SITE VISIT ADDENDUM

The EPP is including the following updates to the SSR for the Site Visit: CAEP 1.5 Instructional Technology updates, the third application of data for the High Leverage Teaching Proficiency Rubrics, a new online training module for clinical educators and an informational video about the Teacher Residency Program.

1. CAEP 1.5 Instructional Technology Update:

The EPP has focused considerable energy and resources on improving instructional technology and teaching candidates how to effectively utilize technology in their instruction. First, the Dean has charged the Department Chairs to work with their respective departments on adding instructional technology goals in to the Strategic Plan. In an attempt to operationalize the School of Education's goals regarding Instructional Technology, an Instructional Technology committee was formed to address the following items: assessment, facilities and equipment, curriculum, and professional development.

Assessment

EPP candidates demonstrate well above the proficiency level in the use of instructional technology in four domains: preparation, the classroom environment, instruction and professional responsibility. The EPP has piloted an IT assessment rubric **(Attachment 1a)** in an effort to improve assessment in the area of instructional technology. This assessment was added to provide depth and breadth to those items included in the CPAST, edTPA, and High Leverage Teaching Practice Proficiency Rubrics. The rubric follows the Danielson framework and is aligned to the ITSE, CAEP, inTASC and NJPST standards. The assessment data was collected on 4/8/2019 and will be tested for validity and reliability by the institution's Director of Assessment at the end of April, 2019. The results will be reviewed at the School of Education Teacher Preparation Retreat in May, 2019. The faculty can discuss implications and recommend changes to programming or to the assessment itself. The established technology workgroup will continue to advance the EPP forward in terms of IT and the assessment of candidates.

Faculty in elementary education methods courses were asked to complete the 16-item rubric on each of their their students. All 48 elementary education undergraduate majors were assessed on the following scale: 1 point: Basic; 2 points: Proficient;3 points: Distinguished

Spring 2019 Results

DOMAIN	MEAN N=48
Preparation	2.69
The Classroom Environment	2.58
Instruction	2.57
Professional Responsibility	2.66

The data indicated that candidates scored above the proficient level on all four domains of the rubric. Candidate relative strength was in the domain of Preparation. They scored particularly high on item 1 (The teacher candidate uses online resources, including professional social networking sites, to stay current on the latest research and best practices in his or her field) in which the m=2.79. The lowest domain score was still significantly above the Proficient level: Instruction (m=2.57). Elementary candidates scored lowest on item two of the Instruction Domain (The teacher candidate allows students to initiate discussion in online forums such as classroom blogs, discussions on lists and social networking site) with a mean of 2.33. This score is still above the proficient level. The highest mean (m=2.79) in this domain was on item 2 (The teacher candidate allows students to initiate discussions in online forums such as classroom blogs, discussion lists, and social networking sites). All data is presented and analyzed on **Attachment 1f.**

Instructional Technology Workgroup (Committee)

The IT workgroup has met four times to help operationalize the EPP goal to improve instructional technology. The EPP included the minutes for the first two meetings in the SSR addendum. Meeting minutes from the 3/7/19 meeting are added to those submitted in the SSR addendum as Appendix 1.9a, and are labeled in this report as **Attachment 1b, pages 8-12**. The IT workgroup meeting included Eraldine Williams-Shakespeare, the instructional technology specialist from Monmouth University's CETL. The minutes document conversations with Dr. Williams-Shakespeare and items requested by each department. The group also discussed professional development, Google Classroom, process mapping, and the design of an instructional technology lab (**Attachment 1c**). These ideas are being brought forward by the Dean to University administration to discuss issues such process and security when checking out or using equipment.

Facilities and Equipment

The IT workgroup was charged with gathering information for faculty and partnership districts in order to determine instructional technology equipment and facility needs. The group discussed how to improve the current infrastructure in current classroom environments as well as proposed an Instructional Technology Lab which aims to guide students through research and design using recent and future media technologies as a way to reimagine worlds and prepare students to produce and develop classroom experiences for the next generation of learners. The proposed Instructional Technology Lab is included as **Attachment 1c** and has been submitted to the Dean and discussed at various leadership meetings.

The IT work group surveyed partnership districts to identify technology skills required of teachers in their districts. Surveys were sent to 25 districts with 11 responding. These districts are the primary partnership districts in which a majority of EPP candidates are placed during

clinical practice. They represent schools at all levels in P-12 districts. The survey is included as **Attachment 1d.** The data was shared with the technology workgroup. This assisted the group in planning for technology integration. It also helped faculty determine what preparation needs to take place in order to graduate IT proficient candidates. Listed below are some of the findings from the survey:

A. 100% of respondents use Google as their main learning management system.
B. 82% have interactive white-boards
C. 100% responded their students are exposed to laptops/tablets "Very Frequently" (highest on the scale)
D. 45% use ipads and chromebooks, 45% use just chromebooks, and 9% use other devices.
E. 90% provide a laptop/tablet for each student in the classroom
F. 81% had elementary schools in their districts that have 1:1 computing.
G. 54% are NJ Future Ready Schools
H. 55% offer computer science courses in elementary classrooms
I. 80% offer computer science courses in secondary classrooms
J. Of those with computer science only 10% of those who teach that class hold a computer science certification.

Based on the survey data and EPP experiences in the field in partnership school districts, each department requested technology resources that would improve candidate proficiency in technologies used in local school districts. **Attachment 1e** includes the Curriculum and Instruction Departments' list of equipment and software that would improve faculty ability to teach candidates how to use instructional technology effectively. The list includes interactive projectors, chromebooks, Professional Development opportunities, and certification exams for Google Certified level 1 Educators. The Dean has received the request and has been meeting with MU administrators on various issues. The Dean spoke to the MU Librarian about a checkout process for the chromebooks and a charging cart that EPP faculty can use. He also brainstormed solutions to secure technology equipment with the Vice President for Information Management.

In addition to these requests, the Dean's office purchased five additional swivel sets (the EPP previously owned 2) to assist in videotaping candidates for reflective practice and completion of Task 2 of the edTPA.

Curriculum

The EPP has been diligently working to improve the instructional technology curriculum offered to candidates. Infusion of instructional technology into courses has been the focus of several faculty meetings which will be discussed in further detail in the professional development section on this report. Additionally, the EPP has discussed and created a course on instructional

technology for teachers that is currently being vetted through the institution's process for approval.

The EPP has attached the proposed course *ED325 Digital Media and Instructional Technology Skills for Teachers* syllabus (**Attachment 1f)**. ED-325 aims to introduce teacher-candidates to computer science concepts and recent instructional technologies to support teaching and learning processes in K-12 classrooms. The course focuses on teacher-candidates' exploration and evaluation of technology-enhanced applications. Teacher-candidates learn how to use digital media, technologies, and interactive games to support their instructional strategies and student learning, enhance classroom management, aid formative and summative assessment techniques and communicate professionally.   The course will fulfil the Technology Literacy requirement of the General Education Curriculum. With a focus on teaching and teacher-education, this course will meet the needs of teacher candidates prior to starting in the teaching profession. Finally, this course will provide robust evidence that the EPP certifies that candidates are proficient in modeling and applying technology standards. The course objectives and goals are included on the syllabus.

Professional Development
Professional development on instructional technology has been included regularly at EPP staff meetings (Attachment 1g see highlights). Sessions have been delivered on Quality Matters, the certification for Quality Matters, adobe connect, LE Teach Live Virtual Classroom (mixed reality classroom) demonstration, and instructional strategies and applications. These PD opportunities are faculty led and include instructional strategies to help them in modeling the appropriate use of instructional technology in the classroom. Additionally, the Dean is providing resources to train faculty in Quality Matters. Currently there are five faculty engaged in online training through Quality Matters. He has also approved PD on using the swivel technology to videotape candidates teaching for reflective practice.

Finally, the Instructional Technology workgroup will continue to move forward the EPP in terms of IT. Part of their scope of influence will be on suggesting professional development opportunities for faculty and staff as it relates to instructional technology.

2. <u>Third Application of the High Leverage Teaching Practice Proficiency Rubrics</u>.

The third application of data was completed and the data were disaggregated and analyzed. The full assessment is included as Attachment 2a. Below is a summary of the findings:

MU candidates show proficiency in all four InTASC categories as evidenced by the three applications of the High Leverage Teaching Practice Proficiency Rubrics.

The High Leverage Teaching Proficiency Rubrics are based on the following four (4) weighted points:

1: Does not meet Expectation (pre-emergent)
2: Approaching Expectation (Novice)
3: Meets Expectation (Proficient)
4: Exceeds Expectation (Advanced)

Data was collected in the Spring 2018, Fall 2019, and Spring 2019. Based on the three applications of data, the EPP demonstrated a relative strength in Category 1: The Learner and Learning (Sp. 2018, Fall 2018) and Category 4: Professional Responsibility (Spring 2019). The category in which the EPP scored lowest was in Category 2: Content Knowledge (Sp. 18 and Fall 19) and Category 3: Instructional Practice (Sp. 2019). However, in all cases the scores were within three tenths of a point from the highest score. Additionally, TSD candidates are endorsements added to other programs, therefore there is some overlap in the scores where a student may be counted in two areas (if a candidate is in the P-3 TSD program their scores are counted in both). Secondary candidates were grouped together. When looking at individual standards, candidates in the Spring of 2018 scored highest on Standard 7 Planning for Instruction (m= 2.95) and Standard 1: Learner Development (m=2.85). In the Fall of 2018, the EPP scored highest in Standard 3: Learning Environments (m=2.88) and Standard 1 Learner Development (m=2.7). In the Spring 2019, candidates scored highest on Standard 3: Learning Environments and Standard 9: Professional Learning and Ethical Practice, both with means of 3.16. In the Spring of 2018, MATs outscored Undergraduates (m=2.82 to 2.62). Elementary and TSD's (co-licensure program) scored highest, while P-3's (n=2) scored lowest. In the Fall of 2018, Undergraduates scored higher than MATs (m=2.72 to 2.48).English majors scored highest with a mean of 3.05 overall, while Math scored lowest with a mean of 2.43. In the Spring of 2019, MATs outperformed UGs (means of 3.33 to 2.69), and P-3s (N=2) scored a mean of 3.50, above any other program area. This is significant in that on a former series of data P-3 scores were among the lowest. The Elementary candidates (n=13) scored a strong 2.75, but as the largest group also had the largest range of scores in virtually all categories.

Category 1: The Learner and Learning
The EPP candidates are adept at InTASC category 1: The Learner and Learning. This category presented the highest mean scores of any of the four for the EPP (2.82) for the Spring and Fall of 2018. It was the second highest score in the Spring of 2019, even so, they outscored the Spring and Fall 2018 scores. MAT students (2.94) scored slightly higher than the undergraduates (2.70). Elementary, Secondary and TSD candidates scored above the EPP mean. The P-3 program (*n=2*) had the lowest mean score of 2.50 in instructional practice in the first two applications of the assessment, however. STANDARD 1 Learner Development was the rubric with the highest mean scores. In fact, 3 out of the 5 programs (Secondary , HEPE, TSD) scored a 3.0 or better. STANDARD 2: Learning Differences, was the lowest rubric for category 1, with only one out of five programs achieving a 3.0 mean score. In the Spring 2019, all but one program scored highest on Standard 3: Learning Environments. The program (Health and PE) not scoring highest on that rubric item scored highest on Standard 1: Learning development. The Spring 2019 Application was consistent with the previous two, where the lowest mean scores in this

category came on Standard 1 Learner Development. However, these scores are still within an acceptable range and are seen as relative areas of need.

Category 2: Content Knowledge
The EPP candidates scored mean scores in all programs that were approaching the meets expectation category. The means in this category represented the lowest mean scores of the four categories for the first two applications of the data. On the third application of data (Spring 2019 it was the third highest. There was only one rubric for this standard. The EPP *mean*s were 2.58 (Spring 18), 2.52 (Fall 18) and 2.74 (Spring 2019). This shows growth from the first to the third application of data. MAT students scored higher than the undergraduates did on the first two series of data, where the UGs scored higher than the graduates did on the Spring 2019 application. The secondary students scored a mean of 3.0, the highest of any program in the Spring 2019. In the Fall of 2018 English and Music majors scored highest with means of 3.0. In the Spring of 2019 the single math candidate scored a 4.0 on content knowledge. With an *n=1*. P-3 candidates (*n=2)* once again demonstrated the lowest mean (2.0) in the Fall of 2018, however improved this score to a 3.50 in the Spring of 2019 application of data. Elementary candidates scored commensurate with the EPP mean in the spring 2018, and within 3 tenths of a point in both the Fall of 2018 and Spring of 2019. TSD and HEPE candidates scored a 2.50 (Spring 2018, n=2), 2.67 (Fall 2018, n=3)), and 2.0 (Spring 2019, n=1)mean. The Health and PE department recently revised their curriculum to improve their program. The changes will be in effect the 2019-2020 SY.

Category 3: Instructional Practice
EPP candidates scored well on the three rubrics (*m=2.74-Spring 18, 2.57 Fall of 2018, and 2.67 Spring 2019)* that made up the Instructional Practice category. MATs outscored undergraduates with a mean of 2.89 to the undergraduate *m=2.64.* Elementary, TSD and Secondary programs outscored the EPP mean in the first application. HEPE candidates (*n=2)* had the lowest mean at 2.33. Category 3 was a relative strength for the P-3 program. Candidates scored highest on STANDARD 7: Planning for Instruction, with 4/5 programs achieving a mean of 3.0 or better. STANDARD 6: Assessment was the rubric which had the lowest average mean scores across programs for all three series of data. In the Spring of 2019, P-3 candidates scored highest on this (m=3.50) and HEPE scored lowers (m=2).

Category 4 Professional Responsibility
MU candidates demonstrate professional responsibility in their early field placement. The Spring 2019 data shows this as a strength for the EPP, as it yielded the highest mean of the four categories (m=3.03). The EPP mean of 2.67 was solid for the first two application of data. This is the only category where undergraduates outscored MAT candidates for the first two applications of data, however the MATs scored higher in the Spring 2019 application of data. Undergraduates, Elementary, English and History candidates all outscored the EPP mean in the Fall of 2018. MAT, P-3 and Spanish outscored the EPP in the Spring of 2019. Secondary and TSD candidates scored above the EPP mean. Elementary candidates scored slightly below the EPP mean (one one-hundredth of a point) in the Spring of 2018, but a hundredth of a point higher in the Fall of 2018. Candidates scored consistently on both rubrics, which were combined to obtain scores for this category. In the Spring of 2019, all programs scored equal to or higher on Standard 9, Professional Learning and Ethical Practice, than Standard 10, Leadership and

Collaboration. The scores, however were relatively high as this category was the highest of the four InTASC categories.

Implications of the data:

1. EPP candidates scored highest in Category 1(Sp and Fall 2018) and Category 4 (Spring 2019). They are adept at understanding multi-facets of learners and are relatively strong in respect to assessment, planning for instruction and with selecting instructional strategies.
2. For most categories, MAT candidates outscored undergraduate candidates. There were over twice as many undergraduates, which may have impacted that finding.
3. Although the *n* was low, P-3 candidates scored lowest in three of the four categories. This information was shared with the P-3 program director and will also be triangulated with other data to see trends.
4. The training provided to the University Clinical Educators and the inclusion of the rubrics in the handbook assisted in reliability in scoring.
5. The HEPE department restructured the curriculum for program improvement. The department saw a need for more specialized training in content knowledge and pedagogy in physical education. Four new courses were created.
6. P-3 clinical educators were both in attendance at the Spring 19 beginning of the semester and mid term clinical practice orientation and trainings.
7. P-3 scores in most areas improved from the first to the third application of data.
8. Elementary scores were consistent throughout the applications of data.

Use for Continuous Improvement

All data is shared at Deans meetings, Deans Educational Leadership Council meetings, faculty meetings, and partnership committee meetings. This data is the first application of data and based on the results, may require some revision to the assessment (e.g. adding a rubric to improve strength of category 2). Some other improvements that will be made to programs include:

1. Improve training for University Based Clinical Educators on the assessment.
2. Professional Development on the developmental curriculum for faculty and University Based Clinical Educators.
3. The EPP will create an online training for clinical educators in the summer of 2018.
4. Continue to improve implementation of the developmental curriculum into methods courses.
5. All EPP candidates are dual majors; therefor they receive full instruction in a content area outside of education. The lowest EPP mean was in Content Knowledge. This category had only one rubric. The team met after reviewing data and is planning to add another rubric to provide depth to the category.
6. Continue to review progress of P-3 candidates to ensure consistent growth of scores through subsequent applications of the rubric.
7. The training provided to the University Clinical Educators and the inclusion of the rubrics in the handbook assisted in reliability in scoring.

8. The HEPE department restructured the curriculum for program improvement. The department saw a need for more specialized training in content knowledge and pedagogy in physical education. Four new courses were created.
9. Data will be analyzed at the Spring 2019 Teacher Preparation Retreat in June

3. <u>Standard 2 Update:</u> Creation of an online training module for P-12 Clinical Educators (cooperating teachers).

In addition to a Clinical Educator Orientation (offered each semester) and the Mentor Academy, the EPP has designed an online module to extend our reach to those Clinical Educators who are unable to attend the orientation or academy. The training module will be rolled out in the Fall of 2019.

The EPP plans to develop similar modules for the University Clinical Educators (Clinical Faculty) to be rolled out in the Spring of 2020.

4. <u>Standard 5 (Innovations) Teacher Residency Program Video</u>

The Teacher Residency Program is a program highlighted in both the self-study and the self-study addendum. This program truly illustrates the strength of our P12 partners and candidates. The EPP has created an informational video to promote the program to future students, partners and the community at large. The video can be viewed through the following link: https://vimeo.com/316259016?fbclid=IwAR0yE5k2qnCyhAu99nsMcFeUmlH48h8M2l7XhMxTe-9-CeSy4nX4vM2kD58.

Instructional Technology Pilot Assessment

CAEP Standards: 1.2, 1.4, 1.5   **ITSE Standards: 1,2,3,4,5,6,7**

NJPST Standards: 1,2,3,4,5,9

INTasc Standards: 1,2,3,4,5,9

The EPP is piloting an instructional technology assessment in an effort to improve assessment in the area of instructional technology. The assessment follows the Danielson framework and is aligned with the ITSE standards. The assessment data was collected on 4/8/2019 and will be assessed for validity and reliability by the institutions Director of Assessment. The EPP will determine if this assessment will be revised, modified, or replaced. The EPP recognized that the generation of students it serves is very technologically skilled. In fact, a traditional aged student in programs at the EPP likely went through P-12 schools using smartboards and some type of personal computing device. However, other than items embedded in their proprietary standardized assessments, the EPP did not have one single instrument to measure technology. A technology workgroup has been formed and will continue to move forward the process of a single, specific and improved assessment to measure candidate proficiency with regard to instructional technology.

The IT Assessment Rubric was adapted from an instrument coauthored by **Doug Johnson** (doug0077@gmail.com), director of media and Technology, Mankato Area Public Schools, Mankato, Minnesota, and **Nathan Mielke** (ndmielke@gmail.com), data coordinator and instructional technology integrator, Germantown Public Schools, Germantown, Wisconsin.

1. **During which part of the candidate's experience is the assessment used? Is the assessment used just once or multiple times during the candidate's preparation?**

   The EPP is piloting an instructional technology assessment. The assessment will be applied at the end of the first semester of the yearlong clinical practice by faculty teaching methods courses. In the first application of data, the assessment was given to those students in elementary education methods classes (N=48)

2. **Who uses the assessment and how are the individuals trained on the use of the assessment.**

   Faculty teaching elementary methods courses in the Spring 2019 piloted the assessment. A short training was given to faculty and those teaching elementary methods courses volunteered to pilot the survey. The faculty will report findings at the Spring 2019 Teacher Education Retreat where the team will determine if improvements will need to be made.

3. What is the intended use of the assessment and what is the assessment purported to measure?

The Assessment is intended to provide the EPP with data regarding candidate proficiency in instructional technology. The assessment is tagged to CAEP, InTASC and ITSE standards. It was created using the Danielson framework.

4. Please describe how validity/trustworthiness was established for the assessment.

   This assessment has not yet been tested for validity. Data will be shared with the institutions Director of Assessment, who will run validity tests.

5. Please describe how reliability/consistency was established for the assessment.
6. This assessment has not yet been tested for reliability. Data will be shared with the institutions Director of Assessment, who will run reliability tests.

7. Results
   48 undergraduate elementary education majors were assessed on the rubric.

   The assessment is comprised of 16 items under the four domains of the Danielson Framework.

DOMAIN	Number of items Assessed
1. Preparation	4
2. The Classroom Environment	4
3. Instruction	5
4. Professional Responsibility	3

The rubric is scored on a graded 3-point scale:
   1 point: Basic
   2 points: Proficient
   3 points: Distinguished

The first application of data resulted in the following means:

Spring 2019

DOMAIN	MEAN
Preparation	2.69
The Classroom Environment	2.58
Instruction	2.57
Professional Responsibility	2.66

				Instructional Technology Pilot- Spring 2019				
					UG Elementary Education N= 48		Domain Averages	
INTASC	CAEP	ISTE	Domain	Criteria	Mean	SD	Mean	SD
5, 9	1.2, 1.5	1 b., 1.c, 6.b	*(1) Planning and Preparation*	1. The teacher candidate uses online resources, including professional social networking sites, to stay current on the latest research and best practices in his or her field.	2.79	0.45	2.69	0.62
1, 2, 3	1.5	5.c		2. The teacher candidate is aware of the characteristics of ìnet generationî learners and their relationship with technology and uses this information to design engaging activities.	2.58	0.79		
2, 3	1.5	5.a, 6.d		3. The teacher candidate designs learning activities that use the technology resources available.	2.75	0.52		
2, 3	1.4, 1.5	2.b, 5.a		4. The teacher candidate uses online resources to provide instructional materials at differing levels and subjects to meet individual student abilities, needs and interests.	2.63	0.73		
3	1.5	3.a	*(2) The Classroom Environment*	1. The teacher candidate interactions online follow the same guidelines as face-to-face interactions.	2.71	0.54	2.58	0.67
3	1.5	1.b, 4.b		2. The teacher candidate demonstrates an enthusiasm for educational technology and its uses.	2.73	0.53		
3	1.5	3.c, 3.d		3. The teacher candidate uses technology to provide a wider audience for student work. Appropriate safety and privacy efforts are made.	2.50	0.82		
3	1.5	6.b		4. The teacher candidate has rules and expectations for productive technology use in the classroom, including the use of personally owned technology devices.	2.40	0.81		
3, 5	1.5	4.c, 6.d	*(3) Instruction*	1. The teacher candidate gives students alternate means of discussion and asking questions using technologies to bring out the ideas of all students.	2.52	0.76	2.57	0.73
3, 5	1.5	6.a, 6.b, 6.d, 7.a		2. The teacher candidate allows students to initiate discussions in online forums such as classroom blogs, discussion lists, and social networking sites.	2.33	0.94		
3, 5	1.5	3.a, 6.b		3. The teacher candidate expects and reinforces appropriate student interaction when using online tools.	2.54	0.82		
3, 4	1.5	5.b, 5.c, 6.d		4. The teacher candidate uses technology to create and project visual and auditory data that help explain content and concepts.	2.79	0.45		
3, 4	1.5	5.b		5. The teacher candidate uses technologies such as interactive whiteboards, student response systems, and computer games to engage students.	2.65	0.69		
9	1.5	4.a, 4.c	*(4) Professional Responsibilities*	1. The teacher uses collaborative online tools to communicate and work with colleagues.	2.67	0.59	2.66	0.62
9	1.5	4.b		2. The teacher honors and learns from students who have technology competencies and knowledge.	2.54	0.82		
9	1.5	1.a, 2.c		3. The teacher keeps an open but critical mind about technology uses.	2.77	0.47		
				Overall Mean	2.62			
				Overall SD	0.67			
				Scale: 3= Distinguished, 2= Proficient, 1= Basic				

Analysis of data: The data indicated that candidates scored above the proficient level on all four domains of the rubric. Candidate relative strength was in the domain of Preparation. They scored particularly high on item 1 (The teacher candidate uses online resources, including professional social networking sites, to stay current on the latest research and best practices in his or her field) in which the m=2.79. The lowest domain score was still significantly above the Proficient level: Instruction (m=2.57). Elementary candidates scored lowest on item two of the Instruction Domain (The teacher candidate allows students to initiate discussion in online forums such as classroom blogs, discussions on lists and social networking site) with a mean of 2.33. This score is still above the proficient level. The highest mean (m=2.79) in this domain was on item 2 (The teacher candidate allows students to initiate discussions in online forums such as classroom blogs, discussion lists, and social networking sites).

