CAEP Annual Reporting Measures – 5.1.1 Candidate Performance during Pre-Service
Initial Teacher Preparation (ITP) Unit-Level Data Disaggregated by Program and by InTASC Category
Fall 2017, Spring 2018

The Candidate Work Sample is a culminating, summative performance assessment that student teaching candidates complete during their student teaching placement. It is an assignment that requires the candidate to reflect on their student teaching practice. Data was not presented where the number of candidates scored with a given rubric and in a particular semester was fewer than 13. The names of the initial teacher education programs that adopted each rubric are listed in the data tables below.

Spring 2018 – Candidate Work Sample General
Candidates in the College of Education (COE) programs performed most strongly in rubric rows aligned to InTASC Standards 4-5 Category II: Content, with an average score of 2.67 out of 3 points. Candidates in the same programs performed equally well in rubric rows aligned to InTASC categories I, III, and IV (InTASC Standards 1-3 & 6-10), with average scores of 2.60, 2.63, and 2.61, respectively.

Candidates in Secondary Education programs performed well and consistently in all rubric rows aligned to the ten InTASC Standards, though they performed most strongly in rubric rows aligned to InTASC Standards 6-8 Category III: Instructional Practice, with an average score of 2.63 out of 3 points. Candidates scored, on average, 2.56, 2.58, and 2.61 points out of 3 in the rubric rows aligned to InTASC Standards 1-3, 4-5, and 9-10 (InTASC Categories I, III, and IV), respectively.

Spring 2018 – Candidate Work Sample Special Education
Candidates in Special Education programs performed most strongly in rubric rows aligned to InTASC Standards 1-3 Category I: The Learner and Learning, with an average score of 2.52 out of 3 points. Candidates in the same programs performed equally well in rubric rows aligned to InTASC categories II, III, and IV (InTASC Standards 4-10), with average scores of 2.40, 2.42, and 2.35, respectively.

Spring 2018 – Candidate Work Sample Math/Science

BSEd Secondary Education - Mathematics
Candidates in the BSEd Secondary Education - Mathematics program achieved, on average, a score of 2.59 on a 3-point scale in all rubric indicators aligned to the four InTASC categories, thereby meeting the minimum expectations of the assessment, not only on overall average but also in each specific InTASC category. The InTASC category in which candidates performed the strongest were Categories III (Instructional Practice) and IV (Professional Responsibility) with average scores of 2.67 and 3.00, respectively. Candidates performed less strongly in Categories I (The Learner and Learning) and II (Content) with average scores of 2.33 and 2.11, respectively.

BSEd Secondary Education - Science
Candidates in the BSEd Secondary Education - Science programs earned, on average, a score of 2.78 on a 3-point scale in all rubric indicators aligned to the four InTASC categories, which indicates that candidates in these programs met the minimum expectations of the assessment, not only on overall average but also in each specific InTASC category. BSEd Science secondary education candidates performed most strongly in indicators aligned to InTASC Categories I (The Learner and Learning) and IV (Professional Responsibility), with average scores of 3.0 for both categories. Relatively less strong performance was observed in Categories II (Content) and III (Instructional Practice), where the average scores were 2.78 and 2.71, respectively.

MAT-S Science Education (Secondary)
Candidates in the MAT-S Science Education (Secondary) program earned, on average, a score of 2.50 on a 3-point scale in all rubric indicators aligned to the four InTASC categories, which indicates that candidates in this program met the minimum expectations of the assessment, not only on overall average but also in each specific InTASC category. MAT-S Science secondary education candidates performed most strongly in indicators aligned to InTASC Category I (The Learner and Learning) , where the average score was 3.0. Relatively less strong performance was observed in Categories II (Content), III (Instructional Practice), and IV (Professional Responsibility), where the average scores were 2.33, 2.57, and 2.00, respectively.

Fall 2017 – Candidate Work Sample General
Candidates in College of Education (COE) programs performed most strongly in rubric rows aligned to Categories III: Instructional Practice (InTASC Standards 6-8) and IV: Professional Responsibility (InTASC Standards 9-10), with an average score of 2.52 out of 3 points for both categories. Candidates in the same programs performed equally well in rubric rows aligned to InTASC categories I and II (InTASC Standards 1-5), with average scores of 2.48 and 2.51, respectively.

Candidates in Secondary Education programs performed well and consistently in all rubric rows aligned to the ten InTASC Standards, though they performed most strongly in rubric rows aligned to InTASC Standards 1-3 Category I: The Learner and Learning, with an average score of 2.50 out of 3 points. Candidates in the same programs performed equally well in rubric rows aligned to InTASC categories II, III, and IV (InTASC Standards 4-10), with average scores of 2.49, 2.46, and 2.45, respectively.

Fall 2017 – Candidate Work Sample Math/Science

BSEd Secondary Education - Mathematics
There were no candidates in the BSEd Secondary Education – Mathematics program in Student Teaching in Fall 2017.

BSEd Secondary Education, Science
Candidates in the BSEd Secondary Education - Science programs earned, on average, a score of 2.58 on a 3-point scale in all rubric indicators aligned to the four InTASC categories, which indicates that candidates in these programs met the minimum expectations of the assessment, not only on overall average but also in each specific InTASC category. BSEd Science secondary education candidates performed most strongly in indicators aligned to InTASC Categories I (The Learner and Learning) and IV (Professional Responsibility), with average scores of 3.00 in both categories. Relatively less strong performance was observed in Categories II (Content) and III (Instructional Practice), where the average scores were 2.17 and 2.64, respectively.

MAT-S Science Education (Secondary)
Candidates in the MAT-S Science Education (Secondary) program earned, on average, a score of 2.50 on a 3-point scale in all rubric indicators aligned to the four InTASC categories, which indicates that candidates in this program met the minimum expectations of the assessment, not only on overall average but also in each specific InTASC category. MAT-S Science secondary education candidates performed most strongly in indicators aligned to InTASC Category II (Content), with average score of 2.39. The next strongest performance was noted in Category IV (Professional Responsibility), where the average score was 2.33. Relatively less strong performance was observed in Categories I (The Learner and Learning) and III (Instructional Practice), where the average scores were 2.17 and 2.19, respectively.

Candidate Work Sample (CWS) - General

- **BSEd Early Childhood**
- **BSEd Elementary Education**
- **MEd Elementary Education**
- **BMEd Music Secondary Education**
- **BSEd Secondary Education, Art Education**
- **BSEd Secondary Education, English**
- **MA English Education (Secondary)**
- **BSEd Secondary Education, Global Languages & Culture: Spanish, French & German**
- **BSEd Secondary Education, History & Social Studies**
- **BSEd Secondary Education, Physical Education**

Category I: The Learner and Learning (InTASC standards 1-3)   **Category III:** Instructional Practice (InTASC standards 6-8)
Category II: Content (InTASC standards 4-5)   **Category IV:** Professional Responsibility (InTASC standards 9-10)

Note: The Candidate Work Sample – General is a culminating signature assessment that student teaching candidates complete at the conclusion of their student teaching clinical placement. The performance rubric has four performance scales—0 for Does Not Meet Criteria, 1 for Approaches, 2 for Meets, and 3 for Exceeds. A passing score on this assessment is considered a score of 2 or 3. Mean scores in the tables below should be interpreted based on this benchmark and indicate the average score candidates achieved on the rubric rows that comprise each InTASC category. The overall mean score for each program shown in the last column indicates the average score of each rubric row.

Spring 2018					
InTASC Category I: The Learner and Learning					
College of Education Initial Teacher Preparation Programs					
	Standard 1: Learner Development		**Standard 2: Learner Differences**	**Standard 3: Learning Environments**	
Initial Teacher Preparation Program	1. Identification of information about the learning-teaching context including details about the community, school, class, and individual students. (InTASC 1h; 1k) (CAEP 1.2, 2)	3. Description of pre/post assessment and how it is explicitly aligned to selected learning standards/objectives. (InTASC 1a) (CAEP 1.2, 3)	11. Evaluation of application of adaptations/ differentiation by student groupings or individual students. (InTASC 2g) (CAEP 1.2, 2)	6. Discussion of instructional strategies that demonstrates they were intentionally selected to foster active engagement, self-motivation, positive social engagement, and collaboration. (InTASC 3d) (CAEP 1.2, 1)	10. Evaluation of instructional strategies in relation to content and learner development that promote active student engagement. (InTASC 3i; 3j) (CAEP 1.2, 1)
Early Childhood (BSEd) (N = 10/10, Response Rate 100%)	2.70	2.80	2.80	2.80	2.80
Elementary Education - Certification (MEd) (N = 16/16, Response Rate 94%)	2.56	2.69	2.50	2.69	2.63
Elementary Education (BSEd)	2.57	2.70	2.51	2.56	2.60

	(N =194/194, Response Rate 100%)				
Overall Average for COE Programs	*2.58*	*2.70*	*2.52*	*2.58*	*2.61*

