

PRAC REPORT

IUPUC Division of Education 2019-20

Table of Contents

Introduction	2
Special Emphases for the 2019-2020 PRAC Report	2
Impact of COVID-19	2
Progress to Date on Implementing the Profiles	3
Table 1: Elementary Education Program Outcomes' Alignment to IUPUI +	3
Experiences for Inclusion in the Record	4
Indirect Assessment Data	4
Measure 1: Impact on Student Learning	4
Measure 2: Measures of Teacher Effectiveness	5
Measure 3: Satisfaction of Employers and Employment	5
Measure 4: Satisfaction of Completers	6
Direct Assessment Data – Programmatic Benchmark Assessments	7
Benchmark I – Professional Growth Plan	8
Benchmark II – Professional Dispositions	8
Benchmark III – Impact of Instruction on Student Learning	9
Benchmark IV – Teaching Sequence Portfolio	10
Appendix	11

The IUPUC Division of Education is comprised of seven full-time faculty members, two support staff, and several part-time adjuncts. Graduates of the program receive a B.S. in Elementary Education (BSED), the only degree offered in the division, with a concentration in one of four areas: General Science, Mathematics, Special Education (SPED), and English as a New Language (ENL), with the General Science and Mathematics options at 120 credit hours and SPED and ENL at 126 credit hours. Undergraduate students who successfully complete the degree program are recommended for K-6 licensure to the Indiana Department of Education. Students completing the requirements for a concentration in English as a New Language or Special Education will be recommended for dual licensure in Elementary Education and either English as a New Language or Special Education.

The Division established a three-person Quality Assurance Team (consisting of the Division Head, a tenured faculty member, and a clinical faculty member) that makes high level assessment decisions. The team then takes those decisions to the faculty at faculty meetings for approval. Each academic year, the Division hosts two assessment retreats to review the data provided in this report and to make continuous improvement decisions based upon these assessment results.

Special Emphases for the 2019-2020 PRAC Report

Impact of COVID-19

The primary impact due to Covid-19 on the IUPUC Division of Education's programmatic assessments was felt in the Student Teaching Assessment. The remaining assessments in the program were unaffected. Due to Covid-10, in the spring of 2020 student teachers only finished (in the face-to-face classroom) two or three weeks (depending on their district's start date and spring break schedule) of their second student teaching placement. Student teachers working with supervising teachers who felt comfortable allowing their student teachers to support them with e-Learning did so. Those working with supervising teachers who felt that they could not adequately support their student teachers given the circumstances (or those in districts that, at the time, were not prepared to support eLearning) were asked to develop and submit plans for two weekly Language Arts and two Math lessons (for a 1 ½ hour time frame) for each week for the remainder of the five or six weeks of student teaching. University Supervisors scored these using a rubric they created and provided open-ended feedback on the lessons. Student teachers supporting eLearning were required to submit to their University Supervisors their weekly eLearning/packet plans for their review. The scores listed in the appendix (see pages A18 – A23) are those of University Supervisors (all of whom observed student teachers at least once in their second placement). It was determined that, for the vast majority of student teachers, supervising teachers did not get to know their student teachers (or their skills/abilities) well enough to provide feedback on student teaching rubrics.

As a faculty and in reaction to COVID-19 school closures, a decision was made in the spring of 2020 to reach out to K-12 online institutions to pursue clinical partnerships. In the fall of 2020,

we successfully partnered with an online elementary school accredited in the state of Indiana. We modified our teaching methods curriculum to include content on both making a transition from teaching face-to-face to teaching online, as well as teaching in a 100% online environment. We anticipate this partnership will benefit our graduates who decide to pursue an teaching online position, in addition to those employed in a face-to-face school that makes use of eLearning days as substitutes for snow days.

Progress to Date on Implementing the Profiles into Teaching, Learning, and Assessment

The BSED at IUPUC is fully accredited through the Council for the Accreditation of Educator Preparation (CAEP). Licensure programs in Elementary Education, Special Education, and English as a New Language are nationally recognized by the professional organizations Association of Childhood Education International (ACEI), Teaching English to Speakers of Other Languages (TESOL), and the Council for Exceptional Children (CEC), respectively. The division’s program learning outcomes are aligned to CAEP, ACEI, TESOL, and CEC standards, alongside the IUPUI Profiles of Learning for Undergraduate Success (IUPUI+ or IUPUI Profiles). The alignment between the BSED learning outcomes and the IUPUI Profiles are shown below in Table 1. Alignments between individual assessment learning outcomes and the IUPUI Profiles are provided in the data tables available in the Appendix.

Table 1: Elementary Education Program Outcomes’ Alignment to IUPUI +

Outcome	Communicator				Problem Solver				Innovator				Community Contributor			
	Evaluates Information	Listens Actively	Builds Relationships	Coveys Ideas Effectively	Thinks Critically	Collaborates	Analyzes, Synthesizes, And Evaluates	Per-severes	Investigates	Creates/ Designs	Confronts Challenges	Makes Decisions	Builds Community	Respect-fully Engages Own and Other Cultures	Behaves Ethically	Antici-pates Con-sequences
Candidates design student-centered instruction that uses children’s strengths as the basis for continued learning.	X			X		X				X	X	X	X	X		
Candidates draw upon students’ cultures, languages, and learning differences as valued resources to design learning experiences.		X		X		X	X			X			X	X		
Candidates’ practices are motivated by the best interest of the students entrusted to their care. This is shown through professional judgement and ethical decision-making.		X			X		X					X	X	X		
Candidates make informed decisions about instruction guided by knowledge of their students and assessment data that results in the use of a variety of effective instructional practices, including those that employ digital resources.		X			X				X		X	X	X	X		
Candidates articulate learning outcomes, design formative and summative assessments to evaluate students on those outcomes and develop learning activities that align with outcomes and assessment.	X									X		X				
Candidates demonstrate and apply critical understandings in the areas of literacy, math, science, and social studies.	X				X											

Along with aligning the program learning outcomes with the IUPUI Profiles, the Division of Education has aligned all programmatic assessments with the Profiles. These alignments are found in the appendix, within the Spring 2020 IUPUC Assessment Report tables. This alignment, in effect, embeds the Profiles into coursework and assessment throughout the professional program.

Unit's Process for Identifying, Developing or Redesigning Experiences for Inclusion in the Record

Because IUPUC Division of Education is not a unit in and of itself, this work needs to be done at our campus level. To date, the Division of Education has not been contacted with a request to identify experiences for inclusion in the Record. It is assumed that that work is being completed by either our Assistant Vice Chancellor or Associate Dean. The Division cannot confirm the status of the design of a process for our unit (the IUPUC campus).

Indirect Assessment Data

As an accredited program, CAEP requires an annual report detailing the quality and effectiveness of the elementary education program. Much of the report includes indirect assessment data; however, because much of the data is passed from the state, our report runs a year behind. The most current data reported on an annual basis is from the 2018 – 19 academic year. The Division of Education has no control over the release of the data; therefore, it is necessary to and unavoidable to report these indirect assessment data from 2018-19 in this PRAC report. A description and summary of these data are given below.

