**Work Group CAEP Standard 1**

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***Standard 1: Content and Pedagogical Knowledge***

***The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.***

**Candidate Knowledge, Skills, and Professional Dispositions**

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**Identified Gap(s):**

* **Lack of evidence of a strong alignment to each InTASC standard to ensure candidates are meeting the progression requirements (language is not consistent)**
* **No consistent performance-based evaluation of candidates’ progress on InTASC in field experiences/internships**
* **Majority of assessments reside in the capstone year, does not show progression across program**
* **Concerns about the reliability and sensitivity of the current Professional Dispositions evaluation instrument**
* **Reliability/Validity Concerns**

**Provider Responsibilities**

1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.

**Identified Gap(s):**

* **No consistent (across programs) performance based evaluation of candidates’ progress or proficiency in this area**
* **Majority of programs administer assessments in the capstone year, but no evidence of how this is embedded throughout programs**
* **Reliability/Validity Concerns**

1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

**Identified Gap(s):**

* **None at this time - all programs have successfully met (Middle Grades and ECSE will successfully meet) SPA requirements.**

1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

**Identified Gap(s):**

* **While this is embedded throughout different courses, there is limited evidence except for the ESL/edTPA in the capstone year.**
* **Data not collected from content courses (math, science, etc.)**
* **Graduating interns indicate in their CPP evaluation survey that they lack confidence in their ability to work with ELLs and students who are gifted and talented.**
* **Some programs within the EPP do not require a course in special education (e.g. UTEACH)**
* **Reliability/Validity Concerns**

1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

**Identified Gap(s):**

* **Minimal evidence beyond the one question on the CPP Evaluation on the integration of technology**
* **No performance based evaluation of technology integration**
* **Lack of evidence of consistent integration of technology in content methods courses**

**Please see sample individual program information attached.**

**Early Childhood Education**

| **Standard 1** | **Current Evidence** | **When/how the Evidence is Collected** | **When/how the Evidence is Reported** | **Questions/ concerns about the Evidence** | **Noted Gaps where Evidence is Lacking/Missing** |
| --- | --- | --- | --- | --- | --- |
| 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.  *NOTE: All InTASC standards are evaluated in a survey that is distributed in the final semester of internship that asks mentor teachers, students, and supervisors to rate candidates’ proficiency on each standard.* | | | | | |
| InTASC 1  Learner Development | Lesson Plan  (New- Revised COL/unit plan) | Semester prior to student teaching | Assessment # 3 COL / Unit plan Rubric-Teaching  Assessment # 5 edTPA  Task 1- Planning  rubrics 2, 3, 4, 5, Task 3- Assessment rubric 14 | Plan and implement only one lesson | Semester 6 -ECED 341/Plan and implement one experience    Semester 7- ECED 342/Ability to plan multiple learning experiences (3 days)  Semester 8- Student –Teaching (3-5 days) |
| edTPA | Last semester in program during student teaching |
| InTASC 2  Learner Differences | Lesson Plan  (New-Revised-COL/unit plan) | Semester prior to student teaching | Assessment #3 Lesson Plan  (Learners needs & Responsiveness for all Children)  Assessment #5 edTPA  Task 1 –Planning rubrics 1, 2, 3, 4  Task 2- Instruction rubrics 6, 7  Task 3- Assessment rubric 14 | Diverse needs depending on field experience  (ELLs, Gifted, Diverse Backg)  Target 2 focus children / analyses | EDUC 203 (Diversity), SPED 301 (Special Needs)  ECED 460 (ELLs)  (Prior to the entering the program) |
| edTPA | Last semester in program during student teaching |
| InTASC 3  Learning Environments | edTPA | Last semester in program during student teaching | Assessment #5 edTPA  Task 1 - rubric 3; Task 2 - Rubrics, 6, 7, 8, 9  Assessment #3 Lesson Plan – Teaching/Procedure | Field Experience |  |
| Lesson Plan  (New-Revised COL/unit plan) | Semester prior to student teaching |
| InTASC 4  Content Knowledge | Praxis II | After students complete the program | Assessment #1  Assessment #2 Literacy case study  Assessment # 5 edTPA  Task 1 – Planning 1, 2, 3, 4- Task 2- Instruction Rubrics 7, 8, 9- Task 3 – Assessment Rubric 14 | Not mandatory  Overall child and literacy content | Early Childhood (Content areas) – 5025  Principles of learning and teaching - 5621 |
| Portfolio (new/ child case study)  edTPA | Last semester of program during student teaching |
| InTASC 5  Application of Content | Internship evaluations from Mentors and Supervisor | At the completion of each of two student teaching internship placements | Assessment #4 Internship Evaluation  Assessment #5 –edTPA-  Task 1- Planning Rubric 4- Task 2-Instruction Rubrics 7, 8, 9 Task 3- Rubric 14 | Evaluation is based on standards |  |
| edTPA | Last semester during student teaching |
| InTASC 6  Assessment | edTPA  Screening Project (under revision) ?? / Case Sudy | First semester in the program during pre-primary internship | Assessment #5 –edTPA -Task 1- Planning Rubric 5  Task 3-Assessment Rubrics 11, 12, 13,1 5  Task 3- Assessment  Rubric 14  Assessment #2 or #7  Assessment #3 |  |  |
| Cycle of learning | Last semester during student teaching |
| InTASC 7  Planning for Instruction | edTPA | Last semester during student teaching | Assessment #5 edTPA  Task 1 Planning Rubrics 1, 2, 3  Assessment #3 |  |  |
| Lesson Plan | Semester prior to student teaching |
| InTASC 8  Instructional Strategies | EdTPA | Last semester during student teaching | Assessment #5 edTPA  Task 1 Planning Rubrics 1, 2, 4- Task 2 Instruction Rubrics 6, 7, 8, 9 – Task 3 Assessment Rubric 15  Assessment #3 |  |  |
| Lesson Plan | Semester prior to student teaching |
| InTASC 9  Professional Learning and Ethical Practices | Internship evaluations from Mentors and Supervisor | At the completion of each of two student teaching internship placements | Assessment #4  Assessment #5 edTPA  Rubrics 10 & 15  Assessment #2, 7, 8 | We are concerned that we may not demonstrate progression throughout the program with regard to this standard. | We are working toward revising two of our assessments (screening project and case study) in order to demonstrate progression of skills and knowledge related to this standard. |
| InTASC 10  Leadership and Collaboration | Family Service Learning Project  Case Study  Screening Project  Action Research ?? | Two semesters prior to student teaching (preprimary placement) | Assessment #6  Assessment 2, 7, 8 | We are concerned that we may not demonstrate progression throughout the program with regard to this standard. | We are working toward revising two of our assessments (screening project and case study) in order to demonstrate progression of skills and knowledge related to this standard. |
| 1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P12 students’ progress and their own professional practice | Unit Plan / COL  Internship Evaluation  edTPA | Before student-teaching  Last semester of program during student teaching  Last semester of program during student teaching | Assessment #5  Assessment #3  Assessment #4 |  |  |
| 1.3 | Is there a SPA submitted – **YES/**NO? |  |  |  |  |
| 1.4 Providers ensure that candidates demonstrate skills and commitment that afford all p12 students access to rigorous college and career ready standards. | edTPA |  | Assessment #5  Assessment # 3 | We do not collect data from methodology courses (Science and Math)  How to measure  Differentiation of Instruction? | Cross disciplinary teaching  (Science & Math) |
| Lesson Plan | Semester prior to student teaching |

