Career Specialist Permit (CSP) Pedagogy Provider Approval Process
Instructions and Assessment Rubric

Initial CSPs may be renewed upon the completion of any Indiana Department of Education (IDOE) reviewed and State Board of Education (SBOE) approved pedagogy component. The rubric beginning on page 2 will be used to assess whether a proposed pedagogy program is addressing all areas (511 IAC 16-4-6) required of the pedagogy component. All areas must be evident in the materials presented before the IDOE will recommend approval to the SBOE. Any proposal not including all areas will be returned for revision and may be resubmitted for another review. Remember, all pedagogy programs must be approved by the SBOE before they can be offered or advertised as "state approved" pedagogy components.

Instructions to institutions or entities (school districts, professional organizations, etc.) seeking approval:
- **Please provide evidence or documentation illustrating how your pedagogy component meets each of the six areas listed in the rubric beginning on page 2. Reviewers will need to confirm that your program is addressing each area and the more examples, details, or samples that are included, the better.**
- **Submit all materials electronically (email) to Scott Bogan, Coordinator of Educator Preparation at sbogan@doe.in.gov. Materials not approved will be returned via email. Programs receiving a positive review will be recommended to the SBOE for approval. See http://www.in.gov/sboe/2427.htm for meeting dates and materials. All approved programs will be listed on our website and will include the date of approval and, if applicable, date of expiration. We will process all review requests as quickly as possible but keep in mind that final approval is dependent upon the State Board of Education. Every effort will be made to include recommendations on the next board agenda.**
- **Please provide within your documentation:**
  1.) Name of your institution/program/entity;
  2.) Provide one-page or less description of your program proposal, including format, duration, setting, etc. Draft agendas would be helpful;
  3.) A detailed description of how your program would address each of the "areas" identified in the rubric. (The rubric will be completed by the reviewers but is included for your review and preparation.)

Instructions to reviewers:
- **Please be sure to provide your name and the date of your review at the top of the next page. Determine whether evidence is provided for each area and include comments in the third column, and "met" or "not met" in the last column. Please download and review all resources included in the chart prior to reviewing the proposal.**

Institution:
Reviewer Name:
Date:

Please refer to the "Career Specialist Permit Application" as you reflect upon this proposal. There are six (6) key areas to consider when reviewing this application in addition to the required program application documentation. Refer to the "Resource Section" at the end of this form for additional information. Contact Scott Bogan at **sbogan@doe.in.gov** with questions.

Program Application Documentation	Yes	No	Unclear
● Rationale is described.			
● Plan of study is included (scope, sequence, calendar, start date).			
● Content includes standards, goals, objectives, evidence-based instruction, and assessments that align.			
● A matrix of standards alignment per course is provided at the sub-standard level.			
● Syllabi are aligned to IDOE standards (at the substandard level).			
● Clinical experience is well defined (hours, placement, educators, evaluation).			
● Agreements/contracts with schools/districts outline roles and responsibilities (mentors & principals).			
● Key assessments include detailed descriptions, evaluation templates, and rubrics aligned to IDOE standards.			

Comments:

AREA 1: Literacy for adolescents in content areas and across curriculum based on scientifically-based reading research.

Standard 7: Reading Instruction—Teachers at the secondary level have a broad and comprehensive understanding of content- area and disciplinary literacy skills, and demonstrate the ability to plan and deliver integrated content area reading instruction that is based on student learning standards, student literacy needs and strengths as reflected in ongoing student data, and scientifically based reading research. *Includes:* Scientifically-based reading research includes phonics; phonemic awareness; fluency; vocabulary; comprehension; interventions that are direct, explicit, and multi-sensory (as defined in 511 IAC 10.1-1-1 (27)).			
Area 1: Literacy	**Yes**	**No**	**Unclear**
● The foundation and development of reading is emphasized.			
● Content area and disciplinary literacy skills are described and addressed.			
● Instructional planning and delivery include content reading.			
● Student learning standards are utilized and required within the content.			
● Student needs and data are reflected in instruction.			
● Scientifically-based research includes phonics, phonemic awareness, fluency, vocabulary, & comprehension.			

	Yes	No	Unclear
● Instruction is direct, explicit, and multi-sensory.			

Comments:

AREA 2: Differentiation of instruction and instructional methods, including methods for students with exceptional needs.

Standard 3: Instructional Planning and Delivery—Teachers at the secondary level have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals.			
AREA 2: Differentiation	**Yes**	**No**	**Unclear**
● The major tenets of instructional planning and delivery are understood.			
● Standards and data-driven differentiation guide planning and delivery.			
● Student engagement is addressed and prioritized.			
● Current tools and technology are implemented.			
● Learning goals and outcomes are aligned and drive planning and delivery.			

Comments:

AREA 3: Classroom and behavioral management, including legal rights and responsibilities of teacher and student.

