

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

ANNUAL UNIT REPORT
AY 2017-2018

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. These standards are integrated 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 2017	Spring 2018
BSED Elementary Education	147	133
BSED Special Education	26	22
BSED ELED/SPED Double Major	45	32
K-12 Education Programs		
BSED ART	15	11
BME Music	54	46
BSED PE	21	23
BSED Spanish	2	2
Secondary Education Programs		
BSED Biology	10	5
BSED Chemistry	2	2
BSED English	23	21
BSED History	29	28
BSED Math	12	13
Advanced Education Programs		
MME Music Education	20	20
MSED Education Studies	10	14
MSED Leadership & Administration	22	20
MSED Teaching & Learning	46	46
TOTALS	484	438

GRADUATION SUMMARIES (degrees conferred)

Programs	Fall 2017	Spring 2018	Summer 2018
BSED Elementary Education	15	20	2
BSED Special Education	1	1	
BSED ELED/SPED Double Major	6	4	1
K-12 Education Programs			
BSED ART	1		
BME Music	2	7	
BSED PE		4	
BSED Spanish			
Secondary Education Programs			
BSED Biology	1	1	
BSED Chemistry			
BSED English	1	1	
BSED History		1	
BSED Math		4	
Advanced Education Programs			
MME Music Education	1	3	3
MSED Education Studies	1	3	1
MSED Leadership & Administration	1	6	2
MSED Teaching & Learning	3	1	36
TOTALS	33	56	45

TEP Enrollment Breakdown by Class Level

	Fall 2017						Spring 2018					
	FR	SO	JR	SR	GR	TTL	FR	SO	JR	SR	GR	TTL
ELED	42	27	31	47		147	28	35	29	42		134
EL/SPED	15	11	4	15		45	5	9	6	12		32
SPED	8	11	3	5		27	7	8	4	3		22
SPED MINOR	5	1	2	6		14	2	4	3	5		14
ECE MINOR	4	7	8	11		30	2	6	6	11		25
BIOL	5		1	4		10		3	1	1		5
CHEM	2					2	1	1				2
ENGL	5	6	4	8		23		9	4	8		21
HIST	11	9	5	4		29	10	6	10	2		28
MATH	1	4	2	5		12	1	3	4	5		13
SPAN	1		1			2	1		1			2
PE	3	2	4	12		21	1	6	2	14		23
PE/HE MINOR		3	2	6		11		4	3	8		15
ART	6	3	3	3		15	4	2	3	2		11
MUSI	11	3		10		24	6	2	1	9		18
MUSI/V	6	3	4	7		20	4	5	4	6		19
MUSV	3	3	3	1		10	1	6	2	1		10
MME					20	20					20	20
EDST					10	10					14	14
LEAD					22	22					21	21
TELE					46	46					46	46
TOTAL	54	36	29	60	98	277	29	47	35	56	101	268

TEP DEMOGRAPHIC BREAKDOWN BY PROGRAM

Fall 2017	ELED	SPED	EL/SP ED	SPED minor	ECE minor	BIO	CHE M	ENGL	HIST	Math	SPAN	PE	PE/H E	Art	Music - I	Music - V	Music - I/V	MME	EDST	LEAD	TELE
AM	1								1						1	1					
AS	3		1		1												1		1		
BL	2															1					
PI								1													
WH	143	26	44	14	29	10	2	22	28	12	2	21	11	15	23	9	19	20	9	22	46
HL	1		1		1			1			2			1	2	2					
NHL	146	26	44	14	29	10	2	22	29	12		21	11	14	22	8	20	20	10	22	46
Male	18	4	6	2		4	1	5	19	4		12	2	1	20	2	4	4	6	8	7
Female	129	22	39	12	30	6	1	18	10	8	2	9	9	14	4	8	16	16	4	14	39
Aberdeen	29	5	8	2	10	3		5	4	1	1	3	3	3	5	1	2	1	6	4	13
Brookings	3	1		1									1	1				1		1	
Gettysburg	1		1														1				
Huron	3	1				1		1	1		1			1	2	1	2			1	7
Mitchell								1						1	1			1			
Mobridge	3	1						1								1			1	1	
Pierre	3			1													3				1
Rapid City	1		1		1			1							2		1	1			
Sioux Falls	3		3						1	1		2	3		1			3			1
Watertown	7	2	4	1			1		3	2		3	1		1		1				
Larger SD Towns	24	5	9	3	1	1	1	4	5	3	1	5	5	3	7	2	8	6	1	4	8
Britton	2											1				1				2	
Frederick	1			1																1	
Groton	7	2	1	1		1		1	1	1				1	1	1					
Ipswich			1						1												
Langford										1											
Leola	1		1		1																
Mina	5			1	2																
Redfield	4													1							5
Warner	1																				
Webster	3		1					1	1												
Neighbor Towns	24	2	4	3	3	1	0	2	3	2	0	1	0	2	1	2	0	0	0	3	5
Other SD Towns	42	9	14	3	8	3	1	7	7	6		3		5	6	1	4	2	1	6	16
Iowa																1					
Minnesota	10	2	4	1	2	2			7			5	2	1	1	2	2	4			1
Montana			1					1										1			
Nebraska	2				1													1			1
North Dakota	7	2	4	2	4			3	3			1		1	1	1	4	3	1	5	1
Wyoming	1											2									
Neighbor States	20	4	9	3	7	2	0	4	10	0	0	8	2	2	2	4	6	9	1	5	3
Other US States	7	1			1			1				1	1		1			2			1
Outside of US	1														2				1		
Total Individuals	147	26	45	14	30	10	2	23	29	12	2	21	11	15	24	10	20	20	10	22	46

Spring 2018	ELED	SPED	EL/SP ED	SPED minor	ECE minor	BIO	CHE M	ENGL	HIST	Math	SPAN	PE	PE/H E	Art	Music - I	Music - V	Music - I/V	MME	EDST	LEAD	TELE
AM	1								2						1	2					
AS	2				1											1	1		2		
BL	2										1					1					
PI								1													
WH	131	22	32	14	24	6	2	22	27	14	2	23	15	11	16	9	19	20	12	20	46
HL	1		1		1			1			2			1	1	1	2				
NHL	133	22	31	14	24	6	2	21	29	14		23	15	9	16	9	18	20	14	20	46
Male	18	4	5	2		1	2	5	22	5		13	12	1	14	4	5	4	6	7	6
Female	116	18	27	12	25	5		17	7	9	2	10	3	10	3	6	15	16	8	13	40
Aberdeen	31	3	3	2	10	1	1	5	4	2	1	4	5	2	4	3	3	1	10	4	12
Brookings	2	2		1									1					2			
Gettysburg	1		1														1				
Huron	4					2		1	1		1			1	1	1	2			1	7
Mitchell								1						1		1		1			
Mobridge	3							1								1		1			
Pierre	2			1													2			1	
Rapid City	1														1		1	1			
Sioux Falls	4		3						1	1		2	2		1			3			1
Watertown	6	1	4	1					2	2		3	1	1	1	1					
Larger SD Towns	23	3	8	3	0	2	0	3	4	3	1	5	4	3	4	4	6	8	0	2	8
Britton	2											1				1				2	
Frederick	2																			1	
Groton	7	1				1			1					1							
Ipswich			1						1	1											
Langford										2											
Leola	1		1		1																
Mina	5				2																
Redfield	2		1											1							5
Warner	1									1											
Webster	4			1					1												
Neighbor Towns	24	1	3	1	3	1	0	0	3	4	0	1	0	2	0	1	0	0	0	3	5
Other SD Towns	35	9	10	5	7	1	1	7	9	5		3	1	2	7	1	3	2	2	7	17
Iowa																					
Minnesota	7	2	3	1	1			1	7			6	3		1	1	2	3			1
Montana			1					1										1			
Nebraska	2				1													1			1
North Dakota	5	3	4	2	3			4	1			1		1			5	2		4	1
Wyoming	1											2	1								
Neighbor States	15	5	8	3	5	0	0	6	8	0	0	9	4	1	1	1	7	7	0	4	3
Other US States	5	1				1		1	1			1	1					2			1
Outside of US	1														1		1		2		
Total Individuals	134	22	32	14	25	6	2	22	29	14	2	23	15	11	17	10	20	20	14	20	46

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	0	1	100%	1	153.00	153	153	151
BIOLOGY CONTENT KNOWLEDGE	0	1	100%	1	152.00	152	152	147
CHEMISTRY CONTENT KNOWLEDGE	0	0	--	0	--	--	--	--
ELEM ED CONTENT KNOWLEDGE 5018	1	0	0.00%	1	125.00	125	125	157
ELEM ED CONTENT KNOWLEDGE 5002 Reading	5	29	85.29%	34	161.24	138	186	150
ELEM ED CONTENT KNOWLEDGE 5003 Math	2	30	93.75%	32	165.38	136	200	146
ELEM ED CONTENT KNOWLEDGE 5004 Social Studies	25	29	53.70%	54	149.83	113	187	147
ELEM ED CONTENT KNOWLEDGE 5005 Science	12	27	69.23%	39	156.87	135	182	150
ELEM ED CONTENT KNOWLEDGE 7802 Reading	2	5	71.43%	7	166.14	154	185	156
ELEM ED CONTENT KNOWLEDGE 7803 Math	0	5	100%	5	165.20	150	177	143
ELEM ED CONTENT KNOWLEDGE 7804 Science	0	5	100%	5	175.60	151	197	144
ELEM ED CONTENT KNOWLEDGE 7805 Social Studies	0	5	100%	5	166.60	147	197	147
ENG LANG/LIT COMP CONTENT KNOWLEDGE	0	5	100%	5	182.20	169	195	167
MATHEMATICS CONTENT KNOWLEDGE	5	4	44.44%	9	156.11	137	174	160
MUSIC CONTENT KNOWLEDGE	0	9	100%	9	174.89	158	188	150
SPED CORE KNOWLEDGE & APPLICATIONS	0	6	100%	6	173.00	161	185	145
SPANISH WORLD LANGUAGE	2	1	33.33%	3	159.67	147	178	160
WORLD AND U.S. HISTORY CK	0	5	100%	5	160.20	145	178	135

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	9	50	84.75%	59	169.44	143	190	160
PRINC LEARNING AND TEACHING 7-12 II	0	28	100%	28	175.32	159	189	157

South Dakota Dept of Education**Institution Statistics**

South Dakota Dept of Education

Institution: Northern State University

Test Name	Passing Score	Testing Year	# Exams Taken	# Test Takers	Mean Score	# Passing	% Passing	Median Score
5002 Elem Ed: MS Reading & Language Arts Subtest	150	2016-2017	10	8	154.1	7	70	153
	150	2017-2018	34	29	161.24	29	85.29	157
5003 Elem Ed: MS Mathematics Subtest	146	2016-2017	9	8	162.33	8	88.89	161
	146	2017-2018	32	28	165.38	30	93.75	165
5004 Elem Ed: MS Social Studies Subtest	147	2016-2017	12	8	149.25	6	50	146
	147	2017-2018	54	30	149.83	29	53.7	149.5
5005 Elem Ed: MS Science Subtest	150	2016-2017	11	8	156.73	8	72.73	159
	150	2017-2018	39	28	156.87	27	69.23	157
5014 Elem Ed: Content Knowledge	140	2013-2014	40	39	167.43	39	97.5	166
	140	2014-2015	49	49	166.24	48	97.96	166
	140	2015-2016	4	4	*	4	*	*
5018 Elem Ed: Content Knowledge	157	2015-2016	42	35	168.1	34	80.95	169.5
	157	2016-2017	76	51	158.84	40	52.63	157.5
	157	2017-2018	1	1	*	0	*	*
5021 Education of Young Children	166	2013-2014	12	12	181.08	11	91.67	183.5
	166	2014-2015	4	4	*	4	*	*
5024 Education of Young Children	160	2015-2016	16	13	161.69	11	68.75	162
	160	2016-2017	11	11	169.73	11	100	172
5025 Early Childhood Education	156	2017-2018	1	1	*	0	*	*
5038 English Language Arts: Content Knowledge	167	2013-2014	5	4	*	3	*	*
	167	2014-2015	1	1	*	1	*	*
	167	2015-2016	7	4	*	4	*	*
	167	2016-2017	4	4	*	2	*	*
	167	2017-2018	5	5	182.2	5	100	180
5047 Middle School English Language Arts	164	2013-2014	8	7	160.25	4	50	160.5
	164	2014-2015	12	9	155.17	4	33.33	152.5
	164	2015-2016	7	5	166.86	5	71.43	167
	164	2016-2017	3	3	*	0	*	*
5051 Technology Education	154	2014-2015	1	1	*	1	*	*
	154	2016-2017	1	1	*	1	*	*

