

Standard 1 - Appendix 1.1.a
Core courses aligned to InTASC, Key Assessment and CAEP sufficient level criteria

Core course	InTASC Standards	Key Assessment	CAEP sufficient level criteria
<p>EDUC 1080 - Field Experiences I Field experiences through the exposure of the student to diverse educational scenarios in order to observe, analyze and reflect on the school environment, the function of the teacher and another educational and nonteaching personnel. Requires 10 hours in the classroom, a minimum of 10 hours in the educational scenario and a minimum grade of B in the course.</p>	<p>2,3,9</p>	<p>Disposition EDUC 1080 instrument: The main purpose of the instrument is to give students the opportunity to evaluate those factors, activities and events related to the course – based on observations, analysis of observations, and reflections on the teacher’s role—that helped them decide if they possess the qualities and dispositions that teachers should have.</p> <p>Candidate Portfolio:</p> <p>The portfolio includes ten activities related to classroom observation and the school environment. The candidate interviews faculty and school administration personnel. Through critical observation, the candidate compares the public and private schools visited, paying special attention to teaching strategies, assessment techniques and classroom management. The candidate also selects a professional journal article related to education, synthesizes, and comments on the research. The</p>	<p>1- Point of administration - It is administered in the first TEP course that candidates take, EDUC 1080. Candidates complete the instrument at the end of the course.</p> <p>2- Purpose - This is a non-academic instrument and its purpose is to help candidates acknowledge their dispositions and commitment to impact P-12 students.</p> <p>3- Instructions- The instrument provides a set of instructions that are informative, and explicitly stated the purpose of it.</p> <p>4- Evaluation categories or assessment tasks –The disposition instrument uses a full rubric to evaluate candidate disposition.</p>

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		candidate writes an autobiography expressing the experiences that provoked the selection of Education as a career and reflects upon the experiences and expectations as a future teacher.	
EDUC 2021	4,9,10		
EDUC 2022	4,9,10		
EDUC 2031	1,2,4		
EDUC 2032	1,2,4		
<p>EDUC 2890 - Field Experiences II Field experiences through visits to classrooms at the level in which the future teacher is going to specialize in order to observe, analyze and reflect on the environment in the classroom, the handling of the classroom, the tasks, the daily participation and the control of time, considering the paradigms of teaching. Emphasis on the teacher-student and student teacher relationships. Requires 15 hours in the classroom, a minimum of 15 hours in the educational scenario and a minimum grade of B in the course. Prerequisites: EDUC 1080, 2022 and 2031.</p>	3,7,8,9,10	<p>Candidate Portfolio: The portfolio includes ten activities related to classroom observation and handling of the classroom dynamics, identifies school and community resources, and analyze teaching and classroom, management strategies used, and manifest professional dispositions toward teaching and learning.</p>	<p>1- Point of Administration- candidates are assessed at the end of the EDUC 2890 course. Candidates are expected to take this course at their third trimester as TEP students. Nonetheless, the curricular sequence may vary according to TEP offerings and candidates' personal situations.</p> <p>2- Purpose- is to provide a systematic and organized order for field experiences and to expose candidates to a real life educational scenario. In this experience, candidates observe and analyze classroom dynamics, identifies school and community resources, and analyze teaching and classroom management strategies used, and manifest professional</p>

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			<p>dispositions toward teaching and learning.</p> <p>3- Instructions – all the activities required for the portfolio are included in a Field Experiences II handbook that provides detailed instructions to facilitate candidates work.</p> <p>4- Evaluation criteria or assessment tasks- the portfolio uses a minimal rubric to evaluate the required activities that have been made throughout the course.</p>
<p>EDUC 3015 - Clinical Experiences I Clinical experiences as a student teacher in a school at the level and in the subject matter of the student's specialty. Emphasis on the student's professional development and the use of effective educational strategies to work with small groups and later with the whole group. Requires 15 hours in the classroom, a minimum of 25 hours in the educational scenario and a minimum grade of B in the course. Prerequisites: EDUC 2890 and the authorization of the Coordinator or Supervisor of Clinical Experiences.</p>	<p>1,2,3,4,5,6,7,8,9,10</p>	<p>Candidate Portfolio: Aside from an autobiography with relevant information as to their career choice, candidates offer three class sessions in the real school scenario. These class sessions are documented complete with plans, preparation, and evidence of differentiated instruction, assessments, and materials selection. Candidates demonstrate mastery of content and pedagogical knowledge, technology integration and use, and classroom behavior strategies. Reflections on this clinical experience are required to show the candidate's</p>	<p>1- Point of Administration- EDUC 3015 portfolio is a compilation of activities done throughout the course. The portfolio is the final project of the course and the course should be taken at the end of the program, before taking EDUC 4013.</p> <p>2- Purpose- To practice candidates' knowledge and skills in a real scenario before having total responsibility for a classroom.</p> <p>3- Instructions- the portfolio has a detailed set of instructions that are</p>

