

**INTASC/SoE Principles
Assessment of Preservice Teachers' Accomplishments in
the Elementary Education Program**

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></p> <p>Understands the central concepts, tools of inquiry, and structures of discipline(s).</p>	<p><i>INTASC Principle 1.1</i></p> <p>General education courses requirements for entry into the program, as well as the Literacy Block (E339/E340) within the program</p>	<p><i>INTASC Principle 1.1</i></p> <ul style="list-style-type: none"> • Before entry into program, candidates complete required general education courses with minimum GPA of 2.5 <u>and</u> passage of Praxis I basic skills test. • During <u>E339/E340</u>, candidates conduct research projects using tools of inquiry. The projects include: rationale for inquiry, related research, data collection, analysis, conclusions, and teaching implications. 	<p><i>INTASC Principle 1.1</i></p> <p>See: IU Care</p> <ul style="list-style-type: none"> • <u>E339/E340: Inquiry Project Evaluation Criteria A or Inquiry Project Evaluation Criteria B</u> • <u>E399/E340: Inquiry Project Assessment Rubric A and B</u>
<p><i>INTASC Principle 1.2</i></p> <p>Creates learning experiences that make these aspects of subject matter meaningful for students.</p>	<p><i>INTASC Principle 1.2</i></p> <p><i>Addressed in/evaluated by:</i> E325, E328, E339/E340, E341, E343 & X460 Instructors</p>	<p><i>INTASC Principle 1.2</i></p> <ul style="list-style-type: none"> • During <u>E339/E340</u> candidates develop instructional activities and lessons in reading & language arts, and are able to construct invitations (i.e., instructional activities) to address various reading strategies. • During E328, E343, & <u>M201</u> candidates develop instructional activities and lessons in science and math that promote critical thinking & problem solving skills characteristic to these disciplines. • During <u>E325</u>, candidates develop instructional activities and lessons in social studies that promote civic competence— knowledge, attitudes, & skills needed to become informed, involved, democratic citizen. 	<p><i>INTASC Principle 1.2</i></p> <ul style="list-style-type: none"> • <u>E340: Invitation Criteria</u> • <u>E340: Invitation Evaluation</u> • <u>M201: Lesson Plan Checklist</u> • <u>E325: Unit Plan Evaluation</u> • <u>E325: Portfolio Evaluation</u>

<p><i>INTASC Principle 2.1</i></p> <p>Understands how children learn and develop.</p>	<p><i>INTASC Principle 2.1</i></p> <p><i>Addressed in/evaluated by:</i> P251 Instructors</p>	<p><i>INTASC Principle 2.1</i></p> <ul style="list-style-type: none"> • By the end of <u>P251</u>, creates or evaluates a lesson plan for a specified elementary grade level which specifically addresses its developmental appropriateness as to factors such as physical/cognitive/emotional maturity and individual differences. • By the end of <u>P251</u>, includes commentary on child learning and development in personal philosophy of education. 	<p><i>INTASC Principle 2.1</i></p> <ul style="list-style-type: none"> • <u>P251: Lesson Plan Evaluation criteria</u> • <u>P251: Personal Philosophy evaluation criteria</u>