Measure 1: Impact on Student Learning

Local School District Impact on Student Learning Data for IUPUC Graduates

Background: A local school district employs a large number of elementary education graduates from the IUPUC teacher education program. Each of these teachers is evaluated by their principals, along with their colleagues, ([using this rubric](#)) on the following:

1. Ability to implement University Design for Learning (UDL) in their classroom.
2. Ability to use Positive Behavioral Interventions and Supports (PBIS) in their classroom.
3. Ability to engage in Academic Citizenship.
4. Supporting students with Academic Success.

Teachers are evaluated on a scale from 1 to 4:

1 = Ineffective 2 = Needs Improvement 3 = Effective 4 = Highly Effective

2018-2019 School Year Data Choose Measure 1 from Menu

Discussion: The average scores for the 63 IUPUC graduates employed by this district during the 2018-2019 school year were at or above the target average of 3.5 in all categories except for Academic Success. The average for this category was 3.2 (just 0.1 below the district average of 3.3). The Division continues to discuss how to properly evaluate our students and graduates on their impact on their students' learning. In fact, early in the spring semester of 2021, the Division's Quality Assurance Team, consisting of the Division Head and two faculty members (one tenured and one clinical) met with a member of the CAEP annual reporting management

team to discuss options to obtain direct measures of our graduates' impact on their students' learning. Beginning in the fall of 2021, the Division will implement a series of case studies with our graduates to gather evidence of student learning from multiples resources, including grades, standardized assessment scores, and teacher observations with a goal of identifying specific areas of supporting student learning that needs additional attention and support in the content of the Elementary Education program.

Measure 2: Measures of Teacher Effectiveness

Indiana Department of Education Teacher Effectiveness Data

Background: The Indiana Department of Education collects teacher effectiveness ratings for teachers with at least one year of experience. The state provides a model teacher effectiveness rubric; however, school districts are free to choose or create their own effectiveness rubric. Prior to August 2020, student achievement scores were required to be part of the rubric. Effective August 2020, Indiana House Bill 1002 removed this requirement from teacher evaluations rubrics.

[2018-2019 School Year Data](#) Choose Measure 2 from Menu

Discussion: 100% of IUPUC graduates with between 1 and 3 years of experience were rated effective or highly effective during the 2018-2019 Academic Year. Based on the respective teacher evaluation used at the school systems in which the IUPUC Division of Education graduates are employed, all of the graduates at 1 year and beyond post-graduation are deemed "effective." Indiana defines "effectiveness" in terms of a teacher's ability to "help students make academic progress" (IDOE¹, p. 4). Because teacher effectiveness rubrics vary, specific characteristics and dispositions of effective teachers cannot be determined. These data, although impressive, do little to inform continuous improvement of the Elementary Education program.

Measure 3: Satisfaction of Employers and Employment

Indiana Department of Education Principal Survey Data

Background:

Indiana Code (IC) 20-28-11.5-9* requires principals at each charter school (including virtual schools) and school corporation to "complete a survey that provides information regarding the principal's assessment of the quality of instruction by each particular teacher preparation program located in Indiana for teachers employed at the school who initially received their teaching license in Indiana in the previous two (2) years." Your participation in this survey not only meets statutory requirements but provides information helpful to improving educator preparation in Indiana. A summary of all responses will be shared with teacher preparation programs before November 1, 2016 and each September 1 thereafter.

¹ <https://www.doe.in.gov/sites/default/files/evaluations/rise-handbook-2-0-final.pdf>

Therefore, we appreciate your time and effort in completing this very important survey.

One goal of the survey is to share data and feedback from the survey with each Educator Preparation Program (EPP) to be used for programmatic improvement. Therefore, it is imperative that each principal double check the EPP for each teacher to make sure that the program where they completed their preparation is correctly identified.²

[2018-2019 School Year Data](#) Choose Measure 3 from Menu

Discussion: Of the sixteen program completers whose principals responded to the survey, those principals either agreed or strongly agreed that the Education Preparation Program at IUPUC did an “outstanding” job in preparing the teachers in the 20 categories presented in the survey. Since the survey results are disaggregated by category, it is possible to determine the category with the lowest rating. The category, “Provide a rigorous learning environment,” was the category in which the most principals (10) identified completers with a rating of “agree” rather than “strongly agree.” This result was discussed at the Division faculty meeting and faculty were concerned that the term “rigorous” may be problematic in that the definition of “rigorous” could greatly vary between the principals surveyed³. As a result of the discussion, there was renewed commitment to providing opportunities for our students to plan for maintaining rigor, or academic challenge for every student, in their instruction.

Measure 4: Satisfaction of Completers

Indiana Department of Education Survey of 2nd Year Teachers Who Graduated from the EPP

Background: Each year the Indiana State Department of Education surveys 2nd year teachers regarding their impression of how well their educator preparation program prepared them for the classroom.

[2018-2019 School Year Data](#) Choose Measure 4 from Menu

Discussion: Unfortunately, the data reported to our Division does not provide the specificity needed to impact our continuous improvement plan.

IUPUC Graduate Surveys: New Graduate(Exit) Survey & One-Year Out Survey

Background: Each year the Division surveys graduates of the program and those graduates who obtained their degrees in the prior academic year. The surveys are distributed in early summer. December graduates and May graduates are surveyed at the same time. Of the 31 graduates from the Fall 2019 and Spring 2020 graduating classes receiving the summer 2020 survey, nine graduates completed the New Graduate (Exit) survey. Of the 27 graduates from the Fall 2018

² <https://www.doe.in.gov/licensing/principal-survey-resources>

³ Additional survey terms were deemed as ambiguous for similar reasons

and Spring 2019 graduating classes receiving the summer 2020 survey, six graduates completed the One-Year Out survey.

[Summer 2020 New Graduate \(Exit\) Survey Data Aligned to IUPUI+](#)

[Summer 2020 One-Year Out Survey Data Aligned to IUPUI+](#)

Discussion: The target score of the graduate surveys, determined by the Division faculty, is 3.0. of all 22 dimensions surveyed on both survey instruments, the average scores of only two dimensions – and only on the One-Year Out survey- fell below the target score. The averages of dimensions 6 and 18 of the One-Year Out survey were 2.8. These dimensions measure graduates’ opinions of their ability to “Explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn science-related content” and to “organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child,” respectively.