Test Name	Passing Score	Testing Year	# Exams Taken	# Test Takers	Mean Score	# Passing	% Passing	Median Score
5081 Social Studies: Content Knowledge	146	2015-2016	1	1	*	1	*	*
	146	2016-2017	3	2	*	3	*	*
5089 Middle School Social Studies	145	2013-2014	5	4	*	3	*	*
	145	2014-2015	9	8	146.22	3	33.33	142
	145	2015-2016	3	3	*	2	*	*
	145	2016-2017	2	2	*	2	*	*
5091 Physical Education: Content Knowledge	140	2013-2014	3	3	*	3	*	*
	140	2014-2015	1	1	*	1	*	*
	140	2015-2016	2	2	*	2	*	*
	140	2017-2018	10	10	157.6	10	100	156.5
5101 Business Education: Content Knowledge	148	2016-2017	1	1	*	1	*	*
5113 Music: Content Knowledge	150	2013-2014	9	9	165.11	8	88.89	168
	150	2014-2015	21	16	156	15	71.43	156
	150	2015-2016	15	13	161	11	73.33	161
	150	2016-2017	18	15	157.89	14	77.78	158
	150	2017-2018	9	9	174.89	9	100	178
5122 Family and Consumer Sciences	153	2015-2016	1	1	*	1	*	*
	153	2017-2018	1	1	*	1	*	*
5134 Art: Content Knowledge	151	2013-2014	2	2	*	2	*	*
	151	2014-2015	1	1	*	1	*	*
	151	2015-2016	11	6	151.82	6	54.55	152
	151	2016-2017	6	6	167.33	5	83.33	170.5
	151	2017-2018	1	1	*	1	*	*
5146 Middle School: Content Knowledge	141	2013-2014	1	1	*	1	*	*
	141	2014-2015	2	2	*	2	*	*
	141	2015-2016	3	3	*	3	*	*
5161 Mathematics: Content Knowledge	160	2013-2014	5	3	*	1	*	*
	160	2014-2015	8	6	158.38	5	62.5	168.5
	160	2015-2016	6	5	146.33	2	33.33	154.5
	160	2016-2017	4	3	*	1	*	*
	160	2017-2018	9	5	156.11	4	44.44	155

Test Name	Passing Score	Testing Year	# Exams Taken	# Test Takers	Mean Score	# Passing	% Passing	Median Score
5169 Middle School Mathematics	165	2013-2014	9	7	169.33	6	66.67	165
	165	2014-2015	7	7	166.57	5	71.43	171
	165	2015-2016	10	9	165.4	6	60	168
	165	2016-2017	5	5	161.8	2	40	160
	165	2017-2018	1	1	*	0	*	*
5183 German: World Language	154	2015-2016	1	1	*	1	*	*
	154	2017-2018	1	1	*	1	*	*
5195 Spanish: World Language	160	2014-2015	2	2	*	2	*	*
	160	2015-2016	6	3	*	1	*	*
	160	2017-2018	3	2	*	1	*	*
5221 Speech Communication: Content Knowledge	143	2013-2014	2	2	*	2	*	*
	143	2015-2016	2	2	*	2	*	*
5235 Biology: Content Knowledge	147	2013-2014	8	6	153.5	5	62.5	149.5
	147	2014-2015	2	2	*	2	*	*
	147	2015-2016	3	3	*	3	*	*
	147	2016-2017	3	3	*	3	*	*
	147	2017-2018	1	1	*	1	*	*
5245 Chemistry: Content Knowledge	135	2013-2014	1	1	*	0	*	*
	135	2014-2015	4	4	*	2	*	*
	135	2015-2016	3	3	*	2	*	*
	135	2016-2017	2	2	*	1	*	*
5265 Physics: Content Knowledge	130	2014-2015	1	1	*	1	*	*
	130	2016-2017	2	2	*	1	*	*
5354 Special Ed: Core Knowledge and Applications	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
	145	2017-2018	6	6	173	6	100	173.5
5362 English to Speakers of Other Languages	155	2017-2018	1	1	*	1	*	*
5391 Psychology	154	2013-2014	1	1	*	1	*	*
5411 Ed Leadership: Administration and Supervision	145	2013-2014	1	1	*	1	*	*
	145	2014-2015	1	1	*	1	*	*
	145	2016-2017	1	1	*	1	*	*
	145	2017-2018	1	1	*	1	*	*

Test Name	Passing Score	Testing Year	# Exams Taken	# Test Takers	Mean Score	# Passing	% Passing	Median Score
5435 General Science: Content Knowledge	143	2014-2015	1	1	*	1	*	*
	143	2015-2016	1	1	*	1	*	*
	143	2017-2018	1	1	*	1	*	*
5440 Middle School Science	150	2014-2015	4	4	*	4	*	*
	150	2015-2016	4	2	*	2	*	*
	150	2016-2017	1	1	*	1	*	*
5551 Health Education	145	2013-2014	1	1	*	1	*	*
	145	2015-2016	2	2	*	2	*	*
5571 Earth and Space Sciences: Content Knowledge	150	2016-2017	1	1	*	1	*	*
5621 Principles of Learn & Teaching: Early Child	157	2013-2014	4	4	*	3	*	*
	157	2014-2015	10	10	172.1	10	100	175
5622 Principles of Learn & Teaching: Grades K-6	160	2013-2014	29	27	175.93	26	89.66	177
	160	2014-2015	47	46	172.7	44	93.62	174
	160	2015-2016	48	46	174.92	45	93.75	177.5
	160	2016-2017	39	36	172.95	36	92.31	173
	160	2017-2018	59	52	169.44	50	84.75	168
5623 Principles of Learn & Teaching: Grades 5-9	160	2013-2014	2	2	*	2	*	*
	160	2014-2015	1	1	*	1	*	*
	160	2015-2016	2	2	*	1	*	*
5624 Principles of Learn & Teaching: Grades 7-12	157	2013-2014	17	17	173.47	16	94.12	174
	157	2014-2015	37	32	169.95	31	83.78	169
	157	2015-2016	30	26	169.57	25	83.33	173.5
	157	2016-2017	34	29	169.97	29	85.29	172.5
	157	2017-2018	28	28	175.32	28	100	177.5
5641 Theatre	148	2015-2016	1	1	*	1	*	*
5691 Special Ed: Preschool/Early Childhood	159	2014-2015	5	5	171.6	4	80	172
	159	2015-2016	2	2	*	2	*	*
	159	2016-2017	6	5	158.83	3	50	158
	159	2017-2018	3	3	*	3	*	*
5710 PPST Reading	0	2013-2014	87	74	175.23	87	100	176

Test Name	Passing Score	Testing Year	# Exams Taken	# Test Takers	Mean Score	# Passing	% Passing	Median Score
5712 Core Academic Skills for Educators: Reading	0	2013-2014	12	12	179.67	12	100	184
	0	2014-2015	110	105	170.82	110	100	172
	0	2015-2016	89	83	166.63	89	100	170
	0	2016-2017	85	82	169.86	85	100	170
	0	2017-2018	37	34	164.32	37	100	160
5720 PPST Writing	0	2013-2014	93	82	174.3	93	100	174
5722 Core Academic Skills for Educators: Writing	0	2013-2014	13	13	168.31	13	100	166
	0	2014-2015	116	104	160.88	116	100	160
	0	2015-2016	92	85	159.93	92	100	162
	0	2016-2017	94	85	160.55	94	100	160
	0	2017-2018	42	35	156.52	42	100	154
5730 PPST Mathematics	0	2013-2014	82	73	177.44	82	100	178
5732 Core Academic Skills for Educators: Math	0	2013-2014	12	12	164.17	12	100	163
	0	2014-2015	118	102	153.76	118	100	152
	0	2015-2016	101	83	149.23	101	100	146
	0	2016-2017	99	87	153.52	99	100	154
	0	2017-2018	44	37	151.09	44	100	150
5921 Geography	138	2014-2015	2	2	*	2	*	*
	138	2015-2016	1	1	*	1	*	*
	138	2016-2017	1	1	*	1	*	*
5931 Government/Political Science	149	2014-2015	3	3	*	3	*	*
	149	2015-2016	1	1	*	1	*	*
	149	2016-2017	2	2	*	1	*	*
5941 World and US History: Content Knowledge	135	2013-2014	6	6	171.5	6	100	168.5
	135	2014-2015	6	6	158.67	6	100	162.5
	135	2015-2016	7	6	146.86	5	71.43	151
	135	2016-2017	5	5	156	5	100	157
	135	2017-2018	5	5	160.2	5	100	162
7802 Elem Ed: CKT Reading & Language Arts Subtest	156	2017-2018	7	5	166.14	5	71.43	167
7803 Elem Ed: CKT Mathematics Subtest	143	2017-2018	5	5	165.2	5	100	162
7804 Elem Ed: CKT Science Subtest	144	2017-2018	5	5	175.6	5	100	182
7805 Elem Ed: Social Studies Subtest	147	2017-2018	5	5	166.6	5	100	167

Test Name	Passing Score	Testing Year	# Exams Taken	# Test Takers	Mean Score	# Passing	% Passing	Median Score
Art: Content Knowledge (5134/0134)	151	2013-2014	2	2	*	2	*	*
	151	2014-2015	1	1	*	1	*	*
	151	2015-2016	11	6	151.82	6	54.55	152
	151	2016-2017	6	6	167.33	5	83.33	170.5
	151	2017-2018	1	1	*	1	*	*
Biology: Content Knowledge (5235/0235)	147	2013-2014	13	7	150.62	6	46.15	144
	147	2014-2015	2	2	*	2	*	*
	147	2015-2016	3	3	*	3	*	*
	147	2016-2017	3	3	*	3	*	*
	147	2017-2018	1	1	*	1	*	*
Business Education: Content Knowledge (5101/0101)	148	2016-2017	1	1	*	1	*	*
Chemistry: Content Knowledge (5245/0245)	135	2013-2014	1	1	*	0	*	*
	135	2014-2015	4	4	*	2	*	*
	135	2015-2016	3	3	*	2	*	*
	135	2016-2017	2	2	*	1	*	*
Core Academic Skills for Ed: Math (5732/0732)	132	2013-2014	12	12	164.17	12	100	163
	132	2014-2015	118	102	153.76	118	100	152
	132	2015-2016	101	83	149.23	101	100	146
	132	2016-2017	99	87	153.52	99	100	154
	132	2017-2018	44	37	151.09	44	100	150
Core Academic Skills for Ed: Reading (5712/0712)	140	2013-2014	12	12	179.67	12	100	184
	140	2014-2015	110	105	170.82	110	100	172
	140	2015-2016	89	83	166.63	89	100	170
	140	2016-2017	85	82	169.86	85	100	170
	140	2017-2018	37	34	164.32	37	100	160
Core Academic Skills for Ed: Writing (5722/0722)	150	2013-2014	13	13	168.31	13	100	166
	150	2014-2015	116	104	160.88	116	100	160
	150	2015-2016	92	85	159.93	92	100	162
	150	2016-2017	94	85	160.55	94	100	160
	150	2017-2018	42	35	156.52	42	100	154
Early Childhood Education (5025/0025)	156	2017-2018	1	1	*	0	*	*
Earth and Space Sci: Content Knowledge (5571/0571)	150	2016-2017	1	1	*	1	*	*

