Assessment Handbook

2021

The purpose of this Assessment Handbook is to describe the Education unit's assessment system so all Education faculty members in the unit are aware of the various components and processes of assessing student learning outcomes.

Overview of the Assessment System

The Wartburg Teacher Education Program (TEP) demonstrates a commitment to accountability and the use of data through ongoing data gathering and analysis of the performance of teacher candidates, student teachers, and program completers. The TEP assessment system is integrally linked to the Wartburg Teacher Education Model (Appendix 1). An initial TEP conceptual framework was originally developed in 1990. Then in 2016-17, the Unit adopted a new conceptual framework, which incorporates current InTASC Standards and the Iowa Department of Education's inclusion of technology. Wartburg's Unit faculty grounded this revised conceptual framework on research-based practice.

During ED 100 - Foundations of Education, candidates are introduced to program student learning outcomes (SLOs – Appendix 2). Then, throughout the program, faculty highlight the learning outcomes connected to each course. Key assessments aligned to the student learning outcomes are completed in all Education courses informing faculty of course effectiveness and students of individual growth.

During the capstone student teaching, candidates complete a student work sample, which prompts them to reflect on their impact on student learning and to complete other culminating assignments to demonstrate proficiency with program standards. Student teachers are also evaluated by their college supervisors and cooperating teachers. Upon graduation, first-year teachers and their administrators provide survey information about Wartburg's teacher preparation program effectiveness. These final two – the student teaching capstone and program completer information – provide particularly valuable data that inform assessment of overall program outcomes and guide continuous improvement efforts.

Not only is the commitment to this use of data and its analysis completed for program growth, but these data are also used for reaccreditation and the completion of annual reports – for both external and internal accountability bodies. In 2014-15, the Unit completed CAEP and Iowa Department of Education accreditation visits. In 2016-17, Wartburg completed its HLC accreditation visit. Annually, the Unit completes reports for CAEP (discontinued in 2020), AACTE, Title II, the Iowa Department of Education, and the Wartburg College Assessment Committee. Each of these reports requires data points across program student learning outcomes, which are gathered and addressed each year. But much more important for program improvement than report completion, Unit faculty members analyze annual data points to determine focal points for continuous improvement.

In 2019-20, Wartburg began implementation of a three-year roll out of Chalk and Wire. The Education Department was in the first cohort at Wartburg to begin implementation of Chalk and Wire. This allowed the use of Chalk and Wire with particular groups of students, as they gained access to the platform across campus. The Education Department plans to transition most data collection to Chalk and Wire, as Wartburg continues its implementation of the platform.

Core Courses and Individual Student Growth. The Wartburg assessment system includes multiple, regular, comprehensive, integrated measures to identify candidate growth relative to the program learning outcomes. Core courses in each program include integrated measures aligned to student learning outcomes. Individual faculty are responsible for assignment rubrics and

scores for key measures in their courses. Core course assignments may include written work, lesson plans, peer teaching, presentations, field experience performance, field experience instruction, and assignments to prepare candidates for student teaching. In the context of their first-, second-, and third-year coursework, teacher candidates complete regular and multiple assessments designed to measure their performance against program learning outcomes. These measures provide candidates insight regarding their growth in specific learning outcomes and faculty insights regarding their instruction. In addition to assignment scores, candidates are required to attain a minimum C- requirement for core Education courses, or they need to re-take the course.

Rubrics also are used in the assessment of core clinical experiences (see Field Experience Handbook). Students are required to achieve a score of "3" or better, in order to successfully complete the field experience. Students receiving a "2" or lower receive a Notice of Concern in their files. (Please note that, at the time of this writing, rubrics are being modified from a 5-point scale to a 4-point scale, which will change the point of intervention.) Should candidates fail to show growth in these areas in subsequent courses or field experiences, it may affect their student teaching application/placement.

Comprehensive assessments occur during student teaching. College supervisors complete seven evaluations based on program learning outcomes during their observations of student teachers. Cooperating teachers complete the Iowa Department of Education Student Teacher Evaluation (IDESTE), again providing feedback on learning outcomes.

The Unit also utilizes the comprehensive Praxis Principles of Learning and Teaching (PLT) and Praxis Content tests. For those assessments, the Unit depends upon the cut-off scores established by the Iowa Department of Education.

Alignment of Standards. The following chart illustrates the alignment of Unit standards with the IDESTE student teacher evaluation, the Iowa Teaching Standards, and Wartburg's six college learning outcomes.

