Candidate Performance

Unit Learning Outcome	CAEP Standard. Element	InTASC Standard	InTASC Learning Progression Indicator	Initial Certification Programs: Key Assessments	When	Advanced Programs: Key Assessments	When
1. Candidates demonstrate a thorough understanding of **Instructional Practices** embodied by the core processes comprising responsive education- Planning, Instructing, Reflecting and Responding – and the ability to effectively use **assessment** to inform practice and engage learners in their own growth adapting instruction in response to various indicators of student performance.	1.1	6, 7, 8	6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2	• Teacher work samples (TWS, Spring 2014 move to edTPA) • Student Teaching Evaluation • EFE Evaluation	• Field Experience Courses • Student Teaching	• Teacher work sample • Capstone project	Program completion
2. Candidates possess a thorough understanding of content, context, and human development (i.e., Discipline-Specific **Content** Knowledge, Pedagogical Content Knowledge, General Knowledge, Pedagogical Knowledge, Common Core State Standards, and Human **Learning** and Development) and apply these knowledge bases to improve student learning.	1.1, 1.3, 1.4	1, 2, 3, 4	(1-2).1, (1-2).2, 3.1, 3.2, 4.1, 4.2	• Overall GPA • Content GPA • PCK GPA • Pedagogy GPA • NYSTCE CST • NYSTCE LAST (NYSTCE ALST beginning Spring 2014) • TWS analysis of student learning (Spring 2014 move to edTPA)	Throughout program and at Student Teaching (for Analysis of Student Learning and edTPA beginning Spring 2014)	• NYSTCE CST (for Literacy and TESOL Advanced Programs) and/or • Overall GPA • Content GPA • PCK GPA • Pedagogy GPA	Program completion and/or Throughout Program
3. Candidates possess both a theoretical and empirical grounding in pedagogy and are well versed in a variety of **instructional strategies** to make learning accessible for all learners (procedural knowledge). Candidates also know when, where and why to apply these specific strategies (conditional knowledge).	1.1	5, 8	5.1, 5.2, 8.1, 8.2	• Teacher work samples (TWS, Spring 2014 move to edTPA) • Student Teaching Evaluation • EFE Evaluation • NYSTCE ATS-W	Field Experience Courses Student Teaching	Pedagogy GPA	Throughout program

4. Candidates demonstrate an understanding of how **learners** grow and develop (cognitively, linguistically, socially, emotionally, and physically) and apply this understanding in conjunction with explicit strategies to minimize bias and advance equity and intercultural understanding in designing developmentally appropriate and challenging inclusive learning experiences promoting high standards for each learner.	1.1, 4.1	1, 2	(1-2).1, (1-2).2	• Teacher work samples (TWS, Spring 2014 move to edTPA) • EFE Evaluation • Student Teaching Evaluation • NYSTCE EAS (beginning Spring 2014)	EDU305 Student Teaching	• *Need a plan for collecting evidence of advanced understanding*	
5. Candidates demonstrate **Professional Responsibility** by modeling positive professional characteristics that foster growth and learning in the classroom. They are ethical practitioners who are life-long learners, child advocates, collaborators and well-behaved professionals at all times.	1.1	9, 10	9.1, 9.2, 9.3, 10.1	• Student Teaching Evaluation: Professional cluster • Professional Dispositions Survey	Student Teaching	Professional Dispositions survey	EDU 570
6. Candidates internalize the P-I-R-R process and use research and evidence, as well as technology tools to develop an understanding of teaching and infuse these into their daily instructional practice to measure P-12 student progress and adapt their instruction in response to student performance to improve learning.	1.2, 1.5, 4.2	6, 7, 9	6.1, 7.2, 9.2	• Teacher work samples (TWS, Spring 2014 move to edTPA) • EFE Evaluation • Student Teaching Evaluation • EDU276 Project • Math SPA 8 • English SPA 6	Field Experience Courses Student Teaching	• Teacher work samples • Technology Portfolios	program completion