

RA1.1 Program Mapping of Advanced Standard 1 Elements Data Chart

CAEP Advanced Professional Skills	2023-2024 AY			
	Early Childhood Special Education N=1	Childhood Special Education N=1	Adolescent Special Education N=1	Literacy N=3
Applications of Data Literacy	N=1 M=2.00 Evidence: Criteria-Project Description Rating Scale: 1-3			0802-792 N=3 M=2.93 Evidence: Grade of entire rubric Rating Scale: 1-3 0802-750 N=3 M=2.83 Evidence: Grade of entire rubric (Rating Scale: 1-3)
Use of research and understanding of qualitative, quantitative and /or mixed methods research methodologies	N=1 M=3.00 Evidence: Criteria-Statement of Need Rating Scale: 1-3			N=3 M=2.93 Evidence: Grade of entire rubric Rating Scale: 1-3
Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environment	N=1 M=2.00 Evidence: Criteria - Incorporate information from multiple sources M=3.00 Evidence: Criteria - Able to adapt general education curriculum Rating Scale: 1-3	n=0 1 student did not complete the TPA Evidence: Criteria - TWS Rubric (analysis of student teaching) Rating Scale: 1-3	N=1 M=2.00 Evidence: Criteria - TWS Rubric (analysis of student teaching) Rating Scale: 1-3	
Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents		n=0 1 student took course prior to Fall 22, no data to report Evidence: Grade of entire rubric Rating Scale: 1-4	N=1 M=3.00 Evidence: Grade of entire rubric Rating Scale: 1-4	N=3 M=2.96 Evidence: Grade of entire rubric Rating Scale: 1-3
Supporting appropriate applications of technology for their field of specialization				
Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization		N=1 M=3.50 Evidence: Criteria - Danielson Domain IV Rating Scale: 1-4	N=1 M=3.00 Evidence: Criteria - Danielson Domain IV Rating Scale: 1-4	

CAEP Advanced Professional Skills	2023-2024 AY		
	Educational Leadership N=11	Physical Education Graduate N=1	Health Education N=10
Applications of Data Literacy	SBL n=4 Evidence: Criteria - Component 1.2 - M=3.00 Evidence: Criteria - Component 4.2 - M=3.00 Evidence: Criteria - Component 7.3 - M=3.00 (1 student took this course in SP22 received an A+, but their assignment grade was not submitted. Another student transferred into the course with an A+, so there is no assignment grade available.) Rating Scale: 1-3 SDL n=0 (missing data for 5 students)	N=1 M=2.67 Evidence: Grade of entire rubric Rating Scale: 1-3	N=10 M=3.50 Criteria: Rationale Rating Scale: 1-4
Use of research and understanding of qualitative, quantitative and /or mixed methods research methodologies		n=0 1 student completed course before the introduction of this new assignment Evidence: Grade of entire rubric Rating Scale: 1-3	
Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environment	SBL n=4 Evidence: Criteria - Component 1.1 - M=2.75 Evidence: Criteria - Component 5.3 - M=2.50 (2 students enrolled in this course in Fall 2021 & earned an A. The assignment grade was not submitted, resulting in missing data.) Rating Scale: 1-3 SDL n=0 (missing data for 5 students)		N=10 M=3.50 Evidence: Criteria - Results Rating Scale: 1-4
Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents		N=1 M=3.00 Evidence: Grade of entire rubric Rating Scale: 1-3	N=10 M=3.20 Evidence: Criteria - Collaboration with others Rating Scale: 1-4
Supporting appropriate applications of technology for their field of specialization			
Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization	SBL n=4 Evidence: Criteria - Component 2.1 - M=2.50 Evidence: Criteria - Component 2.2 - M=2.25 Evidence: Criteria - Component 2.3 - M=2.25 (Two students enrolled in this course in Fall 2021 and earned an A. The assignment grade was not submitted, resulting in missing data.) Rating Scale: 1-3 SDL n=0 (missing data for 5 students)		

Data Analysis

Overall, candidates are meeting and/or exceeding expectations across the programs.

