Program Mapping of Advanced Standard 1 Elements

Summary Tables

The summary tables below provide a comprehensive view of how each specialty program addresses the six CAEP Advanced Professional Skills through coursework, field experiences, and performance-based assessments. Each table includes the specific course(s) where content is addressed and the assessment instrument used. Entries marked as "KEY" indicate the three assessments per program that evaluate the most critical professional skills.

Special Education Programs Matrix

Adolescent Special Education

Professional Skill	Course(s)	Assessment
Data Literacy	0809-788 Master's Seminar in Adolescence Education	Capstone/Action Research
Research Methods	0809-788 Master's Seminar in Adolescence Education	Capstone/Action Research
Data Analysis	0810-790, 792, 793, 797, 798 Field Experiences	TPA (Analysis of Student Learning) (KEY)
Collaboration	0810-750 Methods of Instruction	Lesson Plan Framework (KEY)
Technology	0810-620 Technology and Instruction	Professional Instructional Website
Professional Standards	0810-790, 792, 793, 797, 798 Field Experiences	Danielson Framework Domain IV (KEY)

Childhood Special Education

Professional Skill	Course(s)	Assessment
Data Literacy	0810-788 Master's Seminar; 0810-610 Current Topics	Capstone/Action Research; Critical Inquiry Paper
Research Methods	0810-788 Master's Seminar; 0810-610 Current Topics	Capstone/Action Research; Critical Inquiry Paper
Data Analysis	EEC 790, 792, 793, 797, 798 Field Experiences	TPA (Analysis of Student Learning) (KEY)
Collaboration	0810-750 Methods of Instruction	Lesson Plan Framework (KEY)
Technology	0810-620 Technology and Instruction	Professional Instructional Website
Professional Standards	EEC 790, 792, 793, 797, 798 Field Experiences	Danielson Framework Domain IV (KEY)

Early Childhood Special Education

Professional Skill	Course(s)	Assessment
Data Literacy	0820-788 Masters Seminar: Research & Advocacy	Grant Project (KEY)
Research Methods	0820-788 Masters Seminar: Research & Advocacy	Grant Project (KEY)
Data Analysis	0820-620 Inclusive ECSE	Individualized Educational Plan (KEY)
Collaboration	0820-792 Student Teaching / 0820-794 Practicum	TWS Learning Goals
Technology	0820-620 Inclusive ECSE	IEP (AT Component)
Professional Standards	0820-792 Student Teaching / 0820-794 Practicum	Danielson Domain 4

Educational Leadership Programs Matrix

School Building Leadership & School District Leadership

(Both programs share the same course sequence and assessments)

Professional Skill	Course(s)	Assessment
Data Literacy	0806-556 Supervision in the Schools	Supervisory Action Plan (KEY)
Research Methods	0806-554 Research & Evaluation in Schools	Equity Project
Data Analysis	0806-553 Educational Policy: Diversity, Community & Leadership	Equity Project (KEY)
Collaboration	0806-556 Supervision in the Schools	Supervisory Action Plan
Technology	0806-556 Supervision in the Schools	BOE Presentation
Professional Standards	0806-590 Ethics, Law and Technology	Legal Entanglement Paper (KEY)

Content-Area Specialist Programs Matrix

Literacy

Professional Skill	Course(s)	Assessment
Data Literacy	0802-792 Literacy & Research Inquiry II	Action Research Project (KEY)
Research Methods	0802-792 Literacy & Research Inquiry II	Action Research Project (KEY)
Data Analysis	0802-792 Literacy & Research Inquiry II	Action Research Project
Collaboration	0802-789 Organizing, Supervising & Reforming Literacy Program	Professional Development Workshop (KEY)
Technology	0802-789 Organizing, Supervising & Reforming Literacy Program	PD Workshop (Technology Component)
Professional Standards	0802-789 Organizing, Supervising & Reforming Literacy Program	ILA Ethics Discussion

