

**INTASC/SoE Principles**  
**Assessment of Preservice Teachers' Accomplishments in**  
**Elementary Certification Graduate Program (ECGP)**

*A Component of Indiana University's School of Education Unit Assessment System*

Principles	Addressed/Evaluated	Source of Evidence	Criteria
<p><i>INTASC Principle 1.1</i> Understands central concepts, tools of inquiry, and structure of reading, language arts, math, science, art, and social studies.</p>	<p><i>INTASC Principle 1.1</i> <i>Addressed in:</i> General education course requirements for entry into program, and in Curriculum courses (L545, L549, E548, E543, Z500, E547), Children's Literature course (Education L559 or L666, or Library Science L533).</p> <p><i>Evaluated in:</i> General education course requirements for entry into program, L545 and L549.</p>	<p><i>INTASC Principle 1.1</i></p> <ul style="list-style-type: none"> <li>• The ECGP program requires candidates to have obtained a Bachelor's Degree in a field other than education. Admission into the program also requires that candidates have completed coursework in the following areas: Language Arts (including literature studies and written and oral expression), Natural Sciences, Social Sciences (including United States Studies and World Civilizations other than the United States), Mathematics, Music/Art, Computer Literacy (candidates are required to have a working knowledge of basic skills for computer).</li> <li>• <u>L545</u> &amp; <u>L549</u>: Candidates conduct research projects using tools of inquiry. The projects include rationale for inquiry, related research, data collection, analysis, conclusions, and teaching implications.</li> </ul>	<p><i>INTASC Principle 1.1</i></p> <ul style="list-style-type: none"> <li>• In order to be admitted into the program, candidates must have a Bachelor's Degree, have completed the required general education courses (see Source of Evidence) with a minimum GPA of 3.0, and have passed the Praxis I Basic Skills Test.</li> <li>• <u>L545</u> and <u>L549</u>: Inquiry Project</li> </ul>
<p><i>INTASC Principle 1.2</i> Creates learning experiences that make the central concepts, tools of inquiry, and structure of reading, language arts, math, science, art, and social studies meaningful for students.</p>	<p><i>INTASC Principle 1.2</i> <i>Addressed in:</i> Curriculum courses (L545, L549, E548, E543, Z500, E547), Field Experiences courses (M501 both semesters), Student Teaching (M550), E555</p> <p><i>Evaluated in:</i> E543, E548, E547, Z500, L545, &amp; L549.</p>	<p><i>INTASC Principle 1.2</i></p> <ul style="list-style-type: none"> <li>• <u>E543</u>: Candidates work in groups to design lesson plans and units for teaching mathematics, and then turn in write-ups, which include both lesson plans and a reflection on teaching the lesson.</li> <li>• <u>E548</u>: Candidates design and teach science lessons.</li> <li>• <u>E547</u>: Candidates design an inquiry unit in Social Studies, which they write about in their term paper.</li> <li>• <u>Z500</u>: Candidates design a lesson in Art.</li> <li>• <u>L545</u> &amp; <u>L549</u>: By the end of each course, candidates are able to construct invitations and mini lessons (i.e. instructional activities) to address various reading and writing strategies.</li> </ul>	<p><i>INTASC Principle 1.2</i></p> <ul style="list-style-type: none"> <li>• <u>E543</u>: Rubric for Lesson Write-ups</li> <li>• <u>E543</u>: Rubric for Unit Write-ups</li> <li>• <u>E548</u>: Individual and Group Lesson Plans.</li> <li>• <u>E547</u>: Term Paper and Presentation</li> <li>• <u>Z500</u>: Integrated Lesson Plan</li> <li>• <u>L545</u> and <u>L549</u>: Invitations Criteria and Rubric</li> </ul>