1. Almost all mean scores are at or above the midpoint of their respective rating scales (either 1-3 or 1-4 scales).
2. Programs using a 1-3 scale show mean scores predominantly in the 2.5-3.0 range.
3. Programs using a 1-4 scale show mean scores predominantly in the 3.0-3.5 range.
4. Health Education shows particularly strong performance with an average score of 3.40 across its assessed standards.
5. Literacy program shows consistently strong performance with means of 2.93-2.96 on a 1-3 scale.
6. The lowest-scoring program (Early Childhood Special Education at 2.33 average) still shows performance well above the minimum expectations on its 1-3 scale.

Program Mapping of Advanced Standard 1 Elements

ADOLESCENT SPECIAL EDUCATION				
CAEP Advanced Professional Skills	Curriculum	How Addressed	How Assessed (Bold indicates most relevant)	
	Courses Where Addressed	Description of Activity/Prompt	Assignment & Evidence	Type of Assessment (EPP created, Proprietary)
Applications of Data Literacy	0809-788 Master's Seminar in Adolescence Education	The capstone assignment is an opportunity to synthesize theory and practice pertaining to secondary education content. The final product should posit a focused research question, ground itself in ideas from academic literature, outline the methods of data collection and analysis you used to address your question, describe the notable patterns in the data, and most importantly, interpret those patterns as thoroughly as possible using well-defined and well-chosen lenses.	Assignment: Capstone/Action Research Evidence: Rubric	EPP Created
Use of research and understanding of qualitative, quantitative and /or mixed methods research methodologies	0809-788 Master's Seminar in Adolescence Education	Students will do a capstone project demonstrating the ability to integrate theory and practice. Projects can take many different forms (e.g., traditional research, action research, service learning, and/or field-based inquiry) but must address standards of quantitative, qualitative, and/or mixed methods research, which will be explored and practiced throughout the course.	Assignment: Capstone/Action Research Evidence: Rubric	EPP Created
Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environment	0810- 790, 792, 793, 797, 798	The teacher candidate will analyze data from their field experience as well as data gathered through independent research about contextual and environmental factors of the district, school, and classroom to develop supportive student environments that promote student progress and achievement.	KA5 Assignment: TPA Evidence: Rubric (2nd section - analysis of student learning).	Proprietary
Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community	0810- 750 Methods of Instruction	Teacher candidates will work collaboratively in designing a lesson based on universal design for learning (UDL) principles that focus on higher-order objectives and inclusive multisensory activities which provides all learners access to the curriculum.	KA3 Assignments: Lesson Plan Framework Evidence: Rubric	EPP Created

organizations, and parents				
Supporting appropriate applications of technology for their field of specialization	0810-620 Technology and Instruction	Students using an existing or simulated classroom select a grade level and area of study to design a functional educational website that shows evidence of their ability to locate and use appropriate technology to supplement the curriculum as effective academic resources.	Assignments: Accessing Online Resources and Professional Instructional Website Evidence: Grades	EPP Created
Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization	0810- 790, 792, 793, 797, 798	Teacher candidates analyze and reflect on experiences and decisions made in the planning, management, and implementation of their lessons focusing on standards, ethics, and policies applicable to their area of study. Candidates reflecting with authenticity and specificity will apply what they have learned to successive lessons leading to improvement in teaching and learning.	KA4 Assignment: Danielson (Domain IV) Evidence: Rubric	Danielson - Proprietary Addendum - EPP Created