Secondary Initial Teacher Preparation Programs					
Initial Teacher Preparation Program	Standard 1: Learner Development		Standard 2: Learner Differences	Standard 3: Learning Environments	
	1. Identification of information about the learning-teaching context including details about the community, school, class, and individual students. (InTASC 1h; 1k) (CAEP 1.2, 2)	3. Description of pre/post assessment and how it is explicitly aligned to selected learning standards/objectives. (InTASC 1a) (CAEP 1.2, 3)	11. Evaluation of application of adaptations/ differentiation by student groupings or individual students. (InTASC 2g) (CAEP 1.2, 2)	6. Discussion of instructional strategies that demonstrates they were intentionally selected to foster active engagement, self-motivation, positive social engagement, and collaboration. (InTASC 3d) (CAEP 1.2, 1)	10. Evaluation of instructional strategies in relation to content and learner development that promote active student engagement. (InTASC 3i; 3j) (CAEP 1.2, 1)
Art Education (BSEd) (N = 3/3, Response Rate 100%)	2.67	2.67	2.67	2.67	3.00
English - Secondary Ed (MA) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Spring 2018				
Music Secondary Education (BMEd) (N = 4/4, Response Rate 100%)	2.00	2.00	2.00	1.75	2.00
Secondary Education - English (BSEd) (N = 19/19, Response Rate 100%)	2.95	2.89	2.89	2.84	2.84
Secondary Education - Global Languages & Culture: Spanish, French & German (BSEd) (N = 2/2, Response Rate 100%)	2.50	2.50	2.00	2.00	2.00
Secondary Education - History & Social Studies (BSEd) (N = 11/11, Response Rate 100%)	2.36	2.64	2.27	2.27	2.36
Secondary Education - Physical Education (BSEd) (N = 4/4, Response Rate 100%)	2.00	2.25	1.75	2.50	2.25
Spanish Education (MAT) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Spring 2018				
Overall Average Scores for Secondary Programs	*2.58*	*2.65*	*2.49*	*2.51*	*2.56*
Overall Average Score for All Programs	*2.58*	*2.69*	*2.52*	*2.57*	*2.60*

Spring 2018	
InTASC Category II: Content	
College of Education Initial Teacher Preparation Programs	
	Standard 4: Content Knowledge	Standard 5: Application of Content
Initial Teacher Preparation Program	4. Listing of standard/objective and forms of instruction and assessment for each instructional day and each lesson plan. [Attributes: Clarity and Accuracy of alignment to Instruction and	8. Discussion of instructional technology strategies that demonstrates they were intentionally selected to address content standards/objectives. [Attribute: Breadth] (InTASC 5l)

	Assessment] (InTASC 4n) (CAEP 1.2, 1)	(CAEP 1.2, 1)
Early Childhood (BSEd) (N = 10/10, Response Rate 100%)	3.00	2.80
Elementary Education - Certification (MEd) (N = 16/16, Response Rate 94%)	2.69	2.50
Elementary Education (BSEd) (N =194/194, Response Rate 100%)	2.74	2.57
Overall Average for COE Programs	*2.75*	*2.58*

Secondary Initial Teacher Preparation Programs		
	Standard 4: Content Knowledge	**Standard 5: Application of Content**
Initial Teacher Preparation Program	4. Listing of standard/objective and forms of instruction and assessment for each instructional day and each lesson plan. [Attributes: Clarity and Accuracy of alignment to Instruction and Assessment] (InTASC 4n) (CAEP 1.2, 1)	8. Discussion of instructional technology strategies that demonstrates they were intentionally selected to address content standards/objectives. [Attribute: Breadth] (InTASC 5l) (CAEP 1.2, 1)
Art Education (BSEd) (N = 3/3, Response Rate 100%)	3.00	2.67
English - Secondary Ed (MA) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Spring 2018	
Music Secondary Education (BMEd) (N = 4/4, Response Rate 100%)	2.00	2.00
Secondary Education - English (BSEd) (N = 19/19, Response Rate 100%)	3.00	2.89
Secondary Education - Global Languages & Culture: Spanish, French & German (BSEd) (N = 2/2, Response Rate 100%)	2.00	2.50
Secondary Education - History & Social Studies (BSEd) (N = 11/11, Response Rate 100%)	2.27	2.18
Secondary Education - Physical Education (BSEd) (N = 4/4, Response Rate 100%)	2.75	2.00
Spanish Education (MAT) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Spring 2018	
Overall Average Scores for Secondary Programs	*2.65*	*2.51*
Overall Average Score for All Programs	*2.73*	*2.57*

Spring 2018
InTASC Category III: Instructional Practice
College of Education Initial Teacher Preparation Programs

	Standard 6: Assessment			
Initial Teacher Preparation Program	13. Use of formative assessment data to check for learning and adjust	14. Display of assessment data communicates learning results for the	15 Analysis of assessment results: Discussion communicates results by standard/ objective, including which pre/post	16. Interpretation of assessment results in terms of growth/ learning/

	instruction, if necessary. [Attributes: Breadth and Relevance] (InTASC 6a; 6c; 6g) (CAEP 1.2, 3)	class as a whole. [Attribute: Breadth] (InTASC 6l) (CAEP 1.2, 3)	assessment questions or performance tasks students were more or less successful with completing. [Attribute: Breadth] (InTASC 6l) (CAEP 1.2, 3)	achievement. [Attribute: Clarity] (InTASC 6c) (CAEP 1.2, 3)
Early Childhood (BSEd) (N = 10/10, Response Rate 100%)	2.70	2.70	2.50	2.70
Elementary Education - Certification (MEd) (N = 16/16, Response Rate 94%)	2.38	2.94	2.75	2.63
Elementary Education (BSEd) (N =194/194, Response Rate 100%)	2.60	2.84	2.66	2.56
Overall Average for COE Programs	*2.59*	*2.84*	*2.66*	*2.57*
Secondary Initial Teacher Preparation Programs				
Standard 6: Assessment				
Initial Teacher Preparation Program	13. Use of formative assessment data to check for learning and adjust instruction, if necessary. [Attributes: Breadth and Relevance] (InTASC 6a; 6c; 6g) (CAEP 1.2, 3)	14. Display of assessment data communicates learning results for the class as a whole. [Attribute: Breadth] (InTASC 6l) (CAEP 1.2, 3)	15 Analysis of assessment results: Discussion communicates results by standard/ objective, including which pre/post assessment questions or performance tasks students were more or less successful with completing. [Attribute: Breadth] (InTASC 6l) (CAEP 1.2, 3)	16. Interpretation of assessment results in terms of growth/ learning/ achievement. [Attribute: Clarity] (InTASC 6c) (CAEP 1.2, 3)
Art Education (BSEd) (N = 3/3, Response Rate 100%)	3.00	2.67	2.67	2.67
English - Secondary Ed (MA) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Spring 2018			
Music Secondary Education (BMEd) (N = 4/4, Response Rate 100%)	2.25	2.25	2.25	2.00
Secondary Education - English (BSEd) (N = 19/19, Response Rate 100%)	2.89	3.00	2.95	2.89
Secondary Education - Global Languages & Culture: Spanish, French & German (BSEd) (N = 2/2, Response Rate 100%)	2.50	3.00	2.00	3.00
Secondary Education - History & Social Studies (BSEd) (N = 11/11, Response Rate 100%)	2.45	2.27	2.36	2.36
Secondary Education - Physical Education (BSEd) (N = 4/4, Response Rate 100%)	2.25	2.75	2.75	2.50
Spanish Education (MAT) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Spring 2018			
Overall Average Scores for Secondary Programs	*2.65*	*2.70*	*2.65*	*2.63*
Overall Average Score for All Programs	*2.60*	*2.82*	*2.66*	*2.58*

