

NORTHERN STATE UNIVERSITY
Millicent Atkins School of Education
Teacher Education Preparation Program

ANNUAL UNIT REPORT
AY 2016-2017

Northern State University Mission

Northern State University is a premier residential, liberal arts institution characterized by outstanding instruction, extraordinary community relations and unparalleled co-curricular opportunities.

Vision

Northern State University will boast an unparalleled residential liberal arts education and become a leading regional university integrating education and technology.

Values

- **Community:** With strong ties to our city and region, we are a welcoming community of scholars and learners with a focus on a student-centered environment.
- **Scholarship:** We engage in research and creative activities in an innovative atmosphere of intellectual rigor, with academic freedom and integrity.
- **Citizenship:** We educate individuals for a lifetime of learning and service to their ever-changing communities, nations and world.

Guiding Framework

The Millicent Atkins School of Education Teacher Preparation Program uses the InTASC Standards as our guiding framework. InTasc has ten standards, divided into 4 categories: The Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. The standards are infused throughout every aspect of our teacher preparation program.

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Enrollment and Graduation Snapshots

ENROLLMENT SUMMARIES (declared majors)

Programs	Fall 2016	Spring 2017
BSED Elementary Education	138	139
BSED Special Education	21	21
BSED ELED/SPED Double Major	34	33
K-12 Education Programs		
BSED ART	10	10
BME Music	46	47
BSED PE	24	21
Secondary Education Programs		
BSED Biology	6	7
BSED Chemistry	3	3
BSED English	24	25
BSED History	22	17
BSED Math	14	13
BSED Spanish	4	5
Advanced Education Programs		
MME Music Education	14	18
MSED Education Studies	9	11
MSED Leadership & Administration	21	28
MSED Teaching & Learning	45	48
TOTALS	435	446

GRADUATION SUMMARIES (degrees conferred)

Programs	Fall 2016	Spring 2017	Summer 2017
BSED Elementary Education	5	20	1
BSED Special Education	1	2	
BSED ELED/SPED Double Major	6	2	
K-12 Education Programs			
BSED ART		3	
BME Music	3	8	1
BSED PE		1	
Secondary Education Programs			
BSED Biology	1	1	
BSED Chemistry		1	
BSED English		1	
BSED History		3	
BSED Math		1	
BSED Spanish		1	
Advanced Education Programs			
MME Music Education		2	2
MSED Education Studies	2	2	
MSED Leadership & Administration	1	5	1
MSED Teaching & Learning	2	1	2
TOTALS	21	54	7

Faculty

Dr. Greg Francom – Associate professor (6 yrs)
Ph.D., The University of Georgia
M.S., Utah State University
B.A., Brigham Young University

Dr. Connie Geier – Professor (9yrs)
Ed.D. University of South Dakota
M.S. Northern State University
B.S.Ed. Northern State University

Dr. Tim Houge – Associate Professor (17 yrs)
Ed. D., M.Ed., University of Nevada, Las Vegas
B.S., Valley City State University

Dr. Jeff Jay – Professor
Ph.D., University of Missouri-Columbia
M.A., Truman State University
B.S.Ed., Truman State University

Dr. Craig Kono – Associate professor (16 yrs)
Ed.D., University of South Dakota
M.Ed., Northern State University
B.S.Ed., University of South Dakota
B.S.Ed., Northern State University

Dr. Andria Moon – Assistant professor (4 yrs)
Ed.D., Educational Leadership, Central Michigan University
M.A., Central Michigan University
B.S. University of Wisconsin

Dr. Alan Neville – Professor (15yrs)
Doctor of Education, University of South Dakota
Master of Education, South Dakota State University
Bachelor of Music, University of South Dakota

Dr. Anna Schwan – Assistant professor (1st yr)

Ms. Jessica Vogel – Instructor (2 yrs)
M.S., Southwest Minnesota State University
B.S., Northern State University

Dr. Cheryl Wold – Assistant professor (5 yrs)
Ph.D., University of North Dakota, Grand Forks, N.D.
M.S.Ed., Northern Illinois University, DeKalb, Ill.
B.S.Ed., Northern State University, Aberdeen, S.D.

Ms. Erin Fosher – Instructor (1st yr)
NSU

	Fall 2016																		
	ELED	SPED	ELED/SPED	SPED minor	ECE minor	Biology	Chemistry	English	History	Math	Spanish	Art	Music - I	Music - V	Music - IV	MME	EDST	LEAD	TELE
AM	2							1				1		1					
AS	1				1										1				
BL	1					1							1	1			1		
PI																			
WH	136	21	34	7	21	6	3	24	22	14	4	9	17	7	19	14	8	21	44
HL	1		1					2	1		2		1			1			
NHL	137	21	3	7	22	6	3	22	21	14	2	10	17	8	20	13	9	21	44
Male	19	2	6			2	1	5	3	8		1	13	2	4	5	5	9	6
Female	119	19	28	7	22	4	2	19	9	6	4	9	5	6	16	9	4	12	38
17-20	51	8	12	2	8	1		10	11	5	1	4	3	6	7		1		
21-24	76	9	21	5	13	5	3	11	6	8	3	4	13	2	13	1	2	1	6
25-30	7	2	1		1			1	5			2	2			7		6	16
31-40	3	2						2		1						2	2	9	10
41-50	1															2	1	4	10
51-↑																2	3	1	2

	Spring 2017																		
	ELED	SPED	ELED/SPED	SPED minor	ECE minor	Biology	Chemistry	English	History	Math	Spanish	Art	Music - I	Music - V	Music - IV	MME	EDST	LEAD	TELE
AM								1			1								
AS	2				1						1				1		1		
BL	1					1											1		
PI								1											
WH	138	20	33	7	18	7	3	24	17	13	3	10	18	8	19	18	9	28	48
HL			1					2			2		2			1			
NHL	140	20	32	7	9	7	3	23	17	13	3	10	16	9	20	17	11	28	48
Male	21	1	6			2	1	4	8	7	1		12	2	4	5	6	15	6
Female	119	19	27	7	19	5	2	21	9	6	4	10	6	7	16	13	5	13	42
17-20	54	8	10	2	7	1		12	10	5	2	4	4	7	7				
21-24	74	8	22	5	11	5	3	10	4	8	3	3	12	2	3	1			5
25-30	9	2	1		1	1		1	3			2	2			8	4	7	16
31-40	2	2						2								4	3	14	13
41-50	1															2	1	5	11
51-↑																3	3	2	3

	Fall 2016															Spring 2017																							
	ELED	SPED	ELED/SPED	SPED minor	ECE minor	Biology	Chemistry	English	History	Math	Spanish	Art	Music - I	Music - V	Music - IV	MME	EDST	LEAD	TELE	ELED	SPED	ELED/SPED	SPED minor	ECE minor	Biology	Chemistry	English	History	Math	Spanish	Art	Music - I	Music - V	Music - IV	MME	EDST	LEAD	TELE	
Aberdeen	33	6	7	2	8	1	1	4	4	2	1	2	2	2	3	1	5	4	11	31	6	7	2	5	2	1	5	3	1	1	2	2	3	3	1	7	5	13	
Brookings	1	1										1								1	1																		
Gettysburg	1	3												1						1	2													1					
Huron	2					1		1	1	1	1	1		2	2				6	3					1		1	1	1	1	2		2	2			7		
Mitchell								1			1				1												1			1				1					
Mobridge	2							2	1									1	2	2							2	1								2	2		
Pierre	2			1					2	1				3				1		2		1					1					3			1				
Rapid City	3							1					3	1	1					3						1				3	1	1							
Sioux Falls	5	4							1							2		2	1	5	3						1							3		1	1		
Watertown	11	2	1						2	2			2							9	2	1	1					2	2		2								
Larger SD Towns	27	10	1	1		1		5	7	4	2	2	5	2	8	3		4	9	26	8	1	2		1	5	5	4	2	2	5	2	8	4		4	10		
Britton	1												1				1	2		2												1					2		
Frederick	2			1																2			1															1	
Groton	5		3		1				1	1			1	1						8		3		1				1	1			1	1						
Ipswich																		1										1	1									1	
Langford	1									1				1						1												1							
Leola	1				1														1	1				1														1	
Mina	5				1															4			1																
Redfield	3	2	1									1							5	3	2	1									1							5	
Warner	1													1						1																1			
Webster	2																			2																			
Neighbor Towns	21	2	4	1	3				1	2		1	1	3	1		1	3	6	24	2	4	1	3				2	2	1	1	3	1			4	6		
Other SD Towns	33	8	6	2	5	1	2	10	4	5		3	5		3	3		4	16	57	8	6	2	5	1	2	10	2	5	4	6		3	5		7	15		
Iowa									1																			1											
Minnesota	9	1	2	1	2	2		1	2		1		1	1	3	2			1	9	1	2	1	2	2		1	2		2		1	1	3	2			1	
Montana		1						1								1	1				1						1									1	1		
Nebraska	2		1		1			1												2		1	1				1									1			
North Dakota	6	6		1	3	1		2	2	1		1	1		2	1	1	5	2	7	7		1	3	1		2	2	1		1	1		2	1	1	8	2	
Wyoming	1															1				1																		1	
Neighbor States	18	8	3	2	6	3		5	5	1	1	1	2	1	5	5	2	5	3	19	9	3	2	6	3		5	5	1	2	1	2	1	5	6	2	8	3	
Other US States	6																			4																	2		1
Outside of US													3				1																					2	

CONTENT KNOWLEDGE

Teacher candidates complete the *Praxis II* assessment which measures knowledge of specific subjects that K–12 educators will teach, as well as general and subject-specific teaching skills and knowledge. Students are required to successfully pass this examination prior to Student Teaching. The state of South Dakota requires this assessment for licensure.

Exam Name	Praxis First Time Pass Rate			Praxis Total Scores (includes no pass)				
	No Pass	Pass	% Pass	Count	Average	Min	Max	Cut Score
ART CONTENT KNOWLEDGE II	1	4	80.0%	5	168.00	145	180	151
BIOLOGY CONTENT KNOWLEDGE	0	3	100%	3	163.67	156	171	147
CHEMISTRY CONTENT KNOWLEDGE	1	1	50.0%	2	141.50	113	170	135
ELEM ED CONTENT KNOWLEDGE 5018	10	39	79.6%	75	158.44	135	192	157
ELEM ED CONTENT KNOWLEDGE 5002 Reading	1	7	87.5%	10	154.10	142	177	150
ELEM ED CONTENT KNOWLEDGE 5003 Math	0	8	100%	9	162.33	129	195	146
ELEM ED CONTENT KNOWLEDGE 5004 Social Studies	3	5	62.5%	11	149.45	127	180	147
ELEM ED CONTENT KNOWLEDGE 5005 Science	1	7	87.5%	10	155.70	139	186	150
ENG LANG/LIT COMP CONTENT KNOWLEDGE	2	2	50.0%	4	165.50	150	80	167
MATHEMATICS CONTENT KNOWLEDGE	2	1	33.3%	4	155.75	151	164	160
MUSIC CONTENT KNOWLEDGE	0	12	100%	14	158.07	139	178	150
SPED CORE KNOWLEDGE & APPLICATIONS	0	13	100%	14	166.64	147	177	145
SPANISH WORLD LANGUAGE	0	0	-	0	-	-	-	-
WORLD AND U.S. HISTORY CK	0	4	100%	4	156.25	152	159	135

***Endorsement, Cert., & Change of Major (no longer education) scores were removed*

PRINCIPLES OF LEARNING & TEACHING

The purpose of this test is to assess a new teacher’s knowledge and understanding of education practices foundational to beginning a career as a professional educator. The test content assesses key indicators of the beginning educator’s knowledge of topics such as human development, learning processes, instructional processes, diverse learners, educational psychology, and professional issues. Each test includes questions that apply specifically to the stated grade range of the test as well as some that are universal to all grade levels. The state of South Dakota requires successful completion of this assessment prior to licensure.

Exam Name	Praxis First Time Pass Rate**			Praxis Total Scores (includes “No Pass”)**				
	No Pass	Pass	% Pass	Count	Average	Min	Max	Cut Score
PRINC LEARNING AND TEACHING K-6 II	0	36	100%	39	172.95	154	190	160
PRINC LEARNING AND TEACHING 7-12 II	0	26	100%	30	170.67	137	194	157

***Endorsement, Cert., & Change of Major (no longer education) scores were removed*

ETS 5-yr Performance

Test Name	State Passing Score	Testing Year	# Exams Taken	# Test Takers	Mean Score	# Passing	% Passing	Median Score
0014 Elem Ed: Content Knowledge (paper)	140	2011-2012	28	28	162.71	28	100	161
	140	2012-2013	22	22	167	22	100	167
	140	2013-2014	16	16	159.25	16	100	160
0041 English LLC: Content Knowledge (paper)	154	2011-2012	4	4	*	4	*	*
	154	2012-2013	5	5	177.8	5	100	182
0049 Middle School English Lang Arts (paper)	150	2012-2013	1	1	*	1	*	*
0061 Mathematics: Content Knowledge (paper)	124	2011-2012	9	9	161.56	9	100	157
	124	2012-2013	4	4	*	4	*	*
0069 Middle School Mathematics	140	2012-2013	1	1	*	0	*	*
0089 Middle School Social Studies (paper)	145	2012-2013	1	1	*	1	*	*
0091 Phys Ed: Content Knowledge (paper)	140	2011-2012	3	3	*	3	*	*
	140	2012-2013	9	9	145.67	7	77.78	153
0113 Music: Content Knowledge (paper)	150	2011-2012	8	8	163.88	8	100	163.5
	150	2012-2013	7	7	167.14	7	100	169
0134 Art: Content Knowledge (paper)	151	2011-2012	1	1	*	1	*	*
	151	2012-2013	2	2	*	2	*	*
0221 Speech Comm: Content Knowledge (paper)	143	2012-2013	1	1	*	0	*	*
0235 Biology: Content Knowledge (paper)	147	2011-2012	1	1	*	1	*	*
	147	2012-2013	2	2	*	2	*	*
	147	2013-2014	4	3	*	0	*	*
0245 Chemistry: Content Knowledge (paper)	135	2011-2012	1	1	*	1	*	*
0354 Special Ed: Core Knowledge Applic (paper)	145	2011-2012	4	4	*	4	*	*
	145	2012-2013	7	7	177.43	7	100	179
	145	2013-2014	5	5	172.2	5	100	170
0439 Middle School Science	138	2013-2014	2	1	*	0	*	*
0622 Princ of Learn Teach: Grades K-6 (paper)	160	2011-2012	37	32	170.84	31	96.88	169.5
	160	2012-2013	22	19	168.95	17	89.47	171
	160	2013-2014	12	12	173.75	11	91.67	174
0623 Princ of Learn Teach: Grades 5-9 (paper)	160	2012-2013	2	2	*	1	*	*
0624 Princ of Learn Teach: Grades 7-12 (paper)	157	2011-2012	46	42	175.31	42	100	174
	157	2012-2013	24	24	176.54	23	95.83	178.5

	157	2013-2014	16	16	173.13	15	93.75	173
0690 Special Ed: Preschool/Early Childhood	550	2011-2012	1	1	*	1	*	*
0710 PPST Reading (paper)	0	2011-2012	1	1	*	1	*	*
	0	2012-2013	13	12	177.75	12	100	177.5
0720 PPST Writing (paper)	0	2011-2012	2	1	*	1	*	*
	0	2012-2013	12	11	175.45	11	100	176
0730 PPST Mathematics (paper)	0	2011-2012	5	3	*	3	*	*
	0	2012-2013	14	13	182.31	13	100	184
	0	2013-2014	1	1	*	1	*	*
0921 Geography (paper)	138	2012-2013	1	1	*	1	*	*
0931 Government/Political Science (paper)	149	2012-2013	1	1	*	1	*	*
0941 World and US History: Cont Know (paper)	135	2011-2012	13	10	153.7	9	90	155
	135	2012-2013	2	2	*	1	*	*
5002 Elem Ed: MS Reading Lang Arts Subtest	150	2016-2017	10	8	156.88	7	87.5	155
5003 Elem Ed: MS Mathematics Subtest	146	2016-2017	9	8	166.5	8	100	161
5004 Elem Ed: MS Social Studies Subtest	147	2016-2017	11	8	152.13	5	62.5	150
5005 Elem Ed: MS Science Subtest	150	2016-2017	10	8	158.88	7	87.5	160
5014 Elem Ed: Content Knowledge (computer)	140	2011-2012	2	2	*	2	*	*
	140	2012-2013	9	9	160.33	9	100	162
	140	2013-2014	33	32	166.34	31	96.88	166
	140	2014-2015	41	41	167.1	40	97.56	168
	0	2015-2016	4	4	*	4	*	*
5017 Elem Ed: Curriculum Instruction & Assessment	0	2015-2016	1	1	*	1	*	*
5018 Elem Ed: Content Knowledge	157	2015-2016	43	36	171.39	35	97.22	170
	157	2016-2017	77	52	164.54	41	78.85	162.5
5021 Education of Young Children (computer)	166	2012-2013	1	1	*	1	*	*
	166	2013-2014	9	9	179.56	8	88.89	182
	166	2014-2015	2	2	*	2	*	*
5024 Education of Young Children	160	2015-2016	14	11	162	9	81.82	163
	160	2016-2017	11	11	169.73	11	100	172
5038 English Language Arts: Content Knowledge	167	2013-2014	3	2	*	2	*	*
	167	2015-2016	8	5	175.6	5	100	177
	167	2016-2017	5	5	166.4	3	60	170
5041 English LLC: Content Knowledge (computer)	154	2012-2013	1	1	*	1	*	*
5047 Middle School English Language Arts	164	2015-2016	10	7	170.29	7	100	170
	164	2016-2017	4	4	*	1	*	*

5051 Technology Education (computer)	154	2016-2017	2	2	*	2	*	*
5081 Social Studies: Content Knowledge (computer)	146	2015-2016	2	2	*	2	*	*
	146	2016-2017	2	1	*	1	*	*
5089 Middle School Social Studies (computer)	145	2014-2015	1	1	*	0	*	*
	145	2015-2016	5	5	151.4	4	80	151
	145	2016-2017	2	2	*	2	*	*
5091 Phys Ed: Content Knowledge (computer)	140	2012-2013	2	2	*	2	*	*
	140	2013-2014	3	3	*	3	*	*
	140	2015-2016	3	3	*	3	*	*
5101 Business Ed: Content Knowledge (computer)	148	2016-2017	2	2	*	2	*	*
5113 Music: Content Knowledge (computer)	150	2012-2013	6	6	160.67	6	100	159.5
	150	2013-2014	8	8	167	7	87.5	169
	150	2014-2015	21	16	159.69	15	93.75	158.5
	150	2015-2016	15	13	163.31	11	84.62	161
	150	2016-2017	16	13	158.92	11	84.62	160
5122 Family and Consumer Sciences	153	2015-2016	1	1	*	1	*	*
	153	2016-2017	2	2	*	2	*	*
5134 Art: Content Knowledge (computer)	151	2013-2014	2	2	*	2	*	*
	151	2014-2015	1	1	*	1	*	*
	151	2015-2016	10	5	153.6	5	100	153
	151	2016-2017	8	7	165.43	6	85.71	164
5146 Middle School: Content Knowledge (computer)	141	2014-2015	1	1	*	1	*	*
	141	2015-2016	4	4	*	4	*	*
5161 Mathematics: Content Knowledge	160	2013-2014	4	2	*	1	*	*
	160	2014-2015	7	5	172.2	5	100	171
	160	2015-2016	5	4	*	2	*	*
	160	2016-2017	5	4	*	1	*	*
5169 Middle School Mathematics	165	2014-2015	3	2	*	2	*	*
	165	2015-2016	17	15	164.8	10	66.67	169
	165	2016-2017	5	5	157.4	1	20	160
5195 Spanish: World Language	156	2011-2012	2	2	*	2	*	*
	160	2014-2015	1	1	*	1	*	*
	160	2015-2016	6	3	*	1	*	*
	160	2016-2017	2	1	*	0	*	*
5204 Teaching Reading (computer)	154	2015-2016	1	1	*	0	*	*
5221 Speech Comm: Content Knowledge (computer)	143	2013-2014	1	1	*	1	*	*

	143	2015-2016	2	2	*	2	*	*
5223 Journalism (computer)	150	2016-2017	1	1	*	1	*	*
5235 Biology: Content Knowledge (computer)	147	2013-2014	7	5	159.4	5	100	153
	147	2014-2015	2	2	*	2	*	*
	147	2015-2016	5	5	157.2	5	100	154
	147	2016-2017	4	4	*	4	*	*
5245 Chemistry: Content Knowledge (computer)	135	2014-2015	1	1	*	0	*	*
	135	2015-2016	5	4	*	3	*	*
	135	2016-2017	5	2	*	1	*	*
5265 Physics: Content Knowledge (computer)	130	2016-2017	3	3	*	1	*	*
5354 Special Ed: Core Knowledge Applic (computer)	145	2011-2012	2	2	*	2	*	*
	145	2012-2013	6	6	175.17	6	100	175.5
	145	2013-2014	8	8	174.88	8	100	179.5
	145	2014-2015	12	12	167.67	12	100	166
	145	2015-2016	18	18	171.78	17	94.44	173
	145	2016-2017	14	14	167.57	14	100	170.5
5358 Gifted Education	0	2015-2016	1	1	*	1	*	*
5372 Special Ed: Teach Stud w/ BD/ED (computer)	0	2015-2016	1	1	*	1	*	*
5411 Ed Leadership: Admin and Supervis (computer)	145	2016-2017	1	1	*	1	*	*
5421 Professional School Counselor (computer)	0	2015-2016	2	2	*	2	*	*
5435 General Science: Content Knowledge (computer)	143	2015-2016	2	1	*	1	*	*
5440 Middle School Science	150	2014-2015	1	1	*	1	*	*
	150	2015-2016	4	2	*	2	*	*
	150	2016-2017	1	1	*	1	*	*
5531 Pre-Kindergarten Education (computer)	0	2013-2014	1	1	*	1	*	*
5550 Health Education (computer)	580	2011-2012	1	1	*	1	*	*
5551 Health Education	145	2013-2014	1	1	*	1	*	*
	145	2015-2016	2	2	*	2	*	*
5571 Earth and Space Sci: Cont Knowlde (computer)	150	2015-2016	1	1	*	1	*	*
	150	2016-2017	1	1	*	1	*	*
5622 Princ of Learn Teach: Grades K-6 (computer)	160	2012-2013	18	18	173.39	18	100	173
	160	2013-2014	25	23	177.91	22	95.65	178
	160	2014-2015	45	44	173.23	42	95.45	174
	160	2015-2016	47	45	176.2	44	97.78	178
	160	2016-2017	38	35	174.23	35	100	174
5623 Princ of Learn Teach: Grades 5-9 (computer)	160	2013-2014	1	1	*	1	*	*

	160	2015-2016	2	2	*	1	*	*
5624 Princ of Learn Teach: Grades 7-12 (computer)	157	2011-2012	1	1	*	0	*	*
	157	2012-2013	6	6	174.67	6	100	176
	157	2013-2014	17	17	173.47	16	94.12	174
	157	2014-2015	33	29	172.62	28	96.55	172
	157	2015-2016	31	27	173.44	26	96.3	176
	157	2016-2017	33	28	173.89	28	100	174.5
5641 Theatre (computer)	148	2015-2016	1	1	*	1	*	*
5691 Special Ed: Preschool/Early Childhood (cmptr)	159	2014-2015	2	2	*	2	*	*
	159	2015-2016	2	2	*	2	*	*
	159	2016-2017	6	5	159.2	3	60	159
5710 C-PPST Reading (computer)	0	2011-2012	8	6	173.5	6	100	174
	0	2012-2013	9	6	172.5	6	100	174
	0	2013-2014	2	2	*	2	*	*
5712 Core Academic Skills for Educators: Reading	0	2013-2014	1	1	*	1	*	*
	0	2014-2015	9	9	174.22	9	100	172
	0	2015-2016	84	78	170	78	100	173
	0	2016-2017	85	82	171.05	82	100	171
5720 C-PPST Writing (computer)	0	2011-2012	3	3	*	3	*	*
	0	2012-2013	8	6	172.33	6	100	173.5
	0	2013-2014	2	2	*	2	*	*
5722 Core Academic Skills for Educators: Writing	0	2013-2014	1	1	*	1	*	*
	0	2014-2015	9	9	162	9	100	162
	0	2015-2016	88	80	162.53	80	100	164
	0	2016-2017	92	83	162.67	83	100	162
5730 C-PPST Mathematics (computer)	0	2011-2012	2	2	*	2	*	*
	0	2012-2013	2	2	*	2	*	*
	0	2013-2014	1	1	*	1	*	*
5732 Core Academic Skills for Educators: Math	0	2013-2014	1	1	*	1	*	*
	0	2014-2015	9	9	160.67	9	100	166
	0	2015-2016	98	80	154.55	80	100	152
	0	2016-2017	98	87	157.75	87	100	158
5911 Economics (computer)	147	2015-2016	1	1	*	0	*	*
5921 Geography (computer)	138	2015-2016	2	2	*	2	*	*
5931 Government/Political Science (computer)	149	2015-2016	1	1	*	1	*	*
	149	2016-2017	3	2	*	0	*	*

5941 World and US History: Cont Know (computer)	135	2012-2013	1	1	*	1	*	*
	135	2013-2014	4	4	*	4	*	*
	135	2014-2015	4	4	*	4	*	*
	135	2015-2016	7	6	149.33	5	83.33	151
	135	2016-2017	4	4	*	4	*	*
Art: Content Knowledge (5134/0134)	151	2011-2012	1	1	*	1	*	*
	151	2012-2013	2	2	*	2	*	*
	151	2013-2014	2	2	*	2	*	*
	151	2014-2015	1	1	*	1	*	*
	151	2015-2016	10	5	153.6	5	100	153
	151	2016-2017	8	7	165.43	6	85.71	164
Biology: Content Knowledge (5235/0235)	147	2011-2012	1	1	*	1	*	*
	147	2012-2013	2	2	*	2	*	*
	147	2013-2014	11	5	159.4	5	100	153
	147	2014-2015	2	2	*	2	*	*
	147	2015-2016	5	5	157.2	5	100	154
	147	2016-2017	4	4	*	4	*	*
Business Education: Content Knowledge (5101/0101)	148	2016-2017	2	2	*	2	*	*
Chemistry: Content Knowledge (5245/0245)	135	2011-2012	1	1	*	1	*	*
	135	2014-2015	1	1	*	0	*	*
	135	2015-2016	5	4	*	3	*	*
	135	2016-2017	5	2	*	1	*	*
Core Academic Skills for Ed: Math (5732/0732)	0	2013-2014	1	1	*	1	*	*
	0	2014-2015	9	9	160.67	9	100	166
	0	2015-2016	98	80	154.55	80	100	152
	0	2016-2017	98	87	157.75	87	100	158
Core Academic Skills for Ed: Reading (5712/0712)	0	2013-2014	1	1	*	1	*	*
	0	2014-2015	9	9	174.22	9	100	172
	0	2015-2016	84	78	170	78	100	173
	0	2016-2017	85	82	171.05	82	100	171
Core Academic Skills for Ed: Writing (5722/0722)	0	2013-2014	1	1	*	1	*	*
	0	2014-2015	9	9	162	9	100	162
	0	2015-2016	88	80	162.53	80	100	164
	0	2016-2017	92	83	162.67	83	100	162
Earth and Space Sci: Content Knowledge (5571/0571)	150	2015-2016	1	1	*	1	*	*
	150	2016-2017	1	1	*	1	*	*

Economics (5911/0911)	147	2015-2016	1	1	*	0	*	*
Ed Leadership: Admin and Supervision (5411/0411)	145	2016-2017	1	1	*	1	*	*
Education of Young Children (5021/0021)	166	2012-2013	1	1	*	1	*	*
	166	2013-2014	9	9	179.56	8	88.89	182
	166	2014-2015	2	2	*	2	*	*
Education of Young Children (5024/0024)	160	2015-2016	14	11	162	9	81.82	163
	160	2016-2017	11	11	169.73	11	100	172
Elem Ed: Content Knowledge (5014/0014)	140	2011-2012	29	29	162.1	29	100	161
	140	2012-2013	31	31	165.06	31	100	165
	140	2013-2014	48	47	164.6	47	100	164
	140	2014-2015	41	41	167.1	40	97.56	168
	0	2015-2016	4	4	*	4	*	*
Elem Ed: Content Knowledge (5018/0018)	157	2015-2016	43	36	171.39	35	97.22	170
	157	2016-2017	77	52	164.54	41	78.85	162.5
Elem Ed: Curr Instruct Assessment (5017/0017)	0	2015-2016	1	1	*	1	*	*
Elem Ed: MS Mathematics Subtest (5003/0003)	146	2016-2017	9	8	166.5	8	100	161
Elem Ed: MS Reading Lang Arts Subtest (5002/0002)	150	2016-2017	10	8	156.88	7	87.5	155
Elem Ed: MS Science Subtest (5005/0005)	150	2016-2017	10	8	158.88	7	87.5	160
Elem Ed: MS Social Studies Subtest (5004/0004)	147	2016-2017	11	8	152.13	5	62.5	150
English LLC: Content Knowledge (5041/0041)	154	2011-2012	4	4	*	4	*	*
	154	2012-2013	6	6	179.5	6	100	182
English Lang Arts: Content Knowledge (5038/0038)	167	2013-2014	3	2	*	2	*	*
	167	2015-2016	8	5	175.6	5	100	177
	167	2016-2017	5	5	166.4	3	60	170
Family and Consumer Sciences (5122/0122)	153	2015-2016	1	1	*	1	*	*
	153	2016-2017	2	2	*	2	*	*
General Science: Content Knowledge (5435/0435)	143	2015-2016	2	1	*	1	*	*
Geography (5921/0921)	138	2012-2013	1	1	*	1	*	*
	138	2015-2016	2	2	*	2	*	*
Gifted Education (5358/0358)	0	2015-2016	1	1	*	1	*	*
Government/Political Science (5931/0931)	149	2012-2013	1	1	*	1	*	*
	149	2015-2016	1	1	*	1	*	*
	149	2016-2017	3	2	*	0	*	*
Health Education (5550/0550)	580	2011-2012	1	1	*	1	*	*
Health Education (5551/0551)	145	2013-2014	1	1	*	1	*	*
	145	2015-2016	2	2	*	2	*	*

