

1.1.1 Initial Level Key Assessment Data Charts

The Learner and Learning = Green

Content = Pink

Instructional Practice = Yellow

Professional Responsibility = Orange

Technology Proficiency (Print)

Diversity/Culturally Responsive Teaching (Print)

The EPP ensures the quality of its candidates by enforcing transition point requirements. Employing. The EPP requires all Candidates to complete their testing requirements prior to admission (PRAXIS CORE, 21 on ACT/SAT equivalent, or 3.0 on 60 hours beginning Spring 2022) and successful completion of PRAXIS II exams (and Foundations of Reading for elementary candidates) before applying for student teaching. It is during student teaching a candidates' pedagogical skills are monitored and evaluated multiple times using different raters.

Candidate performance on multiple observational assessments administered at the mid and exit levels, as well as, completer data show that our candidates are competent and positively impact P-12 student learning and development. Candidates ability to design and deliver instruction is assessed using the CUPASL in EDCI 401 and the TIAI, a state-created assessment, in EDCI 402. In EDCI 401, the candidate's ability to effectively plan, assess, and impact on student learning is assessed by the classroom instructor based on submission of the CUPASL assessment. The candidate's pedagogical content knowledge and classroom management are assessed by the mentor teacher supervising the candidate in the classroom. In EDCI 402, the candidate is assessed by mentor teachers and university supervisors evaluating the candidates' positive impact on the learning and development of all P-12 students. The candidate spends 560 hours in direct contact with p-12 learners.

Candidate performance on observational key assessments, TIAI and items 15 -20 of the CUPASL indicate that candidates are well prepared to plan and deliver instruction to diverse students in diverse learning environments. CUPASL means of items 15-18 dealing with pedagogical content knowledge range from 2.25 to 2.48, while TIAI Planning and Preparation Domain and Instruction Domain means range from 2.16 to 2.54 further showing that candidates are competent in these areas at program completion. MAT candidate performance on the TIAI appears to be even stronger than the undergraduate teacher education program based on observational ratings during the clinical experience. All five domain means exceed the 2.0 Meets Standard level on all cycles of data in the MAT program.

SPED 311 Early Field Experience Contextual Factors Key Assessment Pilot N=7					
		1.1. Community and school information The teacher candidate (TC) discusses the following information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics). CAEP 1.1; INTASC 2; TGR 7	1.2. Classroom Information The teacher candidate (TC) describes classroom factors including physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.) CAEP 1.1,1.5; INTASC 3; TGR 7	1.3. Student Characteristics The teacher candidate (TC) describes each of the following student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests, and learning differences CAEP 1.1; INTASC 1.k, 2; TGR 2	1.4. Accommodations /Modifications for Planning, Instruction, and/or Assessment The teacher candidate (TC) describes his/her rationale for accommodations/modifications that he/she would make to instructional plans, instruction, and assessment based on classroom and student characteristics. A chart is provided that identifies the student characteristics and accommodations/modifications. CAEP 1.1; INTASC 1; TGR 2
	MEAN	1.75	1.75	1.75	1
	MODE	1	1	1	2
	RANGE	1--3	1--3	1--3	0--2

Fall 21 EDCI 301 Classroom Management Plan & Rationale Pilot N=18						
	1.The classroom management plan supports a learning-focused classroom community.TGR 5, INTASC 3	2. The classroom management plan supports classroom space, time, and resources (including technology when appropriate)effectively for student learning. TGR 6, INTASC 3	3. The classroom management plan addresses maintaining a classroom of respect for all students. TGR 7, INTASC 3	4. The classroom management plan addresses classroom routines and transitions between activities INTASC 3D, CAEP K-6 4G, TGR 6	5. The classroom management plan addresses managing Student Behavior (Response to Behavior) INTASC 3F, CAEP K-6 3E, TGR 7	6. Rationale Supporting Management Choices in each of the 5 standards (1. learning focused classroom community 2. use of space, time, and resources 3. respectful environment 4. routines and transitions 5. teacher's response to student behavior)
MEAN	2.777777778	2.611111111	2.666666667	2.5	2.55555556	2.5
MODE	3	3	3	2	3	3
RANGE	2--3	1--3	1--3	2--3	1--3	0--3

