

Teacher Education Program
ASSESSMENT of CLINICAL PRACTICE II

I. PLANNING FOR STUDENT LEARNING					(N/A may be selected for any item.)				
Criteria		4 Highly Effective	3 Effective	2 Partially Effective	1 Ineffective				
1.	<p>Demonstrates understanding of concepts and principles of the discipline.</p> <p>MSU 1; INTASC 4; NJPTS 4; CAEP 1.2</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Effective choice of activities for a lesson. • Careful lesson planning that enables students to make valuable connections among concepts. • Ability to explain content. 	<p>Elements of the lesson clearly reflect extensive understanding of pedagogical concepts and principles required for student learning. Intern is able to provide detailed justifications for almost all decisions related to the lesson.</p>	<p>Elements of the lesson reflect an understanding of pedagogical concepts and principles required for student learning. Intern is able to justify some decisions related to the lesson.</p>	<p>Elements of the lesson reflect a familiarity with the pedagogical concepts and principles required for student learning. Intern is unable to justify decisions related to the lesson.</p>	<p>The lesson reflects inaccurate understanding of pedagogical concepts and principles required for student learning. Intern is unable to justify decisions related to the lesson.</p>				
2.	<p>Plans teaching methods and strategies appropriate to the discipline.</p> <p>MSU 2; INTASC 4; NJPTS 4; CAEP 1.2</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Detailed and scaffolded plans. • Standards woven throughout lesson(s). • Knowledge of content connections. 	<p>The lesson reflects specific and well-established teaching methods and strategies appropriate to the subject being taught.</p>	<p>The lesson reflects specific and well-established teaching methods and strategies that are partly appropriate to the subject being taught.</p>	<p>The lesson reflects specific and well-established teaching methods and strategies, but it is unclear if these are appropriate for the subject being taught.</p>	<p>The lesson reflects nonspecific and/or inappropriate teaching methods and strategies.</p>				

Criteria		4 Highly Effective	3 Effective	2 Partially Effective	1 Ineffective
3.	<p>Plans measurable learning objectives aligned to standards and assessments.</p> <p>MSU 2; INTASC 4; NJPTS 4; CAEP 1.2</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Lesson plans consistently include appropriate standards for content. • Learning objectives are measurable. • Planning is sequential with regards to skills/concepts. 	Plans include measurable learning objectives that clearly align to standards and assessment to create a cohesive learning experience.	Plans include measurable learning objectives that align to standards OR assessments, but not both.	Plans include learning objectives, standards and assessments that are either measurable OR aligned to one another, but not both.	Learning objectives are neither measurable nor aligned to standards or planned assessments.
4.	<p>Plans instruction that incorporates knowledge of students' personal lives and backgrounds to provide meaningful learning opportunities.</p> <p>MSU 6; INTASC 2; NJPTS 2; CAEP 1.1</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Lesson plans indicate the use of a variety of high quality multicultural resources to support themes/units (e.g., stories, current events, manipulatives, etc.) • Assessment scenarios use a variety of cultural references, and/or references to students' backgrounds. 	Intern incorporates strong knowledge of students' identities, life experiences, and backgrounds into the lesson, making meaningful connections to the learning goals to enhance learning.	Intern incorporates some knowledge of students' identities, life experiences and backgrounds into the lesson, with limited connection to learning goals.	Intern attempts to incorporate knowledge of students' identities, life experiences and backgrounds into the lesson, but the connections to the learning objectives are unclear.	Intern fails to incorporate knowledge of students' identities, life experiences or backgrounds into the lesson OR represents a deficit view of students' backgrounds.