Use of Data for Continuous Improvement
The data on this assessment will be shared with faculty at the May 2019 Teacher Education Retreat. In additions, the data and assessment is being analyzed for validity and reliability by the institutions Director of Assessment. The data will also be shared at the Deans Meeting, DELC meeting, UTEAC and the various advisory boards.

Rubric for Effective Teacher candidate Technology Use (Organized by the Four Domains of Danielson's Framework for Teaching[1])
Domain 1: Planning and Preparation. Technology-related competencies in this domain:

InTasc/ NJPST	CAEP	ISTE		Basic	Proficient	Distinguished
5,9	1.2,1.5	1.b, 1.c, 6.b	**1. The teacher candidate uses online resources, including professional social networking sites, to stay current on the latest research and best practices in his or her field.**	The teacher candidate reviews information online, discusses it with colleagues, but practice is minimally affected.	The teacher candidate interacts in online networks with professionals. Teaching reflects what has been learned from those interactions.	The teacher candidate creates and shares innovative content and teaching practices with other professionals online.
1,2,3	1.5	5.c	**2. The teacher candidate is aware of the characteristics of "net generation" learners and their relationship with technology and uses this information to design engaging activities.**	The teacher candidate uses technology to present information in a one-to-many learning environment.	The teacher candidate uses technologies to offer students a variety of resources to learn and solve problems.	The teacher candidate asks students to use technology resources of their choosing to learn and solve problems every day in class.
2,3	1.5	5.a, 6.d	**7. The teacher candidate designs learning activities that use the technology resources available.**	The teacher candidate creates learning activities with technology that focus on lower-order thinking skills.	The teacher candidate creates learning activities with technology that enable students to learn independently, to be creative, and to think critically.	The teacher candidate creates learning activities with technology that enable students to learn independently, to be creative, and to think critically about issues relevant to their own lives.
2,3	1.4, 1.5	2.b, 5.a	**8. The teacher candidate uses online resources to provide instructional materials at differing levels and subjects to meet individual student abilities, needs and interests.**	The teacher candidate uses some online resources that meet the needs of students with special needs.	The teacher candidate uses a variety of online resources to meet the needs of a range of student ability groups.	The teacher candidate asks students to find and assess online resources that can meet their abilities and needs.

Domain 2: **The Classroom Environment** Technology-related competencies in this domain:

InTASC/ NJPST	CAEP	ISTE		Basic	Proficient	Distinguished
3	1.5	3.a	**1. The teacher candidate interactions online follow the same guidelines as face-to-face interactions.**	The teacher candidate follows rules of professional conduct when online.	The teacher candidate acts professionally and positively with all stakeholders online and articulates online behavior expectations of students.	The teacher candidate models positive interactions face-to-face and online. Students can formulate and articulate their own set of online communications rules.
3	1.5	1.b, 4.b	**2. The teacher candidate demonstrates an enthusiasm for educational technology and its uses.**	The teacher candidate participates in the required educational application of digital tools.	The teacher candidate speaks positively to students and fellow staff about educational technology use with students.	The teacher candidate, in addition to demonstrating district-offered and district-trained digital technologies, finds resources to use on his or her own and seeks ideas from students.
3	1.5	3.c, 3.d	**3. The teacher candidate uses technology to provide a wider audience for student work. Appropriate safety and privacy efforts are made.**	The teacher candidate periodically publishes student work according to district guidelines.	The teacher candidate regularly publishes student work according to district guidelines and actively elicits feedback from readers and viewers outside the school.	The teacher candidate helps students build portfolios of published work and understand digital reputation management.
3	1.5	6.b	**6. The teacher candidate has rules and expectations for productive technology use in the classroom, including the use of personally owned technology devices.**	The teacher candidate's expectations of technology use in the classroom is stated.	The teacher candidate has clear guidelines for appropriate use of technology in the classroom. Lessons leverage the technology available, reducing inappropriate use.	The teacher candidate gives students input into classroom technology rules.

Domain 3: Instruction

Technology-related competencies in this domain:

InTASC/ NJPST	CAEP	ISTE		Basic	Proficient	Distinguished
3,5	1.5	4.c, 6.d	**1. The teacher candidate gives students alternate means of discussion and asking questions using technologies to bring out the ideas of all students.**	The teacher candidate allows students to e-mail or post comments and questions related to classroom content from outside class.	The teacher candidate occasionally uses student response systems, online polls, back-channel tools, and other technology tools during class to stimulate discussion and feedback.	The teacher candidate regularly uses technology tools during class to stimulate discussion and feedback and encourages students to use these tools in presentations to the class.
3,5	1.5	6.a, 6.b, 6.d	**2. The teacher candidate allows students to initiate discussions in online forums such as classroom blogs, discussion lists, and social networking sites.**	The teacher candidate allows students to use teacher candidate-created online forums (website, blog, wiki, Facebook group) as an option for reflection and discussion.	The teacher candidate encourages students to use teacher candidate-created online forums for reflection and discussion.	The teacher candidate requires students to use teacher candidate-created online forums for reflection and discussion. Students initiate thoughtful discussions with their peers.
3,5	1.5	3.a, 6.b	**3. The teacher candidate expects and reinforces appropriate student interaction when using online tools.**	The teacher candidate establishes basic guidelines for online interactions on the basis of the school's acceptable use policy and shares these with students.	The teacher candidate establishes basic guidelines for online interactions, shares these with students, regularly discusses the guidelines, and responds when the guidelines are not followed.	The teacher candidate works to create online environments in which are self-regulating and develop personal standards of appropriate use.
3,4	1.5	5.b, 5.c, 6.d	**4. The teacher candidate uses technology to create and project visual and auditory data that help explain content and concepts.**	The teacher candidate uses a LCD/LED projector to show slideshows with images.	The teacher candidate uses a LCD/LED projector to show slideshows with self-created or modified images and sound that enhance connections among the content and concepts.	The teacher candidate demonstrates sound theories of visual and auditory design in lessons that use these media.

3,4	1.5	5.b	**5. The teacher candidate uses technologies such as interactive whiteboards, student response systems, and computer games to engage students.**	The teacher candidate uses technologies to passively disseminate information, to ask low-level questions, to practice only lowlevel skills or for rewards.	The teacher candidate uses the interactive whiteboard in ways that engage students, including student use of the board, gaming applications, actions based on student responses, and polling.	The teacher candidate uses a range of technologies to engage students by asking for student responses and differentiated self-directed activities.

Domain 4: Professional Responsibilities Technology-related
competencies in this domain:

InTASC/ NJPST	CAEP		Basic	Proficient	Distinguished
9	1.5	**The teacher uses collaborative online tools to communicate and work with colleagues.**	The teacher uses e-mail to collaborate and communicate with his or her peers.	The teacher uses online tools such as Google Docs to share, create, and edit materials with peers.	The teacher uses online tools to share, create, and edit materials with peers so successfully that paper printouts are rarely used.
9	1.5	**The teacher honors and learns from students who have technology competencies and knowledge.**	The teacher uses students to help troubleshoot and solve classroom technology problems.	The teacher accepts information about and input regarding the use of technology from students.	The teacher actively seeks information about and input regarding the use of technology from students and incorporates student ideas in his or her professional practice.

8

9	1.5	**The teacher keeps an open but critical mind about technology uses.**	The teacher uses technologies after other teachers in their building have demonstrated their successful use.	The teacher is willing to explore new technologies when requested and shares his or her successes and failures with other teachers.	The teacher is a leader in the building in selectively adopting new technologies that have the potential for improving learning.

[1]Danielson, C. (2007). *Enhancing professional practice: A Framework for teaching* (2nd ed.). Alexandria, VA: ASCD.   Rubric coauthored by **Doug Johnson** (doug0077@gmail.com), director of media and Technology, Mankato Area Public Schools, Mankato, Minnesota, and **Nathan Mielke** (ndmielke@gmail.com), data coordinator and instructional technology integrator, Germantown Public Schools, Germantown, Wisconsin.

MONMOUTH UNIVERSITY | SCHOOL *of* EDUCATION

The School of Education Instructional Technology Working Group
February 4, 2019

- Serbay Vecihi
- Wendy Harriott
- Erik Raj
- Ai Kamei
- Ruth Morris
- Walter Greason

Not a committee, a group. A big area, where are we now? Short-term solutions in place? Some money to spend. Long term: how can we move forward?

Department Status and Updates: What are your solutions?

- Ruth: invited Deb Cotler to our January meeting to talk about technology
    - Came up with a list of hardware and software, some we can use in a better way.
    - Have a Promethean Board, but not linked to the classroom computer.
    - Professional development introducing and refreshing existing knowledge of existing technology
    - There are building wiring issues.
    - Updating the computers that the faculty use
    - Possible: A tech center at the Grad Center
    - Serbay's students have Chrome Books and Smartboards. Can we think about updating? Google classroom certification for certain students
        - Level 1 = $10.00
        - Level 2 = $20.00
    - Consolidating an area on campus dedicated to edTPA, support for students who are doing edTPA
        - for uploading videos
        - how to edit the videos
        - have software and hardware there for students to use
        - We are not providing a lot of support for the students in the edTPA

- Erik – SLP
    - Shared our syllabi to see how to implement some of our technology, and get feedback from other coworkers

- o Talked about different types of software for Speech-Language students, that the grad students need to know prior to going into externships, and have them available for grad students before externships.
  - o Our minor program is all online and we are discovering the software and hardware that we need to help our students
  - o There is a group on campus about online learning

- Special Ed, Ai Kamei
  - o We meet to talk about CAEP requirements, and our weakness is that we, the faculty, do not use incorporate technology
  - o Ai mentioned using free smartboard training online

- Counseling and Leadership – Dave Greason
  - o All of our EDC&L classes are online or hybrid.
  - o We can bring in new software. Our students can produce new units for ecampus.
  - o Walter has 30 years of designing online learning experiences
    - Flight to freedom with Bowdoin - SIM setting
      - Make choices, reading, making decisions, special and navigating.
      - Basic interface then, but could be updated with VR or 3D
    - Other sim game: based on ed leadership, making budget decisions, etc.
      - They are opening a VR lab in Plangere – close by
      - He is asking for lab for digital environments in the grad center
  - o Dave proposal: see handout
    - Took what they had in Plangere, and adapted it to what our ed students need.
    - He visited the classroom in Rumson and Spring Lake, the more prepared our students our students are in the career marketplace
      - How are our schools coming to the technology and our students need to be prepared for it?
      - Fortnight – compelling model and environment – how do we get a compelling experience where students won't want to learn
    - Erik agrees – discussion: how to keep it scholarly and elevated
      - Budget includes digital creation tables – they project and interact with users in a 3d way
      - AR/VR video capture area. Including physical recognition and special awareness – helps SLP for people who are having issues with that. AR/VR video capture area.
      - Ruth suggests classroom management training in a situation like this.
      - Erik agrees from a clinical aspect.
      - This is buildable – the scenarios can become more complex
    - Ruth – students create an ideal preschool classroom in an online game/experience

- We learned that students create rooms that are prettier than thinking critically about the student needs, classroom management process.
- There are standards set in place and see spaces – large and small to see if they can be certified by NAECY, etc. p-3
  - Dave = see list of resources listed that will set us apart
  - Dave – please give feedback. It is in early development please give feedback.
  - Our competitors do not have this sort of thing. It will set us apart.
  - Erik – Spaces and utility like this has so much overlap in all department
- Questions and Comments:
  - Serbay: How to reach out and develop a group of people who can help teacher candidates.
  - Ai says she'd like to see – the one in Plangere is here, but she'd like to see in class.
  - Dave – do you want to see k-8 or k-12 space?
    - Ai sees spaces that use gamification in schools.
    - But Dave thinks that the space on campus is more for sound and visuals content – we are clumsy at this, but communications is trying to make it better.
    - We can use this for the classroom to create content
  - Erik: Netflix – choose your own adventure style learning. Can we create a set up that creates an opportunity for students to make choices, and know immediately about their success or failure? That choice is immediately reinforcing.
  - Nat Turner Slave Revolt – patrols in a building where people are trying to keep slaves in a building. There are underground railroad conductors who are trying to get people out. The dynamic between safety/slavery/freedom, is very powerful. The reach of that experience is much greater in a simulated experience than through traditional learning. Dave will send links
  - Also, Dave will see if we can see space in Plangere or see someone teach in that space. Also, do you want to see elementary, secondary classrooms in schools? Rumson has one.
  - Short Term v. Long Term visions – where does this fall?
  - Ruth – how does this work in a syllabus? What does this look like? Dave says we have to think about how larger university's do this. It is very hard. Dave is going to email everyone a syllabus, see if the space is available to view in progress, etc.
  - How much prior knowledge is required? – not much, it is very user friendly.
  - Wendy says reflect – do we need this; how do we need this? Talk to your department.
  - Serbay – how can I implement that resource in our classes? But first I need to use that space for personal use so I can guide students.
  - Ruth agrees: take to the faculty.
  - If we don't want to go through with the lab redesign – Dave is working with instructional design that we can possibly develop.

- How do we deliver our content in ways that people hang onto it?
- All agreed: Let's all go back to our departments and come back together.

MONMOUTH UNIVERSITY | SCHOOL *of* EDUCATION

The School of Education Instructional Technology Working Group
February 21, 2019

Attending:
- Mary Brennan
- Tracy Mulvaney
- Erik Raj
- Wendy Harriott
- Ai Kamei
- Serbay Vecihi
- Carol McArthur-Amedeo
- Ruth Morris

Wish list:
- Smart Projectors or Smart Boards
- Chromebooks
- Google License
- Professional Development resources for faculty (possibly students as well)
- SLP Software

Interactive Projectors: new initiative that the department may want to integrate into curriculum/course usage
- How could they be used in courses at MU to better assist students understand the digital experience
- Why use them?
    - Stay ahead of schools
    - Be adaptive
    - Digital experience
        - Infuse technology into the classroom experience
    - These boards will have ELMO tools
- Smart Boards
    - Current boards at MU are key components
        - Keyboards- Mary Brennan will retrieve items
        - Boards need to be calibrated- Dean's Office will follow up with IT

Chromebook vs. iPad: Should we have MU students working with Chromebooks instead of iPads?
- Mary Brennan- propose purchasing Chromebooks for students to become familiar with. Chromebooks are being used more in schools that Apple Products.
- G-Suite
    - Needs MU licensure or IT administrative permission
    - This would include Google Classroom
        - Ai- has tool to work around limitations if needed.

Future Ready Schools
- Future Ready NJ is a framework created to allow teachers, educational leaders, etc. to implement technology within the schools. This framework is a certification program designed to train and certify educational leaders through technical, professional and leadership support that Future Ready NJ provides. The certification program includes three themes: Leadership; Education and Classroom Practice; and Technology Support and Services.
- Tracy has been introduced and is working on the panel of Future Ready Framework. Working to better understand mission and how MU can integrate Future Ready into MU curriculum.
- Wendy: Is this similar to Dave's proposal?

Tracy Mulvaney

- Connecting with local schools' principles and superintendents to gather information on what kind of technology, program or software their schools are using inside the classrooms
  - Sending survey out to schools to gather data
    - Serbay- please send questions to Tracy as soon as possible
      - Ex. of additional question to ask: what credentials do schools require of their computer science educators, if there are any?

Technology Advancements for students
Should MU Students be certified in software programs?
- Google Suite certification
- Professional development webinars: the professional development education that faculty receives on technological collaboration should be offered to the students
  - Ruth: Free webinars and archived videos available through Internet resources
    - edWeb.com
Technology class for undergraduates majoring in Education
- Serbay- concerned students; benefits of courses at previous institution (Introduction to Instructional Technology & Instructional Technology for Education). These courses will instruct students on the basic skills of instructional technology.
  - Course can be offered as a general education course (TL)
  - Needs to be properly addressed and collaborated with IT to integrate into curriculum. Also, needs to be continued throughout the curriculum as a whole.

SLP: Erik Raj
- Using iPads in clinical to teach students which apps to adapt to
- Is there a specific software that the SLP department wants to add to wish list?

Minutes from last meeting (2/4): please send proper edits

SOE Instructional Working Group
10:00 am
March 7, 2019

In Attendance:
Serbay Zambak
Wendy Harriott
Carol McArthur
Ruth Morris
Eraldine Williams-Shakespeare, CETL

- Wendy suggested everyone look at the meeting minutes on the portal and send corrections or suggestions to MK
  o Mary Brennan is not able to make this meeting, but sent feedback to Wendy
  o Erik Raj not able to make it also, but sent feedback to Wendy
- Set the stage for Eraldine: we have been trying to set priorities for the SOE and have a brief wish list.
  o Google license – two different levels of google training for teachers, and we can provide the training for our preservice teachers. It is not expensive
  o That idea came from a number of faculty
  o Eraldine said that MU is a Windows-based campus, and we'd have to come up with a justification for going to another system
    ▪ Serbay – preparing our students for the reality of their jobs - can we implement Google training to our students?
    ▪ Eraldine suggests to ask Deb Cottler and Ted T.
    ▪ The students need to be prepared to work in the Google environment, and they need to use it
    ▪ Also, can we use Google classroom for our classes? Does the MU have a license for Google? Eraldine said there may be a conflict with the Windows contract.
    ▪ Serbay said we are not going to get rid of what we have, but it will support students in Instructional Technology. The classes we are thinking of using google instruction in the future for a future IT course for teachers, can we use Google Classroom.
    ▪ You may be able to set up and use personal accounts, but Deb Cottler is the one who sets up the licensure
  o Ruth and Serbay will go through the process of developing the class. Wendy says that tech development is an issue for our students and this can address that deficit
  o Discussion: if Microsoft can provide, without Google, the things that Google Classroom can provide for the students.
- C&I: Serbay
    ▪ Smart projectors/smart boards – is this still a priority

- Serbay – took his wireless keyboard and mouse and connected to the Promethean – and it is still working! He couldn't find the software that they suggest, Inspire, but was able to use (Missed the name) Instead.
    - Eraldine – Promethean does not support older devices. What version do we have?
    - We also have a Smart Board too.
    - MK said that she will get Don Miller and Fred connected to Ruth, Serbay and Carol/Mary together to discuss the boards, etc.
  - Interactive projector – more up to date and better than smart boards because of the features it has. One of the biggest problems with smartboards is maintaining and breaking. ($1400_) it is not a MAC supportable device. There are usually PCs in classrooms and they can use it.
  - This is more interactive, so you have a virtual projection and can project it onto a table or a wall. The projector is installed and you can project on any surface
    - There is a special pen that you can write virtually.
    - Seems like a smartboard projector and an ELMO in one.
    - Perhaps this is something we can order and try, but Serbia says we aren't there yet.
  - Erladine: Promethean has wallcast and has a pen. Promethean also has an active table.
- Professional Development for the teachers – we have new faculty who have not used the smartboard, so to provide a refresher for people who are using the smartboard/want to use it.
  - Can Eraldine's group provide professional development for us, so we can model behavior for our students.
  - Carol talked to someone and it is very expensive from Bob Marzano to fly people in from CA
  - Eraldine says when you know what tools you will be using and want, let us know
  - Serbay says we need to update our infrastructure before we can proceed. The software may be expired. We are at a point where we need to get the technology up and running.
  - We may need to provide some video training for edTPA. We have not standardized what students are doing to create edTPA videos
  - Eraldine will provide some training for video tools online on the portal. We do have some resources within the Microsoft Suite. It can help with storage, and editing and accessibility too. There are captioning tools too. Animoto.
- Special Ed – Carol
  - She agrees with what Ruth/Serbay says
    - Professional development
    - Google classroom – there is a disconnect

- Serbay says he is wondering if Microsoft has something similar to Google Classroom.
- We would like Chromebooks.
  - Eraldine will look into it.
- We have iPads, do you need Chromebooks to support the Chromebooks? Serbay says students can open Chrome. Can we prepare them for a class using chrome without an actual Chromebooks.
- If we provide a lab, it will be a windows lab? What do we envision for that lab/IT center? How will we equip these new centers?
  - Erladine developed an instructional technology lab
    - She tried to introduce the students to all the technology that they use.
      - If they go to school that is more rural, you may see Windows, but more Apples in other schools.
      - You can have one of everything – from document cameras to everything.
      - We agree – we need something that has everything.
      - The instructional lab she developed still used manipulatives, because there are schools that will use them.
        - Carol agrees that special education's use of tactile relates to needing training in too.
- SLP Eric's list:
  - iPads – he wants to buy 10 iPads because they use it in speech and language – check the OS and see if what he can use it or updated.
    - Purchasing apps for the iPads was a major problem – we had to ask IT to download
    - Eraldine suggests that one person in Education should have the right to download
  - Clinical software for their notes for SLP
    - Carol asks is that instructional or not?
    - Wendy says yes it is instructional, because they are learning
  - Q-Interactive license: it is a comprehensive program for SLP

- EDC&L List:
  - We are aware of the virtual classroom environment request.
    - We are balancing the needs of the departments, etc.

- Ruth mentions repairing is a major issue – we have to find the original purchase
  - How will we maintain these items? Monmouth won't maintain stuff for a course specific need, but for a lab they will help maintain. The budget for a lab will create an opportunity to maintain it.
- Serbay: We need to have a stand-alone IT course that can provide these.

- o He taught something like that at Clemson.
  - ▪ He was also teaching for subject specific and educational general tech.
  - ▪ He listed some technology that they should be aware of, based on his class. 3 credit course. Then look at curriculum chart and sequence chart – and now faced with the 120 credits.
  - ▪ WH: We hope that you won't be discouraged by the current climate, but right now we are in the cutting mode – about the credits. There is no room for free electives. If we move away from the double major, we may find room. But we cannot make any promises at this time.