**Early Childhood/Special Education (ECSE)**

| **Standard 1** | **Current Evidence** | **When/how the Evidence is Collected** | **When/how the Evidence is Reported** | **Questions/concerns about the Evidence** | **Noted Gaps where Evidence is Lacking/Missing** |
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| 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.  *NOTE: All InTASC standards are evaluated in a survey that is distributed in the final semester of internship that asks mentor teachers, students, and supervisors to rate candidates’ proficiency on each standard.* | | | | | |
| InTASC 1 | ESL – Candidate assesses individual and group performance data and uses that data to design instruction; candidate creates developmentally appropriate lessons  UDL Lesson Plan – Candidate develops a universally designed lesson plan to meet the needs of a diverse class of students  IEP Case Study – Candidate collects and reviews data on a case study student and writes an IEP using that data | Collected in final semester (ECSE 452) seminar course  ECSE 413 (1st semester, senior year)  Collected in final semester (ECSE 452) seminar course | Reported at the end of the semester to department; then reported to COE and TU in YASU/DAR; also is a signature assessment reported in SPA report | Reliability/validity  GT and ELL piece an add-on | Only collected in last semester |
| InTASC 2 | ESL – Candidate assesses individual and group performance data and uses that data to design instruction; candidate creates developmentally appropriate lessons  UDL Lesson Plan – Candidate develops a universally designed lesson plan to meet the needs of a diverse class of students | Collected in final semester (ECSE 452) seminar course  ECSE 413 (1st semester, senior year) | Reported at the end of the semester to department; then reported to COE and TU in YASU/DAR; also is a signature assessment reported in SPA report | Reliability/validity  GT and ELL piece an add-on | Need more specific language in the rubric |
| InTASC 3 | No evidence beyond CPP survey |  |  |  |  |
| InTASC 4 | ESL – Candidate assesses individual and group performance data and uses that data to design instruction; candidate creates developmentally appropriate lessons | Collected in final semester (ECSE 452) seminar course | Reported at the end of the semester to department; then reported to COE and TU in YASU/DAR; also is a signature assessment reported in SPA report | Reliability/validity | Only collected in last semester  Need to build in academic language piece |
| InTASC 5 | No evidence beyond CPP survey |  |  |  |  |
| InTASC 6 | ESL – Candidate assesses individual and group performance data and uses that data to design instruction; candidate creates developmentally appropriate lessons  UDL Lesson Plan – Candidate develops a universally designed lesson plan to meet the needs of a diverse class of students  EAR – Candidates administer the WJ-III and write an assessment report with recommendations | Collected in final semester (ECSE 452) seminar course  ECSE 413 (1st semester, senior year)  ECSE 425 (2nd semester, junior year) | Reported at the end of the semester to department; then reported to COE and TU in YASU/DAR; also is a signature assessment reported in SPA report | Reliability/validity  GT and ELL piece an add-on | Need more specific language in the rubric |
| InTASC 7 | ESL – Candidate assesses individual and group performance data and uses that data to design instruction; candidate creates developmentally appropriate lessons  UDL Lesson Plan – Candidate develops a universally designed lesson plan to meet the needs of a diverse class of students | Collected in final semester (ECSE 452) seminar course  ECSE 413 (1st semester, senior year) | Reported at the end of the semester to department; then reported to COE and TU in YASU/DAR; also is a signature assessment reported in SPA report | Reliability/validity  GT and ELL piece an add-on | Need more specific language in the rubric |
| InTASC 8 | ESL – Candidate assesses individual and group performance data and uses that data to design instruction; candidate creates developmentally appropriate lessons  UDL Lesson Plan – Candidate develops a universally designed lesson plan to meet the needs of a diverse class of students | Collected in final semester (ECSE 452) seminar course  ECSE 413 (1st semester, senior year) | Reported at the end of the semester to department; then reported to COE and TU in YASU/DAR; also is a signature assessment reported in SPA report | Reliability/validity  GT and ELL piece an add-on | Need more specific language in the rubrics |
| InTASC 9 | Professional dispositions | End of each rotation/ placement | Reported at the end of the semester to department; then reported to COE and TU in YASU/DAR; also is a signature assessment reported in SPA report | Not very comprehensive – needs more specific criteria |  |
| InTASC 10 | Professional Dispositions | End of each rotation/ placement | Reported at the end of the semester to department; then reported to COE and TU in YASU/DAR; also is a signature assessment reported in SPA report | Not very comprehensive – needs more specific criteria |  |
| 1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice. | | | | | |
| 1.2 | ESL – candidates assess students’ prior knowledge and use the data to design instruction. They also analyze and reflect on outcome data to determine the effectiveness of the lesson and reflect on what they could do differently in the future. | Collected in final semester (ECSE 452) seminar course | Reported at the end of the semester to department; then reported to COE and TU in YASU/DAR; also is a signature assessment reported in SPA report | Reliability/validity | Only collected in last semester  Not consistent across programs |
| 1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM). | | | | | |
| 1.3 | Yes |  |  |  |  |
| 1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards). | | | | | |
| 1.4 | ESL – Candidates plan a unit of instruction using appropriate MCCRS for the grade level and content they are teaching  UDL Lesson plan – Candidates plan a lesson using MCCRS for the grade level and content they are teaching | Collected in final semester (ECSE 452) seminar course  ECSE 413 (1st semester, senior year) | Reported at the end of the semester to department; then reported to COE and TU in YASU/DAR; also is a signature assessment reported in SPA report | Reliability/validity |  |
| 1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice. | | | | | |
| 1.5 | UDL Lesson Plan – Candidates select and apply instructional and assistive technology to promote flexibility, enhance learning, and to ensure access for all learners. | Collected in the ECSE 413 class (1st semester, senior year) | Reported at the end of the semester to department; then reported to COE and TU in YASU/DAR; also is a signature assessment reported in SPA report | Reliability/validity |  |