Journalism (5223/0223)	150	2016-2017	1	1	*	1	*	*
Mathematics: Content Knowledge (5061/0061)	124	2011-2012	9	9	161.56	9	100	157
	124	2012-2013	4	4	*	4	*	*
Mathematics: Content Knowledge (5161/0161)	160	2013-2014	4	2	*	1	*	*
	160	2014-2015	7	5	172.2	5	100	171
	160	2015-2016	5	4	*	2	*	*
	160	2016-2017	5	4	*	1	*	*
Middle School English Language Arts (5047/0047)	164	2015-2016	10	7	170.29	7	100	170
	164	2016-2017	4	4	*	1	*	*
Middle School English Language Arts (5049/0049)	150	2012-2013	1	1	*	1	*	*
Middle School Mathematics (5169/0169)	165	2014-2015	3	2	*	2	*	*
	165	2015-2016	17	15	164.8	10	66.67	169
	165	2016-2017	5	5	157.4	1	20	160
Middle School Science (5440/0440)	150	2014-2015	1	1	*	1	*	*
	150	2015-2016	4	2	*	2	*	*
	150	2016-2017	1	1	*	1	*	*
Middle School Social Studies (5089/0089)	145	2012-2013	1	1	*	1	*	*
	145	2014-2015	1	1	*	0	*	*
	145	2015-2016	5	5	151.4	4	80	151
	145	2016-2017	2	2	*	2	*	*
Middle School: Content Knowledge (5146/0146)	141	2014-2015	1	1	*	1	*	*
	141	2015-2016	4	4	*	4	*	*
Music: Content Knowledge (5113/0113)	150	2011-2012	8	8	163.88	8	100	163.5
	150	2012-2013	13	13	164.15	13	100	169
	150	2013-2014	8	8	167	7	87.5	169
	150	2014-2015	21	16	159.69	15	93.75	158.5
	150	2015-2016	15	13	163.31	11	84.62	161
	150	2016-2017	16	13	158.92	11	84.62	160
PPST Mathematics (5730/0730)	0	2011-2012	7	5	174.4	5	100	175
	0	2012-2013	16	15	181.93	15	100	184
	0	2013-2014	2	2	*	2	*	*
PPST Reading (5710/0710)	0	2011-2012	6	5	174.6	5	100	173
	0	2012-2013	18	15	177.27	15	100	177
	0	2013-2014	2	2	*	2	*	*
PPST Writing (5720/0720)	0	2011-2012	4	3	*	3	*	*
	0	2012-2013	18	14	175.43	14	100	175.5

	0	2013-2014	2	2	*	2	*	*
Phys Ed: Content Knowledge (5091/0091)	140	2011-2012	3	3	*	3	*	*
	140	2012-2013	11	11	147.18	9	81.82	153
	140	2013-2014	3	3	*	3	*	*
	140	2015-2016	3	3	*	3	*	*
Physics: Content Knowledge (5265/0265)	130	2016-2017	3	3	*	1	*	*
Pre-Kindergarten Education (5531/0531)	0	2013-2014	1	1	*	1	*	*
Principles of Learn Teach: Grades 5-9 (5623/0623)	160	2012-2013	2	2	*	1	*	*
	160	2013-2014	1	1	*	1	*	*
	160	2015-2016	2	2	*	1	*	*
Principles of Learn Teach: Grades 7-12 (5624/0624)	157	2011-2012	46	42	175.31	42	100	174
	157	2012-2013	30	29	177.03	29	100	178
	157	2013-2014	33	33	173.3	31	93.94	173
	157	2014-2015	33	29	172.62	28	96.55	172
	157	2015-2016	31	27	173.44	26	96.3	176
	157	2016-2017	33	28	173.89	28	100	174.5
Principles of Learn Teach: Grades K-6 (5622/0622)	160	2011-2012	34	31	171.29	31	100	170
	160	2012-2013	40	35	172.09	35	100	173
	160	2013-2014	37	34	177.15	33	97.06	177
	160	2014-2015	45	44	173.23	42	95.45	174
	160	2015-2016	47	45	176.2	44	97.78	178
	160	2016-2017	38	35	174.23	35	100	174
Professional School Counselor (5421/0421)	0	2015-2016	2	2	*	2	*	*
Social Studies: Content Knowledge (5081/0081)	146	2015-2016	2	2	*	2	*	*
	146	2016-2017	2	1	*	1	*	*
Spanish: World Language (5195/0195)	156	2011-2012	2	2	*	2	*	*
	160	2014-2015	1	1	*	1	*	*
	160	2015-2016	6	3	*	1	*	*
	160	2016-2017	2	1	*	0	*	*
Special Ed: Core Knowledge & Applic (5354/0354)	145	2011-2012	6	6	174	6	100	175
	145	2012-2013	13	13	176.38	13	100	178
	145	2013-2014	13	13	173.85	13	100	178
	145	2014-2015	12	12	167.67	12	100	166
	145	2015-2016	18	18	171.78	17	94.44	173
	145	2016-2017	14	14	167.57	14	100	170.5
Special Ed: Preschool/Early Childhood (5691/0691)	159	2014-2015	2	2	*	2	*	*

	159	2015-2016	2	2	*	2	*	*
	159	2016-2017	6	5	159.2	3	60	159
Special Ed: Teaching Students w/ BD/ED (5372/0372)	0	2015-2016	1	1	*	1	*	*
Speech Communication: Content Knowldg (5221/0221)	143	2012-2013	1	1	*	0	*	*
	143	2013-2014	1	1	*	1	*	*
	143	2015-2016	2	2	*	2	*	*
Teaching Reading (5204/0204)	154	2015-2016	1	1	*	0	*	*
Technology Education (5051/0051)	154	2016-2017	2	2	*	2	*	*
Theatre (5641/0641)	148	2015-2016	1	1	*	1	*	*
World and US History: Content Knowledg (5941/0941)	135	2011-2012	13	10	153.7	9	90	155
	135	2012-2013	3	3	*	2	*	*
	135	2013-2014	4	4	*	4	*	*
	135	2014-2015	4	4	*	4	*	*
	135	2015-2016	7	6	149.33	5	83.33	151
	135	2016-2017	4	4	*	4	*	*

Notes:* No data are displayed because the examinees count is fewer than 5.

FIELD DISPOSITIONS

*The School of Education has an obligation to the teaching profession to maintain high standards for teacher candidates. In addition to meeting academic performance requirements, teacher candidates must also demonstrate attitudes and behaviors that are consistent with professional conduct and effective interactions with PK-12 personnel. The following eight dispositions will be evaluated by any Cooperating Teacher who has a NSU student/candidate in their classroom for a professional field experience. Under each Disposition heading is a list of example indicators which is intended to provide a sample of the types of behaviors that may be observed for each disposition. *A rating of a 1 or 2 indicates the need for some level of intervention or degree of growth. The rating system which will be used to report performance on each disposition is as follows: 4 – Exceeds Expectations; 3 – Meets Expectations; 2 – Developing; 1 – Unacceptable; 0 – Not Observed*

I. Demonstrates Professionalism

• Dresses professionally • Comes to school prepared and with needed material • Maintains confidentiality • Maintains professional boundaries with students and families • Responds to correspondence promptly • Exhibits regular punctuality and attendance as required • Follows through on commitments • Separates personal life from professional responsibilities • Upholds ethical responsibilities

II. Shows Initiative

• Demonstrates curiosity and willingness to learn • Takes responsibility for knowing contextual information • Seeks solutions to problems instead of complaining • Researches effective teaching practices • Applies new ideas to practice • Goes beyond minimum requirements

III. Demonstrates Effective Written Communication Skills

• Communicates in a professional manner • Uses correct spelling and grammar • Adjusts written correspondence appropriately for audience or need

IV. Demonstrates Effective Oral Communication Skills

• Presents information effectively (e.g. on topic, logical); models correct language and grammar • Varies volume, rate and tone of voice to convey enthusiasm for the content and student learning • Communicates with students at a developmentally appropriate level • Listens respectfully while others are speaking

V. Exhibits an Appreciation and Value for Diversity

• Demonstrates sensitivity toward all diversities/differences (e.g. ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation) • Believes that all students can learn (e.g. has high expectations for students) • Meets the educational needs of all students equitably (ex. Differentiates instruction and encourages all students) • Contributes to the development of a safe classroom environment

VI. Collaborates Effectively with Supervisors, Peers, Guardians, and Students

• Demonstrates ability to work effectively with others (e.g. team player) • Accepts and implements constructive feedback • Demonstrates flexibility when working with others • Does not exhibit a sense of entitlement

VII. Is a Reflective Learner

• Reflects accurately on performance and identifies areas for growth/improvement • Accepts responsibility for own behaviors and performance • Solicits feedback from school professional • Seeks appropriate resources to improve skills and knowledge • Adjusts teaching based on feedback and reflection

VIII. Practices Professional Ethics

• Understands the ethics of teaching, as defined in SDCL 13-43-45 • Is able to perceive an ethical dilemma and its potential consequence • Reports any potential ethical issues to the appropriate overseers • Recognizes stakeholders and their views within the context of an ethical dilemma • Can identify alternate course of actions/solutions to an ethical dilemma

Term	Course		Field Disposition Categories							
			I	II	III	IV	V	VI	VII	VIII
FA16	ELED 396	AVG	3.52	3.31	3.38	3.14	3.38	3.45	3.24	3.10
		STD	0.69	0.60	0.56	0.69	0.56	0.69	0.58	0.72
		RNG	2-4	2-4	2-4	1-4	2-4	1-4	2-4	1-4
		N	29	29	29	29	29	29	29	20
FA16	ELED 496	AVG	3.73	3.54	3.38	3.46	3.50	3.56	3.50	3.50
		STD	0.45	0.58	0.57	0.58	0.51	0.51	0.51	0.51
		RNG	3-4	2-4	2-4	2-4	3-4	3-4	3-4	3-4
		N	26	26	26	26	26	25	26	20
FA16	EPSY 302 (Classroom)	AVG	3.12	3.43	3.20	3.20	3.15	3.15	3.15	3.15
		STD	0.96	0.70	0.41	0.41	0.36	0.36	0.36	0.36
		RNG	1-4	1-4	3-4	3-4	3-4	3-4	3-4	3-4
		N	58	58	54	54	54	54	54	54
FA16	EPSY 302 (Field)	AVG	3.72	3.57	3.45	3.44	3.46	3.53	3.40	3.45
		STD	0.45	0.59	0.50	0.59	0.50	0.60	0.60	0.50
		RNG	3-4	2-4	3-4	1-4	3-4	1-4	1-4	3-4
		N	61	60	56	61	54	58	52	44
FA16	SEED 496	AVG	3.57	3.86	3.43	3.14	3.43	3.57	3.57	3.33
		STD	0.79	0.38	0.53	0.69	0.53	0.53	0.53	0.52
		RNG	2-4	3-4	3-4	2-4	3-4	3-4	3-4	3-4
		N	7	7	7	7	7	7	7	6
FA16	SPED 496	AVG	3.33	3.33	3.33	3.56	3.56	3.44	3.56	3.63
		STD	0.50	0.71	0.50	0.53	0.53	0.53	0.53	0.52
		RNG	3-4	2-4	3-4	3-4	3-4	3-4	3-4	3-4
		N	9	9	9	9	9	9	9	8
FA16	All	AVG	3.49	3.48	3.35	3.33	3.36	3.41	3.33	3.31
		STD	0.73	0.63	0.50	0.57	0.49	0.56	0.53	0.52
		RNG	1-4	1-4	2-4	1-4	2-4	1-4	1-4	1-4
		N	191	190	182	187	180	183	178	153

Term	Course		Field Disposition Categories							
			I	II	III	IV	V	VI	VII	VIII
SP17	ELED 396	AVG	3.71	3.43	3.71	3.57	3.57	3.71	3.43	3.17
		STD	0.49	0.53	0.49	0.53	0.53	0.49	0.79	0.75
		RNG	3-4	3-4	3-4	3-4	3-4	3-4	2-4	2-4
		N	7	7	7	7	7	7	7	6
SP17	ELED 496	AVG	3.89	3.56	3.44	3.22	3.44	3.67	3.56	3.17
		STD	0.33	0.53	0.53	0.44	0.53	0.50	0.53	0.41
		RNG	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4
		N	9	9	9	9	9	9	9	6
SP17	EPSY 302 (Classroom)	AVG	3.74	3.97	3.20	3.20	3.40	3.40	3.40	3.40
		STD	0.44	0.17	0.47	0.47	0.50	0.50	0.50	0.50
		RNG	3-4	3-4	2-4	2-4	3-4	3-4	3-4	3-4
		N	35	35	35	35	35	35	35	35
SP17	EPSY 302 (Field)	AVG	3.51	3.51	3.56	3.53	3.55	3.55	3.39	3.54
		STD	0.51	0.51	0.51	0.56	0.51	0.57	0.50	0.51
		RNG	3-4	3-4	3-4	2-4	3-4	2-4	3-4	3-4
		N	35	35	27	34	33	29	28	26
SP17	MUS	AVG	3.64	3.55	3.44	3.36	3.30	3.64	3.45	3.38
		STD	0.50	0.52	0.53	0.67	0.48	0.50	0.52	0.52
		RNG	3-4	3-4	3-4	2-4	3-4	3-4	3-4	3-4
		N	11	11	9	11	10	11	11	10
SP17	SEED 496	AVG	4.00	4.00	4.00	4.00	3.67	3.33	4.00	3.67
		STD	0.00	0.00	0.00	0.00	0.58	1.15	0.00	0.58
		RNG	4-4	4-4	4-4	4-4	3-4	2-4	4-4	3-4
		N	3	3	3	3	3	3	3	3
SP17	SPED 496	AVG	3.25	3.25	3.25	3.25	3.25	3.25	3.25	3.25
		STD	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
		RNG	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4
		N	4	4	4	4	4	4	4	4
SP17	All	AVG	3.65	3.67	3.41	3.38	3.46	3.51	3.43	3.41
		STD	0.48	0.47	0.52	0.54	0.50	0.54	0.52	0.52
		RNG	3-4	3-4	2-4	2-4	3-4	2-4	2-4	2-4
		N	104	104	94	103	101	98	97	88

Term	Course	Field Disposition Categories								
		I	II	III	IV	V	VI	VII	VIII	
AY 2016-17	ELED 396	AVG	3.56	3.33	3.44	3.22	3.42	3.50	3.28	3.12
		STD	0.65	0.59	0.56	0.68	0.55	0.65	0.61	0.71
		RNG	2-4	2-4	2-4	1-4	2-4	1-4	2-4	1-4
		N	36	36	36	36	36	36	36	26
AY 2016-17	ELED 496	AVG	3.77	3.54	3.40	3.40	3.49	3.59	3.51	3.42
		STD	0.43	0.56	0.55	0.55	0.51	0.50	0.51	0.50
		RNG	3-4	2-4	2-4	2-4	3-4	3-4	3-4	3-4
		N	35	35	35	35	35	34	35	26
AY 2016-17	EPSY 302 (Classroom)	AVG	3.35	3.63	3.20	3.20	3.25	3.25	3.25	3.25
		STD	0.86	0.62	0.43	0.43	0.43	0.43	0.43	0.43
		RNG	1-4	1-4	2-4	2-4	3-4	3-4	3-4	3-4
		N	93	93	89	89	89	89	89	89
AY 2016-17	EPSY 302 (Field)	AVG	3.65	3.55	3.48	3.47	3.49	3.54	3.40	3.49
		STD	0.48	0.56	0.50	0.58	0.50	0.59	0.56	0.50
		RNG	3-4	2-4	3-4	1-4	3-4	1-4	1-4	3-4
		N	96	95	83	95	87	87	80	70
AY 2016-17	MUS	AVG	3.64	3.55	3.44	3.36	3.30	3.64	3.45	3.38
		STD	0.50	0.52	0.53	0.67	0.48	0.50	0.52	0.52
		RNG	3-4	3-4	3-4	2-4	3-4	3-4	3-4	3-4
		N	11	11	9	11	10	11	11	8
AY 2016-17	SEED 496	AVG	3.70	3.90	3.60	3.40	3.50	3.50	3.70	3.44
		STD	0.67	0.32	0.52	0.70	0.53	0.71	0.48	0.53
		RNG	2-4	3-4	3-4	2-4	3-4	2-4	3-4	3-4
		N	10	10	10	10	10	10	10	9
AY 2016-17	SPED 496	AVG	3.31	3.31	3.31	3.46	3.46	3.38	3.46	3.50
		STD	0.48	0.63	0.48	0.52	0.52	0.51	0.52	0.52
		RNG	3-4	2-4	3-4	3-4	3-4	3-4	3-4	3-4
		N	13	13	13	13	13	13	13	12
AY 2016-17	All	AVG	3.55	3.55	3.37	3.34	3.40	3.44	3.37	3.34
		STD	0.66	0.59	0.51	0.56	0.50	0.55	0.53	0.52
		RNG	1-4	1-4	2-4	1-4	2-4	1-4	1-4	1-4
		N	295	294	276	290	281	281	275	242

COMMON LESSON PLANNING RUBRIC (CLPR)

FA16 - old version

	Assesses PL	Sets Obj	Teaches	Assesses	Analyzes	Reflects
Avg	2.79	2.94	2.99	2.91	2.76	2.68
Std	0.49	0.49	0.44	0.51	0.49	0.57
Rng	1-4	2-4	2-4	2-4	2-4	1-4
N	78	78	78	78	38	38

FA16 -new version

	Standards/ Objectives	Assessment	Technology	Differentiation, Accommodations , & Modifications	Management	Lesson Implementation	Analyzes	Successes	Challenges	Improvements
Avg	3.89	3.78	3.89	3.89	3.00	3.78	3.00	3.00	0.00	0.00
Std	0.33	0.44	0.33	0.33	0.00	0.44	0.00	0.00	0.00	0.00
Rng	3-4	3-4	3-4	3-4	3-3	3-4	3-3	3-3	0	0
N	9	9	9	9	9	9	1	1	0	0

SP17 - new version

	Standards/ Objectives	Assessment	Technology	Differentiation, Accommodations , & Modifications	Management	Lesson Implementation	Analyzes	Successes	Challenges	Improvements
Avg	3.41	3.05	3.35	2.86	3.00	3.08	3.00	3.15	3.23	3.23
Std	0.60	0.52	0.48	0.75	0.53	0.76	0.35	0.54	0.43	0.43
Rng	2-4	2-4	3-4	2-4	2-4	2-4	2-4	2-4	3-4	3-4
N	37	37	37	37	37	37	17	26	26	26

Rubric - new version

Components	Advanced/Excellent 4	Proficient/Competent 3	Basic/Developing 2	Below Basic/Needs Work 1
Standards/Objectives	All lessons contains evidence of setting measurable objectives that are clearly aligned with specific state and/or national standard(s).	Most lessons contains evidence of setting measurable objectives that are aligned with specific state and/or national standard(s).	Lessons contain minimal evidence of setting measurable objectives that are only somewhat aligned with specific state and/or national standard(s).	Lessons contain no evidence of setting measurable objectives and are not aligned with specific state and/or national standard(s).
	Lessons allow for numerous connections across the curriculum which serve to build understanding, and encourage application to real world issues.	Lessons allow for connections across the curriculum which serve to build understanding, and encourage application to real world issues.	Lessons allow for <i>very few</i> connections across the curriculum which do not build understanding, nor encourage application to real world issues.	Lessons allow for no apparent connections across the curriculum; students are not able to build an understanding or apply to real world issues.
Assessment	Incorporates a <i>well-aligned</i> pre-assessment to measure students' prior knowledge of the learning objective and purposefully utilizes the results to inform planning/instruction for the lesson and post assessment.	Incorporates a pre-assessment to measure students' prior knowledge of the learning objective and somewhat utilizes the results to inform planning/instruction for the lesson and post assessment.	Incorporates a pre-assessment which partially measures students' prior knowledge of the learning objective but fails to adequately utilize the results to inform planning/instruction for the lesson and post assessment.	Does not incorporate evidence of a pre-assessment to measure students' prior knowledge of the learning objective.
	Includes copies of the Pre- and Post-Assessments used.	Includes copies of the Pre- and Post-Assessments used.	Includes copies of the Pre- and Post-Assessments used.	Does not include copies of the Pre- and Post-Assessments used.
	Includes a copy of a <i>high quality</i> key/product to show desired outcome.	Includes a copy of a key/product to show desired outcome.	Includes a copy of a key/product to show desired outcome.	Does not include a copy of a key/product to show desired outcome.
Technology	Purposefully and consistently incorporates the use of available technology to further enhance instruction in ways that authentically engage all students in the learning experience. For cases where technology is not utilized, candidate	Incorporates the use of available technology to somewhat enhance instruction in ways that engage most of the students in the learning experience. For cases where technology is not utilized, candidate provides an explanation.	Is still developing the ability to incorporate the use of available technology to enhance instruction in ways that engage the students in the learning experience. For cases where technology is not utilized, candidate provides an explanation.	Does not incorporate the use of available technology to enhance instruction nor provide an explanation for why technology is not utilized.

<p align="center">Differentiation, Accommodations, and Modifications</p>	<p>Purposefully adjusts instruction during lesson planning and implementation in order to significantly meet all of the identified needs of individuals, small groups or the class by including specific methods of differentiation, accommodations and</p>	<p>Adjusts instruction during lesson planning and implementation in order to meet some of the identified needs of individuals, small groups or the class by including general methods of differentiation, accommodations and</p>	<p>Attempts to adjust instruction during lesson planning and implementation but the differentiated instruction, accommodations and modifications used do not fully meet the identified needs of individuals, small groups or the class.</p>	<p>Does not adjust instruction during lesson planning and implementation in order to meet the identified needs of individuals, small groups or the class. No differentiation, accommodations and modifications present.</p>
<p align="center">Management</p>	<p>Numerous management/motivational strategies are clearly identified and rationale provided for how these strategies serve to significantly enhance both student engagement and</p>	<p>Management and motivational strategies are identified and rationale is provided for how these strategies enhance student engagement and learning.</p>	<p>Management and motivational strategies are not clearly identified and rationale is lacking evidence of how these strategies fully serve to enhance student engagement and/or learning.</p>	<p>Management and motivational strategies to enhance student engagement and learning are not identified.</p>
<p align="center">Lesson Implementation (I Do/We Do/You Do)</p>	<p>Purposefully activates student interest by consistently including a highly-effective/engaging introduction and closing.</p>	<p>Activates student interest by including an effective/engaging introduction and closing.</p>	<p>Attempts to activate student interest but needs to work to develop a more effective lesson opening and closing.</p>	<p>There are no clear attempts to activate student interest. Candidate does not include evidence of an effective opening and/or closing.</p>
	<p>Effectively introduces and repeatedly reinforces the learning objective(s) so that students are cognizant of expected outcomes.</p>	<p>Introduces and reinforces the learning objective(s) so that students are cognizant of expected outcomes.</p>	<p>Needs to be more purposeful about introducing and reinforcing the learning objective so that the students are cognizant of expected outcomes</p>	<p>Learning objective is not reinforced throughout the lesson.</p>
	<p>Presents all content in a sequential manner and provides numerous opportunities for modeling and practicing the skills and content needed to meet the learning objective(s).</p>	<p>Presents all content in a sequential manner and provides opportunities for modeling and practicing the skills and content needed to meet the learning objective(s).</p>	<p>Content is not always presented in a sequential manner and candidate needs to provide more opportunities for modeling and practicing the skills and content needed to meet the learning objective(s)</p>	<p>Content is not presented in a sequential manner and candidate does not provide evidence of allowing opportunities for modeling and practicing the skills and content needed to meet the learning objective(s)</p>
	<p>Consistently checks for student understanding throughout the entire lesson cycle and provides detailed evidence of re-teaching/remediation where necessary</p>	<p>Checks for student understanding throughout most of the lesson cycle and provides evidence of re-teaching/remediation where necessary.</p>	<p>Checks for student understanding throughout most of the lesson cycle and provides little evidence of re-teaching/remediation where necessary.</p>	<p>Candidate does not check for student understanding throughout the lesson cycle and there is no evidence of re-teaching /remediation.</p>

	Includes numerous detailed reasons for why the instructional strategies and learning activities chosen for the lessons are developmentally appropriate (claims are supported by relevant theory/research that is clearly cited)	Includes reasons for why the instructional strategies and learning activities chosen for the lessons are developmentally appropriate (claims are somewhat supported by relevant theory/research that is cited).	Includes reasons for why the instructional strategies and learning activities chosen for the lessons are developmentally appropriate (claims are not sufficiently supported by relevant theory/research nor sufficiently cited)	Does not includes reasons for why the instructional strategies and learning activities chosen for the lessons are developmentally appropriate (claims are not at all supported by relevant theory/research nor sufficiently cited)
Analyzes	Includes professional-quality table/charts/graphs which clearly show post assessment results (and pre-post comparison if applicable)	Includes average-quality table/charts/graphs which show post assessment results (and pre-post comparison if applicable)	Includes poor-quality table/charts/graphs which do not clearly show post assessment results (or pre-post comparison if applicable)	No quality table/charts/graphs which show post assessment (and/or pre) results.
	Provides detailed description of the post assessment results which thoroughly addresses all of the following items :	Provides a description of the post assessment results which somewhat addresses most of the following items:	Provides a weak description of the post assessment results which does not adequately address the following items:	Does not provide a description of the post assessment results is weak and illogical and does not address all of the following
	students' progress toward mastery of the objectives from pre-to-post	students' progress toward mastery of the objectives from pre-to-post	students' progress toward mastery of the objectives from pre-to-post	students' progress toward mastery of the objectives from pre-to-post
	factors that may have affected the post assessment	factors that may have affected the post assessment	factors that may have affected the post assessment	factors that may have affected the post assessment
	how the results of the post assessment highlight what areas of the lesson will require re-teaching (if any)	how the results of the post assessment highlight what areas of the lesson will require re-teaching (if any)	how the results of the post assessment highlight what areas of the lesson will require re-teaching (if any)	how the results of the post assessment highlight what areas of the lesson will require re-teaching (if any)
Lesson Reflection: Successes	Identifies, describes, and explains more than two relevant successful teaching strategies and provides detailed supporting evidence for why they were effective.	Identifies, describes, and explains two successful teaching strategies and/or provides supporting evidence for why they were effective.	Identifies, describes, and explains only one successful teaching strategy and/or provides only minimal supporting evidence for why it was effective.	Fails to adequately identify, describe, or explain successful teaching strategies and provides no supporting evidence.
Lesson Reflection: Challenges	Identifies and describes more than two challenges encountered throughout lesson.	Identifies and describes two challenges encountered throughout the lesson.	Identifies and describes only one challenge encountered throughout the lesson.	Fails to adequately identify, describe, or explain challenges encountered throughout lesson.
Lesson Reflection: Improvements	Identifies and describes more than two significant ideas for redesigning the lesson and provides full details to support the redesign.	Identifies and describes two ideas for redesigning the lesson and provides details to support the redesign.	Identifies and describes one idea for redesigning the lesson and provides very minimal details to support the redesign.	Fails to identify and describe an idea for redesigning the lesson and/or provides no details to support the redesign.

COMMON LESSON PLANNING RUBRIC-TECHNOLOGY (CLPR)

The Common Lesson Planning Rubric-Technology (CLPR) was faculty-developed and is used to evaluate teacher candidate skills and abilities in assessing prior learning, planning instruction, teaching, assessing students, and use of technology. The technology components are based on performance indicators for teachers identified by the ISTE National Educational Technology Standards. The rating scale for this assessment is 4=Advanced, 3=Proficient, 2=Basic, 1=Below Basic; a score of 3 is the benchmark.

		Facilitate & Inspire Student Learning & Creativity	Design & Develop Digital- Age Learning Experiences	Model Digital Age Work & Learning	Promote & Model Digital Citizenship & Responsibility	Engage in Professional Growth & Leadership				
FA16	Avg	3.01	3.00	2.97	3.01	2.99	3.14	3.02	2.91	3.00
	Std	0.50	0.53	0.54	0.50	0.55	0.51	0.58	0.61	0.58
	Rng	2-4	2-4	2-4	2-4	2-4	2-4	2-4	1-4	2-4
	N	86	86	86	86	85	86	86	86	85
SP17	Avg	2.86	2.94	2.91	3.23	3.31	3.04	3.08	2.91	2.97
	Std	0.36	0.24	0.28	0.60	0.53	0.53	0.48	0.37	0.30
	Rng	2-3	2-3	2-3	2-4	2-4	2-4	2-4	2-4	2-4
	N	35	35	35	35	35	26	26	35	35

RUBRIC

STANDARD	4 – ADVANCED/Excellent	3 – PROFICIENT/Competent	2 – BASIC/Developing	1 - BELOW BASIC/Needs Work
1. FACILITATE AND INSPIRE STUDENT LEARNING AND CREATIVITY				
Candidates use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.	---Candidate actively engages all students in creative and innovative thinking using digital tools and resources.	---Candidate successfully supports creative thinking and inventiveness using digital tools and resources.	---Candidate attempts to support creative thinking and inventiveness using digital tools and resources.	---Candidate does not support creative thinking and inventiveness using digital tools and resources.
	---Candidate uses technology to successfully engage all students in learning.	---Candidate uses technology to engage students in learning with reasonable success.	---Candidate begins to use technology to support student learning.	---Candidate does not use technology, or technology does not support student learning.
2. DESIGN AND DEVELOP DIGITAL-AGE LEARNING EXPERIENCES				
Candidates design and develop authentic learning incorporating contemporary tools and resources to maximize content learning in context.	---Candidate designs and successfully implements authentic learning experiences that incorporate digital tools and resources.	---Candidate successfully implements authentic learning experiences that incorporate digital tools and resources.	--- Candidate implements authentic learning experiences that incorporate digital tools and resources, but with limited success.	---Candidate does not implement authentic learning experiences that incorporate digital tools and resources.