Based on the faculty’s experience partnering in field and clinical experiences with local school districts, where most of our graduates are employed, science content is rarely taught in K-6 classrooms. Periodically, science is taught in intermediate grades but not on a consistent basis. Very rarely is science taught in the primary grades. For that reason, it is understandable that a young teacher could report that they do not feel properly prepared to teach a content area that they rarely have the opportunity to teach in the regular school day. As K-12 institutions in the region continue to grow in diversity of their student body, the Division faculty has been focused on providing additional opportunities in the program for our students to engage in content around differentiating instruction. As a result, the course, “Instructional Issues in Language Education” (EDUC- L400), has been added as a required course for the professional program. The description of the course is as follows: “Reviews the principles and current instructional issues related to learning a first or a second language. Besides the general issues of effects of the environment, developmental stages, and basic instructional methodologies, relationships among reading education, English education, and second language education will be explored.” Along, with modifications of the “Methods of Teaching Students with Special Needs” course (EDUC- K 307) to include a rich coverage of Universal Design for Learning (UDL), the faculty believe that the additional and new content will better prepare our students for differentiating instruction to meet the needs of all learners.

Direct Assessment Data – Programmatic Benchmark Assessments

The Elementary Education Program at IUPUC has been nationally recognized by the Association of Childhood Education International (ACEI). As part of the accreditation process, the Division has developed and implemented a series of four Benchmark assessments. These assessments are designed to capture evidence of critical skills, understandings, and knowledge that students must

develop before continuing in the program. At the conclusion of each semester in the professional program (first semester junior year, second semester junior year, first semester senior year, second semester senior year) students complete Benchmarks I, II, III, and IV, respectively. Based on the individual student results on the Benchmark assessments, students may experience a number of outcomes. First, those students who successfully complete the Benchmark and pass all of the courses associated with that semester, move onto the next semester in the program. Second, students whose work on the benchmark is evaluated in the category of “beginning student” and pass the courses associated with that semester of the program are asked to complete the benchmark a second time. Third, students whose work on the benchmark is evaluated in the category of “beginning student and do not pass any portion of the courses associated with that semester of the program are counseled by the head of the Division of Education and a faculty team. Depending on the outcome of the counseling, the student will be asked to sign a contract that applies to the student’s work in the remainder of the program. In some situations, students are counseled out of the program if their work is consistently deemed below target.

Benchmark I – Professional Growth Plan

Background: At the end of their first semester in the program, students complete Benchmark I, the Professional Growth Plan. This Benchmark measures growth in four areas: 1) Teacher as community role model, 2) Teacher as inquirer, 3) Teacher as colleague, and 4) Teacher as scholar. They then create a professional growth plan that targets their self-identified areas of need. Students also write a reflection about their own professional growth during that semester and the learning opportunities/events that impacted it.

[Spring 2020 Benchmark I Data](#)

Discussion: Results of the Spring 2020 Benchmark I assessment show that average student scores failed to meet the target scores in four out of six of the scoring dimensions. A closer look at the learning outcomes assessed (shown in the first column of the data table linked above) on this benchmark and the Profiles they are aligned with show that, on average, students are performing below target in the profile categories of Problem Solver and Communicator. A careful review of the prompts used in Benchmark I revealed that more specificity was needed in terms of the level of detail students should provide in their responses. In other words, the scoring rubric was based on the expectation of more sophisticated responses that simply were not being provided by the students. As a result, an amended Benchmark I was drafted and implemented with students in the Fall of 2020.

Benchmark II – Professional Dispositions

Background: At the end of their second semester in the program, students complete Benchmark II, the professional dispositions rubric. Each student completes a ten-item rubric, providing an open-ended reflection for each item, as a way to self-assess and reflect on their own professional dispositions. Their instructors meet to determine each student’s final competency level on each

item of the rubric, using each student's own self-assessment and reflection to inform their feedback.

[Spring 2020 Benchmark II Data](#)

Discussion: Results of the 2020 Benchmark II data show that students are performing above target in all ten scoring dimensions. These dimensions are aligned to the Profiles categories of Community Contributor, Communicator, and Problem Solver. Reflecting upon these results, Division faculty attribute the performance on the students' opportunities to work in schools to encounter real world experiences with K-6 teachers and students. By choosing to partner with schools that employ high quality teachers that model proper professional dispositions, the students see firsthand the impact that these professional dispositions represented on the Benchmark II rubric have on student learning.

Benchmark III – Impact of Instruction on Student Learning

Background: At the end of their third semester in the program, students complete Benchmark III, the Impact of Instruction on Student Learning assessment. Each student develops a lesson that they teach in their field placement. The student is then interviewed by a Division of Education faculty member who asks the student: 1) What was the learning outcome for their lesson? 2) What instruction did they design to support their students with that learning outcome? 3) What assessment task did they design that allowed them to determine the extent to which students were adequately supported with the skill/understanding embedded in the learning outcome? and 4) What was an instructional strength and an area for growth that the experience elucidated for them? During the interview, the student provides samples of student work; the student analyzes them in light of the lesson's learning outcome and recommends instructional next steps for each student.

[Spring 2020 Benchmark III Data](#)

Discussion: Results of the Spring 2020 Benchmark III assessment show that average student scores failed to meet the target scores in one out of six of the scoring dimensions. A closer look at the categories assessed on this benchmark and the Profiles they are aligned with show that, on average, students are performing below target in the profile category of Innovator. A careful review of the process of scoring Benchmark III revealed some inconsistencies in scoring. In other words, the reliability of the assessment was drawn into question. As a result, an amended Benchmark III was drafted and implemented with students in the Fall of 2020. The amended assessment requires students to answer some questions in advance of their interviews. Students bring their responses to their interviews which will be used as artifacts for scorers to refer to as evidence that the scores assigned to their students are consistent with the scores other scorers assign to their students' work.

Benchmark IV – Teaching Sequence Portfolio

Background: At the end of their final semester in the program, students complete Benchmark IV, the Teaching Sequence Portfolio. Students develop an instructional sequence of three lessons within a thematic unit of instruction, integrating two or more primary content areas (English language arts, mathematics, science, social studies) into their unit. Students are asked to describe how they would embed the remaining content areas into the larger unit.

[Spring 2020 Benchmark IV Data](#)

Discussion: Results of the Spring 2020 Benchmark IV assessment show that average student scores failed to meet the target scores in six out of nineteen of the scoring dimensions. A closer look at the learning outcomes assessed (shown in the first column of the data table linked above) on this benchmark and the Profiles they are aligned with show that, on average, students are performing below target in all of the profile categories: Problem Solver, Innovator, Communicator, and Community Contributor. Since this particular Benchmark is assessed in the same semester of another programmatic assessment, the Student Teaching Observation Rubric, it was decided by faculty that the scoring dimensions across the two rubrics should be consistent. The rubrics for these two assessments are being revised currently (the spring semester of 2021) and will be implemented in the fall of 2021. It is the hope of faculty that by creating consistency between the two rubrics will help students make connections between the work of teaching they are completing during the student teaching experience and the creation of the portfolio rubric, as the students receive regular feedback on their student teaching performance from the University Supervisors.