**Elementary Education**

| Standard 1 | Current Evidence | When/how the Evidence is Collected | When/how the Evidence is Reported | Questions/concerns about the Evidence | Noted Gaps where Evidence is Lacking/Missing |
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| 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.  *NOTE: All InTASC standards are evaluated in a survey that is distributed in the final semester of internship that asks mentor teachers, students, and supervisors to rate candidates’ proficiency on each standard.* | | | | | |
| InTASC 1  Learner Development | 1. edTPA 2. Lesson Plan Collection 3. Planning for Instruction Project (PIP) 4. Internship Final Evaluation 5. In-Depth Literacy Instruction and Assessment Notebook | final semester of program  ELED 312: Professional Development Internship I  ELED 311: Child and the Elementary Curriculum and Assessment  ELED 468: Professional Development School Internship II (collected from University Supervisor and Mentor teacher)  ELED 429: Principles and Practices of Assessment in Reading and Language Arts | Assessment #6 in YASU-DAR  Assessment #7  Assessment #3  Assessment #4  Assessment #5 | One evaluator for each edTPA—inter-rater reliability? | See “questions about edTPA” |
| InTASC 2  Learning Differences | 1. edTPA 2. Lesson Plan Collection 3. Planning for Instruction Project (PIP) 4. Internship Final Evaluation 5. Disposition data | final semester of program  ELED 312: Professional Development Internship I  ELED 311: Child and the Elementary Curriculum and Assessment  ELED 468: Professional Development School Internship II (collected from University Supervisor and Mentor teacher)  Collected from interns, U supervisors, and mentor teachers) | Assessment #6  Assessment #7  Assessment #3  Assessment #4  In YASU-DAR |  |  |
| InTASC 3  Learning Environment | 1. edTPA 2. Planning for Instruction Project (PIP) 3. Internship Final Evaluation 4. Disposition data | final semester of program  ELED 311: Child and the Elementary Curriculum and Assessment  ELED 468: Professional Development School Internship II (collected from University Supervisor and Mentor teacher)  Collected from interns, U supervisors, and mentor teachers) | Assessment #6  Assessment #3  Assessment #4  In YASU-DAR |  |  |
| InTASC 4  Content Knowledge | 1. Praxis 2 Content Knowledge Test and Content Area Exercises 2. Content GPA 3. Planning for Instruction Project (PIP) 4. Internship Final Evaluation 5. In-Depth Literacy Instruction and Assessment Notebook 6. edTPA 7. Lesson Plan Collection | Final semester of program, Licensure Test  Grades, Admission to program  ELED 311: Child and the Elementary Curriculum and Assessment  ELED 468: Professional Development School Internship II (collected from University Supervisor and Mentor teacher)  ELED 429: Principles and Practices of Assessment in Reading and Language Arts  final semester of program  ELED 312: Professional Development Internship I | Assessment #1  Assessment #2  Assessment #3  Assessment #4  Assessment #5  Assessment #6  Assessment #7 |  |  |
| InTASC 5  Application of Content | 1. Planning for Instrution Project (PIP) 2. Internship Final Evaluation 3. edTPA 4. Lesson Plan Collection | ELED 311: Child and the Elementary Curriculum and Assessment  ELED 468: Professional Development School Internship II (collected from University Supervisor and Mentor teacher)  final semester of program  ELED 312: Professional Development Internship I | Assessment #3  Assessment #4  Assessment #6  Assessment #7 |  |  |
| InTASC 6  Assessment | 1. In-Depth Literacy Assessment and Instruction Project 2. EdTPA 3. Internship Final Evaluation specifically focusing on ACEI standard 4.0 Assessment for Instruction | ELED 429: Principles and Practice of Assessment in Reading and Language Arts  (Professional Year of Program)  Final semester of program  ELED 468: Professional Development School Internship II (collected from University Supervisor and Mentor teacher) | Assessment #5  Assessment #6  Assessment #4 | Do mentors have thorough knowledge of assignment in order to guide interns in data collection?  Do reviewers at Pearson and at TU have same standards for reviewing quality?  Inter-rater reliability between mentors and supervisors and across cohorts |  |
| InTASC 7  Planning for Instruction | 1. Planning for Instruction Project (PIP) 2. In-Depth Literacy Assessment and Instruction Project 3. Lesson Plan Collection 4. Praxis 2 – Content Area Exercises | ELED 311: Child and the Elementary Curriculum and Assessment (Professional Year)  ELED 429: Principles and Practices of Assessment in Reading and Language Arts  (Professional Year)  ELED 312: Professional Development Internship 1 (Professional Year)  Final Semester of the Program | Assessment #3  Assessment #5  Assessment #7  Assessment #1 | How much planning is done by the intern and how much is done by the mentor? |  |
| InTASC 8  Instructional Strategies | 1. Planning for Instruction Project (PIP) 2. Lesson Plan Collection 3. Praxis 2 - Content Area Exercises 4. Internship Final Evaluation | ELED 311: Child and the Elementary Curriculum and Assessment  (Professional Year)  ELED 312: Professional Development Internship 1  (Professional Year)  Final Semester of the Program  ELED 468: Professional Development School Internship II (collected from University Supervisor and Mentor teacher | Assessment #3  Assessment #7  Assessment #1  Assessment #4 |  |  |
| InTASC 9  Professional Learning and Ethical Practice | 1. Disposition data 2. Survey of First Year Graduates 3. Survey of Third Year Graduates 4. Employer Survey of First Year Graduates | Collected from interns, U supervisors, and mentor teachers)  Collected from First Year Graduates  Collected from Third Year Graduates  Collected from LEAs | In YASU-DAR  Report 5 in YASU DAR  Report 6 in YASU DAR  Report 7 in YASU DAR |  |  |
| InTASC 10  Leadership and Collaboration | 1. Disposition data 2. Survey of First Year Graduates 3. Survey of Third Year Graduates 4. Employer Survey of First Year Graduates | Collected from interns, U supervisors, and mentor teachers)  Collected from First Year Graduates  Collected from Third Year Graduates  Collected from LEAs | In YASU-DAR  Report 5 in YASU DAR  Report 6 in YASU DAR  Report 7 in YASU DAR |  |  |
| 1.2  Use research and evidence | 1. Internship 2. Final Evaluation 3. edTPA | ELED 468: Professional Development School Internship II (collected from University Supervisor and Mentor teacher)  final semester of program | Assessment #4  Assessment #6 |  |  |
| 1.3  SPA | Yes |  |  |  |  |
| 1.4  CCRS | 1. Planning for Instrution Project (PIP) 2. Lesson Plan Collection | ELED 311: Child and the Elementary Curriculum and Assessment  ELED 312: Professional Development Internship I | Assessment #3  Assessment #7 |  |  |

