

INTASC/SoE Principles
Assessment of Preservice Teachers' Accomplishments in
Secondary Teacher Education

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 discipline(s).</p> <p><i>INTASC Principle 1.2</i> Creates learning experiences that make these aspects of subject matter meaningful for students.</p>	<p><i>INTASC Principle 1.1</i> General education course requirements for entry into program.</p> <p><i>INTASC Principle 1.2</i> <i>Addressed & evaluated in:</i> Content Area Courses, & Field Experience/Student Teaching</p>	<p><i>INTASC Principle 1.1</i> Before entry into program, completes required general education courses with minimum GPA of 2.5 <u>and</u> passage of Praxis I basic skills test.</p> <p><i>INTASC Principle 1.2</i></p> <ul style="list-style-type: none"> • <u>Content Area Courses</u>: Lesson Plans • <u>Field Experiences/Student Teaching</u>: Presents lesson plans which are engaging for students, and present correctly content area information 	<p><i>INTASC Principle 1.1</i> <i>See:</i> IU Care</p> <p><i>INTASC Principle 1.2</i></p> <ul style="list-style-type: none"> • See specific <u>Content Areas</u>: English, Foreign Language, Mathematics, Science, Social Studies • <u>Field Experience</u>: Evaluation criteria • <u>Student Teaching</u>: Evaluation criteria
<p><i>INTASC Principle 2</i> Understands how children learn and develop. Provides learning opportunities that support children's intellectual, social, and personal development.</p>	<p><i>INTASC Principle 2</i> <i>Addressed in:</i> K306, M300, M464, P312, P313 and Content Area Courses, <i>Evaluated in:</i> P312, P313, and Field Experiences/Student Teaching</p>	<p><i>INTASC Principle 2</i></p> <ul style="list-style-type: none"> • <u>P312 & P313</u>: Writes a developmental case study with learning recommendations. • <u>Student Teaching</u>: Creates learning opportunities that are developmentally appropriate for adolescents; creates supportive classroom environment; and adapts instruction for individual differences 	<p><i>INTASC Principle 2</i></p> <ul style="list-style-type: none"> • <u>P312& P313</u>: Case Study evaluation criteria • <u>Student Teaching</u>: Evaluation criteria
<p><i>INTASC Principle 3</i> Understands how students differ in their approaches to learning. Creates instructional opportunities adapted to diverse learners.</p>	<p><i>INTASC Principle 3</i> <i>Addressed in:</i> H340, K306, M300, M464, P313, and Content Area Courses <i>Evaluated in:</i> K306, M300, and Field Experiences</p>	<p><i>INTASC Principle 3</i></p> <ul style="list-style-type: none"> • <u>K306</u>: Lesson plans that demonstrate use of adapted curriculum, differentiated curriculum, and other individualized approaches carried out in the context of subject matter instruction • <u>M300</u>: Reflections on the effect of peer culture and home environment on the motivation to participate in school activities • <u>Field Experiences</u>: Creates instructional opportunities adapted to diverse learners (reading level, home background, learning "style," individual ability and knowledge levels) 	<p><i>INTASC Principle 3</i></p> <ul style="list-style-type: none"> • <u>K306</u>: Lesson Plan evaluation criteria • <u>M300</u>: Reflection Evaluation criteria • <u>Field Experience</u>: Evaluation criteria