Criteria		4 Highly Effective	3 Effective	2 Partially Effective	1 Ineffective
5.	<p>Plans developmentally appropriate instruction that is inclusive of all students' learning needs.</p> <p>MSU 5; INTASC 1; NJPTS 1; CAEP 1.1</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Use of pictorial models, concept maps, diagrams, and graphs. • Universal Design for learning. • Anti-ableist perspectives. • Presuming competence; infusing disability and positive disability identity into the classroom 	<p>Interns' lesson is appropriate and takes into account group and individual learner needs and strengths.</p>	<p>Intern's lesson is appropriate and aligns with group learning needs.</p>	<p>Intern's lesson is acceptable and minimally aligns with group learning needs.</p>	<p>Intern's lesson is inappropriate for student learning needs.</p>
6.	<p>Incorporates a variety of teaching strategies grounded in theory to engage students in meaningful and challenging learning.</p> <p>MSU 8, INTASC 7; NJPTS 7; CAEP 1.4</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Strategies appropriate to the discipline, difficulty level, and designed to address needs of group and individual learners. 	<p>Intern's lesson incorporates a variety of teaching strategies grounded in theory to engage the group and individuals or groups of students in meaningful and intellectually- challenging learning.</p>	<p>Intern's lesson incorporates a variety of teaching strategies grounded in theory to engage the group in meaningful and intellectually-challenging learning.</p>	<p>Intern's lesson incorporates a variety of teaching strategies grounded in theory, but it is unclear if they could engage students in meaningful and intellectually-challenging learning.</p>	<p>Intern's lesson incorporates minimal teaching strategies and/or they are not grounded in theory.</p>

Criteria		4 Highly Effective	3 Effective	2 Partially Effective	1 Ineffective
7.	<p>Crafts lesson(s) that provides opportunities for students to connect the content to their own lives, local and/or real-world contexts.</p> <p>MSU 9; INTASC 5; NJPTS 5; CAEP 1.2</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Using meaningful applications and examples from the real world in the lesson. • Intern helps students find meaning in the content and activities. 	Intern's lesson enables students to make connections between the content and their own lives, local, and/or real-world context.	Intern's lesson identifies connections between the content and students' lives, local, and/or real-world context.	Intern's lesson attempts to make connections between the content and the students' lives but the connections are weak or unclear.	Intern makes no connection between the content in the lesson and students' lives.
8.	<p>Plans lesson(s) that foster students' creative and critical thinking related to instructional content.</p> <p>MSU 12; INTASC 5 NJPTS 5; CAEP 1.2</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Students are encouraged to ask questions and take risks. • Teacher asks leading questions. Asks why. Holds Q and A sessions. Is not afraid to ask challenging questions of all grade levels. 	Intern's lesson encourages students to think critically and creatively in the context of the content being studied; lesson plans allow students to be independently engaged in identifying problems, posing higher-order questions, and developing possible solutions.	Intern's lesson encourages students to think critically and creatively in the context of the content being studied; lesson plans give students the tools to think independently and creatively by introducing questions and prompting for possible solutions.	Intern's lesson encourages students to think critically in the context of the content being studied; lessons include questions that lead to limited independent thinking or rote responses, and encourage use of limited problem-solving skills.	Intern's lesson does not encourage students to think critically or creatively in the context of the content being studied or discourages them from doing so.

Criteria		4 Highly Effective	3 Effective	2 Partially Effective	1 Ineffective
9.	<p>Plans lesson(s) that foster self-regulated learning.</p> <p>MSU 12; INTASC 7; NJPTS 7; CAEP 1.3</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Students work independently. • Students completing self-assessment and comparing pre-assessments with post-assessments. 	<p>Intern's lesson promotes students' abilities to set goals and evaluate their own abilities. The plan encourages students to attend to AND to make adjustments to improve their own learning.</p>	<p>Intern's lesson promotes students' abilities to set goals. The plan encourages students to attend to their own learning.</p>	<p>Intern's lesson promotes students' abilities to set goals. The plan does not encourage students to attend to OR make adjustments to improve their own learning.</p>	<p>Intern's lesson does not promote students' abilities to set goals and does not encourage them to make adjustments to improve their own learning.</p>
10.	<p>Designs lesson(s) that include formal and informal assessments that appropriately monitor and assess student learning and progress.</p> <p>MSU 13; INTASC 6; NJPTS 6; CAEP 1.3</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Checks for understanding and uses outcomes/student responses to make adjustments as need. • Holistic assessments. Ongoing assessment and feedback to gauge learning. 	<p>Intern's lesson(s) include(s) a cohesive assessment strategy that includes formal and informal assessments that are designed to gauge learning and misconceptions.</p>	<p>Intern's lesson(s) include(s) formal and informal assessments that are designed to gauge learning and misconceptions.</p>	<p>Intern's lesson(s) include(s) formal or informal assessments that are designed to monitoring learning and misconceptions.</p>	<p>Intern's lesson(s) include(s) few formal or informal assessments to monitor student learning and misconceptions.</p>

