:

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE</td>
<td>156</td>
<td>150</td>
<td>162</td>
</tr>
<tr>
<td>CAAP</td>
<td>057</td>
<td>055</td>
<td>see scoring chart attached</td>
</tr>
</tbody>
</table>

4. The testing area (writing, math, reading) in which the candidate is has not passed but is within 2 points of the cut-off score is the window area. If the candidate has qualified for the window in an area, the candidate must then meet one of the criteria listed below under the appropriate testing area (writing, math, or reading). There can be only one window area.

Criteria for Using the Window
1. Writing window (Use if math and reading scores are met and writing CORE = 160-161; see chart for writing CAAP)
   A. Earning a grade of "A minus" or higher in EG 102 (Composition II) in a resident, on-campus class.
   B. Earning a grade of "A minus" or higher in a course equivalent to EG 102 from another accredited university or community college.
   C. Earning a grade of "C" or higher in an approved ESU writing intensive course.
      Currently approved are these:
      - EG 301 Advanced Composition
      - GO 326 Plate Tectonics
      - SP 500 Conflict Resolution
   D. Completing the Writing Center requirements (345 SE Morse, ext. 5380)

2. Mathematics window (Use if writing and reading scores are met and math CORE = 148-149 or CAAP = 053-054)
   A. Earning a grade of "A minus" or higher in MA 110 (College Algebra) in a resident, on-campus class.
   B. Earning a grade of "A minus" or higher in a course equivalent to MA 110 from another accredited university or community college.
   C. Earning a grade of "C" or higher in any of these:
      - MA 161 Calculus I
      - MA 165 Basic Calculus
   D. Completing the Mathematics Lab requirements (243 Science Hall, ext. 5342)

3. Reading window (Use if writing and math scores are met and reading CORE = 154-155; or CAAP = 55-56)
A. Achieving a Reading score of at least 18 on the ACT Assessment

B. Completing the ESU General Education requirements with a grade of "B minus" or better in each course

C. Earning an equivalent score on any test for which there is a published concordance with the ACT

[Notes: Candidates choosing any of the “D” options above will attend the respective lab for a length of time designated by that lab. In the lab, diagnostic testing will be performed, remediation will take place, and the student will take an appropriate test again. Passing scores in lab tests fulfill the requirement.]

CAAP Writing Passing Scores

<table>
<thead>
<tr>
<th>If the Writing Skills Test is...</th>
<th>The sum of Essays 1 and 2 must be... (fractions are rounded up)</th>
<th>Writing Window</th>
</tr>
</thead>
<tbody>
<tr>
<td>75 - 80</td>
<td>3, 4, 5, 6, 7 or 8</td>
<td>Essays sum of 3: Window is 74 - 73</td>
</tr>
<tr>
<td>67 - 74</td>
<td>4, 5, 6, 7 or 8</td>
<td>Essays sum of 4: Window is 66 - 65</td>
</tr>
<tr>
<td>59 - 66</td>
<td>5, 6, 7 or 8</td>
<td>Essays sum of 5: Window is 58 - 57</td>
</tr>
<tr>
<td>51 - 58</td>
<td>6, 7 or 8</td>
<td>Essays sum of 6: Window is 50 - 49</td>
</tr>
<tr>
<td>45 - 50</td>
<td>7 or 8</td>
<td>Essays sum of 7: Window is 44 - 43</td>
</tr>
<tr>
<td>40 - 44</td>
<td>8</td>
<td>N.A.</td>
</tr>
</tbody>
</table>

The window only applies if the deficiency occurs in one and only one test area: Mathematics, Reading, or Writing. A student who scores below the cut-off score in more than one test area will not be considered for (CAAP) Window. Elementary education students can submit a formal written appeal to the Elementary Appeals Committee for consideration of the CORE/CAAP Window. The candidate must have successfully met all other course requirements for admission to Block 1 or Phase I.

Teacher candidates should take the examinations during their sophomore or junior year. There is no limit to the number of times a candidate may take the examinations.

Elementary candidate questions regarding The Teachers College unit assessment system may be directed to Stephanie Perez, sperez5@emporia.edu 620-341-5770 or the associate dean of The Teachers College 620-341-5367. Secondary candidate questions regarding The Teachers College unit assessment system may be directed to Paul Bland, pbland@emporia.edu 620-341-5753 or the associate dean of The Teachers College 620-341-5367. Questions about the university assessment policy should be directed to the Office of Institutional Effectiveness, 206 Plumb Hall, (620) 341-5103.
Appendix B. Conceptual Framework Proficiencies by Knowledge, Skill, and Disposition

Candidates exhibit knowledge of
1. characteristics of diverse learners.
2. legal issues and ethical standards that apply to sound educational practices.
3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.
4. general education within an intellectual framework.
5. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
6. philosophical, historical, social, and theoretical foundations of education.
7. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
8. teaching and learning as a dynamic, constructive, and metacognitive process.
9. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
10. ever changing educational needs of students living in a global society.
11. appropriate technology and how it may be used to enhance teaching and learning.
12. various instructional strategies that can be used to meet the needs and learning styles of individual students.
13. theories of human physical, cognitive, social, and emotional development.
15. a variety of assessment strategies to diagnose and respond to individual learning needs.
16. professional ethics and standards for practice.
17. teamwork and practices for creating healthy environments for learning and teaching.
18. effective communication techniques in order to develop a positive learning environment.

Candidates demonstrate skill to
1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. learning experiences commensurate with a student’s level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

Candidates exhibit dispositions that exemplify

1. professionalism and ethical standards.
2. respect for cultural and individual differences by providing equitable learning opportunities for all students.
3. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
4. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
5. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
6. a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field.
7. a commitment to challenge all students to learn and to help every child to succeed.
8. an awareness of the larger social contexts within which learning occurs.
9. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.
10. a belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners.
11. a desire to collaborate with colleagues, parents and community members, and other educators to improve student learning.
12. a willingness to learn from other professionals in the field.