Correlation of Unit Learning Outcomes to the Iowa Department of Education Student Teacher Evaluation Standards (IDESTE), Iowa Teaching Standards, and Wartburg College Learning Outcomes

Wartburg Knowledge Base	IDESTE	Iowa Teaching Standards	Wartburg College Learning Outcome
1. Learner Development	2	2, 3	2
2. Learner Differences	3	2, 3, 4	2
3. Learning Environments	4	6	2
4. Content Knowledge	1	2	1
5. Application of Content	7	2	6
6. Assessment	8	5	2
7. Planning for Instruction	6	3	2
8. Instructional Strategies	7	2, 4	2
9. Professional Learning & Ethical Practice	10	1, 7, 8	4
10. Leadership & Collaboration	9	1, 7, 8	3
11. Technology	NA	3, 4	6

Individual Candidate Assessment. The Wartburg teacher education program collects a variety of information about student performance at various stages of the program. The following data points are used to provide benchmarks against which to assess candidate progress through the program. This systematic collection and analysis of data informs both candidate assessment and Unit assessment (program evaluation).

Individual Candidate

- Praxis Core scores prior to 2020; transition to candidate interview
- Key assessments in Education courses aligned to curriculum map
- GPA
- Core course grades: C- or better
- Endorsement courses: C- or better
- Field experience evaluations
- Praxis Content and PLT
- Advisor reports (mid-term and final grades)

Unit faculty worked collaboratively to identify key assessments tied to program standards and the courses in which those assessments would be most relevant. The assessment map identifies the courses, and the use of multiple assessments at various points in the program to inform students and faculty.

Individual faculty determine the assessment method most effective for measuring candidate performance on program standards related to their courses and use rubrics to evaluate candidates' performance. While responsibility currently lies with individual faculty to generate aggregate reports pertaining to candidate growth in learning outcomes throughout the program, the expectation is that the implementation of Chalk & Wire will provide greater information for candidates and faculty about individual student growth.

Collective Program Data. In addition to benchmark information for individual candidates, the following data are gathered and summarized for cohorts of candidates, as they move through the program or for comparison from one year to another.

- Praxis scores
- GPA
- program completion
- graduate and administrator survey responses
- placement numbers
- IDESTE
- Assessment of Student Learning/ Teacher work sample
- General Education course data
- College supervisor observation reports

Transition Points. The Unit determined multiple admission criteria to identify candidates with the potential to become "Effective and Reflective" educators. The three transition points for candidates moving through the TEP include:

Admission into the Teacher Education Program (TEP)
Approval to Student Teach
Program Completion – Recommendation for Licensure

Transition Point 1: Admission to the Teacher Education Program (TEP)

This process begins early in teacher candidates' careers at Wartburg College, after they have taken the ED 100 Foundations of American Education class. At that point, along with successful completion of the 25-hour clinical experience, candidates are eligible to be admitted to the Teacher Education Program (TEP). The Education Office Coordinator tracks and verifies the completion of all requirements for admission with the college's Registrar Office. The information is added on their application form. Following the state's removal of the Praxis Core requirement for TEP admission, department faculty developed an interview format during the 2020-21 academic year. After sampling interview questions used by other teacher education programs, Education Department faculty drafted questions to use during TEP admission interviews. Wartburg piloted the interview process by conducting and recording interviews with three program candidates. Faculty will view the recorded interviews and score those to discuss interrater reliability and the overall process. Interview results, along with the forms/data of eligible candidates are shared with the Department for approval. Once candidates are admitted, the Office Coordinator sends a letter to each candidate indicating their successful admission into the TEP at Wartburg. A copy is also sent to their advisor and put in their permanent folder kept in the Education Office. If the candidate has a deficiency, they are notified of the deficiency and how they might address that situation.

TEP Admission criteria:

- passing Praxis Core scores on all three sections: reading, writing, and mathematics (through 2020; as indicated above, the Unit is transitioning to an individual interview as part of the admission process.);
- cumulative grade point average of 2.5 or higher;
- successful completion (C- or above) of the ED 100 Foundations of American Education course;
- successful completion of the 25-hour ED 181 field experience that accompanies the ED 100 Foundations of American Education course;
- recommendation from the candidate's major adviser;
- completion of PSY 101 Introduction to Psychology with a grade of C- or above;
- successful completion of EN 115 College Composition with a grade of C- or above OR an ACT English score of 20 or higher; and
- recommendation from the Education Department.

Once accepted to the TEP, candidates must complete and submit a declaration of major form to the Registrar and continue to:

- attain C- or better in core and content courses
- maintain an overall GPA of 2.5 or above
- complete field experiences with a score of "3" or better on evaluations

Transition Point 2: Approval to Student Teach

Candidates complete an application to Student Teach during their Junior Year (3rd). Along with this formal application, the candidate also complete a resume. The Office Coordinator verifies the completion of all requirements for approval with the Registrar's Office. The information is added to the application form as stated. Completed forms and data for candidates are given to the Education faculty for approval. If the candidate has a deficiency, a letter is sent to the candidate and the advisor, with a copy also kept in their folder. Once the deficiency is removed, the candidate may then be re-evaluated for approval to Student Teach. Upon approval, the Student Teacher Placement Coordinator makes the clinical experience placement.