Criteria		4 Highly Effective	3 Effective	2 Partially Effective	1 Ineffective
11.	<p>Plans routines, transitions, pace and procedures to support instruction.</p> <p>MSU 24; INTASC 3; NJPTS 3; CAEP 1.3</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Structures to encourage participation: muting/unmute, hand signals. Interactions in chat features. Use of timer in breakout rooms to manage time. • Students show work on camera or via upload. • Uses the school's platform to create a communication connection with students, among students, and/or with their parents/guardians. • Sets up procedures to send out timely reminders and due dates. 	<p>Intern plans routines, transitions, pace, and procedures that rely on students self-directing, or taking responsibility in the learning environment.</p>	<p>Intern plans routines, transitions, pace, and procedures where students play a small role in managing the learning environment.</p>	<p>Intern plans routines, transitions, pace, and procedures that are clear but students depend entirely on the teacher to direct them.</p>	<p>Intern consistently fails to plan routines, transitions, pace, and procedures for learning environment.</p>

II. TEACHING FOR STUDENT LEARNING

(N/A may be selected for any item.)

Criteria		4 Highly Effective	3 Effective	2 Partially Effective	1 Ineffective
12.	<p>Implements instruction that incorporates knowledge of students' personal lives and backgrounds to provide meaningful learning opportunities.</p> <p>MSU 14; INTASC 2; NJPTS 2; CAEP 1.3</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Utilizes relevant anticipatory sets to hook students' interest and continues engagement through a variety of techniques. • Use of videos, speakers, research. • Learn about each other in class, sharing. • Celebrate the diversity of the class/community by designing opportunities to learn about each of the groups represented via videos, speakers, research, and then sharing the results of the research with the entire class or rotating through small groups in virtual rooms. • Incorporates some aspect of the mandated state curricula (Amistad, LGBTQ+ and Disability, genocide) regularly in lessons. 	<p>Intern incorporates strong knowledge of students' identities, life experiences and backgrounds into the lesson, making meaningful connections to learning goals.</p>	<p>Intern incorporates some knowledge of students' identities, life experiences and backgrounds into the lesson, making limited connections to learning goals.</p>	<p>Intern attempts to incorporate knowledge of students' identities, life experiences and backgrounds into the lesson but the connections to learning goals are unclear.</p>	<p>Intern does not attempt to connect lesson or learning goals to students' identities, life experiences or backgrounds OR presents a deficit view of students' backgrounds.</p>

Criteria		4 Highly Effective	3 Effective	2 Partially Effective	1 Ineffective
13.	<p>Implements inclusive instruction that builds on evidence of students' prior knowledge.</p> <p>MSU 15; INTASC 8; NJPTS 8; CAEP 1.1</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Content connects to prior lesson or prior assessment of learning. • Students apply prior knowledge when discussing content. 	Intern's lesson shows evidence that thoroughly connects the learning goals to students' prior knowledge.	Intern's lesson shows evidence for how the learning goals connect to students' prior knowledge.	Intern's lesson begins to make connections between learning goals and students' prior knowledge.	It is not clear that the intern's lesson is connected to students' prior knowledge.
14.	<p>Implements lesson(s) that include formal and informal assessments that appropriately monitor and assess student learning and progress.</p> <p>MSU 20; INTASC 6; NJPTS 6; CAEP 1.3</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Ability to identify possible misconceptions and provide appropriate intervention. • Ability to support productive struggle that leads to meaningful gains in knowledge. 	Lesson(s) includes a cohesive plan of formal and informal assessments to monitor learning and misconceptions and make instructional adjustments as needed.	Lesson(s) includes formal and informal assessment to monitor learning and misconceptions and make instructional adjustments as needed.	Lesson(s) includes formal or informal assessments to monitor learning and misconceptions.	Lesson(s) uses few formal or informal assessments to monitor student learning and misconceptions.