Appendix

IUPUC Division of Education Data Report

Spring 2020

Introduction to the Report

Programmatic Assessment Data Collected Each Semester

Each semester the Division of Education at IUPUC collects programmatic assessment using twelve different instruments:

- ♦ Four benchmarks
- ♦ Two course-embedded assessments
- ♦ Three student-teaching embedded assessments
- ♦ Two post-graduation surveys

Benchmarks	Student-Teaching Embedded Assessments	Course-Embedded Assessments	Graduate Surveys
Benchmark 1 (Professional Growth Plan)	Student Teaching Evaluation (1)	UDL Lesson Plan	New Graduate (Exit) Survey <i>Collected spring only</i>
Benchmark 2 (Disposition Rubric)	Student Teaching Evaluation (2)		One-Year-Out Survey <i>Collected spring only</i>
Benchmark 3 (Backwards Planning Interview)	Growth Model Report Card		
Benchmark 4 (Unit Planning with Content-Area Integration)			

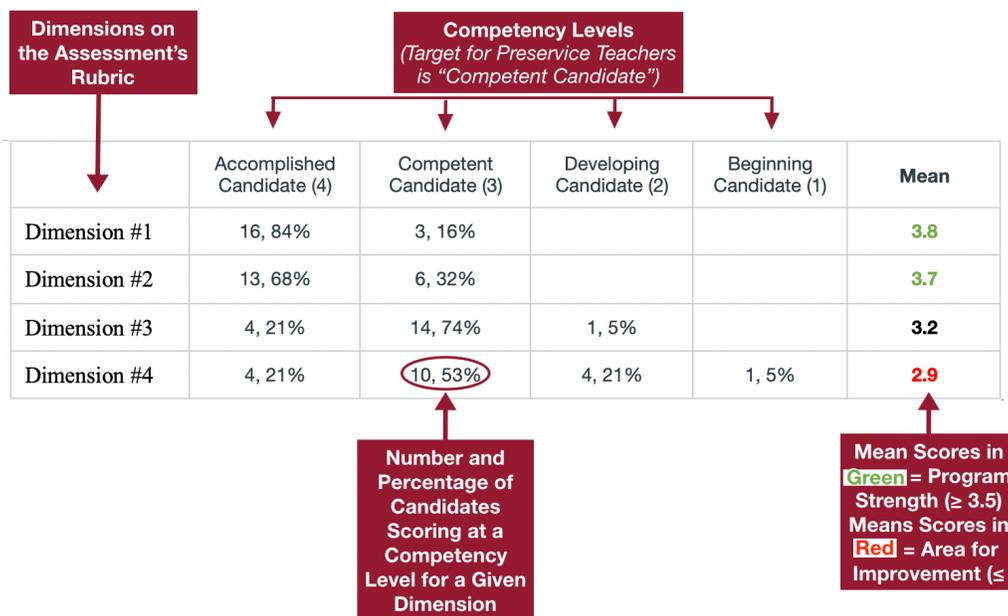
The table below indicates when, during a candidate's four-semester elementary education program, each programmatic assessment is collected:

First Semester of the Program	Second Semester of the Program	Third Semester of the Program	Fourth Semester of the Program	After Graduation
Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	New Graduate (Exit) Survey
		UDL Lesson Plan	Student Teaching Evaluation (1)	One-Year-Out Survey
			Student Teaching Evaluation (2)	
			Growth Model Report Card	

Information Included in the Semesterly Data Report

This report provides the following information for each programmatic assessment for the semester for which the report was prepared:

- ♦ **The name of the assessment.**
- ♦ **A brief description of the assessment.**
- ♦ **The cohort from which the data was collected.** Cohorts are named by the semester for which they begin the program. The FA18 cohort, for example, is the cohort that began its four-year program in the fall of 2018.
- ♦ **The number of candidates in the cohort.**
- ♦ **The number of candidates within the cohort from whom data was collected.** The number of candidates in a cohort and the number of candidates from whom data was collected are typically the same. However, certain situations result in the number of candidates from whom data was collected to be lower than the number of candidates in the cohort (e.g., a candidate sits out a semester, there is a delay in the candidate completing an assessment, etc.)
- ♦ **Data chart:**



Where to Direct Questions about a Data Report

Jennifer M. Conner, Ph.D.
 Division Head
 Division of Education
 IUPUC
 4601 Central Avenue

A'ame Joslin, Ph.D.
 CAEP Coordinator
 Division of Education
 IUPUC
 4601 Central Avenue

*Columbus, IN 47203
812.348.7278
jmconner@iu.edu*

*Columbus, IN 47203
812.348.7321
ajoslin@indiana.edu*

Benchmarks

Benchmark 1

Cohort: SP20 (11)

Number of students completing the assessment: 11

***Benchmark 1 Summary:** After one semester in the program, candidates evaluate their growth in four areas: 1) Teacher as community role model, 2) Teacher as inquirer, 3) Teacher as colleague, and 4) Teacher as scholar. They then create a professional growth plan that targets their self-identified areas of need. Candidates also write a reflection about their own professional growth during that semester and the learning opportunities/events that impacted it.*

	Accomplished Candidate (4)	Competent Candidate (3)	Developing Candidate (2)	Beginning Candidate (1)	Mean
1. Ability to articulate pedagogical approaches that support a learner-centered approach. C4	1, 9%	8, 73%	2, 18%		2.9
2. Ability to communicate and collaborate in meaningful ways with classroom teachers and university instructors. C4	1, 9%	8, 73%	2, 18%		2.9
3. Ability to identify classroom practices that illustrate (either as examples or counter examples) best practices as defined by methodology coursework. C1	1, 9%	6, 55%	3, 27%	1, 9%	2.6

4. Ability to demonstrate understanding of how children grow and develop across developmental domains. C4	2, 18%	7, 64%	2, 18%		3.0
5. Ability to identify and describe developmentally appropriate pedagogical approaches that foster a motivation to learn. C1	2, 18%	8, 73%	1, 9%		3.1
6. Ability to engage in reflective practice. PS3	1, 9%	7, 64%	3, 27%		2.8

Benchmark 2

FA19 (16)

Number of students completing the assessment: 16

***Benchmark 2, Summary:** Each candidate completes a ten-item rubric, providing an open-ended reflection for each item, as a way to self-assess and reflect on their own professional dispositions. Their instructors meet to determine each candidate's final competency level on each item of the rubric, using each candidate's own self-assessment and reflection to inform their feedback.*

	Accomplished Candidate (4)	Competent Candidate (3)	Developing Candidate (2)	Beginning Candidate (1)	Mean
1. Demonstrates professionalism by accepting responsibility for their actions CC4	10, 63%	6, 38%			3.6