**Music Education**

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| Standard 1 | Current Evidence | When/how the Evidence is Collected | When/how the Evidence is Reported | Questions/concerns about the Evidence | Noted Gaps where Evidence is Lacking/Missing |
| 1.1 |  |  |  |  |  |
| InTASC 1  Learner Development | MUED 391/392 Syllabus | Competency Checklist | Internship: competency checklist, supervisor evaluation form, professional portfolio | Up to each supervisor to evaluate, no official reporting of data. | Validity, reliability  Data not collected over multiple years |
| InTASC 2  Learner Differences | MUED 391/392 Syllabus | Competency Checklist | Internship: competency checklist, supervisor evaluation form, professional portfolio | Up to each supervisor to evaluate, no official reporting of data. | Validity, reliability  Data not collected over multiple years |
| InTASC 3  Learning Environments | MUED 391/392 Syllabus | Competency Checklist | Internship: competency checklist, supervisor evaluation form, professional portfolio  Dispositions reported at program interview (junior year) and after internship completion (senior year) – reported in YASU/DAR | Up to each supervisor to evaluate, no official reporting of data. | Validity, reliability  Data not collected over multiple years |
|  | Disposition Data |
| InTASC 4  Content Knowledge | MUED 391/392 Syllabus | Competency Checklist | Internship: competency checklist, supervisor evaluation form, professional portfolio  Reported in YASU/DAR | Up to each supervisor to evaluate, no official reporting of data. | Validity, reliability  Data not collected over multiple years  Minimal content knowledge demonstrated with piano proficiency competency |
| Piano Proficiency Exam | Pass piano proficiency exam before senior year |
| InTASC 5  Application of Content | MUED 391/392 Syllabus | Competency Checklist | Internship: competency checklist, supervisor evaluation form, professional portfolio | Up to each supervisor to evaluate, no official reporting of data. | Validity, reliability  Data not collected over multiple years |
| InTASC 6  Assessment | MUED 391/392 Syllabus | Competency Checklist | Internship: competency checklist, supervisor evaluation form, professional portfolio  Competencies 12 and 13 data reported for YASU/DAR | Up to each supervisor to evaluate, no official reporting of data. | Validity, reliability  Data not collected over multiple years |
| InTASC 7  Planning for Instruction | MUED 391/392 Syllabus | Competency Checklist | Internship: competency checklist, supervisor evaluation form, professional portfolio | Up to each supervisor to evaluate, no official reporting of data. | Validity, reliability  Data not collected over multiple years |
| InTASC 8  Instructional Strategies | MUED 391/392 Syllabus | Competency Checklist | Internship: competency checklist, supervisor evaluation form, professional portfolio | Up to each supervisor to evaluate, no official reporting of data. | Validity, reliability  Data not collected over multiple years |
| InTASC 9  Professional Learning and Ethical Practices | MUED 391/392 Syllabus | Competency Checklist | Internship: competency checklist, supervisor evaluation form, professional portfolio | Up to each supervisor to evaluate, no official reporting of data. | Validity, reliability  Data not collected over multiple years |
| InTASC 10  Leadership and Collaboration | MUED 391/392 Syllabus | Competency Checklist | Internship: competency checklist, supervisor evaluation form, professional portfolio | Up to each supervisor to evaluate, no official reporting of data. | Validity, reliability  Data not collected over multiple years |
| 1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P12 students’ progress and their own professional practice | Internship Evaluation | Last semester of program during student teaching |  |  | Data not collected over multiple years for most areas  Data analysis could be examined more closely as a division to better inform practice |
| 1.3 | No SPA. We use NASM accreditation. |  |  |  |  |
| 1.4 Providers ensure that candidates demonstrate skills and commitment that afford all p12 students access to rigorous CCRS | Not addressed |  |  |  |  |