Standard 5: Learning Environment—Teachers at the secondary level have a broad and comprehensive understanding of student learning environments and demonstrate the ability to establish positive, productive, well- managed, and safe learning environments for all students.			
AREA 3a: Classroom Management	**Yes**	**No**	**Unclear**
● Learning environments are illustrated and prioritized.			
● Positive, safe and productive environments are understood and established.			
● Proactive management is emphasized to meet the needs of all students.			
Standard 6: The Professional Environment—Teachers at the secondary level have a broad and comprehensive understanding of professional environments and expectations and demonstrate the ability to collaborate with others to improve student learning, to engage in continuous professional growth and self-reflection, and to adhere to legal and ethical requirements of the profession.			
AREA 3b: Legal Rights	**Yes**	**No**	**Unclear**
● Professional expectations are addressed and required.			
● Collaboration is prioritized to meet the learning needs for all students.			
● Professional growth and self-reflection are emphasized to ensure continuous educator improvement.			
● Legal and ethical requirements of the profession are outlined and required.			

Comments:

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AREA 4: Curriculum development, lesson planning, assessment strategies, and using data to inform decisions.

Standard 3: Instructional Planning & Delivery—Teachers at the secondary level… 3.1—Knowledge of components that comprise the curriculum (e.g., unpacked standards, scope and sequence, resources, assessments). 3.2—Knowledge of the purposes of curriculum mapping, and the ability to plan, enact, monitor, and analyze curriculum map data and resultant student learning.			
AREA 4a: Instructional Planning & Delivery	**Yes**	**No**	**Unclear**
● Standards are emphasized and understood.			
● Scope and sequencing are required for planning and instructional delivery.			
● Resources and assessment are identified and selected to meet student needs.			
Standard 4: Assessment—Teachers at the secondary level have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to use assessment to monitor student progress and to use data to guide instructional decision making.			
AREA 4b: Assessment & Data-Based Decisions	**Yes**	**No**	**Unclear**
● Curriculum mapping is emphasized to ensure scope and sequencing.			
● The foundation of assessment (reliability, validity, and data interpretation) is emphasized.			
● Assessment is utilized to accurately meet the needs of all students.			
● Monitoring progress is required to make data-based decisions impacting student progress.			
● Instruction is adjusted based on student data.			

Comments:

AREA 5: Psychology of child development, including the development of exceptional needs students.

Standard 1: Student Development and Diversity. Teachers at the secondary level… have 1.5 - knowledge of types of exceptionalities, including high ability and twice exceptional; their characteristics; and their implications for development, teaching, and learning; and the ability to use this knowledge to promote learning and development for students with exceptionalities.			
AREA 5a: Child Development & Diversity	**Yes**	**No**	**Unclear**
● Typical child development is addressed and understood.			
● Learning needs are emphasized, including high ability, twice exceptional, English learners, and disabilities.			
● Diverse characteristics are addressed during planning and instructional delivery to promote learning.			
Standard 2: Learning Processes Teachers at the secondary level have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.			
AREA 5b: Learning Processes	**Yes**	**No**	**Unclear**
● Learning theory and processes are emphasized.			

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	Yes	No	Unclear
● Student learning and achievement is addressed and prioritized.			
● Applying learning theory to facilitate student achievement is required.			

Comments:

AREA 6: Competence in multicultural awareness and technology as an aid to education.

Standard 1: Child Development & Diversity—Teachers at the secondary level have…1.4 - knowledge of types of student diversity (e.g., cultural, economic, and linguistic background; gender; religion; family structure), and the ability to use this knowledge to promote learning and development for students with diverse backgrounds, characteristics, and needs.			

AREA 6a: Child Development & Diversity	**Yes**	**No**	**Unclear**
● Student diversity (cultural, economic, linguistic background; gender; religion; family structure) is addressed.			
● Diverse characteristics are prioritized in addressing student needs.			
● Learning is promoted through thoughtful planning and instruction based on diverse characteristics.			
Standard 3: Instructional Planning & Delivery—Teachers at the secondary level have… 3.15 - knowledge of communication theory, communication methods (including the use of digital-age media and formats), and factors that influence communication, and the ability to use various communication and questioning techniques to meet all students' needs and achieve instructional goals.			

AREA 6b: Instructional Planning & Delivery	**Yes**	**No**	**Unclear**
● Communication theory and methods for delivering content are addressed and emphasized.			
● Digital-age media and formats are explored and understood.			
● Questioning techniques are addressed based on students' diverse learning needs.			
● Instructional goals align with communication processes and technological formats.			
Standard 4: Assessment—Teachers at the secondary level have… 4.3—……… the ability to use appropriate assessment strategies, instruments, and technologies to obtain desired information and monitor progress…..			

AREA 6c: Assessment	**Yes**	**No**	**Unclear**
● Appropriate assessment strategies and instruments are emphasized and understood.			
● Diverse learning characteristics are prioritized to obtain necessary data to make good decisions.			
● Monitoring student progress with technology allows for data-based instructional planning and delivery.			

Comments:

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Concluding Comments:

Overall issues, concerns, weaknesses of proposal, red flags, etc.?
Questions or requests for additional information before the next meeting?

Resource Section

- **REPA 3 511 IAC 16-4-6:** [http://www.in.gov/legislative/iac/20141217-IR- 511130399FRA.xml.pdf](http://www.in.gov/legislative/iac/20141217-IR-511130399FRA.xml.pdf)
- **Secondary Education Educator Standards:** https://www.doe.in.gov/sites/default/files/licensing/secondary-ed.pdf