Test Name	Passing Score	Testing Year	# Exams Taken	# Test Takers	Mean Score	# Passing	% Passing	Median Score
Ed Leadership: Admin and Supervision (5411/0411)	145	2013-2014	1	1	*	1	*	*
	145	2014-2015	1	1	*	1	*	*
	145	2016-2017	1	1	*	1	*	*
	145	2017-2018	1	1	*	1	*	*
Education of Young Children (5021/0021)	166	2013-2014	19	19	182.79	18	94.74	185
	166	2014-2015	4	4	*	4	*	*
Education of Young Children (5024/0024)	160	2015-2016	16	13	161.69	11	68.75	162
	160	2016-2017	11	11	169.73	11	100	172
Elem Ed: CKT Mathematics Subtest (7803/2803)	143	2017-2018	5	5	165.2	5	100	162
Elem Ed: CKT Reading/Lang Arts Subtest (7802/2802)	156	2017-2018	7	5	166.14	5	71.43	167
Elem Ed: CKT Science Subtest (7804/2804)	144	2017-2018	5	5	175.6	5	100	182
Elem Ed: Content Knowledge (5014/0014)	140	2013-2014	58	57	165.38	57	98.28	164.5
	140	2014-2015	49	49	166.24	48	97.96	166
	140	2015-2016	4	4	*	4	*	*
Elem Ed: Content Knowledge (5018/0018)	157	2015-2016	42	35	168.1	34	80.95	169.5
	157	2016-2017	76	51	158.84	40	52.63	157.5
	157	2017-2018	1	1	*	0	*	*
Elem Ed: MS Mathematics Subtest (5003/0003)	146	2016-2017	9	8	162.33	8	88.89	161
	146	2017-2018	32	28	165.38	30	93.75	165
Elem Ed: MS Reading Lang Arts Subtest (5002/0002)	150	2016-2017	10	8	154.1	7	70	153
	150	2017-2018	34	29	161.24	29	85.29	157
Elem Ed: MS Science Subtest (5005/0005)	150	2016-2017	11	8	156.73	8	72.73	159
	150	2017-2018	39	28	156.87	27	69.23	157
Elem Ed: MS Social Studies Subtest (5004/0004)	147	2016-2017	12	8	149.25	6	50	146
	147	2017-2018	54	30	149.83	29	53.7	149.5
Elem Ed: Social Studies Subtest (7805/2805)	147	2017-2018	5	5	166.6	5	100	167
English Lang Arts: Content Knowledge (5038/0038)	167	2013-2014	5	4	*	3	*	*
	167	2014-2015	1	1	*	1	*	*
	167	2015-2016	7	4	*	4	*	*
	167	2016-2017	4	4	*	2	*	*
	167	2017-2018	5	5	182.2	5	100	180
English to Speakers of Other Languages (5362/0362)	155	2017-2018	1	1	*	1	*	*
Family and Consumer Sciences (5122/0122)	153	2015-2016	1	1	*	1	*	*
	153	2017-2018	1	1	*	1	*	*

Test Name	Passing Score	Testing Year	# Exams Taken	# Test Takers	Mean Score	# Passing	% Passing	Median Score
General Science: Content Knowledge (5435/0435)	143	2014-2015	1	1	*	1	*	*
	143	2015-2016	1	1	*	1	*	*
	143	2017-2018	1	1	*	1	*	*
Geography (5921/0921)	138	2014-2015	2	2	*	2	*	*
	138	2015-2016	1	1	*	1	*	*
	138	2016-2017	1	1	*	1	*	*
German: World Language (5183/0183)	154	2015-2016	1	1	*	1	*	*
	154	2017-2018	1	1	*	1	*	*
Government/Political Science (5931/0931)	149	2014-2015	3	3	*	3	*	*
	149	2015-2016	1	1	*	1	*	*
	149	2016-2017	2	2	*	1	*	*
Health Education (5551/0551)	145	2013-2014	1	1	*	1	*	*
	145	2015-2016	2	2	*	2	*	*
Mathematics: Content Knowledge (5161/0161)	160	2013-2014	5	3	*	1	*	*
	160	2014-2015	8	6	158.38	5	62.5	168.5
	160	2015-2016	6	5	146.33	2	33.33	154.5
	160	2016-2017	4	3	*	1	*	*
	160	2017-2018	9	5	156.11	4	44.44	155
Middle School English Language Arts (5047/0047)	164	2013-2014	8	7	160.25	4	50	160.5
	164	2014-2015	12	9	155.17	4	33.33	152.5
	164	2015-2016	7	5	166.86	5	71.43	167
	164	2016-2017	3	3	*	0	*	*
Middle School English Language Arts (5049/0049)	0	2013-2014	2	2	*	2	*	*
Middle School Mathematics (5169/0169)	165	2013-2014	9	7	169.33	6	66.67	165
	165	2014-2015	7	7	166.57	5	71.43	171
	165	2015-2016	10	9	165.4	6	60	168
	165	2016-2017	5	5	161.8	2	40	160
	165	2017-2018	1	1	*	0	*	*
Middle School Science (5440/0440)	150	2014-2015	4	4	*	4	*	*
	150	2015-2016	4	2	*	2	*	*
	150	2016-2017	1	1	*	1	*	*

Test Name	Passing Score	Testing Year	# Exams Taken	# Test Takers	Mean Score	# Passing	% Passing	Median Score
Middle School Social Studies (5089/0089)	145	2013-2014	9	8	151.44	4	44.44	141
	145	2014-2015	9	8	146.22	3	33.33	142
	145	2015-2016	3	3	*	2	*	*
	145	2016-2017	2	2	*	2	*	*
Middle School: Content Knowledge (5146/0146)	141	2013-2014	2	2	*	2	*	*
	141	2014-2015	2	2	*	2	*	*
	141	2015-2016	3	3	*	3	*	*
Music: Content Knowledge (5113/0113)	150	2013-2014	9	9	165.11	8	88.89	168
	150	2014-2015	21	16	156	15	71.43	156
	150	2015-2016	15	13	161	11	73.33	161
	150	2016-2017	18	15	157.89	14	77.78	158
	150	2017-2018	9	9	174.89	9	100	178
PPST Mathematics (5730/0730)	0	2013-2014	95	85	177.48	95	100	179
PPST Reading (5710/0710)	0	2013-2014	103	87	175.34	103	100	176
PPST Writing (5720/0720)	0	2013-2014	105	93	174.17	105	100	174
Physical Education: Content Knowledge (5091/0091)	140	2013-2014	3	3	*	3	*	*
	140	2014-2015	1	1	*	1	*	*
	140	2015-2016	2	2	*	2	*	*
	140	2017-2018	10	10	157.6	10	100	156.5
Physics: Content Knowledge (5265/0265)	130	2013-2014	1	1	*	1	*	*
	130	2014-2015	1	1	*	1	*	*
	130	2016-2017	2	2	*	1	*	*
Principles of Learn Teach: Early Child (5621/0621)	157	2013-2014	6	6	169	4	66.67	171
	157	2014-2015	10	10	172.1	10	100	175
Principles of Learn Teach: Grades 5-9 (5623/0623)	160	2013-2014	2	2	*	2	*	*
	160	2014-2015	1	1	*	1	*	*
	160	2015-2016	2	2	*	1	*	*
Principles of Learn Teach: Grades 7-12 (5624/0624)	157	2013-2014	35	34	171.57	32	91.43	173
	157	2014-2015	37	32	169.95	31	83.78	169
	157	2015-2016	30	26	169.57	25	83.33	173.5
	157	2016-2017	34	29	169.97	29	85.29	172.5
	157	2017-2018	28	28	175.32	28	100	177.5

Test Name	Passing Score	Testing Year	# Exams Taken	# Test Takers	Mean Score	# Passing	% Passing	Median Score
Principles of Learn Teach: Grades K-6 (5622/0622)	160	2013-2014	44	41	175.52	40	90.91	176
	160	2014-2015	47	46	172.7	44	93.62	174
	160	2015-2016	48	46	174.92	45	93.75	177.5
	160	2016-2017	39	36	172.95	36	92.31	173
	160	2017-2018	59	52	169.44	50	84.75	168
Psychology (5391/0391)	154	2013-2014	1	1	*	1	*	*
Social Studies: Content Knowledge (5081/0081)	146	2015-2016	1	1	*	1	*	*
	146	2016-2017	3	2	*	3	*	*
Spanish: World Language (5195/0195)	160	2014-2015	2	2	*	2	*	*
	160	2015-2016	6	3	*	1	*	*
	160	2017-2018	3	2	*	1	*	*
Special Ed: Core Knowledge & Applic (5354/0354)	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
	145	2017-2018	6	6	173	6	100	173.5
Special Ed: Preschool/Early Childhood (5691/0691)	159	2013-2014	1	1	*	1	*	*
	159	2014-2015	5	5	171.6	4	80	172
	159	2015-2016	2	2	*	2	*	*
	159	2016-2017	6	5	158.83	3	50	158
	159	2017-2018	3	3	*	3	*	*
Speech Communication: Content Knowldg (5221/0221)	143	2013-2014	2	2	*	2	*	*
	143	2015-2016	2	2	*	2	*	*
Technology Education (5051/0051)	154	2014-2015	1	1	*	1	*	*
	154	2016-2017	1	1	*	1	*	*
Theatre (5641/0641)	148	2013-2014	1	1	*	1	*	*
	148	2015-2016	1	1	*	1	*	*
World and US History: Content Knowledg (5941/0941)	135	2013-2014	7	7	172.29	7	100	173
	135	2014-2015	6	6	158.67	6	100	162.5
	135	2015-2016	7	6	146.86	5	71.43	151
	135	2016-2017	5	5	156	5	100	157
	135	2017-2018	5	5	160.2	5	100	162

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 materials • 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 complainina • 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 professionals • 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 consequences • 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

ELED 396		I	II	III	IV	V	VI	VII	VIII
FA17	N	18	18	17	18	16	18	18	15
	AVG	3.56	3.28	3.41	3.28	3.44	3.44	3.17	3.20
	STD	0.51	0.67	0.51	0.46	0.51	0.51	0.51	0.56
SP18	N	16	16	16	16	15	15	15	12
	AVG	3.44	3.25	3.25	3.25	3.33	3.27	3.33	3.25
	STD	0.51	0.77	0.45	0.45	0.49	0.59	0.49	0.45
AY 2017-18	N	34	34	33	34	31	33	33	27
	AVG	3.50	3.26	3.33	3.26	3.39	3.36	3.24	3.22
	STD	0.51	0.71	0.48	0.45	0.50	0.55	0.50	0.51
ELED 496		I	II	III	IV	V	VI	VII	VIII
FA17	N	22	22	22	22	21	21	21	20
	AVG	3.50	3.50	3.32	3.32	3.48	3.71	3.57	3.16
	STD	0.60	0.60	0.78	0.48	0.51	0.46	0.51	0.50
SP18	N	4	4	4	4	4	4	4	4
	AVG	4.00	3.75	3.25	3.25	3.50	3.50	4.00	3.00
	STD	0.00	0.50	0.50	0.50	0.58	0.58	0.00	0.00
AY 2017-18	N	26	26	26	26	25	25	25	24
	AVG	3.58	3.54	3.31	3.31	3.48	3.68	3.64	3.13
	STD	0.61	0.66	0.51	0.43	0.50	0.56	0.50	0.43

EPSY 302		I	II	III	IV	V	VI	VII	VIII
FA17	N	50	50	50	50	50	50	50	50
	AVG	3.36	3.10	3.00	3.00	3.00	3.00	3.00	3.00
	STD	0.60	0.36	0.00	0.00	0.00	0.00	0.00	0.00
SP18	N	42	42	42	42	42	42	42	42
	AVG	3.00	3.10	3.57	3.00	3.00	3.00	3.00	3.00
	STD	0.88	0.37	0.67	0.00	0.00	0.00	0.00	0.00
AY 2017-18	N	92	92	92	92	92	92	92	92
	AVG	3.20	3.10	3.26	3.00	3.00	3.00	3.00	3.00
	STD	0.76	0.36	0.53	0.00	0.00	0.00	0.00	0.00
SEED 496		I	II	III	IV	V	VI	VII	VIII
FA17	N	17	17	17	17	17	17	17	14
	AVG	3.41	3.47	3.18	3.00	3.59	3.47	3.35	3.43
	STD	0.51	0.51	0.64	0.61	0.51	0.51	0.61	0.51
SP18	N	8	8	8	8	8	8	8	7
	AVG	4.00	3.75	3.00	3.25	3.63	4.00	3.75	3.29
	STD	0.00	0.46	0.00	0.71	0.52	0.00	0.46	0.49
AY 2017-18	N	25	25	25	25	25	25	25	21
	AVG	3.60	3.56	3.12	3.08	3.60	3.64	3.48	3.38
	STD	0.50	0.51	0.53	0.64	0.50	0.49	0.59	0.50
SPED 396		I	II	III	IV	V	VI	VII	VIII
FA17	N	3	3	3	3	3	3	3	2
	AVG	3.67	3.67	3.33	3.33	3.33	4.00	3.67	3.50
	STD	0.58	0.58	0.58	0.58	0.58	0.00	0.58	0.71
SP18	N	1	1	1	1	1	1	1	1
	AVG	4.00	3.00	3.00	3.00	4.00	3.00	3.00	4.00
	STD	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
AY 2017-18	N	4	4	4	4	4	4	4	3
	AVG	3.75	3.50	3.25	3.25	3.50	3.75	3.50	3.67
	STD	0.50	0.58	0.50	0.50	0.58	0.50	0.58	0.58