<p><i>INTASC Principle 2.2</i></p> <p>Provides learning opportunities that support children’s intellectual, social, and personal development.</p>	<p><i>INTASC Principle 2.2</i></p> <p><i>Addressed in:</i> E325, E328, E339, E343, M101, M201, M301, M401, M420/425, and X460</p> <p><i>Evaluated by:</i> E339 & M340 Instructor, M201 & M301 Supervisors, and M401 Cooperating Teachers.</p>	<p><i>INTASC Principle 2.2</i></p> <ul style="list-style-type: none"> • During <u>E339/E340</u>, candidates understand, articulate, and recognize essential conditions for language • By the end of <u>E340</u>, candidates understand the complexity of the reading process by being familiar with various reading models and/or theories. They focus on the intellectual, social, and personal development of children. • During <u>M301</u>, candidates participate in field based learning engagements that support children’s intellectual, social, and personal development in reading and L.A. • During <u>M201</u>, candidates provide learning opportunities that support children’s intellectual, social, and personal development in science/math. • During <u>M401</u>, candidates provide learning opportunities that support children’s intellectual, social, & personal development in social studies. 	<p><i>INTASC Principle 2.2</i></p> <ul style="list-style-type: none"> • <u>E339/E340: Evaluation Criteria A Conditions of language learning</u> • <u>E339/E340: Evaluation Criteria B Balanced Literacy Curriculum</u> • <u>E339/E340: Evaluation Criteria C Four Resource Model</u> • <u>E340: Professional Reading Response Criteria A</u> • <u>E340: Midterm Criteria B</u> • <u>E340: Literacy Belief & Understandings Criteria C</u> • <u>E340: Personal Literacy Timeline Criteria D</u> • <u>E340: Response Rubric A, B, C, and D</u> • <u>M301: Field Journal Evaluation Criteria</u> • <u>M301: Learning Engagement & Field Journal</u>

			<p><u>Rubric</u></p> <ul style="list-style-type: none"> • <u>M201: Observation Checklist</u> • <u>M401: Cooperating Teacher Checklist</u>
<p><i>INTASC Principle 3.1</i></p> <p>Understands how students differ in their approaches to learning.</p>	<p><i>INTASC Principle 3.1</i></p> <p><i>Addressed in:</i> E325, E328, E339, E340, E341, E343, K205 or K305, M201, M 401, M420, P251</p> <p><i>Evaluated by:</i> K205 or K305 Instructors</p>	<p><i>INTASC Principle 3.1</i></p> <ul style="list-style-type: none"> • Throughout <u>E341</u>, implements ongoing authentic assessments and creates assessment portfolio/journal with the goal of understanding students' individual needs as learners and applies this as a tool for development of curriculum and instruction with an eye towards understanding the joys and challenges of working with culturally and linguistically diverse students ad students with exceptionalities and disabilities. • By the end of <u>K205</u> or <u>K305</u> candidates pass exams and/or complete papers or projects that demonstrate knowledge of individual assessment, and strategies for working with students with exceptionalities and disabilities, as well as, culturally and linguistically diverse students. 	<p><i>INTASC Principle 3.1</i></p> <ul style="list-style-type: none"> • <u>E341: Literacy assessment teaching portfolio/journal sample guidelines</u> • <u>E341: Assessment portfolio rubric</u> • <u>K205/K305: Paper/Project evaluation criteria</u> • <u>K205/K305: Exam evaluation criteria</u>
<p><i>INTASC Principle 3.2</i></p> <p>Creates instructional opportunities adapted to diverse learners.</p>	<p><i>INTASC Principle 3.2</i></p> <p><i>Addressed in:</i> E310, E325, E328, E339, E340, E341, E343, K205 or K305, M201, M301, M401, M420/425</p>	<p><i>INTASC Principle 3.2</i></p> <ul style="list-style-type: none"> • During <u>M301</u>, candidates create & implement instructional engagements and lessons in reading & L.A. adapted to the needs of diverse learners. 	<p><i>INTASC Principle 3.2</i></p> <ul style="list-style-type: none"> • <u>M301: Learning Engagement Criteria</u> • <u>M301: Learning Engagement & Field Journal Rubric</u>