**Secondary/Middle Grades Education**

***This looks specifically at the SCED/Social Studies Program - (Programs in additional SMED certification fields will be similar.)***

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| Standard 1 | Current Evidence | When/how the Evidence is Collected | When/how the Evidence is Reported | Questions/concerns about the Evidence | Noted Gaps where Evidence is Lacking/Missing |
| 1.1 |  |  |  |  |  |
| InTASC 1  Development | IE  SCED 499 portfolio artifact | * End of semester * Review by instructor | * In the fall, at department meetings * Among the 499 instructors – scores submitted to the department/chair | * Reliability/validity * Full department review? | I am not sure about any of the evidence we have? |
| InTASC 2  Differences | IE  SCED 499 portfolio artifact | * End of semester * Review by instructor | * Among the 499 instructors – scores submitted to the department/chair | * Reliability/validity * Full department review? |  |
| InTASC 3  Environment | IE  SCED 499 portfolio artifact | * End of semester * Review by instructor | * Among the 499 instructors – scores submitted to the department/chair * In the fall, at department meetings | * Reliability/validity * Full department review? |  |
| InTASC 4  Content Knowledge | IE  SCED 499 portfolio artifact  Praxis 2 scores (content tests)  Content grades from major courses  SCED 355 – unit plan + Historical Investigation Lesson Plan | * End of semester * Review by instructor * Praxis scores provided for review in Sept of each year * Grades compiled by YASU coordinator in the Summer * SCED materials collected each semester and reported the YASU coordinator at the end of each semester | * Among the 499 instructors – scores submitted to the department/chair * In the fall, at department meetings | * Reliability/validity * Full department review? |  |
| InTASC 5  Application of Content | IE  SCED 499 portfolio artifact  SCED 355 – unit plan + Historical Investigation Lesson Plan | * End of semester * Review by instructor * SCED materials collected each semester and reported the YASU coordinator at the end of each semester | * Among the 499 instructors – scores submitted to the department/chair * In the fall, at department meetings | * Reliability/validity * Full department review? |  |
| InTASC 6  Assessment | IE  SCED 499 portfolio artifact  SCED 355 – Historical Investigation Lesson Plan | * End of semester * Review by instructor * SCED materials collected each semester and reported the YASU coordinator at the end of each semester | * Among the 499 instructors – scores submitted to the department/chair * In the fall, at department meetings | * Reliability/validity * Full department review? |  |
| InTASC 7  Planning | IE  SCED 499 portfolio artifact  SCED 355 – unit plan + Historical Investigation Lesson Plan | * End of semester * Review by instructor * SCED materials collected each semester and reported the YASU coordinator at the end of each semester | * Among the 499 instructors – scores submitted to the department/chair * In the fall, at department meetings | * Reliability/validity * Full department review? |  |
| InTASC 8  Strategies | IE  SCED 499 portfolio artifact  SCED 355 – unit plan + Historical Investigation Lesson Plan | * End of semester * Review by instructor * SCED materials collected each semester and reported the YASU coordinator at the end of each semester | * Among the 499 instructors – scores submitted to the department/chair * In the fall, at department meetings | * Reliability/validity * Full department review? |  |
| InTASC 9  Professionalism | IE  SCED 499 portfolio artifact | * End of semester * Review by instructor | * In the fall, at department meetings * Among the 499 instructors – scores submitted to the department/chair | * Reliability/validity * Full department review? |  |
| InTASC 10  Leadership/  Collaboration | IE  SCED 499 portfolio artifact | * End of semester * Review by instructor | * In the fall, at department meetings * Among the 499 instructors – scores submitted to the department/chair | * Reliability/validity * Full department review? |  |
| 1.2  Diverstiy | IE  SCED 401 - portfolio artifact  SCED 462 – Validated Practices Project  SCED – 461Classroom Literacy Profile | * End of semester * Review by instructor * VPP data collected and scored by 462 instructor – reported to YASU coordinator and 401 instructors in the summer. * Literacy Profile collected and scored by 461 instructor. Reviewed by SMED reading subgroup | * In the fall, at department meetings * Among the 401 instructors – scores submitted to the department/chair | * Reliability/validity * Full department review for portfolio artifact? |  |
| 1.3 | Is there a SPA submitted – YES/NO? ***YES*** |  |  |  |  |
| 1.4  MCCRS | SCED 355 – Currents events lesson plan  Historical Investigation lesson plan  Unit plan  SCED 499 – all lesson plans require  SCED 401 – lesson plan analysis  IE  Internship Lesson plans, co-planned with teachers in diverse settings | * Each semester * The methods course (355) requires the standards in its three plans. * Each time an intern teaches in semester one of the professional year they have to have the standards in the plan and a review is made in 499. * Every time an intern teaches in the final internship the standards need to be employed. |  |  |  |