Student Teaching Application criteria:

- attendance at the Student Teaching application meeting held in the Fall semester prior to application;
- recommendation from the candidate's major adviser;
- recommendation from the Education department;
- course work in teaching endorsement courses with a grade of C- or better;
- cumulative grade point average of 2.50 or better;
- successful completion of all field experiences; and
- passage of the Praxis II content and Praxis PLT, meeting or exceeding the state minimum scores (to be completed by June 30 for Fall semester student teachers and November 30 for Winter semester student teachers).

Transition Point 3: Completion of the Program and Recommendation for Licensure

The Student Teacher Supervisors along with the Office Coordinator, verify completion of all requirements for the clinical experience including submission of the IDESTE, KBPR, two Progress Reports by Coop Teachers, Supervisor's 7-Observation Reports, Lesson Plans and Assessment Rubric, Specialty Professional Association Assessments, a Mock Evaluation and Disposition Evaluations. The Licensure Officer verifies the transcript for completion of all professional core and endorsement courses as well as the grade point average, official graduation date, and Praxis completion. Based upon completion of licensure requirements, candidates are recommended for appropriate licensure.

The Unit has determined the following responses to candidates who are not meeting performance criteria:

TEP Admission:

- Candidates are notified in writing of any deficiencies and provided the opportunity to meet admission requirements in a timely manner.

Once admitted into the TEP:

- Prerequisites must be addressed prior to enrollment in 300-level courses
- Attend advising meetings
- Required midterm and final grades
- Notice of Concern

Student Teaching Application:

- Candidates are notified in writing of any deficiencies and provided the opportunity to meet admission requirements in a timely manner.

- Candidates who have not completed Praxis requirements or have some other unmet requirement may submit requests for variances.

Teacher Dispositions. The Disposition Model validates the importance of candidate dispositions throughout the program. (Appendix 5). Candidates are introduced to the TEP dispositions in ED100 - Foundations of American Education to support their awareness of the dispositions needed to be an Effective-Reflective Teacher. Dispositions are then assessed by field experience teachers and cooperating teachers during student teaching. If there are concerns about dispositions, a Notice of Concern is utilized by any member of the Unit. An intervention plan is then initiated by the college professor and discussed with the candidate. The following nine dispositions are assessed at various points in the TEP:

Values

Elicits a positive response
Believes that all children can learn
Values multiple aspects of diversity

Commitments

Shows promise for being an effective and reflective teacher
Leads and serves within the classroom
Shows responsibility for being present and ready for assigned tasks

Professional Ethics

Exhibits professional qualities in dress and behavior
Balances professional demands with personal needs
Begins to establish professional advocacy

The Unit uses several key assessments to document candidates' attainment of the Unit standards. They follow here.

- Praxis Core scores: Prior to 2020, the Wartburg TEP required passing scores on Math, Reading, and Writing prior to admission to the program and most 300-level Education courses. During the 2020-21 academic year, the program began transitioning to the use of a candidate interview as part of the program admission criteria. The use of a rubric with the interview enhances validity.
- In ED 315, Educational Psychology, and again during the student teaching capstone, the Assessment of Student Learning exercise to document planning, data collection of P-12 student learning, reflection, and suggestions for instructional improvement.
- The IDESTE, the Iowa Department of Education Student Teaching Evaluation, which is used in the clinical experience. The cooperating teacher at each placement documents attainment of the conceptual framework standards.
- Specialty Professional Association Standards evaluation during the clinical experience;
- Disposition evaluation by the field experience teacher during the clinical experience, with supervision of evaluation by corequisite faculty.
- Praxis II scores to document candidate pedagogy and content knowledge.
- Student teaching performance records completed by the college supervisor to evaluate each of the components of the Wartburg Teacher Education Program Conceptual Framework and content knowledge.
- Grades in content/endorsement courses.

Student Teaching Data and Assessment Report. At the end of each semester, the assessment coordinator and office coordinator gather data from student teaching (IDESTE, cumulative faculty observation ratings, and Assessment of Student Learning). At the end of each academic year, the assessment coordinator and office coordinator gather additional program data, which are compiled into an annual assessment report. The annual assessment report includes aggregate data for candidates currently in the program (GPA, Praxis Core scores), student teacher data (dispositions, IDESTE, and faculty observations), program completion information (by grade level and content area), and placement rates. These annual reports provide the opportunity to identify thematic patterns from data gathered formally or informally from candidates, cooperating teachers, supervising teachers and college professors. These patterns are addressed at Education Department meetings, leading to potential program or curricular changes.