3. MODEL DIGITAL-AGE WORK AND LEARNING				
Candidates exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.	---Candidate demonstrates highly competent use of technology systems and information resources.	--- Candidate demonstrates adequate use of technology systems and information.	---Candidate demonstrates ineffective use of technology systems and information resources.	---Candidate does not demonstrate use of technology systems or information resources.
	--- Candidate effectively communicates relevant information and ideas to students, guardians, and/or peers using a variety of technological formats.	--- Candidate effectively communicates relevant information and ideas to students, guardians, and/or peers using technology.	--- Candidate ineffectively communicates information and ideas to students, guardians, and/or peers using technology.	--- Candidate does not communicate information and ideas to students, guardians, and/or peers using technology.
4. PROMOTE AND MODEL DIGITAL CITIZENSHIP AND RESPONSIBILITY				
Candidates understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.	---Candidate successfully models and promotes safe, legal, and/or ethical use of digital information and media (ex. respect for copyright, intellectual property, and	---Candidate successfully promotes safe, legal, and/or ethical use of digital information and media (ex. respect for copyright, intellectual property, and appropriate	---With limited success, the candidate promotes safe, legal, and/or ethical use of digital information and media (ex. respect for copyright, intellectual property,	---Candidate does not promote safe, legal, and/or ethical use of digital information and media (ex. respect for copyright, intellectual property, and appropriate documentation of
	---Candidate successfully models and promotes responsible social interactions related to the use of technology and information.	---Candidate successfully promotes responsible social interactions related to the use of technology and information.	---With limited success, the candidate promotes responsible social interactions related to the use of technology and information.	---Candidate does not promote responsible social interactions related to the use of technology and information.
5. ENGAGE IN PROFESSIONAL GROWTH AND LEADERSHIP				
Candidates continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.	--- Candidate plans learning experiences that are supported by more than one relevant learning theory or educational technology practice.	---Candidate plans learning experiences that are supported by at least one relevant learning theory or educational technology practice.	--- Candidate plans learning experiences that are inadequately supported by a learning theory or educational technology practice.	---Candidate plans learning experiences that are not supported by a relevant learning theory or educational technology.
	---Candidate exhibits leadership by effectively promoting and demonstrating the use of digital tools and resources.	---Candidate exhibits leadership by effectively promoting the use of digital tools and resources.	--- Candidate exhibits emerging leadership by attempting to promote the use of digital tools and resources.	---Candidate does not attempt to promote the use of digital tools and resources.

TECHNOLOGY SELF EVALUATION

The technology survey components are based on performance indicators for teachers identified by the ISTE National Educational Technology Standards. Candidates rate their technological ability during ELRN 385 at the beginning of the course and again at the end. Candidates also rate themselves during the Culminating Seminar in the final semester. The following rating scale is used: 4=Excellent, 3=Average, 2=Developing, 1=Poor; a rating of 3 is the benchmark.

Term	Pre/Post	explore real-world	customize learning activities	use of digital tools	digital etiquette	collaborate	reflect on research
FA16	Pre	2.82	2.37	2.74	2.78	2.97	2.46
		0.61	0.49	0.55	0.71	0.80	0.56
		2-4	2-3	2-4	2-4	1-4	1-3
		38	38	38	37	37	37
FA16	Post	3.16	3.28	3.34	3.59	3.55	2.91
		0.62	0.56	0.55	0.53	0.60	0.71
		2-4	2-4	2-4	2-4	2-4	1-4
		58	58	58	58	58	57
SP17	Pre	2.13	2.13	2.47	2.93	2.73	2.20
		0.52	0.35	0.52	0.46	0.59	0.56
		1-3	2-3	2-3	2-4	2-4	1-3
		15	15	15	15	15	15
SP17	Post	3.57	3.36	3.50	3.71	3.57	3.21
		0.51	0.50	0.52	0.47	0.65	0.58
		3-4	3-4	3-4	3-4	2-4	2-4
		14	14	14	14	14	14
AY 16-17	Pre	2.62	2.30	2.66	2.83	2.90	2.38
		0.66	0.46	0.55	0.65	0.75	0.57
		1-4	2-3	2-4	2-4	1-4	1-3
		53	53	53	52	52	52
AY 16-17	Post	3.24	3.29	3.38	3.61	3.56	2.97
		0.62	0.54	0.54	0.52	0.60	0.70
		2-4	2-4	2-4	2-4	2-4	1-4
		72	72	72	72	72	71

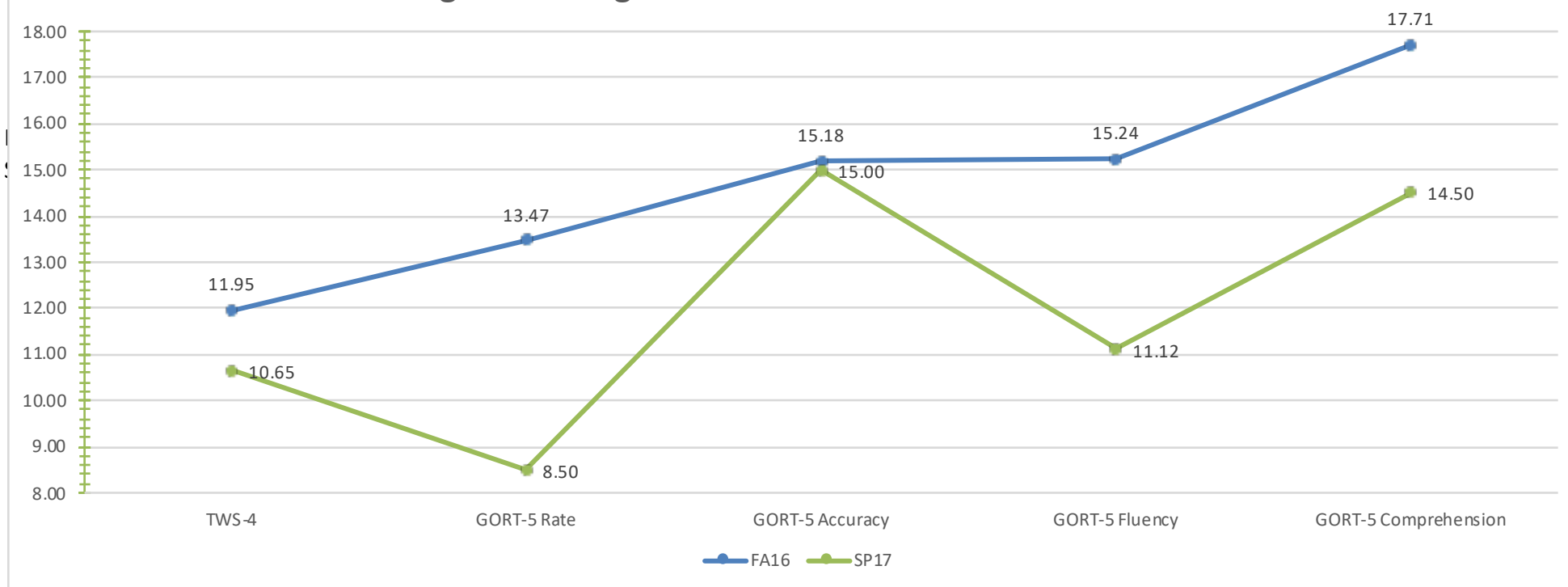
Rubric

Technology Self-Evaluation:

Excellent	Average	Developing	Poor
4	3	2	1
Rate your ability to engage students in exploring real-world issues using digital tools and resources.			
I am <u>highly capable</u> of engaging students in exploring real-world issues using digital tools and resources.	I <u>am able</u> to engage students in exploring real-world issues using digital tools and resources.	I <u>am somewhat able</u> to engage students in exploring real-world issues using digital tools and resources.	I <u>struggle</u> to engage students in exploring real-world issues using digital tools and resources.
Rate your ability to customize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.			
I am <u>highly capable</u> of customizing learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.	I <u>am able</u> to customize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.	I <u>am somewhat able</u> to customize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.	I <u>struggle</u> to customize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
Rate your ability to model effective use of current digital tools to locate, analyze, evaluate, and use information resources to support learning.			
I am <u>highly capable</u> of modeling effective use of current digital tools to locate, analyze, evaluate, and use information resources to support learning.	I <u>am able</u> to model effective use of current digital tools to locate, analyze, evaluate, and use information resources to support learning.	I <u>am somewhat able</u> to model effective use of current digital tools to locate, analyze, evaluate, and use information resources to support learning.	I <u>struggle</u> to model effective use of current digital tools to locate, analyze, evaluate, and use information resources to support learning.
Rate your ability to promote and model digital etiquette and responsible social interactions related to the use of technology and information.			
I am <u>highly capable</u> of promoting and modeling digital etiquette and responsible social interactions related to the use of technology and information.	I <u>am able</u> to promote and model digital etiquette and responsible social interactions related to the use of technology and information.	I <u>am somewhat able</u> to promote and model digital etiquette and responsible social interactions related to the use of technology and information.	I <u>struggle</u> to promote and model digital etiquette and responsible social interactions related to the use of technology and information.
Rate your ability to collaborate with students, peers, and parents using digital tools and resources to support student success.			
I am <u>highly capable</u> of collaborating with students, peers, and parents using digital tools and resources to support student success.	I <u>am able</u> to collaborate with students, peers, and parents using digital tools and resources to support student success.	I <u>am somewhat able</u> to collaborate with students, peers, and parents using digital tools and resources to support student success.	I <u>struggle</u> to collaborate with students, peers, and parents using digital tools and resources to support student success.
Rate the frequency with which you reflect on current research and professional practice to make effective use of digital tools and resources in support of student learning.			
I <u>regularly and frequently</u> reflect on current research and professional practice to make effective use of digital tools and resources in support of student learning.	I <u>periodically</u> reflect on current research and professional practice to make effective use of digital tools and resources in support of student learning.	I <u>rarely</u> reflect on current research and professional practice to make effective use of digital tools and resources in support of student learning.	I <u>do not</u> reflect on current research and professional practice to make effective use of digital tools and resources in support of student learning.

READING CLINIC - GROWTH														
Term		TWS-4		GORT-5										
				Rate		Accuracy		Fluency		Comprehension		Summary		
		Percentile	Standard Score	Percentile	Scaled Score	Percentile	Scaled Score	Percentile	Scaled Score	Percentile	Scaled Score	Sum of Scores	Percentile	ORI
FA16	AVG	11.95	8.41	13.47	1.94	15.18	1.47	15.24	1.71	17.71	1.59	3.29	17.29	8.76
	STD	8.57	7.00	7.07	1.14	10.45	1.01	8.42	0.77	16.19	2.03	2.42	11.90	6.82
	N	17	17	17	17	17	17	17	17	17	17	17	17	17
SP17	AVG	10.65	5.08	8.50	0.88	15.00	1.46	11.12	1.19	14.50	1.46	2.73	13.62	7.27
	STD	13.18	5.89	8.67	0.86	15.29	1.39	12.35	1.33	14.19	1.42	2.47	12.43	6.49
	N	26	26	26	26	26	26	26	26	26	26	26	26	26

Change in Average Percentile from Pre-Test to Post-Test



Each student is administered the Gray Oral Reading Test 5 (GORT 5) and the Test of Written Spelling 5 (TWS-5) during the first and final tutoring session. The GORT 5 and TWS 5 are norm-referenced tests of oral reading rate, accuracy, fluency, comprehension, and spelling. Percentile ranks range from 0% to 99% with an average percentile of fifty. For example, a percentile rank of 50% means that a child reads as well as or better than 50% of the children his/her age. This is an average to above average percentile reading/spelling score.

PRE-STUDENT TEACHING FIELD EXPERIENCE

The Pre-Student Teaching Field Experience provides teacher candidates with supervised practice in a school classroom. The field experience occurs along with specific elementary and secondary courses in order to develop and implement the skills learned in those courses and in the field of study. Candidates receive scores based on the following scale: 4=Advanced, 3=Proficient, 2=Basic, and 1=Below Basic, with a target score of 3. The full rubric follows the data tables below:

Elementary Education Pre-Student Teaching				I			II	III		IV					V				
				A	B	C	A	A	B	A	B	C	D	E	A	B	C	D	
FA16	ELED 396	CT	AVG	3.33	3.33	3.33	3.17	3.33	3.33	3.20	2.83	3.20	3.17	3.67	3.67	3.17	3.33	3.50	
			STD	0.52	0.52	0.52	0.41	0.52	0.52	0.84	1.17	0.45	0.75	0.52	0.58	0.75	0.52	0.55	
			RNG	3-4	3-4	3-4	3-4	3-4	3-4	2-4	2-4	3-4	2-4	3-4	3-4	2-4	3-4	3-4	3-4
			N	6	6	6	6	6	6	5	6	5	6	6	3	6	6	6	
SP17	ELED 396	CT	AVG	3.50	3.38	3.50	3.50	3.25	3.63	3.25	3.13	3.38	3.25	3.50	3.00	3.63	3.25	3.50	
			STD	0.53	0.52	0.53	0.53	0.71	0.52	0.71	0.64	0.52	0.71	0.53	0.00	0.52	0.46	0.53	
			RNG	3-4	3-4	3-4	3-4	2-4	3-4	2-4	2-4	3-4	2-4	3-4	3-3	3-4	3-4	3-4	
			N	8	8	8	8	8	8	8	8	8	8	8	3	8	8	8	
FA16	ELED 396	US	AVG	2.65	2.91	3.00	2.83	2.83	2.80	2.57	2.48	2.73	2.57	2.96	2.00	3.00	3.33	3.00	
			STD	0.78	0.61	0.60	0.58	0.78	0.70	0.66	0.67	0.63	0.59	0.82	0.00	0.55	0.58	0.00	
			RNG	1-4	2-4	2-4	2-4	1-4	2-4	2-4	1-4	1-4	1-3	2-4	2-2	2-4	3-4	3-3	
			N	23	22	23	23	23	20	23	23	22	23	23	1	21	3	2	
SP17	ELED 396	US	AVG	3.27	3.64	3.82	3.55	3.55	3.55	3.36	3.27	3.27	3.18	3.36	0.00	3.55	3.00	3.73	
			STD	0.47	0.50	0.40	0.52	0.52	0.52	0.50	0.65	0.47	0.60	0.50	0.00	0.52	0.00	0.47	
			RNG	3-4	3-4	3-4	3-4	3-4	3-4	3-4	2-4	3-4	2-4	3-4	3-4	3-4	3-3	3-4	
			N	11	11	11	11	11	11	11	11	11	11	11	0	11	4	11	
FA16	ELED 396	ALL	AVG	2.79	3.00	3.07	2.90	2.93	2.92	2.68	2.55	2.81	2.69	3.10	3.25	3.04	3.33	3.38	
			STD	0.77	0.61	0.59	0.56	0.75	0.69	0.72	0.78	0.62	0.66	0.82	0.96	0.59	0.50	0.52	
			RNG	1-4	2-4	2-4	2-4	1-4	2-4	2-4	1-4	1-4	1-4	2-4	2-4	2-4	3-4	3-4	
			N	29	28	29	29	29	26	28	29	27	29	29	4	27	9	8	
SP17	ELED 396	ALL	AVG	3.40	3.55	3.70	3.55	3.45	3.60	3.35	3.25	3.35	3.25	3.45	3.25	3.60	3.23	3.65	
			STD	0.50	0.51	0.47	0.51	0.60	0.50	0.59	0.64	0.49	0.64	0.51	0.50	0.50	0.44	0.49	
			RNG	3-4	3-4	3-4	3-4	2-4	3-4	2-4	2-4	3-4	2-4	3-4	3-4	3-4	3-4	3-4	
			N	20	20	20	20	20	20	20	20	20	20	20	4	20	13	20	
AY 2016- 17	ELED 396	ALL	AVG	3.04	3.23	3.33	3.16	3.14	3.22	2.96	2.84	3.04	2.92	3.24	3.25	3.28	3.27	3.57	
			STD	0.73	0.63	0.63	0.62	0.74	0.70	0.74	0.80	0.62	0.70	0.72	0.71	0.62	0.46	0.50	
			RNG	1-4	2-4	2-4	2-4	1-4	2-4	2-4	1-4	1-4	1-4	2-4	2-4	2-4	3-4	3-4	
			N	49	48	49	49	49	46	48	49	47	49	49	8	47	22	28	

Elementary Education Residency I Pre-Student Teaching				I			II	III		IV					V				
				A	B	C	A	A	B	A	B	C	D	E	A	B	C	D	
FA16	ELED 496	CT	AVG	3.32	3.58	3.58	3.11	3.21	3.53	2.95	2.95	3.13	3.05	3.20	3.29	3.79	3.44	3.47	
			STD	0.58	0.51	0.51	0.66	0.71	0.51	0.52	0.52	0.50	0.40	0.56	0.49	0.54	0.51	0.51	
			RNG	2-4	3-4	3-4	2-4	2-4	3-4	2-4	2-4	2-4	2-4	2-4	2-4	3-4	2-4	3-4	3-4
			N	19	19	19	19	19	19	19	19	19	16	19	15	7	19	18	17
SP17	ELED 496	CT	AVG	3.36	3.45	3.55	3.27	3.60	3.60	3.18	3.64	3.45	3.36	3.55	3.11	3.82	3.45	3.64	
			STD	0.50	0.52	0.52	0.47	0.52	0.52	0.40	0.50	0.52	0.50	0.52	0.33	0.40	0.52	0.50	
			RNG	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4
			N	11	11	11	11	10	10	11	11	11	11	11	11	9	11	11	11
FA16	ELED 496	US	AVG	3.08	3.24	3.24	3.24	3.12	2.96	2.92	3.00	3.04	2.96	2.92	4.00	3.16	3.14	3.40	
			STD	0.49	0.52	0.52	0.44	0.67	0.73	0.76	0.76	0.55	0.54	0.64	0.00	0.47	0.38	0.51	
			RNG	2-4	2-4	2-4	3-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	3-3	2-4	3-4	3-4
			N	25	25	25	25	25	25	25	25	25	24	25	25	1	25	7	15
SP17	ELED 496	US	AVG	3.00	3.20	3.20	3.00	3.20	3.20	3.20	3.10	3.00	3.10	3.00	3.00	3.20	3.25	3.30	
			STD	0.00	0.42	0.42	0.00	0.42	0.42	0.42	0.57	0.00	0.57	0.00	0.00	0.42	0.46	0.48	
			RNG	3-3	3-4	3-4	3-3	3-4	3-4	3-4	3-4	3-4	3-3	2-4	3-3	3-3	3-4	3-4	3-4
			N	10	10	10	10	10	10	10	10	10	9	10	10	5	10	8	10
FA16	ELED 496	ALL	AVG	3.18	3.39	3.39	3.18	3.16	3.20	2.93	2.98	3.08	3.00	3.03	3.38	3.43	3.36	3.44	
			STD	0.54	0.54	0.54	0.54	0.68	0.70	0.66	0.66	0.53	0.48	0.62	0.52	0.59	0.49	0.50	
			RNG	2-4	2-4	2-4	2-4	2-4	2-4	2-4	1-4	2-4	2-4	2-4	2-4	3-4	2-4	3-4	3-4
			N	44	44	44	44	44	44	44	44	40	44	40	40	8	44	23	32
SP17	ELED 496	ALL	AVG	3.15	3.30	3.35	3.10	3.37	3.37	3.15	3.35	3.21	3.20	3.25	3.00	3.50	3.33	3.45	
			STD	0.37	0.47	0.49	0.31	0.50	0.50	0.37	0.59	0.42	0.52	0.44	0.00	0.51	0.49	0.51	
			RNG	3-4	3-4	3-4	3-4	3-4	3-4	3-4	2-4	3-4	2-4	3-4	3-3	3-4	3-4	3-4	
			N	20	20	20	20	19	19	20	20	19	20	20	20	13	20	18	20
AY 2016- 17	ELED 496	ALL	AVG	3.17	3.36	3.38	3.16	3.22	3.25	3.00	3.09	3.12	3.06	3.10	3.14	3.45	3.35	3.44	
			STD	0.49	0.52	0.52	0.48	0.63	0.65	0.59	0.66	0.49	0.50	0.57	0.36	0.56	0.48	0.50	
			RNG	2-4	2-4	2-4	2-4	2-4	2-4	2-4	1-4	2-4	2-4	2-4	2-4	3-4	2-4	3-4	3-4
			N	64	64	64	64	63	63	64	64	59	64	60	21	64	43	52	

Secondary Education Pres-Student Teaching				I			II	III		IV					V			
				A	B	C	A	A	B	A	B	C	D	E	A	B	C	D
FA16	SEED 496	CT	AVG	3.40	3.60	3.20	3.40	3.60	3.40	3.40	3.20	3.50	3.20	3.40	0.00	3.60	3.40	3.40
			STD	0.55	0.55	0.45	0.55	0.55	0.55	0.55	0.45	0.58	0.45	0.55	0.00	0.55	0.55	0.55
			RNG	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	0	3-4	3-4	3-4
			N	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5
SP17	SEED 496	CT	AVG	3.20	3.60	3.60	3.20	3.80	3.80	3.40	3.20	3.60	3.60	3.40	3.00	3.80	3.60	3.60
			STD	0.45	0.55	0.55	0.45	0.45	0.45	0.55	0.45	0.55	0.55	0.55	0.00	0.45	0.55	0.55
			RNG	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-3	3-4	3-4	3-4
			N	5	5	5	5	5	5	5	5	5	5	5	3	5	5	5
FA16	SEED 496	US	AVG	3.14	3.14	3.00	3.14	3.00	3.14	3.00	3.14	3.14	2.86	3.14	0.00	3.14	3.17	3.29
			STD	0.69	0.38	0.82	0.69	0.82	0.38	0.58	0.69	0.38	0.69	0.38	0.00	0.69	0.41	0.49
			RNG	2-4	3-4	2-4	2-4	2-4	3-4	2-4	2-4	3-4	2-4	3-4	0	2-4	3-4	3-4
			N	7	7	7	7	7	7	7	7	7	7	7	0	7	6	7
SP17	SEED 496	US	AVG	3.00	3.00	3.00	3.60	3.00	3.00	3.20	2.80	2.80	3.20	3.00	0.00	3.40	3.50	3.20
			STD	0.00	0.71	0.00	0.55	0.71	0.00	0.45	0.45	0.45	0.84	0.00	0.00	0.55	0.71	0.84
			RNG	3-3	2-4	3-3	3-4	2-4	3-3	3-4	2-3	2-3	2-4	3-3	0	3-4	3-4	2-4
			N	5	5	5	5	5	5	5	5	5	5	3	0	5	2	5
FA16	SEED 496	ALL	AVG	3.25	3.33	3.08	3.25	3.25	3.25	3.17	3.17	3.27	3.00	3.25	0.00	3.33	3.27	3.33
			STD	0.62	0.49	0.67	0.62	0.75	0.45	0.58	0.58	0.47	0.60	0.45	0.00	0.65	0.47	0.49
			RNG	2-4	3-4	2-4	2-4	2-4	3-4	2-4	2-4	3-4	2-4	3-4	0-0	2-4	3-4	3-4
			N	12	12	12	12	12	12	12	12	11	12	12	0	12	11	12
SP17	SEED 496	ALL	AVG	3.10	3.30	3.30	3.40	3.40	3.40	3.30	3.00	3.20	3.40	3.25	3.00	3.60	3.57	3.40
			STD	0.32	0.67	0.48	0.52	0.70	0.52	0.48	0.47	0.63	0.70	0.46	0.00	0.52	0.53	0.70
			RNG	3-4	2-4	3-4	3-4	2-4	3-4	3-4	2-4	2-4	2-4	3-4	3-3	3-4	3-4	2-4
			N	10	10	10	10	10	10	10	10	10	10	8	3	0	7	10
AY 2016- 17	SEED 496	ALL	AVG	3.18	3.32	3.18	3.32	3.32	3.32	3.23	3.09	3.24	3.18	3.25	3.00	3.45	3.39	3.36
			STD	0.50	0.57	0.59	0.57	0.72	0.48	0.53	0.53	0.54	0.66	0.44	0.00	0.60	0.50	0.58
			RNG	2-4	2-4	2-4	2-4	2-4	3-4	2-4	2-4	2-4	2-4	3-4	3-3	2-4	3-4	2-4
			N	22	22	22	22	22	22	22	22	22	21	22	20	3	22	18

Special Education Pre-Student Teaching				I			II	III		IV					V				
				A	B	C	A	A	B	A	B	C	D	E	A	B	C	D	
FA16	SPED 496	CT	AVG	3.43	3.43	3.43	3.43	3.43	3.71	3.14	3.43	3.43	3.29	3.50	3.00	3.43	3.57	3.43	
			STD	0.53	0.53	0.53	0.53	0.53	0.49	0.69	0.53	0.53	0.49	0.55	0.00	0.79	0.53	0.53	
			RNG	3-4	3-4	3-4	3-4	3-4	3-4	2-4	3-4	3-4	3-4	3-4	3-4	3-4	2-4	3-4	3-4
			N	7	7	7	7	7	7	7	7	7	7	7	6	5	7	7	7
SP17	SPED 496	CT	AVG	3.25	3.25	3.25	3.50	3.25	3.25	3.25	3.25	3.25	3.25	3.33	3.00	3.25	3.25	3.25	
			STD	0.50	0.50	0.50	0.58	0.50	0.50	0.50	0.50	0.50	0.50	0.58	0.00	0.50	0.50	0.50	
			RNG	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-3	3-4	3-4	3-4
			N	4	4	4	4	4	4	4	4	4	4	4	3	2	4	4	4
FA16	SPED 496	US	AVG	3.00	3.13	3.13	3.25	3.38	3.00	3.13	3.38	3.00	3.38	3.00	0.00	3.00	3.00	3.00	
			STD	0.00	0.35	0.35	0.46	0.52	0.00	0.35	0.52	0.00	0.52	0.00	0.00	0.00	0.00	0.00	
			RNG	3-3	3-4	3-4	3-4	3-4	3-3	3-4	3-4	3-3	3-4	3-3	0	3-3	3-3	3-3	
			N	8	8	8	8	8	8	8	8	8	8	5	0	8	3	7	
SP17	SPED 496	US	AVG	3.25	3.50	3.75	3.50	3.50	3.75	3.75	3.50	3.67	3.25	3.50	0.00	3.75	3.00	3.00	
			STD	0.96	0.58	0.50	0.58	0.58	0.50	0.50	0.58	0.58	0.96	0.71	0.00	0.50	0.00	0.82	
			RNG	2-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	2-4	3-4	0	3-4	3-3	2-4	
			N	4	4	4	4	4	4	4	4	4	3	4	2	0	4	1	4
FA16	SPED 496	ALL	AVG	3.20	3.27	3.27	3.33	3.40	3.33	3.13	3.40	3.20	3.33	3.27	3.00	3.20	3.40	3.21	
			STD	0.41	0.46	0.46	0.49	0.51	0.49	0.52	0.51	0.41	0.49	0.47	0.00	0.56	0.52	0.43	
			RNG	3-4	3-4	3-4	3-4	3-4	3-4	2-4	3-4	3-4	3-4	3-4	3-4	3-3	2-4	3-4	3-4
			N	15	15	15	15	15	15	15	15	15	15	15	11	5	15	10	14
SP17	SPED 496	ALL	AVG	3.25	3.38	3.50	3.50	3.38	3.50	3.50	3.38	3.43	3.25	3.40	3.00	3.50	3.20	3.13	
			STD	0.71	0.52	0.53	0.53	0.52	0.53	0.53	0.52	0.53	0.71	0.55	0.00	0.53	0.45	0.64	
			RNG	2-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	2-4	3-4	3-3	3-4	3-4	2-4	
			N	8	8	8	8	8	8	8	8	8	7	8	5	2	8	5	8
AY 2016- 17	SPED 496	ALL	AVG	3.22	3.30	3.35	3.39	3.39	3.39	3.26	3.39	3.27	3.30	3.31	3.00	3.30	3.33	3.18	
			STD	0.52	0.47	0.49	0.50	0.50	0.50	0.54	0.50	0.46	0.56	0.48	0.00	0.56	0.49	0.50	
			RNG	2-4	3-4	3-4	3-4	3-4	3-4	2-4	3-4	3-4	2-4	3-4	3-3	2-4	3-4	2-4	
			N	23	23	23	23	23	23	23	23	22	23	16	7	23	15	22	

Music Education Pre-Student Teaching				I			II	III		IV					V				
				A	B	C	A	A	B	A	B	C	D	E	A	B	C	D	
FA16	MUS	CT	AVG	3.46	3.63	3.63	3.50	3.38	3.50	3.48	3.30	3.14	3.50	3.57	0.00	3.75	3.86	3.75	
			STD	0.73	0.44	0.52	0.76	0.52	0.53	0.50	0.47	0.38	0.46	0.53	0.00	0.46	0.38	0.46	
			RNG	2-4	3-4	3-4	2-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	0	3-4	3-4	3-4
			N	8	8	8	8	8	8	7	8	7	8	7	0	8	7	8	
SP17	MUS	CT	AVG	3.09	3.36	3.50	3.55	3.27	3.60	3.10	3.09	3.10	3.10	3.33	3.00	3.82	3.56	3.55	
			STD	0.54	0.67	0.53	0.52	0.65	0.52	0.57	0.54	0.57	0.74	0.58	0.00	0.40	0.53	0.52	
			RNG	2-4	2-4	3-4	3-4	2-4	3-4	2-4	2-4	2-4	2-4	3-4	3-3	3-4	3-4	3-4	
			N	11	11	10	11	11	10	10	11	10	10	3	2	11	9	11	
AY 2016-17	MUS	CT	AVG	3.25	3.47	3.56	3.53	3.32	3.56	3.25	3.18	3.12	3.28	3.50	3.00	3.79	3.69	3.63	
			STD	0.64	0.59	0.51	0.61	0.58	0.51	0.56	0.51	0.49	0.65	0.53	0.00	0.42	0.48	0.50	
			RNG	2-4	2-4	3-4	2-4	2-4	3-4	2-4	2-4	2-4	2-4	3-4	3-3	3-4	3-4	3-4	
			N	19	19	18	19	19	18	17	19	17	18	10	2	19	16	19	
AY 2016-17	ALL	CT	AVG	3.33	3.48	3.49	3.33	3.37	3.55	3.18	3.18	3.29	3.24	3.43	3.15	3.67	3.48	3.52	
			STD	0.54	0.52	0.50	0.57	0.60	0.50	0.57	0.61	0.51	0.55	0.53	0.36	0.55	0.50	0.50	
			RNG	2-4	2-4	3-4	2-4	2-4	3-4	2-4	1-4	2-4	2-4	2-4	3-4	2-4	3-4	3-4	
			N	84	84	83	84	83	82	81	84	77	83	69	34	84	80	82	
AY 2016-17	ALL	US	AVG	2.99	3.18	3.23	3.17	3.13	3.08	2.99	2.97	3.00	2.96	3.03	3.00	3.20	3.18	3.33	
			STD	0.58	0.55	0.57	0.54	0.68	0.62	0.67	0.71	0.52	0.64	0.60	0.58	0.52	0.39	0.54	
			RNG	1-4	2-4	2-4	2-4	1-4	2-4	2-4	1-4	1-4	1-4	2-4	2-4	2-4	3-4	2-4	
			N	93	92	93	93	93	90	93	93	89	93	86	7	91	33	61	