CHILDHOOD SPECIAL EDUCATION

CAEP Advanced Professional Skills	Curriculum	How Addressed	How Assessed (Bold indicates most relevant)	
	Courses Where Addressed	Description of Activity/Prompt	Assignment & Evidence	Type of Assessment (EPP created, Proprietary)
Applications of Data Literacy	0810-788 Master's Seminar in Special Education	The capstone enables candidates to explore and synthesize theory to practice research in current issues, strategies, and skills related to the elementary inclusive classroom. The capstone project relies on each candidate's previous course work and field experiences as a basis for self-discovery and reflection of best practices.	Assignment: Capstone/Action Research Evidence: Rubric	EPP Created
	0810-610 Current Topics in Special Ed-Research I	The course emphasizes the need for understanding research in an educational setting. The paper allows students to become more knowledgeable in their area of interest of elementary special education and provide opportunities to sharpen their critical reading and writing skills of empirical and non-empirical based literature as well as to identify research problems and data trends that advance the field.	Assignment: Critical Inquiry Paper Evidence: Rubric	EPP Created
Use of research and understanding of qualitative, quantitative and /or mixed methods research methodologies	0810-788 Master's Seminar in Special Education	The capstone project provides an application of research as it spans the bridge from theory to practice of childhood special education competencies. Teacher candidates will be able to demonstrate their knowledge of what elementary special education teachers need to know and do to practice effective pedagogy utilizing action research methodologies.	Assignment: Capstone/Action Research Evidence: Rubric	EPP Created
	0810-610 Current Topics in Special Ed-Research I	The course emphasizes the need for having knowledge of - and competency to utilize appropriate research methods. The Inquiry Paper focuses on the skills necessary to find literature, identify research designs, and have a working knowledge of related statistical nomenclature and methodologies. The paper will have components of a critical literature review demonstrating an understanding and application of educational research as it relates to best practices in childhood special education.	Assignment: Critical Inquiry Paper Evidence: Rubric	EPP Created

Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environment	EEC 790, 792, 793, 797, 798	The teacher candidate will analyze data from their field experience as well as data gathered through independent research about contextual and environmental factors of the district, school, and classroom to develop supportive student environments that promote student progress and achievement.	KA5 Assignment: TPA Evidence: Rubric (2nd section - analysis of student learning).	Proprietary
Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	0810- 750 Methods of Instruction	Teacher candidates will work collaboratively in designing a lesson based on universal design for learning (UDL) principles that focus on higher-order objectives and inclusive multisensory activities which provides all learners access to the curriculum.	KA3 Assignments: Lesson Plan Framework Evidence: Rubric	EPP Created
Supporting appropriate applications of technology for their field of specialization	0810-620 Technology and Instruction	Students using an existing or simulated classroom select a grade level and area of study to design a functional educational website that shows evidence of their ability to locate and use appropriate technology to supplement the curriculum as effective academic resources.	Assignments: Accessing Online Resources and Professional Instructional Website Evidence: Grades	EPP Created
Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization	EEC 790,792,793, 797,798	Teacher candidates analyze and reflect on experiences and decisions made in the planning, management, and implementation of their lessons focusing on standards, ethics, and policies applicable to their area of study. Candidates reflecting with authenticity and specificity will apply what they have learned to successive lessons leading to improvement in teaching and learning.	KA4 Assignment: Danielson (Domain IV) Evidence: Rubric	Danielson - Proprietary