Spring 2018					
InTASC Category III: Instructional Practice					
College of Education Initial Teacher Preparation Programs					
	Standard 7: Planning for Instruction			**Standard 8: Instructional Strategies**	
Initial Teacher Preparation Program	2. Listing and discussion of significant, challenging, varied, and appropriate standards/objectives based on class or grade level curriculum plan. [Attributes: Breadth and Accuracy] (InTASC 7g) (CAEP 1.2, 1)	5. Identification of specific implications for selection of instructional strategies based on information about learning characteristics and results from pre-assessment. [Attribute: Breadth] (InTASC 7d) (CAEP 1.2, 1, 2, & 3)	7. Discussion of sequencing (or scaffolding) of instruction within lesson plans. [Attributes: Breadth and Appropriateness of sequencing or scaffolding of instruction] (InTASC 7c) (CAEP 1.2, 1)	12. Evaluation of the integration of instructional technology strategies, tools, and applications. [Attributes: Breadth and Relevance] (InTASC 8g; 8o) (CAEP 1.2, 1)	9. Evaluation of instructional content in terms of being the appropriate level of complexity for students that encourages the development of critical thinking and problem solving. [Attributes: Breadth and Relevance] (InTASC 8f) (CAEP 1.2, 1 & 4)
Early Childhood (BSEd) (N = 10/10, Response Rate 100%)	2.80	2.80	2.80	2.80	0.00
Elementary Education - Certification (MEd) (N = 16/16, Response Rate 94%)	2.81	2.50	2.63	2.44	0.00
Elementary Education (BSEd) (N =194/194, Response Rate 100%)	2.78	2.51	2.65	2.54	0.00
Overall Average for COE Programs	*2.78*	*2.52*	*2.65*	*2.54*	*2.54*
Secondary Initial Teacher Preparation Programs					
	Standard 7: Planning for Instruction			**Standard 8: Instructional Strategies**	
Initial Teacher Preparation Program	2. Listing and discussion of significant, challenging, varied, and appropriate standards/objectives based on class or grade level curriculum plan. [Attributes: Breadth and Accuracy] (InTASC 7g) (CAEP 1.2, 1)	5. Identification of specific implications for selection of instructional strategies based on information about learning characteristics and results from pre-assessment. [Attribute: Breadth] (InTASC 7d) (CAEP 1.2, 1, 2, & 3)	7. Discussion of sequencing (or scaffolding) of instruction within lesson plans. [Attributes: Breadth and Appropriateness of sequencing or scaffolding of instruction] (InTASC 7c) (CAEP 1.2, 1)	12. Evaluation of the integration of instructional technology strategies, tools, and applications. [Attributes: Breadth and Relevance] (InTASC 8g; 8o) (CAEP 1.2, 1)	9. Evaluation of instructional content in terms of being the appropriate level of complexity for students that encourages the development of critical thinking and problem solving. [Attributes: Breadth and Relevance] (InTASC 8f) (CAEP 1.2, 1 & 4)
Art Education (BSEd) (N = 3/3, Response Rate 100%)	2.67	2.67	2.67	3.00	0.00
English - Secondary Ed (MA) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Spring 2018				
Music Secondary Education (BMEd) (N = 4/4, Response Rate 100%)	2.25	2.25	2.00	2.00	0.00
Secondary Education - English (BSEd) (N = 19/19, Response Rate 100%)	2.95	2.68	2.68	2.89	0.00

Secondary Education - Global Languages & Culture: Spanish, French & German (BSEd) (N = 2/2, Response Rate 100%)	3.00	2.00	2.00	2.00	0.00
Secondary Education - History & Social Studies (BSEd) (N = 11/11, Response Rate 100%)	2.55	2.18	2.45	2.09	0.00
Secondary Education - Physical Education (BSEd) (N = 4/4, Response Rate 100%)	2.75	2.25	2.75	2.25	0.00
Spanish Education (MAT) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Spring 2018				
Overall Average Scores for Secondary Programs	*2.78*	*2.52*	*2.65*	*2.54*	*2.54*
Overall Average Score for All Programs	*2.78*	*2.51*	*2.63*	*2.54*	*2.56*

Spring 2018	
InTASC Category IV: Professional Responsibility	
College of Education Initial Teacher Preparation Programs	
Initial Teacher Preparation Program	**Standard 9: Professional Learning and Ethical Practice**	**Standard 10: Leadership and Collaboration**
	17. Reflection on advancing instruction to improve student learning. [Attributes: Clarity and Meaningfulness] (InTASC 9c; 9g) (CAEP 1.2, 4)	18. Reflections regarding connection between successful student learning and collaboration with mentoring teacher, other school colleagues, families, community organizations or online resources. [Attribute: Breadth] (InTASC 9d; 10d; 10e) (CAEP 1.2, 2 & 4)
Early Childhood (BSEd) (N = 10/10, Response Rate 100%)	2.50	2.60
Elementary Education - Certification (MEd) (N = 16/16, Response Rate 94%)	2.50	2.56
Elementary Education (BSEd) (N =194/194, Response Rate 100%)	2.59	2.65
Overall Average for COE Programs	*2.58*	*2.64*
Secondary Initial Teacher Preparation Programs	
Initial Teacher Preparation Program	**Standard 9: Professional Learning and Ethical Practice**	**Standard 10: Leadership and Collaboration**
	17. Reflection on advancing instruction to improve student learning. [Attributes: Clarity and Meaningfulness] (InTASC 9c; 9g) (CAEP 1.2, 4)	18. Reflections regarding connection between successful student learning and collaboration with mentoring teacher, other school colleagues, families, community organizations or online resources. [Attribute: Breadth] (InTASC 9d; 10d; 10e) (CAEP 1.2, 2 & 4)
Art Education (BSEd) (N = 3/3, Response Rate 100%)	2.67	2.67
English - Secondary Ed (MA) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Spring 2018	

Music Secondary Education (BMEd) (N = 4/4, Response Rate 100%)	2.25	2.25
Secondary Education - English (BSEd) (N = 19/19, Response Rate 100%)	2.84	2.95
Secondary Education - Global Languages & Culture: Spanish, French & German (BSEd) (N = 2/2, Response Rate 100%)	2.50	2.00
Secondary Education - History & Social Studies (BSEd) (N = 11/11, Response Rate 100%)	2.27	2.45
Secondary Education - Physical Education (BSEd) (N = 4/4, Response Rate 100%)	2.50	2.25
Spanish Education (MAT) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Spring 2018	
Overall Average Scores for Secondary Programs	*2.58*	*2.63*
Overall Average Score for All Programs	*2.58*	*2.64*

CWS – Special Education
- **BSEd Special & Elementary Education**
- **MEd Special Education, Mild Moderate Disabilities**
- **MEd Early Childhood Special Education**

Category I: The Learner and Learning (InTASC standards 1-3)
Category II: Content (InTASC standards 4-5)
Category III: Instructional Practice (InTASC standards 6-8)
Category IV: Professional Responsibility (InTASC standards 9-10)

Note: The Candidate Work Sample for Special Education is a culminating signature assessment that student teaching candidates complete at the conclusion of their student teaching clinical placement. The performance rubric has four performance scales—0 for Does Not Meet Criteria, 1 for Approaches, 2 for Meets, and 3 for Exceeds. A passing score on this assessment is considered a score of 2 or 3. Mean scores in the tables below should be interpreted based on this benchmark and indicate the average score candidates achieved on the rubric rows that comprise each InTASC category. The overall mean score for each program shown in the last column indicates the average score of each rubric row.

Spring 2018				
InTASC Category I: The Learner and Learning				
College of Education Initial Teacher Preparation Programs				
Initial Teacher Preparation Program	**Standard 1: Learner Development**		**Standard 2: Learner Differences**	**Standard 3: Learning Environments**
	1. Identification of information about the learning-teaching context including	3. Description of pre/post assessment (including evidence of how the assessments are good	11. Reflection of application of adaptations/ differentiation by	6. Discussion of instructional strategies that demonstrates they were intentionally selected to foster active engagement, self-motivation,	10. Use of instructional strategies in relation to content and learner development that

	details about the community, school, class, and individual students. (InTASC 1h)	measures), and how they are explicitly aligned to selected learning standards/objectives.(InTASC 1a)	student groupings or individual students. [Attributes: Breadth and Relevance] (InTASC 2g)	positive social engagement, and collaboration. [Attributes: Breadth and Meaningfulness of differentiation of instruction] (InTASC 3d)	promote active student engagement. [Attributes: Breadth and Relevance] (InTASC 3i; 3j)
Elementary & Special Educ (BSED) (N = 75/76, Response Rate 99%)	2.64	2.57	2.48	2.48	2.45
Special Education - Early Childhood w/ Cert (MED) (N = 2/2, Response Rate 100%)	2.50	2.50	2.00	2.00	2.00
Special Education - Mild/Mod Dis Cer (MEd) (N = 3/4, Response Rate 75%)	3.00	2.67	2.33	2.67	2.67
Overall Average for COE Programs	*2.65*	*2.58*	*2.46*	*2.48*	*2.45*

Spring 2018
InTASC Category II: Content
College of Education Initial Teacher Preparation Programs

	Standard 4: Content Knowledge	Standard 5: Application of Content
Initial Teacher Preparation Program	4. Used standard/objective and instructional strategies and assessment for each instructional day and each lesson plan. [Attributes: Clarity and Accuracy of alignment to Instruction and Assessment] (InTASC 4n)	8. Discussion of instructional technology strategies that demonstrates they were intentionally selected to address content standards/objectives. [Attribute: Breadth] (InTASC 5l)
Elementary & Special Educ (BSED) (N = 75/76, Response Rate 99%)	2.45	2.36
Special Education - Early Childhood w/ Cert (MED) (N = 2/2, Response Rate 100%)	2.00	2.00
Special Education - Mild/Mod Dis Cer (MEd) (N = 3/4, Response Rate 75%)	2.67	2.33
Overall Average for COE Programs	*2.45*	*2.35*

Spring 2018
InTASC Category III: Instructional Practice
College of Education Initial Teacher Preparation Programs