Health Education

Professional Skill	Course(s)	Assessment
Data Literacy	0834-627 School Health Programs & Policies	Culminating Project: Rationale Element (KEY)
Research Methods	0834-552 Research & Technology in Health Education	Research Article Analysis
Data Analysis	0834-627 School Health Programs & Policies	Culminating Project: Results Element (KEY)
Collaboration	0834-627 School Health Programs & Policies	Culminating Project: Collaboration Element (KEY)
Technology	0834-608/609 Comprehensive Health Ed	Lesson Plan (Technology Rubric)
Professional Standards	0834-792 Fieldwork Internship	Professional Disposition Rubric

Physical Education

Professional Skill	Course(s)	Assessment
Data Literacy	0852-643 Movement Experience for Elementary School	Teacher Development Project (KEY)
Research Methods	0852-650 Research & Design of Experiments	School Board Proposal (KEY)
Data Analysis	0852-643 Movement Experience for Elementary School	Teacher Development Project (KEY)
Collaboration	0852-525, 643, 656 Methods/Movement/Teaching Analysis	Conference Reflection
Technology	0852-525 Curriculum and Methods in PE	Sport Education Unit Plan
Professional Standards	0852-792 Internship	Classroom and Fieldwork Dispositions

Program Mapping of Advanced Standard 1 Elements

Data Table: 2022-2025 Academic Years

Advanced Program	Academic Year (N)	CAEP Advanced Professional Skills					
		Applications of Data Literacy	Use of research and understanding of qualitative, quantitative and /or mixed methods research methodologies	Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environment	Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	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
Early Childhood Special Education	2022-23 (N=0)	N/A	N/A	N/A			
	2023-24 (N=1)	Rating Scale: 1-3 Evidence: Project Description N=1 M=2.00	Rating Scale: 1-3 Evidence: Statement of Need N=1 M=3.00	Rating Scale: 1-3 Evidence: Incorporate information from multiple sources N=1 M=2.00 Evidence: Able to adapt general education curriculum N=1 M=3.00			
	2024-25 (N=0)	N/A	N/A	N/A			

				Rating Scale: 1-3 Evidence: TWS Rubric (analysis of student teaching)	Rating Scale: 1-4 Evidence: Grade of entire rubric		Rating Scale: 1-4 Evidence: Criteria - Danielson Domain IV
Childhood Special Education	2022-23 (N=2)			Rating Scale: 1-3 Evidence: TWS Rubric (analysis of student teaching) n=1 missing data for 1 student	Rating Scale: 1-4 Evidence: Grade of entire rubric n=0 missing data; student took course prior to Fall 22		Rating Scale: 1-4 Evidence: Criteria - Danielson Domain IV N=2 M=3.50
	2023-24 (N=1)			Rating Scale: 1-3 Evidence:TWS Rubric (analysis of student teaching) N=0 1 student did not complete the TPA	Rating Scale: 1-4 Evidence: Grade of entire rubric N=0 1 student took course prior to Fall 22, no data to report		Evidence: Criteria - Danielson Domain IV N=1 M=3.50
	2024-25 (N=0)			N/A	N/A		N/A
Adolescent Special Education	2022-23 (N=2)			Rating Scale: 1-3 Evidence: Criteria - TWS Rubric (analysis of student teaching) N=1 M=2.00	Rating Scale:1-4 Evidence: Grade of entire rubric N=1 M=3.00		Rating Scale: 1-4 Evidence: Criteria - Danielson Domain IV N=2 M=3.50
	2023-24 (N=1)			Rating Scale: 1-3 Evidence: Criteria - TWS Rubric (analysis of student teaching) N=1 M=2.00	Rating Scale: 1-4 Evidence: Grade of entire rubric N=1 M=3.00		Rating Scale: 1-4 Evidence: Criteria - Danielson Domain IV N=1 M=3.00
	2024-25 (N=0)			N/A	N/A		N/A