<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> P312, Content Area Courses <i>Evaluated in:</i> P312, Content Area Courses, Field Experiences</p>	<p><i>INTASC Principle 4</i></p> <ul style="list-style-type: none"> • <u>P312</u>: Unit Plan with multiple instructional strategies, activities, and assessments • <u>Content Area Courses</u>: Unit plans with decisions about activities, instructional strategies, and assessments firmly grounded in understanding of the learning process AND the content areas. • <u>Field Experiences</u>: Uses a variety of instructional strategies that develop students' critical thinking, problem solving, and performance skills. 	<p><i>INTASC Principle 4</i></p> <ul style="list-style-type: none"> • <u>P312</u>: Unit Plan evaluation criteria • See specific <u>Content Areas</u>: English, Foreign Language, Mathematics, Science, Social Studies • <u>Field Experience</u>: Evaluation criteria
<p><i>INTASC Principle 5</i> Understands individual and group motivation and behavior. 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</i> <i>Addressed in:</i> P312, K306, P313, Issues Module: Management <i>Evaluated in:</i> P312, Issues Module: Management, Student Teaching</p>	<p><i>INTASC Principle 5</i></p> <ul style="list-style-type: none"> • <u>P312</u>: Motivational case study analysis • <u>Issues Module</u>: Case Study analyses of effectively and ineffectively managed classrooms • <u>Student Teaching</u>: Uses information about individual and group motivation to communicate effectively with individual students and to design lessons which keep students involved 	<p><i>INTASC Principle 5</i></p> <ul style="list-style-type: none"> • <u>P312</u>: Case Study evaluation criteria • <u>Issues Module</u>: Case Study evaluation criteria <u>Student Teaching</u>: Evaluation criteria
<p><i>INTASC Principle 6</i> Understands effective verbal, nonverbal, and media communication techniques. Uses this knowledge to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p><i>INTASC Principle 6</i> <i>Addressed in:</i> W200/300/400, Issues Module: Management, G203 <i>Evaluated in:</i> W300, Issues Module: Management, Field Experiences</p>	<p><i>INTASC Principle 6</i></p> <ul style="list-style-type: none"> • <u>W300</u>: Content specialization groups create lesson plans that integrate technology coupled to content and ISTE standards. • <u>Issues Module</u>: Classroom Management Plan • <u>Field Experiences</u>: Uses information about verbal, nonverbal, and technological communicate techniques to effectively work with individual students and to design lessons which keep students involved, particularly by way of the democratic process. 	<p><i>INTASC Principle 6</i></p> <ul style="list-style-type: none"> • <u>W300</u>: Integration of Content & Technology Standards Rubric • <u>Issues Module</u>: Classroom Management Plan evaluation criteria • <u>Field Experiences</u>: Evaluation criteria
<p><i>INTASC Principle 7</i> Plans appropriate instruction based on knowledge of subject matter, students, community, and curriculum goals.</p>	<p><i>INTASC Principle 7</i> <i>Addressed in:</i> P312, M300, H340, M464, Content Area Courses <i>Evaluated in:</i> H340, M464, content area courses, Student Teaching</p>	<p><i>INTASC Principle 7</i></p> <ul style="list-style-type: none"> • <u>H430</u>: Written reflections on specific dimension of the education-democracy connection demonstrating grasp of the complexity of the relation • <u>M464</u>: Lesson plans with assessment strategies appropriate to content areas and adapted for individual differences • <u>Content Area Courses</u>: Unit plans with multiple instructional strategies, activities, and assessments based on knowledge of student learning process, 	<p><i>INTASC Principle 7</i></p> <ul style="list-style-type: none"> • <u>H430</u>: Reflection evaluation criteria • <u>M464</u>: Lesson Plan evaluation criteria • See specific <u>Content Areas</u>: English, Foreign Language, Mathematics, Science, Social Studies

		<p>development, and the content area being taught</p> <ul style="list-style-type: none"> • <u>Student Teaching</u>: Implements effective instruction based on knowledge of subject matter, students, community, and curriculum goals 	<ul style="list-style-type: none"> • <u>Student Teaching</u>: Evaluation criteria
<p><i>INTASC Principle 8</i> Understands formal and informal assessment strategies. Uses this knowledge to evaluate intellectual, social, and physical development of students; and to ensure continuous intellectual, social, and physical development of learners.</p>	<p><i>INTASC Principle 8</i> <i>Addressed in:</i> P312, Content Area Courses, M464/ K306</p> <p><i>Evaluated in:</i> P312, content area courses, Student Teaching</p>	<p><i>INTASC Principle 8</i></p> <ul style="list-style-type: none"> • <u>P312</u>: Unit plan with multiple assessment strategies; role play of parent teacher conference about standardized test scores • <u>Content Area Courses</u>: Lesson plans with assessment strategies appropriate to content areas • <u>Student Teaching</u>: Uses knowledge of formal and informal assessment strategies to evaluation intellectual, social, and physical development of students and promotes individualized growth 	<p><i>INTASC Principle 8</i></p> <ul style="list-style-type: none"> • <u>P312</u>: Unit Plan evaluation criteria • See specific <u>Content Areas</u>: English, Foreign Language, Mathematics, Science, Social Studies • <u>Student Teaching</u>: Evaluation criteria
<p><i>INTASC Principle 9</i> Is a reflective practitioner who continually evaluates effects of his/her choices and actions on others (students, parents, other professionals in learning community). Seeks out opportunities to grow professionally.</p>	<p><i>INTASC Principle 9</i> <i>Addressed in:</i> H340, Issues Modules: Law, Professional Development Seminar/ Field Experiences</p> <p><i>Evaluated in:</i> Issues Modules, Student Teaching</p>	<p><i>INTASC Principle 9</i></p> <ul style="list-style-type: none"> • <u>Issues Module</u>: Reflections on how laws pertaining to schools impact teacher behavior • <u>Student Teaching</u>: Seeks out opportunities to grow professionally 	<p><i>INTASC Principle 9</i></p> <ul style="list-style-type: none"> • <u>Issues Module</u>: Reflection evaluation criteria • <u>Student Teaching</u>: Evaluation criteria
<p><i>INTASC Principle 10</i> Fosters relationships with parents and agencies in the community to support students' learning and well-being. Also fosters relationships with school colleagues to support students' learning & well-being.</p>	<p><i>INTASC Principle 10</i> <i>Addressed in:</i> H340, K306, P312</p> <p><i>Evaluated in:</i> Field Experiences/Student Teaching</p>	<p><i>INTASC Principle 10</i></p> <ul style="list-style-type: none"> • <u>Field Experiences/Student Teaching</u>: After participating in a series of discussions about the role of family and community in adolescents (offered as enrichment talks), the candidate acts as an advocate for students in the larger community; encourages students to participate in educational activities beyond the school walls; establishes respectful and productive relationships with students to support their learning 	<p><i>INTASC Principle 10</i></p> <ul style="list-style-type: none"> • <u>Field Experience</u>: Evaluation criteria • <u>Student Teaching</u>: Evaluation criteria
<p><i>Technology Principle</i> Uses appropriate technology to foster students' learning.</p>	<p><i>Technology Principle</i> <i>Addressed/evaluated in:</i> W200/W300/W400</p>	<p><i>Technology Principle</i></p> <ul style="list-style-type: none"> • <u>W200</u>: Candidates complete on-line tutorials and exercises with minimum level technology applications, file management, and network communications. 	<p><i>Technology Principle</i></p> <ul style="list-style-type: none"> • <u>W200</u>: Criterion Referenced pass/fail of on-line assignments.