	Standard 6: Assessment			
Initial Teacher Preparation Program	13. Use of formative assessment data to monitor learning and adjust instruction, if necessary.	14. Display of assessment data communicates learning results for the class as a	15. Analysis of assessment results: communicates results by standard/ objective, including which pre/post assessment questions or performance	16. Interpretation of assessment results in terms of growth/ learning/

	[Attributes: Breadth and Relevance] (InTASC 6a; 6c; 6g)	whole. [Attribute: Breadth] (InTASC 6l)	tasks students were more or less successful with completing. [Attribute: Breadth] (InTASC 6l)	achievement. [Attribute: Clarity]
Elementary & Special Educ (BSED) (N = 75/76, Response Rate 99%)	2.49	2.44	2.35	2.37
Special Education - Early Childhood w/ Cert (MED) (N = 2/2, Response Rate 100%)	2.00	2.50	2.50	2.00
Special Education - Mild/Mod Dis Cer (MEd) (N = 3/4, Response Rate 75%)	2.33	2.33	2.33	2.33
Overall Average for COE Programs	*2.48*	*2.44*	*2.35*	*2.36*

Spring 2018
InTASC Category III: Instructional Practice
College of Education Initial Teacher Preparation Programs

Initial Teacher Preparation Program	**Standard 7: Planning for Instruction**			**Standard 8: Instructional Strategies**	
	2. Understands and knows how to organize significant, challenging, varied, and appropriate standards/objectives based on class or grade level curriculum plan.(InTASC 7g)	5. Identification of specific implications for selection of instructional strategies based on information about learning characteristics and results from pre-assessment. [Attribute: Breadth] (InTASC 7d)	7. Discussion of sequencing (or scaffolding) of instruction within lesson plans. [Attributes: Breadth and Appropriateness of sequencing or scaffolding of instruction] (InTASC 7c)	12. Reflection of the integration of instructional technology strategies, tools, and applications. [Attributes: Breadth and Relevance] (InTASC 8g; 8o)	9. Reflection of instructional content in terms of being the appropriate level of complexity for students that encourages the development of critical thinking and problem solving. [Attributes: Breadth and Relevance] (InTASC 8f)
Elementary & Special Educ (BSED) (N = 75/76, Response Rate 99%)	2.52	2.37	2.45	2.32	2.49
Special Education - Early Childhood w/ Cert (MED) (N = 2/2, Response Rate 100%)	2.50	2.00	2.00	2.00	2.00
Special Education - Mild/Mod Dis Cer (MEd) (N = 3/4, Response Rate 75%)	3.00	2.33	3.00	2.33	2.33
Overall Average for COE Programs	*2.54*	*2.36*	*2.46*	*2.31*	*2.48*

Spring 2018
InTASC Category IV: Professional Responsibility
College of Education Initial Teacher Preparation Programs

Initial Teacher Preparation Program	**Standard 9: Professional Learning and Ethical Practice**	**Standard 10: Leadership and Collaboration**
	17. Advancing instruction to improve student learning. [Attributes: Clarity and Meaningfulness] (InTASC 9c; 9g)	18. Connection between successful student learning and positive collaborative relationship with mentoring teacher, other school colleagues, families, community organizations or online resources. [Attribute: Breadth] (InTASC 9d; 10d; 10e)
Elementary & Special Educ (BSED)		

(N = 75/76, Response Rate 99%)	2.25	2.43
Special Education - Early Childhood w/ Cert (MED) (N = 2/2, Response Rate 100%)	2.50	2.00
Special Education - Mild/Mod Dis Cer (MEd) (N = 3/4, Response Rate 75%)	2.33	2.67
Overall Average for COE Programs	*2.26*	*2.43*

CWS Mathematics Rubric (Secondary)

- **BSEd Secondary Education - Mathematics**

Category I: The Learner and Learning (InTASC standards 1-3) **Category III:** Instructional Practice (InTASC standards 6-8)
Category II: Content (InTASC standards 4-5) **Category IV:** Professional Responsibility (InTASC standards 9-10)

Note: The Candidate Work Sample for Mathematics Education is a culminating signature assessment that student teaching candidates complete at the conclusion of their student teaching clinical placement. The rubric had 4 performance scales—0 for Does Not Meet Criteria, 1 for Approaches, 2 for Meets, and 3 for Exceeds. A passing score is considered to be 2 or 3, and data should be interpreted on this benchmark. Mean scores in the tables below should be interpreted based on these benchmarks and indicate the average score candidates achieved on the rubric rows that comprise each InTASC category. The overall mean score for each program shown in the last column indicates the average score of each rubric row.

Spring 2018	
Secondary Education Initial Teacher Preparation Programs	
BSEd Secondary Education - Mathematics (TSM 495C) (N = 9/9; Response rate = 100%)	
Mean Score by InTASC Category I: The Learner and Learning – InTASC Standard 2	**Overall Mean Score**
Plan lessons and units that incorporate a variety of strategies, **differentiated instruction for diverse populations**, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency. (InTASC 2a) (CAEP 1.2, 2)	2.33
Mean Score by InTASC Category II: Content – InTASC Standard 5	**Overall Mean Score**
Provide students with opportunities to **communicate about mathematics** and **make connections among mathematics**, other content areas, everyday life, and the workplace. (InTASC 5a; 5e) (CAEP 1.2, 1)	2.11
Rubric rows aligned to InTASC Category III: Instructional Practice – InTASC Standards 6-8	**Overall Mean Score**
Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies. (InTASC 8a; 8f; 8g) (CAEP 1.2, 1)	2.67
Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments. (InTASC 8b) (CAEP 1.2, 3)	2.78

Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences. (InTASC 7d) (CAEP 1.2, 1)	2.33
Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students. (InTASC 6a; 6b; 6c; 6e) (CAEP 1.2, 3)	2.89
Overall Mean Score	*2.67*
Mean Score by InTASC Category IV: Professional Responsibility – InTASC Standard 9	**Overall Mean Score**
Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction. (InTASC 9b; 9c) (CAEP 1.2, 4)	3.00

Science CWS Rubric

- **BSEd Secondary Education - Science**
- **MAT-S Science Education (Secondary)**

Category I: The Learner and Learning (InTASC standards 1-3)   **Category III:** Instructional Practice (InTASC standards 6-8)
Category II: Content (InTASC standards 4-5)   **Category IV:** Professional Responsibility (InTASC standards 9-10)

Note: The Candidate Work Sample for Science Education is a culminating signature assessment that student teaching candidates complete at the conclusion of their student teaching clinical placement. The rubric had 4 performance scales—0 for Does Not Meet Criteria, 1 for Approaches, 2 for Meets, and 3 for Exceeds. A passing score is considered to be 2 or 3, and data should be interpreted on this benchmark. Mean scores in the tables below should be interpreted based on these benchmarks and indicate the average score candidates achieved on the rubric rows that comprise each InTASC category. The overall mean score for each program shown in the last column indicates the average score of each rubric row.

Spring 2018		
Secondary Education Initial Teacher Preparation Programs	BSEd Secondary Education - Science (Biology, Chemistry, Earth Science, General Science, Physics) (TSM 495C) (N = 3/3; Response rate = 100%)	MAT-S Science Education (Secondary) (TSM 595) (N = 1/1; Response rate = 100%)
Mean Score by InTASC Category I: The Learner and Learning – InTASC Standards 2-3	**Overall Mean Score**	
1. The Learner and Learning: Learning Differences Learning Environments Overview of school context, demographics and implications for instruction: DESCRIPTOR: School Community, Context and Learning Environment: The Teacher Candidate uses information about the learning-teaching context and student individual differences to plan instruction and establish a learning environment. (InTASC 2, 3) (CAEP 1.2, 2)	3.00	3.00
Mean Score by InTASC Category II: Content – InTASC Standards 4-5	**Overall Mean Score**	
2. Content Knowledge: Content knowledge Application of Content; Instructional DESCRIPTOR: The candidate is able to successfully convey to students the major science concepts, principles, theories, laws, and interrelationships of their fields of licensure. (NSTA 1a, InTASC 4,5) (CAEP 1.2, 1)	3.00	2.00