Overall Summary				I			II	III		IV					V				
				A	B	C	A	A	B	A	B	C	D	E	A	B	C	D	
FA16	ALL	ALL	AVG	3.11	3.28	3.27	3.16	3.16	3.18	2.96	2.97	3.05	3.00	3.14	3.24	3.31	3.40	3.41	
			STD	0.64	0.56	0.57	0.58	0.69	0.65	0.67	0.71	0.54	0.59	0.65	0.56	0.61	0.49	0.49	
			RNG	1-4	2-4	2-4	2-4	1-4	2-4	2-4	1-4	1-4	1-4	1-4	2-4	2-4	2-4	3-4	3-4
			N	108	107	108	108	108	105	106	108	100	108	99	17	106	62	74	
SP17	ALL	ALL	AVG	3.22	3.39	3.49	3.39	3.38	3.49	3.26	3.23	3.26	3.24	3.34	3.04	3.59	3.37	3.48	
			STD	0.48	0.55	0.50	0.49	0.57	0.50	0.51	0.57	0.51	0.63	0.48	0.20	0.49	0.49	0.56	
			RNG	2-4	2-4	3-4	3-4	2-4	3-4	2-4	2-4	2-4	2-4	3-4	3-4	3-4	3-4	3-4	2-4
			N	69	69	68	69	68	67	68	69	66	68	56	24	69	52	69	
AY 2016- 17	ALL	ALL	AVG	3.15	3.32	3.35	3.25	3.24	3.30	3.08	3.07	3.13	3.09	3.21	3.12	3.42	3.39	3.44	
			STD	0.59	0.56	0.56	0.56	0.65	0.61	0.63	0.67	0.53	0.61	0.60	0.40	0.58	0.49	0.53	
			RNG	1-4	2-4	2-4	2-4	1-4	2-4	2-4	1-4	1-4	1-4	1-4	2-4	2-4	2-4	3-4	2-4
			N	177	176	176	177	176	172	174	177	166	176	155	41	175	114	143	

RUBRIC

Outcomes	1 - BELOW BASIC/Needs Work	2 – BASIC/Developing	3 – PROFICIENT/Competent	4 – ADVANCED/Excellent
I. KNOWLEDGE OF SELF AS AN INDIVIDUAL				
A. Communication Skills				
<i>Candidates speak and write coherently and logically using correct</i>	---Candidates make <u>numerous</u> grammatical errors in speaking and writing	---Candidates <u>begin</u> to speak and write coherently and logically using correct grammar some of the time	---Candidates speak and write coherently and logically using correct grammar	---Candidates speak and write coherently and logically using correct grammar in the classroom and <u>transfer</u> this skill to
<i>Candidates use correct spelling.</i>	---Candidates make <u>numerous</u> spelling errors	---Candidates use <u>adequate</u> spelling some of the time	---Candidates use correct spelling	---Candidates use correct spelling in the classroom and <u>transfer</u> this skill to areas
<i>Candidates model appropriate non-verbal communication.</i>	---Candidates do <u>not</u> model appropriate non-verbal communication	---Candidates <u>begin</u> to model appropriate non-verbal communication in the classroom	---Candidates model appropriate non-verbal communication in the classroom	---Candidates model appropriate non-verbal communication in the classroom and <u>transfer</u> this skill to areas outside the
B. Respect and Concern For Students				
<i>Candidates demonstrate empathy toward students.</i>	---Candidates do <u>not</u> demonstrate empathy toward students	---Candidates <u>begin</u> to demonstrate empathy toward students	---Candidates demonstrate empathy toward students	---Candidates demonstrate empathy toward students in the classroom and <u>transfer</u> this respect and concern to areas
C. Commitment to Health and Safety				
<i>Candidates possess a positive self-concept.</i>	---Candidates do <u>not</u> demonstrate a positive self concept	---Candidates <u>begin</u> to demonstrate a positive self concept	---Candidates demonstrate a positive self concept	---Candidates demonstrate a positive self concept in the classroom and <u>transfer</u> this positive image to areas outside the
<i>Candidates model physical, emotional and social well-being.</i>	---Candidates do <u>not</u> model physical, emotional and social well-being	---Candidates <u>begin</u> to model physical, emotional and social well-being	---Candidates model physical, emotional and social well-being	---Candidates model physical, emotional and social well-being in the classroom and <u>transfer</u> this well-being to areas
<i>Candidates maintain a safe and healthy learning environment.</i>	---Candidates do <u>not</u> maintain a safe and healthy learning environment	---Candidates <u>begin</u> to maintain a safe and healthy learning environment	---Candidates maintain a safe and healthy learning environment	---Candidates maintain a safe and healthy learning environment in the classroom and <u>transfer</u> this commitment
II. KNOWLEDGE OF CONTENT				
A. Understanding of Subject Matter				
<i>Candidates present accurate knowledge of major concepts and vocabulary of the</i>	---Candidates do <u>not</u> present accurate knowledge of the major concepts and vocabulary of the subject	---Candidates <u>begin</u> to present accurate knowledge of the major concepts and vocabulary of the subject	---Candidates present accurate knowledge of the major concepts and vocabulary of the subject	---Candidates present accurate knowledge of the major concepts and vocabulary of the subject in the classroom and <u>transfer</u> this knowledge to
III. KNOWLEDGE OF THE LEARNER				
A. Developmental Needs				
<i>Candidates encourage and maintain student involvement and participation.</i>	---Candidates do <u>not</u> encourage and maintain student involvement and participation	---Candidates <u>begin</u> to encourage and maintain student involvement and participation	---Candidates encourage and maintain student involvement and participation	---Candidates encourage and maintain student involvement and participation in the classroom and <u>transfer</u> this encouragement to areas outside the

B. Student Diversity				
<i>Candidates care for and accept all students.</i>	---Candidates do <u>not</u> care for and accept all students	---Candidates <u>begin</u> to care for and accept all students	---Candidates care for and accept all students	---Candidates care for and accept all students in the classroom and <u>transfer</u> this acceptance to areas outside the
IV. KNOWLEDGE OF PEDAGOGY				
A. Planning				
<i>Candidates state objectives in terms of learner outcomes.</i>	---Candidates do <u>not</u> state objectives in terms of learner outcomes on lesson plans	---Candidates <u>begin</u> to state objectives in terms of learner outcomes on lesson plans	---Candidates state objectives in terms of learner outcomes on lesson plans	---Candidates state objectives in terms of learner outcomes on lesson plans and <u>transfer</u> this skill to all lessons
<i>Candidates develop plans appropriate to students' needs,</i>	---Candidates do <u>not</u> develop plans appropriate to students' needs, interests and abilities	---Candidates <u>begin</u> to develop plans appropriate to students' needs, interests and abilities	---Candidates develop plans appropriate to students' needs, interests and abilities	---Candidates develop plans appropriate to students' needs, interests and abilities for the classroom and t <u>ransfer</u>
B. Implementation				
<i>Candidates teach to an objective.</i>	---Candidates do <u>not</u> teach to an objective	---Candidates <u>begin</u> to teach to an objective	---Candidates teach to an objective	---Candidates teach to an objective which matches a state/national standard and <u>transfer</u> this easily to all lessons taught
<i>Candidates show examples and model</i>	---Candidates do <u>not</u> show examples or model appropriately	---Candidates <u>begin</u> to show examples and model appropriately	---Candidates show examples and model appropriately	---Candidates show <u>many</u> examples and model examples appropriately during
<i>Candidates include active participation when possible.</i>	---Candidates do <u>not</u> include active participation	---Candidates <u>begin</u> to occasionally include active participation	---Candidates include active participation when possible	---Candidates include active participation in all lessons when possible in the classroom and <u>transfer</u> to areas outside
<i>Candidates use positive and specific</i>	---Candidates do <u>not</u> use positive and specific reinforcement	---Candidates <u>begin</u> to use reinforcements, but often times use the	---Candidates use positive and specific reinforcement for responses	---Candidates <u>consistently</u> use a variety of positive and specific reinforcement for
<i>Candidates provide individual help when needed.</i>	---Candidates do <u>not</u> provide individual help when needed	---Candidates <u>begin</u> to provide individual help when needed in the classroom	---Candidates provide individual help when needed in the classroom	---Candidates provide individual help when needed to all students in the classroom and <u>transfer</u> this assistance to
<i>Candidates present open-ended as well as</i>	---Candidates do <u>not</u> present open ended questions	---Candidates <u>begin</u> to present open-ended and close-ended questions	---Candidates present open-ended as well as close-ended questions	---Candidates present open-ended as well as close-ended questions <u>throughou</u>
<i>Candidates use appropriate calling techniques.</i>	---Candidates do <u>not</u> use appropriate calling techniques	---Candidates <u>begin</u> to use appropriate calling techniques	---Candidates use appropriate calling techniques	---Candidates use appropriate calling techniques during <u>each</u> lesson, and frequently <u>vary</u> the techniques
C. Assessment				
<i>Candidates assess learning by the</i>	---Candidates do <u>not</u> assess learning by the objective	---Candidates <u>begin</u> to assess learning by the objective	---Candidates assess learning by the objective	---Candidates use <u>formal and informal</u> assessment to assess the objective
D. Classroom Management And Organization				
<i>Candidates organize and distribute</i>	---Candidates do <u>not</u> organize and distribute materials efficiently	---Candidates <u>begin</u> to organize and distribute materials efficiently	---Candidates organize and distribute materials efficiently	---Candidates organize and distribute materials efficiently for <u>each</u> lesson to
<i>Candidates give directions and assignments clearly and accurately.</i>	---Candidates do <u>not</u> state objectives in terms of learner outcomes on lesson plans	---Candidates <u>begin</u> to give directions and assignments clearly and accurately	---Candidates gives directions and assignments clearly and accurately so minimal restating is necessary	---Candidates give <u>scripted</u> directions and assignments clearly and accurately for the <u>developmental level</u> of the students so directions need not be restated

E. Instructional Materials And Technology				
<i>Candidates integrate technology into the</i>	---Candidates do <u>not</u> integrate technology into the curriculum	---Candidates <u>begin</u> to integrate technology into the curriculum	---Candidates integrate technology into the curriculum	---Candidates <u>easily and consistently</u> integrate various types technology into
V. KNOWLEDGE OF SELF AS A TEACHER AND A MEMBER OF THE LEARNING COMMUNITY				
A. Parent And Community Involvement				
<i>Candidates use written and/or oral</i>	---Candidates do <u>not</u> use written or oral communication with parents	---Candidates <u>begin</u> to use written or oral communication with parents	---Candidates use written and/or oral communication with parents	---Candidates use written and oral communication with parents <u>weekly</u>
B. Commitment To Teaching				
<i>Candidates demonstrate professionalism through appropriate</i>	---Candidates do <u>not</u> demonstrate professionalism through appropriate dress, language and/or behavior	---Candidates <u>begin</u> to demonstrate professionalism through appropriate dress, language or behavior	---Candidates demonstrate professionalism through appropriate dress, language and behavior	---Candidates continually demonstrate professionalism through appropriate dress, language and behavior in the classroom and <u>transfer</u> it to areas outside
<i>Candidates show initiative.</i>	---Candidates do <u>not</u> show initiative	---Candidates <u>begin</u> to show initiative	---Candidates show initiative	---Candidates show initiative in the classroom and in areas <u>outside</u> of the classroom, and frequently <u>volunteer</u> for extra assignments in and out of the
<i>Candidates are dependable and reliable.</i>	---Candidates are <u>not</u> dependable and reliable	---Candidates <u>begin</u> to demonstrate dependability and reliability	---Candidates are dependable and reliable	---Candidates <u>consistently</u> are dependable and reliable in the classroom and <u>transfer</u> this dependability in other
C. Interpersonal Relations				
<i>Candidates maintain student confidentiality and uphold ethical responsibilities.</i>	---Candidates do <u>not</u> maintain student confidentiality or uphold ethical responsibilities	---Candidates <u>begin</u> to maintain student confidentiality and uphold ethical responsibilities	---Candidates maintain student confidentiality and uphold ethical responsibilities	---Candidates maintain student confidentiality and uphold ethical responsibilities in the classroom and <u>transfer</u> this responsibility to areas
D. Professional Growth And Development				
<i>Candidates receive and use constructive criticism to improve</i>	---Candidates receive but do <u>not</u> use constructive criticism to improve and refine teaching skills	---Candidates receive and <u>begin</u> to use constructive criticism to improve and refine teaching skills	---Candidates receive and use constructive criticism to improve and refine teaching skills	---Candidates receive and use constructive criticism to <u>reflect and</u> <u>continually improve</u> and refine teaching

STUDENT TEACHING FINAL EVALUATION

Teacher candidates are evaluated by both their university supervisor and cooperating teacher during their student teaching experience. There are 15 skills assessed on the evaluation form which directly corresponds to the Northern State University Conceptual Framework, and supports the fulfillment of Specialized Professional Association standards for each program area. Students receive scores based on the following scale: 4=Advanced, 3=Proficient, 2=Basic, and 1=Below Basic, with a target score of 3. The complete rubric follows the data tables below:

Early Childhood Education Student Teaching				I			II	III		IV					V				
				A	B	C	A	A	B	A	B	C	D	E	A	B	C	D	
FA16	ECE 488	CT	AVG	3.60	3.80	3.70	3.60	3.50	3.60	3.60	3.70	3.50	3.60	3.60	3.60	3.90	3.90	3.80	
			STD	0.52	0.42	0.48	0.70	0.71	0.52	0.70	0.48	0.53	0.52	0.52	0.52	0.32	0.32	0.42	
			RNG	3-4	3-4	3-4	2-4	2-4	3-4	2-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4
			N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
SP17	ECE 488	CT	AVG	3.33	3.78	3.67	3.44	3.44	3.44	3.33	3.56	3.38	3.44	3.67	3.22	3.78	3.56	3.56	
			STD	0.71	0.44	0.50	0.53	0.73	0.53	0.71	0.73	0.52	0.73	0.50	0.97	0.44	0.53	0.53	
			RNG	2-4	3-4	3-4	3-4	2-4	3-4	2-4	2-4	3-4	2-4	3-4	2-4	3-4	3-4	3-4	3-4
			N	9	9	9	9	9	9	9	9	8	9	9	9	9	9	9	9
FA16	ECE 488	US	AVG	3.22	3.56	3.33	3.33	3.22	3.25	3.44	3.33	3.11	3.33	2.89	3.00	3.33	3.11	3.22	
			STD	0.44	0.53	0.50	0.50	0.67	0.71	0.53	0.71	0.60	0.50	0.78	0.00	0.50	0.60	0.67	
			RNG	3-4	3-4	3-4	3-4	2-4	2-4	3-4	2-4	2-4	3-4	2-4	3-3	3-4	2-4	2-4	
			N	9	9	9	9	9	8	9	9	9	9	9	1	9	9	9	
SP17	ECE 488	US	AVG	3.43	3.71	3.57	3.86	3.57	3.29	3.43	3.71	3.29	3.43	3.43	3.50	3.57	3.57	3.43	
			STD	0.53	0.49	0.53	0.38	0.53	0.49	0.53	0.49	0.49	0.53	0.53	0.58	0.53	0.53	0.53	
			RNG	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4
			N	7	7	7	7	7	7	7	7	7	7	7	7	4	7	7	7
AY 2016- 17	ECE 488	CT	AVG	3.47	3.79	3.68	3.53	3.47	3.53	3.47	3.63	3.44	3.53	3.63	3.42	3.84	3.74	3.68	
			STD	0.61	0.42	0.48	0.61	0.70	0.51	0.70	0.60	0.51	0.61	0.50	0.77	0.37	0.45	0.48	
			RNG	2-4	3-4	3-4	2-4	2-4	3-4	2-4	2-4	3-4	2-4	3-4	2-4	3-4	3-4	3-4	3-4
			N	19	19	19	19	19	19	19	19	18	19	19	19	19	19	19	19
AY 2016- 17	ECE 488	US	AVG	3.31	3.63	3.44	3.56	3.38	3.27	3.44	3.50	3.19	3.38	3.13	3.40	3.44	3.31	3.31	
			STD	0.48	0.50	0.51	0.51	0.62	0.59	0.51	0.63	0.54	0.50	0.72	0.55	0.51	0.60	0.60	
			RNG	3-4	3-4	3-4	3-4	2-4	2-4	3-4	2-4	2-4	3-4	2-4	3-4	3-4	2-4	2-4	2-4
			N	16	16	16	16	16	15	16	16	16	16	16	5	16	16	16	
AY 2016- 17	ECE 488	ALL	AVG	3.40	3.71	3.57	3.54	3.43	3.41	3.46	3.57	3.32	3.46	3.40	3.42	3.66	3.54	3.51	
			STD	0.55	0.46	0.50	0.56	0.65	0.56	0.61	0.61	0.53	0.56	0.65	0.72	0.48	0.56	0.56	
			RNG	2-4	3-4	3-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	3-4	2-4	2-4	
			N	35	35	35	35	35	34	35	35	34	35	35	24	35	35	35	
Elementary Education Student Teaching				I			II	III		IV					V				
				A	B	C	A	A	B	A	B	C	D	E	A	B	C	D	
AVG				3.23	3.54	3.38	3.31	3.23	3.23	3.15	3.15	3.31	2.92	3.31	3.27	3.54	3.58	3.38	

FA16	ELED 488	CT	STD	0.44	0.52	0.51	0.48	0.44	0.44	0.55	0.38	0.48	0.76	0.63	0.65	0.52	0.51	0.51	
			RNG	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	1-4	2-4	2-4	3-4	3-4	3-4
			N	13	13	13	13	13	13	13	13	13	13	13	13	11	13	12	13
SP17	ELED 488	CT	AVG	3.46	3.70	3.59	3.43	3.38	3.47	3.57	3.38	3.41	3.35	3.54	3.41	3.68	3.59	3.56	
			STD	0.56	0.46	0.50	0.69	0.64	0.51	0.73	0.76	0.69	0.75	0.56	0.56	0.53	0.55	0.56	
			RNG	2-4	3-4	3-4	2-4	2-4	3-4	1-4	1-4	1-4	1-4	2-4	2-4	2-4	2-4	2-4	
			N	37	37	37	37	37	36	37	37	37	37	37	37	34	37	37	36
FA16	ELED 488	US	AVG	3.38	3.46	3.38	3.23	3.15	3.08	3.23	3.23	3.23	3.38	3.38	3.71	3.54	3.23	3.46	
			STD	0.51	0.52	0.65	0.44	0.69	0.64	0.60	0.60	0.44	0.65	0.51	0.49	0.52	0.44	0.66	
			RNG	3-4	3-4	2-4	3-4	2-4	2-4	2-4	2-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	2-4
			N	13	13	13	13	13	13	13	13	13	13	13	13	7	13	13	13
SP17	ELED 488	US	AVG	3.55	3.76	3.67	3.61	3.67	3.61	3.70	3.64	3.48	3.67	3.70	3.64	3.79	3.69	3.67	
			STD	0.51	0.44	0.48	0.50	0.48	0.50	0.47	0.55	0.57	0.54	0.47	0.49	0.42	0.47	0.48	
			RNG	3-4	3-4	3-4	3-4	3-4	3-4	3-4	2-4	2-4	2-4	3-4	3-4	3-4	3-4	3-4	
			N	33	33	33	33	33	33	33	33	33	33	33	33	25	33	32	33
AY 2016- 17	ELED 488	CT	AVG	3.40	3.66	3.54	3.40	3.34	3.41	3.46	3.32	3.38	3.24	3.48	3.38	3.64	3.59	3.51	
			STD	0.53	0.48	0.50	0.64	0.59	0.50	0.71	0.68	0.64	0.77	0.58	0.58	0.53	0.54	0.54	
			RNG	2-4	3-4	3-4	2-4	2-4	3-4	1-4	1-4	1-4	1-4	2-4	2-4	2-4	2-4	2-4	
			N	50	50	50	50	50	49	50	50	50	50	50	50	45	50	49	49
AY 2016- 17	ELED 488	US	AVG	3.50	3.67	3.59	3.50	3.52	3.46	3.57	3.52	3.41	3.59	3.61	3.66	3.72	3.56	3.61	
			STD	0.51	0.47	0.54	0.51	0.59	0.59	0.54	0.59	0.54	0.58	0.49	0.48	0.46	0.50	0.54	
			RNG	3-4	3-4	2-4	3-4	2-4	2-4	2-4	2-4	2-4	2-4	3-4	3-4	3-4	3-4	2-4	
			N	46	46	46	46	46	46	46	46	46	46	46	46	32	46	45	46
AY 2016- 17	ELED 488	ALL	AVG	3.45	3.67	3.56	3.45	3.43	3.43	3.51	3.42	3.40	3.41	3.54	3.49	3.68	3.57	3.56	
			STD	0.52	0.47	0.52	0.58	0.59	0.54	0.63	0.64	0.59	0.70	0.54	0.55	0.49	0.52	0.54	
			RNG	2-4	3-4	2-4	2-4	2-4	2-4	1-4	1-4	1-4	1-4	2-4	2-4	2-4	2-4	2-4	
			N	96	96	96	96	96	95	96	96	96	96	96	96	77	96	94	95

Secondary Education Student Teaching				I			II	III		IV					V				
				A	B	C	A	A	B	A	B	C	D	E	A	B	C	D	
FA16	SEED 488	CT	AVG	3.20	4.00	3.80	3.60	3.20	3.20	3.60	3.60	3.60	3.40	3.80	3.40	4.00	3.60	3.60	
			STD	0.45	0.00	0.45	0.55	0.45	0.45	0.55	0.55	0.55	0.55	0.45	0.55	0.00	0.55	0.55	
			RNG	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4
			N	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
SP17	SEED 488	CT	AVG	3.33	3.56	3.61	3.50	3.39	3.44	3.39	3.39	3.33	3.33	3.39	3.44	3.67	3.56	3.39	
			STD	0.69	0.62	0.61	0.62	0.61	0.70	0.61	0.61	0.69	0.84	0.70	0.63	0.59	0.62	0.70	
			RNG	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4
			N	18	18	18	18	18	18	18	18	18	18	18	18	16	18	18	18
FA16	SEED 488	US	AVG	3.67	3.67	3.83	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	3.67	
			STD	0.52	0.52	0.41	0.52	0.52	0.52	0.52	0.52	0.52	0.52	0.52	0.52	0.52	0.52	0.52	
			RNG	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4
			N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
SP17	SEED 488	US	AVG	3.53	3.79	3.74	3.79	3.68	3.68	3.68	3.63	3.63	3.47	3.68	3.56	3.79	3.68	3.68	
			STD	0.49	0.48	0.49	0.49	0.50	0.50	0.50	0.51	0.51	0.52	0.49	0.50	0.45	0.47	0.48	
			RNG	2-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	2-4	3-4	2-4	3-4	3-4	3-4	
			N	19	19	19	19	19	19	19	19	19	19	19	19	16	19	19	19
AY 2016- 17	SEED 488	CT	AVG	3.30	3.65	3.65	3.52	3.35	3.39	3.43	3.43	3.39	3.35	3.48	3.43	3.74	3.57	3.43	
			STD	0.63	0.57	0.57	0.59	0.57	0.66	0.59	0.59	0.66	0.78	0.67	0.60	0.54	0.59	0.66	
			RNG	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4
			N	23	23	23	23	23	23	23	23	23	23	23	23	21	23	23	23
AY 2016- 17	SEED 488	US	AVG	3.56	3.76	3.76	3.76	3.68	3.68	3.68	3.64	3.64	3.52	3.68	3.59	3.76	3.68	3.68	
			STD	0.58	0.44	0.44	0.44	0.48	0.48	0.48	0.49	0.49	0.59	0.48	0.59	0.44	0.48	0.48	
			RNG	2-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	2-4	3-4	2-4	3-4	3-4	3-4	
			N	25	25	25	25	25	25	25	25	25	25	25	25	22	25	25	25
AY 2016- 17	SEED 488	ALL	AVG	3.44	3.71	3.71	3.65	3.52	3.54	3.56	3.54	3.52	3.44	3.58	3.51	3.75	3.63	3.56	
			STD	0.62	0.50	0.50	0.53	0.55	0.58	0.54	0.54	0.58	0.68	0.58	0.59	0.48	0.53	0.58	
			RNG	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4
			N	48	48	48	48	48	48	48	48	48	48	48	48	43	48	48	48

Special Education Student Teaching				I			II	III		IV					V				
				A	B	C	A	A	B	A	B	C	D	E	A	B	C	D	
FA16	SPED 488	CT	AVG	3.33	3.83	3.42	3.25	3.42	3.33	3.33	3.25	3.17	3.33	3.33	3.27	3.67	3.58	3.50	
			STD	0.65	0.58	0.67	0.62	0.67	0.49	0.65	0.62	0.58	0.65	0.89	0.47	0.65	0.67	0.67	
			RNG	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	1-4	3-4	2-4	2-4	2-4
			N	12	12	12	12	12	12	12	12	12	12	12	12	11	12	12	12
SP17	SPED 488	CT	AVG	3.57	3.64	3.57	3.21	3.21	3.43	3.36	3.36	3.31	3.43	3.50	3.33	3.64	3.57	3.36	
			STD	0.65	0.50	0.51	0.58	0.43	0.51	0.74	0.63	0.63	0.65	0.65	0.49	0.63	0.65	0.63	
			RNG	2-4	3-4	3-4	2-4	3-4	3-4	2-4	2-4	2-4	2-4	2-4	2-4	3-4	2-4	2-4	2-4
			N	14	14	14	14	14	14	14	14	14	13	14	14	12	14	14	14
FA16	SPED 488	US	AVG	4.00	4.00	3.86	3.86	4.00	3.71	3.86	4.00	3.57	4.00	3.71	3.67	4.00	4.00	3.50	
			STD	0.35	0.36	0.38	0.38	0.38	0.40	0.39	0.39	0.42	0.39	0.42	0.41	0.39	0.48	0.55	
			RNG	4-4	4-4	3-4	3-4	4-4	3-4	3-4	4-4	4-4	3-4	4-4	3-4	3-4	4-4	4-4	3-4
			N	7	7	7	7	7	7	7	7	7	7	7	7	3	7	4	6
SP17	SPED 488	US	AVG	3.44	3.89	3.44	3.56	3.67	3.56	3.44	3.78	3.44	3.44	3.50	3.25	3.44	3.50	3.67	
			STD	0.61	0.62	0.63	0.63	0.62	0.63	0.65	0.67	0.69	0.69	0.70	0.75	0.72	0.74	0.71	
			RNG	3-4	3-4	2-4	2-4	3-4	3-4	3-4	3-4	2-4	2-4	3-4	2-4	2-4	2-4	2-4	2-4
			N	9	9	9	9	9	9	9	9	9	9	9	8	4	9	6	9
AY 2016-17	SPED 488	CT	AVG	3.46	3.73	3.50	3.23	3.31	3.38	3.35	3.31	3.24	3.38	3.42	3.30	3.65	3.58	3.42	
			STD	0.65	0.53	0.58	0.59	0.55	0.50	0.69	0.62	0.60	0.64	0.76	0.47	0.63	0.64	0.64	
			RNG	2-4	2-4	2-4	2-4	2-4	3-4	2-4	2-4	2-4	2-4	2-4	1-4	3-4	2-4	2-4	2-4
			N	26	26	26	26	26	26	26	26	26	25	26	26	23	26	26	26
AY 2016-17	SPED 488	US	AVG	3.69	3.94	3.63	3.69	3.81	3.63	3.63	3.88	3.50	3.69	3.60	3.43	3.69	3.70	3.60	
			STD	0.48	0.25	0.62	0.60	0.40	0.50	0.50	0.34	0.63	0.60	0.51	0.79	0.60	0.67	0.63	
			RNG	3-4	3-4	2-4	2-4	3-4	3-4	3-4	3-4	2-4	2-4	3-4	2-4	2-4	2-4	2-4	2-4
			N	16	16	16	16	16	16	16	16	16	16	16	15	7	16	10	15
AY 2016-17	SPED 488	ALL	AVG	3.55	3.81	3.55	3.40	3.50	3.48	3.45	3.52	3.34	3.50	3.49	3.33	3.67	3.61	3.49	
			STD	0.59	0.45	0.59	0.63	0.55	0.51	0.63	0.59	0.62	0.63	0.68	0.55	0.61	0.64	0.64	
			RNG	2-4	2-4	2-4	2-4	2-4	3-4	2-4	2-4	2-4	2-4	2-4	1-4	2-4	2-4	2-4	2-4
			N	42	42	42	42	42	42	42	42	42	41	42	41	30	42	36	41