Sharing Data. During either a summer workshop or early fall Education Department meeting, the assessment coordinator shares aggregated data from the annual assessment report, as well as results from the graduate and administrator surveys. Discussion takes place to determine which program learning outcomes need attention and the courses in which that additional or revised instruction will be provided. Assessment data deemed most relevant are also shared at the Unit meeting in the Fall semester. In addition, assessment report data is shared with the Teacher Advisory Committee each year.

Graduate/ 1st-year Teacher and Administrator Surveys. Graduate and administrator surveys provide consistent indirect measures about recent graduate performance in the following areas:

- Design and implement developmentally appropriate learning experiences for all learners
- Ensure an inclusive learning environment for all learners
- Develop and maintain a positive learning environment that engages all learners
- Demonstrate understanding of the content area by using central concepts, tools of inquiry, and structures of your discipline
- Make his/her discipline accessible and meaningful for learners
- Integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content
- Develop and use multiple methods of assessment
- Plan for instruction aligned to content standards
- Use a variety of instructional strategies appropriately
- Differentiate instruction for all learners
- Differentiate for students with disabilities
- Differentiate for English language learners
- Use technology in the classroom appropriately to support instruction
- Engage in ongoing professional learning to provide all learners with engaging learning experiences
- Evaluate outcomes of teaching using a variety of data (e.g., systematic observation, information about learners, research) to adapt planning and practice
- Reflect on teaching practice to improve instruction
- Work collaboratively with colleagues to meet the needs of all learners

The survey uses a Likert scale with the following descriptors: Very Well, Well, Somewhat Well, Not Very Well. The assessment coordinator assigns a numerical value for each descriptor to provide aggregate quantitative results for the Unit. Recent graduates and their employers provide a uniquely valuable perspective on program effectiveness, and each year Unit faculty members review graduate and administrator survey results.

Review of the Assessment System. The assessment system is reviewed internally and externally. Internally, as assessment data are shared with unit faculty, questions arise about individual data points creating the potential for gathering additional data to inform decision-making and to improve candidate performance and program effectiveness. Whether reviewing candidate performance on course-related key assessments, student teaching data, Praxis scores, or graduate information, the Unit identifies specific student learning outcomes as areas of concentration based upon those data. Review of these data is most readily seen in the Iowa Department of Education annual report, as well as the Wartburg assessment report (submitted annually from 2015-2018, at which time the Education Department was approved for a three-year assessment reporting cycle, a positive move which indicates the College oversight committee determined there was no need for annual submissions.) The Wartburg Assessment Committee reports require the identification of specific learning outcomes as areas of concentration, as well as the analysis of the success of implementation efforts from previous assessment cycles.

Externally, various program reports encourage analysis of program goals and effectiveness. Title II reports, for example, require program completion information, as well as future goals and plans to meet those goals for high-need areas in Education (Math, Science, and Special Education). The Iowa Department of Education annual report also encourages heightened concentration on particular student learning outcomes, based upon the data, as well as the effectiveness of efforts implemented during the previous assessment cycle ("closing the loop").

Annual External Reports. The Unit completes annual State reports for the Iowa Department of Education, as well as annual Title II Reports for the federal government. In addition, the Unit completed annual reports for CAEP for all but one academic year in this reaccreditation cycle (ending CAEP accreditation in 2020).

Validity and Accuracy of Reporting. Validity and accuracy of these data are maintained by collaborative efforts between the assessment coordinator and the office coordinator, with oversight from the department co-chairs. In addition to data collected by the Unit, data are also acquired from the Wartburg offices of Enrollment Management (institution, major, and demographic data), the Vice President of Academic Affairs and Dean of Faculty (faculty demographics), Advancement (graduate placement data), Financial Aid (loan payments), and the Registrar (majors and endorsements, grade points, course completion). Reports are discussed and reviewed with the Education Department co-chairs prior to submission. At Wartburg, assessment reports are reviewed by the Assessment Committee and the institution's Director of Assessment. Drawing upon the expertise of and comparative information from various sources, and having several individuals review the data validates the accuracy of data gathered and submitted.

Wartburg Essential Education. Beginning in 2018, the Wartburg Assessment Committee required all academic programs to identify where Essential Education student learning outcomes are assessed. While elements of Essential Education are incorporated throughout Education courses, the following courses provide specific data for their respective learning outcomes:

ED 212 – Human Relations: Diversity across the Curriculum (DAC) learning outcomes:

> Students will articulate, using terms and concepts specific to the course, the broad and various ways in which they are shaped by a diversity of cultural elements.