	<p><i>Evaluated by:</i> E325, E328 & E343, Instructors, and M201 & M301 Supervisors, E341 Instructors</p>	<ul style="list-style-type: none"> • During E328, E343, & <u>M201</u> candidates create instructional activities and lessons in science and math adapted to the needs of diverse learners. • During <u>E325</u>, candidates develop instructional activities and lessons in social studies adapted to the needs of diverse learners. • During <u>E341</u>, candidates complete the final reflection on literacy beliefs and a variety of ongoing assessments as well as develop an overall assessment plan. 	<ul style="list-style-type: none"> • <u>M201: Lesson Plan Checklist</u> • <u>E325: Unit Plan Evaluation</u> • <u>E325: Portfolio Evaluation</u> • <u>E341: Final literacy beliefs and curriculum assessment plan guidelines</u>
<p><i>INTASC Principle 4</i></p> <p>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></p> <p><i>Addressed in:</i> E325, E328, E339, E340, E343, K205 or K305, M201, M301, M401, M420/425, X460</p> <p><i>Evaluated by:</i> E328, E325, E341 & E343 Instructors. Also M201 & M301 Supervisors & M401 Cooperating Teachers. X460 Instructors.</p>	<p><i>INTASC Principle 4</i></p> <ul style="list-style-type: none"> • During <u>M201</u>, candidates use science and mathematic activities and lesson plans created in E328 & E343 that are problem-centered and demonstrate students’ performance-based skills. • During <u>M301</u>, field placement candidates employ engagements and/or lessons that focus on critical thinking or problem solving and demonstrate skills in reading/L.A. (<u>M301</u>). • During <u>M401</u>, candidates use social studies activities and lesson plans created in <u>E325</u> that are problem-centered and demonstrate students’ performance-based skills. • During <u>X460</u>, candidates will participate in and demonstrate an understanding of critical literacy practices and reader response strategies. 	<p><i>INTASC Principle 4</i></p> <ul style="list-style-type: none"> • <u>M301: Learning Engagement Criteria</u> • <u>M301: Learning Engagement and Field Journal Rubric</u> • <u>M201: Lesson Plan Learning Engagement</u> • <u>M401: Cooperating Teacher Checklist</u> • <u>E325: Unit Plan Evaluation</u> • <u>E325: Portfolio Evaluation</u> • <u>X460: Reader response criteria and rubric</u>
<p><i>INTASC Principle 5.1</i></p> <p>Understands individual and group motivation and behavior.</p>	<p><i>INTASC Principle 5.1</i></p> <p><i>Addressed in:</i> E325, E328, E339, E340, E341, E343, M201, M301, M401, M420/425, P251</p> <p><i>Evaluated by:</i> P251 Instructors</p>	<p><i>INTASC Principle 5.1</i></p> <ul style="list-style-type: none"> • During <u>P251</u>, candidates analyze a teaching observation (from live observation, video case or text case) in terms of intrinsic and extrinsic motivation, effective and ineffective practices and reflection on goals for personal practice. • During <u>P251</u>, candidates write a personal 	<p><i>INTASC Principle 5.1</i></p> <ul style="list-style-type: none"> • <u>P251: Motivational Models evaluation criteria</u>

		<p>reflection on observed classroom discipline problems and develop a classroom management plan to address those concerns, drawing upon relevant theory and research.</p>	
<p><i>INTASC Principle 5.2</i></p> <p>Uses this knowledge to create an appropriate learning environment that encourages students' positive social interaction, active engagement in learning, and self-motivation.</p>	<p><i>INTASC Principle 5.2</i></p> <p><i>Addressed in:</i> E325, E328, E339, E340, E341, E343, M201, M301, M401, M420/425, P251</p> <p><i>Evaluated by:</i> M425 Supervisors</p>	<p><i>INTASC Principle 5.2</i></p> <ul style="list-style-type: none"> • By end of <u>M425</u>, candidates create a classroom environment that encourages positive social interaction, active learning, and self-motivation. 	<p><i>INTASC Principle 5.2</i></p> <ul style="list-style-type: none"> • <u>M425: Student Teaching Evaluation</u>