Overall Summary				I			II	III		IV					V				
				A	B	C	A	A	B	A	B	C	D	E	A	B	C	D	
AY 2016- 17	ALL	CT	AVG	3.41	3.69	3.58	3.41	3.36	3.42	3.43	3.39	3.36	3.34	3.49	3.38	3.69	3.61	3.50	
			STD	0.59	0.50	0.53	0.62	0.59	0.53	0.67	0.64	0.61	0.72	0.62	0.59	0.53	0.56	0.58	
			RNG	2-4	2-4	2-4	2-4	2-4	2-4	1-4	1-4	1-4	1-4	1-4	2-4	2-4	2-4	2-4	
			N	118	118	118	118	118	117	118	118	116	118	118	108	118	117	117	
AY 2016- 17	ALL	US	AVG	3.51	3.73	3.61	3.60	3.58	3.51	3.58	3.60	3.45	3.55	3.55	3.59	3.68	3.56	3.58	
			STD	0.52	0.45	0.53	0.51	0.55	0.56	0.51	0.55	0.56	0.57	0.56	0.55	0.49	0.54	0.55	
			RNG	2-4	3-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4
			N	103	103	103	103	103	102	103	103	103	103	103	102	66	103	96	102
FA16	ALL	ALL	AVG	3.43	3.69	3.53	3.43	3.39	3.35	3.43	3.43	3.35	3.40	3.41	3.46	3.67	3.54	3.50	
			STD	0.52	0.49	0.55	0.55	0.61	0.56	0.60	0.57	0.53	0.64	0.66	0.54	0.50	0.56	0.58	
			RNG	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	1-4	1-4	2-4	2-4	2-4	2-4	2-4
			N	75	75	75	75	75	74	75	75	75	75	75	54	75	71	74	
SP17	ALL	ALL	AVG	3.47	3.72	3.62	3.53	3.50	3.52	3.54	3.52	3.43	3.46	3.57	3.46	3.70	3.61	3.56	
			STD	0.58	0.47	0.51	0.59	0.57	0.53	0.61	0.62	0.61	0.68	0.55	0.61	0.52	0.54	0.56	
			RNG	2-4	2-4	2-4	2-4	2-4	2-4	1-4	1-4	1-4	1-4	2-4	2-4	2-4	2-4	2-4	
			N	145	145	145	145	145	144	145	145	143	145	144	119	145	141	144	
AY 2016- 17	ALL	ALL	AVG	3.46	3.71	3.59	3.50	3.46	3.46	3.50	3.49	3.40	3.44	3.52	3.46	3.69	3.59	3.54	
			STD	0.56	0.47	0.53	0.58	0.58	0.54	0.61	0.61	0.59	0.66	0.59	0.59	0.51	0.55	0.57	
			RNG	2-4	2-4	2-4	2-4	2-4	2-4	1-4	1-4	1-4	1-4	1-4	2-4	2-4	2-4	2-4	
			N	220	220	220	220	220	218	220	220	218	220	219	173	220	212	218	

RUBRIC

Outcomes 1 - BELOW BASIC/Needs Work 2 – BASIC/Developing 3 – PROFICIENT/Competent 4 – ADVANCED/Excellent

I. KNOWLEDGE OF SELF AS AN INDIVIDUAL				
A. Communication Skills	—Candidates make <u>numerous</u> grammatical errors in speaking and writing	—Candidates <u>begin</u> to speak/write using correct grammar some of the time	—Candidates speak and write coherently and logically using correct grammar	—Candidates speak and write coherently and logically using correct grammar <u>at all</u> times and <u>transfer</u> this skill to areas outside the
	—Candidates make <u>numerous</u> spelling errors	—Candidates use <u>adequate</u> spelling	—Candidates use correct spelling	—Candidates use correct spelling at <u>all</u> times in the classroom and <u>transfer</u> this skill to areas outside the classroom
	—Candidates <u>do not</u> model appropriate non-verbal communication	—Candidates <u>begin</u> to model appropriate non-verbal communication	—Candidates model appropriate non-verbal communication in the classroom	—Candidates model appropriate non-verbal communication in the classroom and <u>transfer</u> this skill to areas outside the classroom
	—Candidates <u>do not</u> project a clear verbal message	—Candidates <u>begin</u> to project a clear verbal message	—Candidates project a clear verbal message in the classroom	—Candidates project a clear verbal message and <u>transfer</u> this skill to areas outside the classroom
	—Candidates <u>do not</u> adjusts volume, rate and tone of voice appropriately	—Candidates <u>begin</u> to adjust volume, rate and tone of voice appropriately	—Candidates adjust volume, rate and tone of voice appropriately	—Candidates adjust volume, rate and tone of voice appropriately <u>all</u> the time and <u>transfer</u> this skill outside the classroom
B. Respect and Concern For Students	—Candidates <u>do not</u> demonstrate empathy toward students	—Candidates <u>begin</u> to demonstrate empathy toward students	—Candidates demonstrate empathy toward students	—Candidates demonstrate empathy toward students in the classroom and <u>transfer</u> this respect and concern to areas outside the classroom

	—Candidates <u>do not</u> demonstrate in the classroom that all students can learn	—Candidates <u>begin</u> to demonstrate a belief that all students can learn	—Candidates demonstrate a belief that all students can learn-	—Candidates demonstrate the belief that all students can learn and <u>transfer</u> this respect and concern to areas outside the classroom
	—Candidates <u>do not</u> provide opportunities for all student to learn and succeed —Candidates do not provide a positive classroom climate for inclusion of all students	—Candidates <u>begin</u> to provide opportunities for all student to learn and succeed	—Candidates provide opportunities for all student to learn and succeed	—Candidates provide opportunities for all student to learn and succeed <u>in and out</u> of the classroom
		—Candidates <u>begin</u> to provide a positive classroom climate for inclusion of all students	—Candidates provide a positive classroom climate for inclusion of all students	—Candidates <u>consistently</u> provide a positive classroom climate for inclusion of all students
C. Commitment to Health and Safety	—Candidates <u>do not</u> demonstrate a positive self concept	—Candidates <u>begin</u> to demonstrate a positive self concept	—Candidates demonstrate a positive self concept	—Candidates demonstrate a positive self concept in the classroom and <u>transfer</u> this self image to areas outside the classroom
	—Candidates <u>do not</u> model physical, emotional and social well-being	—Candidates <u>begin</u> to model physical, emotional and social well-being	—Candidates model physical, emotional and social well-being in the classroom setting	—Candidates model physical, emotional and positive image to areas outside the classroom social well-being in the classroom and <u>transfer</u> this well-being to areas outside the classroom
	—Candidates <u>do not</u> maintain a safe and healthy learning environment	—Candidates <u>begin</u> to maintain a safe and healthy learning environment	—Candidates maintain a safe and healthy learning environment in the classroom setting	—Candidates maintain a safe and healthy learning environment in the classroom and <u>transfer</u> this commitment to areas outside the classroom
	—Candidates <u>do not</u> advocate the importance of a well-balanced lifestyle	—Candidates <u>begin</u> to advocate the importance of a well-balanced lifestyle	—Candidates advocate the importance of a healthy, well-balanced lifestyle	—Candidates advocate the importance of a healthy, well-balanced lifestyle and <u>transfer</u> it to areas outside the classroom

II. KNOWLEDGE OF CONTENT

A. Understanding of Subject Matter	—Candidates <u>do not</u> present accurate knowledge of the major concepts and vocabulary of the subject	—Candidates <u>begin</u> to present accurate knowledge of the major concepts and vocabulary of the subject	—Candidates present accurate knowledge of the major concepts and vocabulary of the subject	—Candidates present accurate knowledge of the major concepts and vocabulary of the subject in the classroom and <u>transfer</u> this knowledge to areas outside the classroom
	—Candidates <u>do not</u> organize central concepts and principles around state standards	—Candidates <u>begin</u> to organize central concepts and principles around state standards	—Candidates organize central concepts and principles around state standards	—Candidates organize central concepts and principles around state standards for all lessons
	—Candidates <u>do not</u> assume responsibility for acquiring new knowledge	—Candidates <u>begin</u> to assume responsibility for acquiring new knowledge	—Candidates assume responsibility for acquiring new knowledge	—Candidates assume responsibility for acquiring new knowledge and <u>transfer</u> this knowledge to areas outside the classroom

III. KNOWLEDGE OF THE LEARNER

A. Developmental Needs	—Candidates <u>do not</u> encourage and maintain student involvement and participation	—Candidates <u>begin</u> to encourage and maintain student involvement and participation	—Candidates encourage and maintain student involvement and participation	—Candidates encourage and maintain student involvement and participation in the classroom and <u>transfer</u> this encouragement to areas outside the classroom
	—Candidates <u>do not</u> respond to the developmental levels and needs of all students	—Candidates <u>begin</u> to respond to the developmental levels and needs of all students	—Candidates respond to the developmental levels and needs of all students	—Candidates respond to the developmental levels and needs of all students and <u>transfer</u> these skills to areas outside the classroom
	—Candidates <u>do not</u> adjust pacing to all pupil response and time constraints	—Candidates <u>begin</u> to adjust pacing to all pupil response and time constraints	—Candidates adjust pacing to pupil response and time constraints	—Candidates adjust pacing to <u>all</u> pupil response and time constraints in an appropriate manner
B. Student Diversity	—Candidates <u>do not</u> care for and accept all students	—Candidates <u>begin</u> to care for and accept all students	—Candidates care for and accept all students	—Candidates care for and accept all students in the classroom and <u>transfer</u> this acceptance to areas outside the classroom
	—Candidates <u>do not</u> assist students in understanding cultural diversity	—Candidates <u>begin</u> to assist students in understanding cultural diversity by providing information	—Candidates assist students in understanding cultural diversity by providing a variety of experiences and information	—Candidates assist students in understanding cultural diversity by providing a variety of experiences and information <u>in and outside</u> of the classroom
	—Candidates <u>do not</u> view international issues through a global perspective	—Candidates <u>begin</u> to view international issues through a global perspective	—Candidates view international issues through a global perspective	—Candidates view international issues through a global perspective and share this information with all students

IV. KNOWLEDGE OF PEDAGOGY

A. Planning	—Candidates <u>do not</u> state objectives in terms of learner outcomes on lesson plans	—Candidates <u>begin</u> to state objectives in terms of learner outcomes on lesson plans	—Candidates state objectives in terms of learner outcomes on lesson plans	—Candidates state objectives in terms of learner outcomes on lesson plans and <u>transfer</u> this skill to all lessons
	—Candidates <u>do not</u> develop plans appropriate to students' needs, interests and abilities	—Candidates <u>begin</u> to develop plans appropriate to students' needs, interests and abilities	—Candidates develop plans appropriate to students' needs, interests and abilities	—Candidates develop plans appropriate to students' needs, interests and abilities for the classroom and <u>transfer</u> this planning to all lessons
	—Candidates <u>do not</u> make connections across the curriculum	—Candidates <u>begin</u> to make connections across the curriculum	—Candidates make connections across the curriculum	—Candidates make connections across the curriculum in the classroom and <u>transfer</u> connections to areas outside the classroom
	—Candidates <u>do not</u> set the stage for learning	—Candidates <u>begin</u> to organize and set the stage for learning	—Candidates organize and set the stage for learning (e.g. anticipatory set, motivation, prior knowledge)	—Candidates organize and set the stage for learning (e.g. anticipatory set, motivation, prior knowledge) and <u>transfer</u> this skill to all lessons
B. Implementation	—Candidates <u>do not</u> teach to an objective	—Candidates <u>begin</u> to teach to an objective	—Candidates teach to an objective which matches a state/national standard	—Candidates teach to an objective which matches a state/national standard and <u>transfers</u> this easily to all lessons taught
	—Candidates <u>do not</u> show examples or model	—Candidates <u>begin</u> to show examples and model appropriately	—Candidates show examples and model appropriately	—Candidates show <u>many</u> examples and model examples appropriately during every lesson
	—Candidates <u>do not</u> include active participation	—Candidates <u>begin</u> to occasionally include active participation	—Candidates include active participation when possible	—Candidates include active participation in <u>all</u> lessons when possible in the classroom and <u>transfer</u> to areas outside the classroom
	—Candidates <u>do not</u> use positive and specific reinforcement	—Candidates <u>begin</u> to use reinforcements, but often times use the same response	—Candidates use positive and specific reinforcement for responses	—Candidates <u>consistently</u> use a variety of positive and specific reinforcement for responses
	—Candidates <u>do not</u> provide individual help	—Candidates <u>begin</u> to provide individual help when needed in the classroom	—Candidates provide individual help when needed in the classroom	—Candidates provide individual help when needed to <u>all</u> students in the classroom and <u>transfer</u> this assistance to other areas outside the classroom
	—Candidates <u>do not</u> present open ended questions	—Candidates <u>begin</u> to present open-ended and close-ended questions	—Candidates present open-ended as well as close-ended questions	—Candidates present open-ended as well as close-ended questions throughout the lesson
	—Candidates <u>do not</u> use appropriate calling techniques, dignify incorrect responses, allow for adequate wait time or redirect off-task discussions and behaviors	—Candidates <u>begin</u> to use appropriate calling technique, dignify incorrect responses, allow for adequate wait time and redirect off-task discussions and behaviors	—Candidates use appropriate calling techniques, dignify incorrect responses, allow for adequate wait time and redirect off-task discussions and behaviors	—Candidates use a variety of appropriate calling techniques, <u>always</u> dignify incorrect responses, allow for adequate wait time and <u>immediately</u> redirect off-task discussions and behaviors
	—Candidates <u>do not</u> relate a lessons to prior knowledge	—Candidates <u>begin</u> to relate lessons to prior knowledge	—Candidates relate lessons to prior knowledge	—Candidates relate <u>all</u> lessons to prior knowledge
	—Candidates <u>do not</u> use a variety of methods and techniques	—Candidates <u>begin</u> to use a variety of methods and techniques in cooperative and individual learning experiences	—Candidates use a variety of methods and techniques including both cooperative and individual learning experiences	—Candidates use a variety of methods and techniques in teaching <u>all</u> lessons including both cooperative and individual learning experiences
	—Candidates <u>do not</u> enhance problem-solving skills or provide opportunities for students to construct new knowledge about their world	—Candidates <u>begin</u> to enhance problem-solving skills daily and provide opportunities for students to construct new knowledge about their world	—Candidates enhance problem-solving skills and provide opportunities for students to construct new knowledge about their world	—Candidates enhance problem-solving skills <u>daily</u> and provide opportunities for students to construct new knowledge about their world
	C. Assessment	—Candidates <u>do not</u> assess learning by the objective	—Candidates <u>begin</u> to assess learning by the objective	—Candidates assess learning by the objective
—Candidates <u>do not</u> use a variety of assessment instruments		—Candidates <u>begin</u> to use a number of assessment instruments	—Candidates use a variety of assessment instruments	—Candidates use a variety of assessment instruments in all lessons
—Candidates <u>do not</u> evaluate achievement prior to, during and after instruction		—Candidates <u>begin</u> to evaluate student achievement prior to, during and after instruction	—Candidates evaluate student achievement and teaching effectiveness prior to, during and after instruction	—Candidates evaluate student achievement and teaching effectiveness prior to, during and after instruction in all lessons

	—Candidates do not set high standards of performance or provide remediation and enrichment when appropriate	—Candidates begin to set high standards of performance and provide remediation and enrichment when appropriate	—Candidates set high standards of performance and provide remediation and enrichment when appropriate	—Candidates always set high standards of performance and provide remediation and enrichment when appropriate
D. Classroom Management And Organization	—Candidates do not organize and distribute materials efficiently	—Candidates begin to organize and distribute materials efficiently	—Candidates organize and distribute materials efficiently	—Candidates organize and distribute materials efficiently for each lesson to maximize time on task
	—Candidates do not give directions and assignments clearly and accurately	—Candidates begin to give directions and assignments clearly and accurately	—Candidates give directions and assignments clearly and accurately so minimal restating is necessary	—Candidates give scripted directions and assignments clearly and accurately for the developmental level of the students so directions need not be restated
	—Candidates do not prepare class for transition at closure	—Candidates begin to prepare class for transition at closure for all lessons	—Candidates prepare class for transition at closure	—Candidates prepare class for transition at closure and transfer it outside the classroom
	—Candidates do not design a positive learning environment	—Candidates begin to design a positive learning environment	—Candidates design space, routines, materials and activities to create a positive learning environment	—Candidates consistently design space, routines, materials and activities to create a positive learning environment
	—Candidates do not use preventative, supportive, and corrective management techniques	—Candidates begin to use preventative, supportive, and corrective management techniques	—Candidates use preventative, supportive, and corrective management techniques	—Candidates use preventative, supportive, and corrective management techniques and transfer it outside the classroom
E. Instructional Materials And Technology	—Candidates do not integrate technology into the curriculum	—Candidates begin to integrate technology into the curriculum occasionally	—Candidates integrate technology into the curriculum	—Candidates consistently integrate various types technology into the daily curriculum
	—Candidates do not select appropriate, non-biases instructional materials representative of diversity	—Candidates begin to select appropriate, non-biased instructional materials representative of diversity	—Candidate select appropriate, non-biased instructional materials representative of diversity	—Candidates consistently select appropriate, non-biased instructional materials representative of diversity
	—Candidates do not integrate	—Candidates begin to integrate subject with other disciplines	—Candidates integrate subject with other disciplines	—Candidates consistently integrate subject with other disciplines

V. KNOWLEDGE OF SELF AS A TEACHER AND A MEMBER OF THE LEARNING COMMUNITY

A. Parent And Community Involvement	—Candidates do not use written or oral communication with parents-	—Candidates begin to use written or oral communication with parents	—Candidates use written and/or oral communication with parents	—Candidates use written and oral communication with parents weekly
	—Candidates do not involve parents and community resources in the classroom	—Candidates begin to involve parents and community resources in the classroom	—Candidates involve parents and community resources in the classroom	—Candidates consistently involve parents and community resources in the classroom
	—Candidate do not utilize parental expertise	—Candidates begin to utilize parental expertise	—Candidates utilize parental expertise in management	—Candidates consistently utilize parental expertise in management
B. Commitment To Teaching	—Candidates do not demonstrate professionalism through appropriate dress, language and/or behavior	—Candidates begin to demonstrate professionalism through appropriate dress, language or behavior	—Candidates demonstrate professionalism through appropriate dress, language and behavior	—Candidates demonstrate professionalism through appropriate dress, language and behavior in the classroom and transfer it to areas outside of the classroom
	—Candidates do not show initiative	—Candidates begin to show initiative in the classroom and volunteer	—Candidates show initiative in the classroom and volunteer for extra assignments	—Candidates show initiative in the classroom and in areas outside of the classroom, and volunteer for extra assignments in and out of the classroom
	—Candidates do not demonstrate dependability and reliability	—Candidates begin to demonstrate dependability and reliability	—Candidates demonstrate dependability and reliability	—Candidates consistently demonstrate dependability and reliability in the classroom and transfer this dependability in other areas outside the classroom
	—Candidates do not demonstrate pride in the teaching profession	—Candidates begin to show pride in the teaching profession	—Candidates comply with necessary organizational policies and procedures	—Candidates always comply with necessary organizational policies and procedures
			—Candidates demonstrate pride in the teaching profession	—Candidates demonstrate pride in the teaching profession and transfer it to areas outside the classroom
C. Interpersonal Relations	—Candidates do not maintain student confidentiality or uphold ethical responsibilities	—Candidates begin to maintain student confidentiality and uphold ethical responsibilities	—Candidates maintain student confidentiality and uphold ethical responsibilities	—Candidates maintain student confidentiality and uphold ethical responsibilities in the classroom and transfer this responsibility to areas outside of the classroom

	— Candidates <u>do not</u> establish positive relationships with faculty/staff/community	— Candidates <u>begin</u> to establish positive relationships with faculty/staff/community	— Candidates establish positive relationships with faculty, staff and community	— Candidates <u>consistently</u> establish positive relationships with faculty, staff and community
	—Candidates <u>do not</u> practice consensus building with faculty and staff	—Candidates <u>begin</u> to practice consensus building with faculty and staff	—Candidates practice consensus building with faculty and staff	—Candidates <u>consistently</u> practice consensus building with faculty and staff
	—Candidates <u>do not</u> participate in conferences with colleagues/parents	—Candidates <u>begin</u> to participate in conferences with colleagues and parents about students’ needs and progress	—Candidates participate in conferences with colleagues and parents about students’ needs and progress	—Candidates <u>consistently</u> participate in conferences with colleagues and parents about students’ needs and progress
D. Professional Growth And Development	—Candidates receive but <u>do not</u> use constructive criticism to improve and refine teaching skills	—Candidates receive and <u>begin</u> to use constructive criticism to improve and refine teaching skills	—Candidates receive and use constructive criticism to improve and refine teaching skills	—Candidates receive and use constructive criticism to <u>reflect</u> and <u>continually</u> improve and refine teaching skills
	— Candidates <u>do not</u> display sensitivity and professionalism in school and community	— Candidates <u>begin</u> to display sensitivity and professionalism in school and community matters	— Candidates display sensitivity and professionalism in school and community matters	— Candidates <u>consistently</u> display sensitivity and professionalism in school and community matters
	—Candidates <u>do not</u> demonstrate a commitment to lifelong learning	—Candidates <u>begin</u> to demonstrate a commitment to lifelong learning	—Candidates demonstrate a commitment to lifelong learning	—Candidates <u>consistently</u> demonstrate a commitment to lifelong learning
	—Candidates <u>do not</u> demonstrate reflective awareness	—Candidates <u>begin</u> to demonstrate reflective awareness	—Candidates demonstrate reflective awareness	—Candidates demonstrate reflective awareness and transfer it to areas outside of the classroom

ACEI Elementary Education SPA			1	2.1a	2.1b	2.2a	2.2b	2.3	2.4	2.5	2.6	2.7	2.8	3.1a	3.1b	3.2		
FA16	ELED	CT	AVG	2.89	3.11	2.78	3.00	3.00	3.14	3.00	2.86	2.88	2.80	3.11	3.22	3.00	3.11	
			STD	0.33	0.33	0.44	0.50	0.00	0.38	0.00	0.38	0.64	0.45	0.33	0.44	0.00	0.33	
			RNG	2-3	3-4	2-3	2-4	3-3	3-4	3-3	2-3	2-4	2-3	3-4	3-4	3-4	3-3	3-4
			N	9	9	9	9	9	7	5	7	8	5	9	9	9	9	9
FA16	ELED	US	AVG	3.00	3.13	3.13	3.13	3.00	3.00	3.00	3.00	3.00	0.00	2.57	2.89	2.78	3.00	
			STD	0.50	0.35	0.35	0.35	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.53	0.60	0.67	0.00
			RNG	2-4	3-4	3-4	3-4	3-3	3-3	3-3	3-3	3-3	3-3	0	2-3	2-4	2-4	3-3
			N	9	8	8	8	8	5	4	3	3	0	7	9	9	9	7
SP17	ELED	CT	AVG	3.45	3.37	3.26	3.38	3.42	3.28	3.13	3.20	3.36	3.27	3.24	3.41	3.45	3.23	
			STD	0.60	0.50	0.73	0.72	0.69	0.46	0.64	0.77	0.81	0.79	0.77	0.73	0.67	0.75	
			RNG	2-4	3-4	2-4	2-4	2-4	3-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	1-4
			N	22	19	19	16	19	18	15	15	11	11	21	22	22	22	22
SP17	ELED	US	AVG	3.67	3.61	3.55	3.63	3.72	3.67	3.70	3.63	3.67	3.71	3.45	3.71	3.71	3.35	
			STD	0.48	0.61	0.51	0.50	0.46	0.49	0.48	0.74	0.52	0.49	0.69	0.55	0.55	0.71	
			RNG	3-4	2-4	3-4	3-4	3-4	3-4	3-4	2-4	3-4	3-4	2-4	2-4	2-4	2-4	2-4
			N	24	18	20	16	18	15	10	8	6	7	20	24	24	23	
FA16	ELED	ALL	AVG	2.94	3.12	2.94	3.06	3.00	3.08	3.00	2.90	2.91	2.80	2.88	3.06	2.89	3.06	
			STD	0.42	0.33	0.43	0.43	0.00	0.29	0.00	0.32	0.54	0.45	0.50	0.54	0.47	0.25	
			RNG	2-4	3-4	2-4	2-4	3-3	3-4	3-3	2-3	2-4	2-3	2-4	2-4	2-4	2-4	3-4
			N	18	17	17	17	7	12	9	10	11	5	16	18	18	16	
SP17	ELED	ALL	AVG	3.57	3.49	3.41	3.50	3.57	3.45	3.36	3.35	3.47	3.44	3.34	3.57	3.59	3.29	
			STD	0.54	0.56	0.64	0.62	0.60	0.51	0.64	0.78	0.72	0.70	0.73	0.65	0.62	0.73	
			RNG	2-4	2-4	2-4	2-4	2-4	3-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	1-4
			N	46	37	39	32	37	33	25	23	17	18	41	46	46	45	
AY 16-17	ELED	CT	AVG	3.29	3.29	3.11	3.24	3.29	3.24	3.10	3.09	3.16	3.13	3.20	3.35	3.32	3.19	
			STD	0.59	0.46	0.69	0.66	0.60	0.44	0.55	0.68	0.76	0.72	0.66	0.66	0.60	0.65	
			RNG	2-4	3-4	2-4	2-4	2-4	3-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	1-4
			N	31	28	28	25	28	25	20	22	19	16	30	31	31	31	
AY 16-17	ELED	US	AVG	3.48	3.46	3.43	3.46	3.50	3.50	3.50	3.45	3.44	3.71	3.22	3.48	3.45	3.27	
			STD	0.57	0.58	0.50	0.51	0.51	0.51	0.52	0.69	0.53	0.49	0.75	0.67	0.71	0.64	
			RNG	2-4	2-4	3-4	3-4	3-4	3-4	3-4	2-4	3-4	3-4	2-4	2-4	2-4	2-4	2-4
			N	33	26	28	24	26	20	14	11	9	7	27	33	33	30	
AY 16-17	ELED	ALL	AVG	3.39	3.37	3.27	3.35	3.39	3.36	3.26	3.21	3.25	3.30	3.21	3.42	3.39	3.23	
			STD	0.58	0.52	0.62	0.60	0.56	0.48	0.57	0.70	0.70	0.70	0.70	0.66	0.66	0.64	
			RNG	2-4	2-4	2-4	2-4	2-4	3-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	1-4
			N	64	54	56	49	54	45	34	33	30	23	57	64	64	61	

cont'd			3.3	3.4a	3.4b	3.5a	3.5b	4.0a	4.0b	5.1	5.2a	5.2b	5.2c	5.3	5.4		
FA16	ELED	CT	AVG	3.00	3.11	3.22	3.22	3.22	3.22	3.00	3.22	3.25	3.11	2.89	3.00	3.25	
			STD	0.50	0.33	0.44	0.44	0.44	0.44	0.50	0.44	0.71	0.60	0.93	0.53	0.71	
			RNG	2-4	3-4	3-4	3-4	3-4	3-4	2-4	3-4	2-4	2-4	2-4	2-4	2-4	2-4
			N	9	9	9	9	9	9	9	9	8	9	9	8	8	
FA16	ELED	US	AVG	2.67	3.00	3.11	2.89	2.78	2.78	2.71	3.38	3.13	2.83	2.80	3.00	3.67	
			STD	0.71	0.71	0.60	0.60	0.67	0.44	0.49	0.52	0.83	0.41	0.45	0.00	0.58	
			RNG	2-4	2-4	2-4	2-4	2-4	2-3	2-3	3-4	2-4	2-3	2-3	3-3	3-4	
			N	9	9	9	9	9	9	7	8	8	6	5	3	3	
SP17	ELED	CT	AVG	3.41	3.50	3.68	3.32	3.50	3.32	3.18	3.55	3.59	3.38	3.36	3.24	3.38	
			STD	0.73	0.80	0.57	0.72	0.67	0.72	0.80	0.67	0.59	0.80	0.79	0.66	0.80	
			RNG	2-4	1-4	2-4	2-4	2-4	2-4	1-4	2-4	2-4	1-4	1-4	2-4	1-4	
			N	22	22	22	22	22	22	22	22	22	22	21	22	17	21
SP17	ELED	US	AVG	3.50	3.75	3.79	3.63	3.71	3.52	3.50	3.63	3.65	3.69	3.69	3.90	3.72	
			STD	0.59	0.53	0.41	0.58	0.46	0.67	0.60	0.49	0.49	0.48	0.48	0.32	0.46	
			RNG	2-4	2-4	3-4	2-4	3-4	2-4	2-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4
			N	24	24	24	24	24	23	22	24	20	16	16	10	18	
FA16	ELED	ALL	AVG	2.83	3.06	3.17	3.06	3.00	3.00	2.88	3.29	3.19	3.00	2.86	3.00	3.36	
			STD	0.62	0.54	0.51	0.54	0.59	0.49	0.50	0.47	0.75	0.53	0.77	0.45	0.67	
			RNG	2-4	2-4	2-4	2-4	2-4	2-4	2-4	3-4	2-4	2-4	2-4	2-4	2-4	2-4
			N	18	18	18	18	18	18	16	17	16	15	14	11	11	
SP17	ELED	ALL	AVG	3.46	3.63	3.74	3.48	3.61	3.42	3.34	3.59	3.62	3.51	3.50	3.48	3.54	
			STD	0.66	0.68	0.49	0.66	0.58	0.69	0.71	0.58	0.54	0.69	0.69	0.64	0.68	
			RNG	2-4	1-4	2-4	2-4	2-4	2-4	1-4	2-4	2-4	1-4	1-4	2-4	1-4	
			N	46	46	46	46	46	45	44	46	42	37	38	27	39	
AY 16-17	ELED	CT	AVG	3.29	3.39	3.55	3.29	3.42	3.29	3.13	3.45	3.50	3.30	3.23	3.16	3.34	
			STD	0.69	0.72	0.57	0.64	0.62	0.64	0.72	0.62	0.63	0.75	0.84	0.62	0.77	
			RNG	2-4	1-4	2-4	2-4	2-4	2-4	1-4	2-4	2-4	1-4	1-4	2-4	1-4	
			N	31	31	31	31	31	31	31	31	31	30	30	31	25	29
AY 16-17	ELED	US	AVG	3.27	3.55	3.61	3.42	3.45	3.31	3.31	3.56	3.50	3.45	3.48	3.69	3.71	
			STD	0.72	0.67	0.56	0.66	0.67	0.69	0.66	0.50	0.64	0.60	0.60	0.48	0.46	
			RNG	2-4	2-4	2-4	2-4	2-4	2-4	2-4	3-4	2-4	2-4	2-4	3-4	3-4	
			N	33	33	33	33	33	32	29	32	28	22	21	13	21	
AY 16-17	ELED	ALL	AVG	3.28	3.47	3.58	3.36	3.44	3.30	3.22	3.51	3.50	3.37	3.33	3.34	3.50	
			STD	0.70	0.69	0.56	0.65	0.64	0.66	0.69	0.56	0.63	0.69	0.76	0.63	0.68	
			RNG	2-4	1-4	2-4	2-4	2-4	2-4	1-4	2-4	2-4	1-4	1-4	2-4	1-4	
			N	64	64	64	64	64	63	60	63	58	52	52	38	50	

DEVELOPMENT, LEARNING AND MOTIVATION				
1: Candidates construct learning opportunities that support individual students' development and acquisition of knowledge.	Candidates do not construct learning opportunities that support individual students' development and acquisition of knowledge.	Candidates begin to demonstrate an ability to plan curriculum that is achievable but also challenging for children at various levels.	Candidates draw on developmental knowledge to plan curriculum that is achievable, meaningful, and motivating for children at various developmental levels.	Candidates draw on developmental knowledge to plan curriculum that is achievable, meaningful, challenging, and motivating for children at various developmental levels.
		Candidates begin to respond positively to diversity.	Candidates consider and accommodate the developmental characteristics of children and young adolescents in curriculum planning, instruction, and assessment of student learning.	Candidates assess student development and learning and use the results to design and implement instruction that meets individual student needs and interests and reflects diversity of students.
		Candidates begin to recognize and respond to students whose development is atypical.	Candidates consider diversity an asset, respond positively to it and begin to seek advice from specialists (e.g., special educators, counselors, art teachers, etc.) to confirm when an individual student's development is atypical.	Candidates recognize when an individual student's development differs from typical developmental patterns and collaborate with specialists to plan, implement, and assess appropriate learning experiences that address individual needs.