Students will demonstrate basic cultural competence skills (i.e., awareness of the non-universality of cultural patterns and assumptions; and use of language and approaches that are respectful and inclusive) through a summative assignment.

ED 315 – Educational Psychology: Information Literacy across the Curriculum (ILAC) learning outcomes:

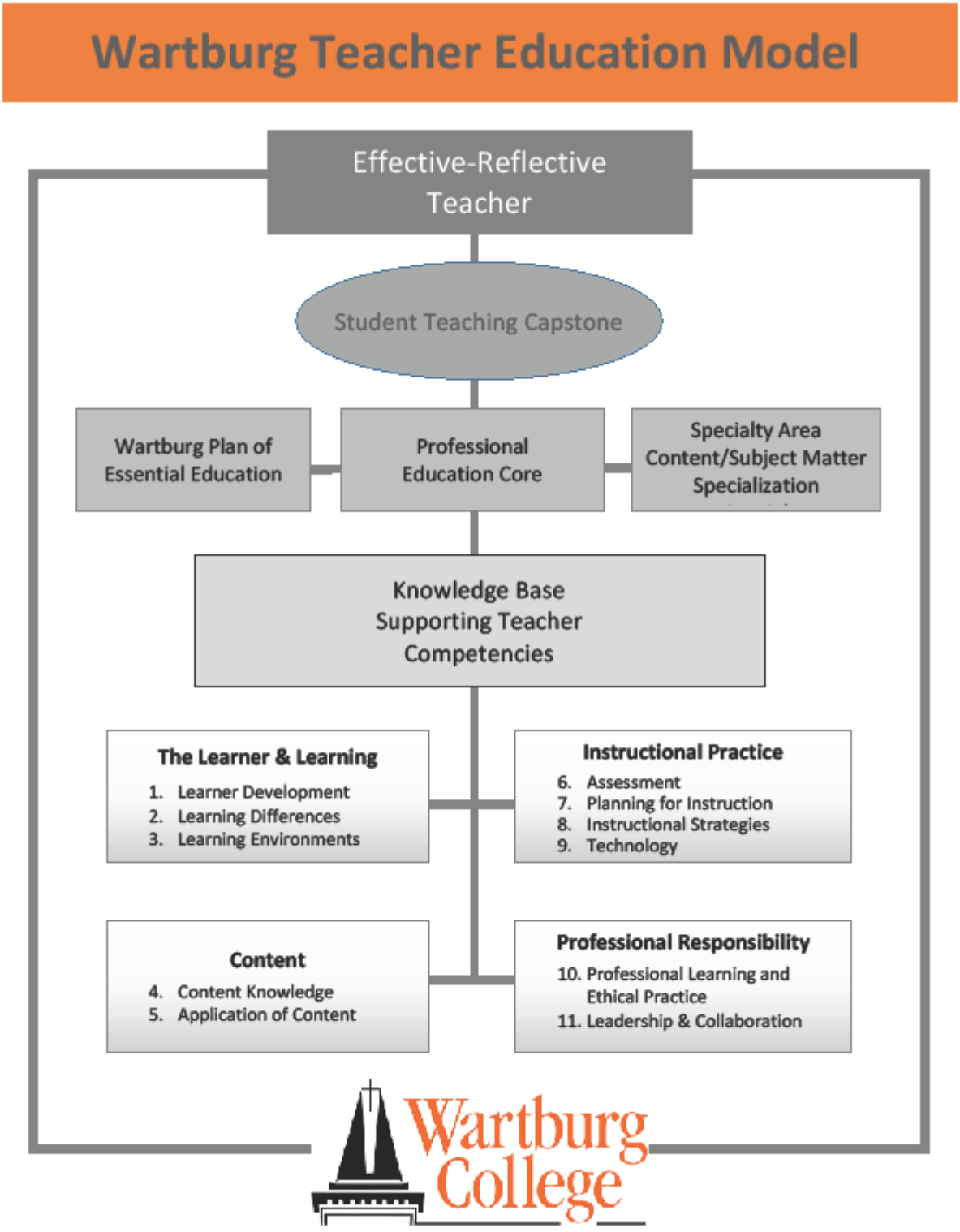
Students will strategically find information appropriate to their learning tasks.
Students will perceptively evaluate and choose information appropriate to their learning tasks.
Students will effectively and ethically use information appropriate to their learning tasks.