- • What advice does Eraldine have for us? We are at the grass roots of this process.
  - o Eraldine: Having the technology without the direct plan of how you will use them is not best. Find a way to utilize the technology to help address the accreditation issue and then tie it into the classrooms. Methods courses teachers should model because they
    - ▪ Carol says that the promethean and smartboard were purchased without a plan of how to use them in classes.
  - o Process mapping – at a school meeting, talk about how we can integrate this across courses.
    - ▪ Planning to use parts across the entire curriculum for each content teacher – so assistive technology will be in special education courses that are now in C&I. C&I touches everyone and when you teach strategies you introduce tech that can help with the strategies.
    - ▪ Methods is the class that teachers' strategies, but we are piecemeal and we need to look at developing that in the future.
      - • Carol says include this in special ed instructional technology – assistive technologies and all students will take.
    - ▪ Take a look at the tools, their relationship with goals we are trying to achieve and what is currently in the classrooms and schools in NJ. Determines which tech is most user friendly, which one is used most in the classrooms.
      - • Tracy Mulvaney is waiting for feedback on the survey – she needs to have you review it.
      - • Ruth asks if you have a former edTPA rubric – it needs to be broken down to include special ed classes now.
  - o Eraldine suggests having a seminar – sessions when they come back from their field work, and create a seminar/teacher candidate 2-3 hours meeting for technology alone. OR Perhaps early in their time, where you will lay out the technology experience over the four years. Introduce them to the theoretical; concepts they will use.
    - ▪ Carol suggests we can cover it in the orientation at the very start! – Introduce them to instructional technology and see how they will be built up over a few years. Think about how to introduce

- She will ask Deb Cottler about the implementations of using the Google Classroom, and check to see if we can use the Google classroom as an individual – if we go that route, is that going to be a problem? Training capabilities of staff here for promethean and smartboard.
- What is the timeline for getting our rationales – yesterday. Carol wants to talk to everyone before she gets anything to Wendy. Should the two departments coordinate? Yes. We are all on the same page.

WH: Share what we have discussed, and say what you need and why – write rationales

Instructional Technology Lab School of Education

Dr. Walter D. Greason

January 2019

"The Black Speculative Arts Movement creates new experiences where the spatial and information layers are equally important. Space evolves as a cultural and aesthetic practice, rather than a technology." ~ Reynaldo Anderson and Charles Jones (2016)

INTRODUCTION

The Instructional Technology Lab (ITL) aims to guide students through research and design using recent and future media technologies as a way to reimagine worlds. Courses in the ITL will prepare media producers and developers to create classroom experiences for the next century. These technologies will explore the social, cultural, and logistical impacts on our work, values, communication, communities, and entertainment activities. Our educators will sharpen their expertise in time-based media, narrative construction, world-building, interactive platforms, design thinking, critical engagement, and cultural precedents.

The SOE faculty share a strong multidisciplinary expertise from the fields of instruction, special education, counseling, leadership, and language pathology. The connections among these fields best illuminate the necessity of team approaches and to examine the overlap of creative practice across various industries. They approach cultural issues and design challenges in unconventional ways but with a firm rooting in the liberal arts and with an understanding of the importance of remaining current with ever-changing and innovations in technology and industry trends. As scholars and practitioners, faculty facilitate and guide students throughout the program. Students receive opportunities to design and implement projects for clients in practicum courses but also participant in faculty-student research teams who present and publish together. In addition to the program faculty who lead courses and serve as thesis project advisors, visiting artists, designers, technologists, entrepreneurs, and experts will engage ITL regularly as part of a visiting presenters' series. This series will be topical and timely and serves to round out civic and industry perspectives, creating significant networking opportunities for students.

LEARNING OUTCOMES

Through the ITL, students will:

- Evaluate, utilize, and implement emerging technologies into culturally-produced manifestations via theoretical and practical means.
- Develop a strong foundation in digital communication, design thinking, and production research methods.
- Engage in networking and stake holding opportunities in the completion of research, proofof-concept implementations, and multidisciplinary projects.
- Support a model of responsible entrepreneurship through the consideration of values, labor, opportunities, and markets for cultural manifestations of technology and communication media.

RATIONALE

The early-21st century has already seen the advent of disruption and innovation via newer technologies that include social media, the mobile revolution, digital downloads transformed to on-demand streaming, crowdsourcing, subscription-based content, gamification, microcontent monetization, internet-of-things, cloud storage, wearable fashion technology, machine learning, artificial intelligence, and augmented reality. These technologies will continue to remediate within the frameworks of culture and cultural tools. Media developers and producers must now act as instigators and innovators who steer the application of future tools ethically by exacting their expertise in time-based media, narrative construction, world-building, interactive platforms, design thinking, critical engagement, and cultural precedents.

Students – both undergraduate and graduate – require better skills in emerging technology, based on degree completion data. Public analysis also found that national level job opportunities for the areas of "Web Developers," "Media and Communication Workers, All Other" and "Film and Video Editors" are expected to grow at a higher rate than the national average for all occupations from 2014-2024 based on Bureau of Labor statistics. And, at the state level, in New Jersey opportunities for occupations in the fields of "Digital Education" and "Project Design" are expected to grow at a higher rate than at the national level.

APPLICATIONS

- **User Experience** – user-centered design, usability, human-computer interaction design
- **Virtual Reality Experiences and Platforms** – empathy experiences, interface tools for VR work
- **Augmented Reality Tools** – vision tools for bringing digital assets into the physical world
- **Games** – mobile-based games, games for social change, level/character design
- **Web Content** – transmedia branded and channelized content
- **Mobile Content** – applications for connecting users to a networked service, user analytics, network services
- **Geolocational Services** – apps and tools that use location awareness as a strategy
- **Web Community Platform** – software that provides peer-to-peer services and builds an audience
- **Internet-of-Things Devices** – electronic products that connect to web services
- **Mediated Performance** – performer-controlled FX and lighting, real-time screen performance, projection remapping for the stage
- **Interactive Exhibition** – informational kiosks in museums, web-based exhibitions

The ITL is a state-of-the-art studio and research lab facility and nexus of the SOE community of facultystudent researchers and developers. Students have the opportunity to engage with the ITL as a community-focused center for the duration of their time in the program. The space features a large seminar area, collaboration areas, computer work stations, hoteling stations for commuting devices, digital fabrication, work benches, play testing space, and an assortment of emerging technology devices for use in coursework and during community lab time.

BUDGET

Item(s)	Estimate
Interactive design tables (2)	$12000
LED Screens (3)	$6000
Design stations (4)	$9000
AR/VR Video capture system	$48000

RESOURCES

Arizona State	http://diging.asu.edu/
Indiana	https://idah.indiana.edu/

Instructional Technology Survey for Partners
April 8th 2019, 12:42 pm MDT

Q1 - Does your school use Google classroom as the main learning management system?
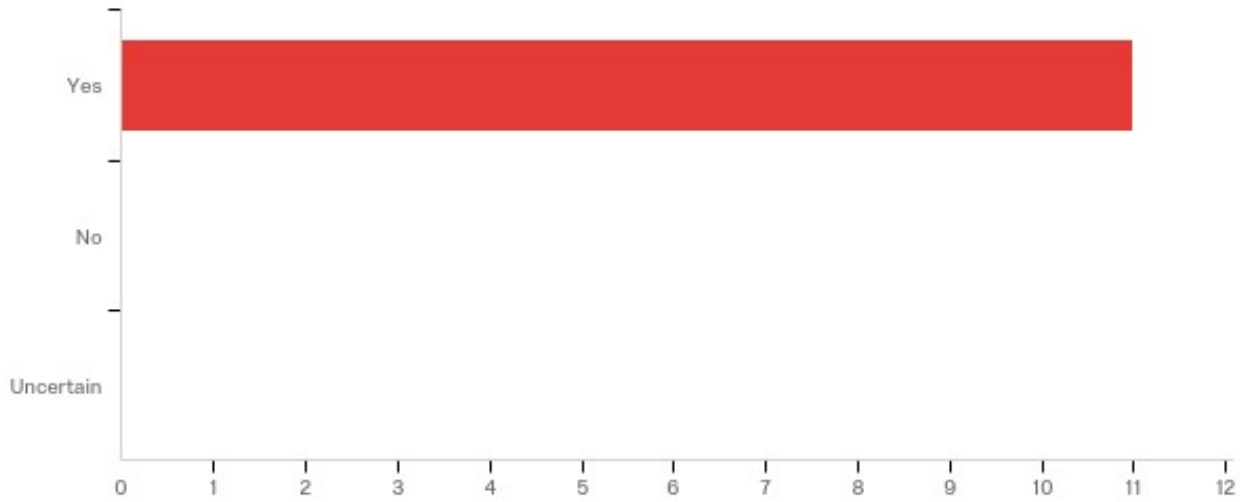
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does your school use Google classroom as the main learning management system?	1.00	1.00	1.00	0.00	0.00	11

#	Answer	%	Count
1	Yes	100.00%	11
2	No	0.00%	0
3	Uncertain	0.00%	0
	Total	100%	11

Q2 - Do the majority of your classrooms have interactive white-boards (e.g., Smart Boards, Promethean ActivBoards)?
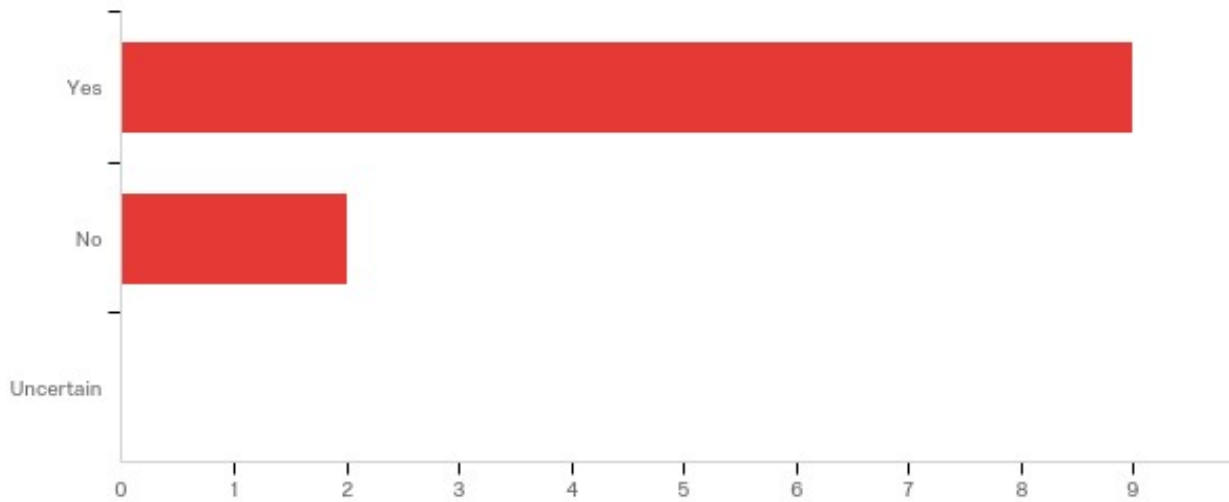
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do the majority of your classrooms have interactive white-boards (e.g., Smart Boards, Promethean ActivBoards)?	1.00	2.00	1.18	0.39	0.15	11

#	Answer	%	Count
1	Yes	81.82%	9
2	No	18.18%	2
3	Uncertain	0.00%	0
	Total	100%	11

Q3 - How often are your students exposed to laptops/tablets (e.g., iPads, Chromebooks)?
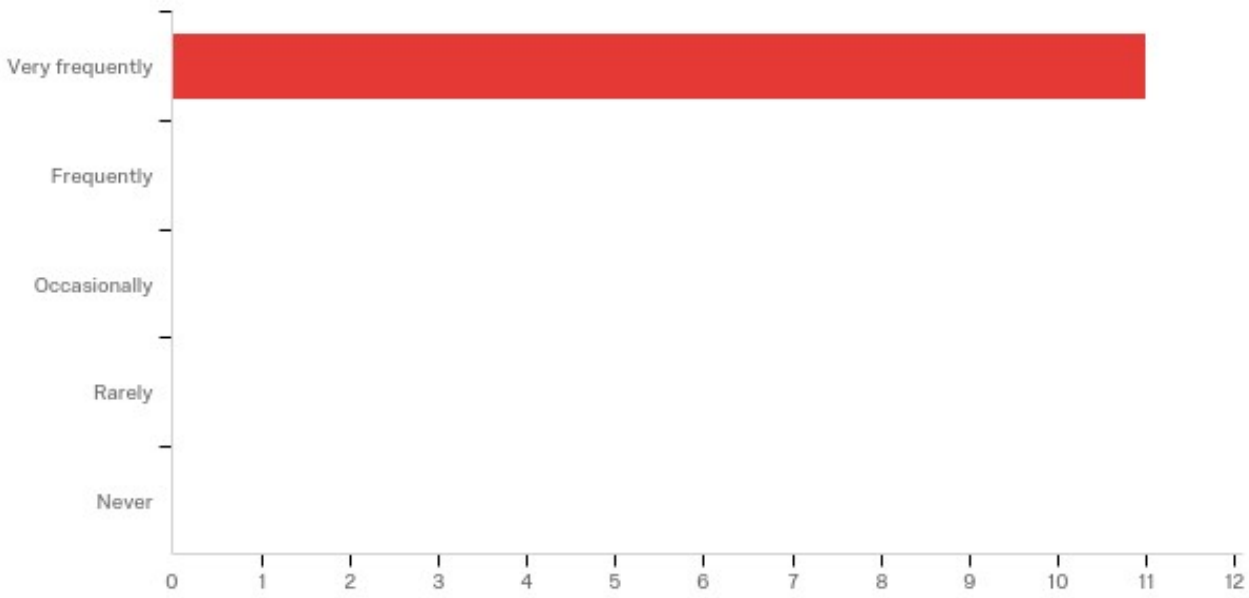
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How often are your students exposed to laptops/tablets (e.g., iPads, Chromebooks)?	1.00	1.00	1.00	0.00	0.00	11

#	Answer	%	Count
1	Very frequently	100.00%	11
2	Frequently	0.00%	0
3	Occasionally	0.00%	0
4	Rarely	0.00%	0
5	Never	0.00%	0
	Total	100%	11

Q4 - Which laptop/tablet technology does your school have?
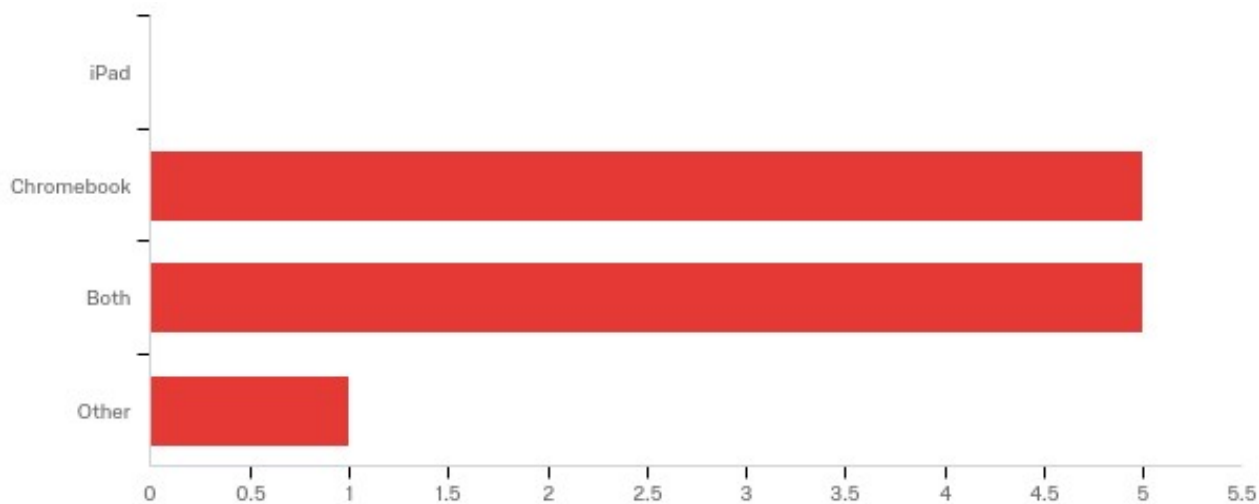
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which laptop/tablet technology does your school have? - Selected Choice	2.00	4.00	2.64	0.64	0.41	11

#	Answer	%	Count
1	iPad	0.00%	0
2	Chromebook	45.45%	5
3	Both	45.45%	5
4	Other	9.09%	1
	Total	100%	11

Q4_4_TEXT - Other

Other - Text

Macbooks

Q6 - Does your school provide a laptop/tablet for each student in a classroom?
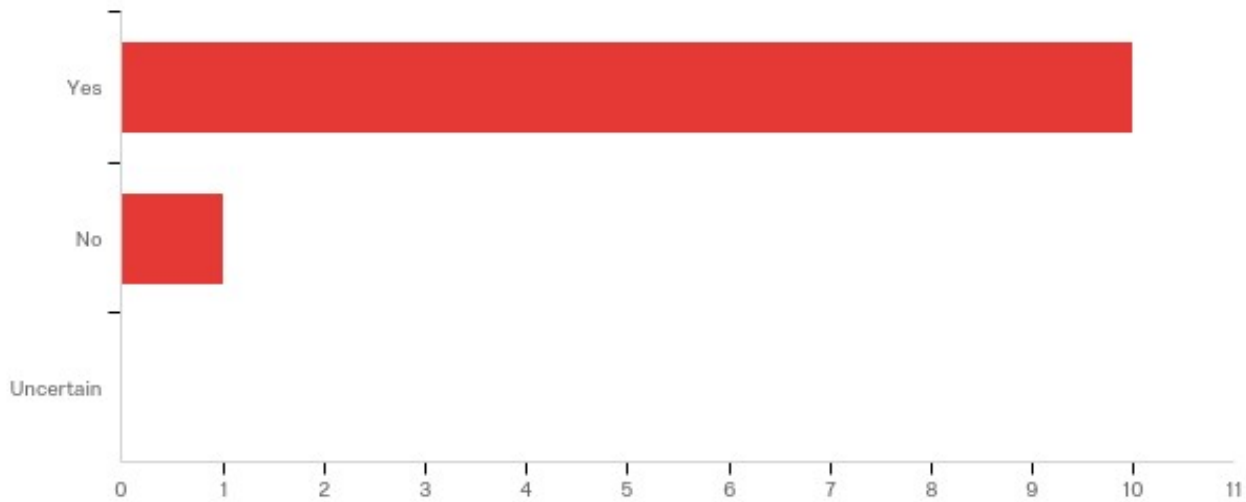
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does your school provide a laptop/tablet for each student in a classroom?	1.00	2.00	1.09	0.29	0.08	11

#	Answer	%	Count
1	Yes	90.91%	10
2	No	9.09%	1
3	Uncertain	0.00%	0
	Total	100%	11

Q5 - Do you have elementary schools in your district that have one-to-one computing?
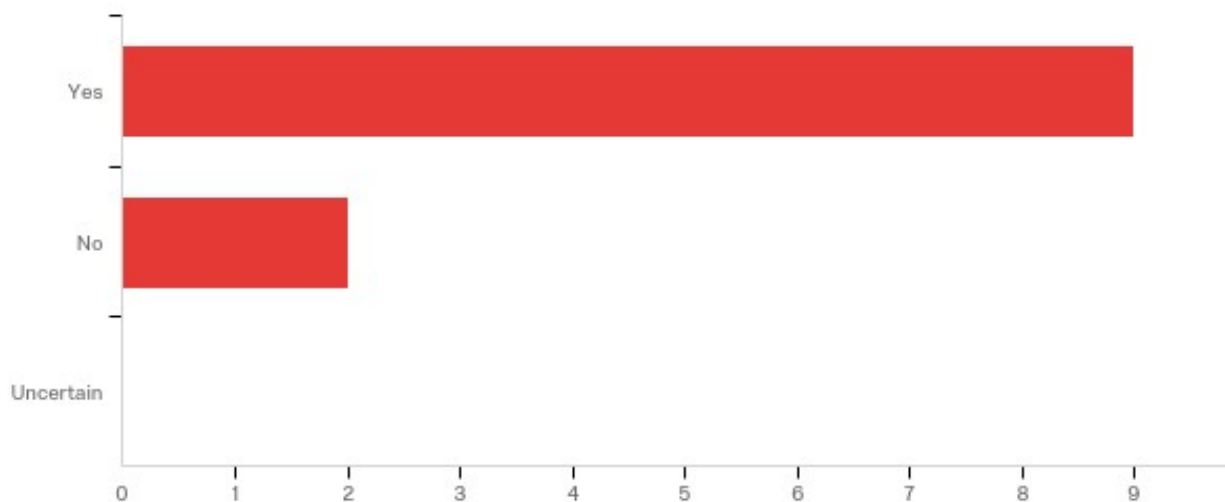
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you have elementary schools in your district that have one-to-one computing?	1.00	2.00	1.18	0.39	0.15	11

#	Answer	%	Count
1	Yes	81.82%	9
2	No	18.18%	2
3	Uncertain	0.00%	0
	Total	100%	11

Q7 - What instructional technology software do teacher candidates need to be proficient with upon graduation?

What instructional technology software do teacher candidates need to be proficient with upon graduation?

Web-based sources

Google suite for education. Use of software to operate Promethean Boards. How to integrate technology into instruction.

Just being skilled with Smart boards and Google tools for education.

Most applications are cloud based now. We don't have any specific software.

Google Classroom, Kahoot, Nearpod, Flipgrid, Quizzz

MS Office, Google classroom, and Apple classroom

G Suite for education Education and any data warehouse software such as Linkit or Performance Matters.

Google suite, iReady, Newsela, Linkit, Measuring UP, IXL, Branching Minds

G-Suite

Google Classroom

Google docs

Q9 - What application should your teacher candidates be familiar with?

What application should your teacher candidates be familiar with?

Google

Frontline for hiring. Genesis for student information and teacher evaluation. LinkIt for student data.