2. Demonstrates a positive and enthusiastic attitude CC1	10, 63%	6, 38%			3.6
3. Uses email and Canvas messages effectively and professionally C4	6, 38%	6, 38%	1, 6%		3.5
4. Exhibits an appreciation and value for diversity CC2	1, 6%	15, 94%			3.1
5. Is prepared to learn PS4	6, 38%	6, 38%	1, 6%		3.3
6. Collaborates and communicates effectively and with kindness and compassion C3	11, 69%	5, 31%			3.7
7. Is a self-regulated learner PS4	5, 31%	11, 69%			3.3
8. Exhibits ethical behaviors CC3	14, 88%	2, 13%			3.9
9. Reflects on one's own learning PS3	2, 13%	14, 88%			3.1
10. Emotional maturity CC3	15, 94%	1, 6%			3.9

Benchmark 3

Cohort: SP19 (10)

Number of students completing the assessment: 10

Benchmark 3 Summary: Each candidate develops a lesson that they teach in their field placement. The candidate is then interviewed by a Division of Education faculty member who asks the candidate: 1) What was the learning outcome for their lesson? 2) What instruction did they design to support their students with that learning outcome? 3) What assessment task did they design that allowed them to determine the extent to

which students were adequately supported with the skill/understanding embedded in the learning outcome? and 4) What was an instructional strength and an area for growth that the experience elucidated for them? During the interview, the candidate provides samples of student work; the candidate analyzes them in light of the lesson’s learning outcome and recommends instructional next steps for each student.

	Accomplished Candidate (4)	Competent Candidate (3)	Developing Candidate (2)	Beginning Candidate (1)	Mean
1. Quality of Instructional Plan I2	3, 30%	5, 50%	2, 20%		3.1
2. Design of Assessment Task I2	2, 20%	3, 30%	5, 50%		2.7
3. Analysis of Student Work PS3	2, 20%	6, 60%	2, 20%		3
4. Quality of Feedback to Students C4	2, 20%	6, 60%	2, 20%		3
5. Identification of Instructional Next-Steps I4	1, 10%	8, 80%	1, 10%		3
6. Ability to Self-Reflect PS3	3, 30%	7, 70%			3.3

Benchmark 4

Cohort: FA18 (25)

Number of students completing the assessment: 25

Benchmark 4 Summary: Candidates develop an instructional sequence of three lessons within a thematic unit of instruction, integrating two or more primary content areas (English language arts, mathematics, science, social studies) into their unit. Candidates are asked to describe how they would embed the remaining content areas into the larger unit.

	Accomplished Candidate (4)	Competent Candidate (3)	Developing Candidate (2)	Beginning Candidate (1)	Mean

STANDARD 1: Understanding and Addressing Each Child’s Developmental and Learning Needs					
1.a - Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children. PS3, I2	4, 16%	14, 56%	7, 28%		2.9
1.b - Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs. PS3, CC2	1, 4%	15, 60%	8, 32%	1, 4%	2.6
STANDARD 2: Understanding and Applying Content and Curricular Knowledge for Teaching					
2.a – Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication. PS3, C4	5, 20%	15, 60%	5, 20%		3.0
2.b - Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains. PS3, C4	7, 28%	13, 52%	5, 20%		3.1

2.c - Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science. PS3, C4	4, 16%	10, 40%	9, 36%	1, 4%	2.6
2.d - Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry. PS3, C4	7, 28%	12, 48%	5, 20%	1, 4%	3.0
STANDARD 3: Assessing, Planning, and Designing Contexts for Learning					
3.a - Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs. I2, PS3	8, 32%	11, 44%	6, 24%		3.1
3.b - Candidates use assessment results to improve instruction and monitor learning. C1	10, 40%	13, 52%	1, 4%	1, 4%	3.3
3.c - Candidates plan instruction including goals, materials, learning activities and assessments. I2	7, 28%	12, 48%	6, 24%		3.0
3.d - Candidates differentiate instructional plans to meet the needs of diverse students in the classroom. CC2	5, 20%	12, 48%	6, 24%	2, 8%	2.8

3.e - Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations. I3	5, 20%	18, 72%	2, 8%		3.1
3.f - Candidates explicitly support motivation and engagement in learning through diverse evidence- based practices. PS1	8, 32%	14, 56%	3, 12%		3.2
STANDARD 4: Supporting Each Child’s Learning Using Effective Instruction.					
4.a - Candidates use a variety of instructional practices that support the learning of every child. I2, CC2	3, 12%	20, 80%	2, 8%		3.0
4.b - Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child. I2, CC2	7, 28%	13, 52%	5, 20%		3.1
4.c - Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content. I2, C4	6, 24%	13, 52%	5, 20%	1, 4%	3.0
4.d - Candidates provide constructive feedback to guide children’s learning, increase motivation, and improve student engagement. C1, C4	3, 12%	17, 68%	5, 20%		2.9
4.e – Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the	4, 16%	17, 68%	3, 12%	1, 4%	3.0

equitable participation of every child in the classroom. CC2					
STANDARD 5: Developing as a Professional					
5.a - Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth. PS2	7, 28%	14, 56%	4, 16%		3.1
5.b - Candidates participate in peer and professional learning communities to enhance student learning CC1	7, 28%	10, 40%	7, 28%	1, 4%	2.9

Course-Embedded Assessment

UDL Lesson Plan

Cohort: SP19 (10)

Number of students completing the assessment: 9 (Note: 5/17/20) One student has taken an incomplete in the course in which this assessment is embedded. When her work is complete, her data will be added below.

UDL Lesson Plan Summary: Candidates plan and implement an instructional unit designed using the University Design for Learning (UDL) framework. (The UDL framework is grounded in three principles: 1) Multiple means of representation – using a variety of methods to present information, 2) Multiple means of expression – providing learners with alternative ways to demonstrate what they know, and 3) Multiple means of

engagement – tapping into learners’ interests by offering choices of content and tools; motivating learners by offering adjustable levels of challenge.)

	Accomplished Candidate (4)	Competent Candidate (3)	Developing Candidate (2)	Beginning Candidate (1)	Mean
1. Multiple Means of Expression PS1	2, 22%	3, 33%	4, 44%		2.8
2. Multiple Means of Engagement PS1	2, 22%	2, 22%	5, 56%		2.7
3. Multiple Means of Representation PS1	2, 22%	3, 33%	4, 44%		2.8
4. Technology in Teaching PS3	2, 22%	2, 22%	5, 56%		2.7
5. Teaching all Learners CC2	4, 44%	3, 33%	2, 22%		3.2

Student Teaching Embedded Assessments

Student Teaching Scores - First Placement

Cohort: FA18 (25)

Number of students completing the assessment: 25

	Accomplished Candidate (4)	Competent Candidate (3)	Developing Candidate (2)	Beginning Candidate (1)	Mean
--	-----------------------------------	--------------------------------	---------------------------------	--------------------------------	-------------