<p><i>INTASC Principle 2.1</i> Understands how children learn and develop.</p>	<p><i>INTASC Principle 2.1</i> <i>Addressed in:</i> Educational Psychology course (P510, P515, P530, or P540), E555, Curriculum courses (L545, L549, E548, E543, Z500, E547).  <i>Evaluated in:</i> L545, L549, E548, E543, Z500, E547.</p>	<p><i>INTASC Principle 2.1</i> Candidates are evaluated in each of the curriculum courses on their understanding of how children learn and develop. This is done through the various assignments in each course, which could not be completed successfully without this understanding. What follows are examples from the courses:</p> <ul style="list-style-type: none"> <li>• <u>L545</u>: By the end of the course candidates understand the complexity of the reading process by being familiar with various models and/or theories. In doing so, candidates will focus on the intellectual, social, and personal development of children.</li> <li>• <u>Z500</u>: Candidates observe and analyze the drawing of a child.</li> <li>• <u>E543</u>: Candidates develop, carry out, analyze, and write about findings from task-based mathematics interviews with two to four students, in order to see how children of the same age do differ developmentally.</li> </ul>	<p><i>INTASC Principle 2.1</i></p> <ul style="list-style-type: none"> <li>• <u>L545</u>: Professional Journal Responses</li> <li>• <u>Z500</u>: Assignment #4 Child Drawing Exercise</li> <li>• <u>E543</u>: Mathematics Task Interviews</li> </ul> <p><i>INTASC Principle 2.2</i></p> <ul style="list-style-type: none"> <li>• <u>M501</u>: Preservice Teacher Evaluations I &amp; II</li> <li>• <u>M501</u>: Cooperating Teacher Evaluations I &amp; II</li> <li>• <u>M550</u>: Student Teaching Assessment</li> </ul> <ul style="list-style-type: none"> <li>• See also INTASC Principle 3.2 below</li> </ul>
<p><i>INTASC Principle 2.2</i> Provides learning opportunities that support student's intellectual, social, and personal development.</p>	<p><i>INTASC Principle 2.2</i> <i>Addressed in:</i> Curriculum courses (L545, L549, E548, E543, Z500, E547), Field Experience courses, (M501, two semesters), Student Teaching (M550)  <i>Evaluated in:</i> M501, M550. See also INTASC Principle 3.2 below.</p>	<p><i>INTASC Principle 2.2</i></p> <ul style="list-style-type: none"> <li>• Candidates and cooperating teachers complete evaluation sheets on end of each semester of <u>M501</u>. Candidates, supervising teachers and <u>M550</u> University supervisors complete evaluations at the end of the student teaching semester. (Feedback is also provided verbally by the classroom teachers and University supervisors throughout each of the three semesters.)</li> <li>• See also INTASC Principle 3.2 below.</li> </ul>	<p><i>INTASC Principle 3.1</i></p> <ul style="list-style-type: none"> <li>• <u>E555</u>: Final Paper and Project</li> <li>• <u>L545</u>: Virtual School Bag</li> <li>• <u>E543</u>: Mathematics Task Interviews.</li> </ul>
<p><i>INTASC Principle 3.1</i> Understands how students differ in their approaches to learning.</p>	<p><i>INTASC Principle 3.1</i> <i>Addressed in:</i> Educational Psychology course (P510, P515, P530, or P540), E555, Curriculum courses (L545, L549, E543, E548, Z500, E547)  <i>Evaluated in:</i> E555, L545, E543.</p>	<p><i>INTASC Principle 3.1</i></p> <ul style="list-style-type: none"> <li>• <u>E555</u>: Candidates must complete a final paper/project on a group of people marginalized in our society. This paper must include information on the history and culture and the education of this group of people.</li> <li>• <u>L545</u>: By the end of the course, candidates will have an understanding of how children differ in their approaches to learning.</li> <li>• <u>E543</u>: Candidates develop, carry out, analyze, and</li> </ul>	<p><i>INTASC Principle 3.1</i></p> <ul style="list-style-type: none"> <li>• <u>E555</u>: Final Paper and Project</li> <li>• <u>L545</u>: Virtual School Bag</li> <li>• <u>E543</u>: Mathematics Task Interviews.</li> </ul>