Reading Assistant, IXL, MobyMax

Google for Education Apps and Apple for education apps

Google suite

G-Suite

Google classroom

Q10 - Are you a NJ Future Ready School?
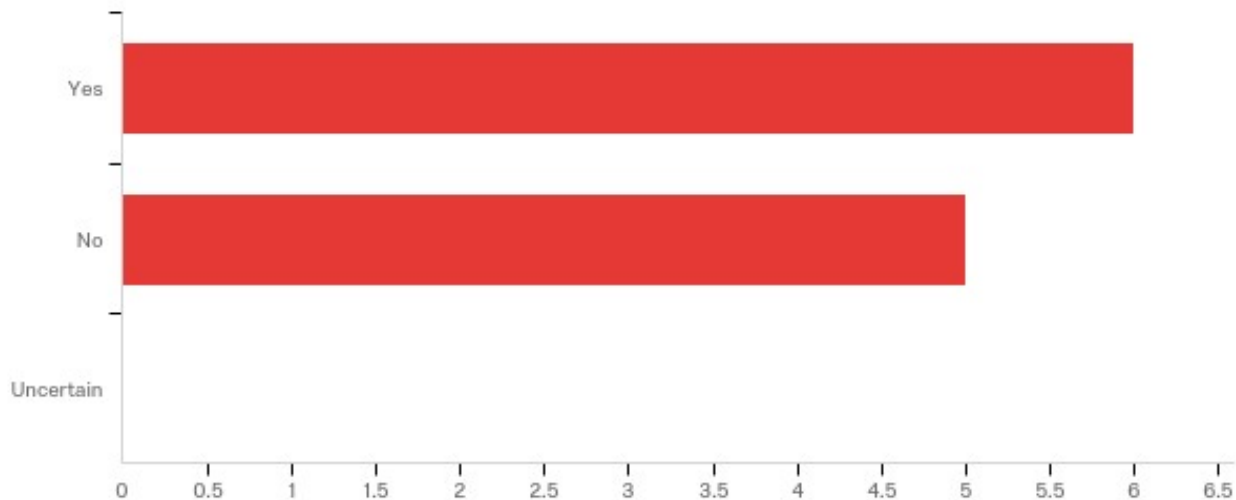
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you a NJ Future Ready School?	1.00	2.00	1.45	0.50	0.25	11

#	Answer	%	Count
1	Yes	54.55%	6
2	No	45.45%	5
3	Uncertain	0.00%	0
	Total	100%	11

Q11 - Are you a NJ Future Ready District?
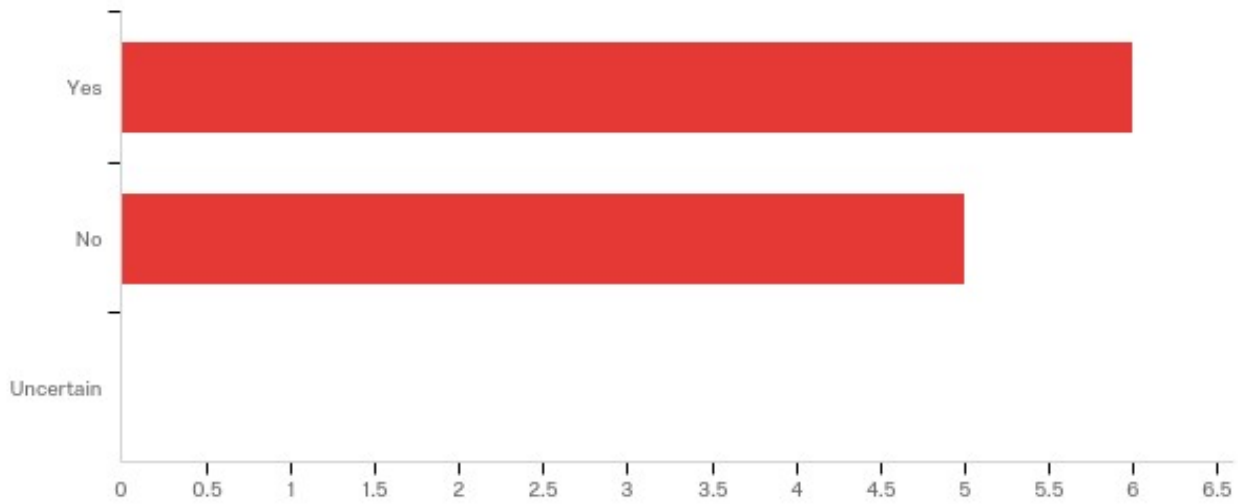
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you a NJ Future Ready District?	1.00	2.00	1.45	0.50	0.25	11

#	Answer	%	Count
1	Yes	54.55%	6
2	No	45.45%	5
3	Uncertain	0.00%	0
	Total	100%	11

Q12 - What instructional technology do you use specific to your students with special education needs?

What instructional technology do you use specific to your students with special education needs?

iPads and Smart Tables

chrome books

Same as a above. VBMAPP

Text to Speech software.

Co-Writer

Read180, IXL, Newsela

ProLoQuo, iPads, IEP specific applications

Various apps AIMSWeb

iPads

Google docs

Q14 - How can MU improve candidate strengths in instructional technology?

How can MU improve candidate strengths in instructional technology?

A focus on how the technology supports pedagogy

Technology integration

Give them exposure to programs such as Edulastic, Study Island and Google Classroom

Have a vendor showcase and encourage candidates to play and learn.

Outfit the classrooms of McAllan Hall and the Graduate School with Chromebook carts of 25 and interactive TVs.

N/A

Provide students the opportunity to work with different types of instructional technology. Each district will be using different types. It will be the candidates' ability and willingness to learn the programs and teach themselves the programs that will make them strong candidates for the future.

Connect with district admins and tech directors to develop workshop-based opportunities to better understand tech-based learning activities, and digital formative assessments.

I am glad to see you are asking these important questions about educational technology

Q16 - Does your school offer any computer science (CS) courses in elementary level (i.e., K-8)?
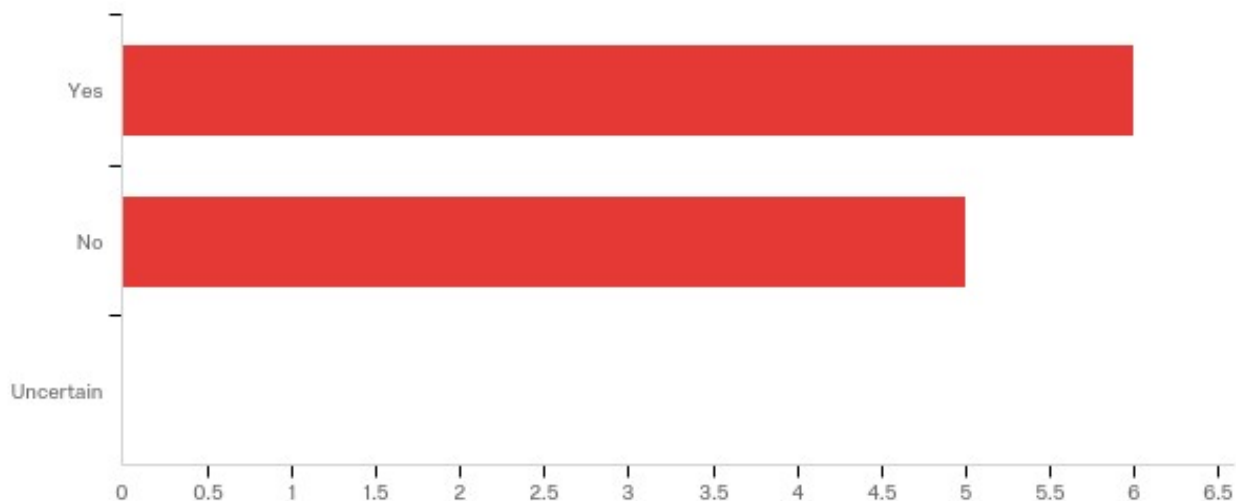
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does your school offer any computer science (CS) courses in elementary level (i.e., K-8)?	1.00	2.00	1.45	0.50	0.25	11

#	Answer	%	Count
1	Yes	54.55%	6
2	No	45.45%	5
3	Uncertain	0.00%	0
	Total	100%	11

Q17 - Does your school offer any (CS) courses in secondary level (i.e., 9-12)?
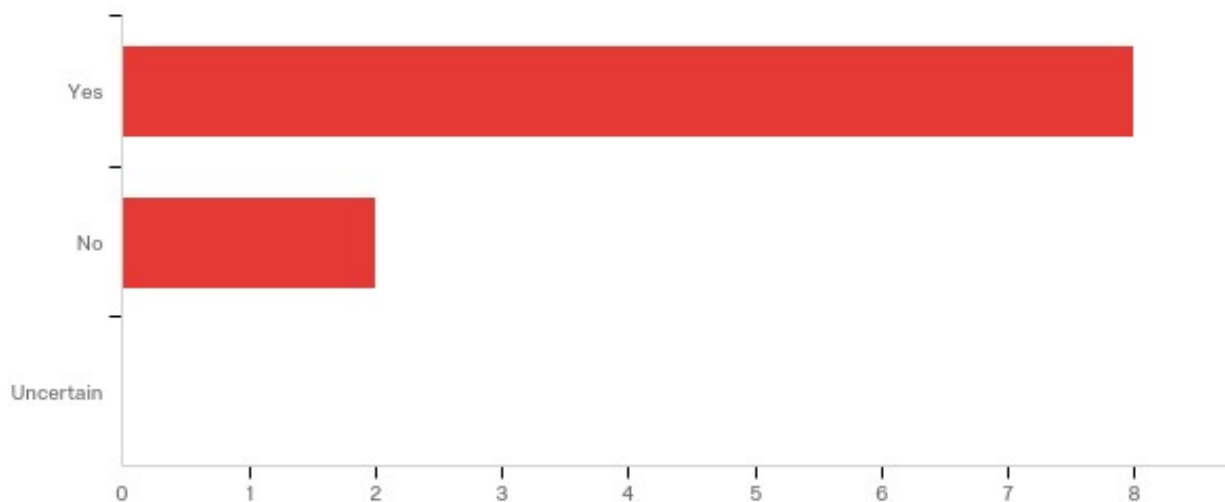
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does your school offer any (CS) courses in secondary level (i.e., 9-12)?	1.00	2.00	1.20	0.40	0.16	10

#	Answer	%	Count
1	Yes	80.00%	8
2	No	20.00%	2
3	Uncertain	0.00%	0
	Total	100%	10

Q18 - If your school offers CS courses, does the teacher offering those courses hold a computer science education certification?
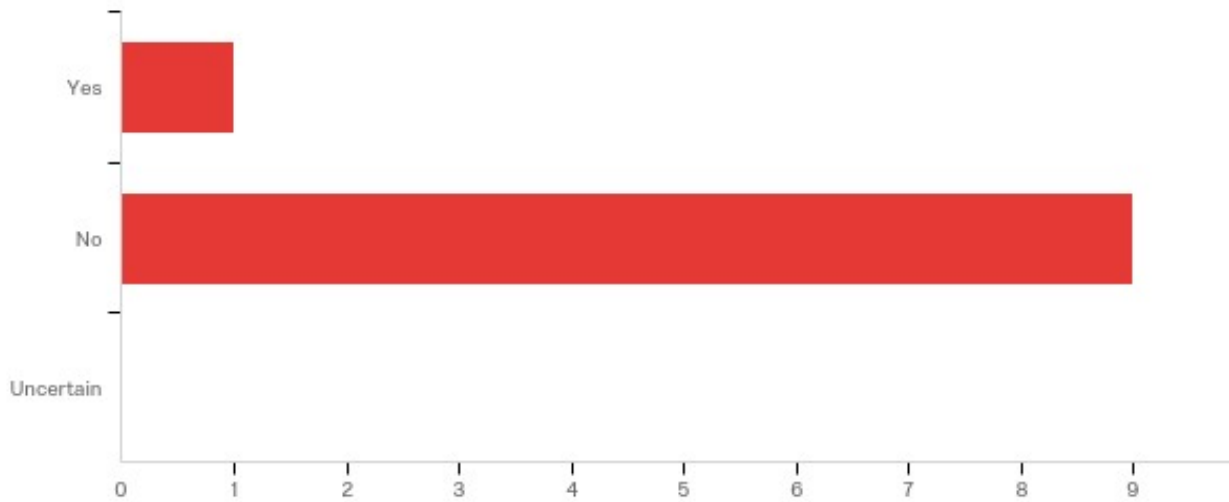
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If your school offers CS courses, does the teacher offering those courses hold a computer science education certification?	1.00	2.00	1.90	0.30	0.09	10

#	Answer	%	Count
1	Yes	10.00%	1
2	No	90.00%	9
3	Uncertain	0.00%	0
	Total	100%	10

Q19 - If your school offers CS courses, does the teacher offering those courses hold a bachelor degree in computer science?
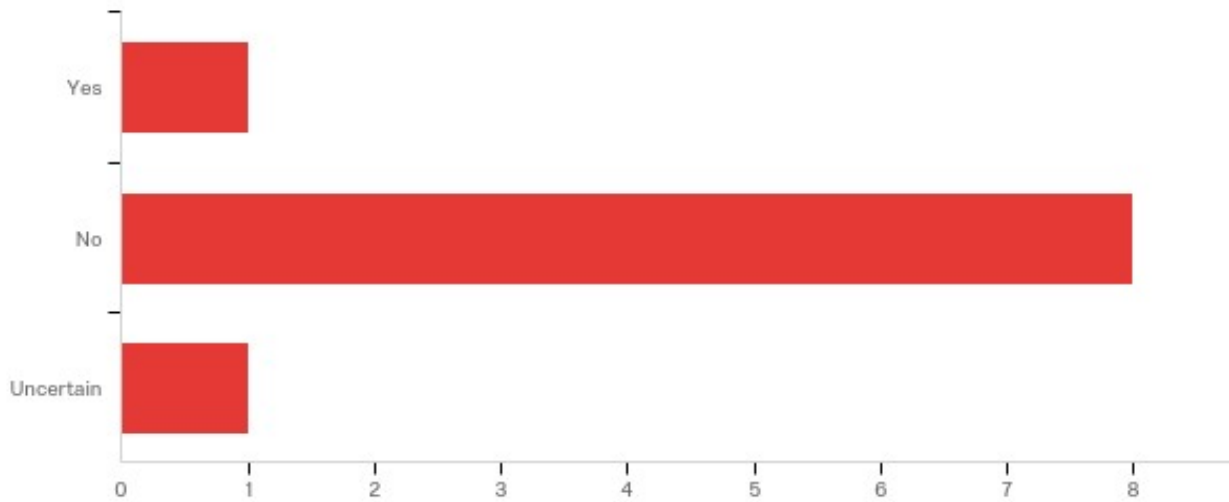
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If your school offers CS courses, does the teacher offering those courses hold a bachelor degree in computer science?	1.00	3.00	2.00	0.45	0.20	10

| #	Answer	%	Count
1	Yes	10.00%	1
2	No	80.00%	8
3	Uncertain	10.00%	1
	Total	100%	10

Q21 - If your school offers CS courses, does the teacher offering those courses hold a minor in computer science?
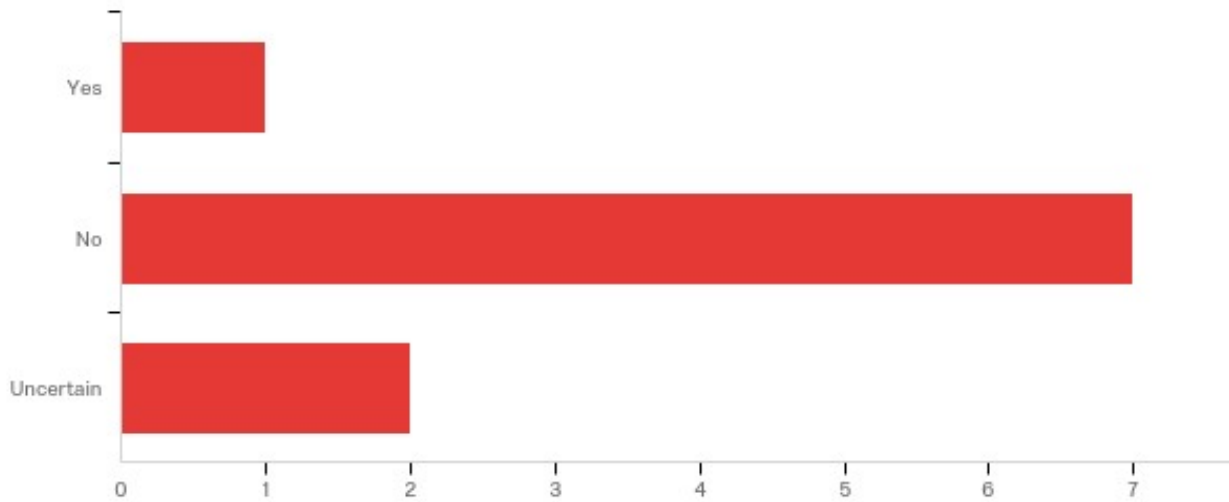
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If your school offers CS courses, does the teacher offering those courses hold a minor in computer science?	1.00	3.00	2.10	0.54	0.29	10

#	Answer	%	Count
1	Yes	10.00%	1
2	No	70.00%	7
3	Uncertain	20.00%	2
	Total	100%	10

Q22 - Do you think your school has an urgent need for computer science teachers eligible to teach in elementary levels (i.e., K-8)?
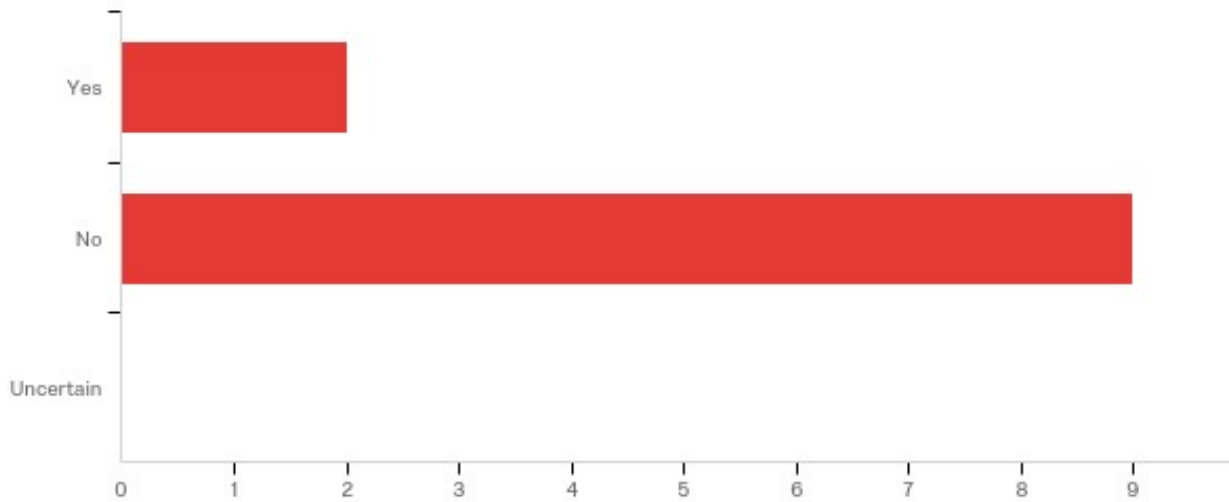
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you think your school has an urgent need for computer science teachers eligible to teach in elementary levels (i.e., K-8)?	1.00	2.00	1.82	0.39	0.15	11

#	Answer	%	Count
1	Yes	18.18%	2
2	No	81.82%	9
3	Uncertain	0.00%	0
	Total	100%	11

Q23 - Do you think your school has an urgent need for computer science teachers eligible to teach in secondary levels (i.e., 9-12)?
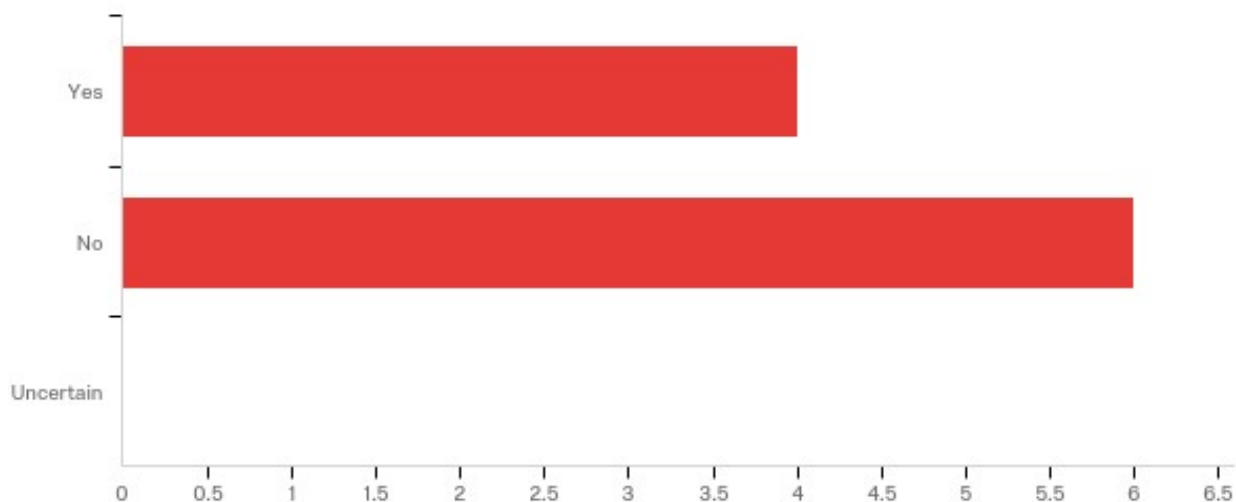
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you think your school has an urgent need for computer science teachers eligible to teach in secondary levels (i.e., 9-12)?	1.00	2.00	1.60	0.49	0.24	10

#	Answer	%	Count
1	Yes	40.00%	4
2	No	60.00%	6
3	Uncertain	0.00%	0
	Total	100%	10

Q24 - Would you consider to enable the teachers in your school to complete a computer science endorsement program so that they can teach CS courses?
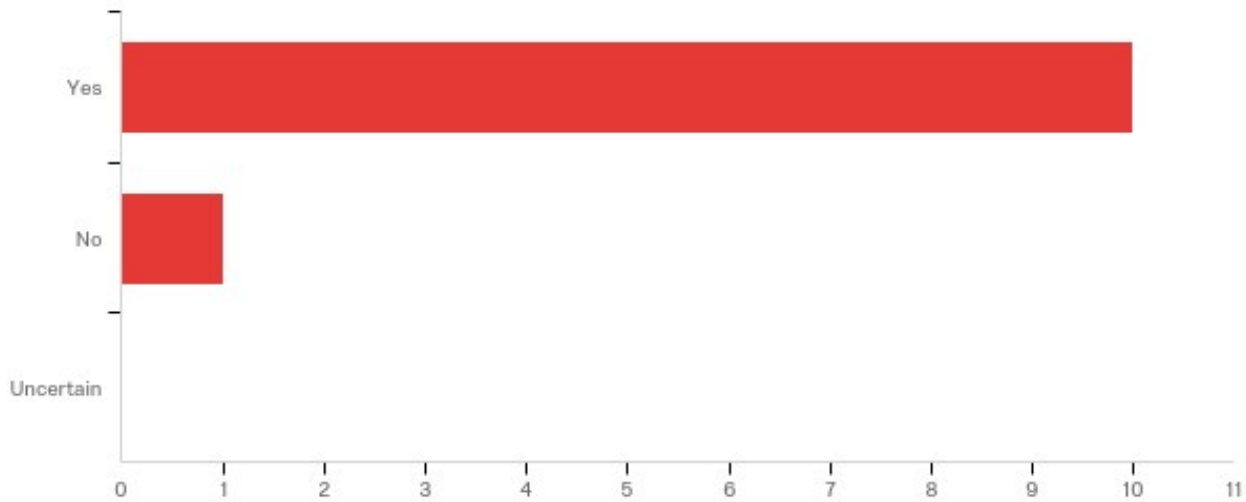
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you consider to enable the teachers in your school to complete a computer science endorsement program so that they can teach CS courses?	1.00	2.00	1.09	0.29	0.08	11

#	Answer	%	Count
1	Yes	90.91%	10
2	No	9.09%	1
3	Uncertain	0.00%	0
	Total	100%	11

Q25 - How should MU provide the necessary preparation of computer science teachers if you think that preparation is an urgent need for your school?