Physical Education Graduate	2022-23 (2)	Rating Scale: 1-3 Evidence: Grade of entire rubric N=0 2 students took course prior to Spring 23	Rating Scale: 1-3 Evidence: Grade of entire rubric N=0 2 students took course prior to Spring 23		Rating Scale: 1-3 Evidence: Grade of entire rubric N=0 2 students took course prior to Spring 23		
	2023-24 (1)	Rating Scale: 1-3 Evidence: Grade of entire rubric N=1 M=2.67	Rating Scale: 1-3 Evidence: Grade of entire rubric n=0 1 student completed course before the introduction of this new assignment		Rating Scale: 1-3 Evidence: Grade of entire rubric N=1 M=3.00		
	2024-25 (N=3)	Rating Scale: 1-3 Evidence: Grade of entire rubric N=3 M=2.22	Rating Scale: 1-3 Evidence: Grade of entire rubric N=0 an incorrect course number was provided, resulting in no data being collected.		Rating Scale: 1-3 Evidence: Grade of entire rubric N=3 M=2.83		

Health Education	2022-23 (N=10)	Rating Scale: 1-4 Evidence: Rationale N=9 M=3.33 missing data for 1 student		Rating Scale: 1-4 Evidence: Results N=9 M=3.11 missing data for one student	Rating Scale: 1-4 Evidence: Collaboration with others N=9 M=3.56 missing data for 1 student		
	2023-24 (N=10)	Rating Scale: 1-4 Evidence: Rationale N=10 M=3.50		Rating Scale: 1-4 Evidence: Results N=10 M=3.50	Rating Scale: 1-4 Evidence: Collaboration with others N=10 M=3.20		
	2024-25 (N=13)	Rating Scale: 1-4 Evidence: Rationale N=13 M=3.31		Rating Scale: 1-4 Evidence: Criteria - Results N=13 M=3.23	Rating Scale: 1-4 Evidence: Criteria - Collaboration with others N=13 M=2.31		
Literacy	2022-23 (N=2)	N=0 1 student completed the course before data collection began in Fall 22 and 1 student did not enroll in the course.	N=0 1 student completed the course before data collection began in Fall 22 and 1 student did not enroll in the course.		Evidence: Grade of entire rubric N=2 M=3.00		

	2023-24 (N=3)	Rating Scale: 1-3 0802-792 Evidence: Grade of entire rubric N=3 M=2.93 0802-750 Evidence: Grade of entire rubric N=3 M=2.83	Rating Scale: 1-3 Evidence: Grade of entire rubric N=3 M=2.93				
	2024-25 (N=3)	Rating Scale: 1-3 0802-792 Evidence: Grade of entire rubric N=3 M=3.00 0802-750 Evidence: Grade of entire rubric N=3 M=2.89	Rating Scale: 1-3 Evidence: Grade of entire rubric N=3 M=3.00		Rating Scale: 1-3 Evidence: Grade of entire rubric N=3 M=3.00		

Educational Leadership (SBL)	2022-23 (N=2)	Rating Scale 1-3 Evidence: Component 1.2 N=2 M=3.00 Evidence: Component 4.2 N=2 M=3.00 Evidence: Component 7.3 N=2 M=3.00		Rating Scale 1-3 Evidence: Component 1.1 N=2 M=2.50 Evidence: Component 5.3 N=2 M=3.00			Rating Scale 1-3 Evidence: Component 2.1 N=2 M=2.50 Evidence: Component 2.2 N=2 M=2.00 Evidence: Component 2.3 N=2 M=2.50
	2023-24 (N=6)	Rating Scale 1-3 Evidence: Component 1.2 N=4 M=3.00 Evidence: Component 4.2 N=4 M=3.00 Evidence: Component 7.3 N=4 M=3.00		Rating Scale 1-3 Evidence: Component 1.1 N=4 M=2.75 Evidence: Component 5.3 N=4 M=2.50			Rating Scale 1-3 Evidence: Component 2.1 N=4 M=2.50 Evidence: Component 2.2 N=4 M=2.25 Evidence: Component 2.3 N=4 M=2.25