FALL 21 RE 310 TECHNOLOGY MINI LESSON PILOT N=16
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1. Demonstration of Start of Lesson Behaviors INTASC 3 Learning Environments CAEP K-6 4F TGR 6_Points	2. Alignment of Instructional Activities to Lesson Objectives INTASC 7 Planning for Instruction CAEP K-6 3C TGR 1_Points	3.Facilitate & Inspire Learning & Creativity ISTE Teacher 1b INTASC 8 Instructional Strategies CAEP K-6 4E TGR 4	4.Facilitate & Inspire Learning & Creativity ISTE Teacher 1d INTASC 8 Instructional Strategies CAEP K-6 4C TGR 4	5. Design and develop digital age learning experiences and assessments ISTE Teacher 2a INTASC 7 Planning for Instruction CAEP K-6 4A TGR 3	6. Design and develop digital age learning experiences and assessments ISTE Teacher 2c INTASC 2 Learning Differences CAEP K-6 1B TGR 4	7. Model Digital Age Work & Learning ISTE Teacher 3a INTASC 4 Content Knowledge CAEP K-6 4E TGR 6	8. Model Digital Age Work & Learning ISTE Teacher 3c INTASC 4 Content Knowledge CAEP K-6 4C TGR 4	9. Promote & Model Digital Citizenship & Responsibility ISTE Teacher 4a INTASC 9 Professional Learning & Ethical Responsibility CAEP K-6 5B TGR 7	10. Rationale Statement Engage in Professional Growth & Leadership ISTE Teacher 5b INTASC 9 Professional Learning & Ethical Responsibility CAEP K-6 5B TGR 8
1.8125	1.875	1.6875	1.8125	1.875	1.625	1.5625	1.75	1.625	1.3125
2	2	2	2	2	2	2	2	2	1
0--3	0--3	0--3	1--3	1--3	1--3	0--3	1--3	0--3	0--3

EDCI 401 FALL 21 CUPASL (EPP) N=46; EDCI 401 SPRING 21 CUPASL (EPP) N=51 (Covid – No field); EDCI 401 SPRING 21 CUPASL (EPP) n=89 (Covid – No field)														
Grade	1. Goals Aligned to State Content Standards NIET Instructional Plans (Alignment) INTASC 7A CAEP K-6 3C TGR 1	2. Activities & materials support instructional plans NIET Activities & Materials (Support) INTASC 7A CAEP K-6 3C TGR 1	3. Use of a Variety of Instructional Strategies, Activities, Assignments and Resources NIET Activities & Materials (Variety) INTASC 7B CAEP K-6 4C TGR 4	4. Provides appropriate time NIET Lesson Structure & Pacing (Time Management) INTASC 3D CAEP K-6 4E TGR 6	5. Accommodates Individual Student Needs NIET Instructional Plans (Individual Student Needs) INTASC 7B CAEP K-6 4G TGR 2	6. Alignment with State Standards & Objectives NIET Assessments (Alignment) INTASC 6B CAEP K-6 3C TGR 3	7. Multiple Modes and Approaches of Assessment NIET Assessments (Variety) INTASC 6E CAEP K-6 3A TGR 3	8. Technical Soundness of Assessments NIET Instruments NIET Assessments (Validity) INTASC 6B CAEP K-6 3B TGR 3	9. Analysis of Student Learning NIET Academic Feedback (Monitor & Adjust #1) INTASC 6G CAEP K-6 3B TGR 3	10. Interpretation of Data NIET Academic Feedback (Monitor & Adjust #2) INTASC 6C CAEP K-6 3A TGR 3	11. Evidence of Impact on Student Learning NIET Academic Feedback (Monitor & Adjust #3) INTASC 6C CAEP K-6 3B TGR 3	12. Interpretation of Student Learning NIET Academic Feedback (Monitor & Adjust #4) INTASC 6C CAEP K-6 3B TGR 3	13. Insights on Effective Instruction and Assessment NIET Academic Feedback (Monitor & Adjust #5) INTASC 6C CAEP K-6 3B TGR 3	14. Modifications Based on Analysis of Student Learning NIET Academic Feedback (Monitor & Adjust #1) INTASC 6H CAEP K-6 3B TGR 3
Mean	2.54	2.61	2.66	2.57	2.35	1.76	1.71	1.92	1.26	1.42	1.88	1.40	1.35	1.5
Mode	3	3	3	3	3	2	2	2	1	1	2	2	1	1
Range	1--3	1--3	1--3	1--3	0--3	0--3	0--3	0--3	0--3	0--3	0--3	0--3	0--3	0--3
Mean	2.39	2.49	2.52	2.21	2.15	1.92	2.05	1.74						
Mode	3	3	3	2	2	2	2	2						
Range	0--3	1--3	0--3	0--3	0--3	0--3	0--3	0--3						
Mean	2.55	2.32	2.48	2.42	2.49	1.59	1.88	1.46						
Mode	3	3	3	3	3	1	2	1						
Range	1--3	1--3	1--3	1--3	1--3	0--3	0--3	0--3						