How should MU provide the necessary preparation of computer science teachers if you think that preparation is an urgent need for your school?

Provide a combination of tech and elementary ed courses to give experience with lesson design and delivery as well as utilizing tech tools.

Offer a CS endorsement

Have a CS certificate for candidates.

Develop course of study that is primarily online so that working teachers can complete with their busy schedules. Develop CS endorsement that includes relevant coding practices for either or both elementary and secondary spans, app development, cybersecurity, gaming and design, etc.

Yes all teachers need to have a understanding of educational technology.

Curriculum and Instruction IT Request

- **Epson Interactive Projector:**
  BrightLink 695Wi WXGA 3LCD Ultra Short-throw Interactive Display
  Price: $2.290
  Rationale: Based on interactions with our pre-service teachers, interactive whiteboards is the most common technology our candidates face with as soon as they are in the field. Since we usually do not provide experience with that type of technology during their teacher education in Monmouth, learning this technology and feeling comfortable will take their time after their graduation. Learning about the affordances of this technology in their subject specific methods courses enable our teacher-candidates to notice meaningful instructional approaches for technology integration in their classrooms. Interactive projectors are cheaper compared to white boards and candidates can transfer what they learn from this technology to other related (alternative) ones in their own classroom settings when they start to teach.

- **10 Chromebooks:**
  Asus Chromebook C202
  Price: 10*$209.98 = $2099.8
  Rationale: Chromebooks are another technology used in today's classes. "Chromebooks provide access to the web's education and collaboration resources, as well as off offer centralized management and low total cost of ownership." The following is a blog entry sharing some advantages of using Chromebook at schools:
  1. It saves money.
  2. Simple hardware but greater performance (using cloud & internet storage)
  3. Helping career prep (helps for STEAM focused higher order thinking skills, analysis, scientific inquiry, etc.)
  4. Keeping student engagement.
  5. Proactively managing student behavior

- **Teacher Educator Professional Development:**
  Option 1: PD Provider for Google for Education & Educational Technology Services
  Option 2: PD Provider for Epson Brighlink, Chromebook, and STEAM
  Price: Varies (We need to contact the provider to get a quote).
  Rationale: Without having a proper knowledge, having technology tools for education would be redundant. Professional Development for teacher educators would allow us to find effective ways to reshape our methods courses so that teacher-candidates receive better opportunities with instructional technologies (e.g., Chromebook, interactive projector, apps, software, etc.) for subject-specific teaching and learning. What we gain from these workshops might also enable us to provide similar training for teacher-candidates outside of classes. In addition, we can provide parallel trainings to share what we gained with the colleagues in the School of Education.

- **Google Certified Educator Level 1:**
  [Certifying selected teacher-candidates for Google Tool use in classrooms](#)
  Price: Varies [$300-$400: Depends on the number candidates selected - $10 is the exam fee for each candidate].
  Rationale: This training would provide quick, efficient, and meaningful training for teacher-candidates before they finish their program. The fundamentals training would allow candidates to learn how to integrate Google in their future classroom. Training takes 12-13 hours (51 lessons) to complete. At the end candidates are supposed to take an exam taking 180 minutes. Candidates use their certification in their resume to make themselves more marketable when they start to look for teaching jobs upon graduation.

MASTER COURSE SYLLABUS OUTLINE

Course Code: ED-325

Title: Digital Media and Instructional Technology Skills for Teachers

Catalog Description: ED 325 aims to introduce teacher-candidates to computer science concepts and recent instructional technologies to support teaching and learning processes in K-12 classrooms. Course focuses on teacher-candidates' exploration and evaluation of technology-enhanced applications. Teachercandidates learn how to use digital media, technologies, and interactive games to support their instructional strategies and student learning, enhance classroom management, aid formative and summative assessment techniques, and communicate professionally.

Expanded Course Description (optional):

Class capacity: 25. The class capacity has to be less than 35, the university standard, because the course has to be run in a computer laboratory where each can use an available PC and be monitored during the instruction for technological applications.

Rationale: This course will fulfil the Technology Literacy, one of the General Education, requirements for teacher-candidates. With a focus on teaching and teacher education, this course will meet the needs of teacher-candidates before they start for their profession. In addition, this course will provide a robust evidence for the certification of Monmouth University teacher education programs in terms of the ways teacher-candidates model and apply technology standards.

Course Goals and/or Objectives:

The course will provide opportunities for teacher-candidates to

- Explore, develop and evaluate various instructional technologies that can ideally be used to support student learning of content and topics.
- Demonstrate sound understanding of computer science and instructional technology concepts.
- Transfer technological knowledge gained to solve practical problems in the classroom.
- Recognize and apply safe, legal, responsible ways to use information technologies.
- Develop a positive and productive perspective to use instructional technologies in the classroom.
- Appreciate K-12 students' use of instructional technologies as innovative, rich, and new ways to learn, communicate, and collaborate.
- Create original digital artifacts as individually or in groups to demonstrate content in more interactive and appealing ways.
- Identify digital media and instructional technologies as supportive tools to provide studentcentered instructions and lesson plans.
- Utilize digital technologies to assess students' progress and give feedback more promptly.
- Be critical in evaluating the quality of information and instructional materials found on the Internet.
- Construct and practice computational thinking and abstract reasoning skills to solve computational problems.
- Recognize and use specific technologies supportive for K-12 students having diverse backgrounds or special needs.

Assessable learning outcomes:

Teacher-candidates will be able to

Learning Outcomes	ISTE Educator Standards
Set learning goals to explore and apply pedagogical techniques with the use of various technologies and reflect on their effectiveness.	1a
Update their technological and pedagogical knowledge based on recent research studies and findings from the learning sciences.	1c
Support and provide equitable learning opportunities with the use of educational technologies and digital media content to meet the diverse needs of all students.	2b
Identify, explore, and evaluate new digital resources and tools for learning.	2c
Critically examine online resources to support digital literacy and media fluency.	3b
Be aware and reflect on safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.	3c
Collaborate with colleagues to create lesson plans and authentic learning experiences integrating technologies.	4a
Use collaborative tools to create real-world learning experiences by virtually engaging with others.	4c
Use technology to personalize learning experiences providing independent learning and accommodations for diverse student populations.	5a
Design authentic learning activities facilitating the use of digital media and technologies to improve students' interactive, engaged and deep learning.	5b
Strategize effective classroom management methods while using technologies or in digital platforms and virtual environments.	6b
Create learning opportunities that challenge students to use computational thinking and solve problems.	6c
Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs and provide timely feedback to students.	7b
Use assessment data provided with the use of technologies to guide progress and communication.	7c

Methods of Instruction: This class include demonstrations, reflections, discussions, direct instruction, collaborative activities, readings, media showings, hands-on experiences, problem solving, and projects introducing teacher-candidates to current educational technologies and possible ways for their integration with the levels/contents they are specialized for.   **Methods of Evaluation**:

- Participation (16%)
- Hands-on IT Tasks (54%)
- Tech Lesson & Presentation (20%)
- Tech Evaluation Report (10%)

Participation: Throughout the semester, teacher-candidates will be introduced to many concepts dealing with digital media, educational technologies, and their application aspects in K-12 classroom context. For effective learning, teacher-candidates should take the responsibility of their learning by systematically becoming familiar with topics, trends, critical issues and agendas pertaining to the educational use of instructional technologies. To assess this type of learning, teacher-candidates' preparation (I.e., reading the content assigned) and participation to the discussions is key. Teacher-candidates' participation will be evaluated based on their ability to moderate discussions, to pose critical questions, and to answer/reflect on the questions/perspectives shared by others.

<u>Hands-on IT Tasks (HITs)</u>: These weekly/bi-weekly activities will enable teacher-candidates to learn new digital media and educational technologies from experience. Class meetings will initiate the introduction of these technologies. Teacher-candidates will begin working on each task during class meetings, and either complete it until the end of that specific class meeting, or will be assigned to complete in 1-2 week(s).

<u>Tech Lesson & Presentation</u>: Teacher-candidates (group of 2-4) create a lesson plan integrating digital tools to support students' deep learning and computational thinking skills. The last two weeks will be used for group presentations.

<u>Tech Evaluation Report</u>: Future teachers need to learn to how to critique an app and make choices about whether to use it. To that end, teacher-candidates will create 1) an app-review using set criteria, and 2) review of an interactive website geared toward K-12 students. Teacher-candidates will select both the app and the website that can be used for their subject (e.g., science, math, special ed.) and grade-level (e.e., elementary, secondary) teacher preparation.

Required Readings: "Edtech for the K-12 Classroom" by ISTE (2018). The other readings will be available online as PDF files.

Required Technology: Teacher-candidates are expected to bring their laptops, connected to Wireless Internet, to each class sessions. Some assignment will require students to use their mobile phones (for audio/video recording) and some applications. Teacher-candidates will be guided to download free versions of these apps. In addition to that, students will use many Google Applications (e.g., google chrome, google sites, google forms, etc.).

Sample Schedule (Provide at least a draft outline of course content by week or designated part of course):

Weeks	Content Focus	Reading Assignments	Other Assignments
1	ISTE Standards	Chapter 1	
2	Personalized Learning & *Assistive Techs*	Chapter 3	<u>HIT 1</u>: Flip-grid
3	Digital Citizenship	Chapter 4	
4	Digital Citizenship & *Infographic*	Hollandsworth et al. (2011)	<u>HIT 2</u>: Google Site
5	Digital & Media Literacy	Chapter 5	<u>HIT 3-4:</u> Google Presentation & Turbo-note
6	Digital Equity	Chapter 6 + Edutopia (2018)	<u>HIT 5:</u> Screen-casting
7	Classroom Management Tips for IT Rich Classes	Davis (2015)	<u>HIT 6</u>: Maker's Activity
8	Digital Learning Lessons & Resources	Chapter 7	<u>HIT 7</u>: Digital Storytelling
9	Digital Learning Lessons & Resources		<u>HIT 8</u>: Nearpod
10	Online Assessment & *Kahoot*		
11	Computational Thinking & *Scratch*	Sheldon (2018)	<u>HIT 9</u>: Google Form
12	**Tech Lesson & Presentations**		
13	**Tech Lesson & Presentations**		
14th Week			**Tech Evaluation Report**

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Effective Date of Implementation or Latest Revision: Spring 2020.

SOE Full Faculty and Staff
Meeting Minutes
March 27, 2019
Samuel Magill Club Dining Room

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Attendance: Lisa Bach, Trish Bartlett, Theresa Bartolotta, Stephanie Bobbitt, Chris Borlan, Bernie Bragen, Mary Brennan, Alexandra Burrel, Kerry Carley-Rizzuto, Carrie Digironimo, Corina Earle, Antonio Estudillo, Colleen Finnigan, Kathleen Grant, Cathleen Givney, Dave Greason, Wendy Harriott, Mary Haspel, Patricia Heaney, John Henning, Jennifer Joyce, Ai Kamei, Mary Kate Kane, Jiwon Kim, Stacy Lauderdale, KC Lubniewski, Isabel Marmolejo, Carol Mcarthur-Amedeo, Elisabeth Mlawski, Sarah Moore, Ruth Morris, Tracy Mulvaney, Cindy O'Connell, Kathleen O'Donnell, Tina Paone, Alyson Pompeo-Fargnoli, Nicole Pulliam, Erik Raj, Patricia Remshifski, Alex Romagnoli, Vernon Smith, Lilly Steiner, Cathy Wong, Serbay Zambak

1. **Virtual Reality Demonstration**-Stacy Lauderdale facilitated a virtual reality demonstration with CSUN Professor Vanessa Goodwin via ZOOM, an online chat program. Goodwin demonstrated a lesson utilizing LE Teach Live, a mixed reality classroom and that supports teacher pedagogy, content, and practice through the use of avatars. The teacher in the demonstration was able to role play as an avatar to facilitate a do-over with a student engaging with the student as someone within the situation as opposed to an outside observer. The situation prompted a Q&A allowing her to catch things that might not be possible in a traditional classroom environment. Some of the positive aspects of the program are: simulation adds a layer of clinical practice that wasn't possible before; role play-allows professor to participate without being outside the situation. Besides direct instruction, the program can be used for behavior management, MFT assessments, PTSD, job interviews,
   i. CSU partnered with UCF
   ii. Uses in 14 courses and 7 departments
   iii. MFT assessments: PTSD, job interviews and col
   iv. Behavior management
   v. Direct instruction
   vi. Leading a discussion
   vii. Prompt answers
   viii. Prompt questions
   ix. Guide thru content misunderstandings about science
   x. IEP meeting-at the end of the simulation they have practice before they leave the program
   xi. Job interviews and for collaboration with co-teachers SEP Cher co, other collaborate
   xii. Student can pause and do over
      Simulations: first scenario called on same student, paused when aware and went back to it and included more students.
      Professors can set the difficulty level and give students opportunit to practice
      - At any point pause refer to brain and start over.
      - Eric volunteered to do a session with avatar students on two truths and a lie. It demonstrated that the students were able to stop and confer among themselves.

How it works: Tori an actor voiced all 5 kids.

- She took part as an adult avatar.

- o   They have up to 18 which seems full or otherwise break up into two groups. In Fiedwork 6-8 students. They do online classes with cal state LA and classes in Sweden.
- o   Tori is live every time. The interaction isn't set in stone.
- o   Do they preplan sessions with tori. They create sessions when they 1st come aboard. Afterward they can tailor discussions to how they want them. Kids can't stand up or thumbs up or show you their work. You can't move students spots.

    b.   Substantial research base from the military and medical field
2.   Announcement-SLP just received full accreditation. Patty thanked her team and the Provost
3.   John announced CAEP accreditation visit. Bernie announced Women's Leadership. Bernie Axe Equitable donated 20K to their leadership Council. We re also bringing School development to MU. Monmouth Future Scholars went well. The group included seniors who had been with the program since 6th grade. One of the seniors indicated that they wanted to come to MU. Inter-professional Scholarship-Due April 5th. Submit names of students for ward. AM Kerry Teresa Nicole and Stacy are all taking courses. Send information to me. SJ 174 registrants. Still have room for 75 more.
4.   Q&A-summer enrollment. Focused on 25 collectively. New was that we could have taught courses in the spring or fall. They didn't want the same online as on campus. Moving from 128 to 120
    a.   Geraldine William Shakespeare
    b.   doing summer boot camp
    c.   Faulty summit-120 in 2020 to be competitive with state institutions who have to. How do we get rid of 8 credits? The summit will help clarify the issue and hopefully there will be a vote. It has to be decided in fall.
        i.   Assessment-Tying it to the strategic plan
        ii.   Initiatives that come out of the summit-shared government
        iii.   JH Content courses take us over 120. In order for us to compete we need to have fewer credit requirements in those areas.
        iv.   In order to get it done we need to have a decision by February and submit a plan in November.
        v.   CB what about students in the pipeline when requirements change,
            1.   Keep seniors at 128 but just ccordingly. The problem will be if a senior doesn't have all credits they need to graduate.they have a team looking at it from several angles. They meet wit the students in mid peril and hoe to have more info
    d.   FY not just a tool for retention.

School of Education
Meeting Minutes
October 24, 2018
Samuel Magill Commons 107 & 108
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Attendance: Lisa Bach, Trish Bartlett, Stephanie Bobbitt, Brittany Bonner, Chris Borlan, Bernie Bragen, Mary Brennan, Beth Brody, Alexandra Burrel, Carrie Digironimo, Corina Earle, Antonio Estudillo, Colleen Finnigan, Kathleen Grant, Dave Greason, Patricia Heaney, John Henning, Jennifer Joyce, Ai Kamei, Jiwon Kim, Stacy Lauderdale, KC Lubniewski, Carol Mcarthur-Amedeo, Elisabeth Mlawski, Sarah Moore, Ruth Morris, Tracy Mulvaney, Kathleen O'Donnell, Tina Paone, Alyson Pompeo-Fargnoli, Nicole Pulliam, Erik Raj, Kerry Rizzuto, Alex Romagnoli, Vernon Smith, Lilly Steiner, Cathy Wong, Serbay Zambak

I. **International Lunch**-Dean Henning thanked the international committee for organizing the pot luck lunch. Jiwon Kim thanked participants, especially Colleen who decorated the room with flags from around the world.

II. **Welcome**: Dean Henning-welcomed attendees, and Introduced Beth Brody who will be taking over for Emily Miller Gonzalez as development officer for the Schools of Education, Social Work and Nursing on November 5th. She will be scheduling meetings with faculty and administrators

B. **Accreditation:** Tracy Mulvaney commended Patty Remshifski and the SLP Department for the excellent job in fully meeting 126 out of 129 accreditation components at the October 4th & 5th CAA site visit. The three unmet components are minor. The CAEP site visit is scheduled for April 13th-16th; she is meeting monthly with the C&I and Special Education Departments. The 4/13-16. She submitted the CACREP report which provided evidence for unmet conditions.

III. **Recent Events:** Dean Henning thanked attendees who participated in and/or worked the following events: PAM Orientation, 10/3; Undergraduate Open House, 10/7; SOE participants, especially CJCEE Student Event participants and SOE faculty who took their students to the Founders Day Social Justice Lecture on 10/10; Superintendents' Academy, 10/10; Principals Academy, 10/10; Special Services' Academy, 10/11; Fa18 EdTPA Workshop #3, 10/12; Business Administrators Academy, 10/12; UTEAC, 10/17/18; Rhett Syndrome Symposium, October 18 & 19; Literacy Symposium, 10/19; Monmouth Future Scholars, 10/21; and the School Safety Symposium, 10/22.

IV. **Upcoming Events:** The SOE Scholarship Exhibition, 12/6/18; SOE Student Awards Presentation, 12/11/18-(Reading day) – submit nominations before the Thanksgiving break; and the Autism MVP Walk, 11/4, noon. Keith Green who started the event is starting a SOE scholarship fund – to date he has donated over $60,000 for SOE education initiatives.

III. **Quality Matters (QM) Training**: Stacy Lauderdale-Went over a QM Rubric, cautioning faculty who will be going through the training to allot enough time for it; deadlines are important and must be honored. Some of what was discussed were: terminology, preparation, and outcomes assessment. Some suggestions were: align objectives with what we expect from

IV. Social Justice Committee: Vernon Smith presented on Equality vs Equity, asking participants, "could equality in education ever be unfair?" Are we giving students what everyone is getting instead of what they need? Vernon showed an Olivia Chapman movie, "The Other Side" which promoted giving all students tools to be successful by providing learning environments that are right for them. Afterwards, he asked attendees to break up into small groups and work on the following: If equity is really desired: w*hat are some of the barriers to accomplishing equity for students in educational settings across our area disciplines,* and *How do we go about creating more equitable opportunities for students.* Some of the findings were:

A. For college students, put the onus on students to report the problem, and develop attitudinal assessments. It was pointed out that CSI surveys address that issue. *How do we encourage students to communicate openly with us?* Some suggestions were:
1. Create safe space by being vulnerable yet professional and determine unconscious attitudes that take into the classroom

B. K-12 settings-pressure to provide required content at the expense of equity is an impediment – check with the students in the beginning of the term to determine what is impacting them

C. For online courses, a poor level of executive functioning-organizational deficits would make it difficult to take online courses, therefore:
1. Provide organizational lessons to build skills.
2. Determine how many courses students are taking as it has an impact.
3. Determine what skills they are coming in with and providing information on how you to organize yourself.

D. Help students become social justice advocates in the real world. How do they speak to power? Get creative.

E. Administrative support-willingness to support change it comes to nothing. We need to be advocates for systemic changes.

School of Education Meeting
September 26, 2018, 1:00PM-2:30PM
Club Dining Room

Attendance: Lisa Bach, Trish Bartlett, Judy Bazler, Stephanie Bobbitt, Brittany Bonner, Chris Borlan, Bernie Bragen, Mary Brennan, Alexandra Burrel, Carrie Digironimo, Corina Earle, Antonio Estudillo, Colleen Finnigan, Kathleen Grant, Dave Greason, Patricia Heaney, John Henning, Jennifer Joyce, Mary Kate Kane, Ai Kamei, Jiwon Kim, Stacy Lauderdale, KC Lubniewski, Carol Mcarthur-Amedeo, Elisabeth Mlawski, Sarah Moore, Ruth Morris, Tracy Mulvaney, Kathleen O'Donnell, Tina Paone, Alyson Pompeo-Fargnoli, Nicole Pulliam, Erik Raj, Kerry Rizzuto, Alex Romagnoli, Vernon Smith, Lilly Steiner, Cathy Wong, Serbay Zambak

Quality Matters membership

- Debora Cotler-director of curriculum support discussed Quality Matters licensing resources; it is a university wide license
  - SOE faculty are registered and can receive free and discounted resources.
  - SOE faculty who went through the program can now train others and lead onsite meetings.
- The SOE is piloting the program.
  - Kevin Curtis, instructional designer is taking some of the sessions so he can address issues from a faculty vantage point
- Stacy went through the program last spring. It took her a week and a half to get through one of PD based on syllabi aligning with QA Matters. Then contact Kevin. She's sending out email for those interested on serving on the committee
- Ideas-online teaching certificate, peer reviewer path, helpful for studying context.
  - International? She'll find out. Certification considered gold standard for online course.
  - Free Webinars including access to the rubric
  - Any session beyond that costs extra
  - Robust, rigorous and will prepare you. It was a one and a half week training. Reasonably priced for what you get.
  - JB purpose? Online certification.
    - Consistency with online courses for institution
    - Personally nice CV builder to become a reviewer
    - TM Peer reviewers-will give them an idea of what they should be evaluating online observation on.
    - It can't be an online component but hybrid ok
  - As many people who could take rubric course $150 a piece; it's a huge level up. There's an online teaching certificate-6 or 7 courses $150 a course. SL one of the seven courses was 20 hours.
  - How much time-SL 2 weeks to do all of them and if they didn't finish they would have to retake it. KC one person can be certified. If SL becomes a peer reviewer, your course wouldn't be QM Certified unless they took course through QM.
  - KC signed up for a free session to decide if it's good for her.

- International Committee: International Potluck-Let Jiwon know what you're bringing. For the next SOE meeting.
    - Strategic Plan: the Annual Report is organized according to the Strategic Plan and goals which need to be aligned. Let the university and school know what you are doing. Send publishing info to Dean's Office to be put on social media, chair, DELC, chair announces it at meeting, Dean announces it to Provost, Monitor,
- Annual magazine-promotes what we are doing to keep the momentum going in terms of energy and supports.
    - Sell what you've already done and where do you say you are going. What you're going to do.
- Social Justice: We will be discussing "The Blind Spot" at upcoming meetings. Nicole Pulliam reported that they reviewed last year's events and ideas shared by colleagues. In addition to 30 minutes at the end of the meeting they recommended sharing resources; empirical resources so we can contextualize
- School safety symposium-October 22, 2018 will be aimed at schools, social workers, and administrators. The cost is $20 and includes lunch.