**SPECIAL EDUCATION: Single-certification program, and M.A.T. program**

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| *Standard 1* | *Current Evidence* | | *When/how the Evidence is Collected* | *When/how the Evidence is Reported* | *Questions/concerns about the Evidence* | *Noted Gaps where Evidence is Lacking/Missing* |
| ***1.1*** *Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.*  NOTE: ALL InTASC standards are evaluated in a "End-of-Internship" evaluation/survey that is distributed in the final semester of internship that asks mentor teachers, students, and supervisors to rate candidates’ proficiency on each standard. End-of-internship evaluation table info: end of full-time internship, completed by MT & US (*Single-cert: SPED 498; MAT: EDUC 798);* reported to Towson COE CPP office, shared with student(?); completed only at end of full-time (final) internship | | | | | | |
| InTASC 1: Learner Development  *The teacher understands 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.* | | 1. Evidence of Student Learning (ESL)– *Candidate assesses individual and group performance data and uses that data to design instruction; candidate creates developmentally appropriate lessons* 2. IEP Case Study - *Candidate collects and reviews data on a case study student and writes an IEP using that data* 3. Educational Achievement Report (EAR) *- Candidates administer the WJ-III and write an assessment report with recommendations* | ESL: during full-time internship semester   * *Single-cert: SPED 498* * *MAT: EDUC 798*   IEP Case Study: during full-time internship semester   * *Single-cert: SPED 498* * *MAT: EDUC 798*   EAR: during program coursework *-*   * *Single-cert: SPED 425* * *MAT: SPED 525* | ESL: scored by US, included in Professional Portfolio, & also scored by outside reviewer, i.e. MTs, PDS partners, other faculty, etc. *(single-cert & MAT)*  IEP Case Study: scored by US, included in Professional Portfolio, & also scored by outside reviewer, i.e. MTs, PDS partners, other faculty, etc. *(single-cert & MAT)*  EAR: scored by instructor during course, included in Professional Portfolio, & also scored by outside reviewer at end of program, i.e. MTs, PDS partners, other faculty, etc. *(single-cert & MAT)* | ESL: completed only at end of full-time (final) internship  IEP Case Study: completed only at end of full-time (final) internship; *only focused on the one student*, but do have to update PLAAFPs, goals, accommodations, services, testing needs, etc. based on the individual needs of the student  EAR: completed during program coursework, which is good; *BUT only focused on one "learner" who is tested* – do have to compare to testing "norms" though...  Reliability/validity concerns... | * 2/3 items occur only in final semester internship *( ESL, & IEP case study)* * 1/3 items occurs earlier in program course work *(EAR)* * Need for aligned observation instrument used throughout program field experiences & internships(?) |
| InTASC 2: Learning Differences  *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.* | | 1. ESL 2. IEP Case Study 3. PBSP - C*andidate assesses student behavior, determines its impact on school success, and designs, implements, and evaluates supports that positively affect student behavior.* 4. UDL Lesson Plan *- Candidate develops a universally designed lesson plan to meet the needs of a diverse class of students* | *( For ESL, EAR, IEP Case Study: SEE NOTES ABOVE)*  PBSP: during full-time internship semester   * *Single-cert: SPED 498* * *MAT: EDUC 798*   UDL Lesson Plan: during program coursework *-*   * *Single-cert: SPED 413* * *MAT: SPED 646* | *( For ESL, EAR, IEP Case Study: SEE NOTES ABOVE)*  PBSP: scored by US, included in Professional Portfolio & also scored by outside reviewer, i.e. MTs, PDS partners, other faculty, etc. *(single-cert & MAT)*  UDL Lesson Plan: scored by US, included in Professional Portfolio & also scored by outside reviewer, i.e. MTs, PDS partners, other faculty, etc. *(single-cert & MAT)* | *( For ESL, EAR, IEP Case Study: SEE NOTES ABOVE)*  PBSP: completed only at end of full-time (final) internship; has to consider behavior impact on student, peers, and the classroom environment  UDL Lesson Plan: completed during program coursework, which is good; have to specifically show knowledge related to meeting needs of students identified as ESL/ELL and GT, as well as select individual technologies to support students with disabilities – must make lesson accessible for ALL learners – *seems to hit this standard pretty well*  Reliability/validity concerns... | * 3/4 items occur only in final semester internship *( ESL, & IEP case study, PBSP)* * 1/4 items occurs earlier in program course work *(UDL lesson plan)* * Need for aligned observation instrument used throughout program field experiences & internships(?) |
| InTASC 3: Learning Environments  *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.* | | 1. Evidence of Student Learning (ESL) 2. PBSP | *( SEE NOTES ABOVE)* | *( SEE NOTES ABOVE)* | *( SEE NOTES ABOVE + addt'l below)*  ESL: must include component specific to motivation and engagement of students *(not strong)*  PBSP: must include components specific to describing & data that shows target behavior's academic and social impact on the student, peers, classroom environment; PBSP plan must address this, and collect implementation data to determine effect of positive supports; doesn't address specifically collaborating with others *(not as strong- need rubric language more specific to collaboration + social piece)*  Reliability/validity concerns... | * 2/2 items occur only in final semester internship * Need for aligned observation instrument used throughout program field experiences & internships(?) |
| InTASC 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* | | 1. ESL 2. IEP Case Study 3. UDL Lesson Plan | *( SEE NOTES ABOVE)* | *( SEE NOTES ABOVE)* | *( SEE NOTES ABOVE + addt'l below)*  ESL: has to address all components of this standard via 3-5day very focused, mini-unit planning; *pretty strong*  IEP Case Study: *not as strong...*but have to have strong content knowledge to develop goals, accommodations, testing components of IEP(?)  UDL Lesson Plan: *not as strong*, as only one lesson – but have to plan all components of UDL lesson to make accessible & meaningful for diverse range of student needs (?)  Reliability/validity concerns... | * 2/3 items occur only in final semester internship *( ESL, & IEP case study)* * 1/3 items occurs earlier in program course work *(UDL lesson plan)* * Need for aligned observation instrument used throughout program field experiences & internships(?) |
| InTASC 5: Application of Content  *The teacher understands 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.* | | 1. ESL 2. UDL Lesson Plan | *( SEE NOTES ABOVE)* | *( SEE NOTES ABOVE)* | *( SEE NOTES ABOVE + addt'l below)*  ESL: have to apply and teach 3-5 lessons, and specific in rubric we include critical thinking and creativity *(problem-solving is missing/not explicitly addressed)*  UDL Lesson Plan: *not as strong*, as only one lesson – but have to plan all components of UDL lesson to engage learners and make authentic for diverse range of student needs  Reliability/validity concerns... | * 1/2 items occur only in final semester internship *(ESL)* * 1/2 items occurs earlier in program course work *(UDL lesson plan)* * Need for aligned observation instrument used throughout program field experiences & internships(?) |