ED 350 – Content Area Reading Strategies: Oral Communication across the Curriculum (OCAC) learning outcomes:

Students will use a clear organizational framework.
Students will construct clear and logical arguments devoid of fallacious reasoning.
Students will research and use sound evidentiary support.
Students will effectively construct and use presentational aids.
Students will use effective delivery styles

Conclusion. In conclusion, the Unit consistently draws upon numerous data sources over the candidates' course of study to provide insight about current areas of success, as well as to identify areas for continuous improvement moving forward. The intent of implementing Chalk and Wire is to increase the effectiveness of data collection, while providing candidates more timely feedback regarding their proficiency with student learning outcomes. Critical reflection of assessment within the Unit, feedback from the Wartburg Assessment Committee, and the monitoring of the program through State and Federal reporting informs both practice and growth.

Appendix 1 – Wartburg TEP Conceptual Framework



Appendix 2 - Wartburg TEP Student Learning Outcomes

The Learner & Learning

Standard #1: Learner Development - *The candidate designs and implements challenging, developmentally appropriate learning experiences, which reflect their understanding of human growth and development.*

A. Assesses to identify and address learners' needs.
B. Modifies instruction as to address learners' developmental needs.
C. Collaborates with learners' families, colleagues, and the community.

Standard #2: Learning Differences - *The candidate integrates knowledge of diversity and individual differences while enabling each learner to meet high standards.*

A. Addresses learner needs by planning and implementing differentiated instruction.
B. Builds on learners' prior knowledge and experiences to enable them to meet high, but reasonable expectations.
C. Identifies and supports learners' language demands.

Standard #3: Learning Environments - *The candidate creates an environment that encourages positive behavior, appropriate social interaction, and active engagement, based on an awareness of behavioral theory, motivation theory, and social and emotional learning.*

A. Interacts and collaborates with learners in ways that engage and challenge them.
B. Communicates clearly and effectively.
C. Integrates technology in ways that support and manage instruction.

Content

Standard #4: Content Knowledge - *The candidate uses discipline-specific concepts and tools of inquiry to guide students toward rigorous and relevant mastery of content.*

A. Demonstrates understanding of central concepts, tools of inquiry, and structure of discipline.
B. Plans and provides experiences to help learners master content.

Standard #5: Application of Content - *The candidate provides learners with opportunities for critical thinking, creativity, and collaborative problem solving related to real-world issues.*

A. Implements subject and grade-level endorsement methods.
B. Creates cross-curricular connections and opportunities to apply content.
C. Engages learners in critical thinking, creativity, collaboration, and communication.

Instructional Practice

Standard #6: Assessment - *The candidate uses multiple formative and summative measures to guide instructional decision-making, document student learning, and communicate assessment results to students, parents, and administrators.*

A. Uses a variety of formative and summative assessment strategies.
B. Aligns assessments with objectives.
C. Uses descriptive feedback to help learners guide their own learning.

Standard #7: Planning for Instruction - *The candidate plans research-based, rigorous, and relevant instruction for every student.*

A. Creates instructional plans that are relevant and curricular-based.
B. Implements developmentally and culturally appropriate strategies.
C. Makes adjustments as needed to long- and short-term goals.
D. Plans instruction that acknowledge and addresses learners' unique experiences and community contexts.

Standard #8: Instructional Strategies - *The candidate models a variety of developmentally-, and content-appropriate, instructional strategies.*

A. Uses strategies to adapt to individual and group needs.
B. Makes instructional decisions that address learner needs, content, and purpose.
C. Implements a variety of instructional strategies that promote higher order thinking.

Standard #9: Technology – *The teacher candidate effectively integrates technology into instruction to support student learning.*

A. Designs digital-age learner experiences to model, facilitate, and stimulate student learning.
B. Addresses and models digital citizenship.
C. Integrates technology as a tool to support and manage learning.

Professional Responsibility

Standard #10: Professional Learning and Ethical Practice - *The candidate uses relevant data to evaluate practice, inform instruction, and engage in professional learning.*

A. Engages in continuous professional development to meet learner needs.
B. Uses reflection and evidence-based decision making.
C. Exhibits professionalism characterized by ethical practice.

Standard #11: Leadership and Collaboration - *The candidate seeks leadership opportunities and demonstrates collaboration with learners, families, colleagues, and community members.*

A. Collaborates with all constituents.
B. Creates a culture that supports high expectations for student learning.
C. Serves as an instructional leadership and advocate for student learning and the profession.