Monmouth University | SCHOOL of EDUCATION

Meeting Minutes
November 28, 2018
Samuel Magill Commons 107 & 108

Attendance: Lisa Bach, Trish Bartlett, Teresa Bartolotta, Stephanie Bobbitt, Brittany Bonner, Chris Borlan, Bernie Bragen, Mary Brennan, Beth Brody, Alexandra Burrel, Carrie Digironimo, Corina Earle, Antonio Estudillo, Colleen Finnigan, Kathleen Grant, Dave Greason, Patricia Heaney, John Henning, Jennifer Joyce, Ai Kamei, Jiwon Kim, Stacy Lauderdale, KC Lubniewski, Carol Mcarthur-Amedeo, Elisabeth Mlawski, Sarah Moore, Ruth Morris, Kathleen O'Donnell, Tina Paone, Alyson Pompeo-Fargnoli, Nicole Pulliam, Erik Raj, Kerry Rizzuto, Alex Romagnoli, Vernon Smith, Lilly Steiner, Cathy Wong, Serbay

1. Dean Henning welcomed attendees and introduce Beth Brody, Development Director for Schools of Nursing and Social Work. She asked chairs to keep her in mind when we have chairs meetings for ideas on funding research that they and their faculty members are working on. She is working on alumni relations and asked for their recommendations for an Alumni Board of Directors candidates. They should have graduated at least five years ago.
2. Strategic Plan-our goal is to complete it in March 2019.
3. Social Justice Committee presentation, Nicole Pulliam
    a. Dr. Pulliam showed a film aligned with "Blind Side", on unconscious biases. Subjects were given the made up occupations about each of the people they were photographing which were: a psychic, alcoholic, millionaire, fisherman, and ex con. Each of the photos reflected Blind spots-preconceived notions or biases-Stereotypes based on labels
    b. Attendees discussed how blind spots impacted their work especially with students. Some of the comments were: taking extra time with English as a second language-students regardless of their proficiency in English; looking more favorably on a good girls student because that's what she was; believing that a high GPA is an indicator that a student will be successful in their field experiences; expectations that are too high or low and creating self-fulfilling prophecies.
4. Online Teaching: Best Practices - Stacy Lauderdale presented several online teaching strategies
5. Stacy showed an example of one of her online courses as a springboard for other conversations.
    a. Every week on eCampus, she provides three posts in three different topics in at least three different locations. Some of the software she uses are: doodle polls, Zoom and/or Adobe Connect.

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b. She sets all her courses up with the same format so everyone who takes her courses know what to anticipate which reflects well in her student evaluations. Once students have the format, she uses a content grid with all assignments and readings.

c. Content-Syllabus and general information-the whole thing is posted with links for specific info

d. They have to listen to voice overs in PowerPoint presentations so they have to be online in order to understand content. She does it every week. She can't have interactive all the time so she gives them an interactive worksheet. Each are a minute and a half long; 26 slides would be an hour.

e. Mary Haspel uses a voice thread PowerPoint or a Journal article. They can pop up in places in the article where you would like them to pay attention to. You have the option of having them post to you or the class. Next time Mary will present on Voice Thread. She will show uploaded videos on Fidelity Check.

f. The class chats in small groups based on impromptu question or do poster sessions in groups.

g. She uses eCampus for virtual chats but Zoom better for meeting with people and is better than Adobe Connect for Wi-Fi.

h. Virtual Classroom is video.

i. Dean Henning announced that Nicole Pulliam and Teresa Bartolotta have finished their first Quality Matters course and have started on their second. The next course should take six to eight hours per week. The university support people are onboard with Voice Thread. There is a certificate available with it. It took a little bit of work to access and teach students to do it. There is a bit of flexibility and convenience. Ruth and Kerry are working together for the summer.

j. SOE Technology Committee-Stacy will meet with the committee on technology for online courses. The SOE has funding for educational technology that runs out on June 30th.

6. Ed.D. Program Update-Bernie Bragen provided the following information:

a. Out of the first cohort which started last year, 22 were admitted; 18 are active, one left for financial reasons, one for health reasons, and two weren't keeping up with the work. Fifteen have applied for IRB approval and 4 received it. Three haven't submitted it yet. Six have the potential for graduating in August.

b. In the next cohort, twenty were admitted, with one dropping out for financial reasons.

Education Meeting
January 24, 2018, 1:00PM-2:30PM
Edison Atrium 201

Attendance: Harvey Allen, Trish Bartlett, Theresa Bartolotta, Judy Bazler, Chris Borlan, Bernie Bragen, Mary Brennan, Corina Earle, Antonio Estudillo, Colleen Finnigan, Letty Graybill, Mary Haspel, Patricia

Heaney, John Henning, Jennifer Joyce, Mary Kate Kane, Jiwon Kim, KC Lubniewski, Carol Mcarthur-Amedeo, Elisabeth Mlawski, Sarah Moore, Ruth Morris, Tracy Mulvaney, Cindy O'Connell, Kathleen O'Donnell, Tina Paone, Alyson Pompeo-Fargnoli, Nicole Pulliam, Erik Raj, Patricia Remshifski, Alex Romagnoli, Vernon Smith, Shadlyne St. Fleur, Lilly Steiner, Cathy Wong

Announcements

Leadership mini-conference speaker march 28

Ethical leadership – key aspects of leadership

Invite our school partners

Wednesday 3-6 pm school student's sessions

Interprofessional Scholarship April 19

Online Teaching Information: Stacy:

- Let us discuss minimum expectations, training on things like Soft Chalk,
- Maybe being aware of other things you can use to teach online
- Use Quality Matters courses, so that was very helpful for Stacy
- Judy also says she is using Adobe Connect and is successfully using other programs
  - Judy would like to use UCU, and how do we get that information out there?
  - Special Ed also using Abode Connect.
  - Ruth uses UCU to film on e-Campus, and transferred to foliotek
  - Mary Haspel uses Collaborate but working with Zoom too.
- Patty needs explanation/clarification of asynchronous or synchronous
  - There is no uniformity between what we call asynchronous.
  - SLP tried to get Abode Connect and couldn't, so our delivery is not the same.
  - Judy specifically asked to see their faces while they were talking. With Abode Connect, she only has 11 people, 12 including her, so if she had a larger course, she would use it in smaller groups.
- Patty reiterated that if a student is taking an online course, a student should have an expectation about online, if you say asynchronous, etc. all students should have the same expectation.
- Patty said that programs should all have the same access to programs that support online learning.
  - 1. Adobe Connect can have 30 people online, not visual just talking. They have to have headphones on, so you don't have the background noise from the student environment.
    - 2. if you want to designate it synchronous or asynchronous it is noted in the Registrar's program. It takes a little bit of the burden off the professor and sets expectation
    - 3. discussion boards to support learning are great, but voice thread or "footprint?" are options that Mary is studying at the same time.
  - Quality matters – the university has not made a commitment to it yet.

- The new CETL head wants to support online instruction most. JH told her that we are willing to support it by being a pilot program, etc.,
  - We should clarify for us the terms
  - The sharing that is going on here is important, and can we create vehicles to continue this discussion.
  - Conferences – put in a request to support online learning, put in request to JH.
    - Judy SITE and CITE are two conferences that support online learning. She learned so much from attending these,

Ed.D. Program – Bernie

- Second semester, faculty teaching now: John, Judy bring more ownership and rigor into the university.
- The workload is starting to come together, and our students are starting to feel it. We are navigating them through that pressure.
- The faculty leadership is representing the interests and dissertation interests of the students.
- He is looking into dissertation leadership compensation.
- Judy – requests a form that sets up who is the chair and the committee asap, it needs to go to the provost and dean, so the provost knows Judy is providing a service to the university.
  - Bernie - We are bringing it up at the Ed.D. advisory level.

Strategic plan: SWOT analysis at last meeting – see handout.

- Review mission statement – outdated and not as inclusive as it could be, as it does not include SLP.
- We will want to broaden in at the minimum. Let's look at it and see if it fits what we are doing.
- It seems very teacher prep focused, - the goal is complete the end of the semester. Objective to update this: bring ideas, thoughts, feedback

B. Vision – where we want to be 5 years now

- School Priorities – came up with the themes in the SWOT analysis.
  - This gives you a bird's eye view of themes
    - Partnership
    - Social justice
    - Enrollment and recruitment
    - Community engagement
    - Clinical experiences
      - Where do we see all these components for the next 3-5 years? How do you see better recruitment, etc.
      - work on dept goals for 3-5 years for your department in department meetings.
  - Nicole Pulliam stated that as a dept. and program, we spend time talking about how our students just happen to find out it is a social justice-based program, she says she wants students to choose it because it is a special justice program. Can we utilize the 12 credits to add to the social justice program?
  - MAT for provisional teachers – we have state approval for alt. licensure into the MED program. If they follow the track, and meet the requirements, they can get a degree from us, and then it counts as an alt. licensure program, and then they can get the license.

- What courses: 552, etc.?
- Judy says: are there room for courses to be developed?
- KC asks Med. is through C&I., and the alt. licensure s through the dean's office.
  o MED program – 15 credits in core, 15 credits in track or focus: early childhood p-3, etc. At the end of the program
  o What needs to happen: number of students in the program and does that mean we bring back courses, do we have enough students, etc.
    - Discussion ensued about the recent alt. licensure students, numbers in the program.
      • How they are distinctly different students,
      • How they come they can go from the Ed.D. through an M.Ed.
      • The students can go through alt licensure, for about $8K. and then go into the EdD.
      • In an alternative program you have to spend 400 hours in it, so what is your time worth.   It works fiscally and educationally and for their career.
    - See the spreadsheet – these are the goals for the school. He would like to change the goal process to be more collaborative. Please look and as you go forward into your department meetings, think about where you want to go 3-5 for this department. We will discuss next time

Tina – Social Justice Program: Privilege "acknowledge for self "activity: Tina facilitated an exercise where participants worked in groups, identifying traits that defined "privileged" and sharing them with the group.

Assessment

CAEP Standards: 1.1, 1.2, 1.3, 1.4, 2.3, 5.1,5.2

NJPST Standards: 1-10

INTasc Standards: 1-10

1. **During which part of the candidate's experience is the assessment used? Is the assessment used just once or multiple times during the candidate's preparation?**

The High Leverage Teaching Proficiency Rubrics are EPP created rubrics directly aligned to InTASC, CAEP, and the NJPST. Each Rubric covers an InTASC Standard. The assessment is administered towards the end of the 100 hour semester, which is the semester preceding full time clinical practice. Since implementing the yearlong clinical practice, the EPP recognized the need for a valid and reliable instrument to measure candidate early field experience, beyond a simple checklist. The instrument was developed using the InTASC rubrics looking at what is developmentally expected at this point in the candidate's clinical experience. It was piloted in the Spring of 2018. Two series of data will be included during the site visit.

2. **Who uses the assessment and how are the individuals trained on the use of the assessment.**

The candidate, university based clinical educator (university supervisor), and the school-based clinical educator (cooperating teacher) conduct a three way conference in which they review the rubric targets. The university based clinical educator completes the rubric based on the input from the three-way conference. All university based clinical educators are trained on the usage of the assessment in their training, which occurs each semester. Candidates are trained on the three way conference at the yearlong clinical practice orientation that occurs each semester. School based clinical educators are trained on the instruments during their orientation each semester, or through the mentor teacher academy, which occurs monthly through the semester. An online training module is being created to reach each clinical educator that may not attend the required orientation.

3. **What is the intended use of the assessment and what is the assessment purported to measure?**

The assessment is used to measure candidate skills, dispositions and knowledge of P-12 learning through the lens of the four InTASC categories in their semester prior to full time clinical

practice. The assessment is newly designed and was administered for the first time in the Spring 2018.

The following chart shows the alignment between the instrument and CAEP, NJPST, and InTASC.

Instac Cat	INTASC	CAEP	Criteria
1	1	1.1, 1.4	STANDARD 1: Learner Development
1	2	1.1, 1.3, 1.4	STANDARD 2: Learning Differences
1	3	1.1	STANDARD 3: Learning Environments
2	4,5	1.1,1.4	STANDARDS 4 and 5: Content Knowledge and Application of Content
3	6	1.1,1.2,1.3	STANDARD 6: Assessment
3	7	1.1,1.2,1.4	STANDARD 7: Planning for Instruction
3	8	1.1,1.3,1.4	STANDARD 8: Instructional Strategies
4	9	1.1	STANDARD 9: Professional Learning and Ethical Practice (NJPST 9 and 11)
4	10	1.1	STANDARD 10: Leadership and Collaboration

4. **Please describe how validity/trustworthiness was established for the assessment.**

Validity

Given that the High Leverage Teaching Practice Rubric was developed during the 17-18 academic year, the initial focus of the School of Education (in conjunction with the Office of Planning and Decision Support), was in establishing the content validity of the assessment tool. The validity of the rubric was established by gathering evidence based-feedback on each individual rubric trait (whether the trait is essential, useful or not necessary) from an evaluation

panel of 10 experts in the field. The data collected during the rubric evaluation process was then used in calculating the content validity ratio for each rubric trait.

High Leverage Teaching Practice Rubric Trait Content Validity Ratios (CVR)	
Standard/Trait	CVR
Standard 1: Learner Development	.80
Standard 2: Learning Differences	1.0
Standard 3: Learning Environments	.80
Standard 4 & 5: Content Knowledge and Application of Content	.80
Standard 6: Assessment	1.0
Standard 7: Planning for Instruction	1.0
Standard 8: Instructional Strategies	.80
Standard 9: Professional Learning and Ethical Practice	1.0
Standard 10: Leadership and Collaboration	.60

Referencing the CVR critical values table developed by Ayre and Scally (2014), it was determined (given the number of evaluation panel respondents) that the minimum number of respondents needed, who identified a trait as essential, for the trait to be valid is nine (9)(which would result in a CVR of .80). A review of the content validity ratios identified Traits/Standard 1-9 as valid measures while Standard 10: Leadership and Collaboration requires further review or elimination.

To determine the overall validity of the rubric the content validity index (CVI) was calculated using the CVR outcomes provided in the table above (CVI = overall mean score of item CVRs). When interpreting the CVI a value of .800 or greater was identified as an acceptable minimum for the determination of validity.

Overall Rubric Content Validity: Content Validity Index (CVI)
.867

Going forward, as the rubric is applied to future student cohorts and as existing student cohorts evaluated by tool persist in the TPP, the School of Education will continue to analyze the validity of the rubric and will seek to establish both construct and predictive validity when applicable. The processes of establishing the construct and predictive validity of the High Leverage Teaching Practice Rubric will include the comparison of rubric outcomes (by student) to other assessment outcomes within/outside of the program (including, but not limited to, CPAST outcomes, student teaching evaluations, employer evaluations, etc..)

5. Please describe how reliability/consistency was established for the assessment.

Overall Reliability

Given that each student was assessed by a different evaluator the use of Cohen's Kappa (the measure utilized to evaluate inter-rater reliability) is less applicable than the use of Cronbach's Alpha which is the most common measure of internal reliability.

Cronbach's Alpha	N of Items
0.886	9

The Cronbach's Alpha value (α = .886) indicates a high level of internal consistency (good internal reliability)

Cronbach's Alpha Interpretation	
≥ .900	Excellent
.899 - .800	Good
.799 - .700	Acceptable
.699-.600	Questionable

The internal reliability of an assessment instrument is often impacted by the number of items/scales contained within the tool. Often the greater the number of reliable items included in the instrument results in a higher alpha value. In the case of the High Leverage Teaching Practice Rubric the main variable keeping the instrument from attaining an alpha value of greater than .900 is the number of items on the rubrics. (Even with a relatively low number of items (for the purposes of the analysis), the rubric still attains a high alpha value)

Individual Item Reliability

Rubric Scale Items	N	Mean	Std. Deviation	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Learner Development	18	2.89	0.58	0.777	0.862
Learning Differences	18	2.72	0.46	0.543	0.881
Learning Environment	18	2.83	0.62	0.608	0.876
Content Knowledge & Application	18	2.56	0.62	0.687	0.869
Assessment	18	2.39	0.70	0.736	0.864
Instruction	18	2.94	0.64	0.751	0.863
Instructional Strategies	18	2.83	0.51	0.659	0.873
Learning & Ethical Practice	18	2.61	0.85	0.705	0.871
Leadership & Collaboration	18	2.72	0.46	0.295	0.896

Two measures to focus on in the analysis include:

a. Corrected Item-Total Correlation: identifies how well the item differentiates between students who performed well overall on the evaluation and those who did not. The higher the value (closer to 1.0) the better the item differentiates among high performing and low performing students.

Corrected Item-Total Correlation Interpretation	
≥ .40	Very Good
.39 - .30	Good
.29 - .20	Fair
< .20	Poor

b. Cronbach's Alpha if Item Deleted: identifies the impact of the deletion of an individual item on the overall reliability of the instrument. If the overall alpha value decreases with the deletion of the item that identifies that the item is a good discriminator adds to the overall reliability of the instrument. If the overall alpha value increases with the deletion of the item that identifies that the item may not be a good discriminator and negatively impacts the overall reliability of the instrument.

An analysis of the individual items on the High Leverage Teaching Practice Rubric identifies that eight of the nine scales are very good discriminators and their inclusion in

The Corrected Item-Total Correlation value of one scale, "Leadership and Collaboration" (.295), identifies that it is a fair discriminator and in its inclusion in the rubric has a negative impact on its overall reliability. An analysis of the item's mean and standard deviations suggests that there was little variation in the way that students were evaluated within this scale item, meaning that student who performed well overall and those score lower were rated the same relative to "Leadership and Collaboration". (Although there was a great deal of variance in the other items 16 out of 18 students received a 3 in "Leadership and Collaboration" with the other two students receiving a 2.

Longitudinal Comparison of Assessment Instrument Outcomes
CPAST & High Leverage Teaching Tasks Rubric Analysis

Following the early deployments of the High Leverage Teaching Tasks Rubric to assess candidate performance across 10 high leverage standards, the School of Education has continued its efforts to evaluate the validity and reliability of the instrument, as well as construct a more holistic view of candidates' development/performance within key teaching competencies, through a longitudinal comparison of outcomes from multiple assessment instruments.

Mapping High Leverage Teaching Tasks Rubric Standards and CPAST Competencies

The initial step in the comparison of the rubric standards and CPAST competencies involved highlighting the relationships between the two instruments through the identification/reaffirmation of how the standards and competencies map to one another. The table below identifies the standard/competency mapping that was utilized as the foundation for the longitudinal assessment comparisons:

High Leverage Teaching Tasks Rubric Standards		CPAST Competency Area
1	Learner Development	M. Connections to Research & Theory
2	Learning Differences	D. Differentiated Methods
3	Learning Environment	I. Safe & Respectful Learning Environment
		J. Digital Tools and Resources
4	Content Knowledge	F. Critical Thinking
5	Application of Content	
6	Assessment	C. Assessment of P-12 Learning
		K. Feedback to Learners
7	Planning for Instructions	A. Focus for Learning
		B. Materials & Resources
		E. Learning Target & Directions
8	Instructional Strategies	G. Checking for Understanding & Adjusting Instruction
		H. Data-Guided Instruction
9	Professional Learning & Ethical Practice	N. Participates in Professional Development
		P. Demonstrates Punctuality
		O. Demonstrates Effective Communication w/ Parents or Legal Guardians
		Q. Meets Deadlines & Obligations
		U. Responds Positively to Criticism
10	Leadership & Collaboration	S. Collaboration
		T. Advocacy to Meet the Needs of Learners of for the Teaching Profession

Analysis of High Leverage Teaching Tasks Rubric and CPAST Candidate Outcomes

A preliminary, longitudinal comparison of assessment outcomes was completed in the spring of 2019 through the analysis of rubric and CPAST outcomes for 16 candidates. The data included in the analysis incorporated candidate outcomes from an application of the HLTT rubric during the Spring 2018 semester and the candidates' CPAST outcomes from the subsequent Fall 2018 semester.

An analysis of the outcomes from both instruments identified the following:

High Leverage Teaching Tasks Rubric Standards		CPAST Competency Area	% of candidates whose eval. improved from F18-SP18	% of candidates whose eval. remained consistent from F18-SP18	% of candidates whose eval. declined from F18-SP18	Total % of candidates whose eval improved or remained consistent
1	Learner Development	M	44%	37%	19%	81%
2	Learning Differences	D	56%	44%	0%	100%
3	Learning Environment	I	88%	12%	0%	100%
		J	50%	44%	6%	94%
4	Content Knowledge					
5	Application of Content	F	63%	37%	0%	100%
6	Assessment	C	81%	19%	0%	100%
		K	88%	12%	0%	100%
7	Planning for Instructions	A	81%	19%	0%	100%
		B	88%	12%	0%	100%
		E	81%	13%	6%	94%
8	Instructional Strategies	G	56%	44%	0%	100%
		H	75%	19%	6%	94%
9	Professional Learning & Ethical Practice	N.	88%	12%	0%	100%
		P	81%	19%	0%	100%
		O	88%	6%	6%	94%
		Q	94%	0%	6%	94%
		U	94%	6%	0%	100%
10	Leadership & Collaboration	S	100%	0%	0%	100%
		T	88%	12%	0%	100%

Key takeaways from the analysis include:

- In each of the candidate outcomes comparisons (HLTT rubric performance vs. CPAST performance) a vast majority of candidates either exhibited growth or their performance remained the same relative to the specific tasks/competencies assessed. In a majority (71%) of the task/competency comparisons 100% of the 16 candidates' performances either improved or remained the same from the rubric to CPAST assessments. (In four of the five cases in which the percentage of candidates whose performance improved/remained the same fell below 100%, the percentage of candidates whose performance declined could be attributed to one candidate in each of the cases).

- Given the total number of candidates (n=16) in this initial comparison a correlational analysis did not identify any statistically significant correlations at this time pertaining to the relationship between rubric and CPAST assessment outcomes, although a study of the candidates performance (in regards to the total percentage of candidates whose performance improved or remained consistent) does identify a level of consistency in the evaluation of student performance/growth within these specific competencies. The School will continue to map rubric and CPAST outcomes and as the total number of candidates whose outcomes are mapped increases additional correlational analysis will be completed in an effort to identify any statistically significant relationships amongst the assessment instruments.

6. Data Interpretation and Analysis
The High Leverage Teaching Proficiency Rubrics are based on the following four (4) weighted points:
> 1: Does not meet Expectation (pre-emergent)
> 2: Approaching Expectation (Novice)
> 3: Meets Expectation (Proficient)
> 4: Exceeds Expectation (Advanced)

Data was collected in the Spring 2018, Fall 2019, and Spring 2019. Based on the three applications of data, the EPP demonstrated a relative strength in Category 1: The Learner and Learning (Sp. 2018, Fall 2018) and Category 4: Professional Responsibility (Spring 2019). The category in which the EPP scored lowest was in Category 2: Content Knowledge (Sp. 18 and Fall 19) and Category 3: Instructional Practice (Sp. 2019). However, in all cases the scores were within three tenths of a point from the highest score. Additionally, TSD candidates are endorsements added to other programs, therefore there is some overlap in the scores where a student may be counted in two areas (if a candidate is in the P-3 TSD program their scores are counted in both). Secondary candidates were grouped together. When looking at individual standards, candidates in the Spring of 2018 scored highest on Standard 7 Planning for Instruction (m= 2.95) and Standard 1: Learner Development (m=2.85). In the Fall of 2018, the EPP scored highest in Standard 3: Learning Environments (m=2.88) and Standard 1 Learner Development (m=2.7). In the Spring 2019, candidates scored highest on Standard 3: Learning Environments and Standard 9: Professional Learning and Ethical Practice, both with means of 3.16. In the Spring of 2018, MATs outscored Undergraduates (m=2.82 to 2.62). Elementary and TSD's (co-licensure program) scored highest, while P-3's (n=2) scored lowest. In the Fall of 2018, Undergraduates scored higher than MATs (m=2.72 to 2.48).English majors scored highest with a mean of 3.05 overall, while Math scored lowest with a mean of 2.43. In the Spring of 2019, MATs outperformed UGs (means of 3.33 to 2.69), and P-3s (N=2) scored a mean of 3.50, above any other program area. This is significant in that on a former series of data P-3 scores were among the lowest. The Elementary candidates (n=13) scored a strong 2.75, but as the largest group also had the largest range of scores in virtually all categories.