<p><i>INTASC Principle 3.2</i> Creates instructional opportunities adapted to diverse learners.</p>	<p><i>INTASC Principle 3.2</i> <i>Addressed in:</i> Curriculum courses (L545, L549, E543, E548, Z500, E547), Field Experience courses (M501 both semesters), Student Teaching (M550), E555.</p> <p><i>Evaluated in:</i> E543, E547, M550. See also INTASC Principle 2.2 above.</p>	<p>write about findings from task-based mathematics interviews with two to four students, in order to see how children of the same age do differ developmentally.</p> <p><i>INTASC Principle 3.2</i></p> <ul style="list-style-type: none"> <li>• <u>E543</u>: Candidates work in pairs or groups to design lessons plans and units for teaching mathematics, which are to include adaptations for diverse learners.</li> <li>• <u>E547</u>: Candidates design a unit in social studies and write about it in a term paper. The resources used must include a diversity of types, and resources and activities must include a variety of reading levels and allow for diverse learning styles.</li> <li>• <u>M550</u>: During their student teaching experience, candidates work with the diverse learners of their classroom.</li> <li>• See also INTASC Principle 2.2 above.</li> </ul>	<p><i>INTASC Principle 3.2</i></p> <ul style="list-style-type: none"> <li>• <u>E543</u>: Rubric for Lesson Write-ups</li> <li>• <u>E543</u>: Rubric for Unit Write-ups</li> <li>• <u>E547</u>: Term Paper and Presentation</li> <li>• <u>M550</u>: Student Teaching Assessment</li> <li>• See also INTASC Principle 2.2 above</li> </ul>
<p><i>INTASC Principle 4</i> Understands and uses a variety of instructional strategies that develop students’ critical thinking, problem solving, and performance skills.</p>	<p><i>INTASC Principle 4</i> <i>Addressed in:</i> Curriculum courses (L545, L549, E543, E548, Z500, E547), Field Experience courses (M501 both semesters) and accompanying seminars, Student Teaching (M550) and accompanying seminar (E594), E555.</p> <p><i>Evaluated in:</i> E543, E548, L545, L549, E547.</p>	<p><i>INTASC Principle 4</i></p> <ul style="list-style-type: none"> <li>• <u>E543</u>: Candidates are assessed on their understanding of these ideas through two exams, which have both written and oral components. Candidates also work in groups to design lesson units for teaching a topic in mathematics, which must take into account the varied needs, interests and approaches to learning by children, and take these into account when planning experiences which support growth.</li> <li>• <u>E548</u>: Exams, science lessons, textbook analysis, evaluation of exemplar teachers.</li> <li>• <u>L545</u> &amp; <u>L549</u>: By the end of each course, candidates are able to construct invitations and mini lessons (i.e. instructional activities) to address various reading and writing strategies.</li> <li>• <u>E547</u>: Candidates design a unit in social studies and write about it in a term paper. The resources used must include a diversity of types; resources and activities must include a variety of reading levels and allow for diverse learning styles.</li> <li>• <u>Z500</u>: Candidates design a lesson in Art.</li> </ul>	<p><i>INTASC Principle 4</i></p> <ul style="list-style-type: none"> <li>• <u>E543</u>: Rubric for Lesson Write-ups</li> <li>• <u>E543</u>: Rubric for Unit Write-ups</li> <li>• <u>E548</u>: Exams, Lesson Plans, Textbook Analysis, Evaluation of Exemplar Teachers.</li> <li>• <u>L545</u> &amp; <u>L549</u>: Invitations Criteria and Rubric</li> <li>• <u>E547</u>: Term Paper and Presentation</li> <li>• <u>Z500</u>: Integrated Lesson Plan</li> </ul>

<p><i>INTASC Principle 5</i> Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p><i>INTASC Principle 5</i> <i>Addressed in:</i> Educational Psychology course (P510, P515, P530, or P540), E555; Curriculum courses (L545, L549, E543, E548, Z500, E547), Field Experience courses (M501 both semesters) and accompanying seminars, Student Teaching (M550) and accompanying seminar (E594).</p> <p><i>Evaluated in:</i> M550, E543, E548, E547, Z500.</p>	<p><i>INTASC Principle 5</i> Candidates are assessed on this principle throughout their ECGP coursework. (See examples below.) In particular, their ability to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation is evaluated through their work in the classroom during their student teaching experiences.