SPED 496		I	II	III	IV	V	VI	VII	VIII
FA17	N	2	2	2	2	2	2	2	2
	AVG	3.50	2.50	3.00	3.50	3.50	3.00	3.00	3.50
	STD	0.71	0.71	0.00	0.71	0.71	0.00	0.00	0.71
SP18	N	4	4	4	4	4	4	4	4
	AVG	3.25	3.75	3.25	3.50	3.50	3.50	3.25	3.25
	STD	0.50	0.50	0.50	0.58	0.58	0.58	0.50	0.50
AY 2017-18	N	6	6	6	6	6	6	6	6
	AVG	3.33	3.33	3.17	3.50	3.50	3.33	3.17	3.33
	STD	0.52	0.82	0.41	0.55	0.55	0.52	0.41	0.52
ALL FIELD EXPERIENCES		I	II	III	IV	V	VI	VII	VIII
FA17	N	112	112	111	112	109	111	111	103
	AVG	3.44	3.27	3.16	3.13	3.27	3.31	3.21	3.14
	STD	0.57	0.54	0.50	0.41	0.44	0.46	0.45	0.40
SP18	N	75	75	75	75	74	74	74	70
	AVG	3.28	3.27	3.40	3.12	3.20	3.22	3.22	3.10
	STD	0.80	0.55	0.59	0.37	0.40	0.45	0.41	0.30
AY 2017-18	N	187	187	186	187	183	185	185	173
	AVG	3.37	3.27	3.26	3.12	3.24	3.27	3.21	3.12
	STD	0.67	0.54	0.55	0.39	0.43	0.46	0.43	0.36

COMMON LESSON PLANNING RUBRIC (CLPR)

FA 17

	Standards/ Objectives	Assessment	Technology	Differentiation, Accommodations , & Modifications	Management	Lesson Implementation	Analyzes	Successes	Challenges	Improvements
N	70	70	70	70	70	70	61	61	61	61
AVG	3.07	2.80	2.96	2.74	2.90	2.84	3.00	2.80	3.03	2.97
STD	0.31	0.58	0.49	0.63	0.49	0.61	0.45	0.54	0.36	0.41

SP 18

	Standards/ Objectives	Assessment	Technology	Differentiation, Accommodations , & Modifications	Management	Lesson Implementation	Analyzes	Successes	Challenges	Improvements
N	57	57	57	57	57	57	27	27	27	26
AVG	3.02	2.75	2.84	2.79	2.86	2.84	2.44	2.48	2.52	2.42
STD	0.44	0.61	0.56	0.53	0.52	0.62	0.75	0.64	0.70	0.81

AY 2017-18

	Standards/ Objectives	Assessment	Technology	Differentiation, Accommodations , & Modifications	Management	Lesson Implementation	Analyzes	Successes	Challenges	Improvements
N	127	127	127	127	127	127	88	88	88	87
AVG	3.05	2.78	2.91	2.76	2.88	2.84	2.83	2.70	2.88	2.80
STD	0.37	0.59	0.53	0.58	0.50	0.61	0.61	0.59	0.54	0.61

Rubric

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.

Components	Advanced/Excellent 4	Proficient/Competent 3	Basic/Developing 2	Below Basic/Needs Work 1
Differentiation, Accommodations, and Modifications	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	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	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.	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.
Management	Numerous management/motivational strategies are clearly identified and rationale provided for how these strategies serve to significantly enhance both student engagement and	Management and motivational strategies are identified and rationale is provided for how these strategies enhance student engagement and learning.	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.	Management and motivational strategies to enhance student engagement and learning are not identified.
Lesson Implementation (I Do/We Do/You Do)	Purposefully activates student interest by consistently including a highly-effective/engaging introduction and closing.	Activates student interest by including an effective/engaging introduction and closing.	Attempts to activate student interest but needs to work to develop a more effective lesson opening and closing.	There are no clear attempts to activate student interest. Candidate does not include evidence of an effective opening and/or closing.
	Effectively introduces and repeatedly reinforces the learning objective(s) so that students are cognizant of expected outcomes.	Introduces and reinforces the learning objective(s) so that students are cognizant of expected outcomes.	Needs to be more purposeful about introducing and reinforcing the learning objective so that the students are cognizant of expected outcomes	Learning objective is not reinforced throughout the lesson.
	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).	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).	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)	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)

Components	Advanced/Excellent 4	Proficient/Competent 3	Basic/Developing 2	Below Basic/Needs Work 1
Lesson Implementation (I Do/We Do/You Do) cont'd	Consistently checks for student understanding throughout the entire lesson cycle and provides detailed evidence of re-teaching/remediation where necessary.	Checks for student understanding throughout most of the lesson cycle and provides evidence of re-teaching/remediation where necessary.	Checks for student understanding throughout most of the lesson cycle and provides little evidence of re-teaching/remediation where necessary.	Candidate does not check for student understanding throughout the lesson cycle and there is no evidence of re-teaching /remediation.
	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.

Components	Advanced/Excellent 4	Proficient/Competent 3	Basic/Developing 2	Below Basic/Needs Work 1
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	
FA17	N	83	92	92	83	83	83	92	83	92	
	AVG	2.89	2.97	2.87	2.94	3.00	2.91	3.00	2.83	2.93	
	STD	0.41	0.40	0.45	0.45	0.27	0.42	0.37	0.49	0.36	
SP18	N	35	35	35	35	35	35	35	35	35	
	AVG	2.57	2.86	2.66	2.66	2.91	2.63	2.86	2.49	2.77	
	STD	0.85	0.65	0.76	0.73	0.61	0.60	0.43	0.66	0.60	
AY 2017-18	N	118	127	127	118	118	118	127	118	127	
	AVG	2.57	2.86	2.66	2.66	2.91	2.63	2.86	2.49	2.77	
	STD	0.59	0.48	0.56	0.56	0.40	0.50	0.39	0.56	0.44	

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		explore real-world	customize learning activities	use of digital tools	digital etiquette	collaborate	reflect on research
FA 17 Pre	N	39	39	39	39	39	39
	AVG	2.59	2.36	2.56	2.95	2.97	2.33
	STD	0.70	0.79	0.67	0.54	0.77	0.52
FA 17 Post	N	38	38	38	38	38	38
	AVG	3.34	3.39	3.42	3.58	3.61	3.03
	STD	0.53	0.50	0.55	0.55	0.50	0.54
SP 18 Pre	N	24	24	24	24	23	24
	AVG	2.46	2.42	2.54	2.71	2.87	2.29
	STD	0.66	0.58	0.51	0.55	0.69	0.62
SP 18 Post	N	24	24	24	24	23	24
	AVG	3.38	3.38	3.46	3.38	3.70	3.00
	STD	0.49	0.58	0.51	0.58	0.47	0.66
AY 2017-18 Pre	N	63	63	63	63	62	63
	AVG	2.54	2.38	2.56	2.86	2.94	2.32
	STD	0.64	0.63	0.62	0.56	0.62	0.64
AY 2017-18 Post	N	62	62	62	62	61	62
	AVG	3.35	3.39	3.44	3.50	3.64	3.02
	STD	0.52	0.52	0.53	0.57	0.48	0.59

Rubric

Technology Self-Evaluation:

Excellent 4	Average 3	Developing 2	Poor 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 am <u>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 am <u>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 am <u>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 am <u>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 am <u>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.

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:

AY 2017-18 Pre-Student Teaching Final Evaluation

ELED PSTE				I			II	III		IV					V			
				A	B	C	A	A	B	A	B	C	D	E	A	B	C	D
FA 17	US	ELED 496	AVG	3.20	3.35	3.24	3.40	3.20	3.40	3.00	3.15	3.00	3.30	3.30	3.00	3.30	3.29	3.47
			STD	0.62	0.49	0.56	0.50	0.62	0.50	0.56	0.49	0.58	0.66	0.66	0.00	0.57	0.49	0.51
			N	20	20	17	20	20	20	20	20	17	20	20	20	8	20	7
SP 18	US	ELED 496	AVG	3.20	3.00	3.20	3.20	3.00	3.00	3.00	2.60	2.60	3.20	3.00	2.67	3.40	3.00	3.00
			STD	0.45	0.00	0.45	0.45	0.00	0.71	0.71	0.55	0.55	0.45	0.00	0.58	0.55	0.00	0.00
			N	5	5	5	5	5	5	5	5	5	5	5	5	3	5	5
AY 2017- 18	US	ELED 496	AVG	3.20	3.28	3.23	3.36	3.16	3.32	3.00	3.04	2.92	3.28	3.24	2.83	3.32	3.17	3.38
			STD	0.58	0.46	0.53	0.49	0.55	0.56	0.58	0.54	0.58	0.61	0.60	0.41	0.56	0.39	0.49
			N	25	25	22	25	25	25	25	25	24	25	25	25	6	25	12
FA 17	CT	ELED 496	AVG	3.35	3.50	3.45	3.10	3.25	3.50	3.20	3.20	3.16	3.10	3.32	3.30	3.65	3.40	3.53
			STD	0.59	0.51	0.51	0.45	0.64	0.61	0.41	0.52	0.37	0.64	0.48	0.48	0.49	0.50	0.61
			N	20	20	20	20	20	20	20	20	19	20	19	10	20	20	19
SP 18	CT	ELED 496	AVG	3.20	4.00	3.60	3.20	3.20	3.60	3.00	3.20	3.60	3.40	3.00	3.00	3.80	3.60	3.60
			STD	0.45	0.00	0.55	0.45	0.45	0.55	0.00	0.45	0.55	0.55	0.00	0.00	0.45	0.55	0.55
			N	5	5	5	5	5	5	5	5	5	5	5	5	3	5	5
AY 2017- 18	CT	ELED 496	AVG	3.32	3.60	3.48	3.12	3.24	3.52	3.16	3.20	3.25	3.16	3.25	3.23	3.68	3.44	3.54
			STD	0.56	0.50	0.51	0.44	0.60	0.59	0.37	0.50	0.44	0.62	0.44	0.44	0.48	0.51	0.59
			N	25	25	25	25	25	25	25	25	24	25	24	24	13	25	25
SEED PSTE				I			II	III		IV					V			
				A	B	C	A	A	B	A	B	C	D	E	A	B	C	D
FA 17	US	SEED 496	AVG	2.94	3.25	3.25	3.38	3.13	3.19	3.19	3.00	2.69	3.13	3.38	3.00	3.25	3.17	3.25
			STD	0.57	0.45	0.45	0.50	0.62	0.40	0.54	0.73	0.63	0.62	0.51	0.00	0.58	0.41	0.45
			N	16	16	16	16	16	16	16	16	13	16	13	4	16	6	16
SP 18	US	SEED 496	AVG	2.88	3.25	3.38	3.25	2.88	3.13	2.13	2.63	2.13	3.38	3.00	NA	3.75	3.13	3.38
			STD	0.35	0.46	0.52	0.46	0.35	0.35	0.35	0.52	0.35	0.52	0.00	NA	0.46	0.35	0.52
			N	8	8	8	8	8	8	8	8	8	8	3	0	8	8	8
AY 2017- 18	US	SEED 496	AVG	2.92	3.25	3.29	3.33	3.04	3.17	2.83	2.88	2.48	3.21	3.31	3.00	3.42	3.14	3.29
			STD	0.50	0.44	0.46	0.48	0.55	0.38	0.70	0.68	0.60	0.59	0.48	0.00	0.58	0.36	0.46
			N	24	24	24	24	24	24	24	24	24	21	24	16	4	24	14
		SEED	AVG	3.18	3.35	3.47	3.29	3.12	3.53	3.06	3.00	3.31	3.00	3.38	3.40	3.35	3.63	3.41