Category 1: The Learner and Learning
The EPP candidates are adept at InTASC category 1: The Learner and Learning. This category presented the highest mean scores of any of the four for the EPP (2.82) for the Spring and Fall of

2018. It was the second highest score in the Spring of 2019, even so, they outscored the Spring and Fall 2018 scores. MAT students (2.94) scored slightly higher than the undergraduates (2.70) . Elementary, Secondary and TSD candidates scored above the EPP mean. The P-3 program ($n=2$) had the lowest mean score of 2.50 in instructional practice in the first two applications of the assessment, however . STANDARD 1 Learner Development was the rubric with the highest mean scores. In fact, 3 out of the 5 programs (Secondary , HEPE, TSD) scored a 3.0 or better. STANDARD 2: Learning Differences, was the lowest rubric for category 1, with only one out of five programs achieving a 3.0 mean score. In the Spring 2019, all but one program scored highest on Standard 3: Learning Environments. The program (Health and PE) not scoring highest on that rubric item scored highest on Standard 1: Learning development. The Spring 2019 Application was consistent with the previous two, where the lowest mean scores in this category came on Standard 1 Learner Development. However, these scores are still within an acceptable range and are seen as relative areas of need.

Category 2: Content Knowledge
The EPP candidates scored mean scores in all programs that were approaching the meets expectation category. The means in this category represented the lowest mean scores of the four categories for the first two applications of the data. On the third application of data (Spring 2019 it was the third highest. There was only one rubric for this standard. The EPP *mean*s were 2.58 (Spring 18), 2.52 (Fall 18) and 2.74 (Spring 2019). This shows growth from the first to the third application of data. MAT students scored higher than the undergraduates did on the first two series of data, where the UGs scored higher than the graduates did on the Spring 2019 application. The secondary students scored a mean of 3.0, the highest of any program in the Spring 2019. In the Fall of 2018 English and Music majors scored highest with means of 3.0. In the Spring of 2019 the single math candidate scored a 4.0 on content knowledge. With an $n=1$. P-3 candidates ($n=2)$ once again demonstrated the lowest mean (2.0) in the Fall of 2018, however improved this score to a 3.50 in the Spring of 2019 application of data. Elementary candidates scored commensurate with the EPP mean in the spring 2018, and within 3 tenths of a point in both the Fall of 2018 and Spring of 2019. TSD and HEPE candidates scored a 2.50 (Spring 2018, n=2), 2.67 (Fall 2018, n=3)), and 2.0 (Spring 2019, n=1)mean. The Health and PE department recently revised their curriculum to improve their program. The changes will be in effect the 2019-2020 SY.

Category 3: Instructional Practice
EPP candidates scored well on the three rubrics (*m=2.74-Spring 18, 2.57 Fall of 2018, and 2.67 Spring 2019)* that made up the Instructional Practice category. MATs outscored undergraduates with a mean of 2.89 to the undergraduate *m=2.64*. Elementary, TSD and Secondary programs outscored the EPP mean in the first application. HEPE candidates ($n=2)$ had the lowest mean at 2.33. Category 3 was a relative strength for the P-3 program. Candidates scored highest on STANDARD 7: Planning for Instruction, with 4/5 programs achieving a mean of 3.0 or better. STANDARD 6: Assessment was the rubric which had the lowest average mean scores across programs for all three series of data. In the Spring of 2019, P-3 candidates scored highest on this (m=3.50) and HEPE scored lowers (m=2).

Category 4 Professional Responsibility

MU candidates demonstrate professional responsibility in their early field placement. The Spring 2019 data shows this as a strength for the EPP, as it yielded the highest mean of the four categories (m=3.03). The EPP mean of 2.67 was solid for the first two application of data. This is the only category where undergraduates outscored MAT candidates for the first two applications of data, however the MATs scored higher in the Spring 2019 application of data. Undergraduates, Elementary, English and History candidates all outscored the EPP mean in the Fall of 2018. MAT, P-3 and Spanish outscored the EPP in the Spring of 2019. Secondary and TSD candidates scored above the EPP mean. Elementary candidates scored slightly below the EPP mean (one one-hundredth of a point) in the Spring of 2018, but a hundredth of a point higher in the Fall of 2018. Candidates scored consistently on both rubrics which were combined to obtain scores for this category. In the Spring of 2019, all programs scored equal to or higher on Standard 9, Professional Learning and Ethical Practice, than Standard 10, Leadership and Collaboration. The scores, however were relatively high as this category was the highest of the four InTASC categories.

Implications of the data:
1. EPP candidates scored highest in Category 1(Sp and Fall 2018) and Category 4 (Spring 2019). They are adept at understanding muli-facets of learners and are relatively strong in respect to assessment, planning for instruction and with selecting instructional strategies.
2. For most categories, MAT candidates outscored undergraduate candidates. There were over twice as many undergraduates which may have impacted that finding.
3. Although the *n* was low, P-3 candidates scored lowest in three of the four categories. This information was shared with the P-3 program director and will also be triangulated with other data to see trends.
4. The training provided to the University Clinical Educators and the inclusion of the rubrics in the handbook assisted in reliability in scoring.
5. The HEPE department restructured the curriculum for program improvement. The department saw a need for more specialized training in content knowledge and pedagogy in physical education. Four new courses were created.
6. P-3 clinical educators were both in attendance at the Spring 19 beginning of the semester and mid term clinical practice orientation and trainings.
7. P-3 scores in most areas improved from the first to the third application of data.
8. Elementary scores were consistent throughout the applications of data.

Use for Continuous Improvement

All   data is shared at Deans meetings, Deans Educational Leadership Council meetings, faculty meetings, and partnership committee meetings. This data is the first application of data and based on the results, may require some revision to the assessment (e.g. adding a rubric to improve strength of category 2). Some other improvements that will be made to programs includes:

1. Improve training for University Based Clinical Educators on the assessment.

2. Professional Development on the developmental curriculum for faculty and University Based Clinical Educators.
3. The EPP will create an online training for clinical educators in the Summer of 2018.
4. Continue to improve implementation of the developmental curriculum into methods courses.
5. All EPP candidates are dual majors, therefor they receive full instruction in a content area outside of education. The lowest EPP mean was in Content Knowledge. This category had only one rubric. The team met after reviewing data and is planning to add another rubric to provide depth to the category.
6. Continue to review progress of P-3 candidates to ensure consistent growth of scores through subsequent applications of the rubric.
7. The training provided to the University Clinical Educators and the inclusion of the rubrics in the handbook assisted in reliability in scoring.
8. The HEPE department restructured the curriculum for program improvement. The department saw a need for more specialized training in content knowledge and pedagogy in physical education. Four new courses were created.

InTASC Standard 1 Learner Development

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
Standard 1: Learner Development The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences	*The candidate* • *has a limited awareness of individual differences in the classroom.* • *provides a learning environment that serves primarily to control learners' behavior and minimally supports the learning goals* *OR* *Learners are observed in activities that are developmentally inappropriate* *AND* *There is little or no evidence that the candidate links learners' development with new learning.*	*The candidate* • *demonstrates a growing awareness of individual differences in the classroom by addressing a limited range of developmental levels.* • *demonstrates responsiveness to learners' needs and is able to make some adjustments for learners' needs.* • *makes vague or superficial links between learners' development and new learning.* *AND* *Learners participate in activities that focus solely on one modality for learning.*	*The candidate* • *regularly discusses the varying levels of student development with the candidate.* • *is flexible and confident in his or her relationships with students.* • *makes consistent connections between the plan for instruction and existing knowledge about child development.* • *creates accommodations for a variety of learners based on the candidate's knowledge of individual learners' development (cognitive, linguistic, social, emotional, and physical).* *AND* *Learners are actively participating in learning experiences that occur in multiple modalities.*	*The candidate* • *designs and modifies instruction to meet each area of development (cognitive, linguistic, social, emotional, and physical).* • *consistently and explicitly uses multiple strategies (e.g. questions, materials, and facilitated responses) to elicit learners' thinking, actively facilitating the construction of their understanding of the lesson in a meaning based context.* • *links learners' development and prior academic learning to new learning.* *AND* *Learners are consistently engaged in lessons that facilitate the active nature of their learning.*

InTASC Standard 2 Learning Differences

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
Standard 2: Learning Differences The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	*The plan does not consider developmental differences among learners* *Materials reflect a one-size-fits-all approach that demonstrates little ability to adapt the lesson to fit individual learners.* *There is little evidence of differentiated instruction.* *The assessments reflect little differentiation for individual students, primarily target lower level thinking, and do not address higher order thinking.* *The candidate allows disruptive behavior to interfere with learners' learning.*	*The plan addresses a limited range of developmental levels and does not consider developmental differences among learners.* *The materials developed are accurate and reflect a growing awareness of student differences and capabilities.* *The assessments show evidence of differentiation and address some higher level thinking skills* *The candidate* • *demonstrates some capacity for adapting individual lessons to meet student needs and is beginning to see more approaches to differentiating instruction.* • *demonstrates respect for learners.*	*The plan includes accommodations for learners based on the candidate's knowledge of individual learners' development (cognitive, linguistic, social, emotional, and physical).* *The candidate* • *uses data to plan lessons that are developmentally appropriate, enhance the delivery of instruction, and are relevant to the learning goals.* • *effectively differentiates instruction for a small group of students* • *provides students with multiple ways to demonstrate their learning at the higher levels of Blooms taxonomy.* • *demonstrates rapport with and respect for learners.*	*The plan includes scaffolds intended to increase the learners' development.* *The candidate develops highly engaging materials to meet the learning needs of each individual.* *The candidate* • *makes instructional decisions based on each learner's cognitive, linguistic, social, emotional, and physical development.* • *uses assessment to maximize the development of knowledge, critical thinking skills, and problem solving and make inferences that lead to the development of new strategies.* • *is constantly building and nurturing relationships with students, who appear highly motivated and willing to explore the material beyond the learning goals.*

InTASC Standard 3 Learning Environments

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
Standard 3: Learning Environments The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	*The candidate* • *fails to plan for, developmental differences in students.* • *provides a learning environment that serves primarily to control learners' behavior and minimally supports the learning goals.* • *engages students at a minimal level with questions asked at the low levels of Bloom's taxonomy* • *demonstrates limited knowledge of proactive classroom management strategies and does not anticipate student behaviors*	*The candidate* • *plans for transitions, but has limited effectiveness in leading them. . Sufficient material is planned to keep students fully engaged. Some attention is given to developmental differences.* • *provides a learning environment that enables students to reach some of the learning goals.* • *demonstrates some knowledge of proactive classroom management strategies and does not anticipate student behaviors*	*The candidate* • *consistently plans and leads effective and efficient transitions. The plan is flexible enough to account for unanticipated student needs and unexpected student behaviors.* • *developmental differences are consistently addressed by the plan.* • *creates relationships with students that consistently demonstrate knowledge of proactive classroom management strategies.* *AND* *Students appear motivated, ask numerous questions about the content and consistently engage with the content at higher levels of Bloom's taxonomy.*	*The candidate excels at* • *planning for regularly assessed individual and group performances in order to design and modify instruction to meet each area of development (cognitive, linguistic, social, emotional, and physical).* • *anticipating student behaviors and responding effectively to unanticipated and difficult student behaviors.* • *creating relationships with students that enable the effective use of proactive classroom management strategies.* *The plan includes scaffolds intended to increase the learners' development.* *The candidate has created a supportive, low-risk social environment that fosters mutual respect among learners. Learners demonstrate an exceptional level of engagement with learning.*

InTASC Standards 4 and 5 Content Knowledge and Application of Content

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.

Standards 4 and 5: Content Knowledge and Application of Content
 	
The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
 	
The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
	The candidate
	
	• *demonstrates a limited knowledge of instructional strategies or an ability to use vocabulary and academic language that is specific to the discipline.*
	• *provides a limited number of content explanations.*
	• *demonstrates a limited knowledge of content specific resources for developing materials.*
	    AND
	
	• *Responses include content inaccuracies that will lead to learner misunderstandings.*
		The candidate
		
		• *demonstrates an increasing awareness and ability to model appropriate, content specific vocabulary and academic language that is specific to the discipline.*
		• *uses some examples and makes minor adjustments in the explanations for the different interests and levels of students*
		    AND
		
		Content responses are accurate, and the candidate uses a few instructional strategies that are specific to the discipline.
			The candidate
			
			• *demonstrates significant content knowledge and collaborates with the candidate to expand or deepen his or her content knowledge.*
			• *engages learners in generating and evaluating new ideas and novel approaches to content specific strategies.*
			• *models and provides opportunities for learners to understand academic language*
			• *makes interdisciplinary connections to promote language and literacy development.*
			• *effectively adjusts explanations to account for different developmental and interest levels*
			• *consistently creates clear graphics that are developmentally appropriate with a clear focus on content specific learning*
				The candidate
				
				• *uses multiple representations and explanations of key ideas in order to connect them to varied learner backgrounds.*
				• *is skilled at recognizing content specific misconceptions, responding with content specific strategies, and developing new strategies for teaching content.*
				• *excels at creating opportunities for students to learn, practice, and master academic content knowledge*
				• *excels at accurately and effectively communicating concepts, processes, and knowledge in the content area*
				• *can represent content knowledge in multiple ways*
				• *excels at using supplementary resources and technologies effectively*

InTASC Standard 6 Assessment

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
Standard 6: Assessment The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learner's decision making.	*The candidate* • *uses a single, low level, summative assessment to formally evaluate student learning.* • *demonstrates little awareness of approaches to assess higher level thinking and demonstrates little expertise for assessing higher level thinking* • *demonstrates a limited ability to make inferences about learner performance based on assessment data* • *demonstrates little understanding of the connection between learning goals and assessment* *AND* *The students demonstrate limited achievement of the learning goals*	*The candidate* • *uses multiple assessments, including pretests and formative assessments, as a means of providing feedback to students.* • *demonstrates some proficiency at identifying higher level thinking skills* • *is able to make some inferences based on more than one assessment* • *demonstrates some proficiency at using learner performance data to make inferences about student thinking that lead to improved teaching or better strategies.* • *creates goals that are well aligned with the curriculum, although they are inconsistently achieved and primarily at lower levels of student thinking.*	*The candidate* • *engages learners in multiple ways of demonstrating knowledge and skill.* • *works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.* • *is able to use assessment data to create instructional strategies* • *consistently makes inferences about learner performance based on data from multiple assessments* *AND* *Students consistently demonstrate achievement of learning goals.*	*The candidate* • *engages learners in multiple ways using assessments of quality work.* • *excels at working independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.* • *is able to accurately assess higher level thinking* • *is consistently able to create instructional strategies that lead to observable changes in student thinking skills.* • *excels in inferring the development of thinking processes based on learner performance data and uses those inferences to implement or design new instructional strategies.*

InTASC Standard 7 Planning for Instruction

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
Standard 7: Planning for Instruction The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learning and the community context.	*The candidate* • *demonstrates little awareness of student interests or prior learning experiences.* • *creates a plan that offers learners limited opportunities to construct and share their own understanding.* • *creates a plan that offers limited opportunities to build relationships with students, create community among students, provide systematic feedback and reinforcement on performance, and foster student autonomy.*	*The candidate* • *demonstrates some awareness of student interests and prior learning experiences.* • *creates a plan that fosters a limited opportunity for students to learn through constructivist teaching strategies, to analyze and interpret information, to engage in inquiry, and to foster analytical thinking* • *creates a plan that offers some opportunities to build relationships with students, create community among students, provide systematic feedback and reinforcement on performance, and foster student autonomy. .*	*The candidate* • *demonstrates awareness of student interests and prior learning experiences.* • *creates a plan that consistently fosters opportunities to learn through constructivist teaching strategies, to analyze and interpret information, to engage in inquiry, and to foster analytical thinking.* • *creates a plan that offers consistent opportunities to build relationships with students, create community among students, provide systematic feedback and reinforcement on performance, and foster student autonomy.*	*The candidate* • *excels at creating opportunities to build on existing student knowledge and student decision-making.* • *creates a plan that fosters exceptional opportunities to learn through constructivist teaching strategies, to analyze and interpret information, to engage in inquiry, and to foster analytical thinking.* • *creates a plan that offers frequent and exceptional opportunities to build relationships with students, create community among students, provide systematic feedback and reinforcement on performance, and foster student autonomy.*

InTASC Standard 8 Instructional Strategies

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
Standard 8: Instructional Strategies The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	*The candidate* • *demonstrates a limited ability to build rapport with students, elicit widespread student participation, demonstrate the relevance of the discussion matter, integrate student comments with the learning goals, and foster high levels of student thinking.* • *Obtains limited insight into student thinking based primarily on a single assessment.* *AND* *The students did not appear motivated, participation was limited or spotty, responses were typically brief and primarily located at lower levels of thinking, and students asked no questions about the content matter.*	*The candidate* • *demonstrates some ability to build rapport with students, elicit widespread student participation, demonstrate the relevance of the discussion matter, integrate student comments with the learning goals, and foster high levels of student thinking.* • *uses more than one assessment to interpret student thinking.* *AND* *The students appeared somewhat motivated, participated widely, responses were brief but demonstrated some higher level thinking skills, and students asked some questions about the content matter.*	*The candidate* • *demonstrates an ability to build rapport with students, elicit widespread student participation, demonstrate the relevance of the discussion matter, integrate student comments with the learning goals, and foster high levels of student thinking* • *uses multiple assessments to better interpret student thinking by integrating different sources of evidence.* *AND* *The students appeared motivated, participated widely, were able to give extended responses, demonstrated higher level thinking skills, and asked appropriate questions about the content matter*	*The candidate* • *demonstrates an exceptional ability to build rapport with students, elicit widespread student participation, demonstrate the relevance of the discussion matter, integrate student comments with the learning goals, and foster high levels of student thinking* • *demonstrates an exceptional ability to use multiple assessments to recognize common patterns of student thinking and develop new instructional strategies.* *AND* *The students appeared exceptionally motivated, participated widely, were able to give extended responses, demonstrated higher level thinking skills, and asked appropriate questions about the content matter.*

InTASC Standard 9 Professional Learning and Ethical Practice

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
Standard 9: Professional Learning and Ethical Practice (NJPST 9 and 11) The candidate engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practices to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.	*The candidate* • *engages in limited meaningful and appropriate professional learning experiences* • *exercises limited professional judgement when attempting to promote students' well-being* • *does not maintain the confidentiality of information concerning students* • *relationships with students and colleagues does not uphold professional standards* *AND* *There is limited or no evidence that the candidate seeks professional, community, and technological resources*	*The candidate* • *engages in meaningful and appropriate professional learning experiences independently OR in collaboration with colleagues* • *seeks professional, community, and technological resources from a singular source* • *shows some respect for students' well-being by exercising inconsistent professional judgement* • *sometimes maintains the confidentiality of information concerning students* • *maintains professional relationships with some students and/or colleagues*	*The candidate* • *engages in meaningful and appropriate professional learning experiences independently AND in collaboration with colleagues* • *actively seeks professional, community, and technological resources* • *promotes aspect of students' well-being by exercising professional judgement* • *maintains the confidentiality of information concerning students* • *maintains professional relationships with students and colleagues*	*The candidate* • *engages in meaningful and appropriate professional learning experiences independently and in collaboration with colleague aligned with their own needs and the needs of the learners, school and system.* • *actively seeks professional, community, and technological resources within and outside of the school with analysis, reflection and problem solving.* • *promotes aspect of students' well-being by exercising the highest level of professional judgement* • *maintains the confidentiality of information concerning students without exception* • *maintains professional relationships with students and colleagues at all times and all settings and events.*

InTASC Standard 10 Leadership and Collaboration

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
Standard 10: Leadership and Collaboration The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth and to advance the profession.	*The candidate* • *creates plans that do not address the diverse needs of learners* • *seldom exhibits high expectations for student learning* • *demonstrates limited initiative to grow and develop with colleagues. Has little interaction with colleagues to enhance practice and supports student learning* *AND* *There is little or no evidence that the candidate participates on the instructional team.*	*The candidate* • *takes a limited role on the instructional team and does not share responsibility for decision making or accountability for student learning* • *independently plans to meet the basic needs of learners without collaboration with other school professionals* • *Inconsistently supports high expectations for student learning* • *works with colleagues when prompted to grow and develop through interactions that enhance practice and supports student learning.*	*The candidate* • *takes a role on the instructional team and shares responsibility for decision making and accountability for student learning* • *works with other school professionals to meet the diverse needs of learners* • *supports high expectations for student learning in their individual classroom* • *takes initiative to grow and develop with colleagues through interactions that enhance practice and supports student learning*	*The candidate* • *takes an active role on the instructional team giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources and sharing responsibility for decision making and accountability for student learning.* • *works with other school professionals to plan and jointly facilitate learning on how to meet the diverse needs of learners* • *contributes to a common culture that supports high expectations for student learning* • *takes initiative to grow and develop with colleagues through interactions that enhance practice and supports student learning by attending professional growth activities both on and off school grounds.*