<p>1. Candidate uses their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs. CAEP-K6 1(b); InTASC 1(b), 2(d) I2, CC2</p>	8, 32%	14, 56%	3, 12%		3.2
<p>2. Candidate uses their understanding of how children grow, develop and learn to assess, plan, and implement developmentally appropriate and challenging learning experiences and environments that take into account individual children's strengths and needs. CAEP-K6 1(a); InTASC 2(a), 4(a) I2, CC2</p>	8, 32%	14, 56%	3, 12%		3.2
<p>3. Candidate effectively organizes and manages individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.* CAEP-K6 4(g); InTASC 8(d), (l) I2, CC2</p>	11, 48%	9, 39%	3, 13%		3.3
<p>4. Candidate uses accurate and comprehensive understandings of</p>	7, 28%	16, 64%	2, 8%		3.2

<p>general and specialized content knowledge to individualize content for the needs of all learners, including those with exceptionalities. CAEP-K6 2(a), (b), (c), (d); InTASC 4(d), (e), (j), (k), (m) I2, CC2</p>					
<p>5. Candidate administers formative and summative assessments regularly to determine students' competencies and learning needs.** CAEP-K6 3(a); InTASC 6(a) I2, PS3</p>	6, 25%	16, 67%	2, 8%		3.2
<p>6. Candidate uses multiple methods of assessment in order to monitor learner progress and guide their own and the learner's decision making. CAEP 3(b); InTASC 6(g) (l)* I2, PS3</p>	8, 32%	13, 52%	4, 16%		3.2
<p>7. Candidate plans instruction including learning outcomes, materials, learning activities, assessments, and allocations of time. CAEP-K6 3(c); InTASC 4(f) I2, I4</p>	13, 52%	10, 40%	2, 8%		3.4
<p>8. Candidate effectively organizes and manages small group instruction to provide more focused, intensive instruction and</p>	17, 68%	5, 20%	3, 12%		3.6

meet the learning needs of each child. CAEP-K6 4(f); InTASC 2(a), 8(d), (l)* I2, CC2					
9. Candidate engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. CAEP-K6 3(c); InTASC 3(m), 6(b), (i), 8(g) PS3	12, 48%	12, 48%	1, 4%		3.4
10. Candidate demonstrates facility in employing technology in the design, implementation, and assessment of learning experiences to engage learners. CAEP-K6 3(c); CAEP 1.5 I2, PS3	15, 60%	9, 36%	1, 4%		3.6
11. Candidate supports students with making positive transitions and manages the classroom by establishing and maintaining social norms and behavioral expectations. CAEP-K6 3(e); InTASC 3(d) CC1, CC2	8, 32%	12, 48%	5, 20%		3.1
12. Candidate's behavior management is effective and respectful. CAEP-K6 3(e), 3(f); InTASC 3(d) CC1	7, 28%	14, 56%	4, 16%		3.1
13. Candidate plans, leads, and manages whole class discussion and ensures the equitable	8, 32%	14, 56%	3, 12%		3.2

participation of every child. CAEP 4(e); InTASC 8(d), (l) I2, PS3, C4					
14. Candidate provides feedback to guide children's learning, increase motivation, and improve engagement. CAEP 4(d); InTASC 6(d) C1, C4	5, 20%	17, 68%	3, 12%		3.1
15. Candidate engages students in high-level thinking. InTASC 5 C1, C2, C4	5, 20%	13, 52%	7, 28%		2.9
16. Candidate explicitly supports motivation and engagement in learning through diverse evidence-based practices. CAEP-K6 3(f); InTASC 3(i) C1, CC2	7, 28%	13, 52%	5, 20%		3.1
17. Candidate is able to accurately self-reflect.** CAEP-K6 5(b); InTASC 9 PS3	16, 67%	7, 29%	1, 4%		3.6
18. Candidate seeks opportunities to participate in professional development.** CAEP 5(a), (b), (c); InTASC 9(a) I4	9, 38%	13, 54%	2, 8%		3.3
19. Candidate differentiates instructional plans to meet the needs of diverse students in the classroom. CAEP-K6 3(d); InTASC 7(b), 8(l) CC2	7, 28%	16, 64%	2, 8%		3.2

<p>20. Candidate works respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.** CAEP K-6 1(c); InTASC 10(d) CC2</p>	<p>7, 30%</p>	<p>13, 57%</p>	<p>3, 13%</p>		<p>3.2</p>
<p>21. Candidates work collaboratively with colleagues, mentors, para educators and other school personnel to work toward common goals that directly influence the development and growth of individuals with exceptionalities. CAEP-K6 5(a); InTASC 9(c), (e), 10(f) CC2</p>	<p>16, 64%</p>	<p>7, 28%</p>	<p>2, 8%</p>		<p>3.6</p>

* n=23 – Two teachers indicated that the skill was “not observed.”

** n=24 – One teacher indicated that the skill was “not observed.”

Student Teaching Scores - Second Placement

Note: Due to Covid-10, in the spring of 2020 student teachers only finished (in the face-to-face classroom) two or three weeks (depending on their district’s start date and spring break schedule) of their second student teaching placement. Student teachers working with supervising teachers who felt comfortable allowing their student teachers to support them with e-Learning did so. Those working with supervising teachers who felt that they could not adequately support their student teachers given the circumstances (or those in districts that, at the time, were not prepared to support eLearning) were asked to develop and submit plans for two weekly Language Arts and two Math lessons (for a 1 ½ hour time frame) for each week for the remainder of the five or six weeks of student teaching. University Supervisors scored these using a rubric they created and provided open-ended feedback on the lessons. Student teachers supporting eLearning were required to submit to their University Supervisors their weekly eLearning/packet plans for their review. The scores below are those of University Supervisors (all of whom observed student

teachers at least once in their second placement). It was determined that, for the vast majority of student teachers, supervising teachers did not get to know their student teachers (or their skills/abilities) well enough to provide feedback on student teaching rubrics.

Cohort: FA18 (25)

Number of students completing the assessment: 25 *Alignment to the IUPUI Profiles Provided in previous table

	Accomplished Candidate (4)	Competent Candidate (3)	Developing Candidate (2)	Beginning Candidate (1)	Mean
1. Candidate uses their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs. CAEP-K6 1(b); InTASC 1(b), 2(d)	11, 44%	14, 56%			3.4
2. Candidate uses their understanding of how children grow, develop and learn to assess, plan, and implement developmentally appropriate and challenging learning experiences and environments that take into account individual children's strengths and needs. CAEP-K6 1(a); InTASC 2(a), 4(a)	12, 47%	13, 52%			3.5
3. Candidate effectively organizes and manages individual instruction	11, 44%	14, 56%			3.4

to provide targeted, focused, intensive instruction that improves or enhances each child's learning. CAEP-K6 4(g); InTASC 8(d), (l)					
4. Candidate uses accurate and comprehensive understandings of general and specialized content knowledge to individualize content for the needs of all learners, including those with exceptionalities. CAEP-K6 2(a), (b), (c), (d); InTASC 4(d), (e), (j), (k), (m)	10, 40%	15, 60%			3.4
5. Candidate administers formative and summative assessments regularly to determine students' competencies and learning needs. CAEP-K6 3(a); InTASC 6(a)	5, 20%	2, 80%			3.2
6. Candidate uses multiple methods of assessment in order to monitor learner progress and guide their own and the learner's decision making. CAEP 3(b); InTASC 6(g) (l)*	5, 20%	2, 80%			3.2
7. Candidate plans instruction including learning outcomes, materials, learning activities, assessments, and allocations of time. CAEP-K6 3(c); InTASC 4(f)	15, 60%	10, 40%			3.6