EDCI 401 FALL 21 Mid-Level Dispositions (EPP) N=46														
	1. Regular & Timely Classroom attendance	2.Regular & Timely Submission of Assignments	3.Exhibits Confidence & Poise in Professional Settings MCoE 5 INTASC 3	4.Exhibits Professional Appearance INTASC 3	5.Exhibits High Academic Performance	6.Exhibits Basic Skills & Content Knowledge MCoE 4 INTASC 4	7.Exhibits Concern for Issues of Fairness & Equity TGR 7 INTASC 1 INTASC 3	Exhibits Honesty & Integrity MCoE 2 INTASC 3	9.Exhibits Reflective Practice INTASC 9	10.Communicates Effectively with Students & Stakeholders INTASC 5	11.Maintains a Professional Relationship with Students MCoE4 INTASC 3	12. Demonstrates Responsiveness to Student Needs INTASC 2	13.Accepts constructive criticism in a positive manner. (MCoE 1) INTASC 9	14.Collaborates with Professionals and Colleagues to Meet Student Needs TGR 8 INTASC 10
Mean	1.97	2.30	2.26	2.21	2.69	2.33	2.19	2.90	2.35	2.16	2.07	2	2.40	2.21
Mode	2	3	2	2	3	2	2	3	2	2	2	2	2	2
Range	0--3	0--3	1--3	1--3	0--3	2--3	2--3	2--3	2--3	2--3	2--3		2--3	2--3

EDCI 402 TIAI SPRING 21, FALL 20, & SPRING 20						
	DOMAIN	DOMAIN I: PLANNING AND PREPARATION	DOMAIN II: ASSESSMENT	DOMAIN III: INSTRUCTION	DOMAIN IV: LEARNING ENVIRONMENT	DOMAIN V: PROFESSIONAL RESPONSIBILITIES
SP 21 N=73	MEAN	2.54	2.30	2.43	2.44	2.76
F 20 N=12	MEAN	2.09	1.96	2.23	2.17	2.78
SP 20 N=19	MEAN	2.20	2.05	2.16	2.01	2.44
	3 CYCLE MEAN	2.27	2.10	2.27	2.21	2.61

EDCI 402 Professional Dispositions (EPP-Wide) Spring 21, N=73 Fall 20, N=12, SP 20, N=19										
	1. The teacher candidate protects confidential information concerning students and/or colleagues unless the law requires disclosure. (MCoE 9)	2. The teacher candidate demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents. (MCoE 5)	3. The teacher candidate follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use. (MCoE 6)	DOMAIN I. PROFESSIONALISM & ACADEMIC INTEGRITY Rubric Mean	4. The teacher candidate exemplifies honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program. (MCoE 2)	5. The teacher candidate accepts constructive criticism in a positive manner. (MCoE 1)	DOMAIN II. CHARACTER DISPOSITIONS Rubric Mean	6. The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner. (MCoE 4)	7. The teacher candidate maintains a professional relationship with all students both inside and outside professional settings. (MCoE 4)	DOMAIN III. CLINICAL/FIELD EXPERIENCES DISPOSITIONS Rubric Mean
Sp21 MEAN	2.45	2.42	2.42	2.43	2.55	2.5	2.52	2.52	2.58	2.55
MODE	2	2	2	2	3	2	3	3	3	3
RANGE	2--3	2--3	2--3		2--3	2--3		1--3	2--3	
F20 MEAN	2.666667	2.461538	2.583333	2.538462	2.538462	2.461538	2.5	2.384615	2.538462	2.461538
MODE	3	2	3	3	3	2	3	3	3	3
RANGE	2--3	2--3	2--3		2--3	2--3		1--3	2--3	
SP20 MEAN	2.75	2.666667	2.666667	2.69	2.727273	2.75	2.73	2.666667	2.833333	2.75
MODE	3	3	3	3	3	3	3	3	3	3
RANGE	2--3	2--3	2--3		2--3	2--3		2--3	2--3	

MAT PROGRAM ASSESSMENT SP 21 N= 6, FA 20 N=78, SP 20 N=29

1. The teacher candidate develops measurable and observable grade and subject level objectives that are aligned with appropriate state curricula frameworks. CAEP 1.2 InTASC 7 TGR 1	2. The teacher candidate develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group.* CAEP 1.1 InTASC 2 TGR 2	3. The teacher candidate integrates core content knowledge across and within subject areas in lessons when appropriate. CAEP 1.1 InTASC 7 TGR 4	5. The teacher candidate's plans indicate use of appropriate assessments that effectively evaluate student learning and development.* CAEP 1.3 InTASC 6 TGR 3	6. The teacher candidate's plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding.* CAEP 1.5 InTASC 7 TGR 6	DOMAIN 1: PLANNING AND PREPARATION Rubric Mean_Points
SP 21					
2.353383	2.353383	2.338346	2.338346	2.390977	2.354887
2	2	2	2	2	2
FA 20					
2.270115	2.224138	2.316092	2.260116	2.358382	2.28431
2	2	2	2	2	2
SP 20					
2.971429	2.4	2.485714	2.542857	2.371429	2.554286
3	2	2	3	2	2.6