4. Content Knowledge: Content Knowledge & Application of Content; Instructional Practice: Assessment & Planning for Instruction & Instructional Strategies; Nature of Science DESCRIPTOR: The candidate provides data about their students' ability to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. (NSTA 5b, InTASC 4, 5, 6, 7, 8) (CAEP 1.2, 1, 3)	2.33	2.00
5. Content Knowledge: Content Knowledge Application of Content; Instructional; DESCRIPTOR: The candidate demonstrates their ability to design lessons where students collect and interpret data in order to: develop and communicate concepts, understand scientific processes and relationships and natural patterns from empirical experiences, and apply science-specific technology as appropriate. (NSTA 2b, InTASC 4, 5, 6, 7, 8) (CAEP 1.2, 1, 3)	3.00	3.00
Overall Mean Score	*2.78*	*2.33*
Rubric rows aligned to InTASC Category III: Instructional Practice – InTASC Standards 6-8	**Overall Mean Score**	
3. Practice: Assessment & Planning for Instruction & Instructional Strategies; Scientific Concepts DESCRIPTOR: The candidate is able to present a clear picture of what students learned during the CWS unit through the analysis and reflection on formative and summative evidence. (NSTA 5a, InTASC 4, 5, 6, 7, 8) (CAEP 1.2, 3)	2.00	2.00
6. Practice: Assessment & Planning for Instruction & Instructional Strategies; Scientific Inquiry; DESCRIPTOR: The candidate develops lesson plans that show all students are expected to collect and interpret data using science-specific technology in order to understand scientific processes, relationships and patterns. (NSTA 3b, InTASC 4, 5, 6, 7, 8) (CAEP 1.2, 1)	3.00	2.00
7. Practice: Assessment & Planning for Instruction & Instructional Strategies; Scientific Inquiry; DESCRIPTOR: The candidate provides evidence of engaging students in inquiries that contribute to their students' understanding of science concepts and relationships through empirical observations, data collection and making logical inferences. (NSTA 5c, InTASC 4, 5, 6, 7, 8) (CAEP 1.2, 1, 3)	3.00	3.00
8. Instructional Practice: Instructional Strategies; College and Career Readiness and Technology; DESCRIPTOR: The candidate demonstrates an understanding of the supporting role of mathematics and language arts and the use of technology for students to develop scientific understandings. (NSTA 1b, InTASC 8) (CAEP 1.2, 1)	2.33	3.00
9. The Learner and Learning: Learner Development & Learning Differences; Instructional Practice: Assessment & Instructional Strategies; DESCRIPTOR: The candidate designs instruction and assessment strategies that identify and address students' naive concepts or preconceptions. (NSTA 2c and InTASC 1, 2, 6, 8) (CAEP 1.2, 1, 3)	2.67	3.00
10. The Learner and Learning: Learner Development Learning Differences; Instructional Practice: Assessment & Instructional Strategies; DESCRIPTOR: The candidate uses a variety of teaching strategies to engage and motivate all students in learning. (NSTA 3a, InTASC 6, 7, 8) (CAEP 1.2, 1, 2)	3.00	2.00
11. The Learner and Learning: Learner Development & Learning Differences; Instructional Practice: Assessment & Instructional Strategies; DESCRIPTOR: The candidate applies	3.00	3.00

ongoing fair and equitable assessment strategies to analyze student learning and evaluate preconceptions and ideas that students hold. (NSTA 3c, InTASC 6, 7, 8) (CAEP 1.2, 1, 2, 3)		
Overall Mean Score	*2.71*	*2.57*
Mean Score by InTASC Category IV: Professional Responsibility – InTASC Standards 9-10	**Overall Mean Score**	
12. Professional Responsibility: Professional Learning and Ethical Practice Leadership and Collaboration; DESCRIPTOR: Reflection, Professional Responsibilities and Ethics: The Teacher Candidate reflects on his or her demonstrated professional responsibilities to improve teaching practice. (InTASC 9, 10) (CAEP 1.2, 4)	*3.00*	*2.00*

Fall 2017

General CWS Rubric

- **BSEd Early Childhood**
- **BSEd Elementary Education**
- **MEd Elementary Education**
- **BMEd Music Secondary Education**
- **BSEd Secondary Education, Art Education**
- **BSEd Secondary Education, English**
- **MA English Education (Secondary)**
- **BSEd Secondary Education, Global Languages & Culture: Spanish, French & German**
- **BSEd Secondary Education, History & Social Studies**
- **BSEd Secondary Education, Physical Education**

Category I: The Learner and Learning (InTASC standards 1-3)
Category II: Content (InTASC standards 4-5)

Category III: Instructional Practice (InTASC standards 6-8)
Category IV: Professional Responsibility (InTASC standards 9-10)

Note: The Candidate Work Sample – General is a culminating signature assessment that student teaching candidates complete at the conclusion of their student teaching clinical placement. The performance rubric has four performance scales—0 for Does Not Meet Criteria, 1 for Approaches, 2 for Meets, and 3 for Exceeds. A passing score on this assessment is considered a score of 2 or 3. Mean scores in the tables below should be interpreted based on this benchmark and indicate the average score candidates achieved on the rubric rows that comprise each InTASC category. The overall mean score for each program shown in the last column indicates the average score of each rubric row.

Fall 2017					
InTASC Category I: The Learner and Learning					
College of Education Initial Teacher Preparation Programs					
	Standard 1: Learner Development		**Standard 2: Learner Differences**	**Standard 3: Learning Environments**	
Initial Teacher Preparation Program	1. Identification of information about the learning-teaching context including details about the community, school, class, and individual students. (InTASC 1h; 1k) (CAEP 1.2, 2)	3. Description of pre/post assessment and how it is explicitly aligned to selected learning standards/objectives. (InTASC 1a) (CAEP 1.2, 3)	11. Evaluation of application of adaptations/ differentiation by student groupings or individual students. (InTASC 2g) (CAEP 1.2, 2)	6. Discussion of instructional strategies that demonstrates they were intentionally selected to foster active engagement, self-motivation, positive social engagement, and collaboration. (InTASC 3d) (CAEP 1.2, 1)	10. Evaluation of instructional strategies in relation to content and learner development that promote active student engagement. (InTASC 3i; 3j) (CAEP 1.2, 1)
Early Childhood (BSEd) (N = 8/8, Response Rate 100%)	2.38	2.63	2.38	2.75	2.50
Elementary Education - Certification (MEd) (N = 8/9, Response Rate 89%)	2.00	2.86	2.25	2.25	2.25
Elementary Education (BSEd) (N = 71/71, Response Rate 100%)	2.59	2.45	2.50	2.49	2.44

Overall Average for COE Programs	2.52	2.50	2.47	2.49	2.43
Secondary Initial Teacher Preparation Programs					
Initial Teacher Preparation Program	**Standard 1: Learner Development**		**Standard 2: Learner Differences**	**Standard 3: Learning Environments**	
	1. Identification of information about the learning-teaching context including details about the community, school, class, and individual students. (InTASC 1h; 1k) (CAEP 1.2, 2)	3. Description of pre/post assessment and how it is explicitly aligned to selected learning standards/objectives. (InTASC 1a) (CAEP 1.2, 3)	11. Evaluation of application of adaptations/ differentiation by student groupings or individual students. (InTASC 2g) (CAEP 1.2, 2)	6. Discussion of instructional strategies that demonstrates they were intentionally selected to foster active engagement, self-motivation, positive social engagement, and collaboration. (InTASC 3d) (CAEP 1.2, 1)	10. Evaluation of instructional strategies in relation to content and learner development that promote active student engagement. (InTASC 3i; 3j) (CAEP 1.2, 1)
Art Education (BSEd) (N = 4/4, Response Rate 100%)	3.00	2.50	2.75	3.00	3.00
English Education (Secondary) (MA) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Fall 2017.				
Music Secondary Education (BMEd) (N = 16/16, Response Rate 100%)	2.38	2.63	2.44	2.56	2.56
Secondary Education - English (BSEd) (N = 4/4, Response Rate 100%)	2.25	2.50	2.33	2.00	2.00
Secondary Education - Global Languages & Culture: Spanish, French & German (BSEd) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Fall 2017.				
Secondary Education - History & Social Studies (BSEd) (N = 4/4, Response Rate 100%)	2.50	2.50	2.00	2.25	2.50
Secondary Education - Physical Education (BSEd) (N = 1/1, Response Rate 100%)	3.00	2.00	2.00	3.00	2.00
Spanish Education (MAT) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Fall 2017.				
Overall Average Scores for Secondary Programs	*2.48*	*2.55*	*2.39*	*2.54*	*2.54*
Overall Average Score for All Programs	*2.51*	*2.51*	*2.45*	*2.50*	*2.46*

Fall 2017	
InTASC Category II: Content	
College of Education Initial Teacher Preparation Programs	
Standard 4: Content Knowledge	**Standard 5: Application of Content**
Initial Teacher Preparation Program	4. Listing of standard/objective and forms of instruction and assessment for each instructional day and each lesson plan. [Atttributes: Clarity and Accuracy of alignment to Instruction and Assessment] (InTASC 4n) (CAEP 1.2, 1)	8. Discussion of instructional technology strategies that demonstrates they were intentionally selected to address content standards/objectives. [Attribute: Breadth] (InTASC 5l) (CAEP 1.2, 1)

Early Childhood (BSEd) (N = 8/8, Response Rate 100%)	2.63	2.13
Elementary Education - Certification (MEd) (N = 8/9, Response Rate 89%)	2.38	2.38
Elementary Education (BSEd) (N = 71/71, Response Rate 100%)	2.63	2.46
Overall Average for COE Programs	*2.60*	*2.42*