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		growth and ability for introspection regarding the praxis.	included in the EDUC 3015 Clinical Experiences Handbook. The Handbook is available for site visit. 4- Evaluation categories or assessment tasks- EDUC 3015 Portfolio has a rubric. The rubric categorizes candidates 'performance levels.
<p>EDUC 2870</p> <p>EDUC 2060 - Use of Technology in Education Integration of technology in the educational process through administration of materials and electronic programs. Emphasis on search skills, identification and use of reliable electronic sources of intelligence through different means from the Web. Prerequisite: GEIC 1010</p>	<p>2,4,6,7,8,9</p> <p>4,5,6,7,8</p>	<p>Digital Portfolio:</p> <p>The digital portfolio is a compilation of digital assessment instruments developed by candidates. In addition, it includes multimedia presentations, of academic content that integrate the use of WEB 2.0 learning activities.</p>	<p>1- Point of Administration- candidates take EDUC 2060, usually, after EDUC 1080, 2890, 2021, 2022, 2031, 2032 and 2870. The Digital Portfolio is requested as a final course project. The portfolio compiles different assignments using technology.</p> <p>2- Purpose- To demonstrate candidates understanding and competencies of technological skills applied to an educational setting and to impact P-12 students positively.</p> <p>3- Instructions- the portfolio has a set of instructions that detailed the required assignments.</p> <p>4- Evaluation categories or key assessments-the rubric used to</p>

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			<p>evaluate the Digital portfolio uses assessment tasks. The tasks are general and include: the inclusion of all required assignments, demonstration that candidates master the use of technological tools and WEB search skills, and the integration of technology in the planning and assessments of teaching and learning to impact positively P-12 students. The rubric is available for site visit.</p>
EDUC 2870	2,4,6,7,8,9		
EDUC 3013	4,5,7,8		
<p>EDUC 4011 - Evaluation and Assessment Theories, techniques and means used by teachers for evaluation and assessment. Analysis of these techniques by comparing the subject content with the instrument used. Preparation, administration, correction and interpretation of tests and other evaluation and assessment techniques. Emphasis on the use of results as a means to improve the teaching- learning process. Prerequisite: EDUC 2032.</p>	6,7,8,9	<p>Assessment assignments: Candidates develop various tasks that include:</p> <ul style="list-style-type: none"> a. Development of a daily plan with appropriate learning objectives and an assessment technique to measure learning outcomes. b. Preparation of tests, administration and interpretation of results. 	<ul style="list-style-type: none"> 1- Point of Administration- the key assessment is a compilation of assignments that are administered throughout the course. Candidates take EDUC 4011 before they enroll in EDUC 3015 and EDUC 4013, usually in their third year as TEP students. 2- Purpose - To measure candidates 'knowledge and skills assessing P-12 students learning. Candidates design, develop, and apply assessment techniques. 3- Instructions- each assignment has its own set of instructions.

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			<p>4- Evaluation categories or assessment tasks- Since EDUC 4011 key assessment is a compilation of assignments, the rubric measures general assessment competencies and skills. The rubric is available for site visit.</p>
<p>EDUC 4012 – Research Proposal Introduction to research that can be carried out by the teacher in the classroom using applied quantitative and qualitative methods. Study and analysis of research carried out by teachers in the classroom.</p>	<p>2,4,5,6,7,8,9</p>	<p>Classroom Action Research Proposal</p> <p>This is a final project where candidates apply content and pedagogical knowledge and research and analytical skills to investigate a hypothetical educational scenario.</p>	<p>1- Point of Administration- EDUC 4012 key assessment is administered at the end of the course. This course is, usually taken, before EDUC 3015 and EDUC 4013.</p> <p>2- Purpose- To apply candidates' knowledge and skills to a hypothetical school scenario through a classroom action research.</p> <p>3- Instructions- instructions are given throughout the course. Candidates are required to submit each component of the action research to the professor, for revision, before compiling it into the final proposal. These instructions are available for site visit.</p>

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			4- Evaluation categories or assessment tasks- Since the final action research proposal has been previously revised for each component, the assessment is done using a minimal rubric.
EDUC 4050	4,5,6,7,8,9		
<p>EDUC 4013 - Clinical Experiences II Clinical experiences as a student teacher (candidate) under the direct supervision of a cooperating teacher in the classroom and a university supervisor. The student teacher has the responsibility to plan and offer as a minimum one period of class daily during the school semester. If the educational scenario permits it, at the elementary level, the student can gradually teach two subjects in one grade or a subject in two grades, and at the secondary level, it must be in the student's discipline with two different groups or grades. Requires a minimum of three (3) hours daily in the educational scenario and a minimum grade of B in the course. Prerequisites: 1) have passed the Core and Major Requirements, 2) have a minimum general average of 2.50 in the Core, Major and</p>	1,2,3,4,5,6,7,8,9,10	<p>Candidate Portfolio: PD. 7 Evaluates candidates Clinical Experiences II Portfolio – the Portfolio is a compilation of all the academic and non-academic work and activities developed by the candidate in a school semester. The portfolio serves to demonstrate candidates 'content and pedagogical knowledge and application, use and integration of technology and assessment techniques to design, plan, and assess P-12 students learning. It also shows candidates research skills, including the interpretation of data and the development of action plans.</p>	<ol style="list-style-type: none"> 1. Point of Administration- this is the final course and key assessment of the program. 2. Purpose - To compile and organize evidences regarding candidates Clinical Experience in the educational field. The portfolio serves to demonstrate candidates' content and pedagogical knowledge and application, use and integration of technology and assessment techniques to design, plan, and assess P-12 students learning. It also shows candidates research skills, including the interpretation of data and the development of action plans. 3. Instructions- the portfolio has a detailed set of instructions that are included in the EDUC 4013 Clinical Experiences Handbook.

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<p>Specialization Requirements and 3) have the authorization of the Coordinator or Supervisor of Clinical Experiences.</p>			<p>4. PD instruments 1 through 6 evaluate candidates' mastery of content and pedagogical knowledge; Planning, Teaching and assessment; use of technology; classroom management; commitment with the profession; Diversity; and learning to Learn.</p> <p>5. Evaluation categories or assessment tasks- EDUC 4013 Portfolio has a rubric. The rubric categorizes candidates' performance levels.</p>