7. The teacher candidate communicates assessment criteria and performance standards to the students and provides feedback to students about academic performance. CAEP 1.2 InTASC 6 TGR 3_Points	8. The teacher candidate uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.* CAEP 1.2 InTASC 6 TGR 3	DOMAIN 2: ASSESSMENT Rubric Mean Points
SP 21		
2.166667	2.212121	2.189394
2	2	2
FA 20		
2.190751	2.260116	2.225434
2	2	2
SP 20		
2.4	2.171429	2.285714
2	2	2

9. The teacher candidate uses standard written, oral, and nonverbal communication in instruction. CAEP 1.1 InTASC 5 TGR 4	10. The teacher candidate provides explicit written and oral directions for instructional activities. CAEP 1.1 InTASC 5 TGR 4	11. The teacher candidate communicates positive expectations for learning for all students. CAEP 1.1 InTASC 2 TGR 2	12. The teacher candidate conveys enthusiasm for teaching and learning for all students. CAEP 1.1 InTASC 3 TGR 7	13. The teacher candidate provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning. CAEP 1.1 InTASC 3 TGR 5	14. The teacher candidate demonstrates content knowledge and an understanding of how to teach the content. CAEP 1.3 InTASC 4 TGR 4	15. The teacher candidate uses a variety of appropriate teaching strategies, including technology, to impact student learning and development. * CAEP 1.3 InTASC 8 TGR 4	16. The teacher candidate planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group.* CAEP 1.4 InTASC 1 TGR 2	17. The teacher candidate engages all students in critical thinking through higher-order questioning. * CAEP 1.4 InTASC 5 TGR 4	18. The teacher candidate adjusts instruction as needed based on student input, cues, and individual/group responses. CAEP 1.4 InTASC 8 TGR 4	19. The teacher candidate uses family and/or community resources in instruction to impact student learning and development.* CAEP 1.1 InTASC 10 TGR 9	DOMAIN 3: INSTRUCTION Rubric Mean Points
SP 21											
2.25	2.25	2.25	2.265152	2.19697	2.227273	2.212121	2.090909	2.106061	2.143939	2.128788	2.192955
2	2	2	2	2	2	2	2	2	2	2	2
FA 20											
2.224138	2.254335	2.333333	2.385057	2.231214	2.254335	2.208092	2.069364	2.127168	2.138728	2.098266	2.210747
2	2	2	2	2	2	2	2	2	2	2	2
SP 20											
2.971429	2.971429	3	3	2.428571	2.857143	2.342857	2.342857	2.285714	2.457143	2.942857	2.692857
3	3	3	3	2	3	2	2	2	2	3	2.55

20. The teacher candidate adjusts the classroom environment to enhance positive peer relationships, motivation, and learning. CAEP 1.1 InTASC 3 TGR 5	21. The teacher candidate attends to and delegates routine tasks. CAEP 1.1 InTASC 3 TGR 6	22. The teacher candidate uses multiple strategies to foster appropriate student behavior according to individual and situational needs. CAEP 1.1 InTASC 3 TGR 5	23. The teacher candidate creates a culturally inclusive environment that promotes fairness, safety, respect, and support for all students. CAEP 1.1 InTASC 3 TGR 7	24. The teacher candidate maximizes instructional time. CAEP 1.1 InTASC 7 TGR 6	DOMAIN 4 LEARNING ENVIRONMENT Rubric Mean Points
SP 21					
2.212121	2.227273	2.166667	2.265152	2.219697	2.218182
2	2	2	2	2	2
FA 20					
2.225434	2.229885	2.184971	2.242775	2.195402	2.211494
2	2	2	2	2	2
SP 20					
2.885714	2.057143	2.685714	2.914286	2.114286	2.531429
3	2	3	3	2	2.6

25. The teacher candidate collaborates with professional colleagues (classroom mentor teacher and/or university supervisor) to communicate with families about student learning and development. CAEP 1.1 InTASC 10 TGR	Rubric Mean_Points	
SP 21		
2.280303		2.280303
2		2
FA 20		
2.247126		2.247126
2		2
SP 20		
2.885714		2.885714
3		3

[illegible]