CURRICULUM				
2.1 Reading, Writing, and Oral Language				
2.1: Candidates teach the use of multiple strategies to help readers recognize words in print.	Candidates do not teach the use of multiple strategies to help readers recognize words in print.	Candidates begin to apply theory and research, particularly phoneme awareness, syntax, semantics, phonics, fluency, and meaning-based strategies.	Candidates apply theory and research, particularly phoneme awareness, syntax, semantics, phonics, fluency, and meaning-based strategies.	Candidates comprehensively apply theory and research, particularly phoneme awareness, syntax, semantics, phonics, fluency, and meaning-based strategies.
2.1: Candidates teach the conventions of language needed to compose oral and written texts for a range of purposes and audiences.	Candidates do not teach the conventions of language needed to compose oral and written texts for a range of purposes and audiences.	Candidates begin to identify and explain the basic conventions of language needed to compose oral and written texts.	Candidates identify and explain the basic conventions of language needed to compose oral and written texts for a range of purposes and audiences.	Candidates comprehensively identify and explain the basic conventions of language needed to compose and comprehend oral and written texts for a range of purposes and audiences.
		Candidates begin to promote a balance between the conventions of language and the more meaning-based qualities of language.	Candidates promote a balance between the conventions of language (spelling, punctuation) and the more meaning-based qualities of language (ideas, expression).	Candidates consistently promote an appropriate balance between the mechanical conventions of language and the more meaning-based qualities of language.
		Candidates begin to teach the conventions of language needed to compose a variety of texts.	Candidates teach the conventions of language needed to compose and comprehend oral and written texts for a range of purposes and audiences.	Candidates consistently and effectively teach the conventions of language needed to compose and comprehend oral and written texts for a range of purposes and audiences.

2.2 Science

<p>2.2: Candidates apply the fundamental concepts in the subject matter of science and the inquiry processes scientists use in the discovery of new knowledge to build a base for scientific, technological, and environmental literacy.</p>	<p>Candidates do not apply the fundamental concepts in the subject matter of science and the inquiry processes, build the framework to understand science or assess learning.</p>	<p>Candidates begin to engage students in the learning of science through inquiry; build the framework for understanding science as an activity; and assess the learning of science.</p>	<p>Candidates engage students with proficiency in the learning of science through inquiry; build the framework for understanding science as an activity; and assess the learning of science.</p>	<p>Candidates consistently engage students with practiced proficiency in the learning of science through inquiry; build the framework for understanding science as an activity; and effectively assess the learning of science.</p>
---	---	--	--	---

2.3 Mathematics

<p>2.3: Candidates use major concepts, procedures, and reasoning processes to foster K-6 student learning.</p>		<p>~ the appropriate use of patterns, quantities and spatial relationships</p>	<p>~ the appropriate use of patterns, quantities and spatial relationships in problem solving, reasoning, communication, connection and representation of math ideas</p>	<p>~ the use of patterns, quantities and spatial relationships <u>by in-depth</u> use of problem solving, reasoning, communication, connection and representation of mathematical ideas</p>
		<p>~ the use of appropriate problem solving tools, including mental arithmetic, pencil-and-paper computation, manipulatives and visual materials</p>	<p>~ the use of appropriate problem solving tools (e.g. mental arithmetic, pencil-paper computation, manipulatives visual materials, calculators, computers, electronic info resources, other technologies)</p>	<p>~ the use of problem solving tools (e.g. mental arithmetic, pencil-paper computation, manipulatives visual materials, calculators, computers, electronic info resources, other technologies)</p>
		<p>~ understanding the history of mathematics</p>	<p>~ understanding the history of math and the contributions of diverse cultures</p>	<p>~ understanding the history of math and the contributions of diverse cultures</p>
		<p>~ communicating about and through mathematics by writing and orally</p>	<p>~ communicating about and through math by writing and orally using everyday and math language</p>	<p>~ communicating about and through math by writing and orally using everyday and math language in real life connections</p>
		<p>~ analyzing K-6 students' mathematical preconceptions, misconceptions and error patterns.</p>	<p>~ analyzing K-6 students' mathematical preconceptions, misconceptions and error patterns ; constructing ways to help them.</p>	<p>~ analyzing K-6 as well as <u>their</u> math preconceptions, misconceptions and error patterns; constructing ways to correct problems</p>

2.4 Social studies

<p>2.4: Candidates use the major concepts (history, geography, social sciences, other related areas) and modes of inquiry from the social studies.</p>	<p>Candidates do not use the major concepts and modes of inquiry from the social studies to foster K-6 student learning.</p>	<p>Candidates begin to use the major concepts of social studies in instructional presentations and activities that allow students to appreciate the themes.</p>	<p>Candidates use the major concepts of the social studies while implementing instructional activities to allow students to appreciate the various themes.</p>	<p>Candidates comprehensively use the major concepts of social studies while implementing instructional activities to allow students to appreciate and see connections among the themes of the social studies</p>
	<p>Candidates do not encourage the knowledge, skills, and dispositions necessary to be informed, caring and responsible future citizens.</p>	<p>Candidates begin to develop learning experiences in which learners are encouraged to apply the modes of inquiry from the social studies.</p>	<p>Candidates develop learning experiences in which learners are encouraged to apply the modes of inquiry from the social studies (e.g., problem-solving, research, interviewing) through a variety of tasks.</p>	<p>Candidates consistently develop learning experiences in which learners are required to apply the modes of inquiry from the social studies through a variety of challenging tasks completed individually and with others</p>

	Candidates do not require students to apply their thinking to real-world situations.	Candidates begin to encourage the knowledge, skills, and dispositions necessary to be informed, caring and responsible future citizens.	Candidates encourage the knowledge (e.g., social studies facts, concepts), skills (e.g., reading for information, using maps, social skills) and dispositions (e.g., awareness of rights and duties, character traits, acceptance of others) necessary to be informed, caring and responsible citizens.	Candidates consistently encourage the knowledge (e.g., social studies facts, concepts), skills (e.g., reading for information, using maps, social skills) and dispositions (e.g., awareness of rights and duties, character traits, acceptance of others) necessary to be informed, caring and responsible citizens.
		Candidates begin to require students to apply their thinking to real-world situations.	Candidates require students to apply their thinking in real-life situations.	Candidates require students to apply their thinking (individually and collaboratively) in real-world situations.

2.5 The arts

2.5: Candidates use the arts as primary media for communication, inquiry, and insight among elementary students.	Candidates do not use the arts to encourage communication, inquiry, and insight among elementary students.	Candidates begin to encourage K-6 students in the participation of the arts.	Candidates encourage the K-6 students in study of, participation in, and appreciation of arts.	Candidates work alone and with arts professionals to enable K-6 students to use the arts as primary media for communication, inquiry, and insight from a variety of cultural and historical periods.
		Candidates begin to acquaint students with exemplary arts from different cultures and historical periods.	Candidates acquaint students with exemplary arts from a variety of cultures and historical periods.	Candidates provide ways for students to use traditional and technology-based tools for communication in the visual arts.

2.6 Health education

2.6: Candidates use the major concepts in the subject matter of health education to create opportunities for K-6 student development and practice of skills that contribute to good	Candidates do not use the major concepts in the subject matter of health education.	Candidates begin to teach students the major health issues affecting K-6 children and impart information on these issues sensitively.	Candidates teach students the major health issues affecting K-6 children and impart information on these issues sensitively.	Candidates consistently teach students the major health issues affecting K-6 children, impart information on these issues sensitively and transfer health concepts outside the classroom.
		Candidates begin to help students recognize dangerous situations.	Candidates clarify misconceptions for children and help them recognize potentially dangerous situations.	Candidates consistently clarify misconceptions for children and help them recognize potentially dangerous situations.

2.7 Physical education

2.7: Candidates use, as appropriate to their own understanding and skills, human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.	Candidates do not use physical development and movement forms, concepts, and principles of motor skills in the classroom.	Candidates begin to use physical development and movement forms, concepts, and principles of motor skills.	Candidates use physical development and movement forms, concepts, and principles of motor skills in the classroom.	Candidates consistently use physical development and movement forms, concepts, and principles of motor skills in and out of the classroom.
	Candidates do not recognize that physical activity is important.	Candidates begin to recognize that physical inactivity is a major health risk factor.	Candidates recognize that physical inactivity is a major health risk factor.	Candidates recognize and model the intrinsic value and benefits associated with physical activity.
			Candidates demonstrate sensitivity to K-6 students' needs for physical movement.	Candidates consistently demonstrate sensitivity to K-6 students' needs for physical movement in and out of the classroom.

2.8 Connections across the curriculum

<p>2.8: Candidates use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world</p>	<p>Candidates do not create learning experiences that encourage the application across content areas.</p>	<p>Candidates begin to create learning experiences for that encourage the application of knowledge, skills, tools and ideas across content areas.</p>	<p>Candidates create learning experiences that encourage the application of knowledge, skills, tools and ideas across content areas and relate it to real world issues.</p>	<p>Candidates consistently create learning experiences so their K-6 students demonstrate an ability to apply knowledge, skills, tools and ideas across content areas, to their lives and to other real world situations.</p>
---	---	---	---	--

INSTRUCTION

3.1 Integrating and applying knowledge for instruction

<p>3.1: Candidates plan instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</p>	<p>Candidates do not plan instruction based on knowledge of students, learning theory, subject matter, curricular goals and community.</p>	<p>Candidates begin to integrate knowledge of students, learning theory, K-6 subject matter, curricular goals, and community to plan instruction.</p> <p>Candidates use a limited range of resources.</p>	<p>Candidates integrate knowledge of students, learning theory, K-6 subject matter content, curricular goals and community to plan instruction.</p> <p>Candidates plan instruction using several instructional approaches including active involvement.</p>	<p>Candidates comprehensively integrate knowledge of students, learning theory, K-6 subject matter content, and curricular goals and community to plan instruction.</p> <p>Candidates consistently plan instructional using a variety of approaches, including active involvement and the effective use of technology.</p>
			<p>Candidates plan instructional strategies that are based upon effective teaching strategies, such as activating prior knowledge, and encouraging exploration and problem solving.</p>	<p>Candidates develop instructional plans that center on effective teaching strategies, including problem finding, critical thinking, and self-directed learning that builds on skills previously acquired.</p> <p>Candidates collaborate with specialists to promote learning in subject matter content.</p>
	<p>Candidates do not implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.</p>	<p>Candidates begin to implement instruction based on subject matter content and curriculum goals.</p>	<p>Candidates begin to use a limited number of resources to benefit students.</p>	<p>Candidates implement instruction based upon the subject matter content, knowledge of students (e.g., developmental characteristics, interests, learning styles, and modalities), learning theories, and</p> <p>Candidates utilize resources (e.g., print and electronic) within the classroom or school to benefit students.</p>
				<p>Candidates utilize informational resources (e.g., print and electronic) beyond the classroom to benefit students.</p>

3.2 Adaptation to diverse students

3.2: Candidates create instructional opportunities that are adapted to diverse students.	Candidates do not create instructional opportunities that are adapted to diverse students.	Candidates begin to create instruction appropriate for K-6 students' levels of development, learning styles and diverse needs.	Candidates create instruction appropriate for K-6 students' levels of development, learning styles and diverse needs and adapt curriculum to those needs.	Candidates consistently create instruction, tasks and activities appropriate for K-6 students' levels of development, learning styles, diversity and exceptional needs and adapt curriculum to those needs.
		Candidates begin to be sensitive to children's needs.	Candidates use teaching approaches sensitive to children's needs.	Candidates apply knowledge of the richness of contributions from diverse cultures to the content studied in the elementary classroom.
				Candidates utilize resources of other specialists and families to adapt to diverse students.

3.3 Development of critical thinking, problem solving, performance skills

3.3: Candidates use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.	Candidates do not use a variety of teaching strategies that encourage development of critical thinking, problem solving and performance skills.	Candidates begin to use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving and performance skills.	Candidates use a variety of instructional materials, technological resources, and multiple teaching and learning strategies to enhance students' development of critical thinking, problem solving and performance skills.	Candidates reflect on the effectiveness of the use of a variety of instructional materials, the use of technology and teaching strategies.
				Candidates collaborate with specialists and colleagues to promote students' development of critical thinking, problem solving and performance skills.

3.4 Active engagement in learning

3.4: Candidates foster active engagement in learning, self-motivation, and positive social interaction.	Candidates do not foster active engagement in learning, self-motivation, and positive social interaction.	Candidates begin to use a variety of strategies to foster active engagement in learning, self-motivation, and positive social interaction.	Candidates use a variety of strategies to foster active engagement in learning, self-motivation, and positive social interaction.	Candidates reflect on students' motivation and behavior in the classroom and modify teaching and classroom management strategies to foster engagement in learning, self-motivation, and positive social interaction.
			Candidates promote positive relationships, cooperation, conflict resolution, and purposeful learning in the classroom.	Candidates foster classrooms where K-6 students monitor own learning, motivation, and interactions with peers/others.
3.4: Candidates create supportive learning environments.	Candidates do not create supportive learning environments in their classrooms.	Candidates begin to encourage K-6 students to assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently and engage in purposeful learning activities.	Candidates create learning communities in which K-6 students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently and engage in purposeful learning activities.	Candidates consistently create positive and supportive learning communities where students assume responsibility for themselves and one another, participate in decision-making, work collaboratively/ independently and engage in purposeful learning activities.
			Candidates use interpersonal and small-group communication techniques to create a supportive learning environment.	Candidates use effective interpersonal and small-group communication techniques to create a supportive learning environment.

3.5 Communication to foster collaboration

3.5: Candidates foster active inquiry in the elementary classroom.	Candidates do not foster active inquiry in the elementary classroom.	Candidates begin to foster active inquiry in the classroom by using basic communication theory, language development, cultural, gender, verbal and non-verbal language.	Candidates foster active inquiry in the classroom by using basic communication theory, language development, cultural, gender, verbal and non-verbal language.	Candidates consistently foster active inquiry in the classroom by using basic communication theory, language development, cultural, gender, verbal and non-verbal language and transfer it outside the classroom.
		Candidates begin to model communication strategies to help students learn active inquiry.	Candidates model communication strategies that help K-6 students learn active inquiry while implementing curriculum. (e.g. monitoring messages, restating ideas and drawing connections, using visual, aural and kinesthetic cues, being sensitive to given and received nonverbal cues).	Candidates consistently model communication strategies in order to foster K-6 students' active inquiry in the classroom (e.g. monitoring messages, restating ideas and drawing connections, using visual, aural and kinesthetic cues, being sensitive to given and received nonverbal cues).
3.5: Candidates foster collaboration and supportive interaction in the elementary classroom.	Candidates do not foster collaboration and supportive interaction in the classroom.	Candidates begin to use oral and written discourse to extend students' understanding of subject matter.	Candidates foster collaboration and supportive interaction in the classroom by using oral and written discourse to help students collaborate and interact to better understand content.	Candidates consistently foster collaboration
	Candidates do not use media communication tools.	Candidates begin to use audio-visual aids, computer-based technologies and other media communication tools.	Candidates use audio-visual aids, computer-based technologies and other media communication tools.	& supportive interaction in the classroom by using oral/written discourse to help students <u>routinely</u> collaborate and interact to extend understanding of content.
				Candidates consistently use extensive audio-visual aids, computer-based technologies and other media tools.

ASSESSMENT

4.0 Assessment for instruction

4.0: Candidates use formal and informal assessment strategies to plan, evaluate and strengthen instruction.	Candidates do not use formal and informal assessment strategies to plan, evaluate and strengthen instruction.	Candidates begin to use both formal and informal assessment strategies.	Candidates use both formal and informal assessment strategies.	Candidates consistently use both formal and informal assessment strategies.
		Candidates begin to use technology to promote the efficiency of assessment data collection.	Candidates use assessment data to plan, evaluate and monitor learning for each student, such as the need for re-teaching to strengthen instruction.	Candidates effectively use assessment data to plan, evaluate, monitor and promote learning for each student, such as the need for re-teaching to strengthen instruction for each student.
			Candidates use technology to promote the efficiency of assessment data collection and management of instruction.	Candidates use technology to promote the efficiency of assessment data collection, management of instruction, and to monitor their own teaching strategies and behavior in terms of improving student success.
4.0: Candidates use assessment strategies to promote continuous intellectual, social, emotional, and physical development of each elementary student.	Candidates do not use assessment strategies.	Candidates begin to use and adapt assessment data to accommodate student development.	Candidates use and adapt assessment strategies to accommodate and promote developmental needs of students.	Candidates continually use and adapt assessment strategies to accommodate and promote developmental needs of students.
			Candidates consult with colleagues or specialists to gather information to identify and address the development of students with exceptionalities.	Candidates consult with colleagues or specialists to gather and use assessment information to identify, address, and promote the development of students with exceptionalities.

PROFESSIONALISM

5.1 Practices and behaviors of developing career teachers

5.1: Candidates apply practices and behaviors that are characteristic of developing career teachers.	Candidates do not apply practices and behaviors that are characteristic of developing career teachers.	Candidates begin to work independently on a variety of disciplinary and pedagogical problems.	Candidates work independently on a variety of disciplinary and pedagogical problems.	Candidates consistently work independently on a variety of disciplinary and pedagogical problems and responsibilities.
		Candidates begin to focus on independent analysis about content, methodologies and applications.	Candidates focus on independent analysis and value judgments about content, methodologies and applications to specific circumstances.	Candidates consistently focus on and independent analysis and value judgments about content, methodologies and applications to specific circumstances.
		Candidates begin to adapt to evolving issues/conditions as situations change.	Candidates adapt to evolving issues and conditions as time and situations change.	Candidates easily adapt to evolving issues and conditions as time and situations change and make wise decisions according to time, place, and population.
		Candidates begin to use technology-based resources.	Candidates use technology-based resources.	Candidates routinely use technology-based resources in support of their professional development.

5.2 Reflection and evaluation

5.2: Candidates reflect on their practice in light of research on teaching and resources available for professional learning.	Candidates do not reflect on their practice in light of research on teaching and resources available for professional learning.	Candidates begin to reflect on their practice in light of research on teaching and resources available for professional learning.	Candidates use a variety of self-assessment and problem-solving strategies for reflecting on their practice and its influences on students' growth and learning.	Candidates continually reflect on their practice, its influences on growth and learning, and the complex interactions between them and consult with other professionals to grow professionally.
		Candidates begin to use major areas of research on teaching and resources available for professional learning.	Candidates know and use major areas of research on teaching and resources available for professional learning.	Candidates seek out new sources of current research on teaching and resources of professional learning to continually update the level of their professional practice.
5.2: Candidates continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community.	Candidates do not evaluate the effects of their professional practice.	Candidates begin to evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community.	Candidates continually use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice on students, parents, and other professions in the learning.	Candidates develop a systematic process for continually evaluating the effects of their professional decisions and actions on students, parents, and other professionals and develop professional improvement plans based on the evaluation results.
				Candidates conduct professional inquiry into their professional practice and share the results of their inquiry with other professionals.
5.2: Candidates actively seek out opportunities to grow professionally.	Candidates do not seek out opportunities to grow professionally.	Candidates begin to actively seek out opportunities to grow professionally.	Candidates actively seek opportunities to grow professionally (e.g. consulting with colleagues, reading current professional literature, participating in professional organizations and activities).	Candidates actively and consistently seek opportunities to grow professionally (e.g. consulting with colleagues, reading current professional literature, participating in professional organizations and activities).

5.3 Collaboration with families

5.3: Candidates establish and maintain a positive collaborative relationship with families to promote the academic, social and emotional growth of children.	Candidates do not know how to work with families in order to encourage academic, social and emotional growth of K-6 students.	Candidates begin to work with families in order to encourage academic, social and emotional growth of K-6 students.	Candidates establish and maintain a positive collaborative relationship with families in order to encourage academic, social, and emotional growth of children.	Candidates establish and maintain a positive collaborative relationship with families to promote the academic, social and emotional growth of children and transfer it to areas outside the classroom.
		Candidates begin to communicate with parents.	Candidates respect parents' choices and goals for their children and know how to communicate with parents about curriculum.	Candidates respect families' choices and goals for their children and know how to communicate with families about curriculum and children's progress.
		Candidates begin to involve families.	Candidates involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities (e.g., Parent Teacher Conferences, Parent Newsletter).	Candidates consistently involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities (e.g., Parent Teacher Conferences, Parent Newsletter).

5.4 Collaboration with colleagues and the community

5.4: Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.	Candidates do not foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.	Candidates begin to recognize that collegial activities contribute to a productive learning environment.	Candidates participate in collegial activities (e.g., Board of Education meetings, PTA meetings, teachers' meetings, in-services).	Candidates consistently participate in collegial activities to sustain a productive learning environment (e.g., Board of Education meetings, PTA meetings, teachers' meetings, in-services).
		Candidates begin to identify the appropriate specialists within the schools to support K-6 students' learning and well-being.	Candidates identify the appropriate specialists within the schools to support K-6 students' learning and well-being and begin to work collaboratively with the	Candidates develop collaborative relationships with specialists to support students' learning and well-being.
				Candidates value and respect the contribution and uniqueness of all members of the school community.

CEC Special Education SPA				Learner Dev & Ind Diff		Learning Environments			Content Knowledge			Assessment				Instructional Planning & Strategies			
				1.1	1.2	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	4.4	5.1	5.2		
FA16	SPED	CT	AVG	3.77	3.69	3.85	3.77	3.58	3.69	3.46	3.92	3.69	3.46	3.46	3.77	3.77	3.62		
			STD	0.44	0.63	0.38	0.44	0.51	0.48	0.66	0.28	0.48	0.66	0.66	0.60	0.60	0.51		
			RNG	3-4	2-4	3-4	3-4	3-4	3-4	2-4	3-4	3-4	3-4	2-4	2-4	2-4	2-4	2-4	3-4
			N	13	13	13	13	12	13	13	13	13	13	13	13	13	13	13	13
FA16	SPED	US	AVG	3.86	3.86	3.86	3.86	4.00	3.86	3.86	3.71	3.57	3.43	3.57	3.57	3.86	3.86		
			STD	0.38	0.38	0.38	0.38	0.00	0.38	0.38	0.49	0.53	0.79	0.53	0.53	0.38	0.38		
			RNG	3-4	3-4	3-4	3-4	4-4	3-4	3-4	3-4	3-4	2-4	3-4	3-4	3-4	3-4	3-4	
			N	7	7	7	7	4	7	7	7	7	7	7	7	7	7	7	
FA16	SPED	ALL	AVG	3.80	3.75	3.85	3.80	3.69	3.75	3.60	3.85	3.65	3.45	3.50	3.70	3.80	3.70		
			STD	0.41	0.55	0.37	0.41	0.48	0.44	0.60	0.37	0.49	0.69	0.61	0.57	0.52	0.47		
			RNG	3-4	2-4	3-4	3-4	3-4	2-4	2-4	3-4	3-4	2-4	2-4	2-4	2-4	2-4	3-4	
			N	20	20	20	20	16	20	20	20	20	20	20	20	20	20	20	
SP17	SPED	CT	AVG	3.36	3.55	3.45	3.45	3.38	3.45	3.36	3.60	3.30	3.30	3.50	3.55	3.45	3.36		
			STD	0.50	0.52	0.52	0.52	0.52	0.52	0.67	0.52	0.67	0.67	0.53	0.52	0.52	0.81		
			RNG	3-4	3-4	3-4	3-4	3-4	3-4	2-4	3-4	3-4	2-4	3-4	3-4	3-4	3-4	2-4	
			N	11	11	11	11	8	11	11	10	10	10	10	10	11	11	11	
SP17	SPED	US	AVG	3.50	3.60	3.50	3.40	3.38	3.50	3.30	3.40	3.30	3.22	3.20	3.30	3.60	3.50		
			STD	0.53	0.52	0.53	0.52	0.52	0.53	0.48	0.52	0.67	0.67	0.63	0.48	0.52	0.53		
			RNG	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	2-4	2-4	2-4	3-4	3-4	3-4		
			N	10	10	10	10	8	10	10	10	10	9	10	10	10	10		
SP17	SPED	ALL	AVG	3.43	3.57	3.48	3.43	3.38	3.48	3.33	3.50	3.30	3.26	3.35	3.43	3.52	3.43		
			STD	0.51	0.51	0.51	0.51	0.50	0.51	0.58	0.51	0.66	0.65	0.59	0.51	0.51	0.68		
			RNG	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	2-4	2-4	2-4	3-4	3-4	2-4		
			N	21	21	21	21	16	21	21	20	20	19	20	21	21	21		
AY16-17	SPED	CT	AVG	3.58	3.63	3.67	3.63	3.50	3.58	3.42	3.78	3.52	3.39	3.48	3.67	3.63	3.50		
			STD	0.50	0.58	0.48	0.49	0.51	0.50	0.65	0.42	0.59	0.66	0.59	0.56	0.58	0.66		
			RNG	3-4	2-4	3-4	3-4	3-4	3-4	2-4	3-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	
			N	24	24	24	24	20	24	24	23	23	23	23	23	24	24	24	
AY16-17	SPED	US	AVG	3.63	3.69	3.63	3.56	3.55	3.63	3.50	3.50	3.38	3.27	3.31	3.38	3.69	3.63		
			STD	0.50	0.48	0.50	0.51	0.52	0.50	0.52	0.52	0.62	0.70	0.60	0.50	0.48	0.50		
			RNG	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	2-4	2-4	2-4	3-4	3-4	3-4		
			N	16	16	16	16	11	16	16	16	16	15	16	16	16	16		
AY16-17	SPED	ALL	AVG	3.61	3.66	3.66	3.61	3.53	3.61	3.46	3.68	3.48	3.36	3.43	3.56	3.66	3.56		
			STD	0.49	0.53	0.48	0.49	0.51	0.49	0.60	0.47	0.60	0.67	0.59	0.55	0.53	0.59		
			RNG	3-4	2-4	3-4	3-4	3-4	3-4	2-4	3-4	2-4	2-4	2-4	2-4	2-4	2-4	2-4	
			N	41	41	41	41	32	41	41	40	40	39	40	41	41	41		

CEC Special Education SPA, cont'd				Instructional Planning & Strategies, cont'd					Professional Learning & Ethics						Collaboration				
				5.3	5.4	5.5	5.6	5.7	6.1	6.2	6.3	6.4	6.5	6.6	7.1	7.2	7.3		
FA16	SPED	CT	AVG	3.20	3.46	3.33	3.67	3.54	3.85	3.77	3.77	3.83	3.62	3.31	3.69	3.67	3.67		
			STD	0.63	0.52	0.78	0.65	0.52	0.38	0.44	0.44	0.39	0.51	0.48	0.48	0.48	0.65	0.49	
			RNG	2-4	3-4	2-4	2-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	2-4	3-4
			N	10	13	12	12	13	13	13	13	13	12	13	13	13	13	12	12
FA16	SPED	US	AVG	4.00	3.57	3.57	3.57	3.71	3.57	3.71	3.57	3.57	3.67	3.80	3.57	3.80	3.71		
			STD	0.00	0.53	0.53	0.53	0.49	0.53	0.49	0.53	0.53	0.52	0.45	0.53	0.45	0.49		
			RNG	4-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4
			N	4	7	7	7	7	7	7	7	7	7	6	5	7	5	7	
FA16	SPED	ALL	AVG	3.16	3.42	3.24	3.57	3.43	3.75	3.63	3.58	3.70	3.50	3.36	3.63	3.43	3.61		
			STD	0.50	0.50	0.70	0.59	0.51	0.44	0.49	0.50	0.56	0.67	0.49	0.58	0.73	0.50		
			RNG	2-4	3-4	2-4	2-4	3-4	3-4	3-4	3-4	2-4	2-4	3-4	2-4	2-4	2-4	3-4	
			N	19	24	21	23	23	24	24	24	23	22	22	24	23	23		
SP17	SPED	CT	AVG	3.11	3.36	3.11	3.45	3.30	3.64	3.45	3.36	3.55	3.33	3.44	3.55	3.18	3.55		
			STD	0.33	0.50	0.60	0.52	0.48	0.50	0.52	0.50	0.69	0.87	0.53	0.69	0.75	0.52		
			RNG	3-4	3-4	2-4	3-4	3-4	3-4	3-4	3-4	2-4	2-4	3-4	2-4	2-4	3-4		
			N	9	11	9	11	10	11	11	11	11	9	9	11	11	11		
SP17	SPED	US	AVG	3.80	3.33	3.29	3.30	3.20	3.40	3.33	3.50	3.44	3.43	3.60	3.00	3.00	3.20		
			STD	0.45	0.50	0.76	0.48	0.63	0.52	0.50	0.53	0.53	0.53	0.55	0.82	1.00	0.45		
			RNG	3-4	3-4	2-4	3-4	2-4	3-4	3-4	3-4	3-4	3-4	3-4	2-4	2-4	3-4		
			N	5	9	7	10	10	10	9	10	9	7	5	3	2	3		
SP17	SPED	ALL	AVG	3.43	3.50	3.42	3.63	3.60	3.75	3.75	3.70	3.74	3.63	3.44	3.65	3.71	3.68		
			STD	0.65	0.51	0.69	0.60	0.50	0.44	0.44	0.47	0.45	0.50	0.51	0.49	0.59	0.48		
			RNG	3-4	3-4	2-4	2-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	2-4	3-4		
			N	14	20	19	19	20	20	20	20	19	19	18	20	17	19		
AY16-17	SPED	CT	AVG	3.39	3.43	3.31	3.50	3.43	3.63	3.58	3.56	3.62	3.51	3.47	3.54	3.45	3.57		
			STD	0.57	0.50	0.68	0.55	0.55	0.49	0.50	0.50	0.54	0.61	0.51	0.61	0.72	0.50		
			RNG	2-4	3-4	2-4	2-4	2-4	3-4	3-4	3-4	2-4	2-4	3-4	2-4	2-4	3-4		
			N	28	40	35	40	40	41	40	41	39	35	32	35	31	35		
AY16-17	SPED	US	AVG	3.36	3.35	3.19	3.38	3.25	3.52	3.40	3.43	3.50	3.38	3.50	3.40	3.14	3.44		
			STD	0.50	0.49	0.66	0.50	0.55	0.51	0.50	0.51	0.61	0.72	0.52	0.74	0.77	0.51		
			RNG	3-4	3-4	2-4	3-4	2-4	3-4	3-4	3-4	2-4	2-4	3-4	2-4	2-4	3-4		
			N	14	20	16	21	21	21	20	21	20	16	14	15	14	16		
AY16-17	SPED	ALL	AVG	3.88	3.40	3.38	3.38	3.38	3.44	3.47	3.50	3.47	3.50	3.67	3.30	3.43	3.45		
			STD	0.35	0.51	0.65	0.50	0.62	0.51	0.52	0.52	0.52	0.52	0.50	0.67	0.79	0.52		
			RNG	3-4	3-4	2-4	3-4	2-4	3-4	3-4	3-4	3-4	3-4	3-4	2-4	2-4	3-4		
			N	8	15	13	16	16	16	15	16	15	12	9	10	7	11		