Criteria		4 Highly Effective	3 Effective	2 Partially Effective	1 Ineffective
15.	<p>Implements lesson(s) that promote students to connect content knowledge to their own lives, local and/or real world contexts.</p> <p>MSU 16; INTASC 5; NJPTS 5; CAEP 1.2</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Students can make connections verbally or written to their own lives, or other contexts. • Evidence of work and writing samples highlight students 'connections to real-world applications. 	Intern's lesson promotes students to make connections between the content and their own lives, local, and/or real world context.	Intern's lesson identifies connections between the content and students' lives, local, and/or real world contexts.	Intern attempts to identify a connection between the content and students' lives, but the connection is weak or unclear.	Intern makes no connection between the content and students' lives.
16.	<p>Enacts inclusive instruction that supports meaningful and challenging learning for all students.</p> <p>MSU 17; INTASC 8; NJPTS 8; CAEP 1.1</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Using low-floor/high ceiling tasks that provide students at various starting points entry into tasks. • Evidence that student self-goals are continually more rigorous. • Posing questions that lead to meaningful discussions and highlights everyone's contribution. 	Intern enacts inclusive instruction, incorporating a wide variety of instructional strategies that attend to the learning needs of the group AND individual learners.	Intern's lesson incorporates a variety of instructional strategies that attend to the learning needs of the group OR individual students.	Intern's lesson attempts to incorporate inclusive practices.	Intern demonstrates little understanding of inclusive practices.

Criteria		4 Highly Effective	3 Effective	2 Partially Effective	1 Ineffective
17.	<p>Models and supports the use of academic vocabulary related to instructional content.</p> <p>MSU 18; INTASC 4; NJPTS 4; CAEP 1.2</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Teacher models language of the discipline relevant to the content. • Word walls, sentence frames, graphic organizers (virtual or in person). • Introduces language via video or live stream. • As needed, the teacher restates what the student said and uses the appropriate vocabulary and grammar to reinforce academic vocabulary. • The teacher assigns tasks wherein the students must use the proper vocabulary. 	<p>Intern includes explicit supports for academic vocabulary that are aligned with the content of the lesson and learning objectives and address the differing language needs in the class.</p>	<p>Intern includes explicit supports for academic vocabulary that are aligned with the content of the lesson and learning objectives.</p>	<p>Intern includes supports for academic vocabulary in the lesson but they are not explicit or they are not aligned with the content of the lesson or the learning objectives.</p>	<p>Intern does not provide supports for the academic vocabulary in the lesson.</p>
18.	<p>Implements lesson(s) that foster creative and critical thinking related to instructional content.</p> <p>MSU 19; INTASC 8; NJPTS 8; CAEP 1.2</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Students actively engaged and involved. • Mixes up pacing, strategies, materials, and sequence of activities. 	<p>Intern encourages students to think critically and creatively in the context of the content being studied. Lesson allows students to be independently and creatively engaged in identifying problems, posing higher-order questions, and developing possible solutions.</p>	<p>Intern encourages students to think critically and creatively in the context of the content being studied. The lesson helps students to think independently and creatively by introducing questions and prompting for possible solutions.</p>	<p>Intern encourages students to think critically about issues related to the content; the lesson includes questions that lead to limited independent thinking or rote responses, and encourages use of limited problem-solving skills.</p>	<p>Intern does not encourage students to think critically or creatively in the context of the content being studied or discourages them from doing so.</p>