| InTASC 6: Assessment  *The teacher understands and uses 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.* | | 1. ESL 2. EAR | *( SEE NOTES ABOVE)* | *( SEE NOTES ABOVE)* | *( SEE NOTES ABOVE + addt'l below)*  ESL: have to plan for and implement pre-, formative, and post-assessments and compare data daily and overall to monitor all students' progress and guide decision making  EAR: not as strong...have to complete one formal assessment (WJ); stronger if this was a "true" education report write-up which would include additional assessment info from classrooms, and more than just WJ  Reliability/validity concerns... | * 1/2 items occur only in final semester internship *(ESL)* * 1/2 items occurs earlier in program course work *(EAR)* * Need for aligned observation instrument used throughout program field experiences & internships(?) |
| InTASC 7: Planning for Instruction  *The teacher plans 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.* | | 1. ESL 2. UDL Lesson Plan | *( SEE NOTES ABOVE)* | *( SEE NOTES ABOVE)* | *( SEE NOTES ABOVE + addt'l below)*  ESL: full lesson plans (CAST UDL exchange template) must be included, and address needs of all learners-goals & obj. must be aligned to MCCRS *(doesn't really address the community context piece though...)*  UDL Lesson Plan: *(not as strong as only one lesson...)* one full lesson plan addressing needs of all learners and goals/obj aligned to MCCRS + IEPs; better at addressing "community" context, *but this language isn't explicit in rubric*  Reliability/validity concerns... | * 1/2 items occur only in final semester internship *(ESL)* * 1/2 items occurs earlier in program course work *(UDL lesson plan)* * Need for aligned observation instrument used throughout program field experiences & internships(?) |
| InTASC 8: Instructional Strategies  *The teacher understands and uses 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.* | | 1. ESL 2. UDL Lesson Plan | *( SEE NOTES ABOVE)* | *( SEE NOTES ABOVE)* | *( SEE NOTES ABOVE + addt'l below)*  ESL: have to use variety of instructional strategies in lessons, *BUT language isn't as clear about this in rubric...could also consider typing this more clearly to research and evidence based strategies to hit 1.2 harder(?)*  UDL Lesson Plan: have to use variety of instructional strategies in lessons and make the learning meaningful to diverse group of students (only one lesson), *BUT language isn't as clear about this in rubric...could also consider typing this more clearly to research and evidence based strategies to hit 1.2 harder(?)*  Reliability/validity concerns... | * 1/2 items occur only in final semester internship *(end-of-internship eval, ESL)* * 1/2 items occurs earlier in program course work *(UDL lesson plan)* * Need for aligned observation instrument used throughout program field experiences & internships(?) |
| InTASC 9: Professional Learning & Ethical Practices  *The teacher engages in ongoing professional learning and uses 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.* | | 1. Essential Dispositions 2. *ESL* 3. *IEP Case Study* 4. *EAR* | *( SEE NOTES ABOVE + addt'l below)*  Essential Dispositions: student self-ratings completed beginning, middle, and end of program   * *Single-cert: SPED 413, SPED 491/496, SPED 498* * *MAT: SPED 637, EDUC 797, EDUC 798* | *( SEE NOTES ABOVE + addt'l below)*  Essential Dispositions: student self-ratings collected by instructor/program coordinator during regular course work; final self-ratings shared with MT & US, & included + reflective essay in Professional Portfolio *(single cert & MAT)* | *( SEE NOTES ABOVE + addt'l below)*  Essential Dispositions: completed throughout program, which is good & allows for comparisons over time, BUT actual chart/table/directions for this assignment are not specifically aligned/cited to any individual InTASC standards(?)  ESL: includes *only* aligned "Reflection & Self-Evaluation" section of paper  IEP Case Study: includes *only* aligned "Reflection" section of paper  EAR: includes *only* aligned "Reflection" section of paper  Reliability/validity concerns... | * 2/4 items occur only in final semester internship *( ESL, & IEP case study)* * 1/4 items occurs/evaluated throughout program *(essential dispositions)* * 1/4 items occurs earlier in program course work *(EAR)* |
| InTASC 10: Leadership & Collaboration  *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.* | | 1. Essential Dispositions 2. *ESL* 3. *IEP Case Study* 4. *PBSP* | *( SEE NOTES ABOVE)* | *( SEE NOTES ABOVE)* | *( SEE NOTES ABOVE + addt'l below)*  ESL: includes *only* aligned "Reflection & Self-Evaluation" section of paper  IEP Case Study: includes *only* aligned "Reflection" section of paper  PBSP: includes *only* aligned "Baseline Data Collection" & "Reflection" sections of paper  Reliability/validity concerns... | * 3/4 items occur only in final semester internship *(ESL, PBSP, & IEP case study)* * 1/4 items occurs/evaluated throughout program *(essential dispositions)* |
| ***1.2*** *Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.* | | 1. ESL 2. PBSP | *( SEE NOTES ABOVE)* | *( SEE NOTES ABOVE)* | ESL: completed only at end of full-time (final) internship; ALL lesson plans should be aligned/incorporate evidence and research-based instructional strategies...but this isn't a component of the rubric, so not sure this can "count" towards this...?; also have to use data from each day as evidence of how kids did/did not progress  PBSP: only completed at end of full-time (final) internship; MUST include literature review of 5 research articles and evidence-based strategies for addressing student behavior, and incorporate the information from lit review into their PBSP plan and implementation; have to document and collect data for evidence of how student did/did not decrease target behavior and increase replacement behavior  Reliability/validity? | * 2/2 items occur only in final semester internship *(ESL, PBSP)* |
| ***1.3*** *Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies* | | *Is there a SPA submitted – YES/NO?*   * Yes, CEC |  |  |  |  |
| ***1.4*** *Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).* | | 1. ESL (MCCRS) 2. IEP Case Study (MCCRS) 3. UDL Lesson Plan (MCCRS) | *( SEE NOTES ABOVE)* | *( SEE NOTES ABOVE)* | ESL: completed only at end of full-time (final) internship; ALL lesson plans and 3-5 day unit goals must be aligned to state/national academic standards (MD = MCCRS)  IEP Case Study: completed only at end of full-time (final) internship; IEP goals must be standards-based, and also must address components for grade/state/national testing of standards (MD = MCCRS)  UDL Lesson Plan: completed during program coursework, which is good; lesson plan must be aligned to state/national academic standards (MD = MCCRS)  Reliability/validity? | * 2/3 items occur only in final semester internship *(ESL & IEP case study)* * 1/3 items occurs earlier in program course work *(UDL leson plan)* |