FA 17	CT	SEED 496	STD	0.64	0.49	0.51	0.69	0.70	0.51	0.68	0.63	0.60	0.63	0.65	0.52	0.49	0.50	0.51	
			N	17	17	17	17	17	17	16	16	16	16	13	10	17	16	17	
SP 18	CT	SEED 496	AVG	3.22	3.44	3.67	3.56	3.00	3.67	3.33	3.22	3.00	3.44	3.33	3.00	3.78	3.75	3.67	
			STD	0.44	0.53	0.50	0.53	0.00	0.50	0.50	0.44	0.00	0.53	0.50	0.00	0.44	0.46	0.50	
			N	8	8	8	8	8	8	8	8	8	6	8	8	4	8	7	8
AY 2017- 18	CT	SEED 496	AVG	3.19	3.38	3.54	3.38	3.08	3.58	3.16	3.08	3.22	3.16	3.36	3.27	3.50	3.67	3.50	
			STD	0.57	0.50	0.51	0.64	0.56	0.50	0.62	0.57	0.52	0.62	0.58	0.46	0.51	0.48	0.51	
			N	25	25	25	25	25	25	24	24	22	24	21	14	25	23	25	
SPED PSTE				I			II	III		IV					V				
				A	B	C	A	A	B	A	B	C	D	E	A	B	C	D	
FA 17	US	SPED 496	AVG	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	NA	3.00	3.00	NA	3.00	NA	3.33	
			STD	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	NA	0.00	0.00	NA	0.00	NA	0.58
			N	3	3	3	3	3	3	3	3	3	0	3	2	0	3	0	3
SP 18	US	SPED 496	AVG	3.25	3.25	3.50	3.25	3.00	3.25	3.25	3.25	3.50	3.25	3.00	NA	3.50	NA	3.25	
			STD	0.50	0.50	0.58	0.50	0.00	0.50	0.50	0.50	0.50	0.71	0.50	0.00	NA	0.58	NA	0.50
			N	4	4	4	4	4	4	4	4	4	2	4	3	0	4	0	4
AY 2017- 18	US	SPED 496	AVG	3.14	3.14	3.29	3.14	3.00	3.14	3.14	3.14	3.50	3.14	3.00	NA	3.29	NA	3.29	
			STD	0.38	0.38	0.49	0.38	0.00	0.38	0.38	0.38	0.38	0.71	0.38	0.00	NA	0.49	NA	0.49
			N	7	7	7	7	7	7	7	7	7	2	7	5	0	7	0	7
FA 17	CT	SPED 496	AVG	3.33	3.33	3.33	3.33	3.33	3.67	3.33	3.33	3.33	3.33	4.00	3.50	3.33	3.33	3.33	
			STD	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.58	0.00	0.71	0.58	0.58	0.58
			N	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3
SP 18	CT	SPED 496	AVG	3.25	3.50	3.25	3.25	3.50	3.50	3.25	3.50	3.00	3.00	3.00	3.00	3.50	3.75	3.50	
			STD	0.50	0.58	0.50	0.50	0.58	0.58	0.50	0.58	0.00	0.00	0.00	0.00	0.58	0.50	0.58	
			N	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4
AY 2017- 18	CT	SPED 496	AVG	3.29	3.43	3.29	3.29	3.43	3.57	3.29	3.43	3.14	3.14	3.33	3.20	3.43	3.57	3.43	
			STD	0.49	0.53	0.49	0.49	0.53	0.53	0.49	0.53	0.38	0.38	0.52	0.45	0.53	0.53	0.53	
			N	7	7	7	7	7	7	7	7	7	7	6	5	7	7	7	
Overall PSTE Summary				I			II	III		IV					V				
				A	B	C	A	A	B	A	B	C	D	E	A	B	C	D	
FA 17	US	ALL	AVG	3.08	3.28	3.22	3.36	3.15	3.28	3.08	3.08	2.88	3.21	3.31	3.00	3.26	3.23	3.37	
			STD	0.58	0.46	0.48	0.49	0.59	0.46	0.53	0.58	0.61	0.61	0.58	0.00	0.55	0.44	0.49	
			N	39	39	36	39	39	39	39	39	39	32	39	35	7	39	13	38
SP 18	US	ALL	AVG	3.06	3.18	3.35	3.24	2.94	3.12	2.65	2.76	2.47	3.29	3.00	2.67	3.59	3.08	3.24	
			STD	0.43	0.39	0.49	0.44	0.24	0.49	0.70	0.56	0.64	0.47	0.00	0.58	0.51	0.28	0.44	
			N	17	17	17	17	17	17	17	17	17	15	17	11	3	17	13	17
AY 2017- 18	US	ALL	AVG	3.07	3.25	3.26	3.32	3.09	3.23	2.95	2.98	2.74	3.23	3.24	2.90	3.36	3.15	3.33	
			STD	0.53	0.44	0.49	0.47	0.51	0.47	0.62	0.59	0.64	0.57	0.52	0.32	0.55	0.37	0.47	
			N	56	56	53	56	56	56	56	56	56	47	56	46	10	56	26	55

FA 17	CT	ALL	AVG	3.28	3.43	3.45	3.20	3.20	3.53	3.15	3.13	3.24	3.08	3.38	3.36	3.50	3.49	3.46
			STD	0.60	0.50	0.50	0.56	0.65	0.55	0.54	0.57	0.49	0.62	0.55	0.49	0.51	0.51	0.55
			N	40	40	40	40	40	40	39	39	38	39	34	22	40	39	39
SP 18	CT	ALL	AVG	3.06	3.44	3.41	3.26	3.12	3.50	3.06	3.09	3.06	3.12	3.24	3.00	3.44	3.59	3.39
			STD	0.60	0.56	0.56	0.57	0.48	0.56	0.55	0.57	0.56	0.59	0.43	0.37	0.66	0.50	0.62
			N	34	34	34	34	34	34	34	34	34	32	34	34	16	34	29
AY 2017-18	CT	ALL	AVG	3.18	3.43	3.43	3.23	3.16	3.51	3.11	3.11	3.16	3.10	3.31	3.21	3.47	3.53	3.43
			STD	0.60	0.53	0.53	0.56	0.57	0.56	0.54	0.57	0.53	0.60	0.50	0.47	0.58	0.50	0.58
			N	74	74	74	74	74	74	73	73	70	73	68	38	74	68	70
FA 17	ALL	ALL	AVG	3.18	3.35	3.34	3.28	3.18	3.41	3.12	3.10	3.07	3.14	3.35	3.28	3.38	3.42	3.42
			STD	0.59	0.48	0.50	0.53	0.62	0.52	0.53	0.57	0.57	0.62	0.56	0.45	0.54	0.50	0.52
			N	79	79	76	79	79	79	78	78	70	78	69	29	79	52	77
SP 18	ALL	ALL	AVG	3.06	3.35	3.39	3.25	3.06	3.37	2.92	2.98	2.87	3.18	3.18	2.95	3.49	3.43	3.33
			STD	0.54	0.52	0.53	0.52	0.42	0.56	0.63	0.58	0.65	0.56	0.39	0.40	0.61	0.50	0.56
			N	51	51	51	51	51	51	51	51	47	51	45	19	51	42	48
AY 2017-18	ALL	ALL	AVG	3.13	3.35	3.36	3.27	3.13	3.39	3.04	3.05	2.99	3.16	3.28	3.15	3.42	3.43	3.38
			STD	0.58	0.50	0.51	0.53	0.55	0.54	0.58	0.58	0.61	0.59	0.51	0.46	0.57	0.50	0.54
			N	130	130	127	130	130	130	129	129	117	129	114	48	130	94	125

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 grammar.</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 areas outside the classroom
<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 outside the classroom
<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 classroom
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 outside the classroom
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 classroom

<i>Candidates model physical, emotional and social well-being.</i>	—Candidates do not model physical, emotional and social well-being	—Candidates begin 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 transfer this well-being to areas outside the classroom
<i>Candidates maintain a safe and healthy learning environment.</i>	—Candidates do not maintain a safe and healthy learning environment	—Candidates begin 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 transfer this commitment to areas outside the classroom

II. KNOWLEDGE OF CONTENT

A. Understanding of Subject Matter

<i>Candidates present accurate knowledge of major concepts and vocabulary of the subject.</i>	—Candidates do not present accurate knowledge of the major concepts and vocabulary of the subject	—Candidates begin 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 transfer this knowledge to areas outside the classroom
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III. KNOWLEDGE OF THE LEARNER

A. Developmental Needs

<i>Candidates encourage and maintain student involvement and participation.</i>	—Candidates do not encourage and maintain student involvement and participation	—Candidates begin 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 transfer this encouragement to areas outside the classroom
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B. Student Diversity

<i>Candidates care for and accept all students.</i>	—Candidates do not care for and accept all students	—Candidates begin 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 transfer this acceptance to areas outside the classroom
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IV. KNOWLEDGE OF PEDAGOGY

A. Planning

<i>Candidates state objectives in terms of learner outcomes.</i>	—Candidates do not state objectives in terms of learner outcomes on lesson plans	—Candidates begin 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 transfer this skill to all lessons
<i>Candidates develop plans appropriate to students' needs, interests and abilities.</i>	—Candidates do not develop plans appropriate to students' needs, interests and abilities	—Candidates begin 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 transfer this planning to all lessons

B. Implementation

<i>Candidates teach to an objective.</i>	—Candidates do not teach to an objective	—Candidates begin to teach to an objective	—Candidates teach to an objective	—Candidates teach to an objective which matches a state/national standard and transfer this easily to all lessons taught
<i>Candidates show examples and model appropriately.</i>	—Candidates do not show examples or model appropriately	—Candidates begin to show examples and model appropriately	—Candidates show examples and model appropriately	—Candidates show many examples and model examples appropriately during every lesson
<i>Candidates include active participation when possible.</i>	—Candidates do not include active participation	—Candidates begin to occasionally include active participation	—Candidates include active participation when possible	—Candidates include active participation in all lessons when possible in the classroom and transfer to areas outside the classroom
<i>Candidates use positive and specific reinforcement for responses.</i>	—Candidates do not use positive and specific reinforcement	—Candidates begin to use reinforcements, but often times use the same response	—Candidates use positive and specific reinforcement for responses	—Candidates consistently use a variety of positive and specific reinforcement for responses
<i>Candidates provide individual help when needed.</i>	—Candidates do not provide individual help when needed	—Candidates begin 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 transfer this assistance to other areas outside the classroom

<i>Candidates present open-ended as well as close-ended questions.</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>throughout</u> the lesson
<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 objective.</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 materials efficiently.</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 maximize time on task
<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 curriculum.</i>	—Candidates do <u>not</u> integrate technology into the curriculum	—Candidates <u>begin</u> to integrate technology into the curriculum occasionally	—Candidates integrate technology into the curriculum	—Candidates <u>easily and consistently</u> integrate various types technology into the daily curriculum
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 communication with parents.</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 dress, language and behavior.</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 it to areas outside of the classroom</u>
<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 classroom
<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 areas outside the classroom
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 outside of the classroom
D. Professional Growth And Development				
<i>Candidates receive and use constructive criticism to improve and refine teaching skills.</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 continually improve</u> and refine teaching skills