Criteria		4 Highly Effective	3 Effective	2 Partially Effective	1 Ineffective
19.	<p>Models and promotes thoughtful use of digital tools, content, or social networks to improve learning and engagement.</p> <p>MSU 23; INTASC 3; NJPTS 3; CAEP 1.3</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Technology is thoughtfully employed to meet learning objectives. • Instructions easy to find, explicit, and multimodal. 	Intern integrates technology in a manner that is integral to the lesson and enhances learning.	Intern integrates technology in a manner that enhances learning.	Intern integrates technology but it is unclear how the use is applicable to or enhances the lesson, OR the use of technology is a distraction from the lesson.	Intern uses technology inappropriately in the lesson, creating distraction rather than support.
20.	<p>Communicates clearly and effectively to improve learning.</p> <p>MSU 4; INTASC 3; NJPTS 3; CAEP 1.3</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Direct, concise, and respectful when communicating. • There is no underlying tone. • Communicates in multiple modalities (written, videos, audio recordings). 	Intern communicates in a clear and respectful manner with students and others. Intern values and uses multiple means of communication.	Intern communicates in a clear and respectful manner with students and others. Intern values multiple means of communication.	Intern communicates in a clear and respectful manner with students and others; not evident that the Intern values multiple means of communication.	Intern's communication is generally unclear or inappropriate.
21.	<p>Facilitates appropriate routines, transitions, pace and procedures to support instruction.</p> <p>MSU 24; INTASC 3; NJPTS 3; CAEP 1.3</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Smooth transitions. • Establish routines and structures. 	Intern manages routines, transitions, pace, and procedures with evidence of students self-directing or taking responsibility in the learning environment. Maintains routines throughout the lesson.	Intern manages routines, transitions, pace, and procedures, and begins to get to the place where students self-direct or take responsibility in the learning environment but not maintained throughout the entire lesson.	Intern manages routines, transitions, pace, and procedures that are clear but students depend almost entirely on the teacher to direct them. Routines not maintained throughout the lesson.	Intern consistently fails to manage routines, transitions, pace, and procedures that engage students in learning.

III. PROFESSIONAL AND ETHICAL PRACTICE (N/A may be selected for any item.)					
Criteria		4 Highly Effective	3 Effective	2 Partially Effective	1 Ineffective
22.	<p>Writes professionally. MSU Standard 4; CAEP 1.4</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • In all communications and contexts (letters, notes, emails, texts) shows appropriate and well-written communication skills. • Avoids repetition, tautology, unnecessary expressions, prepositions, clichés, etc. 	Written communication is consistently appropriate, well written, AND free of grammatical and spelling errors.	Written communication is generally appropriate AND well written.	Written communication is generally appropriate OR free of grammatical and spelling errors.	Written communication is inappropriate and contain grammatical and spelling errors.
23.	<p>Creates and maintains supportive and empathetic learning environments that are conducive to learning. MSU 22; INTASC 3; NJPTS 3; CAEP 1.1</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Provides positive feedback and encouragement throughout lessons. • Sets rules and etiquette. • Use of emoticons for appropriate expression of support. • Encourage teamwork through sharing ideas on Jamboard or Google document. 	Intern creates a learning environment where all students appear comfortable as they participate in learning, are engaged, collaborate in a respectful manner with peers and the teacher, and contribute to the lesson.	Intern creates a learning environment where all students appear comfortable as they participate in learning, are engaged, and collaborate in a respectful manner with peers and the teacher.	Intern creates a learning environment that allows most students to engage in learning but not all students work collaboratively or respectfully.	Intern creates a learning environment that is characterized by few students being engaged in learning. Intern's interactions with students are disrespectful, inappropriate, or insensitive.