<p><i>INTASC Principle 6.1</i></p> <p>Understands effective verbal, nonverbal, and media communication techniques.</p>	<p><i>INTASC Principle 6.1</i></p> <p><i>Addressed in:</i> E325, E328, E339, E340, E341, E343, M201, M301, M401, M420/425, P251, W200/300/400, X460</p> <p><i>Evaluated by:</i> W200 instructors & M425 Supervisors</p>	<p><i>INTASC Principle 6.1</i></p> <ul style="list-style-type: none"> • During <u>W200</u>, candidates establish a professional development plan directed at technology competency and learn to access available technology resources. • During <u>M425</u>, candidates demonstrate effective use of verbal, nonverbal, and/or media communication techniques when working with students. 	<p><i>INTASC Principle 6.1</i></p> <ul style="list-style-type: none"> • <u>W200: Criterion Referenced pass/fail of on-line assignments.</u> • <u>M425: Student Teaching evaluation criteria</u>
<p><i>INTASC Principle 6.2</i></p> <p>Uses this knowledge to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p><i>INTASC Principle 6.2</i></p> <p><i>Addressed in:</i> E325, E328, E339, E340, E341, E343, M201, M301, M401, M420/425, W200, P251, X460</p> <p><i>Evaluated by:</i> M201, M301, & M401 Supervisors, X460</p>	<p><i>INTASC Principle 6.2</i></p> <ul style="list-style-type: none"> • During <u>M201</u>, candidates use science and mathematics activities and lesson plans created in E328 & E343 that foster active inquiry, collaboration and interaction in science & mathematics. • During <u>M301</u>, candidates plan and implement instructional engagements and/or lessons that foster active inquiry, collaboration, and interaction in reading/L.A. • During <u>M401</u>, candidates use social studies activities and lesson plans created in <u>E325</u> that foster active inquiry, collaboration and interaction 	<p><i>INTASC Principle 6.2</i></p> <ul style="list-style-type: none"> • <u>M201: Lesson Plan Checklist</u> • <u>M201: Observation Checklist</u> • <u>M301: Lesson Plan Learning Engagement</u> • <u>M301: Learning Engagement & Field Journal Rubric</u> • <u>M401: Cooperating Teacher Checklist</u> • <u>E325: Unit Plan Evaluation</u>

		<p>in social studies.</p> <ul style="list-style-type: none"> • During <u>X460</u>, candidates will develop strategies fro cross-curricular applications using a wide-variety of children’s literature. 	<ul style="list-style-type: none"> • <u>E325: Portfolio Evaluation</u> • <u>X460 Focused Study Evaluation Criteria</u> • <u>X460: Focused Study Rubric</u>
<p><i>INTASC Principle 7</i></p> <p>Plans appropriate instruction based on knowledge of subject matter, students, community, and school’s curriculum goals.</p>	<p><i>INTASC Principle 7</i></p> <p><i>Addressed in:</i> E310, E325, E328, E339, E343, M201, M301, M401, M420/425, X460</p> <p><i>Evaluated by:</i> E310 Instructors & M425 Supervisors, E339 Instructors</p>	<p><i>INTASC Principle 7</i></p> <ul style="list-style-type: none"> • By end of <u>E310</u>, candidates complete collaborative presentation/discussion and issues paper assignments that take into account legal issues and community standards. • By the end of <u>E339</u>, candidates complete process writing project which includes prewriting, drafting, conferring, revising editing, and publishing. • During <u>M425</u>, candidates plan instructional activities/lessons in reading, language arts, science, mathematics, and social studies based on knowledge of subject matter, students, community, and curriculum goals. 	<p><i>INTASC Principle 7</i></p> <ul style="list-style-type: none"> • <u>X460 Focused Study Rubric</u> • <u>E310: Collaborative Presentation/Discussion Rubric</u> • <u>E310: Issue Paper Evaluation</u> • <u>E339: Process Writing Project Evaluation</u> • <u>E339: Process Writing Project Rubric</u> • <u>M425: Student Teaching Evaluation</u>