</p> <ul style="list-style-type: none"> <li>• <u>M550</u>: Candidates, supervising teachers and University supervisors complete evaluations at the end of the student teaching semester. (Feedback is also provided verbally by the classroom teachers and University supervisors throughout each of the three semesters.)</li> <li>• <u>E543</u>: Candidates work in groups to design motivating and engaging lesson plans and units for teaching mathematics, and then turn in write-ups, which include both the lesson plans and a reflection on teaching the lesson.</li> <li>• <u>E548</u>: Candidates design and teach science lessons with an emphasis on under-represented groups in science.</li> <li>• <u>E547</u>: Candidates design an inquiry unit in Social Studies, which they write about in their term paper.</li> <li>• <u>Z500</u>: Candidates design a lesson in Art.</li> </ul>	<p><i>INTASC Principle 5</i></p> <ul style="list-style-type: none"> <li>• <u>M550</u>: Student Teaching Assessment</li> <li>• <u>E543</u>: Rubric for Lesson Write-ups</li> <li>• <u>E543</u>: Rubric for Unit Write-ups</li> <li>• <u>E548</u>: Class Evaluation of Sample Teaching Lesson Plans.</li> <li>• <u>E547</u>: Term Paper and Presentation</li> <li>• <u>Z500</u>: Integrated Lesson Plan</li> </ul>
<p><i>INTASC Principle 6</i> Uses knowledge of effective verbal, nonverbal, and media communication to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p><i>INTASC Principle 6</i> <i>Addressed in:</i> Curriculum courses (L545, L549, E543, E548, Z500, E547), Field Experience courses (M501 both semesters) and accompanying seminars, Student Teaching (M550) and accompanying seminar (E594), E555.</p> <p><i>Evaluated in:</i> M550.</p>	<p><i>INTASC Principle 6</i></p> <ul style="list-style-type: none"> <li>• <u>M550</u>: Candidates are evaluated on their ability to communicate with children, peers and colleagues, and their supervisors and instructors throughout the student teaching experience. In order to be successful at communicating with a variety of people, candidates must use their knowledge of effective verbal, nonverbal, and media communication, and these abilities are assessed by evaluating the candidates' success in the classroom and in working with peers, colleagues, and supervisors. Candidates, supervising teachers and University supervisors complete evaluations at the end of the student teaching semester. (Feedback is also provided verbally by the classroom teachers and University supervisors</li> </ul>	<p><i>INTASC Principle 6</i></p> <ul style="list-style-type: none"> <li>• <u>M550</u>: Student Teaching Assessment (completed by candidates, cooperating teachers, and University supervisor)</li> </ul>

		<p>throughout each of the three semesters.)</p>	
<p><i>INTASC Principle 7</i> Plans appropriate instruction based on knowledge of subject matter (reading, language arts, math, science, art, and social studies), students, community, and school's curriculum goals.</p>	<p><i>INTASC Principle 7</i> <i>Addressed in:</i> Curriculum courses (L545, L549, E543, E548, Z500, E547), Student Teaching (M550)  <i>Evaluated in:</i> L549, E543, E548, Z500, E547, L549, M501, M550.</p>	<p><i>INTASC Principle 7</i></p> <ul style="list-style-type: none"> <li>• <u>E543</u>: Candidates work in groups to design lesson plans and units for teaching mathematics, and then turn in write-ups, which include both the lesson plans and a reflection on teaching the lesson.</li> <li>• <u>E548</u>: Candidates design and teach science lessons.</li> <li>• <u>Z500</u>: Candidates plan an integrated art and social studies lesson.</li> <li>• <u>E547</u>: Candidates design and teach a unit in social studies, which they describe in a term paper.</li> <li>• <u>L549</u>: Candidates demonstrate knowledge of the writing process by completing a process-writing project, which includes prewriting, drafting, conferring, revision, editing, and publishing.