8. Candidate effectively organizes and manages small group instruction to provide more focused, intensive instruction and meet the learning needs of each child. CAEP-K6 4(f); InTASC 2(a), 8(d), (l)*	13, 52%	12, 47%			3.5
9. Candidate engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. CAEP-K6 3(c); InTASC 3(m), 6(b), (i), 8(g)	14, 56%	11, 44%			3.6
10. Candidate demonstrates facility in employing technology in the design, implementation, and assessment of learning experiences to engage learners. CAEP-K6 3(c); CAEP 1.5	15, 60%	10, 40%			3.6
11. Candidate supports students with making positive transitions and manages the classroom by establishing and maintaining social norms and behavioral expectations.* CAEP-K6 3(e); InTASC 3(d)	8, 33%	16, 67%			3.2
12. Candidate's behavior management is effective and respectful.* CAEP-K6 3(e), 3(f); InTASC 3(d)	8, 33%	16, 67%			3.2

13. Candidate plans, leads, and manages whole class discussion and ensures the equitable participation of every child. CAEP 4(e); InTASC 8(d), (l)	9, 36%	16, 64%			3.4
14. Candidate provides feedback to guide children's learning, increase motivation, and improve engagement. CAEP 4(d); InTASC 6(d)	12, 47%	13, 52%			3.5
15. Candidate engages students in high-level thinking. InTASC 5	8, 33%	15, 60%	2, 8%		3.2
16. Candidate explicitly supports motivation and engagement in learning through diverse evidence-based practices. CAEP-K6 3(f); InTASC 3(i)	10, 40%	15, 60%			3.4
17. Candidate is able to accurately self-reflect. CAEP-K6 5(b); InTASC 9	12, 47%	13, 52%			3.5
18. Candidate seeks opportunities to participate in professional development. CAEP 5(a), (b), (c); CEC 6.4; InTASC 9(a)	8, 33%	17, 68%			3.3
19. Candidate differentiates instructional plans to meet the needs of diverse students in the	9, 36%	16, 64%			3.4

classroom. CAEP-K6 3(d); InTASC 7(b), 8(l)					
20. Candidate works respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation. CAEP K-6 1(c); InTASC 10(d)	10, 40%	14, 56%	1, 4%		3.4
21. Candidates work collaboratively with colleagues, mentors, para educators and other school personnel to work toward common goals that directly influence the development and growth of individuals with exceptionalities. CAEP-K6 5(a); InTASC 9(c), (e), 10(f)	10, 40%	15, 60%			3.4

* n=24 – A university supervisor indicated that the skill was “not observed.”

Growth Model Report Card

Cohort: FA18 (25)

Number of students completing the assessment: 25

Note About the Status of the Growth Model Report Card: The Growth Model Report Card was piloted in the fall of 2018. It continues to be in “pilot” status in the spring of 2020. At present, the EPP is working on co-creating with BCSC partners a scoring procedure/approach for candidates that results in scores that allow for valid interpretations about candidates’ abilities to support their students with ELA and math critical standards.

Candidates Completing the Growth Model Report Card: *The Growth Model Report Card (GMRC) is completed by candidates in their first student teaching placement. The GMRC was designed by Bartholomew Consolidated School Corporation (BCSC) and all teachers in that district are familiar with the district’s approach to scoring. Beginning in the current semester, an attempt was made to place all candidates (for their first student teaching placement) in BCSC. However, this is not always possible because of one of two factors: a) BCSC may simply not have enough principals/teachers interested in taking student teachers, or b) Since all BCSC schools interview candidates prior to accepting them as student teachers, occasionally (a) BCSC school(s) turn(s) down a candidate. When a candidate is placed outside of BCSC, the coordinator of student teaching and the candidate’s university supervisor work with the candidate’s supervising teacher to help him/her understand how to support the candidate with this assessment.*

Growth Model Report Card Summary: *BCSC has identified what they consider to be “critical” ELA and math Indiana Academic Standards at each grade level. For each standard, each child is given a score out of 4, with a score of 3 being the target (“mastery” score) and a score of 4 indicating a “beyond mastery.” The district is currently working on developing an approach to assigning students baseline and end-of-quarter scores. During the current semester, teachers were assigning scores based on both quantitative and qualitative data they had collected for each student over the course of that quarter.*

During the quarter that our candidates complete the GMRC, they are responsible for the ELA and math critical standards that are being targeted at their students’ grade level during that quarter. At the end of their student teaching placement, they submit to the EPP the following information for each student: a) whether the student has an IEP, b) whether the student is an ELL, c) the student’s base-line scores and end-of-quarter scores on all ELA critical standards targeted that quarter, and d) the student’s base-line scores and end-of-quarter scores on all math critical standards targeted that quarter.

Prior to this semester, the EPP developed the following guidelines for assigning scores for each candidate. These guidelines were reviewed by our teacher advisory board, the members of which felt that the guidelines were fair and resulted in candidate scores that would reflect their ability to support students instructionally:

- 4 points = Candidate supported 90% to 100% of their students to growth OR held them at a mastery score (3 or higher).*
- 3 points = Candidate supported 80% to 89% of their students to growth OR held them at a mastery score (3 or higher).*
- 2 points = Candidate supported 70% to 79% of their students to growth OR held them at a mastery score (3 or higher).*
- 1 point = Candidate supported 69% or fewer of their students to growth OR held them at a mastery score (3 or higher).*

Each candidate receives a score of 1 to 4 in each of six categories:

	<i>ELA Critical Standards Categories</i>	<i>Math Critical Standards Categories</i>
<i>Student Groups:</i>	<i>All Students</i>	<i>All Students</i>
	<i>ELLs Only*</i>	<i>ELLs Only*</i>
	<i>Students with IEPs Only*</i>	<i>Students with IEPs Only*</i>

**Must be true of at least 20% of the class or no score is reported for the candidate in this category.*

	Accomplished Candidate (4)	Competent Candidate (3)	Developing Candidate (2)	Beginning Candidate (1)	Mean
1. Supporting Students with Growth on ELA Standards CAEP-EPP 1.1 C,P,I,CC	25, 100%				4.0
2. Supporting Students with Growth on Math Standards CAEP-EPP 1.1 C,P,I,CC	25, 100%				4.0
3. Supporting ELL Students with Growth on ELA Standards CAEP-EPP 1.1 C,P,I,CC	25, 100%				4.0
4. Supporting ELL Students with Growth on Math Standards CAEP-EPP 1.1 C,P,I,CC	25, 100%				4.0
5. Supporting Students with a 504 Plan/IEP with Growth on ELA Standards CAEP-EPP 1.1 C,P,I,CC	25, 100%				4.0

Graduate Surveys

New Graduate (Exit) Survey

N=9 (Sent to 31 graduates from the FA19 and SP20 graduating classes.)