EARLY CHILDHOOD SPECIAL EDUCATION				
CAEP Advanced Professional Skills	Curriculum	How Addressed	How Assessed (Bold indicates most relevant)	
	Courses Where Addressed	Description of Activity/Prompt	Assignment & Evidence	Type of Assessment (EPP created, Proprietary)
Applications of Data Literacy	0820-788 Masters Seminar in ECSE: Research & Advocacy	Candidates research community needs for Materials/services for children with special needs and develop and write a grant proposal to gain funding for their specialized topic.	Assignment: Grant Project Evidence: Rubric	EPP Created
Use of research and understanding of qualitative, quantitative and /or mixed methods research methodologies	0820-788 Masters Seminar in ECSE: Research & Advocacy	Candidates research community needs for Materials/services for children with special needs and develop and write a grant proposal to gain funding for their specialized topic.	Assignment: Grant Project Evidence: Rubric	EPP Created
Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environment	0820-620 Inclusive ECSE	Candidates use formal and informal assessment results and knowledge of students' strengths/needs to design appropriate services and instructional goals within the least restrictive environment,	Assignment: Individualized Educational Plan Evidence: Rubric	EPP Created
Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	0820-792 Student Teaching or 0820 794 Practicum	Candidates collaborate with classroom teachers, parent and related service personnel to develop differentiated unit plan for child(ren) with special needs.	Assignment and Evidence: TWS Learning Goals Rubric	Proprietary
Supporting appropriate applications of technology for their field of specialization	0820-620 Inclusive ECSE	Candidates analyze needs for Assistive Technology devices and services to support student learning	Assignment: Individual Education Plan Evidence: Rubric	EPP Created

Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization	0820-792 Student Teaching 2 or 0820-794 Practicum	Teacher candidates analyze and reflect on experiences and decisions made in the planning, management, and implementation of their lessons focusing on standards, ethics, and policies.	Student Teaching/Practicum, Danielson Domain 4 Rubric	Proprietary
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LITERACY				
CAEP Advanced Professional Skills	Curriculum	How Addressed	How Assessed (Bold indicates most relevant)	
	Courses Where Addressed	Description of Activity/Prompt	Assignment & Evidence	Type of Assessment (EPP created, Proprietary)
Applications of Data Literacy	0802-792 Literacy & Research Inquiry II	In Literacy & Research I - students created a literacy question, did a literature review, and came up with a research plan. In Research II - student implement the research plan by collecting data, analyzing the data, and coming to a conclusion.	KA2 Assignment: Action Research Project Evidence: Rubric - Grade for assignment	EPP Created
	0802-750	QRI assessment and data analysis report	Assignment: QRI Assessmenty Evidence: Rubric Grade for assignment	
Use of research and understanding of qualitative, quantitative and /or mixed methods research methodologies	0802-792 Literacy & Research Inquiry II	In Literacy & Research I - students created a literacy question, did a literature review, and came up with a research plan. In Research II - student implement the research plan by collecting data, analyzing the data, and coming to a conclusion.	KA2 Assignment: Action Research Project Evidence: Rubric - Grade for assignment	EPP Created
Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environment	0802-792 Literacy & Research Inquiry II	Students collect data for their action research project and analyze it. They have chosen topics related to literacy and how it relates to students, teachers, or the school environment.	Assignment: Action Research Project Evidence: Rubric - Course Grade	EPP Created
Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	0802-789 Organizing, Supervising & Reforming Literacy Program	Student develop and present a professional development workshop related to an area of literacy.	Assignment: Professional Development Workshop Evidence: Grade for assignment	EPP Created

Supporting appropriate applications of technology for their field of specialization	0802-789 Organizing, Supervising & Reforming Literacy Program	Student develop a present a professional development workshop related to an area of literacy. Students are required to use appropriate technology during their presentation.	Assignment: Professional Development Workshop Evidence: Grade for assignment/ course grade	EPP Created
Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization	0802-789 Organizing, Supervising & Reforming Literacy Program	Discussion of the International Literacy Association's (professional organization) articles on ethics and standards.	Assignment: Read articles on the International Literacy Association's code of ethics and professional standards. Evidence: Discussion of articles in class - part of course grade	EPP Created