Spring 2018

Early Field High Leverage Teaching Practice Proficiency Rubrics

INTASC Cat	INTASC	CAEP	Criteria	EPP Mean	EPP SD	UG Mean	UG SD	MAT Mean	MAT SD	Elem Mean	Elem SD	P-3 Mean	P-3 SD	Secondary: Eng./Span Mean	Secondary: Eng./Span SD	HEPE Mean	HEPE SD	TSD Mean	TSD SD
				N = 18		N= 13		N= 6		N= 12		N= 2		N= 1		N= 2		N= 12	
1	1	1.1, 1.4	STANDARD 1: Learner Development	2.89	0.55	2.76	0.69	3.00	2.25	2.92	0.51	2.50	0.71	3.00	0.00	3.00	1.41	3.00	0.60
1	2	1.1, 1.3, 1.4	STANDARD 2: Learning Differences	2.74	0.44	2.62	0.51	3.00	0.00	2.75	0.45	2.50	0.71	3.00	0.00	2.50	0.71	2.67	0.49
1	3	1.1	STANDARD 3: Learning Environments	2.84	0.59	2.73	0.69	2.83	0.00	2.83	0.58	2.50	0.71	3.00	0.00	2.50	0.71	2.83	0.72
2	4,5	1.1,1.4	STANDARDS 4 and 5: Content Knowledge and Application of Content	2.58	0.59	2.50	0.52	2.83	0.41	2.58	0.67	2.00	0.00	3.00	0.00	2.50	0.71	2.50	0.52
3	6	1.1,1.2,1.3	STANDARD 6: Assessment	2.42	0.67	2.34	0.77	2.50	0.75	2.50	0.67	2.00	0.00	3.00	0.00	1.50	0.71	2.42	0.67
3	7	1.1,1.2,1.4	STANDARD 7: Planning for Instruction	2.95	0.60	2.84	0.64	3.00	0.55	2.92	0.67	3.00	0.00	3.00	0.00	3.00	1.41	3.00	0.60
3	8	1.1,1.3,1.4	STANDARD 8: Instructional Strategies	2.84	0.49	2.74	0.48	3.17	0.63	2.83	0.58	3.00	0.00	3.00	0.00	2.50	0.71	2.83	0.39
4	9	1.1	STANDARD 9: Professional Learning and Ethical Practice (NJPST 9 and 11)	2.63	0.81	2.53	0.95	2.50	0.41	2.67	0.65	2.00	3.00	3.00	0.00	2.50	2.12	2.75	0.87
4	10	1.1	STANDARD 10: Leadership and Collaboration	2.74	0.44	2.62	0.38	2.50	0.55	2.67	0.49	1.41	0.00	3.00	0.00	2.50	0.71	2.83	0.39
			Full Scale	24.68	3.93	25.33	2.25	23.60	4.55	24.67	3.73	22.50	0.71	27.00	0.00	22.50	9.19	24.83	3.71
			Mean Total:	2.74		2.63		2.81		2.74		2.32		3.00		2.50		2.78	
			Std. Dev. Total:	0.12		0.17		0.67		0.08		0.97		0.00		0.51		0.16	

Fall 2018
Early Field High Leverage Teaching Practice Proficiency Rubrics

INTASC Cat	INTASC	CAEP	Criteria	EPP Mean	SD	UG Mean	SD	MAT Mean	SD	Elem Mean	SD	P-3 Mean	SD	Secondary Mean	SD	HEPE Mean	SD	English Mean	SD	Music Mean	SD	Science Mean	SD	Math Mean	SD	History Mean	SD
				N = 77		N= 52		N= 25		N= 41		N= 1		N= 32		N= 3		N= 7		N= 3		N= 6		N= 7		N= 9	
1	1	1.1, 1.4	STANDARD 1: Learner Development	2.70	0.72	2.75	0.68	2.60	0.80	2.71	0.74	2.00		2.66	0.69	3.33	0.47	3.14	0.64	2.67	0.47	2.67	0.47	2.29	0.88	2.56	0.50
1	2	1.1, 1.3, 1.4	STANDARD 2: Learning Differences	2.68	0.73	2.75	0.70	2.52	0.75	2.66	0.75	2.00		2.66	0.69	3.33	0.47	2.86	0.64	3.00	0.82	2.50	0.50	2.29	0.70	2.78	0.63
1	3	1.1	STANDARD 3: Learning Environments	2.88	0.74	2.94	0.63	2.76	0.91	2.80	0.86	2.00		3.00	0.56	3.00	0.00	3.14	0.64	3.33	0.47	2.50	0.50	3.00	0.53	3.11	0.31
2	4,5	1.1,1.4	STANDARDS 4 and 5: Content Knowledge and Application of Content	2.52	0.70	2.62	0.65	2.32	0.73	2.44	0.73	2.00		2.63	0.65	2.67	0.47	3.00	0.53	3.00	0.00	2.33	0.75	2.57	0.73	2.44	0.50
3	6	1.1,1.2,1.3	STANDARD 6: Assessment	2.36	0.79	2.44	0.74	2.20	0.85	2.24	0.88	3.00		2.50	0.66	2.33	0.47	2.86	0.64	2.00	0.00	2.50	0.76	2.43	0.73	2.44	0.50
3	7	1.1,1.2,1.4	STANDARD 7: Planning for Instruction	2.69	0.79	2.69	0.72	2.68	0.93	2.71	0.86	2.00		2.66	0.73	3.00	0.00	3.14	0.64	2.33	0.47	2.50	0.76	2.14	0.64	2.89	0.57
3	8	1.1,1.3,1.4	STANDARD 8: Instructional Strategies	2.65	0.68	2.77	0.70	2.40	0.57	2.51	0.70	3.00		2.78	0.65	3.00	0.00	3.14	0.83	2.67	0.47	2.67	0.47	2.86	0.64	2.56	0.50
4	9	1.1	STANDARD 9: Professional Learning and Ethical Practice (NJPST 9 and 11)	2.69	0.78	2.79	0.72	2.48	0.85	2.73	0.80	3.00		2.59	0.78	3.00	0.00	3.00	0.53	1.67	0.94	2.17	0.90	2.43	0.49	3.00	0.47
4	10	1.1	STANDARD 10: Leadership and Collaboration	2.62	0.81	2.73	0.79	2.40	0.80	2.61	0.85	2.00		2.63	0.74	3.00	0.82	3.14	0.64	3.33	0.47	2.50	0.50	1.86	0.64	2.67	0.47
			Mean Total:	2.64		2.72		2.48		2.60		2.33		2.68		2.96		3.05		2.67		2.48		2.43		2.72	
			Std. Dev. Total:	0.05		0.70		0.80		0.80				0.68		0.30		0.64		0.46		0.62		0.66		0.49	
			Overall Mean	2.65																							
			Overall Std. Dev.	0.56																							

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Spring 2019
Early Field High Leverage Teaching Practice Proficiency Rubrics

INTASC Cat	INTASC	CAEP	Criteria	EPP Mean	EPP SD	UG Mean	UG SD	MAT Mean	MAT SD	Elem Mean	Elem SD	P-3 Mean	P-3 SD	Secondary Mean	Secondary SD	HEPE Mean	HEPE SD	English Mean	English SD	Math Mean	Math SD	Spanish Mean	Spanish SD
				N = 19		N= 13		N= 6		N= 13		N= 2		N= 3		N= 1		N= 1		N= 1		N= 1	
1	1	1.1, 1.4	STANDARD 1: Learner Development	2.68	0.57	2.69	0.46	2.67	0.75	2.62	0.62	3.00	0.00	2.67	0.47	3		3		3		2	
1	2	1.1, 1.3, 1.4	STANDARD 2: Learning Differences	2.74	0.91	2.69	0.82	2.83	1.07	2.69	0.99	3.50	0.50	2.67	0.47	2		3		2		3	
1	3	1.1	STANDARD 3: Learning Environments	3.16	0.74	3.15	0.66	3.17	0.90	3.08	0.73	4.00	0.00	3.33	0.47	2		4		3		3	
2	4,5	1.1,1.4	STANDARDS 4 and 5: Content Knowledge and Application of Content	2.74	0.85	2.77	0.80	2.67	0.94	2.62	0.84	3.50	0.50	3.00	0.82	2		3		4		2	
3	6	1.1,1.2,1.3	STANDARD 6: Assessment	2.42	0.75	2.38	0.62	2.50	0.96	2.31	0.82	3.00	0.00	2.67	0.47	2		3		3		2	
3	7	1.1,1.2,1.4	STANDARD 7: Planning for Instruction	2.84	0.81	2.77	0.80	3.00	0.82	2.77	0.80	4.00	0.00	2.67	0.47	2		3		3		2	
3	8	1.1,1.3,1.4	STANDARD 8: Instructional Strategies	2.74	0.71	2.69	0.72	2.83	0.69	2.69	0.72	3.50	0.50	2.67	0.47	2		3		2		3	
4	9	1.1	STANDARD 9: Professional Learning and Ethical Practice (NJPST 9 and 11)	3.16	0.67	3.08	0.62	3.33	0.75	3.15	0.66	3.50	0.50	3.00	0.82	3		2		3		4	
4	10	1.1	STANDARD 10: Leadership and Collaboration	2.89	0.79	2.69	0.72	3.33	0.75	2.85	0.86	3.50	0.50	2.67	0.47	3		2		3		3	
			Mean Total:	2.82		2.77		2.93		2.75		3.50		2.81		2.33		2.89		2.89		2.67	
			Std. Dev. Total:	0.10		0.69		0.84		0.78		0.28		0.55									
			Overall Mean	2.84																			
			Overall Std. Dev.	0.54																			

INTASC Category 1 Spring 2018

INSTASC Cat	INTASC	CAEP	Criteria	EPP Mean	SD	UG Mean	SD	MAT Mean	SD	Elem Mean	SD	P-3 Mean	SD	Secondary: Eng./Span Mean	SD	HEPE Mean	SD	TSD Mean	SD
				N = 18		N= 13		N= 6		N= 12		N= 2		N= 1		N= 2		N= 12	
1	1	1.1, 1.4	STANDARD 1: Learner Development	2.89	0.55	2.76	0.69	3.00	2.25	2.92	0.51	2.50	0.71	3.00	0.00	3.00	1.41	3.00	0.60
1	2	1.1, 1.3, 1.4	STANDARD 2: Learning Differences	2.74	0.44	2.62	0.51	3.00	0.00	2.75	0.45	2.50	0.71	3.00	0.00	2.50	0.71	2.67	0.49
1	3	1.1	STANDARD 3: Learning Environments	2.84	0.59	2.73	0.69	2.83	0.00	2.83	0.58	2.50	0.71	3.00	0.00	2.50	0.71	2.83	0.72
			Mean	2.82		2.70		2.94		2.83		2.50		3.00		2.67		2.83	
			Std. Dev.	0.08		0.11		1.30		0.06		0.00		0.00		0.41		0.11	

Fall 2018 Category 1

INTASC Cat	INTASC	CAEP	Criteria	EPP Mean	SD	UG Mean	SD	MAT Mean	SD	Elem Mean	SD	P-3 Mean	SD	Secondary Mean	SD	HEPE Mean	SD	English Mean	SD	Music Mean	SD	Science Mean	SD	Math Mean	SD	History Mean	SD
				N = 77		N= 52		N= 25		N= 41		N= 1		N= 32		N= 3		N= 7		N= 3		N= 6		N= 7		N= 9	
1	1	1.1, 1.4	STANDARD 1: Learner Development	2.70	0.72	2.75	0.68	2.60	0.80	2.71	0.74	2.00		2.66	0.69	3.33	0.47	3.14	0.64	2.67	0.47	2.67	0.47	2.29	0.88	2.56	0.50
1	2	1.1, 1.3, 1.4	STANDARD 2: Learning Differences	2.68	0.73	2.75	0.70	2.52	0.75	2.66	0.75	2.00		2.66	0.69	3.33	0.47	2.86	0.64	3.00	0.82	2.50	0.50	2.29	0.70	2.78	0.63
1	3	1.1	STANDARD 3: Learning Environments	2.88	0.74	2.94	0.63	2.76	0.91	2.80	0.86	2.00		3.00	0.56	3.00	0.00	3.14	0.64	3.33	0.47	2.50	0.50	3.00	0.53	3.11	0.31
			Mean	2.75		2.81		2.63		2.72		2.00		2.77		3.22		3.05		3.00		2.56		2.52		2.81	
			Std. Dev.	0.73		0.67		0.82		0.78				0.65		0.31		0.64		0.59		0.49		0.71		0.48	
			Overall Mean	2.74																									
			Overall Std. Dev.	0.62																									

Spring 2019
Category1

INTASC Cat	INTASC	CAEP	Criteria	EPP Mean	SD	UG Mean	SD	MAT Mean	SD	Elem Mean	SD	P-3 Mean	SD	Secondary Mean	SD	HEPE Mean	SD	English Mean	SD	Math Mean	SD	Spanish Mean	SD
				N = 19		N= 13		N= 6		N= 13		N= 2		N= 3		N= 1		N= 1		N= 1		N= 1	
1	1	1.1, 1.4	STANDARD 1: Learner Development	2.68	0.57	2.69	0.46	2.67	0.75	2.62	0.62	3.00	0.00	2.67	0.47	3		3		3		2	
1	2	1.1, 1.3, 1.4	STANDARD 2: Learning Differences	2.74	0.91	2.69	0.82	2.83	1.07	2.69	0.99	3.50	0.50	2.67	0.47	2		3		2		3	
1	3	1.1	STANDARD 3: Learning Environments	3.16	0.74	3.15	0.66	3.17	0.90	3.08	0.73	4.00	0.00	3.33	0.47	2		4		3		3	
			Mean	2.86		2.85		2.89		2.79		3.50		2.89		2.33		3.33		2.67		2.67	
			Std. Dev.	0.74		0.65		0.90		0.78		0.17		0.47									
			Overall Mean	*2.88*																			
			Overall Std. Dev.	*0.62*																			

INTASC Category 2 Spring 2018

INSTASC Cat	INTASC	CAEP	Criteria	EPP Mean	SD	UG Mean	SD	MAT Mean	SD	Elem Mean	SD	P-3 Mean	SD	Secondary: Eng./Span Mean	SD	HEPE Mean	SD	TSD Mean	SD
				N = 18		N= 13		N= 6		N= 12		N= 2		N= 1		N= 2		N= 12	
2	4,5	1.1,1.4	STANDARDS 4 and 5: Content Knowledge and Application of Content	2.58	0.59	2.50	0.52	2.83	0.41	2.58	0.67	2.00	0.00	3.00	0.00	2.50	0.71	2.50	0.52
			Mean	2.58		2.50		2.83		2.58		2.00		3.00		2.50		2.50	
			Std. Dev.	0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	

Spring 2019
Category 2

INTASC	INTASC	CAEP	Criteria	EPP Mean	SD	UG Mean	SD	MAT Mean	SD	Elem Mean	SD	P-3 Mean	SD	Secondary Mean	SD	HEPE Mean	SD	English Mean	SD	Math Mean	SD	Spanish Mean	SD
				N = 19		N= 13		N= 6		N= 13		N= 2		N= 3		N= 1		N= 1		N= 1		N= 1	
2	4,5	1.1,1.4	STANDARDS 4 and 5: Content Knowledge and Application of Content	2.74	0.85	2.77	0.80	2.67	0.94	2.62	0.84	3.50	0.50	3.00	0.82	2		3		4		2	
			Mean	2.74		2.77		2.67		2.62		3.50		3.00		2.00		3.00		4.00		2.00	
			Std. Dev.	0.85		0.80		0.94		0.84		0.50		0.82									
			Overall Mean	**2.83**																			
			Overall Std. Dev.	**0.79**																			

Fall 2018
Category 2

INTASC Cat	INTASC	CAEP	Criteria	EPP Mean	SD	UG Mean	SD	MAT Mean	SD	Elem Mean	SD	P-3 Mean	SD	Secondary Mean	SD	HEPE Mean	SD	English Mean	SD	Music Mean	SD	Science Mean	SD	Math Mean	SD	History Mean	SD
				N = 77		N= 52		N= 25		N= 41		N= 1		N= 32		N= 3		N= 7		N= 3		N= 6		N= 7		N= 9	
2	4,5	1.1,1.4	STANDARDS 4 and 5: Content Knowledge and Application of Content	2.52	0.70	2.62	0.65	2.32	0.73	2.44	0.73	2.00		2.63	0.65	2.67	0.47	3.00	0.53	3.00	0.00	2.33	0.75	2.57	0.73	2.44	0.50
			Mean	2.52		2.62		2.32		2.44		2.00		2.63		2.67		3.00		3.00		2.33		2.57		2.44	
			Std. Dev.	0.70		0.65		0.73		0.73				0.65		0.47		0.53		0.00		0.75		0.73		0.50	
			Overall Mean	**2.54**																						
			Overall Std. Dev.	**0.59**																						

INTASC Category 3 Spring 2018

INSTASC Cat	INTASC	CAEP	Criteria	EPP		UG		MAT		Elem		P-3		Secondary: Eng./Span		HEPE		TSD	
				Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
				N = 18		N= 13		N= 6		N= 12		N= 2		N= 1		N= 2		N= 12	
3	6	1.1,1.2,1.3	STANDARD 6: Assessment	2.42	0.67	2.34	0.77	2.50	0.75	2.50	0.67	2.00	0.00	3.00	0.00	1.50	0.71	2.42	0.67
3	7	1.1,1.2,1.4	STANDARD 7: Planning for Instruction	2.95	0.60	2.84	0.64	3.00	0.55	2.92	0.67	3.00	0.00	3.00	0.00	3.00	1.41	3.00	0.60
3	8	1.1,1.3,1.4	STANDARD 8: Instructional Strategies	2.84	0.49	2.74	0.48	3.17	0.63	2.83	0.58	3.00	0.00	3.00	0.00	2.50	0.71	2.83	0.39
			Mean	2.74		2.64		2.89		2.75		2.67		3.00		2.33		2.75	
			Std. Dev.	0.09		0.14		0.10		0.05		0.00		0.00		0.41		0.15	

Fall 2018

Category 3

INTASC Cat	INTASC	CAEP	Criteria	EPP		UG		MAT		Elem		P-3		Secondary		HEPE		English		Music		Science		Math		History	
				Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
				N = 77		N= 52		N= 25		N= 41		N= 1		N= 32		N= 3		N= 7		N= 3		N= 6		N= 7		N= 9	
3	6	1.1,1.2,1.3	STANDARD 6: Assessment	2.36	0.79	2.44	0.74	2.20	0.85	2.24	0.88	3.00		2.50	0.66	2.33	0.47	2.86	0.64	2.00	0.00	2.50	0.76	2.43	0.73	2.44	0.50
3	7	1.1,1.2,1.4	STANDARD 7: Planning for Instruction	2.69	0.79	2.69	0.72	2.68	0.93	2.71	0.86	2.00		2.66	0.73	3.00	0.00	3.14	0.64	2.33	0.47	2.50	0.76	2.14	0.64	2.89	0.57
3	8	1.1,1.3,1.4	STANDARD 8: Instructional Strategies	2.65	0.68	2.77	0.70	2.40	0.57	2.51	0.70	3.00		2.78	0.65	3.00	0.00	3.14	0.83	2.67	0.47	2.67	0.47	2.86	0.64	2.56	0.50
			Mean	2.57		2.63		2.43		2.49		2.67		2.65		2.78		3.05		2.33		2.56		2.48		2.63	
			Std. Dev.	0.75		0.72		0.78		0.81				0.68		0.16		0.70		0.31		0.67		0.67		0.52	
			Overall Mean	*2.60*																								
			Overall Std. Dev.	*0.62*																								

Spring 2019

Category 3

INTASC	INTASC	CAEP	Criteria	EPP Mean	SD	UG Mean	SD	MAT Mean	SD	Elem Mean	SD	P-3 Mean	SD	Secondary Mean	SD	HEPE Mean	SD	English Mean	SD	Math Mean	SD	Spanish Mean	SD
				N = 19		N= 13		N= 6		N= 13		N= 2		N= 3		N= 1		N= 1		N= 1		N= 1	
3	6	1.1,1.2,1.3	STANDARD 6: Assessment	2.42	0.75	2.38	0.62	2.50	0.96	2.31	0.82	3.00	0.00	2.67	0.47	2		3		3		2	
3	7	1.1,1.2,1.4	STANDARD 7: Planning for Instruction	2.84	0.81	2.77	0.80	3.00	0.82	2.77	0.80	4.00	0.00	2.67	0.47	2		3		3		2	
3	8	1.1,1.3,1.4	STANDARD 8: Instructional Strategies	2.74	0.71	2.69	0.72	2.83	0.69	2.69	0.72	3.50	0.50	2.67	0.47	2		3		2		3	
			Mean	2.67		2.62		2.78		2.59		3.50		2.67		2.00		3.00		2.67		2.33	
			Std. Dev.	0.76		0.72		0.82		0.78		0.17		0.47									
			Overall Mean	*2.68*																			
			Overall Std. Dev.	*0.62*																			

INTASC Category 4: Spring 2018

INSTASC Cat	INTASC	CAEP	Criteria	EPP Mean	SD	UG Mean	SD	MAT Mean	SD	Elem Mean	SD	P-3 Mean	SD	Secondary: Eng./Span Mean	SD	HEPE Mean	SD	TSD Mean	SD
				N = 18		N= 13		N= 6		N= 12		N= 2		N= 1		N= 2		N= 12	
4	9	1.1	STANDARD 9: Professional Learning and Ethical Practice (NJPST 9 and 11)	2.63	0.81	2.53	0.95	2.50	0.41	2.67	0.65	2.00	3.00	3.00	0.00	2.50	2.12	2.75	0.87
4	10	1.1	STANDARD 10: Leadership and Collaboration	2.74	0.44	2.62	0.38	2.50	0.55	2.67	0.49	1.41	0.00	3.00	0.00	2.50	0.71	2.83	0.39
			Mean	2.68		2.57		2.50		2.67		1.71		3.00		2.50		2.79	
			Std. Dev.	0.26		0.40		0.10		0.11		2.12		0.00		1.00		0.34	

Fall 2018
Category 4

				EPP		UG		MAT		Elem		P-3		Secondary		HEPE		English		Music		Science		Math		History	
				Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
INTASC Cat	INTASC	CAEP	Criteria	N = 77		N= 52		N= 25		N= 41		N= 1		N= 32		N= 3		N= 7		N= 3		N= 6		N= 7		N= 9	
4	9	1.1	STANDARD 9: Professional Learning and Ethical Practice (NJPST 9 and 11)	2.69	0.78	2.79	0.72	2.48	0.85	2.73	0.80	3.00		2.59	0.78	3.00	0.00	3.00	0.53	1.67	0.94	2.17	0.90	2.43	0.49	3.00	0.47
4	10	1.1	STANDARD 10: Leadership and Collaboration	2.62	0.81	2.73	0.79	2.40	0.80	2.61	0.85	2.00		2.63	0.74	3.00	0.82	3.14	0.64	3.33	0.47	2.50	0.50	1.86	0.64	2.67	0.47
			Mean	2.66		2.76		2.44		2.67		2.50		2.61		3.00		3.07		2.50		2.33		2.14		2.83	
			Std. Dev.	0.79		0.75		0.83		0.82				0.76		0.41		0.59		0.71		0.70		0.57		0.47	
			Overall Mean	*2.63*																								
			Overall Std. Dev.	*0.67*																								

Spring 2019
Category 4

				EPP		UG		MAT		Elem		P-3		Secondary		HEPE		English		Math		Spanish	
				Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
INTASC	INTASC	CAEP	Criteria	N = 19		N= 13		N= 6		N= 13		N= 2		N= 3		N= 1		N= 1		N= 1		N= 1	
4	9	1.1	STANDARD 9: Professional Learning and Ethical Practice (NJPST 9 and 11)	3.16	0.67	3.08	0.62	3.33	0.75	3.15	0.66	3.50	0.50	3.00	0.82	3		2		3		4	
4	10	1.1	STANDARD 10: Leadership and Collaboration	2.89	0.79	2.69	0.72	3.33	0.75	2.85	0.86	3.50	0.50	2.67	0.47	3		2		3		3	
			Mean	3.03		2.88		3.33		3.00		3.50		2.83		3.00		2.00		3.00		3.50	
			Std. Dev.	0.73		0.67		0.75		0.76		0.50		0.64									
			Overall Mean	*3.01*																				
			Overall Std. Dev.	*0.67*																				