</li> <li>• <u>M501</u> &amp; <u>M550</u>: Candidates must plan appropriate instruction throughout their field and student teaching experiences. Candidates, supervising teachers and University supervisors complete evaluations at the end of the student teaching semester. (Feedback is also provided verbally by the classroom teachers and University supervisors throughout each of the three semesters.)</li> </ul>	<p><i>INTASC Principle 7</i></p> <ul style="list-style-type: none"> <li>• <u>E543</u>: Rubric for Lesson Write-ups</li> <li>• <u>E543</u>: Rubric for Unit Write-ups</li>   <li>• <u>E548</u>: Mid-Term Exam.</li> <li>• <u>E548</u>: Lesson Plans.</li> <li>• <u>Z500</u>: Integrated Lesson Plan</li>   <li>• <u>E547</u>: Term Paper and Presentation</li>   <li>• <u>L549</u>: Process Writing Project</li>   <li>• <u>M501</u>: Preservice Teacher Evaluations I &amp; II</li> <li>• <u>M501</u>: Cooperating Teacher Evaluations I &amp; II</li> <li>• <u>M550</u>: Student Teaching Assessment</li> </ul>
<p><i>INTASC Principle 8</i> Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p>	<p><i>INTASC Principle 8</i> <i>Addressed in:</i> Curriculum courses (L545, L549, E543, E548, Z500, E547), Field Experience courses (M501 both semesters) and accompanying seminars, Student Teaching (M550) and accompanying seminar (E594).  <i>Evaluated in:</i> E543, Z500, L549, M550.</p>	<p><i>INTASC Principle 8</i></p> <ul style="list-style-type: none"> <li>• <u>E543</u>: This course includes an assignment in which candidates develop, carry out, analyze, and write about findings from task-based mathematics interviews with two to four students. Candidates also work in groups to design lesson plans and units for teaching mathematics, and then turn in write-ups, which include an analysis of student work.</li> <li>• <u>Z500</u>: Candidates engage a child in a drawing exercise, and provide a written description.</li> <li>• <u>L549</u>: This course includes five assignments where candidates conduct writing conferences with the same child and write about each experience.</li> <li>• <u>M550</u>: Candidates must use a variety of</li> </ul>	<p><i>INTASC Principle 8</i></p> <ul style="list-style-type: none"> <li>• <u>E543</u>: Mathematics task interview rubric</li> <li>• <u>E543</u>: Rubric for Lesson Write-ups</li> <li>• <u>E543</u>: Rubric for Unit Write-ups</li>   <li>• <u>Z500</u>: Assignment #4 Child Drawing Exercise</li> <li>• <u>L549</u>: Writing Conferences.</li>   <li>• <u>M550</u>: Student Teaching Assessment</li> </ul>

		<p>assessments to understand what and how children learn. Candidates, supervising teachers and University supervisors complete evaluations at the end of the student teaching semester. (Feedback is also provided verbally by the classroom teachers and University supervisors throughout each of the three semesters.)</p>	
<p><i>INTASC Principle 9.1</i> Is a reflective practitioner who continually evaluates effects of his/her choices and actions on others (students, parents, other professionals in learning community).</p> <p><i>INTASC Principle 9.2</i> Seeks out opportunities to grow professionally.</p>	<p><i>INTASC Principle 9.1</i> <i>Addressed in:</i> Field Experience courses (M501 both semesters) and accompanying seminars, Student Teaching (M550) and accompanying seminar ( E594), Curriculum courses (L545, L549, E543, E548, Z500, E547).</p> <p><i>Evaluated in:</i> M501, M550, Z500.</p> <p><i>INTASC Principle 9.2</i> <i>Addressed in:</i> Curriculum courses (L545, L549, E543, E548, Z500, E547).</p> <p><i>Evaluated in:</i> E543, L545, E547, E579.</p>	<p><i>INTASC Principle 9.1</i></p> <ul style="list-style-type: none"> <li>• <u>M501</u> &amp; <u>M550</u>: Candidates complete self evaluation forms at the end of each of the three semesters.</li> <li>• <u>Z500</u>: Each assignment in this course includes a reflection component.</li> </ul> <p><i>INTASC Principle 9.2</i></p> <ul style="list-style-type: none"> <li>• <u>E543</u>: Candidates attend the Indiana Council of Teachers of Mathematics annual conference and write a journal entry about their experiences.