Rubric

CEC Special Education SPA	Below Basic/Needs Work - 1	Basic/Developing - 2	Proficient/Competent - 3	Advanced/Excellent - 4
1. Understand how exceptionalities interact with development and learning and use knowledge to provide meaningful learning experiences for individuals with	Fails to design learning activities that link to strengths and needs of students with exceptionalities; only addresses one of the following: social, academic, language and functional skills	Seldom designs learning activities that link to strengths and needs of students with exceptionalities; addresses at least two of the following: social, academic, language and functional skills	Routinely designs learning activities that link to strengths and needs of students with exceptionalities; addresses at least three of the following: social, academic, language and functional skills	Consistently and systematically designs learning activities that build on strengths and needs of students with exceptionalities and address the social, academic, language and functional skills
2. Create safe, inclusive, culturally responsible learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions	Demonstrates little understanding of an effective learning environment by providing one of the following: organized space, clear procedures and rules, access to materials and frequent feedback	Demonstrates some understanding of an effective learning environment by providing two of the following: organized space, clear procedures and rules, access to materials and frequent feedback	Demonstrates understanding of an effective learning environment by providing at least three of the following: organized space, clear procedures and rules, access to materials and frequent feedback	Demonstrates consistent understanding of an effective learning environment by providing all of the following: organized space, clear procedures and rules, access to materials and frequent feedback
3. Use knowledge of general and specialized curricula to individualize learning for	Fails to make adaptations in general education curricula and modifications to support students with exceptionalities	Occasionally makes adaptations in general education curricula and modifications to support students with exceptionalities	Consistently makes adaptations in general education curricula and modifications to support students with exceptionalities	Consistently and systematically makes adaptations in general education curricula and modifications to support students with exceptionalities
4. Use multiple methods of assessment and data-sources in making	Fails to use formal, informal, curriculum based assessments and progress monitoring to guide planning for and implementation of instruction	Occasionally uses formal, informal, curriculum based assessments and progress monitoring to guide planning for and implementation of instruction	Routinely uses formal, informal, curriculum based assessments and progress monitoring to guide planning for and implementation of instruction	Consistently and systematically uses formal, informal, curriculum based assessments and progress monitoring to guide planning for and implementation of instruction
5. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities	Does not use assessment data and fails to identify the individual's strengths and needs to select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities	Considers assessment data and some of the individual's strengths and needs to select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities	Uses assessment data and knowledge of the individual's strengths and needs to select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities	Consistently and systematically uses assessment data and knowledge of the individual's strengths, needs and individual learning preferences to select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with exceptionalities
6. Use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to	Lacks understanding of the six provisions and principles of IDEA Fails to apply the principles through personal interactions with individuals, families, and professionals in the planning and delivery of instruction. Does not advocate for individuals with exceptionalities and their families to meet their needs.	Has a limited understanding of the six provisions and principles of IDEA applies some of the principles through personal interactions with individuals, families, and professionals in the planning and delivery of instruction. Supports individuals with exceptionalities and their families to meet some of their needs.	Demonstrates a good understanding of the six provisions and principles of IDEA and applies most of the principles through personal interactions with individuals, families, and professionals in the planning and delivery of instruction. Advocates for individuals with exceptionalities and their families to meet their needs.	Demonstrates a thorough understanding of the six provisions and principles of IDEA and applies the principles through personal interactions with individuals, families, and professionals in the planning and delivery of instruction. Advocates for individuals with exceptionalities and their families to meet their needs

<p>7. Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities.</p>	<p>Does not employ collaborative skills as part of a multidisciplinary team which includes parents, professionals, and individuals with exceptionalities in the preparation, writing and/or implementation of at least one of the following : an IEP, IFSP or transition plan (either preschool or school age/post-secondary). Collaborative interactions are not culturally responsive and/or do not meet the individual needs of students with exceptionalities.</p>	<p>Utilizes some collaborative skills as part of a multidisciplinary team which includes parents, professionals, and individuals with exceptionalities in the preparation, writing and/or implementation of at least one of the following : an IEP, IFSP or transition plan (either preschool or school age/post-secondary). Collaborative interactions consider cultural diversity and meets only some of the individual needs of students with exceptionalities.</p>	<p>Employs appropriate collaborative skills as part of a multidisciplinary team which includes parents, professionals, and individuals with exceptionalities in the preparation, writing and/or implementation of at least one of the following : an IEP, IFSP or transition plan (either preschool or school age/post- secondary). Collaborative interactions consider cultural diversity and meet the individual needs of students with exceptionalities.</p>	<p>Employs excellent collaborative skills as part of a multidisciplinary team which includes parents, professionals, and individuals with exceptionalities in the preparation, writing and/or implementation of at least one of the following : an IEP, IFSP or transition plan (either preschool or school age/post-secondary). Collaborative interactions are culturally responsive and meet the individual needs of students with exceptionalities.</p>
--	--	--	---	--

Rubric

NAEYC Early Childhood Education SPA	1 - BELOW BASIC/Needs Work	2 – BASIC/Developing	3 – PROFICIENT/Competent	4 – ADVANCED/Excellent
-------------------------------------	----------------------------	----------------------	--------------------------	------------------------

1. PROMOTING CHILD DEVELOPMENT AND LEARNING

<p>1.1: Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning.</p>	<p>—Candidates do <u>not</u> use knowledge and understanding to construct learning opportunities that support individual students’ development and acquisition of knowledge.</p>	<p>—Candidates <u>begin</u> to demonstrate in their practice a belief that <u>all</u> children can learn.</p>	<p>—Candidates demonstrate in their practice that <u>all</u> children can learn.</p>	<p>—Candidates demonstrate in their practice that <u>all</u> children can learn and <u>transfer</u> this skill outside the classroom.</p>
		<p>—Candidates <u>begin</u> to demonstrate an ability to plan curriculum that is achievable but also challenging for children at various developmental levels.</p>	<p>—Candidates draw on developmental knowledge to plan curriculum that is achievable, meaningful, and motivating for children at various developmental levels.</p>	<p>—Candidates <u>consistently</u> draw on developmental knowledge to plan curriculum that is achievable, meaningful, <u>challenging</u>, and motivating for children at various developmental levels.</p>
	<p>—Candidates <u>begin</u> to respond positively to diversity.</p>	<p>—Candidates <u>begin</u> to recognize and respond to students whose development is atypical.</p>	<p>—Candidates consider and accommodate the developmental characteristics of children in curriculum planning, instruction, and assessment of student learning.</p>	<p>—Candidates <u>consistently</u> assess student development and learning and <u>use the results</u> to design and implement instruction that meets individual student needs and interests and reflects diversity of students.</p>
		<p>—Candidates <u>begin</u> to plan and demonstrate meaningful experiences that engage children’s involvement.</p>	<p>—Candidates consider diversity an asset, respond positively to it and begin to seek advice from specialists (e.g., special educators, counselors, pediatricians, etc.) to confirm when an individual student’s development is atypical.</p>	<p>—Candidates <u>recognize</u> when an individual student’s development differs from typical developmental patterns and <u>collaborate</u> with specialists to plan, implement, and assess appropriate learning experiences that address individual needs.</p>
<p>1.2: Candidates create environments that are healthy, respectful, supportive, and challenging for all children.</p>	<p>—Candidates do <u>not</u> plan and demonstrate meaningful experiences.</p>	<p>—Candidates <u>begin</u> to plan and demonstrate meaningful experiences that engage children’s involvement.</p>	<p>—Candidates plan and demonstrate meaningful experiences that are stimulating, invite exploration and investigation, and engage children’s involvement.</p>	<p>—Candidates <u>comprehensively</u> plan and demonstrate meaningful experiences that are stimulating, invite exploration and investigation, and engage children’s involvement.</p>
	<p>—Candidates do <u>not</u> apply clear and reasonable limits on behavior.</p>	<p>—Candidates <u>begin</u> to apply clear and reasonable limits on behavior.</p>	<p>—Candidates apply clear and reasonable limits on behavior.</p>	<p>—Candidates <u>set</u> clear and reasonable limits on behavior and teach <u>prosocial</u> behaviors.</p>
	<p>—Candidates <u>may or may not</u> be a positive role model for children to learn behavioral skills</p>	<p>—Candidates are a positive role model for children to learn behavioral skills</p>	<p>—Candidates listen, respond, guide, and model for children positive behavioral skills.</p>	<p>—Candidates listen, respond, guide, and model for children how to develop <u>problem solving</u> skills and <u>transfer</u> this outside the classroom.</p>

2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

<p>2.1: Candidates use their understanding about the importance and complex characteristics of children’s families and community to create respectful, reciprocal relationships that support and empower families.</p>	<p>—Candidates do <u>not</u> share information with families about their child’s development and learning.</p>	<p>—Candidates <u>begin</u> to share information with families about their child’s development and learning.</p>	<p>—Candidates share information with families about their child’s development and learning in the program and at home.</p>	<p>—Candidates <u>consistently</u> share information with families about their child’s development and learning in the program and at home (i.e. newsletter, conferences, informal meetings).</p>
	<p>—Candidates do <u>not</u> make any connections with families.</p>	<p>—Candidates <u>begin</u> to develop supportive interactions with families as they work with young children.</p>	<p>—Candidates are able to develop positive relationships and supportive interactions with families to help as they work with young children.</p>	<p>—Candidates <u>use</u> positive relationships and supportive interactions with families as a foundation for their work with young children.</p>
<p>2.2: Candidates involve families in their children’s</p>	<p>—Candidates do <u>not</u> show evidence that families are respected.</p>	<p>—Candidates <u>begin</u> to identify that families are important in the life of the child and are to be respected.</p>	<p>—Candidates can plan with families to gain confidence and show mutual respect of their child’s primary teacher.</p>	<p>—Candidates work <u>collaboratively</u> with families to gain confidence and show mutual respect of their child’s primary teacher.</p>

<p>their children's development and learning.</p>	<p>—Candidates are <u>unable</u> to develop plans for families to participate and share in decision-making for their children's learning.</p>	<p>—Candidates <u>begin</u> to plan opportunities for families to share in decision-making capabilities for their children's learning.</p>	<p>—Candidates develop opportunities for families to participate and share in decision-making capabilities for their children's learning.</p>	<p>—Candidates develop and <u>implement</u> opportunities for families to participate and share in decision-making capabilities for their children's learning.</p>
---	---	--	---	--

3. OBSERVATING, DOCUMENTING AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

<p>3.1: Candidates use systematic observations, documentation and other effective assessment strategies in a responsible way.</p>	<p>—Candidates do <u>not</u> draw conclusions about student development through assessment data.</p>	<p>—Candidates <u>begin</u> to draw conclusions about student development through assessment data.</p>	<p>—Candidates adapt assessment strategies to accommodate developmental needs of students (e.g. social, emotional, physical and cognitive).</p>	<p>—Candidates adapt <u>various</u> assessment strategies (e.g. pre-post tests, observation tools, portfolios) to accommodate and <u>promote</u> the developmental needs of children.</p>
	<p>—Candidates do <u>not</u> use assessment for improving teaching or to gather information of individual students.</p>	<p>—Candidates <u>begin</u> to use assessment for improving teaching (e.g. large group, centers) and to gather information about students.</p>	<p>—Candidates use assessment for improving teaching (e.g. large group, centers) and to gather information to identify the development of individual students.</p>	<p>—Candidates use a <u>variety</u> of assessments for improving teaching (e.g., large group, centers) and to gather information to identify and <u>address</u> the development of individual students with <u>exceptionalities</u>.</p>
<p>3.2: Candidates in partnership with families and other professionals use appropriate assessment to positively influence children's development and learning.</p>	<p>—Candidates do <u>not</u> implement assessment with consideration for a student's families and the community for effective assessment process.</p>	<p>—Candidates <u>begin</u> to use assessment with consideration for a student's families and the community for effective assessment process.</p>	<p>—Candidates use assessment with consideration for a student's families (e.g., cultural background, interests) and the community as integral aspects for effective assessment process.</p>	<p>—Candidates <u>consistently</u> demonstrate that student's families (e.g., cultural background, interests) and the community are integral aspects for effective learning experiences that are meaningful for students and part of the assessment process.</p>
		<p>—Candidates <u>begin</u> to integrate resources or assessment.</p>	<p>—Candidates utilize informational resources (e.g., print, electronic, community) beyond the classroom to assess students.</p>	<p>—Candidates <u>consistently</u> utilize informational resources (e.g., print, electronic, community) beyond the classroom to assess students.</p>

4. TEACHING AND LEARNING

<p>4.1: Candidates use their understanding of relationships with children and families, their understanding of developmentally effective approaches to teaching and learning and knowledge of academic disciplines to DESIGN experiences that promote positive development and learning for all children.</p>	<p>—Candidates do <u>not</u> integrate knowledge of age group, individuals, and culture when planning curricular goals.</p>	<p>—Candidates integrate <u>some</u> knowledge of age group, individuals, and culture when planning curricular goals.</p>	<p>—Candidates integrate knowledge of age group, individuals, and culture when planning curricular goals.</p>	<p>—Candidates <u>comprehensively</u> integrate knowledge of age group, individuals, and culture when planning curricular goals.</p>
	<p>—Candidates plan using <u>simple</u> instructional strategies and few resources.</p>	<p>—Candidates plan using a <u>limited</u> range of instructional strategies and resources; align objectives with state learning guidelines.</p>	<p>—Candidates intentionally plan using several instructional approaches, various resources, and align objectives with state learning guidelines.</p>	<p>—Candidates intentionally plan the use of a <u>variety</u> of instructional approaches (e.g. direct teaching, centers, individual play), use <u>many</u> resources, and align objectives with state learning guidelines.</p>
	<p>—Candidates plan <u>simple</u> units.</p>	<p>—Candidates plan units focused on a <u>theme</u> and individual lessons that make connections to other parts of the curriculum when appropriate; provide opportunities for children to learn.</p>	<p>—Candidates plan instructional strategies that are based upon effective teaching strategies, such as activating prior knowledge, and encouraging exploration and problem solving.</p>	<p>—Candidates develop instructional plans that <u>center on</u> problem finding, critical thinking, and self-directed learning that builds on skills previously acquired.</p>
			<p>—Candidates plan multi-disciplined units focused on a theme and individual lessons that make connections to other parts of the curriculum when appropriate; provide opportunities for children to learn holistically and focus on teaching the whole child.</p>	<p>—Candidates <u>plan long</u> term multi-disciplined units focused on a theme and individual lessons that make connections to other parts of the curriculum when appropriate; provide <u>exceptional</u> opportunities for children to learn holistically and focus on teaching the whole child.</p>

4.2: Candidates use their understanding of relationships with children and families, their understanding of developmentally effective approaches to teaching and learning and knowledge of academic disciplines to IMPLEMENT experiences that promote positive development and learning for all children.	–Candidates do <u>not</u> use instructional materials appropriate for “hands on, minds on” activities.	–Candidates use <u>some</u> instructional materials appropriate for “hands on, minds on” activities.	–Candidates use a variety of instructional materials appropriate for “hands on, minds on” activities.	–Candidates <u>comprehensively</u> use a wide variety of instructional materials appropriate for “hands on, minds on” activities.
	–Candidates use <u>few</u> strategies for affective learning and teaching.	–Candidates <u>begin</u> to use a variety of strategies (e.g. direct instruction, discovery learning, role playing).	–Candidates use a variety of strategies (e.g. direct instruction, discovery learning, role playing).	–Candidates use a variety of strategies (e.g. direct instruction, discovery learning, role playing) in learning the <u>content</u> .
	–Candidates use <u>few</u> transition strategies for positive relationships and classroom management.	–Candidates use <u>some</u> transition strategies for positive relationships and classroom management.	–Candidates use appropriate transition strategies for positive relationships and classroom management.	–Candidates use a <u>variety</u> of appropriate transition strategies (e.g. music, puppets, magic) for positive relationships and classroom management.
4.3 Candidates use their understanding of relationships with children and families, their understanding of developmentally effective approaches to teaching and learning and knowledge of academic disciplines to EVALUATE experiences that promote positive development and learning for all children.	–Candidates did <u>not</u> evaluate student comprehension of lessons using some appropriate strategies for feedback.	–Candidates <u>begin</u> to evaluate student comprehension of lessons using some appropriate strategies for feedback.	–Candidates evaluate student comprehension of lessons using appropriate strategies for feedback.	–Candidates <u>comprehensively</u> evaluate student comprehension of lessons using appropriate strategies for feedback.
	–Candidates did <u>not</u> utilize student’s higher level thinking skills when evaluating lessons and units.	–Candidates <u>begin</u> to utilize student’s higher level thinking skills (i.e. critical thinking and problem solving).	–Candidates utilize student’s higher level thinking skills (i.e. critical thinking and problem solving) when evaluating lessons and units.	–Candidates <u>consistently</u> utilize student’s higher level thinking skills (i.e. critical thinking and problem solving) when evaluating all lessons and units.
	–Candidates use <u>mostly</u> close-ended questions.	–Candidates use questioning strategies and have an <u>awareness</u> of diverse perspectives.	–Candidates use questioning strategies and open-ended questions and are open to diverse perspectives.	–Candidates <u>consistently</u> use questioning strategies and open-ended questions (when appropriate), and diverse perspectives are <u>explored and supported</u> .
	–Candidates did <u>not</u> include a closure/review.	–Candidates <u>begin</u> to include closure/review of some objectives of lesson/units. “Real world” applications may be possible for students to relate to.	–Candidates use closure/review of main objectives of lesson/units. “Real world” applications were possible for students to relate to.	–Candidates <u>consistently</u> use closure/review of main objectives of lesson/units. “Real world” applications were possible for students to relate to <u>in and out</u> of the classroom.
5. BECOMING A PROFESSIONAL				
5.1: Candidates identify and conduct themselves and members of the early childhood field.	–Candidates do <u>not</u> understand or apply practices and behaviors that are characteristic of developing career teachers	–Candidates <u>begin</u> to use practices and behaviors that are characteristic of developing career teachers.	–Candidates understand and implement practices and behaviors that are characteristic of developing career teachers.	–Candidates <u>consistently</u> understand and implement practices and behaviors that are characteristic of developing career teachers.
		–Candidates <u>begin</u> to become aware of professional associations at the local and/or national level.	–Candidates are aware of professional associations at the local and/or national level	–Candidates are aware of and <u>involved</u> in professional associations at the local and/or national level.

5.2: Candidates use ethical guidelines and other professional standards related to early childhood practice.	—Candidates do <u>not</u> reflect on their practice in light of research on teaching and resources available for professional learning.	—Candidates <u>begin</u> to reflect on their practice in light of research on teaching and resources available for professional learning.	—Candidates use a variety of self-assessment and problem-solving strategies for reflecting on their practice and its influences on students’ growth and learning.	—Candidates <u>consistently</u> reflect on their practice, its influences on growth and learning, and the complex interactions between them.
	—Candidates do <u>not</u> understand the basics for the early childhood standards for learning.	—Candidates <u>begin</u> to utilize the early childhood standards for learning	—Candidates utilize the early childhood standards for learning.	—Candidates <u>consistently</u> use the early childhood standards for learning.
		—Candidates <u>begin</u> to use the NAEYC Ethical Code for the level of their professional practice.	—Candidates use the NAEYC Ethical Code for the level of their professional practice.	—Candidates <u>consistently</u> apply the NAEYC Ethical Code to the level of their professional practice and <u>transfer</u> it outside the classroom.
5.3: Candidates continue to learn and collaborate by demonstrating knowledgeable, reflective, and critical perspectives on their work.	—Candidates do <u>not</u> evaluate the effects of their professional practice.	—Candidates <u>begin</u> to evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community.	—Candidates use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.	—Candidates develop a <u>systematic</u> process for evaluating the effects of their professional decisions and actions on students, parents, and other professionals.
				—Candidates <u>conduct</u> professional inquiry into their professional practice and <u>share</u> the results of their inquiry with other professionals.
5.4: Candidates make informed decisions that integrate knowledge from a variety of sources.	—Candidates do <u>not</u> make informed decisions that integrate knowledge.	—Candidates <u>begin</u> to seek out opportunities to grow professionally.	—Candidates seek opportunities to grow professionally (i.e. consulting with colleagues, reading current professional literature, participating in professional organizations and activities).	—Candidates <u>consistently</u> seek opportunities to grow professionally (i.e. consulting with colleagues, reading current professional literature, participating in professional organizations and activities).
		—Candidates <u>begin</u> to focus on independent analysis using resources.	—Candidates can identify, access, and use technology based resources.	—Candidates <u>consistently</u> identify, access, and use technology- based resources in support of their professional development.
5.5: Candidates advocate for sound educational practices and policies.	—Candidates do <u>not</u> advocate for young children or families.	—Candidates <u>begin</u> to advocate for some early childhood issues in the lives of children.	—Candidates advocate for early childhood issues to advocate in the lives of children and families.	—Candidates <u>consistently</u> advocate for early childhood issues in the lives of children and families.
		—Candidates <u>begin</u> to articulate their role to community and parents.	—Candidates articulate their role and the profession to community and parents.	—Candidates <u>consistently</u> articulate their role and the profession to community and parents and <u>transfer</u> this outside the classroom.
		—Candidates <u>begin</u> to demonstrate the importance of early childhood disciplinary and pedagogical problems and responsibilities.	—Candidates demonstrate the importance of early childhood disciplinary and pedagogical problems and responsibilities by combining, as appropriate, their knowledge and skills in child development, curriculum, instruction, and assessment.	—Candidates <u>consistently</u> demonstrate the importance of early childhood disciplinary and pedagogical problems and responsibilities by combining their knowledge and skills in child development, curriculum, instruction, and assessment.

Annual Employer Survey

The Millicent Atkins School of Education annual employer survey was sent out to 99 area employers in the spring of 2017. Of the 99 area employers contacted, only 14 participated in the survey, a 14% response rate. The survey is composed of two sections of statements. The first set of statements ask employers' perceived preparation of NSU teacher candidates. The second set of statements ask employers to rate their experiences with NSU faculty, field office, and the teacher education program. The survey also allows respondents to offer narrative suggestions and cite specific strengths and weaknesses of the program.

The first set of statements in the survey are rated using a 1-5 Likert scale (1 being "not prepared at all" to 5 being "very well prepared"). The second set of statements in the survey are rated using a 1-5 Likert scale (1 being "extremely negative" and 5 being "extremely positive").

Overall, the responding employers perceive NSU teacher candidates to be well-prepared. Average scores on the first set of statements regarding candidates' preparation range from 3.29 ("understand and use multiple methods of assessment to guide the teacher's and learner's decision making") to 4.07 ("work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation).

Employers feel their experiences with NSU School of Education are positive with average scores ranging from 4.29 ("participation in field experiences/student teacher placement") to 4.64 ("your interactions with faculty/staff from the Millicent School of Education").

Within the open-ended section of the survey, respondents noted classroom management as an area of improvement needed for new teachers exiting the School of Education, "Probably the area in greatest need of development for our beginning teachers from NSU is in the area of classroom management and discipline. I was surprised that it was not directly included in your survey. That could partially speak to the problem." Perhaps a shift to encouraging candidates to take Classroom Management during PSTE rather than online during STE will be more meaningful for the candidates and enhance preparation.

A second suggestion was to encourage more out-of-university experiences with children such as Boys & Girls Club, coaching, etc. Faculty could work to incorporate more service-learning projects into courses that would require candidates to observe/experience children in settings other than public schools.

A final note from an employer commented on the nature of the field experiences process (It has been difficult to keep up with the ongoing changes in titles of Junior Field, Student teaching, sophomore field, etc. and to get staff to volunteer. Communication efforts from your office are appreciated, but staff seems to just tune it out after a few emails."). Possibly personal connections with area schools should be considered and possibly a liaison that works between cooperating teachers and field placement in order to minimize the administrations' responsibility could be considered.

As an employer of one or more of our recent graduates, you are uniquely qualified to provide us with important data in order for us to ensure that our programs are providing the best possible preparation, support, and service to all of our teacher candidates.

On a scale of 1-5, 1 being "Not at All Prepared" and 5 being "Very Well Prepared", how well did the NSU Millicent Atkins School of Education prepare the graduate(s) to:			
1. understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas	AVG		3.93
	STD		0.47
	RNG		3-5
	N		14
2. design and implement developmentally appropriate and challenging learning experiences	AVG		3.86
	STD		0.36
	RNG		3-4
	N		14
3. use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards	AVG		3.71
	STD		0.47
	RNG		3-4
	N		14
4. work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation	AVG		4.07
	STD		0.73
	RNG		3-5
	N		14
5. understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches	AVG		4.00
	STD		0.39
	RNG		3-5
	N		14
6. create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content	AVG		3.79
	STD		0.70
	RNG		2-5
	N		14
7. understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues	AVG		3.43
	STD		0.65
	RNG		2-4
	N		14
8. understand and use multiple methods of assessment to engage learners in their own growth	AVG		3.36
	STD		0.63
	RNG		2-4

	N	14
9. understand and use multiple methods of assessment to monitor learner progress	AVG	3.43
	STD	0.65
	RNG	2-4
	N	14
10. understand and use multiple methods of assessment to guide the teacher's and learner's decision making	AVG	3.29
	STD	0.61
	RNG	2-4
	N	14
11. plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context	AVG	3.71
	STD	0.73
	RNG	2-5
	N	14
12. understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways	AVG	3.79
	STD	0.70
	RNG	2-5
	N	14
13. engage in ongoing professional learning	AVG	3.86
	STD	0.77
	RNG	3-5
	N	14
14. use evidence to continually evaluate his or her practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community)	AVG	3.36
	STD	0.63
	RNG	2-4
	N	14
15. adapt practice to meet the needs of each learner	AVG	3.64
	STD	0.74
	RNG	2-5
	N	14
16. seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession	AVG	3.57
	STD	0.85
	RNG	2-5
	N	14
On a scale of 1-5, 1 being "extremely negative" and 5 being "extremely positive", please rate your overall experiences with each of the following:		
18. your interactions with faculty/staff from the Millicent Atkins School of Education	AVG	4.64
	STD	0.63
	RNG	3-5

	N	14
19. your participation in Field Experiences/Student Teaching placement	AVG	4.29
	STD	1.20
	RNG	1-5
	N	14
20. the Millicent Atkins School of Education's teacher preparation program overall	AVG	4.57
	STD	0.51
	RNG	4-5
	N	14

Open-Ended Question:

17. Do you have any suggestions for ways we could have helped graduates to be more prepared?

As a student teacher he did very well just comes with experience

Probably the area in greatest need of development for our beginning teachers from NSU is in the area of classroom management and discipline. I was surprised that it was not directly included in your survey. That could partially speak to the problem.

I find consistently that classroom management is an area where almost all new teachers struggle. Is there any way you can help to better prepare students in this area because it affects some of these other areas of teaching you are asking about in the questions above.

I have worked with 4 recent NSU graduates in my time in my current position and have been satisfied with their depth of knowledge and performance. They come open minded and the only things lacking have been those skills that come with experience. One caveat to new teachers is to never become complacent, and we all say that about teaching, but even when it comes to professionalism. Young teachers or old teachers sometimes begin to overlook the main reason we are here is for children. After a while in a position people become ingrained in the organization, which is natural, but the comfort level sometimes leads to a decline in professionalism in that the gossip, judgement of peers or supervisors, becomes as important as the primary job--educating children. I've seen people with great teaching skills fall victim to this workplace hazard. The day this happens some serious self-reflection should take place and it may be time to get away from the water cooler or out of the lounge because you and your organization are in trouble. Good bosses search out these types of employees and weed the garden before it's overrun. A great organization will always be a collaborative one, employees whether classroom teachers or supervisors should always do and have at the forefront of their mind--how can what we are doing or saying benefit children? If it can't, then it shouldn't be done or said.

Encourage your pre-service teachers to get experience working with children outside their program requirements: daycares, after school programs, coaching, volunteering in schools, YDC, Boys and Girls Club, etc. The best prepared candidates have experience working with kids in non-school settings.