<p><i>INTASC Principle 8.1</i></p> <p>Understands formal and informal assessment strategies.</p>	<p><i>INTASC Principle 8.1</i></p> <p><i>Addressed in:</i> E310, E325, E328, E339, E340, E341, E343, P251</p> <p><i>Evaluated by:</i> P251 Instructors</p>	<p><i>INTASC Principle 8.1</i></p> <ul style="list-style-type: none"> • By end of <u>P251</u>, candidates develop multiple assessments in a variety of formats for a lesson plan (both formative/summative and formal/informal) showing awareness of issues of content validity/reliability and of developmental appropriateness. 	<p><i>INTASC Principle 8.1</i></p> <ul style="list-style-type: none"> • <u>P251: Lesson/Unit Plan evaluation criteria</u>
<p><i>INTASC Principle 8.2</i></p> <p>Uses this knowledge to evaluate intellectual, social, and physical development of students.</p>	<p><i>INTASC Principle 8.2</i></p> <p><i>Addressed in:</i> E325, E328, E339, E340, E341, E343, M101, M201, M301, M401, M420/425, P251</p> <p><i>Evaluated by:</i> E341 Instructors & M425 Supervisors</p>	<p><i>INTASC Principle 8.2</i></p> <ul style="list-style-type: none"> • By end of <u>E341</u>, candidates prepare/present papers or projects that reflect consideration of background knowledge and equity issues in assessment of reading and writing. • During <u>E341</u>, candidates use tools that assess authentic reading and writing behaviors (ie informal reading inventories, running records, 	<p><i>INTASC Principle 8.2</i></p> <ul style="list-style-type: none"> • <u>E341: Sample criteria for equity issues</u> • <u>E341: Negotiated class-created rubric incorporating student-created and instructor-created guidelines A, B, and/or C</u> • <u>E341: Individual assessments guidelines</u>

		<p>reading miscue inventory, attitude measures.</p> <ul style="list-style-type: none"> • During <u>M425</u>, candidates monitor performances of students. 	<ul style="list-style-type: none"> • <u>E341: Individual assessment rubric</u> • <u>M425: Student Teaching Evaluation</u>
<p><i>INTASC Principle 8.3</i></p> <p>Uses this knowledge to ensure continuous intellectual, social, and physical development of students.</p>	<p><i>INTASC Principle 8.3</i></p> <p><i>Addressed in:</i> E325, E328, E339, E340, E341, E343, M101, M201, M301, M401, M420/425, P251</p> <p><i>Evaluated by:</i> M425 Supervisors</p>	<p><i>INTASC Principle 8.3</i></p> <ul style="list-style-type: none"> • During <u>M425</u>, candidates employ instructional activities and lessons that ensure the continuous intellectual, social, and physical development of students. 	<p><i>INTASC Principle 8.3</i></p> <ul style="list-style-type: none"> • <u>M425: Student Teaching Evaluation</u>
<p><i>INTASC Principle 9</i></p> <p>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</i></p> <p><i>Addressed in:</i> E310, E325, E328, E340, E341, E343, K205 or K305, M101, M201, M301, M401, M420/425, P251</p> <p><i>Evaluated by:</i> M420/M425 Supervisors, M301 Instructors, E341 Instructors, X460 Instructors</p>	<p><i>INTASC Principle 9</i></p> <ul style="list-style-type: none"> • During <u>M420/M425</u>, candidates demonstrate thoughtful self-reflection on effects of instructional choices and actions on students, parents, and other professionals in the learning community. • During <u>M420/M425</u>, field placements, candidates demonstrate thoughtful self-reflection of instructional choices and actions. • By the end of <u>E341</u>, through research, exams, and/or discussions, candidates