Secondary Initial Teacher Preparation Programs		
Initial Teacher Preparation Program	**Standard 4: Content Knowledge** 4. Listing of standard/objective and forms of instruction and assessment for each instructional day and each lesson plan. [Attributes: Clarity and Accuracy of alignment to Instruction and Assessment] (InTASC 4n) (CAEP 1.2, 1)	**Standard 5: Application of Content** 8. Discussion of instructional technology strategies that demonstrates they were intentionally selected to address content standards/objectives. [Attribute: Breadth] (InTASC 5l) (CAEP 1.2, 1)
Art Education (BSEd) (N = 4/4, Response Rate 100%)	3.00	2.75
English Education (Secondary) (MA) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Fall 2017.	
Music Secondary Education (BMEd) (N = 16/16, Response Rate 100%)	2.56	2.50
Secondary Education - English (BSEd) (N = 4/4, Response Rate 100%)	2.00	2.00
Secondary Education - Global Languages & Culture: Spanish, French & German (BSEd) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Fall 2017.	
Secondary Education - History & Social Studies (BSEd) (N = 4/4, Response Rate 100%)	2.25	2.00
Secondary Education - Physical Education (BSEd) (N = 1/1, Response Rate 100%)	3.00	3.00
Spanish Education (MAT) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Fall 2017.	
Overall Average Scores for Secondary Programs	*2.54*	*2.43*
Overall Average Score for All Programs	*2.59*	*2.42*

Fall 2017
InTASC Category III: Instructional Practice
College of Education Initial Teacher Preparation Programs

Initial Teacher Preparation Program	**Standard 6: Assessment**			
	13. Use of formative assessment data to check for learning and adjust instruction, if necessary.	14. Display of assessment data communicates learning results for the class as a whole.	15 Analysis of assessment results: Discussion communicates results by standard/ objective, including which pre/post assessment questions or performance tasks students	16. Interpretation of assessment results in terms of growth/ learning/ achievement. [Attribute:

	[Attributes: Breadth and Relevance] (InTASC 6a; 6c; 6g) (CAEP 1.2, 3)	[Attribute: Breadth] (InTASC 6l) (CAEP 1.2, 3)	were more or less successful with completing. [Attribute: Breadth] (InTASC 6l) (CAEP 1.2, 3)	Clarity] (InTASC 6c) (CAEP 1.2, 3)
Early Childhood (BSEd) (N = 8/8, Response Rate 100%)	2.00	2.50	2.50	2.50
Elementary Education - Certification (MEd) (N = 8/9, Response Rate 89%)	2.25	2.88	2.88	2.75
Elementary Education (BSEd) (N = 71/71, Response Rate 100%)	2.41	2.77	2.55	2.48
Overall Average for COE Programs	*2.36*	*2.76*	*2.57*	*2.51*
Secondary Initial Teacher Preparation Programs				
Standard 6: Assessment				
Initial Teacher Preparation Program	13. Use of formative assessment data to check for learning and adjust instruction, if necessary. [Attributes: Breadth and Relevance] (InTASC 6a; 6c; 6g) (CAEP 1.2, 3)	14. Display of assessment data communicates learning results for the class as a whole. [Attribute: Breadth] (InTASC 6l) (CAEP 1.2, 3)	15 Analysis of assessment results: Discussion communicates results by standard/ objective, including which pre/post assessment questions or performance tasks students were more or less successful with completing. [Attribute: Breadth] (InTASC 6l) (CAEP 1.2, 3)	16. Interpretation of assessment results in terms of growth/ learning/ achievement. [Attribute: Clarity] (InTASC 6c) (CAEP 1.2, 3)
Art Education (BSEd) (N = 4/4, Response Rate 100%)	2.75	2.75	3.00	2.75
English Education (Secondary) (MA) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Fall 2017.			
Music Secondary Education (BMEd) (N = 16/16, Response Rate 100%)	2.44	2.63	2.56	2.56
Secondary Education - English (BSEd) (N = 4/4, Response Rate 100%)	2.00	2.50	2.25	2.25
Secondary Education - Global Languages & Culture: Spanish, French & German (BSEd) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Fall 2017.			
Secondary Education - History & Social Studies (BSEd) (N = 4/4, Response Rate 100%)	2.25	2.00	2.00	2.00
Secondary Education - Physical Education (BSEd) (N = 1/1, Response Rate 100%)	2.00	3.00	2.00	3.00
Spanish Education (MAT) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Fall 2017.			
Overall Average Scores for Secondary Programs	*2.39*	*2.55*	*2.48*	*2.48*
Overall Average Score for All Programs	*2.37*	*2.71*	*2.55*	*2.50*

InTASC Category III: Instructional Practice					
College of Education Initial Teacher Preparation Programs					
	Standard 7: Planning for Instruction			**Standard 8: Instructional Strategies**	
Initial Teacher Preparation Program	2. Listing and discussion of significant, challenging, varied, and appropriate standards/objectives based on class or grade level curriculum plan. [Attributes: Breadth and Accuracy] (InTASC 7g) (CAEP 1.2, 1)	5. Identification of specific implications for selection of instructional strategies based on information about learning characteristics and results from pre-assessment. [Attribute: Breadth] (InTASC 7d) (CAEP 1.2, 1, 2, & 3)	7. Discussion of sequencing (or scaffolding) of instruction within lesson plans. [Attributes: Breadth and Appropriateness of sequencing or scaffolding of instruction] (InTASC 7c) (CAEP 1.2, 1)	12. Evaluation of the integration of instructional technology strategies, tools, and applications. [Attributes: Breadth and Relevance] (InTASC 8g; 8o) (CAEP 1.2, 1)	9. Evaluation of instructional content in terms of being the appropriate level of complexity for students that encourages the development of critical thinking and problem solving. [Attributes: Breadth and Relevance] (InTASC 8f) (CAEP 1.2, 1 & 4)
Early Childhood (BSEd) (N = 8/8, Response Rate 100%)	2.50	2.38	2.50	2.00	2.50
Elementary Education - Certification (MEd) (N = 8/9, Response Rate 89%)	2.86	2.38	2.25	2.50	2.25
Elementary Education (BSEd) (N = 71/71, Response Rate 100%)	2.66	2.44	2.53	2.50	2.50
Overall Average for COE Programs	***2.66***	***2.43***	***2.50***	***2.45***	***2.48***
Secondary Initial Teacher Preparation Programs					
	Standard 7: Planning for Instruction			**Standard 8: Instructional Strategies**	
Initial Teacher Preparation Program	2. Listing and discussion of significant, challenging, varied, and appropriate standards/objectives based on class or grade level curriculum plan. [Attributes: Breadth and Accuracy] (InTASC 7g) (CAEP 1.2, 1)	5. Identification of specific implications for selection of instructional strategies based on information about learning characteristics and results from pre-assessment. [Attribute: Breadth] (InTASC 7d) (CAEP 1.2, 1, 2, & 3)	7. Discussion of sequencing (or scaffolding) of instruction within lesson plans. [Attributes: Breadth and Appropriateness of sequencing or scaffolding of instruction] (InTASC 7c) (CAEP 1.2, 1)	12. Evaluation of the integration of instructional technology strategies, tools, and applications. [Attributes: Breadth and Relevance] (InTASC 8g; 8o) (CAEP 1.2, 1)	9. Evaluation of instructional content in terms of being the appropriate level of complexity for students that encourages the development of critical thinking and problem solving. [Attributes: Breadth and Relevance] (InTASC 8f) (CAEP 1.2, 1 & 4)
Art Education (BSEd) (N = 4/4, Response Rate 100%)	3.00	3.00	3.00	3.00	3.00
English Education (Secondary) (MA) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Fall 2017.				
Music Secondary Education (BMEd) (N = 16/16, Response Rate 100%)	2.56	2.38	2.50	2.25	2.50
Secondary Education - English (BSEd) (N = 4/4, Response Rate 100%)	2.25	2.00	2.33	2.00	2.00
Secondary Education - Global Languages & Culture: Spanish, French & German (BSEd)	No candidates in this program completed Student Teaching in Fall 2017.				