</li> <li>• <u>L545</u>: Candidates are required to show professional growth, which includes evidence of observations of students, keeping a professional writing folder, creating curricular invitations, and conducting inquiries.</li> <li>• <u>E547</u>: Candidates must articulate their educational philosophies and describe how their approaches could be put into practice.</li> <li>• <u>E579</u>: During student teaching, candidates enroll in a seminar designed to help them get started on their own classroom-based inquiry project. This project, while not necessary for licensing, is the culminating project of the ECGP program, and must be completed within seven years after student teaching.</li> </ul>	<p><i>INTASC Principle 9.1</i></p> <ul style="list-style-type: none"> <li>• <u>M501</u>: Preservice Teacher Evaluations I &amp; II</li> <li>• <u>M501</u>: Cooperating Teacher Evaluations I &amp; II</li> <li>• <u>M550</u>: Student Teaching Assessment</li> <li>• <u>Z500</u>: Integrated Lesson Plan, Assignments #1, 2, 3, 4</li> </ul> <p><i>INTASC Principle 9.2</i></p> <ul style="list-style-type: none"> <li>• <u>E543</u>: ICTM Journal Entry.</li> <li>• <u>L545</u>: Professional Journal Responses</li> <li>• <u>L545</u>: Virtual School Bag</li> <li>• <u>L545</u>: Inquiry Project</li> <li>• <u>L545</u>: Invitations Criteria and Rubric</li> <li>• <u>E547</u>: Term Paper and Presentation</li> <li>• <u>E579</u>: Capstone Project</li> </ul>
<p><i>INTASC Principle 10</i> Fosters relationships with school colleagues, parents, and</p>	<p><i>INTASC Principle 10</i> <i>Addressed and evaluated in:</i> Field Experience courses (M501 both</p>	<p><i>INTASC Principle 10</i></p> <ul style="list-style-type: none"> <li>• At the end of the second semester of <u>M501</u> candidates are evaluated (by themselves and their</li> </ul>	<p><i>INTASC Principle 10</i></p> <ul style="list-style-type: none"> <li>• <u>M501</u>: Preservice Teacher Evaluation II</li> <li>• <u>M501</u>: Cooperating Teacher Evaluation II</li> </ul>

<p>agencies in the larger community to support students' learning and well-being.</p>	<p>semesters) and accompanying seminars, Student Teaching (M550) and accompanying seminar (E594).</p>	<p>cooperating teachers) on whether on not they collaborated with school colleagues. Candidates, supervising teachers and <u>M550</u> University supervisors complete evaluations at the end of the student teaching semester. (Feedback is also provided verbally by the classroom teachers and University supervisors throughout each of the three semesters.)</p>	<ul style="list-style-type: none"> <li>• <u>M550</u>: Student Teaching Assessment</li> </ul>
<p><i>Technology Principle</i> Uses appropriate technology to foster students' learning.</p>	<p><i>Technology Principle</i> <i>Addressed in:</i> Field Experience courses (M501 both semesters), Student Teaching (M550), Curriculum courses (L545, L549, E543, E548, Z500, E547)  <i>Evaluated in:</i> M501, M550.</p>	<p><i>Technology Principle</i>  <ul style="list-style-type: none"> <li>• At the end of each semester, <u>M501</u> candidates are evaluated (by themselves and their cooperating teachers) on whether on not they used appropriate technology. Candidates, supervising teachers and <u>M550</u> University supervisors also complete evaluations at the end of the student teaching semester.</li> </ul> </p>	<p><i>Technology Principle</i>  <ul style="list-style-type: none"> <li>• <u>M501</u>: Preservice Teacher Evaluations I &amp; II</li> <li>• <u>M501</u>: Cooperating Teacher Evaluations I &amp; II</li> <li>• <u>M550</u>: Student Teaching Assessment.</li> </ul> </p>
<p><i>SOE Guiding Principle 1.1</i> Fosters a sense of community when teaching students.</p> <p><i>SOE Guiding Principle 1.2</i> Fosters a sense of community when working with colleagues and faculty members.</p>	<p><i>SOE Guiding Principle 1.1</i> See INTASC Principle 5 above.</p> <p><i>SOE Guiding Principle 1.2</i> <i>Addressed and evaluated in:</i> All courses particular to ECGP.</p>	<p><i>SOE Guiding Principle 1.1</i> See INTASC Principle 5 above.</p> <p><i>SOE Guiding Principle 1.2</i> See ECGP Sense of Community.</p>	<p><i>SOE Guiding Principle 1.1</i> See INTASC Principle 5.2 above</p> <p><i>SOE Guiding Principle 1.2</i> See ECGP Sense of Community.</p>