	Accomplished Candidate (4)	Competent Candidate (3)	Developing Candidate (2)	Beginning Candidate (1)	Mean
1. Plan and implement developmentally appropriate and challenging learning experiences. (CAEP-K61a) C1	1, 11%	8, 89%			3.1
2. Use my understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences that build on children's strengths and address their individual needs. (CAEP-K61a 1b) PS3, I2	4, 44%	5, 56%			3.4
3. Work with families in order to gain insights into ways in which to maximize students' development, learning and motivation. (CAEP-K61a 1c) CC2		9, 100%			3.0
4. Explicitly teach concepts, strategies, and skills, as	1, 11%	8, 89%			3.1

appropriate, to guide learners as they think about and learn literacy-related content. (CAEP-K61a 2a, 4c) PS3, C4					
5. Explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn math-related content. (CAEP-K61a 2b, 4c) PS3, C4	1, 11%	7, 78%	1, 11%		3.0
6. Explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn science-related content. (CAEP-K61a 2c, 4c) PS3, C4		9, 100%			3.0
7. Explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn social studies-related content. (CAEP-K61a 2d, 4c) PS3, C4	2, 22%	7, 78%			3.2
8. Administer formative and summative assessments regularly to determine students' competencies and learning needs. (CAEP-K61a 3a) I2, PS3	1, 11%	8, 89%			3.1

9. Use assessment results to improve instruction and monitor learning. (CAEP-K61a 3b) C1	4, 44%	5, 56%			3.4
10. Plan instruction including learning outcomes, materials, learning activities and assessments. (CAEP-K61a 3c) I2, I4	3, 33%	6, 67%			3.3
11. Differentiate instructional plans to meet the needs of diverse students in the classroom. (CAEP-K61a 3d) CC2	5, 56%	4, 44%			3.6
12. Manage the classroom by establishing and maintaining social norms and behavioral expectations. (CAEP-K61a 3e) I3	4, 44%	5, 56%			3.4
13. Motivate and engage learners. (CAEP-K61a 3f) PS1	4, 44%	5, 56%			3.4
14. Use a variety of instructional practices that support the learning of every child. (4a) I2, CC2	4, 44%	5, 56%			3.4
15. Teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child. (CAEP-K61a 4b) I2, CC2	3, 33%	6, 67%			3.3
16. Provide constructive feedback to guide children's learning, increase	3, 33%	6, 67%			3.3

motivation, and improve student engagement. (CAEP-K61a 4d) C1, C4					
17. Lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom. (4e) CC2	1, 11%	8, 89%			3.1
18. Organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child. (4f) I2, CC2	2, 22%	7, 78%			3.2
19. Organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning. (4g) I2, CC2	4, 44%	5, 56%			3.4
20. Work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth. (5a) PS2	4, 44%	5, 56%			3.4
21. Identify areas of one's professional practice that need improving and implement a plan	5, 56%	4, 44%			3.6

for one's improvement as an educator. (5b) PS3					
22. Develop relationships with colleagues, mentors, and peers in professional learning communities. (5c) CC2	5, 56%	3, 33%	1, 11%		3.4

One-Year Out Survey

n=6 (Sent to 27 graduates from the FA18 and SP19 graduating classes)

	Accomplished Candidate (4)	Competent Candidate (3)	Developing Candidate (2)	Beginning Candidate (1)	Mean
1. Plan and implement developmentally appropriate and challenging learning experiences. (CAEP-K61a) C1	1, 17%	4, 67%	1, 17%		3.0
2. Use my understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences that build on children's strengths and address their individual needs. (CAEP-K61a 1b) PS3, I2	1, 17%	4, 67%	1, 17%		3.0

3. Work with families in order to gain insights into ways in which to maximize students' development, learning and motivation. (CAEP-K61a 1c) CC2	2, 33%	3, 50%		1, 17%	3.0
4. Explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn literacy-related content. (CAEP-K61a 2a, 4c) PS3, C4	1, 17%	5, 83%			3.2
5. Explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn math-related content. (CAEP-K61a 2b, 4c) PS3, C4	1, 17%	4, 67%	1, 17%		3.0
6. Explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn science-related content. (CAEP-K61a 2c, 4c) PS3, C4	1, 17%	3, 50%	2, 33%		2.8
7. Explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn social studies-related content. (CAEP-K61a 2d, 4c) PS3, C4	3, 50%	3, 50%			3.5

8. Administer formative and summative assessments regularly to determine students' competencies and learning needs. (CAEP-K61a 3a) I2, PS3	2, 33%	3, 50%	1, 17%		3.2
9. Use assessment results to improve instruction and monitor learning. (CAEP-K61a 3b) C1	1, 17%	5, 83%			3.2
10. Plan instruction including learning outcomes, materials, learning activities and assessments. (CAEP-K61a 3c) I2, I4	1, 17%	5, 83%			3.2
11. Differentiate instructional plans to meet the needs of diverse students in the classroom. (CAEP-K61a 3d) CC2	1, 17%	4, 67%	1, 17%		3.0
12. Manage the classroom by establishing and maintaining social norms and behavioral expectations. (CAEP-K61a 3e) I3	1, 17%	5, 83%			3.2
13. Motivate and engage learners. (CAEP-K61a 3f) PS1	2, 33%	3, 50%	1, 17%		3.2
14. Use a variety of instructional practices that support the learning of every child. (4a) I2, CC2	2, 33%	4, 67%			3.3
15. Teach a cohesive sequence of lessons to ensure sequential and	1, 17%	5, 83%			3.2

appropriate learning opportunities for each child. (CAEP-K61a 4b) I2, CC2					
16. Provide constructive feedback to guide children’s learning, increase motivation, and improve student engagement. (CAEP-K61a 4d) C1, C4	1, 17%	5, 83%			3.2
17. Lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom. (4e) CC2	2, 33%	4, 67%			3.3
18. Organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child. (4f) I2, CC2	1, 17%	3, 50%	2, 33%		2.8
19. Organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning. (4g) I2, CC2	1, 17%	5, 83%			3.2
20. Work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly	3, 50%	3, 50%			3.5

influence every learner's development and growth. (5a) PS2					
21. Identify areas of one's professional practice that need improving and implement a plan for one's improvement as an educator. (5b) PS3	3, 50%	2, 33%	1, 17%		3.3
22. Develop relationships with colleagues, mentors, and peers in professional learning communities. (5c) CC2	3, 50%	2, 33%	1, 17%		3.3

S