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	
FA 17	US	ECE 488	AVG	3.78	3.78	3.78	3.78	3.78	3.75	3.67	3.78	3.22	3.78	3.50	3.50	3.89	3.78	3.78	
			STD	0.44	0.44	0.44	0.44	0.44	0.46	0.50	0.44	0.44	0.44	0.55	0.58	0.33	0.44	0.44	
			N	9	9	9	9	9	8	9	9	9	9	6	4	9	9	9	
SP 18	US	ECE 488	AVG	3.80	4.00	3.80	3.60	3.40	3.40	3.60	3.60	3.00	3.60	3.25	4.00	4.00	4.00	4.00	
			STD	0.45	0.00	0.45	0.55	0.55	0.55	0.55	0.55	0.55	0.00	0.55	0.50	0.00	0.00	0.00	0.00
			N	5	5	5	5	5	5	5	5	5	5	4	1	5	2	2	
AY 2017-18	US	ECE 488	AVG	3.33	3.50	3.33	3.17	3.00	3.00	3.00	3.17	2.50	3.17	0.00	0.00	3.33	3.00	3.00	
			STD	0.43	0.36	0.43	0.47	0.50	0.51	0.50	0.47	0.36	0.47	0.52	0.55	0.27	0.40	0.40	
			N	14	14	14	14	14	13	14	14	14	14	10	5	14	11	11	
FA 17	CT	ECE 488	AVG	3.78	3.89	3.89	3.78	3.78	3.78	3.67	3.67	3.78	3.67	3.67	3.56	3.89	3.78	3.78	
			STD	0.44	0.33	0.33	0.44	0.44	0.44	0.71	0.71	0.44	0.71	0.50	0.53	0.33	0.44	0.44	
			N	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
SP 18	CT	ECE 488	AVG	3.40	3.40	3.60	3.40	3.00	3.40	3.20	3.00	3.20	3.00	3.60	3.67	3.80	3.60	3.60	
			STD	0.55	0.55	0.55	0.55	0.71	0.55	0.45	0.71	0.45	1.00	0.55	0.58	0.45	0.55	0.55	
			N	5	5	5	5	5	5	5	5	5	5	5	3	5	5	5	
AY 2017-18	CT	ECE 488	AVG	2.83	2.83	3.00	2.83	2.50	2.83	2.67	2.50	2.67	2.50	2.83	2.75	3.17	3.00	3.00	
			STD	0.50	0.47	0.43	0.50	0.65	0.50	0.65	0.76	0.51	0.85	0.50	0.51	0.36	0.47	0.47	
			N	14	14	14	14	14	14	14	14	14	14	14	14	12	14	14	14
Elementary Education Student Teaching				I			II	III		IV					V				
				A	B	C	A	A	B	A	B	C	D	E	A	B	C	D	
FA 17	US	ELED 488	AVG	3.70	3.75	3.27	3.70	3.60	3.39	3.70	3.65	3.20	3.55	3.55	3.50	3.80	3.60	3.65	
			STD	0.47	0.44	0.47	0.47	0.50	0.50	0.47	0.49	0.52	0.51	0.51	0.53	0.41	0.50	0.49	
			N	20	20	11	20	20	18	20	20	20	20	20	20	8	20	20	20
SP 18	US	ELED 488	AVG	3.38	3.86	3.54	3.57	3.57	3.43	3.52	3.29	3.43	3.24	3.33	3.25	3.76	3.57	3.81	
			STD	0.59	0.36	0.52	0.51	0.51	0.51	0.51	0.46	0.51	0.44	0.48	0.45	0.44	0.51	0.40	
			N	21	21	13	21	21	21	21	21	21	21	21	21	12	21	21	21
AY 2017-	US	ELED 488	AVG	3.54	3.80	3.42	3.63	3.59	3.41	3.61	3.46	3.32	3.39	3.44	3.35	3.78	3.59	3.73	
			STD	0.55	0.40	0.50	0.49	0.50	0.50	0.49	0.50	0.52	0.49	0.50	0.49	0.42	0.50	0.45	

18			N	41	41	24	41	41	39	41	41	41	41	41	20	41	41	41	
FA 17	CT	ELED 488	AVG	3.40	3.85	3.65	3.30	3.45	3.47	3.45	3.40	3.25	3.35	3.40	3.15	3.70	3.65	3.45	
			STD	0.50	0.37	0.49	0.47	0.51	0.51	0.51	0.50	0.44	0.59	0.50	0.37	0.47	0.49	0.51	
			N	20	20	20	20	20	19	20	20	20	20	20	20	20	20	20	20
SP 18	CT	ELED 488	AVG	3.29	3.57	3.43	3.05	3.19	3.24	3.19	3.29	3.10	3.10	3.29	3.00	3.52	3.48	3.38	
			STD	0.46	0.51	0.51	0.59	0.40	0.44	0.60	0.46	0.54	0.54	0.56	0.46	0.51	0.60	0.59	
			N	21	21	21	21	21	21	21	21	21	21	21	21	20	21	21	21
AY 2017- 18	CT	ELED 488	AVG	3.34	3.71	3.54	3.17	3.32	3.35	3.32	3.34	3.17	3.22	3.34	3.08	3.61	3.56	3.41	
			STD	0.48	0.46	0.50	0.54	0.47	0.48	0.57	0.48	0.50	0.57	0.53	0.42	0.49	0.55	0.55	
			N	41	41	41	41	41	40	41	41	41	41	41	41	40	41	41	41
Secondary Education Student Teaching				I			II	III		IV					V				
				A	B	C	A	A	B	A	B	C	D	E	A	B	C	D	
FA 17	US	SEED 488	AVG	3.67	3.67	3.88	3.78	3.33	3.75	3.67	3.67	3.33	3.33	3.44	3.75	3.78	3.56	3.56	
			STD	0.50	0.50	0.35	0.44	0.71	0.46	0.50	0.50	0.71	0.71	0.53	0.46	0.44	0.73	0.53	
			N	9	9	8	9	9	8	9	9	9	9	9	9	8	9	9	9
SP 18	US	SEED 488	AVG	3.48	3.76	3.65	3.76	3.60	3.64	3.40	3.52	3.48	3.60	3.56	3.50	3.72	3.71	3.68	
			STD	0.65	0.44	0.49	0.52	0.76	0.49	0.82	0.71	0.82	0.58	0.58	0.51	0.74	0.46	0.75	
			N	25	25	23	25	25	25	25	25	25	25	25	25	22	25	24	25
AY 2017- 18	US	SEED 488	AVG	3.53	3.74	3.71	3.76	3.53	3.67	3.47	3.56	3.44	3.53	3.53	3.57	3.74	3.67	3.65	
			STD	0.61	0.45	0.46	0.50	0.75	0.48	0.75	0.66	0.79	0.61	0.56	0.50	0.67	0.54	0.69	
			N	34	34	31	34	34	33	34	34	34	34	34	34	30	34	33	34
FA 17	CT	SEED 488	AVG	3.33	3.50	3.58	3.50	3.33	3.42	3.50	3.33	3.33	3.08	3.67	3.33	3.67	3.50	3.42	
			STD	0.49	0.52	0.51	0.67	0.49	0.51	0.52	0.65	0.65	0.51	0.49	0.49	0.49	0.67	0.79	
			N	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
SP 18	CT	SEED 488	AVG	3.37	3.57	3.47	3.33	3.20	3.41	3.33	3.23	3.34	3.23	3.41	3.27	3.50	3.43	3.53	
			STD	0.61	0.57	0.57	0.66	0.71	0.57	0.76	0.73	0.61	0.73	0.57	0.67	0.78	0.63	0.73	
			N	30	30	30	30	30	29	30	30	29	30	29	29	26	30	30	30
AY 2017- 18	CT	SEED 488	AVG	3.36	3.55	3.50	3.38	3.24	3.41	3.38	3.26	3.34	3.19	3.49	3.29	3.55	3.45	3.50	
			STD	0.58	0.55	0.55	0.66	0.66	0.55	0.70	0.70	0.62	0.67	0.55	0.61	0.71	0.63	0.74	
			N	42	42	42	42	42	41	42	42	41	42	41	41	38	42	42	42
Special Education Student Teaching				I			II	III		IV					V				
				A	B	C	A	A	B	A	B	C	D	E	A	B	C	D	
FA 17	US	SPED 488	AVG	3.00	3.00	3.00	3.25	3.25	3.00	3.25	3.50	3.00	3.25	3.00	3.00	3.00	3.00	3.25	
			STD	0.00	0.00	0.00	0.50	0.50	0.00	0.50	0.58	0.00	0.50	0.00	0.00	0.00	0.00	0.00	0.50
			N	4	4	4	4	4	4	4	4	4	1	4	2	1	4	1	4

SP 18	US	SPED 488	AVG	3.00	3.00	3.00	3.17	3.00	3.00	3.00	3.00	3.00	3.17	3.00	2.83	3.00	2.83	3.17	
			STD	0.00	0.00	0.00	0.41	0.00	0.00	0.00	0.00	0.00	0.00	0.41	0.00	0.41	0.00	0.41	0.41
			N	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
AY 2017-18	US	SPED 488	AVG	3.00	3.00	3.00	3.20	3.10	3.00	3.10	3.20	3.00	3.20	3.00	2.86	3.00	2.86	3.20	
			STD	0.00	0.00	0.00	0.42	0.32	0.00	0.32	0.42	0.00	0.42	0.00	0.38	0.00	0.38	0.42	
			N	10	10	10	10	10	10	10	10	7	10	8	7	10	7	10	
FA 17	CT	SPED 488	AVG	3.25	3.75	3.38	3.13	3.25	3.57	3.25	3.13	3.25	3.38	3.25	3.00	3.50	3.38	3.25	
			STD	0.71	0.46	0.52	0.64	0.71	0.53	0.71	0.64	0.71	0.74	0.71	0.58	0.76	0.74	0.71	
			N	8	8	8	8	8	7	8	8	8	8	8	7	8	8	8	
SP 18	CT	SPED 488	AVG	3.30	3.30	3.30	3.40	3.20	3.30	3.20	3.20	3.10	3.20	3.44	3.40	3.50	3.30	3.22	
			STD	0.48	0.67	0.67	0.70	0.79	0.48	0.92	0.79	0.74	0.63	0.53	0.55	0.71	0.48	0.67	
			N	10	10	10	10	10	10	10	10	10	10	9	5	10	10	9	
AY 2017-18	CT	SPED 488	AVG	3.28	3.50	3.33	3.28	3.22	3.41	3.22	3.17	3.17	3.28	3.35	3.17	3.50	3.33	3.24	
			STD	0.57	0.62	0.59	0.67	0.73	0.51	0.81	0.71	0.71	0.67	0.61	0.58	0.71	0.59	0.66	
			N	18	18	18	18	18	17	18	18	18	18	17	12	18	18	17	
Overall Summary				I			II	III		IV					V				
				A	B	C	A	A	B	A	B	C	D	E	A	B	C	D	
FA 17	ALL	ALL	AVG	3.53	3.71	3.59	3.54	3.49	3.52	3.55	3.52	3.31	3.43	3.49	3.35	3.71	3.60	3.54	
			STD	0.52	0.45	0.49	0.54	0.55	0.50	0.54	0.56	0.55	0.60	0.53	0.51	0.48	0.56	0.56	
			N	91	91	81	91	91	85	91	91	88	91	86	69	91	88	91	
SP 18	ALL	ALL	AVG	3.37	3.62	3.49	3.42	3.33	3.40	3.33	3.30	3.29	3.28	3.39	3.26	3.60	3.50	3.55	
			STD	0.56	0.52	0.54	0.61	0.65	0.51	0.69	0.63	0.62	0.62	0.54	0.57	0.64	0.57	0.65	
			N	123	123	113	123	123	122	123	123	122	123	120	95	123	119	119	
AY 2017-18	ALL	ALL	AVG	3.44	3.66	3.53	3.47	3.40	3.45	3.43	3.39	3.30	3.35	3.43	3.30	3.65	3.54	3.55	
			STD	0.55	0.49	0.52	0.59	0.61	0.51	0.64	0.61	0.59	0.61	0.53	0.54	0.58	0.56	0.61	
			N	214	214	194	214	214	207	214	214	210	214	206	164	214	207	210	

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 numerous grammatical errors in speaking and writing

—Candidates begin 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 at all times and transfer this skill to areas outside the classroom

—Candidates make numerous spelling errors

—Candidates use adequate spelling

—Candidates use correct spelling

—Candidates use correct spelling at all times in the classroom and transfer 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> adjust 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 <u>all</u> 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
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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 <u>appropriate</u> 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 <u>all</u> 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 <u>every</u> 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 <u>throughout the lesson</u> .
	—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 leaning 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 assess learning by the objective for and use <u>formal and informal</u> assessment to assess the objectives
	—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 <u>all</u> 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 <u>all</u> lessons
	—Candidates <u>do not</u> set high standards of performance or provide remediation and enrichment when appropriate	—Candidates <u>begin</u> 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 <u>always</u> set high standards of performance and provide remediation and enrichment when appropriate