<p><i>SOE Guiding Principle 2</i> Has social and educational visions that are connected to reflective practice.</p>	<p><i>SOE Guiding Principle 2</i> See INTASC Principle 9.1 above.</p>	<p><i>SOE Guiding Principle 2</i> See INTASC Principle 9.1 above.</p>	<p><i>SOE Guiding Principle 2</i> See INTASC Principle 9.1 above.</p>
<p><i>SOE Guiding Principle 3.1</i> Is intellectually curious.</p> <p><i>SOE Guiding Principle 3.2</i> Appreciates the complexity of</p>	<p><i>SOE Guiding Principle 3.1</i> See INTASC Principles 1.1 and 9.2 above.  <i>Also addressed and evaluated in:</i> Capstone Project (E579).</p> <p><i>SOE Guiding Principle 3.2</i> See INTASC Principles 7 and 8</p>	<p><i>SOE Guiding Principle 3.1</i>  <ul style="list-style-type: none"> <li>• <u>E579</u>: During student teaching, candidates enroll in a seminar designed to help them get started on their own classroom-based inquiry project. This project, while not necessary for licensing, is the culminating project of the ECGP program, and must be completed within seven years after student teaching.</li> </ul> </p> <p><i>SOE Guiding Principle 3.2</i> See INTASC Principles 7 and 8 above.</p>	<p><i>SOE Guiding Principle 3.1</i> <u>E579</u>: Capstone Project.</p> <p><i>SOE Guiding Principle 3.2</i> See INTASC Principles 7 and 8 above.</p>

teaching and learning.	above.		
<p><i>SOE Guiding Principle 4</i> Has observed and worked with students of varied ability levels in diverse settings.</p>	<p><i>SOE Guiding Principle 4</i> <i>Addressed in:</i> Field Experiences courses (M501 both semesters), Student Teaching (M550).  <i>Evaluated in:</i> M501, M550</p>	<p><i>SOE Guiding Principle 4</i> The ECGP is designed to provide candidates with diverse classroom experiences. Candidates are expected to work in different classrooms and different schools and at different grade levels during each of their three semesters in the field. At the end of each semester, <u>M501</u> candidates are evaluated (by themselves and their cooperating teachers). Candidates, supervising teachers and <u>M550</u> University supervisors also complete evaluations at the end of the student teaching semester.</p>	<p><i>SOE Guiding Principle 4</i></p> <ul style="list-style-type: none"> <li>• <u>M501</u>: Preservice Teacher Evaluations I &amp; II</li> <li>• <u>M501</u>: Cooperating Teacher Evaluations I &amp; II</li> <li>• <u>M550</u>: Student Teaching Assessment.</li> </ul>
<p><i>SOE Guiding Principle 5.1</i> Understands the nature of the disciplines (reading, LA, math, and science) s/he teaches.</p> <p><i>SOE Guiding Principle 5.2</i> Understands how students can differ in their approaches to learning.</p> <p><i>SOE Guiding Principle 5.3</i> Is sensitive to students' individual learning styles and their diversity.</p>	<p><i>SOE Guiding Principle 5.1</i> See INTASC Principle 1.1 above</p> <p><i>SOE Guiding Principle 5.2</i> See INTASC Principle 3.1 above</p> <p><i>SOE Guiding Principle 5.3</i> See INTASC Principle 3.2 above</p>	<p><i>SOE Guiding Principle 5.1</i> See INTASC Principle 1.1 above</p> <p><i>SOE Guiding Principle 5.2</i> See INTASC Principle 3.1 above</p> <p><i>SOE Guiding Principle 5.3</i> See INTASC Principle 3.2 above</p>	<p><i>SOE Guiding Principle 5.1</i> See INTASC Principle 1.1 above</p> <p><i>SOE Guiding Principle 5.2</i> See INTASC Principle 3.1 above</p> <p><i>SOE Guiding Principle 5.3</i> See INTASC Principle 3.2 above</p>
<p><i>SOE Guiding Principle 6.1</i> Assumes responsibility for own learning and continued development.</p>	<p><i>SOE Guiding Principle 6.1</i> See INTASC Principle 9.2 above</p>	<p><i>SOE Guiding Principle 6.1</i> See INTASC Principle 9.2 above</p>	<p><i>SOE Guiding Principle 6.1</i> See INTASC Principle 9.2 above</p>