Appendix 3 - Elementary Education Key Assessment Map
New InTASC Standards – Adopted 2016; Updated Oct., 2020

	ED 100	ED 210	ED 212	ED 215	ED 221	ED 224	ED 225	ED 315	ED 320	ED 321	MA 312	SCI 385	ED 480s
1. **Learner Development** - The candidate designs and implements challenging, developmentally appropriate learning experiences, which reflect their understanding of human growth and development.	I 5			D 4									M 10, 12, 13
2. Learning Differences - The candidate integrates knowledge of diversity and individual differences while enabling each learner to meet high standards.		I 11		D 5									M 10, 12, 13
3. Learning Environments - The candidate creates an environment that encourages positive behavior, appropriate social interaction, and active engagement, based on an awareness of behavioral theory, motivation theory, and social and emotional learning.	I 3					D 4		D 1					M 10, 12, 13
4. Content Knowledge - The candidate uses discipline-specific concepts and tools of inquiry to guide students toward rigorous and relevant mastery of content.		I 11				I 4	I 4		D 4	D 4	D 4	D 2	M 10, 12, 13
5. Application of Content - The candidate provides learners with opportunities for critical thinking, creativity, and collaborative problem		I 11	I 6		I 8					D 7	D 7	D 10	M 10, 12, 13

solving related to real-world issues.													
6. Assessment - The candidate uses multiple formative and summative measures to guide instructional decision-making, document student learning, and communicate assessment results to students, parents, and administrators.		I 11			I 8			D 4				D 14	M 10, 12, 13
7. Planning for Instruction - The candidate plans research-based, rigorous, and relevant instruction for every student.		I 11		I 4	I 4, 8		D 4	D 4		D 8			M 10, 12, 13
8. Instructional Strategies - The candidate models a variety of developmentally-, and content-appropriate, instructional strategies.	I 7	I 11		I 6	I 4, 8	I 4	I 4		D 4	D 4	D 4	D 4	M 10, 12, 13
9. Technology – The teacher candidate effectively integrates technology into instruction to support student learning.		I 6		I 6					D 14	D 14	D 14		M 10, 12, 13
10. Professional Learning and Ethical Practice - The candidate uses relevant data to evaluate practice, inform instruction, and engage in professional learning.	I 7							D 7					M 10, 12, 13
11. Leadership and Collaboration - The candidate seeks leadership opportunities and demonstrates collaboration with learners, families, colleagues, and community members.	I 7			I 7				D 7					M 10, 12, 13

Assessment Method		
1. Paper 2. Exam 3. Journal 4. Lesson plans 5. Reflection	6. Presentation 7. Field Experience 8. Unit 9. Discussion 10. Teaching Students	11. Project 12. Student Teaching KB Performance Rec 13. IDESTE 14. Portfolio

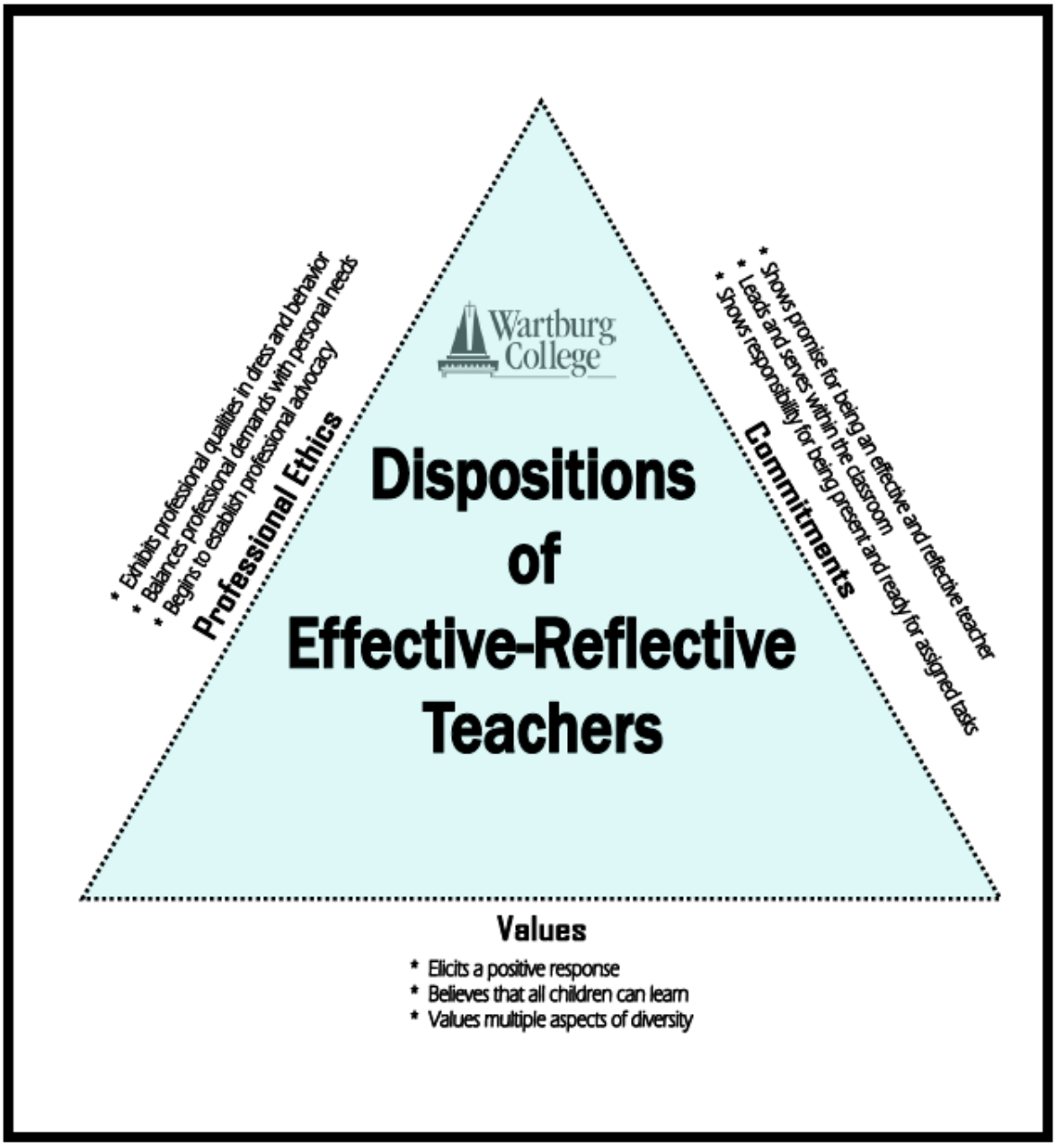
Appendix 4 - Secondary Education Curriculum Map
New InTASC Standards – Adopted 2016; Map Updated Fall 2018