D. Classroom Management And Organization	—Candidates <u>do 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 maximize time on task
	—Candidates <u>do not</u> give directions and assignments clearly and accurately	—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 developmental level of the students so <u>directions need not be restated</u>
	—Candidates <u>do not</u> prepare class for transition at closure	—Candidates <u>begin</u> 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 <u>transfer</u> it outside the classroom
	—Candidates <u>do not</u> design a positive learning environment	—Candidates <u>begin</u> to design a positive learning environment	—Candidates design space, routines, materials and activities to create a positive learning environment	—Candidates <u>consistently</u> design space, routines, materials and activities to create a positive learning environment
	—Candidates <u>do not</u> use preventative, supportive, and corrective management techniques	—Candidates <u>begin</u> 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 <u>transfer</u> it outside the classroom
E. Instructional Materials And Technology	—Candidates <u>do not</u> integrate technology into the curriculum	—Candidates <u>begin</u> to integrate technology into the curriculum occasionally	—Candidates integrate technology into the curriculum	—Candidates <u>consistently</u> integrate various types technology into the daily curriculum
	—Candidates <u>do not</u> select appropriate, non-biases instructional materials representative of diversity	—Candidates <u>begin</u> to select appropriate, non-biased instructional materials representative of diversity	—Candidate select appropriate, non-biased instructional materials representative of diversity	—Candidates <u>consistently</u> select appropriate, non-biased instructional materials representative of diversity
	—Candidates <u>do not</u> integrate	—Candidates <u>begin</u> to integrate subject with other disciplines	—Candidates integrate subject with other disciplines	—Candidates <u>consistently</u> 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 <u>do 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>
	—Candidates <u>do not</u> involve parents and community resources in the classroom	—Candidates <u>begin</u> to involve parents and community resources in the classroom	—Candidates involve parents and community resources in the classroom	—Candidates <u>consistently</u> involve parents and community resources in the classroom
	—Candidate <u>do not</u> utilize parental expertise	—Candidates <u>begin</u> to utilize parental expertise	—Candidates utilize parental expertise in management	—Candidates <u>consistently</u> utilize parental expertise in management
B. Commitment To Teaching	—Candidates <u>do 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 demonstrate professionalism through appropriate dress, language and behavior in the classroom and <u>transfer</u> it to areas outside of the classroom
	—Candidates <u>do not</u> show initiative	—Candidates <u>begin</u> to how 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 <u>outside</u> of the classroom, and volunteer for extra assignments <u>in and out</u> of the classroom

	—Candidates <u>do not</u> demonstrate dependability and reliability	—Candidates <u>begin</u> to demonstrate dependability and reliability	—Candidates demonstrate dependability and reliability	—Candidates <u>consistently</u> demonstrate dependability and reliability in the classroom and <u>transfer</u> this dependability in other areas outside the classroom
	—Candidates <u>do not</u> demonstrate pride in the teaching profession	—Candidates <u>begin</u> to show pride in the teaching profession	—Candidates comply with necessary organizational policies and procedures	—Candidates <u>always</u> comply with necessary organizational policies and procedures
			—Candidates demonstrate pride in the teaching profession	—Candidates demonstrate pride in the teaching profession and <u>transfer</u> it to areas outside the classroom
C. Interpersonal Relations	—Candidates <u>do 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 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 <u>transfer</u> 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
FA17	ELED	CT	AVG	3.54	3.38	3.31	3.35	3.52	3.35	3.29	3.32	3.55	3.38	3.46	3.57	3.61	3.41
			STD	0.51	0.50	0.62	0.49	0.51	0.49	0.62	0.58	0.52	0.51	0.64	0.50	0.50	0.50
			N	28	26	26	23	27	23	24	19	11	13	28	28	28	28
FA17	ELED	US	AVG	3.74	3.64	3.61	3.50	3.69	3.47	3.28	3.43	3.60	3.38	3.29	3.78	3.78	3.52
			STD	0.45	0.57	0.58	0.51	0.47	0.51	0.57	0.51	0.52	0.52	0.62	0.42	0.42	0.59
			N	27	25	23	20	26	17	18	13	10	8	24	27	27	23
SP18	ELED	CT	AVG	3.36	3.26	3.30	3.05	3.32	3.17	3.17	3.20	3.24	3.18	3.29	3.39	3.39	3.36
			STD	0.49	0.53	0.47	0.60	0.55	0.56	0.56	0.70	0.56	0.53	0.53	0.57	0.57	0.49
			N	28	27	27	19	28	24	24	20	17	17	28	28	28	28
SP18	ELED	US	AVG	3.50	3.70	3.58	3.63	3.50	3.53	3.53	3.31	NA	4.00	3.63	3.52	3.59	3.70
			STD	0.51	0.47	0.50	0.50	0.51	0.51	0.51	0.48	NA	NA	0.58	0.51	0.50	0.47
			N	26	23	24	16	26	17	17	16	0	1	24	27	27	27
FA17	ELED	ALL	AVG	3.64	3.51	3.45	3.42	3.60	3.40	3.29	3.36	3.57	3.38	3.38	3.67	3.69	3.46
			STD	0.49	0.54	0.61	0.50	0.49	0.50	0.60	0.55	0.51	0.50	0.63	0.47	0.47	0.54
			N	55	51	49	43	53	40	42	32	21	21	52	55	55	50
SP18	ELED	ALL	AVG	3.43	3.46	3.43	3.31	3.41	3.32	3.32	3.25	3.24	3.22	3.44	3.45	3.49	3.53
			STD	0.50	0.54	0.50	0.62	0.53	0.57	0.57	0.60	0.56	0.55	0.57	0.54	0.54	0.50
			N	54	50	51	35	54	41	41	36	17	18	52	55	55	55
AY 2017-18	ELED	CT	AVG	3.45	3.32	3.30	3.21	3.42	3.26	3.23	3.26	3.36	3.27	3.38	3.48	3.50	3.38
			STD	0.50	0.51	0.54	0.56	0.53	0.53	0.59	0.64	0.56	0.52	0.59	0.54	0.54	0.49
			N	56	53	53	42	55	47	48	39	28	30	56	56	56	55
AY 2017-18	ELED	US	AVG	3.62	3.67	3.60	3.56	3.60	3.50	3.40	3.37	3.60	3.44	3.46	3.65	3.69	3.62
			STD	0.49	0.52	0.54	0.50	0.50	0.51	0.55	0.49	0.52	0.53	0.62	0.48	0.47	0.53
			N	53	48	47	36	52	34	35	29	10	9	48	54	54	50
AY 2017-18	ELED	ALL	AVG	3.53	3.49	3.44	3.37	3.50	3.36	3.30	3.30	3.42	3.31	3.41	3.56	3.59	3.50
			STD	0.50	0.54	0.56	0.56	0.52	0.53	0.58	0.58	0.55	0.52	0.60	0.52	0.51	0.52
			N	109	101	100	78	107	81	83	68	38	39	104	110	110	105

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
FA17	ELED	CT	AVG	3.32	3.50	3.61	3.50	3.57	3.46	3.29	3.64	3.50	3.43	3.64	3.35	3.57
			STD	0.61	0.51	0.57	0.51	0.50	0.58	0.53	0.56	0.58	0.63	0.56	0.49	0.50
			N	28	28	28	28	28	28	28	28	28	28	28	28	28
FA17	ELED	US	AVG	3.63	3.63	3.67	3.67	3.59	3.48	3.42	3.81	3.81	3.76	3.70	3.56	3.87
			STD	0.49	0.56	0.48	0.55	0.57	0.58	0.65	0.40	0.40	0.44	0.47	0.53	0.35
			N	27	27	27	27	27	27	24	27	26	25	23	9	15
			AVG	3.21	3.46	3.36	3.33	3.44	3.29	3.25	3.50	3.43	3.36	3.44	3.27	3.43

SP18	ELED	CT	STD	0.69	0.51	0.49	0.55	0.58	0.53	0.59	0.58	0.63	0.56	0.70	0.70	0.74
			N	28	28	28	27	27	28	28	28	28	28	28	27	22
SP18	ELED	US	AVG	3.48	3.67	3.74	3.46	3.48	3.37	3.26	3.52	3.54	3.46	3.30	3.33	3.63
			STD	0.51	0.48	0.45	0.51	0.51	0.56	0.53	0.58	0.51	0.51	0.47	0.49	0.49
			N	27	27	27	26	27	27	27	27	27	24	24	20	14
FA17	ELED	ALL	AVG	3.47	3.56	3.64	3.58	3.58	3.47	3.35	3.73	3.65	3.58	3.67	3.40	3.67
			STD	0.57	0.54	0.52	0.53	0.53	0.57	0.59	0.49	0.52	0.57	0.52	0.50	0.47
			N	55	55	55	55	55	55	52	55	54	53	51	37	43
SP18	ELED	ALL	AVG	3.35	3.56	3.55	3.40	3.46	3.33	3.25	3.51	3.48	3.40	3.38	3.29	3.52
			STD	0.62	0.50	0.50	0.53	0.54	0.55	0.55	0.57	0.58	0.53	0.61	0.63	0.64
			N	55	55	55	53	54	55	55	55	55	52	52	47	36
AY 2017-18	ELED	CT	AVG	3.27	3.48	3.48	3.42	3.51	3.38	3.27	3.57	3.46	3.39	3.55	3.31	3.50
			STD	0.65	0.50	0.54	0.53	0.54	0.56	0.56	0.57	0.60	0.59	0.63	0.59	0.63
			N	56	56	56	55	55	56	56	56	56	56	56	55	50
AY 2017-18	ELED	US	AVG	3.56	3.65	3.70	3.57	3.54	3.43	3.33	3.67	3.68	3.61	3.51	3.43	3.72
			STD	0.50	0.52	0.46	0.54	0.54	0.57	0.59	0.51	0.47	0.49	0.51	0.51	0.46
			N	54	54	54	53	54	54	51	54	50	49	43	23	39
AY 2017-18	ELED	ALL	AVG	3.41	3.56	3.59	3.49	3.52	3.40	3.30	3.62	3.57	3.50	3.53	3.35	3.59
			STD	0.60	0.52	0.51	0.54	0.54	0.56	0.57	0.54	0.55	0.56	0.58	0.56	0.57
			N	110	110	110	108	109	110	107	110	106	105	98	73	95

Rubric

ACEI Elementary Education SPA

1 - BELOW BASIC/Needs Work

2 – BASIC/Developing

3 – PROFICIENT/Competent

4 – ADVANCED/Excellent

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

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.	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.	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.	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.	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.
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2.3 Mathematics

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

		~ analyzing K-6 students' mathematical preconceptions, misconceptions and error patterns.	~ analyzing K-6 students' mathematical preconceptions, misconceptions and error patterns ; constructing ways to help them.	~ analyzing K-6 as well as <u>their</u> math preconceptions, misconceptions and error patterns; constructing ways to correct problems
2.4 Social studies				
2.4: Candidates use the major concepts (history, geography, social sciences, other related areas) and modes of inquiry from the social studies.	Candidates do not use the major concepts and modes of inquiry from the social studies to foster K-6 student learning.	Candidates begin to use the major concepts of social studies in instructional presentations and activities that allow students to appreciate the themes.	Candidates use the major concepts of the social studies while implementing instructional activities to allow students to appreciate the various themes.	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.
	Candidates do not encourage the knowledge, skills, and dispositions necessary to be informed, caring and responsible future citizens.	Candidates begin to develop learning experiences in which learners are encouraged to apply the modes of inquiry from the social studies.	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.	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.
	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 health.	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

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	Candidates do not create learning experiences that encourage the application across content areas.	Candidates begin to create learning experiences for that encourage the application of knowledge, skills, tools and ideas across content areas.	Candidates create learning experiences that encourage the application of knowledge, skills, tools and ideas across content areas and relate it to real world issues.	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.
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INSTRUCTION

3.1 Integrating and applying knowledge for instruction

3.1: Candidates plan instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.	Candidates do not plan instruction based on knowledge of students, learning theory, subject matter, curricular goals and community.	Candidates begin to integrate knowledge of students, learning theory, K-6 subject matter, curricular goals, and community to plan instruction.	Candidates integrate knowledge of students, learning theory, K-6 subject matter content, curricular goals and community to plan instruction.	Candidates comprehensively integrate knowledge of students, learning theory, K-6 subject matter content, and curricular goals and community to plan instruction.
		Candidates use a limited range of resources.	Candidates plan instruction using several instructional approaches including active involvement.	Candidates consistently plan instructional using a variety of approaches, including active involvement and the effective use of technology.
			Candidates plan instructional strategies that are based upon effective teaching strategies, such as activating prior knowledge, and encouraging exploration and problem solving.	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.
				Candidates collaborate with specialists to promote learning in subject matter content.
3.1: Candidates implement instruction based on knowledge of students, learning theory, subject matter,	Candidates do not implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.	Candidates begin to implement instruction based on subject matter content and curriculum goals.	Candidates implement instruction based upon the subject matter content, knowledge of students (e.g., developmental characteristics, interests, learning styles, and modalities), learning theories, and	Candidates foster students' appreciation and engagement in subject matter content and ensure that students are competent and confident as users of technology and other resources.

curricular goals, and community.		Candidates begin to use a limited number of resources to benefit students.	Candidates utilize resources (e.g., print and electronic) within the classroom or school to benefit students.	Candidates demonstrate that student development (e.g., developmental characteristics, interests, learning styles, and modalities) and the community are integral aspects for effective learning experiences.
				Candidates utilize informational resources (e.g., print and electronic) beyond the classroom to benefit students.