		<ul style="list-style-type: none"> • <u>W300</u>: Content specialization groups create lesson plans that integrate technology coupled to content and ISTE standards. • <u>W400</u>: Candidates create an online ePortfolio demonstrating that they can make appropriate technology integration decisions to foster students' learning. 	<ul style="list-style-type: none"> • <u>W300</u>: Integration of Content & Technology Standards Rubric • <u>W400</u>: ePortfolio evaluated on the basis of mastery of technology competency and clarity, appropriateness, effectiveness, and creativity of content
<p><i>SOE Guiding Principle 1</i> Fosters a sense of community when teaching students, and when working with colleagues and faculty members.</p>	<p><i>SOE Guiding Principle 1</i></p> <ul style="list-style-type: none"> • Across all courses within a semester • Creation of a planning document with guiding questions for each student 	<p><i>SOE Guiding Principle 1</i></p> <ul style="list-style-type: none"> • In this program, vertical cohesion is accomplished by tying together one section of each course taken with sections of the other courses. Thus, the same 30 candidates will be in the same courses together. Instructors will plan the semester together, creating assignments that cut across disciplines. • Candidates will see the connections between the courses and get to know a small group of undergraduate at IU. • Instructors will remain informed about content covered in other courses. They will have teaching partners, people to share teaching ideas with. • Each of these goals will be evaluated with a program evaluation survey distributed to candidates and instructors after the first year of the program. 	<p><i>SOE Guiding Principle 1</i></p> <ul style="list-style-type: none"> • <u>Program Evaluation Survey</u>: This survey will evaluate the effectiveness of the program's design to foster community among candidates and instructors.
<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> Each course has activities which require critical reflection</p>	<p><i>SOE Guiding Principle 2</i></p> <ul style="list-style-type: none"> • Debates, critical reflections on teaching incidences, field experiences, etc. • Analyzes controversial educational issues and articulates personal positions 	<p><i>SOE Guiding Principle 2</i> See INTASC Principle 9.1 above</p> <ul style="list-style-type: none"> • <u>Program Evaluation Survey</u> will also ask candidates to rate the degree to which their learning has involved critical reflection.
<p><i>SOE Guiding Principle 3</i> Is intellectually curious, and appreciates the complexity of teaching & learning.</p>	<p><i>SOE Guiding Principle 3</i> M300 & P313, and Content Area Courses/ Field Experiences/ Student Teaching</p>	<p><i>SOE Guiding Principle 3</i></p> <ul style="list-style-type: none"> • Personal growth is fostered specifically in M300 and P313, as candidates reflect on their personal experiences as an adolescent; this reflection allows them to see that adolescence is different for everyone and should enhance their intellectual curiosity about the lives of their students • See also INTASC Principles 7 & 8 above. 	<p><i>SOE Guiding Principle 3</i></p> <ul style="list-style-type: none"> • <u>Program Evaluation Survey</u>

<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> Field Experiences</p>	<p><i>SOE Guiding Principle 4</i></p> <ul style="list-style-type: none"> • Candidates will have at least one middle school and one high school field experience (Semester 2 and 3). Student teaching will be done at only one of those developmental levels and lasts the entire semester. • A virtual field experience using the Internet Learning Forum will allow students to reflect on and see a variety of quality classroom teachers in a relatively short period of time. 	<p><i>SOE Guiding Principle 4</i></p> <ul style="list-style-type: none"> • <u>Program Evaluation Survey</u> will be used to ask students to reflect on the diversity and quality of their field experiences. • Field Experience: Evaluation criteria • Virtual Field Experience Reflection criteria
<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> <ul style="list-style-type: none"> • <u>Program Evaluation Survey</u> will be used to ask student reflect on their preparation to deal with these issues
<p><i>SOE Guiding Principle 6</i> Assumes responsibility for own learning and continued development.</p>	<p><i>SOE Guiding Principle 6</i> Candidates will complete a learning and personal growth portfolio for the program.</p>	<p><i>SOE Guiding Principle 6</i> See INTASC Principle 9.2 above</p> <ul style="list-style-type: none"> • The portfolio be used to help prepare candidates for the job market and as a check (in the content area courses) on their content area preparation before student teaching. 	<p><i>SOE Guiding Principle 6</i> See INTASC Principle 9.2 above</p> <ul style="list-style-type: none"> • <u>Learning and Personal Growth Portfolio criteria</u> • <u>Program Evaluation Survey</u> will be used to ask student reflect on their preparation to deal with these issues