	Year (N)						
	2024-25 (N=4)	Rating Scale 1-3 Evidence: Component 1.2 N=4 M=2.75 Evidence: Component 4.2 N=4 M=2.75 Evidence: Component 7.3 N=4 M=2.75		Rating Scale 1-3 Evidence: Component 1.1 N=3 M=2.67 Evidence: Component 5.3 N=3 M=3.00			Rating Scale 1-3 Evidence: Component 2.1 N=3 M=2.33 Evidence: Component 2.2 N=3 M=2.00 Evidence: Component 2.3 N=3 M=2.67
Educational Leadership (SDL)	2022-23 (N=0)	N/A	N/A				N/A
	2023-24 (N=5)	Rating Scale 1-3 Evidence: Grade for whole rubric N=5 M=2.20	Rating Scale 1-3 Evidence: Grade for whole rubric N=5 M=2.20				N=0 5 students transferred into the course with an A, which means there is no assignment grade available for them.
	2024-25 (N=1)	N=0 1 student took a course prior to implementation of rubric.	N=0 1 student took a course prior to implementation of rubric.				N=0 1 student took a course prior to implementation of rubric.

Program Mapping with Descriptions

ADOLESCENT SPECIAL EDUCATION				
	Curriculum	How Addressed	How Assessed (Bold indicates most relevant)	
CAEP Advanced Professional Skills	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,	**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**

community 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	Assignment: Critical Inquiry Paper Evidence: Rubric	EPP Created

		application of educational research as it relates to best practices in childhood special education.		
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 re;ated 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

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 - students 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**
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 - students 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**	**Students 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	Students develop and 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 (SDL)				
	Curriculum	How Addressed	How Assessed (Bold cells indicate key assessment)	
CAEP Advanced Professional Skills	Courses Where Addressed	Description of Activity/Prompt	Assignment & Evidence	Type of Assessment (EPP created, Proprietary)
Applications of Data Literacy	0806-710	**Mini-Case Study Project - based on a school's actual data, candidates develop a three-year Strategic Instructional Improvement Plan focused on improving performance in two curriculum areas. This plan should be customized to reflect content area specialty and context. The project serves as a practical and professional roadmap for leading instructional change and enhancing student outcomes.**	**KA3: Strategic Mini-Case Study & District Instructional Improvement Plan**	**EPP Created**
Use of research and understanding of qualitative, quantitative and /or mixed methods research methodologies	0806-710	**Mini-Case Study Project - based on a school's actual data, candidates develop a three-year Strategic Instructional Improvement Plan focused on improving performance in two curriculum areas. This plan should be customized to reflect content area specialty and context. The project serves as a practical and professional roadmap for leading instructional change and enhancing student outcomes.**	**KA3: Strategic Mini-Case Study & District Instructional Improvement Plan**	**EPP Created**
Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environment	0806-700	**Educational Leadership and Change Initiative Interview Paper**	**KA2:Educational Leadership and Change Initiative Interview Paper**	**EPP Created**

Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	0806-720	Internship Project: During the internship, candidates will identify a real need or initiative within the district that requires collaboration (e.g., improving student attendance, strengthening family engagement, reviewing curriculum practices, or developing a community partnership).		**EPP Created**
Supporting appropriate applications of technology for their field of specialization	0806-720	same as above		**EPP Created**
Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization	**0806-720 Internship**	**Candidates will identify a district initiative or area of practice (e.g., student support services, curriculum implementation, personnel management, or community engagement) and examine it through the lens of applicable federal and state laws, district policies, and ethical standards. The project will conclude with a written analysis and set of recommendations to strengthen district practices.**	**KA4: Internship Final assessment**	**EPP Created**

	EDUCATIONAL LEADERSHIP (SBL)			
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 activites 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	Assignment: Supervisory Action Plan Evidence: Rubric	EPP Created

		collaboratively worked with all stakeholders involved in the change process, and the goals that you will measure the success of the initiative.		
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				
	Curriculum	How Addressed	How Assessed (Bold indicates most relevant)	
CAEP Advanced Professional Skills	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**	**Assignment: Culminating School Health Project Evidence: Results Element**	**EPP Created**

		impact students—their health, their achievement, their school connectedness, etc.		
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				
	Curriculum	How Addressed	How Assessed (Bold indicates most relevant)	
CAEP Advanced Professional Skills	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 analyzed and turned into knowledge to help improve their self-awareness. Students will write a paper summarizing 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 technology for their field of specialization	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
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