	ED 100	ED 212	ED 215	ED 230	ED 315	ED 350	ED 470	ED 480s
1. Learner Development – *The candidate designs and implements challenging, developmentally appropriate learning experiences, which reflect their understanding of human growth and development.* WCLO 2	I 4, 5		D 2	D 4	D 2, 4			M 10, 12, 13
2. Learning Differences – *The candidate integrates knowledge of diversity and individual differences while enabling each learner to meet high standards.* WCLO 6	I 4	D 3, 6	D 2			D 6	M 4, 8	M 10, 12, 13
3. Learning Environments – *The candidate creates an environment that encourages positive behavior, appropriate social interaction, and active engagement, based on an awareness of behavioral theory, motivation theory, and social and emotional learning.* WCLO 3	I 3, 4		D 2, 6	D 2	D 2, 4			M 10, 12, 13
4. Content Knowledge - *The candidate uses discipline-specific concepts and tools of inquiry to guide students toward rigorous and relevant mastery of content.* WCLO 1	I 11							M 10, 12, 13
5. Application of Content – *The candidate provides learners with opportunities for critical thinking, creativity, and collaborative problem solving related to real-world issues.* WCLO 2	I	D 6	D 4, 5, 6	D 4		D 16	M 4, 8, 9	M 10, 12, 13
6. Assessment – *The candidate uses multiple formative and summative measures to guide instructional decision-making, document student learning, and communicate assessment results to students, parents, and administrators.* WCLO 2	I 4		D 4		D 2, 5			M 10, 12, 13
7. Planning for Instruction - *The candidate plans research-based, rigorous, and relevant instruction for every student.* WCLO 6	I 4		D 2, 4, 7	D 4				M 10, 12, 13

8. Instructional Strategies – *The candidate models a variety of developmentally-, and content-appropriate, instructional strategies.* WCLO 4	I 4		D 4, 6, 7	D 2, 4		D 6	M 4, 8	M 10, 12, 13
9: Technology – *The teacher candidate effectively integrates technology into instruction to support student learning.* WCLO 4	I 4							M 10, 12, 13
10. Professional Learning & Ethical Practice - *The candidate uses relevant data to evaluate practice, inform instruction, and engage in professional learning.* WCLO 4	I 7		D 5, 7	D 7	D 7			M 10, 12, 13
11. Leadership & Collaboration – *The candidate seeks leadership opportunities and demonstrates collaboration with learners, families, colleagues, and community members.* WCLO 4	I 7			D 7	D 7			M 10, 12, 13

(I = INTRODUCED, D = DEVELOPING, M = MASTERED)

Assessment Method		
1. Paper	6. Presentation	11. Learning Log
2. Exam	7. Field Experience	12. Student Teaching
3. Journal	8. Unit	KB Performance Record
4. Lesson plans	9. Discussion	13. IDESTE
5. Reflection	10. Teaching Students	14. Portfolio

Appendix 5 – Teacher Dispositions

REFLECTIVE PRACTICES FOR POSITIVE DISPOSITIONS