demonstrate an understanding of theory, practices, and political environment surrounding standardized assessment as well as the validity and reliability of high stakes assessment and its impact on students, teaching, and teachers. • During <u>X460</u>, candidates demonstrate an awareness of issues of censorship and diversity when evaluating and selecting trade books and other materials for classroom use. • During field placements, candidates demonstrate thoughtful self-reflection of instructional choices and action 	<p><i>INTASC Principle 9</i></p> <ul style="list-style-type: none"> • <u>M425: Student Teaching evaluation criteria</u> • <u>M420: Teaching Journal evaluation criteria</u> • <u>M301 Field Journal Evaluation Criteria</u> • <u>M301 Learning Engagement and Field Journal Rubric</u> • <u>E341 standardized and high stakes testing criteria for understanding</u> • <u>E341 standardized and high stakes testing rubric</u>

<p><i>INTASC Principle 10.1</i></p> <p>Fosters relationships with parents and agencies in the community to support students' learning and well being.</p>	<p><i>INTASC Principle 10.1</i></p> <p><i>Addressed in/evaluated by:</i> M425 Supervisors and Cooperating Teacher</p>	<p><i>INTASC Principle 10.1</i></p> <ul style="list-style-type: none"> • During <u>M425</u>, candidates demonstrate positive relationships with parents, and external agencies to support students' learning and well-being 	<p><i>INTASC Principle 10.1</i></p> <ul style="list-style-type: none"> • <u>M425: Student Teaching Evaluation</u>
<p><i>INTASC Principle 10.2</i></p> <p>Fosters relationships with professional colleagues to support students' learning and well being.</p>	<p><i>INTASC Principle 10.2</i></p> <p><i>Addressed in/evaluated by:</i> M425 Supervisors and Cooperating Teacher</p>	<p><i>INTASC Principle 10.2</i></p> <ul style="list-style-type: none"> • During <u>M425</u>, candidates demonstrate positive relationships with professional colleagues and work with them to support students' learning and well-being. 	<p><i>INTASC Principle 10.2</i></p> <p><u>M425: Student Teaching Evaluation</u></p>
<p><i>Technology Principle</i></p> <p>Uses appropriate technology to foster students' learning.</p>	<p><i>Technology Principle</i></p> <p><i>Addressed in:</i> E325, E328, E339, E340, E341, E343, W200/300/400</p> <p><i>Evaluated by:</i> W300, E328, E340 & E343 Instructors</p>	<p><i>Technology Principle</i></p> <ul style="list-style-type: none"> • During <u>W300</u>, content specialization groups create lesson plans that integrate technology coupled to content and ISTE standards. • During <u>E328</u>, <u>E340</u> & <u>E343</u>, candidates complete assignment on selection/use of electronic resources for student learning. 	<p><i>Technology Principle</i></p> <ul style="list-style-type: none"> • <u>W300: Integration of Content & Technology Standards Rubric</u> • <u>E328: Web Assignment Rubric</u> • <u>E340: Electronic Resources Evaluation Criteria</u> • <u>E340: Electronic Resources Evaluation Rubric</u> • <u>E343: Technology Assignment Rubric</u>
<p><i>SOE Guiding Principle 1.1</i></p> <p>Fosters a sense of community when teaching students.</p>	<p><i>SOE Guiding Principle 1.1</i></p> <p>See INTASC Principle 5.2 above</p>	<p><i>SOE Guiding Principle 1.1</i></p> <p>See INTASC Principle 5.2 above</p>	<p><i>SOE Guiding Principle 1.1</i></p> <p>See INTASC Principle 5.2 above</p>
<p><i>SOE Guiding Principle 1.2</i></p> <p><i>Fosters a sense of community when working with professional colleagues.</i></p>	<p><i>SOE Guiding Principle 1.2</i></p> <p>See INTASC Principle 10.2 above</p>	<p><i>SOE Guiding Principle 1.2</i></p> <p>See INTASC Principle 10.2 above</p>	<p><i>SOE Guiding Principle 1.2</i></p> <p>See INTASC Principle 10.2 above</p>