(N = 0/0, Response Rate 0%)					
Secondary Education - History & Social Studies (BSEd) (N = 4/4, Response Rate 100%)	2.50	2.00	2.00	2.25	2.50
Secondary Education - Physical Education (BSEd) (N = 1/1, Response Rate 100%)	2.00	2.00	3.00	3.00	2.00
Spanish Education (MAT) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Fall 2017.				
Overall Average Scores for Secondary Programs	*2.55*	*2.36*	*2.50*	*2.36*	*2.50*
Overall Average Score for All Programs	*2.63*	*2.41*	*2.50*	*2.43*	*2.48*

Fall 2017
InTASC Category IV: Professional Responsibility
College of Education Initial Teacher Preparation Programs

Initial Teacher Preparation Program	**Standard 9: Professional Learning and Ethical Practice**	**Standard 10: Leadership and Collaboration**
	17. Reflection on advancing instruction to improve student learning. [Attributes: Clarity and Meaningfulness] (InTASC 9c; 9g) (CAEP 1.2, 4)	18. Reflections regarding connection between successful student learning and collaboration with mentoring teacher, other school colleagues, families, community organizations or online resources. [Attribute: Breadth] (InTASC 9d; 10d; 10e) (CAEP 1.2, 2 & 4)
Early Childhood (BSEd) (N = 8/8, Response Rate 100%)	2.38	2.63
Elementary Education - Certification (MEd) (N = 8/9, Response Rate 89%)	2.75	2.88
Elementary Education (BSEd) (N = 71/71, Response Rate 100%)	2.45	2.52
Overall Average for COE Programs	*2.47*	*2.56*
Secondary Initial Teacher Preparation Programs		
Initial Teacher Preparation Program	**Standard 9: Professional Learning and Ethical Practice**	**Standard 10: Leadership and Collaboration**
	17. Reflection on advancing instruction to improve student learning. [Attributes: Clarity and Meaningfulness] (InTASC 9c; 9g) (CAEP 1.2, 4)	18. Reflections regarding connection between successful student learning and collaboration with mentoring teacher, other school colleagues, families, community organizations or online resources. [Attribute: Breadth] (InTASC 9d; 10d; 10e) (CAEP 1.2, 2 & 4)
Art Education (BSEd) (N = 4/4, Response Rate 100%)	3.00	3.00
English Education (Secondary) (MA) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Fall 2017.	
Music Secondary Education (BMEd) (N = 16/16, Response Rate 100%)	2.38	2.44

Secondary Education - English (BSEd) (N = 4/4, Response Rate 100%)	2.25	2.50
Secondary Education - Global Languages & Culture: Spanish, French & German (BSEd) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Fall 2017.	
Secondary Education - History & Social Studies (BSEd) (N = 4/4, Response Rate 100%)	2.00	2.25
Secondary Education - Physical Education (BSEd) (N = 1/1, Response Rate 100%)	3.00	2.00
Spanish Education (MAT) (N = 0/0, Response Rate 0%)	No candidates in this program completed Student Teaching in Fall 2017.	
Overall Average Scores for Secondary Programs	*2.41*	*2.48*
Overall Average Score for All Programs	*2.46*	*2.54*

CWS – Special Education

- **BSEd Special & Elementary Education**
- **MEd Special Education, Mild Moderate Disabilities**
- **MEd Early Childhood Special Education**

Category I: The Learner and Learning (InTASC standards 1-3)
Category II: Content (InTASC standards 4-5)

Category III: Instructional Practice (InTASC standards 6-8)
Category IV: Professional Responsibility (InTASC standards 9-10)

Note: The Candidate Work Sample for Special Education is a culminating signature assessment that student teaching candidates complete at the conclusion of their student teaching clinical placement. The performance rubric has four performance scales—0 for Does Not Meet Criteria, 1 for Approaches, 2 for Meets, and 3 for Exceeds. A passing score on this assessment is considered a score of 2 or 3. Mean scores in the tables below should be interpreted based on this benchmark and indicate the average score candidates achieved on the rubric rows that comprise each InTASC category. The overall mean score for each program shown in the last column indicates the average score of each rubric row.

Fall 2017					
InTASC Category I: The Learner and Learning					
College of Education Initial Teacher Preparation Programs					
	Standard 1: Learner Development		**Standard 2: Learner Differences**	**Standard 3: Learning Environments**	
Initial Teacher Preparation Program	1. Identification of information about the learning-teaching context including details about the community, school, class, and individual	3. Description of pre/post assessment (including evidence of how the assessments are good measures), and how they are explicitly aligned to selected learning	11. Reflection of application of adaptations/ differentiation by student groupings or individual students. [Attributes: Breadth and Relevance]	6. Discussion of instructional strategies that demonstrates they were intentionally selected to foster active engagement, self-motivation, positive social engagement, and collaboration. [Attributes: Breadth and	10. Use of instructional strategies in relation to content and learner development that promote active student engagement. [Attributes: Breadth and Relevance]

	students. (InTASC 1h)	standards/objectives.(InTASC 1a)	(InTASC 2g)	Meaningfulness of differentiation of instruction] (InTASC 3d)	(InTASC 3i; 3j)
Elementary & Special Educ (BSED) (N = 54/65, Response Rate 83%)	2.48	2.54	2.58	2.60	2.51
Special Education - Early Childhood w/ Cert (MED) (N = 4/4, Response Rate 100%)	2.25	2.00	2.25	2.50	2.50
Special Education - Mild/Mod Dis Cer (MEd) (N = 3/3, Response Rate 100%)	2.33	2.33	2.00	2.67	2.33
Overall Average for COE Programs	*2.44*	*2.49*	*2.53*	*2.60*	*2.50*

Fall 2017		
InTASC Category II: Content		
College of Education Initial Teacher Preparation Programs		
	Standard 4: Content Knowledge	**Standard 5: Application of Content**
Initial Teacher Preparation Program	4. Used standard/objective and instructional strategies and assessment for each instructional day and each lesson plan. [Attributes: Clarity and Accuracy of alignment to Instruction and Assessment] (InTASC 4n)	8. Discussion of instructional technology strategies that demonstrates they were intentionally selected to address content standards/objectives. [Attribute: Breadth] (InTASC 5l)
Elementary & Special Educ (BSED) (N = 54/65, Response Rate 83%)	2.43	2.42
Special Education - Early Childhood w/ Cert (MED) (N = 4/4, Response Rate 100%)	2.75	2.25
Special Education - Mild/Mod Dis Cer (MEd) (N = 3/3, Response Rate 100%)	2.33	2.33
Overall Average for COE Programs	*2.45*	*2.40*

Fall 2017			
InTASC Category III: Instructional Practice			
College of Education Initial Teacher Preparation Programs			
	Standard 6: Assessment		
Initial Teacher Preparation Program	13. Use of formative assessment data to monitor learning and adjust instruction, if necessary. [Attributes: Breadth and Relevance] (InTASC 6a; 6c; 6g)	14. Display of assessment data communicates learning results for the class as a whole. [Attribute: Breadth] (InTASC 6l)	15. Analysis of assessment results: communicates results by standard/ objective, including which pre/post assessment questions or performance tasks students were more or less successful with completing. [Attribute: Breadth] (InTASC 6l)	16. Interpretation of assessment results in terms of growth/ learning/ achievement. [Attribute: Clarity]
Elementary & Special Educ (BSED)				

	2.57	2.67	2.59	2.70
Special Education - Early Childhood w/ Cert (MED) (N = 4/4, Response Rate 100%)	2.25	2.75	2.50	2.50
Special Education - Mild/Mod Dis Cer (MEd) (N = 3/3, Response Rate 100%)	2.00	2.67	2.00	2.00
Overall Average for COE Programs	*2.52*	*2.67*	*2.56*	*2.66*

Fall 2017
InTASC Category III: Instructional Practice
College of Education Initial Teacher Preparation Programs

Initial Teacher Preparation Program	**Standard 7: Planning for Instruction**			**Standard 8: Instructional Strategies**	
	2. Understands and knows how to organize significant, challenging, varied, and appropriate standards/objectives based on class or grade level curriculum plan.(InTASC 7g)	5. Identification of specific implications for selection of instructional strategies based on information about learning characteristics and results from pre-assessment. [Attribute: Breadth] (InTASC 7d)	7. Discussion of sequencing (or scaffolding) of instruction within lesson plans. [Attributes: Breadth and Appropriateness of sequencing or scaffolding of instruction] (InTASC 7c)	12. Reflection of the integration of instructional technology strategies, tools, and applications. [Attributes: Breadth and Relevance] (InTASC 8g; 8o)	9. Reflection of instructional content in terms of being the appropriate level of complexity for students that encourages the development of critical thinking and problem solving. [Attributes: Breadth and Relevance] (InTASC 8f)
Elementary & Special Educ (BSED) (N = 54/65, Response Rate 83%)	2.43	2.47	2.58	2.45	2.57
Special Education - Early Childhood w/ Cert (MED) (N = 4/4, Response Rate 100%)	2.50	2.25	2.25	2.25	2.50
Special Education - Mild/Mod Dis Cer (MEd) (N = 3/3, Response Rate 100%)	2.67	2.00	2.00	2.00	2.67
Overall Average for COE Programs	*2.44*	*2.43*	*2.53*	*2.42*	*2.57*

Fall 2017
InTASC Category IV: Professional Responsibility
College of Education Initial Teacher Preparation Programs

Initial Teacher Preparation Program	**Standard 9: Professional Learning and Ethical Practice**	**Standard 10: Leadership and Collaboration**
	17. Advancing instruction to improve student learning. [Attributes: Clarity and Meaningfulness] (InTASC 9c; 9g)	18. Connection between successful student learning and positive collaborative relationship with mentoring teacher, other school colleagues, families, community organizations or online resources. [Attribute: Breadth] (InTASC 9d; 10d; 10e)
Elementary & Special Educ (BSED) (N = 54/65, Response Rate 83%)	2.57	2.56
Special Education - Early Childhood w/ Cert (MED)		

(N = 4/4, Response Rate 100%)	2.00	2.50
Special Education - Mild/Mod Dis Cer (MEd) (N = 3/3, Response Rate 100%)	2.00	2.67
Overall Average for COE Programs	***2.51***	***2.56***

CWS Mathematics Rubric (Secondary)

- **BSEd Secondary Education - Mathematics**

Category I: The Learner and Learning (InTASC standards 1-3)
Category II: Content (InTASC standards 4-5)

Category III: Instructional Practice (InTASC standards 6-8)
Category IV: Professional Responsibility (InTASC standards 9-10)

Note: The Candidate Work Sample for Mathematics Education is a culminating signature assessment that student teaching candidates complete at the conclusion of their student teaching clinical placement. The rubric had 4 performance scales—0 for Does Not Meet Criteria, 1 for Approaches, 2 for Meets, and 3 for Exceeds. A passing score is considered to be 2 or 3, and data should be interpreted on this benchmark. Mean scores in the tables below should be interpreted based on these benchmarks and indicate the average score candidates achieved on the rubric rows that comprise each InTASC category. The overall mean score for each program shown in the last column indicates the average score of each rubric row.