Criteria		4 Highly Effective	3 Effective	2 Partially Effective	1 Ineffective
24.	<p>Collaborates with stakeholders (cooperating teachers, university supervisors, colleagues, professionals, or families).</p> <p>MSU 25, 26; INTASC 10; NJPTS 10; CAEP 1.4</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> Establishes consistent methods and schedules for sharing information with families. Participates in PD opportunities. 	Intern participates in collaborative efforts with colleagues, other professionals, and families in AND outside of school.	Intern participates in collaborative efforts with colleagues, other professionals, and families, in OR outside of school.	Intern participates to a limited extent in collaborative efforts with colleagues in school.	Intern does not participate in collaborative efforts in or out of school.
25.	<p>Demonstrates integrity, honesty, and an understanding of professional ethics.</p> <p>MSU 30; INTASC 9; NJPTS 11; CAEP 1.4</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> Punctual and reliable. Comes to class prepared. Does not make excuses. 	Intern acts in accordance with the ethical codes of conduct, guidelines, and policies and consistently models professional standards required of the profession.	Intern behaves in accordance with the code of ethics and standards of conduct required of the profession.	Intern has engaged in a minor ethically questionable practice but has acknowledged the issue.	Intern frequently engages in activity(ies) that crosses the ethical boundaries and standards of conduct required of the profession.
26.	<p>Demonstrates professional roles and responsibilities.</p> <p>MSU 30; INTASC 9; NJPTS 9; CAEP 1.4</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> Positive attitude about student learning and potential. Lifelong-learner mindset. Uses online platforms/social media appropriately 	Intern consistently demonstrates and is reflective of professional practices and behaviors and shows an advanced level of readiness to join the teaching profession. Accepts responsibility for actions; follows school and district policies and rules.	Intern consistently demonstrates professional practices and behaviors and shows readiness to join the teaching profession. Accepts responsibility for actions; follows school and district policies and rules.	Intern generally demonstrates professional practices and behaviors, but occasionally shows some lapses in judgment. E.g., related to attendance and punctuality, accomplishing work, addressing feedback, and communicating and working with others. Accepts responsibility for actions, and is actively working to improve.	Intern demonstrates unprofessional behaviors such as dressing inappropriately, missing or being late for classes, not completing work, resisting feedback, communicating inappropriately, or not being able to work with others. Does not accept responsibility for actions.

IV. REFLECTION AND CRITICAL THINKING (N/A may be selected for any item.)				
Criteria	4 Highly Effective	3 Effective	2 Partially Effective	1 Ineffective
<p>27. Is an emerging reflective practitioner who articulates the ability to use evidence and feedback to improve practice and learning for all students.</p> <p>MSU 29; INTASC 9; NJPTS 9; CAEP 1.4</p> <p>Examples of observable or documented evidence:</p> <ul style="list-style-type: none"> • Accepts constructive, critical feedback and implements that feedback to improve (including feedback from previous assessments). • Lesson plans show detailed self-reflection that impacts instructional practices. • Seeks feedback from colleagues, peers, teachers, etc. 	Intern actively seeks feedback and consistently uses evidence from instruction to reflect on and improve practice and learning for all students.	Intern uses feedback and evidence from instruction to reflect on and improve practice and learning for all students.	Intern accepts feedback and uses minimal evidence to reflect on and improve practice and learning for all students.	Intern is defensive or resists feedback. Limited to no use of evidence to reflect and improve practice and learning for all students.

The criteria in this assessment are aligned as indicated with University, State, and National standards that reflect best practices for pre-service and in-service teachers.

MSU = Montclair State University Institutional Standards

INTASC = The Interstate New Teacher Assessment and Support Consortium

http://programs.ccsso.org/projects/interstate_new_teacher_assessment_and_support_consortium/

NJPTS = New Jersey Professional Standard for Teachers

<https://www.state.nj.us/education/profdev/profstand/teacherstandardsoverview.pdf>

CAEP = Council for the Accreditation of Educator Preparation

<http://caepnet.org/>