EDUCATIONAL LEADERSHIP				
CAEP Advanced Professional Skills	Curriculum	How Addressed	How Assessed (Bold indicates most relevant)	
	Courses Where Addressed	Description of Activity/Prompt	Assignment & Evidence	Type of Assessment (EPP created, Proprietary)
Applications of Data Literacy	0806-556 Supervision in the Schools	Interview Assignment: Together with your principal, identify one major problem that exists within your school and develop an action plan to address it. Your plan should be developed collaboratively with selected teachers. In your paper, you will explain how you identified the problem, the data that was examined that revealed the problem, an action plan to address the issue and ensure high-quality curricula, programmatic or other support areas needed.	KA3 (SPRING) Assignment: Supervisory Action Plan Evidence: Rubric	EPP Created
Use of research and understanding of qualitative, quantitative and /or mixed methods research methodologies	0806-554 Research & Evaluation in Schools	Identification and Inferences about Data for Equity Project assignment	Assignment: Equity Project Evidence: Rubric	EPP Created
Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environment	0806-553 Educational Policy: Diversity, Community & Leadership	Using "The Equity Protocol" (By Nancy Mohr) the class presentation will focus on how we look at student and teacher work in order to understand our own work and its relation to promoting equity. You will focus on the use of data to make informed decisions about what makes instructional sense for students.	KA2 (FALL) Assignment: Equity Project Evidence: Rubric	EPP Created
Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	0806-556 Supervision in the Schools	Interview with an Administrator Paper: Together with your principal, identify one major problem that exists within your school and develop an action plan to address it. Your plan should be developed collaboratively with selected teachers. In your paper, you will explain how you identified the problem, the data that was examined that revealed the problem, an action plan to address the issue and ensure high-quality curricula, programmatic or other support areas needed. Papers should address how the candidate collaboratively worked with all stakeholders involved in the change process, and the goals that you will measure the success of the initiative.	Assignment: Supervisory Action Plan Evidence: Rubric	EPP Created

Supporting appropriate applications of technology for their field of specialization	0806-556 Supervision in the Schools	Millview Middle School BOE Presentation: As the newly appointed principal, you must give a presentation to the superintendent and BOE regarding your plan for promoting excellence and equity for all students in your school.	Assignment: Supervisory Action Plan Evidence: Rubric	EPP Created
Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization	0806-590 Ethics, Law and Technology	Legal Entanglement paper/presentation: The paper focuses on providing school staff, students, and visitors with a safe and secure environment. Be sure to include a narrative critique related to equity and social justice. Specifically, you should filter your recommendations through the lens of racial justice and educational equity that honors the dignity of the lives of all children under your care. All aspects of the paper should be aligned with case law decisions.	Assignment: School Law Rubric Evidence: Rubric	EPP Created

HEALTH EDUCATION				
CAEP Advanced Professional Skills	Curriculum	How Addressed	How Assessed (Bold indicates most relevant)	
	Courses Where Addressed	Description of Activity/Prompt	Assignment & Evidence	Type of Assessment (EPP created, Proprietary)
Applications of Data Literacy	0834-627 School Health Programs & Policies	Why do you believe this project is important, for whom and for what? What benefits will it offer to schools and students? How will it help advance or promote school health programs? What specific health issue does your project address? You must include clear tie(s) to WSCC in your rationale. Statistical data/Empirical facts/Research findings should be included as supporting evidence in this section (e.g., YRBSS data, NYS Education Data). Explain how your project will help advance and/or promote school health and how it relates to the school's mission and culture.	Assignment: Culminating School Health Project Evidence: Rationale Element	EPP Created
Use of research and understanding of qualitative, quantitative and /or mixed methods research methodologies	0834-552 Research & Technology in Health Education	In this course, students learn how to read and report qualitative and quantitative research in the area of health education. Students find peer-reviewed journal articles in the area of health and analyze their approach, design, methodology and relevance to current health trends. The health education research proposal reviews respected literature in the field and its application to the best teaching practices in K-12 health education.	Assignment: Research Article Analysis, Research Proposals Evidence: Course Grade	EPP Created
Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environment	0834-627 School Health Programs & Policies	What do results mean in relation to the WSCC model? How do results affect the school? The students? It is important to relate your results to available literature/research studies (you should have citations to related articles from scholarly journals or other types of evidence). Don't just write your opinion—use the results and the literature to identify why results are a problem or use the literature to identify how improvements to a WSCC component(s) could positively impact students—their health, their achievement, their school connectedness, etc.	Assignment: Culminating School Health Project Evidence: Results Element	EPP Created

Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	0834-627 School Health Programs & Policies	Describe ways to collaborate with others from the WSCC model to achieve the recommendations. This can be hypothetical or real.	Assignment: Culminating School Health Project Evidence: Collaboration with Others element	EPP Created
Supporting appropriate applications of technology for their field of specialization	0834-608 Introduction to Comprehensive Health Education	Teacher candidates will work collaboratively in designing a lesson and a unit based on national and state health education standards that focus on higher-order objectives and skills which provides all learners access to the curriculum the ability to apply the skill to reduce/deter/prevent high risk behaviors.	Assignment: Lesson Plan Evidence: Technology Rubric Grade	EPP Created
	0834-609 Comprehensive Health Ed for Sec Educators	Students are required to use technology as a pedagogical tool to strengthen their student's understanding of secondary health functional knowledge and health skill development. Specifically, students are asked to identify and plan a technology health education lesson plan as part of a larger unit plan project to meet the New York State and National Health Education Standards.	Assignment: Lesson Plan Evidence: Technology Rubric Grade	EPP Created
Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization	0834-792 Fieldwork Internship	The teacher candidate will analyze data from their field experience as well as data gathered through independent research about contextual and environmental factors of the district, school, and classroom to develop supportive student environments that promote student progress and achievement.	Assignment: Fieldwork Internship Assignment: Professional Disposition Evidence: Teacher Mentor Feedback in Pathwise (Professionalism Rubric) and Separate Disposition Rubric	Danielson - Proprietary Disposition - EPP Created

PHYSICAL EDUCATION				
CAEP Advanced Professional Skills	Curriculum	How Addressed	How Assessed (Bold indicates most relevant)	
	Courses Where Addressed	Description of Activity/Prompt	Assignment & Evidence	Type of Assessment (EPP created, Proprietary)
Applications of Data Literacy	0852-643 Movement Experience for Elementary School	Teacher candidates will create lesson plans and peer teach and evaluate their teaching capabilities and impact on student behavior. Teacher candidates will plan, video tape their lessons, code teacher and student teacher behavior, and then analyze the data generated. The goal is to increase student awareness.	Assignment: Teacher Development Project Evidence Assignment with Rubric	EPP Created
Use of research and understanding of qualitative, quantitative and /or mixed methods research methodologies	0852-650 Research & Design of Experiments	Teacher candidates will read both qualitative and quantitative research and use research to support a proposal to a school board for a new teaching approach or school program.	Assignment: School Board Proposal Evidence: Assignment with Rubric	EPP Created
Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environment	0852 -643 Movement Experience for Elementary School	Students will complete a teacher development project. Teacher Candidates are videotaped and they will code their videotapes according to their coding heuristic. The data they acquire is analyze and turned into knowledge to help improve their self-awareness. Students will write a paper summarize their data analysis and conclusions.	Assignment: Teacher Development Project Evidence Assignment with Rubric	EPP Created
Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	0852-525 Curriculum and Methods in Physical Education 0852-643 Movement Experience for Elementary School 0852-656 Teaching Analysis	Teacher candidates will attend a professional conference and document and reflect upon the collaborative activities with other teacher candidates and in-service teachers	Assignment: Conference Reflection Assignment Evidence: Rubric	EPP Created
Supporting appropriate applications of	0852-508 Technology of Health and Physical Education	Teacher candidates will complete a technology integration project. They will integrate technology into a lesson plan.	Assignment: Movement Task Project Evidence: Rubric	EPP Created

technology for their field of specialization				
Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization	0852-792 Internship	Supervisors and cooperating teachers will evaluate teacher candidates professional and classroom dispositions	Assignment: Classroom and Fieldwork dispositions Evidence: Rubric	EPP Created