21. Is there anything else you would like for us to be aware of regarding the teacher preparation program at the NSU Millicent Atkins School of Education?

The process of placing student teachers has become cumbersome within the past two years.

It has been difficult to keep up with the ongoing changes in titles of Junior Field, Student teaching, sophomore field, etc and to get staff to volunteer. Communication efforts from your office are appreciated, but staff seems to just tune it out after a few emails.

Northern State University Millicent Atkins School of Education

Annual Completer Survey

The Millicent Atkins School of Education Annual Completer Survey was sent out to 197 graduates in the Spring of 2017. The survey went to individuals who had Over 50% of alumni survey respondents were graduates of the Elementary Education program; approximately 20% of respondents were graduates of the Special Regarding the Likert scale utilized, 1 is low and = "Not at all prepared" or "Very Dissatisfied," 3 is "Somewhat Prepared" and "Neutral," and 5 is high and = "Extremely Overall, we are very pleased with respondents' evaluation of the School of Education programs and field experiences. Average scores on the Likert scale were very Respondents did note some areas for the School of Education to enhance: more actual time in real-world classrooms is desired (our full-year Residency 1 and Residency

1. What term did you graduate?				3. What was your major?				
41	70.69%	Spring		1	1.72%	Art Education		
2	3.45%	Summer		10	17.24%	Music Education		
15	25.86%	Fall		2	3.45%	Secondary Education - Biology		
2. What year did you graduate?				2	3.45%	Secondary Education - English		
6	10.34%	2013		4	6.90%	Secondary Education - History		
19	32.76%	2014		2	3.45%	Secondary Education - Math		
20	34.48%	2015		11	18.97%	Special Education		
13	22.41%	2016		32	55.17%	Elementary Education		
4.	On a scale of 1-5, 1 being "Not at All Prepared" and 5 being "Extremely Well Prepared", how well did the NSU Millicent Atkins School of Education prepare you to understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.			11	23.91%	Extremely well prepared	AVG	3.91
				21	45.65%	Very prepared	STD	0.78
				13	28.26%	Somewhat prepared	RNG	2-5
				1	2.17%	Slightly prepared	N	46
				0	0	Not at all prepared		
5.	On a scale of 1-5, 1 being "Not at All Prepared" and 5 being "Extremely Well Prepared", how well did the NSU Millicent Atkins School of Education prepare you to design and implement developmentally appropriate and challenging learning experiences.			13	28.26%	Extremely well prepared	AVG	3.89
				16	34.78%	Very prepared	STD	0.85
				16	34.78%	Somewhat prepared	RNG	2-5
				1	2.17%	Slightly prepared	N	46
				0	0	Not at all prepared		
6.	On a scale of 1-5, 1 being "Not at All Prepared" and 5 being "Extremely Well Prepared", how well did the NSU Millicent Atkins School of Education prepare you to use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.			11	23.91%	Extremely well prepared	AVG	3.78
				21	45.65%	Very prepared	STD	1.05
				10	21.74%	Somewhat prepared	RNG	1-5
				1	2.17%	Slightly prepared	N	46
				3	6.52%	Not at all prepared		
7.	On a scale of 1-5, 1 being "Not at All Prepared" and 5 being "Extremely Well Prepared", how well did the NSU Millicent Atkins School of Education prepare you to work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.			11	23.91%	Extremely well prepared	AVG	3.98
				23	50.00%	Very prepared	STD	0.71
				12	26.09%	Somewhat prepared	RNG	3-5
				0	0	Slightly prepared	N	46
				0	0	Not at all prepared		

8.	On a scale of 1-5, 1 being "Not at All Prepared" and 5 being "Extremely Well Prepared", how well did the NSU Millicent Atkins School of Education prepare you to understand the central concepts, tools of inquiry, and structures of the discipline(s) you teach.	16	34.78%	Extremely well prepared	AVG	3.85
		11	23.91%	Very prepared	STD	1.01
		15	32.61%	Somewhat prepared	RNG	2-5
		4	8.70%	Slightly prepared	N	46
		0	0	Not at all prepared		
9.	On a scale of 1-5, 1 being "Not at All Prepared" and 5 being "Extremely Well Prepared", how well did the NSU Millicent Atkins School of Education prepare you to create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	11	23.91%	Extremely well prepared	AVG	3.80
		15	32.61%	Very prepared	STD	0.81
		20	43.48%	Somewhat prepared	RNG	3-5
		0	0	Slightly prepared	N	46
		0	0	Not at all prepared		
10.	On a scale of 1-5, 1 being "Not at All Prepared" and 5 being "Extremely Well Prepared", how well did the NSU Millicent Atkins School of Education prepare you to understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	12	26.09%	Extremely well prepared	AVG	3.70
		13	28.26%	Very prepared	STD	1.01
		17	36.96%	Somewhat prepared	RNG	1-5
		3	6.52%	Slightly prepared	N	46
		1	2.17%	Not at all prepared		
11.	On a scale of 1-5, 1 being "Not at All Prepared" and 5 being "Extremely Well Prepared", how well did the NSU Millicent Atkins School of Education prepare you to understand and use multiple methods of assessment to engage learners in their own growth.	17	36.96%	Extremely well prepared	AVG	3.93
		15	32.61%	Very prepared	STD	1.06
		9	19.57%	Somewhat prepared	RNG	3-5
		4	8.70%	Slightly prepared	N	46
		1	2.17%	Not at all prepared		
12.	On a scale of 1-5, 1 being "Not at All Prepared" and 5 being "Extremely Well Prepared", how well did the NSU Millicent Atkins School of Education prepare you to understand and use multiple methods of assessment to monitor learner progress.	14	30.43%	Extremely well prepared	AVG	3.85
		16	34.78%	Very prepared	STD	1.01
		12	26.09%	Somewhat prepared	RNG	1-5
		3	6.52%	Slightly prepared	N	46
		1	2.17%	Not at all prepared		
13.	On a scale of 1-5, 1 being "Not at All Prepared" and 5 being "Extremely Well Prepared", how well did the NSU Millicent Atkins School of Education prepare you to understand and use multiple methods of assessment to guide the your and learner's decision making.	13	28.26%	Extremely well prepared	AVG	3.76
		12	26.09%	Very prepared	STD	0.97
		19	41.30%	Somewhat prepared	RNG	1-5
		1	2.17%	Slightly prepared	N	46
		1	2.17%	Not at all prepared		
14.	On a scale of 1-5, 1 being "Not at All Prepared" and 5 being "Extremely Well Prepared", how well did the NSU Millicent Atkins School of Education prepare you to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	15	32.61%	Extremely well prepared	AVG	3.87
		14	30.43%	Very prepared	STD	1.00
		14	30.43%	Somewhat prepared	RNG	1-5
		2	4.35%	Slightly prepared	N	46
		1	2.17%	Not at all prepared		
15.	On a scale of 1-5, 1 being "Not at All Prepared" and 5 being "Extremely Well Prepared", how well did the NSU Millicent Atkins School of Education prepare you to understand and use a variety of instructional strategies to encourage learners to develop deep	14	30.43%	Extremely well prepared	AVG	3.96
		18	39.13%	Very prepared	STD	0.87
		12	26.09%	Somewhat prepared	RNG	2-5

	understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	2	4.35%	Slightly prepared	N	46
		0	0	Not at all prepared		
16.	On a scale of 1-5, 1 being "Not at All Prepared" and 5 being "Extremely Well Prepared", how well did the NSU Millicent Atkins School of Education prepare you to engage in ongoing professional learning.	16	34.78%	Extremely well prepared	AVG	3.91
		15	32.61%	Very prepared	STD	1.03
		11	23.91%	Somewhat prepared	RNG	1-5
		3	6.52%	Slightly prepared	N	46
		1	2.17%	Not at all prepared		
17.	On a scale of 1-5, 1 being "Not at All Prepared" and 5 being "Extremely Well Prepared", how well did the NSU Millicent Atkins School of Education prepare you to use evidence to continually evaluate your practice, particularly the effects of your choices and actions on others (learners, families, other professionals, and the community).	13	28.26%	Extremely well prepared	AVG	3.89
		18	39.13%	Very prepared	STD	0.92
		13	28.26%	Somewhat prepared	RNG	1-5
		1	2.17%	Slightly prepared	N	46
		1	2.17%	Not at all prepared		
18.	On a scale of 1-5, 1 being "Not at All Prepared" and 5 being "Extremely Well Prepared", how well did the NSU Millicent Atkins School of Education prepare you to adapt practice to meet the needs of each learner.	15	32.61%	Extremely well prepared	AVG	3.98
		17	36.96%	Very prepared	STD	0.88
		12	26.09%	Somewhat prepared	RNG	2-5
		2	4.35%	Slightly prepared	N	46
		0	0	Not at all prepared		
19.	On a scale of 1-5, 1 being "Not at All Prepared" and 5 being "Extremely Well Prepared", how well did the NSU Millicent Atkins School of Education prepare you to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	16	34.78%	Extremely well prepared	AVG	4.00
		15	32.61%	Very prepared	STD	0.87
		14	30.43%	Somewhat prepared	RNG	2-5
		1	2.17%	Slightly prepared	N	46
		0	0	Not at all prepared		
20.	Do you have any suggestions for ways we could have helped you to be more prepared? <i>The music department did not prepare me whatsoever to teach.</i> <i>Amp up SPED 100. The reason I felt more prepared was because I was also a SPED major. All teachers have to teach to all different kinds of learners, including</i> <i>More time spent in actual classrooms</i> <i>I would have enjoyed having more say in the specific grade that I did my student teaching practicum. I understand that a variety of experiences are necessary,</i> <i>More emphasis on classroom management strategies/practices/examples, IEP/Special Education practices for general education majors without Sped</i> <i>When I graduated, I wish I would have received more practice with the common core state standards, guided reading, and the concepts of a balanced literacy</i> <i>I would have liked even more classroom experience. I would have loved to see how other teachers work with students with behavior issues and strategies to</i> <i>Secondary ed majors need more support. We double major with our content areas, but are left to our own devices when it comes to applying that content to</i> <i>There should be more hands on activities for writing IEPs, showing general educators how to modify assignments, tests, activities. There should be much more</i> <i>In music education we learned about only one teaching method- Music Learning Theory. We also did not discuss teacher evaluation protocol, music</i> <i>Look into schools and see what they are using for assessments to increase the method learning instead of the basic ones. Also, please have the Special</i> <i>Dr. van Gent over in the school of music is doing a wonderful job of helping music majors relate to education majors.</i> <i>Provide more instruction, preparation, and practice in the IEP and special education process. Also provide more intense study of the different disability</i> <i>By having more opportunities to talk about classroom management and implement it in a few settings. Also by starting earlier in the fall semester with doing</i> <i>Make it more real world. I felt unprepared for my first year.</i> <i>There was always confusion on what was exactly wanted on the TWS and it got better as I finished out with my fourth TWS. There were quite a few changes</i>					

*I am very thankful for the year-long student teaching residency I was able to participate in!
 IEP writing!!!! Students should have an entire class devoted to assessing, report writing and iep writing
 More direct/Earlier intervention with secondary edu majors
 Continue to find ways and resources to connect with the secondary education students. Having more tools and resources to look into to help with lesson*

21. On a scale of 1-5, 1 being "very dissatisfied" and 5 being "very satisfied", please rate your overall experiences with each of the following: your interactions with faculty/staff within the Millicent Atkins School of Education.	25	58.14%	Very Satisfied	AVG	4.37
	12	27.91%	Somewhat Satisfied	STD	0.90
	3	6.98%	Neutral	RNG	2-5
	3	6.98%	Somewhat dissatisfied	N	43
	0	0	Very dissatisfied		
22. On a scale of 1-5, 1 being "very dissatisfied" and 5 being "very satisfied", please rate your overall experiences with each of the following: your interactions with faculty/staff outside the Millicent Atkins School of Education.	22	51.16%	Very Satisfied	AVG	4.37
	16	37.21%	Somewhat Satisfied	STD	0.76
	4	9.30%	Neutral	RNG	2-5
	1	2.33%	Somewhat dissatisfied	N	43
	0	0	Very dissatisfied		
23. On a scale of 1-5, 1 being "very dissatisfied" and 5 being "very satisfied", please rate your overall experiences with each of the following: your interactions with your academic advisor.	23	53.49%	Very Satisfied	AVG	4.07
	7	16.28%	Somewhat Satisfied	STD	1.20
	8	18.60%	Neutral	RNG	1-5
	3	6.98%	Somewhat dissatisfied	N	43
	2	4.65%	Very dissatisfied		
24. On a scale of 1-5, 1 being "very dissatisfied" and 5 being "very satisfied", please rate your overall experiences with each of the following: your participation in Field Experiences/Student Teaching.	30	69.77%	Very Satisfied	AVG	4.49
	8	18.60%	Somewhat Satisfied	STD	0.96
	2	4.65%	Neutral	RNG	1-5
	2	4.65%	Somewhat dissatisfied	N	43
	1	2.33%	Very dissatisfied		
25. Overall, how well did the NSU Millicent Atkins School of Education prepare you to be a teacher?	20	46.51%	Very well	AVG	4.30
	18	41.86%	Well	STD	0.82
	4	9.30%	Poorly	RNG	1-5
	0	0	Not at all	N	43
	1	2.33%	Not Applicable		

26. *Is there anything else you would like for us to be aware of regarding your preparation at the NSU Millicent Atkins School of Education?*
My results are directed towards the music education department, not the entire education department.
I had to participate in a rural and city student teaching and I wish I would have been told to try to get an assignment at the specific school you would like to
Dr. Bortnem and Dr. Moon instilled a love for kids and a passion for teaching that I didn't realize I had. If it wasn't for their encouragement and support, I
Provide more classroom management strategies as well as how to deal with students who struggle with behavioral or emotional disorders
Moving to Minneapolis and being a part of the Minneapolis Public School district, I have realized how sheltered Aberdeen, SD is. I think it is incredibly
I would say that the grading scales used by professors should be all the same and to get rid of the 5% grading scale that makes you and your classmates fail
The number one reason I felt as prepared as I could possibly be to enter the education field outside of college was my participation in the year-long student
Dr. Moon is a blessing to that school! Dr.Houge is a well educated man who has a lot to offer to the world of education.
I am very thank and very satisfied with the teacher education program at NSU. I felt fully prepared by participating in the year-long student teaching. The

The secondary students are treated as second rate students to elementary ed and special edu students. Thus in discussion many of us feel highly unprepared Get perspective teacher candidates out practicing in the classroom ASAP. The more hands-on experience, the more prepared they will be for that first year.

Gender:			Which of the following <u>best</u> describes what you are currently doing?		
35	81.40%	Female	35	81.40%	Employed full-time in field related to my degree
7	16.28%	Male	3	6.98%	Employed part-time in field related to my degree
Ethnicity (choose all that apply):			Employed full-time in field NOT related to my degree		
Nonresident Alien (Temporary Resident)			Employed part-time in field NOT related to my degree		
1	2.38%	Hispanic/Latino (of any race)	Self-employed (full or part-time) in field related to my degree		
American Indian/Alaskan Native			Self-employed (full or part-time) in field NOT related to my degree		
Asian			Serving in the armed forces		
Black/African American			1	2.33%	Not employed but continuing my education
Native Hawaiian/Other Pacific Islander			1	2.33%	Employed and continuing my education
41	97.62%	White	1	2.33%	Caring for a home/family
Two or More Races			2	4.65%	Unemployed
Race/Ethnicity Unknown			Other (please specify)		
No Response					
If you are plan to continue your education, what is your primary			How closely related is your current occupation to your education major(s)?		
5	18.52%	Obtain a licensen or certification	36	83.72%	Highly related
5	18.52%	Increase earning power	2	4.65%	Moderately related
2	7.41%	Change occupation	1	2.33%	Slightly related
13	48.15%	Improve teaching practice/self	2	4.65%	Not related
2	7.41%	Other (please specify)	2	4.65%	Not Applicable

Student Teaching Exit Survey

Please identify your major/program of study:				
Elementary and Special Education	3	6.82%		
Elementary Education	19	43.18%		
K-12 Programs (Art, Music, P.E., and Spanish)	15	34.09%		
Secondary Education (Biology, Chemistry, English, History, and Math)	5	11.36%		
Special Education	2	4.55%		

The Learner and Learning (InTASC 1, 2, and 3) (An understanding of how the learner grows and develops (Cognitive, Social-Emotional, Physical))	AVG	2.77	
	STD	0.42	
	RNG	2-3	
	N	44	
	Less Than Adequate	0	0.00%
	Adequate	10	22.73%
	Excellent	34	77.27%

The Learner and Learning (InTASC 1, 2, and 3) (An understanding of how individual differences and diverse cultures/communities influence the learning environment (Culturally))	AVG	2.70	
	STD	0.46	
	RNG	2-3	
	N	44	
	Less Than Adequate	0	0.00%
	Adequate	13	29.55%
	Excellent	31	70.45%

The Learner and Learning (InTASC 1, 2, and 3) (An understanding of how to design and implement meaningful learning experiences)	AVG	2.80	
	STD	0.41	
	RNG	2-3	
	N	44	
	Less Than Adequate	0	0.00%
	Adequate	9	20.45%
	Excellent	35	79.55%

The Learner and Learning (InTASC 1, 2, and 3) (An understanding of how to actively engage learners)	AVG	2.75	
	STD	0.53	
	RNG	1-3	
	N	44	
	Less Than Adequate	2	4.55%
	Adequate	7	15.91%
	Excellent	35	79.55%

The Learner and Learning (InTASC 1, 2, and 3) (An understanding of how to manage a learning environment)	AVG	2.64	
	STD	0.53	
	RNG	1-3	
	N	44	
	Less Than Adequate	1	2.27%
	Adequate	14	31.82%
	Excellent	29	65.91%
Content Knowledge (InTASC 4 & 5) (An understanding of how to create learning experiences that make the content accessible and meaningful to the learner)	AVG	2.84	
	STD	0.37	
	RNG	2-3	
	N	44	
	Less Than Adequate		0.00%
	Adequate	7	15.91%
	Excellent	37	84.09%
Content Knowledge (InTASC 4 & 5) (An understanding of how to engage learners in critical thinking, creativity, and collaborative problem solving related to local/global issues)	AVG	2.73	
	STD	0.45	
	RNG	2-3	
	N	44	
	Less Than Adequate	0	0.00%
	Adequate	12	27.27%
	Excellent	32	72.73%
Instructional Practice (InTASC 6, 7, and 8) (An understanding of how to use, design, and adapt assessment methods and strategies to document, monitor, and support the learner's progress toward goals and learning objectives)	AVG	2.64	
	STD	0.57	
	RNG	1-3	
	N	44	
	Less Than Adequate	2	4.55%
	Adequate	12	27.27%
	Excellent	30	68.18%
Instructional Practice (InTASC 6, 7, and 8) (An understanding of how to plan instruction based on information collected from formative and summative assessments)	AVG	2.77	
	STD	0.42	
	RNG	2-3	
	N	44	
	Less Than Adequate	0	0.00%
	Adequate	10	22.73%
	Excellent	34	77.27%

Instructional Practice (InTASC 6, 7, and 8) (An understanding of how to collaborate with colleagues, specialists, and community resources to plan instruction as well as with learners and their families to meet individual learning needs)	AVG	2.66	
	STD	0.53	
	RNG	1-3	
	N	44	
	Less Than Adequate	1	2.27%
	Adequate	13	29.55%
	Excellent	30	68.18%
Professional Responsibility (InTASC 9 and 10) (The ability to engage in continuous professional development in order to effectively meet all learners' needs)	AVG	2.68	
	STD	0.52	
	RNG	1-3	
	N	44	
	Less Than Adequate	1	2.27%
	Adequate	11	25.00%
	Excellent	32	72.73%
Professional Responsibility (InTASC 9 and 10) (The ability to seek collaborative relationships with families, colleagues, and community members in order to provide opportunities that positively impact student learning/growth and promote the profession.)	AVG	2.75	
	STD	0.44	
	RNG	2-3	
	N	44	
	Less Than Adequate	0	0.00%
	Adequate	10	22.73%
	Excellent	34	77.27%
Please provide an overall rating for the Teacher Education Program at NSU:	AVG	2.68	
	STD	0.56	
	RNG	1-3	
	N	44	
	Less Than Adequate	2	4.55%
	Adequate	10	22.73%
	Excellent	32	72.73%

In the space below, please provide any suggestions you have for improvements in the Teacher Education Program:

ELED majors should take a behavior management class as well, not just SPED

More instruction on how to use, design, and adapt assessment methods and strategies to document, monitor, and support the learner's progress toward goals and learning objectives.

Separating the meetings for teacher candidates. This way you are meeting the needs of elementary, secondary and nothing gets confusing. Also sending out an email with all of the notes so that students who did not attend the meeting or did not understand can have that extra information.

Classroom management should be a longer class than four weeks. This is an important part of being a teacher that new teachers usually struggle with. Also, having information on how to apply for teaching positions and other helpful information on getting a professional job would be very helpful.

It was awesome! Maybe a little easier communication with field experiences, not so much paperwork

I would let students know about the year long student teaching within their sophomore year so they have time to plan.

I think it would be a good opportunity to work with other educators that aren't necessarily in our fields. For example, the math education majors would have a chance to work with elementary education majors and share similarities and differences within their fields and experiences.

A suggestion for improvement would be to give us more time to complete our TWS. It is difficult to try to complete this while planing lessons, correcting paper, and competing state testing. By either giving us week after we are finished teaching or by starting and finishing the whole student teaching experience a week earlier, this might be possible.

During the student teaching semester, give the option of having in class sections. I learned a lot in class than I would have in the online section.

Classes such as; management/behavior and assessment should be covered more thoroughly. This would help any candidate tremendously.

I really would have enjoyed better feedback from the school. I sent an email, and I never received a response. I knew I could call Jackie for help, and I am so thankful for her. I also really appreciated the punctuality of the observation feedback from Mercede. Along with better communication, I would hope that a calendar can be developed so I could have seen when all the necessary documents need to be turned in, because I was super lost. I am worried about the online classes being the only option for professional blocks next year, because it was absolutely the closest thing to impossible.

I think there should be a lot more time spent on Classroom Management. I do not think four weeks was enough time to cover all of that material.

Make classroom management a full semester. Work on the information for PE, Health, and Music methods. The information we learned was different than the class before and after us. Have a non-bias evaluation sheet. Check the TWS before sending it. Have a class on resumes, applying, job interview, and contracts. We talked briefly about each, but it would have been great to have a semester long class to make everything perfect and have the edge over other schools.

An improvement that the Teacher Education program can make would be the communication between the field experience office and the candidates. There were times when information regarding our field experiences was unclear and difficult to understand. Also, the field experience office would tell one student about a requirement but then tell another student something completely different regarding the same requirement. I believe that the field experience office should have a specific set of requirements and if they decide to make a change, inform all of the candidates of the changes.

Communication about things like dates/ requirements was often less than adequate between the field office and teacher candidates. A lot of unnecessary miscommunication and confusion.

Meetings should not last over 2 hours.

More positive support given- communication

Have a whole semester of the classroom management class!

Incorporate more planning into classes. In class we often times need to plan for a day of activities, I felt slightly unprepared when it came to planning for an entire week of school.

Something I would like to see included in the program is taking some time in the classes to prepare for the Praxis exams. I was successful with the tests, but I know a lot of people struggled with them and I think the courses could do a better job of providing practice questions or some sort of study material to help students. If we can't student teach or receive a teaching certificate without passing these tests, it is essential that the school is supporting the students in every aspect of the process.

Have meetings specifically for k-12 students.

Include the k-12 programs in meetings and classes. We are there but often forgotten when it came to talking about classes and with the information in meetings. Also include them in emails. Other candidates would receive emails about upcoming events or meetings but the k-12 candidates would not and

As a k-12 major, I was often placed with the secondary students for my classes. Because of this, I do not feel as prepared as I should be. I want to teach elementary but my education has prepared me mostly for high school.

Don't go to a year STE. I think 12 weeks is sufficient!! I loved everything about the program at NSU.

Classroom management CANNOT be effectively taught in 4 weeks. It needs to be a longer class, preferably before/during junior field.

K-12 programs need more classes in the education department. As a music education major, I felt that most of my time was learning how to be a musician and not an educator. K-12 students felt left out through many of the education processes.

I think having a personal meeting for the music majors would be more effective before they go out into the teaching field rather than having them sit at the fall meeting. I know, personally, that people were more confused when they left then when they had arrived at the fall meeting.

Starting the placements at the beginning of the semesters or terms of the cooperating school would be better. Allows the teacher candidate the opportunity to implement their classroom management protocols and would resemble having their own class.

Even though music is K-12 in the education program, I feel very disconnected from the school of education. It doesn't feel like we are always in the loop. I think that could help the Music Education program a lot.

The only suggestion I have is for graduation and teacher certification. Maybe making a checklist for these two items because I am currently lost on how to go about either besides registering for graduation.

I think even more communication with the Secondary and K-12 Majors would improve their experience. We often miss a lot of information, because the Elementary Education majors receive specific information during classes that all teacher candidates are not enrolled in.

Meetings more applicable to specific major areas.

As a secondary education major, many of the core classes did not prepare me for the ages of the students that I worked with. How to deal with teenagers (13-18) is not taught at all throughout the Teacher Education Program.

I had to take an entire course on technology in the classroom, but then as soon as I got into my student teaching I was told none of it could be used-- I couldn't access the internet on anything besides a school-issued laptop, so all of the apps and programs I had developed were functionally useless. Is there any way to coordinate with schools to allow for technology to actually be used?

Through this program, though I was given a foundation and feel as though I could figure my way the ins and outs of being a teacher, I do feel as though secondary educators were given the short end of the stick and asked to quickly catch up with all of the other educators in the classes. As secondary educators, we had spent a majority of our time in our majors (the Sciences, Math, English, and History), which is important, however we only spent a short time in our education classes. If there is a way to figure out how we could be in more education classes sooner, that would be my main suggestion.

Northern has done a fantastic job to prepare me for my work as a High School educator. No area for improvement stands out.

I would suggest having someone familiar with each of the different fields of study i.e. Secondary, K-12, Elementary so that the students have a point person to refer to that is familiar with their course of study.

I would suggest finding a way to bridge the gap between the content areas of study and the school of education for secondary students. At this time, it almost feels as if you are transferring schools or switching majors with the high level of disconnect between the different areas of study. It would help to implement individual content area methods classes. Having just a secondary methods class really hinders what secondary students get exposed to and what they can take away from the class.

Teach us more about the technology used in schools and give us more practice. I feel I didn't receive much training on Smart Boards or get to use them while in college. The lesson plans we do in class are not like the lesson plans in real life.

In the space below, please list two strengths of the Teacher Education program:

Friendly, can easily get help or stop by and chat.

Great professors!

Effective in preparing me for my future classroom. Staff/Professors are friendly/approachable to discuss questions/concerns.

Great professors that want to see their students grow and learn in the field as they have. They really made my experience at Northern an excellent one and I was able to learn a lot from them.

The professors and the experiences.

Great preparation, good placement patience

Communication and having different resources available for students

I think the NSU Teacher Education Program is very good at providing opportunities that put candidates in the classroom and allow them to directly work with students. I also think the NSU Teacher Education Program has an outstanding staff that are willing to take the time to work with students in any way in order for them to be successful students and successful teachers.

A strength of the program at NSU would be the many opportunities in many different classrooms they expose future teacher to. In my time at Northern I was in a Preschool, 2nd grade, 3rd grade, 4th grade, 5th grade. I was to complete my field experiences as well as be in classrooms through different classes. I am completely comfortable interacting with students of all ages because of this.

The professors are excellent at instructing student-teachers.

Being and teaching college students to be a professional.

The professors of this program are absolutely outstanding and set me up to be a great future educator. I also think the future is looking bright because the school is striving to be better and better every year. I knew that I wanted to be a teacher, and I knew that Northern was the school that good teachers went to. I was not disappointed by the professors. Even though I had some frustrations with communications, I know that eventually those issues will be eliminated because the school is so good about working together and everything will eventually be smoother.

I thought they did a great job preparing us for lesson planning, and laying the framework for improving as an educator.

The amount of experience in the classroom and making sure NSU has the most qualified professors in the school of education department. The professors I had, had great connects and real life experiences.

One strength with the Teacher Education program is how engaging the professors make their classes. The professors try not to just lecture to the class, but instead create hands-on activities that help us learn the material and how to teach it.

Wonderful teachers!

Great experience

A lot of support for the candidate

Organized

Provided many opportunities to be in a classroom and learn from the experiences in the classroom.

Great Educators. The teachers are very knowledgeable and do an excellent job of helping out where ever possible.

Multiple experiences that allow teacher candidates to get out in the field and work with students and cooperating teachers.

I am well prepared for the field.

Strived to want the best for each candidate.

My professor in my specialty and my cooperating teacher has done an excellent job in preparing me for my student teaching and my first year as a teacher.

The staff is AMAZING.

The Teacher Ed. program really does an amazing job placing all of the teacher candidates, getting them where they first want to go.

The field experience department is very accommodating to personal needs when looking for placements.

Very well organized

The professors are always open if I need help. Everyone at NSU wants us to succeed.

It provides sufficient time in classrooms to ready the skills of future teachers. The placements are dependent on what grade levels one will teacher. The future teachers get sufficient exposure to real-life teaching and experience.

Having our block classes face to face was so great.

Preparing the teachers above and beyond what schools will want for lesson plans. It has helped me really focus on certain aspects of my teaching flaws.

Following graduation, Northern graduates are ready to be in the teaching profession thanks to the preparation.

I felt very well prepared, even compared to teachers already in the field.

Lesson planning and assessing are two strengths.

I developed contacts that got me my job

Two strengths of the Teacher Education program are the professors, and the actual (almost) semester long student teaching experience. The professors were always caring and ready to give any sort of assistance and guidance during this program. The student teaching/placement for student teaching. I thank the Variety of topics covered; experiences involved in development of teaching skills.

Great faculty advisors that are always willing to assist the teacher candidates.

The faculty and staff go above and beyond to make accommodations for teacher candidates and personally know teacher candidates.

The professors are knowledgeable about their fields and were helpful and supportive.