<p><i>SOE Guiding Principle 2</i></p> <p><i>Possess social and educational visions that are connected to reflective practice.</i></p>	<p><i>SOE Guiding Principle 2</i></p> <p>See INTASC Principle 9.1 above</p>	<p><i>SOE Guiding Principle 2</i></p> <p>See INTASC Principle 9.1 above</p>	<p><i>SOE Guiding Principle 2</i></p> <p>See INTASC Principle 9.1 above</p>
<p><i>SOE Guiding Principle 3.1</i></p> <p>Is intellectually curious.</p>	<p><i>SOE Guiding Principle 3.1</i></p> <p>See INTASC Principle 9.2 above</p>	<p><i>SOE Guiding Principle 3.1</i></p> <p>See INTASC Principle 9.2 above</p>	<p><i>SOE Guiding Principle 3.1</i></p> <p>See INTASC Principle 9.2 above</p>
<p><i>SOE Guiding Principle 3.2</i></p> <p>Appreciates the complexity of teaching & learning.</p>	<p><i>SOE Guiding Principle 3.2</i></p> <p>See INTASC Principle 7.1 and 8.2 Also addressed in/evaluated by: M425 Supervisor</p>	<p><i>SOE Guiding Principle 3.2</i></p> <p>See INTASC Principle 7.1 and 8.2 above During <u>M425</u>, candidates actively participate in assessment conferences.</p>	<p><i>SOE Guiding Principle 3.2</i></p> <p>See INTASC Principle 7.1 and 8.2 above <u>M425</u>: Student Teaching Evaluation</p>
<p><i>SOE Guiding Principle 4</i></p> <p>Observed, and worked with, students of varied ability levels in diverse settings.</p>	<p><i>SOE Guiding Principle 4</i></p> <p>The program is designed so that candidates observe and work with students of varied ability levels in a minimum of three settings during their field placements (E300, M201, M301, M401) and student teaching (M425).</p>		
<p><i>SOE Guiding Principle 5.1</i></p> <p>Understands the nature of the disciplines (reading, LA, math, and science) s/he teaches.</p>	<p><i>SOE Guiding Principle 5.1</i></p> <p>See INTASC Principle 1.1 above</p>	<p><i>SOE Guiding Principle 5.1</i></p> <p>See INTASC Principle 1.1 above</p>	<p><i>SOE Guiding Principle 5.1</i></p> <p>See INTASC Principle 1.1 above</p>
<p><i>SOE Guiding Principle 5.2</i></p> <p>Understands how students can differ in their approaches to learning.</p>	<p><i>SOE Guiding Principle 5.2</i></p> <p>See INTASC Principle 3.1 above</p>	<p><i>SOE Guiding Principle 5.2</i></p> <p>See INTASC Principle 3.1 above</p>	<p><i>SOE Guiding Principle 5.2</i></p> <p>See INTASC Principle 3.1 above</p>
<p><i>SOE Guiding Principle 5.3</i></p> <p>Is sensitive to students' individual learning styles and their diversity.</p>	<p><i>SOE Guiding Principle 5.3</i></p> <p>See INTASC Principle 3.2 above</p>	<p><i>SOE Guiding Principle 5.3</i></p> <p>See INTASC Principle 3.2 above</p>	<p><i>SOE Guiding Principle 5.3</i></p> <p>See INTASC Principle 3.2 above</p>

<p><i>SOE Guiding Principle 6.1</i></p> <p>Assumes responsibility for own learning.</p>	<p><i>SOE Guiding Principle 6.1</i></p> <p><i>Addressed in:</i> E325, E328, E339, E340, E341, E343, M201, M301, M401, M420/425, P251</p> <p><i>Evaluated by:</i> Academic Advisor</p>	<p><i>SOE Guiding Principle 6.1</i></p> <ul style="list-style-type: none"> • While enrolled in program, candidates complete a variety of individual and group projects in order to meet eligibility requirements for student teaching. 	<p><i>SOE Guiding Principle 6.1</i></p> <ul style="list-style-type: none"> • <u>Student Teaching Eligibility Requirements</u>
<p><i>SOE Guiding Principle 6.2</i></p> <p><i>Assumes responsibility for own continued development.</i></p>	<p><i>SOE Guiding Principle 6.2</i></p> <p><i>See INTASC Principle 9.2 above</i></p>	<p><i>SOE Guiding Principle 6.2</i></p> <p><i>See INTASC Principle 9.2 above</i></p>	<p><i>SOE Guiding Principle 6.2</i></p> <p><i>See INTASC Principle 9.2 above</i></p>