Fall 2017	
Secondary Education Initial Teacher Preparation Programs	
BSEd Secondary Education - Mathematics (TSM 495C) (N = 0/0; Response rate = 0%) There were no students enrolled in Student Teaching for the BSEd Secondary Education - Mathematics program this semester.	
Mean Score by InTASC Category I: The Learner and Learning – InTASC Standard 2	**Overall Mean Score**
Plan lessons and units that incorporate a variety of strategies, **differentiated instruction for diverse populations**, and mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency. (InTASC 2a) (CAEP 1.2, 2)	**n/a**
Mean Score by InTASC Category II: Content – InTASC Standard 5	**Overall Mean Score**
Provide students with opportunities to **communicate about mathematics** and **make connections among mathematics**, other content areas, everyday life, and the workplace. (InTASC 5a; 5e) (CAEP 1.2, 1)	**n/a**
Rubric rows aligned to InTASC Category III: Instructional Practice – InTASC Standards 6-8	**Overall Mean Score**
Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies. (InTASC 8a; 8f; 8g) (CAEP 1.2, 1)	**n/a**
Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments. (InTASC 8b) (CAEP 1.2, 3)	**n/a**
Plan and create developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences. (InTASC 7d) (CAEP 1.2, 1)	**n/a**

Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students. (InTASC 6a; 6b; 6c; 6e) (CAEP 1.2, 3)	**n/a**
Overall Mean Score	*n/a*
Mean Score by InTASC Category IV: Professional Responsibility – InTASC Standard 9	**Overall Mean Score**
Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction. (InTASC 9b; 9c) (CAEP 1.2, 4)	**n/a**

Science CWS Rubric

- **BSEd Secondary Education - Science**
- **MAT-S Science Education (Secondary)**

Category I: The Learner and Learning (InTASC standards 1-3)
Category II: Content (InTASC standards 4-5)

Category III: Instructional Practice (InTASC standards 6-8)
Category IV: Professional Responsibility (InTASC standards 9-10)

Note: The Candidate Work Sample for Science Education is a culminating signature assessment that student teaching candidates complete at the conclusion of their student teaching clinical placement. The rubric had 4 performance scales—0 for Does Not Meet Criteria, 1 for Approaches, 2 for Meets, and 3 for Exceeds. A passing score is considered to be 2 or 3, and data should be interpreted on this benchmark. Mean scores in the tables below should be interpreted based on these benchmarks and indicate the average score candidates achieved on the rubric rows that comprise each InTASC category. The overall mean score for each program shown in the last column indicates the average score of each rubric row.

Fall 2017		
Secondary Education Initial Teacher Preparation Programs	BSEd Secondary Education - Science (Biology, Chemistry, Earth Science, General Science, Physics) (TSM 495C) (N = 2/2; Response rate = 100%)	MAT-S Science Education (Secondary) (TSM 595) (N = 6/6; Response rate = 100%)
Mean Score by InTASC Category I: The Learner and Learning – InTASC Standards 2-3	**Overall Mean Score**	
1. The Learner and Learning: Learning Differences Learning Environments Overview of school context, demographics and implications for instruction: DESCRIPTOR: School Community, Context and Learning Environment: The Teacher Candidate uses information about the learning-teaching context and student individual differences to plan instruction and establish a learning environment. (InTASC 2, 3) (CAEP 1.2, 2)	3.00	2.17
Mean Score by InTASC Category II: Content – InTASC Standards 4-5	**Overall Mean Score**	
2. Content Knowledge: Content knowledge Application of Content; Instructional DESCRIPTOR: The candidate is able to successfully convey to students the major science concepts, principles, theories, laws, and interrelationships of their fields of licensure. (NSTA 1a, InTASC 4,5) (CAEP 1.2, 1)	**2.50**	**2.67**
4. Content Knowledge: Content Knowledge & Application of Content; Instructional Practice: Assessment & Planning for Instruction & Instructional Strategies; Nature of Science DESCRIPTOR: The candidate provides data about their students' ability to distinguish	**2.00**	**2.17**

science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. (NSTA 5b, InTASC 4, 5, 6, 7, 8) (CAEP 1.2, 1, 3)		
5. Content Knowledge: Content Knowledge Application of Content; Instructional; DESCRIPTOR: The candidate demonstrates their ability to design lessons where students collect and interpret data in order to: develop and communicate concepts, understand scientific processes and relationships and natural patterns from empirical experiences, and apply science-specific technology as appropriate. (NSTA 2b, InTASC 4, 5, 6, 7, 8) (CAEP 1.2, 1, 3)	**2.00**	**2.33**
Overall Mean Score	*2.17*	*2.39*
Rubric rows aligned to InTASC Category III: Instructional Practice – InTASC Standards 6-8	**Overall Mean Score**	
3. Practice: Assessment & Planning for Instruction & Instructional Strategies; Scientific Concepts DESCRIPTOR: The candidate is able to present a clear picture of what students learned during the CWS unit through the analysis and reflection on formative and summative evidence. (NSTA 5a, InTASC 4, 5, 6, 7, 8) (CAEP 1.2, 3)	2.50	2.00
6. Practice: Assessment & Planning for Instruction & Instructional Strategies; Scientific Inquiry; DESCRIPTOR: The candidate develops lesson plans that show all students are expected to collect and interpret data using science-specific technology in order to understand scientific processes, relationships and patterns. (NSTA 3b, InTASC 4, 5, 6, 7, 8) (CAEP 1.2, 1)	2.50	2.33
7. Practice: Assessment & Planning for Instruction & Instructional Strategies; Scientific Inquiry; DESCRIPTOR: The candidate provides evidence of engaging students in inquiries that contribute to their students' understanding of science concepts and relationships through empirical observations, data collection and making logical inferences. (NSTA 5c, InTASC 4, 5, 6, 7, 8) (CAEP 1.2, 1, 3)	2.50	2.33
8. Instructional Practice: Instructional Strategies; College and Career Readiness and Technology; DESCRIPTOR: The candidate demonstrates an understanding of the supporting role of mathematics and language arts and the use of technology for students to develop scientific understandings. (NSTA 1b, InTASC 8) (CAEP 1.2, 1)	3.00	2.67
9. The Learner and Learning: Learner Development & Learning Differences; Instructional Practice: Assessment & Instructional Strategies; DESCRIPTOR: The candidate designs instruction and assessment strategies that identify and address students' naive concepts or preconceptions. (NSTA 2c and InTASC 1, 2, 6, 8) (CAEP 1.2, 1, 3)	3.00	2.00
10. The Learner and Learning: Learner Development Learning Differences; Instructional Practice: Assessment & Instructional Strategies; DESCRIPTOR: The candidate uses a variety of teaching strategies to engage and motivate all students in learning. (NSTA 3a, InTASC 6, 7, 8) (CAEP 1.2, 1, 2)	2.50	2.00
11. The Learner and Learning: Learner Development & Learning Differences; Instructional Practice: Assessment & Instructional Strategies; DESCRIPTOR: The candidate applies ongoing fair and equitable assessment strategies to analyze student learning and evaluate preconceptions and ideas that students hold. (NSTA 3c, InTASC 6, 7, 8) (CAEP 1.2, 1, 2, 3)	2.50	2.00

	Overall Mean Score	2.64	2.19
Mean Score by InTASC Category IV: Professional Responsibility – InTASC Standards 9-10	**Overall Mean Score**		
12. Professional Responsibility: Professional Learning and Ethical Practice Leadership and Collaboration; DESCRIPTOR: Reflection, Professional Responsibilities and Ethics: The Teacher Candidate reflects on his or her demonstrated professional responsibilities to improve teaching practice. (InTASC 9, 10) (CAEP 1.2, 4)	*3.00*		*2.33*