**MAT Program**

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| Standard 1  MAT Program | Current Evidence | When/how the Evidence is Collected | When/how the Evidence is Reported | Questions/ concerns about the Evidence | Noted Gaps where Evidence is Lacking/Missing |
| 1.1 |  | some examples are |  |  | no major gaps |
| InTASC 1 | EDUC 797 syllabus | Project- Evidence of Student Learning | Projects within the program & portfolio summary presentation | good evidence |  |
| InTASC 2 | EDUC 797 syllabus | Project- Evidence of Student Learning | Program Projects & portfolio presentation | good evidence |  |
| InTASC 3 | EDUC 797 syllabus | Project- Classroom Management & Discipline System | Projects within the program & portfolio summary presentation | good evidence | MMDN |
| InTASC 4 | EDUC 797 syllabus | Project- Evidence of Student Learning | Program Projects & portfolio presentation | good evidence |  |
| InTASC 5 | EDUC 797 syllabus | Projects- Evidence of Student Learning &  Lesson Plan | Program Projects & portfolio presentation | good evidence | MMDN |
| InTASC 6 | EDUC 797 syllabus | Projects- Evidence of Student Learning &  Lesson Plan | Program Projects & portfolio presentation | good evidence |  |
| InTASC 7 | EDUC 797 syllabus | Project- Classroom Management & Discipline System | Projects within the program & portfolio summary presentation | good evidence |  |
| InTASC 8 | EDUC 797 syllabus | Project- Evidence of Student Learning | Program Projects & portfolio presentation | good evidence |  |
| InTASC 9 | EDUC 797 syllabus | Project- Classroom Management & Discipline System | Projects within the program & portfolio summary presentation | good evidence |  |
| InTASC 10 | EDUC 797 syllabus | Project- Classroom Management & Discipline System | Projects within the program & portfolio summary presentation | good evidence |  |
| 1.2 |  |  |  | good evidence |  |
| 1.3 | Is there a SPA submitted – YES/NO? |  |  |  |  |
| 1.4 |  |  |  | reasonable evidence |  |

MAT comments- reviewed the EDUC 797 and EDUC 798 syllabi where plenty of evidence was included that connects InTASC to student project work that will be documented in key assignments and within the portfolio. I saw no significant gaps.

Note: MMDN indicates multiple means of data needed.

**ISTC- School Library Media Program**

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| Standard 1  School Library Media | Current Evidence | When/how the Evidence is Collected | When/how the Evidence is Reported | Questions/ concerns about the Evidence | Noted Gaps where Evidence is Lacking/Missing |
| 1.1 |  |  |  |  |  |
| InTASC 1 | AASL standard 1.1 as noted in syllabus | Project- Evidence of Student Learning | Program Projects & portfolio presentation | good evidence |  |
| InTASC 2 | AASL standard 2.3 as noted in syllabus | Project- Evidence of Student Learning | Program Projects & portfolio presentation | good evidence |  |
| InTASC 3 | AASL standards 1.3, 1.4 as noted in syllabus | need to review other syllabi or documents | Program Projects & portfolio presentation |  | gap need to do more research |
| InTASC 4 | AASL standards 1.2, 2.1, 2.2 in syllabus | Project- Evidence of Student Learning | Program Projects & portfolio presentation | good evidence |  |
| InTASC 5 | AASL standards 2.1, 2.2, 2.3, 2.4 in syllabus | need to review other syllabi or documents | Lesson Plan assignments |  | gap need to do more research  MMDN |
| InTASC 6 | AASL standard 5.4 as noted in syllabus | Project- Evidence of Student Learning | Program Projects & portfolio presentation | good evidence | MMDN |
| InTASC 7 | AASL standards 1.2, 1.4, 3.2, 3.4 in syllabus | Project- Evidence of Student Learning | Program Projects & portfolio presentation | good evidence |  |
| InTASC 8 | AASL standards 1.2, 3.1, 3.2, 3.3 in syllabus | need to review other syllabi or documents |  |  | gap need to do more research  MMDN |
| InTASC 9 | AASL standards 4.2, 5.2, 5.3 in syllabus | need to review other syllabi or documents | Lesson Plan assignments |  | gap need to do more research  MMDN |
| InTASC 10 | AASL standards 1.3, 4.3, 4.4 in syllabus | need to review other syllabi or documents |  |  | gap need to do more research |
| 1.2 |  | Project- Evidence of Student Learning | Program Projects & portfolio presentation | good evidence |  |
| 1.3 | Is there a SPA submitted – YES/NO? |  |  |  |  |
| 1.4 |  | not applicable |  |  |  |

School library media program- Comments: reviewed the ISTC 798 syllabi some evidence was included that connects InTASC to student project work that will be documented in key assignments and within the portfolio. There are gaps that require added research within course syllabi and other documents that are noted here. We believe the program covers these elements but added documentation is needed.

Note: MMDN indicates multiple means of data needed.