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 and 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 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.	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	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 professionals 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.

learning community.				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
FA17	SPED	CT	AVG	3.83	3.57	3.43	3.43	3.67	3.43	3.29	3.57	3.43	3.29	3.50	3.57	3.83	3.43
			STD	0.41	0.79	0.79	0.79	0.52	1.13	1.11	0.79	0.79	0.76	0.58	0.79	0.41	1.13
			N	6	7	7	7	6	7	7	7	7	7	4	7	6	7
FA17	SPED	US	AVG	3.00	3.25	3.00	3.25	3.00	3.25	3.25	3.50	3.00	3.00	3.00	3.00	3.50	3.00
			STD	0.00	0.50	0.00	0.50	0.00	0.50	0.50	0.58	0.00	0.00	0.00	0.00	0.58	0.00
			N	4	4	4	4	4	4	4	4	4	4	4	4	4	4
FA17	SPED	ALL	AVG	3.50	3.45	3.27	3.36	3.40	3.36	3.27	3.55	3.27	3.18	3.25	3.36	3.70	3.27
			STD	0.53	0.69	0.65	0.67	0.52	0.92	0.90	0.69	0.65	0.60	0.46	0.67	0.48	0.90
			N	10	11	11	11	10	11	11	11	11	11	8	11	10	11
SP18	SPED	CT	AVG	3.71	3.57	3.14	3.29	3.33	3.29	3.29	3.43	3.29	3.29	3.33	3.57	3.29	3.00
			STD	0.49	0.53	0.69	0.49	0.82	0.49	0.49	0.53	0.49	0.49	0.52	0.53	0.49	0.63
			N	7	7	7	7	6	7	7	7	7	7	6	7	7	6
SP18	SPED	US	AVG	3.00	3.00	3.00	3.17	2.00	3.00	3.00	3.17	3.00	3.00	3.00	3.00	3.00	2.80
			STD	0.00	0.00	0.00	0.41	NA	0.00	0.00	0.41	0.00	0.00	0.00	0.00	0.00	0.84
			N	6	6	6	6	1	7	7	7	7	7	7	7	7	6
SP18	SPED	ALL	AVG	3.38	3.31	3.08	3.23	3.14	3.15	3.15	3.31	3.15	3.15	3.17	3.31	3.15	2.91
			STD	0.51	0.48	0.49	0.44	0.90	0.38	0.38	0.48	0.38	0.38	0.39	0.48	0.38	0.70
			N	13	13	13	13	7	14	14	14	14	14	13	14	14	12
AY 2017-18	SPED	CT	AVG	3.79	3.60	3.33	3.40	3.46	3.40	3.33	3.53	3.40	3.33	3.36	3.60	3.57	3.29
			STD	0.43	0.63	0.72	0.63	0.66	0.83	0.82	0.64	0.63	0.62	0.50	0.63	0.51	0.91
			N	13	14	14	14	12	14	14	14	14	14	10	14	13	13
AY 2017-18	SPED	US	AVG	3.00	3.09	3.00	3.18	2.83	3.09	3.09	3.36	3.00	3.00	3.00	3.00	3.18	2.90
			STD	0.00	0.30	0.00	0.40	0.41	0.30	0.30	0.50	0.00	0.00	0.00	0.00	0.40	0.57
			N	10	10	10	10	5	11	11	11	11	11	11	11	11	10
AY 2017-18	SPED	ALL*	AVG	3.44	3.38	3.19	3.31	3.26	3.27	3.23	3.46	3.23	3.19	3.18	3.35	3.40	3.13
			STD	0.51	0.57	0.57	0.55	0.65	0.67	0.65	0.58	0.51	0.49	0.39	0.56	0.50	0.80
			N	25	26	26	26	19	26	26	26	26	26	22	26	25	24

*Includes one CT and one US evaluation for a candidate who completed the experience over the summer.

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	
FA17	SPED	CT	AVG	3.33	3.33	3.25	3.43	3.43	3.57	3.57	3.57	3.33	3.20	3.33	3.57	3.43	3.50	
			STD	0.52	0.52	0.96	1.13	0.79	0.79	0.53	0.79	0.82	0.84	1.15	0.79	0.79	0.84	
			N	6	6	4	7	7	7	7	7	7	6	5	3	7	7	6
FA17	SPED	US	AVG	3.00	3.00	3.25	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
			STD	NA	0.00	0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
			N	1	4	4	4	4	4	4	4	4	4	4	4	4	4	4
			AVG	3.29	3.20	3.25	3.27	3.27	3.36	3.36	3.36	3.20	3.11	3.14	3.36	3.27	3.30	

FA17	SPED	ALL	STD	0.49	0.42	0.71	0.90	0.65	0.67	0.50	0.67	0.63	0.60	0.69	0.67	0.65	0.67	
			N	7	10	8	11	11	11	11	11	11	10	9	7	11	11	10
SP18	SPED	CT	AVG	3.29	3.14	3.33	3.29	3.29	3.29	3.43	3.43	3.29	3.40	3.14	3.14	3.14	3.29	
			STD	0.49	0.69	0.52	0.49	0.49	0.76	0.53	0.53	0.49	0.55	0.69	0.69	0.69	0.49	
			N	7	7	6	7	7	7	7	7	7	7	5	7	7	7	7
SP18	SPED	US	AVG	2.50	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	NA	NA	3.00	2.83	3.00	
			STD	0.55	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	NA	NA	NA	0.41	0.00
			N	7	7	7	7	7	7	3	7	6	0	0	1	7	6	
SP18	SPED	ALL	AVG	2.92	3.08	3.17	3.15	3.15	3.15	3.30	3.23	3.17	3.40	3.14	3.13	3.00	3.17	
			STD	0.64	0.49	0.39	0.38	0.38	0.55	0.48	0.44	0.39	0.55	0.69	0.64	0.58	0.39	
			N	14	14	13	14	14	14	10	14	13	5	7	8	14	13	
AY 2017-18	SPED	CT	AVG	3.36	3.29	3.27	3.40	3.40	3.47	3.53	3.53	3.36	3.27	3.18	3.40	3.33	3.43	
			STD	0.50	0.61	0.65	0.83	0.63	0.74	0.52	0.64	0.63	0.65	0.75	0.74	0.72	0.65	
			N	13	13	10	14	14	14	14	14	13	10	10	14	14	13	
AY 2017-18	SPED	US	AVG	2.63	3.00	3.09	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.90	3.00	
			STD	0.52	0.00	0.30	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.32	0.00
			N	8	11	11	11	11	11	7	11	10	4	4	5	11	10	
AY 2017-18	SPED	ALL	AVG	3.09	3.16	3.18	3.23	3.23	3.27	3.35	3.31	3.22	3.20	3.13	3.29	3.16	3.25	
			STD	0.61	0.47	0.50	0.65	0.51	0.60	0.49	0.55	0.52	0.56	0.64	0.64	0.62	0.53	
			N	22	26	26	26	23	26	23	26	23	15	15	21	25	24	

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 <u>exceptionalities</u>	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, and self-determination.	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 individuals with exceptionalities	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 educational decisions	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 advance profession	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
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 across a range of learning	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	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.	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.	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.

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 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	AVG	2.68

professional development in order to effectively meet all learners' needs)	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%
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 would often miss

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 teachers 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 Teacher

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.

Northern State University Millicent Atkins School of Education

Bi-Annual Completer Survey

A new Alumni Survey was developed and sent out in the Spring of 2017 to 197 prior graduates. Of those, 58 participated in the survey, as outlined below.

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 understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	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
		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 students with special needs.</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, but I was able to achieve that in the short term practicums in the schools terms before that. I believe I would have had a more positive experience</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 schedule. I have noticed a shift in the SOE's teacher prep course through facebook and email updates.</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 help those kids.</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 the classroom.

There should be more hands on activities for writing IEPs, showing general educators how to modify assignments, tests, activities. There should be much more exposure to perspectives of different cultures.

In music education we learned about only one teaching method- Music Learning Theory. We also did not discuss teacher evaluation protocol, music evaluation with technology, or technology at all.

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 Education department use actual IEP forms from the South Dakota Department of Education website instead of made up ones. I had to relearn everything about IEP forms, also, please have students complete an actual PPWN, prior written notice, meeting notice, and other forms. This was something that was never bought up in class.

Dr. van Gent over in the school of music is doing a wonderful job of helping music majors relate to education majors.

Provide more instruction, preparation, and practice in the IEP and special education process. Also provide more intense study of the different disability categories.

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 the student teaching.

Make it more real world. I felt unprepared for my first year.

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 made to the TWS in the 3 years I was exposed to it. I feel that once they find the TWS and common lesson plan format they like and stick with will help out immensely just because consistency helps.

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 planning would've made the first year of teaching transition go a little more smooth.

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?					
	<i>My results are directed towards the music education department, not the entire education department.</i>					
	<i>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 work at. I learned that is the more common way of getting hired in the Aberdeen Public School District. I did my rural experience last and now wished I would have done it the semester I graduated.</i>					
	<i>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 wouldn't have made it through my difficult student teaching experience. They are a huge reason why I was able to continue pursuing teaching and was able to enjoy my first 2 years as a teacher even after my confidence was shaken. Thank you to both of them!</i>					
	<i>Provide more classroom management strategies as well as how to deal with students who struggle with behavioral or emotional disorders</i>					
	<i>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 important for students to explore their cultural bias and work to be culturally sensitive. In addition, Being in schools now and having a younger sister who is on an IEP, I have realized that MANY general education teachers have no idea how to modify or change assignments/tests/activities for children. It is very important for special educators to feel comfortable in teaching general educators how to do this. I think there should be much more hands on practice of this in class, in addition to writing measurable goals and doing IEPs.</i>					
	<i>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 two weeks before finals. Certain professors are bad teachers and fail to teach according to their syllabus or even show up to class to teach and the school of ed leaves the students hanging. I got 3 C's that should have been B's or A's in any other class as the faculty teaching had an attitude and all used this 5% grading scale. As a teacher in training and as a student I feel that is only right to be judge by one set of rules. Also it would be nice if students that have grievances toward certain staff would be take more seriously. I ca not believe that certain professors that have a checked past and a standing history of about failing entire classes over a ten year history should still hold a job, especially when they pull material to be tested on that was not stated in print in the syllabus. We as a class had to spark note a book just to make some kind of a grade, as we had no book bought to read from as it wasn't required. This one incident, another was making test questions that were quite broad and could have been answered many different ways, but were wrong, because they didn't fit the interpretation of the professor. We had some heated debate in class were students would come to the aide of classmate that had a good answer that fit the question but was deemed wrong by this certain professor. Also the lack of hands on activities or visual aides hinders the learning of students, and should be looked at.</i>					
	<i>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 teaching program. I truly hope this is considered to be continued as an option for students. I would highly recommend spending a year in a classroom to any undergraduate student.</i>					
	<i>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>					

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 only area I felt unprepared in was dealing with professional organizations in my school and with Negotiations. I understand all schools do this differently and it would be difficult to include in a teacher preparation program.

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 after graduation.

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 Islande	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 reason			How closely related is your current occupation to your education major(s)?		
5	18.52%	Obtain a license 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

Bi-Annual Employer Survey

A new Employer Survey was developed and sent out in the Spring of 2017 to 99 school administrators. Of those, 14 administrators participated in the survey, as outlined below.

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.