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)

EPP DATA CHART AND ANALYSIS

*Data charts have been updated to include spring and summer 2022 data. Charts containing errors (as noted in the self-study) concerning the number of assessment completers per cycle have also been corrected. Finally, Analysis has been provided for the newly piloted assessments where only one cycle of data was presented in the initial self-study. Three cycles of data were analyzed for all other assessments in the initial self-study submission.

SPED 311 Early Field Experience Contextual Factors Key Assessment					
		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
SPED 311 Early Field Experience Contextual Factors Key Assessment F 21 Pilot N=7					
FALL 21	MEAN	1.75	1.75	1.75	1
FALL 21	MODE	1	1	1	2
FALL 21	RANGE	1--3	1--3	1--3	0--2
SPED 311 Early Field Experience Contextual Factors Key Assessment SPRING 22 Pilot N=17					
SPRING 22	MEAN	2.1	2.1	2.15	2.2
SPRING 22	MODE	2	2	2	2
SPRING 22	RANGE	1--3	1--3	1--3	1--3
SPED 311 Early Field Experience Contextual Factors Key Assessment FALL 22 (forthcoming)					
FALL 22	MEAN				
FALL 22	MODE				
FALL 22	RANGE				

EDCI 301 Classroom Management Plan & Rationale						
	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)
Fall 21 EDCI 301 Classroom Management Plan & Rationale Pilot N=18						
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
SPRING 22 EDCI 301 Classroom Management Plan & Rationale N=9						
MEAN	2.888888889	2.666666667	2.888888889	2.555555556	2.666666667	2.777777778
MODE	3	3	3	3	3	3
RANGE	2--3	1--3	2--3	2--3	2--3	2--3
Fall 22 EDCI 301 Classroom Management Plan & Rationale (forthcoming)						
MEAN						
MODE						
RANGE						

	RE 310 TECHNOLOGY MINI LESSON									
	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 (Fluency) INTASC 4 Content Knowledge CAEP K-6 4E TGR 6**	**8. Model Digital Age Work & Learning ISTE Teacher 3c (Communicates Information) 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**
	FALL 21 RE 310 TECHNOLOGY MINI LESSON PILOT N=16									
MEAN	1.8125	1.875	1.6875	1.8125	1.875	1.625	1.5625	1.75	1.625	1.3125
MODE	2	2	2	2	2	2	2	2	2	1
RANGE	0--3	0--3	0--3	1--3	1--3	1--3	0--3	1--3	0--3	0--3
	SPRING 22 RE 310 TECHNOLOGY MINI LESSON N=20									
MEAN	2.1	2.25	2.6	2.15	3	2.25	3	2.6	3	2.7
MODE	3	3	3	2	3	3	3	3	3	3
RANGE	0--3	1--3	1--3	1--3	N/A	0--3	N/A	2--3	N/A	1--3
	SUMMER 22 RE 310 TECHNOLOGY MINI LESSON N=9									
MEAN	2.444444	1.888889	1.888889	1.888889	1.777778	1.777778	1.777778	1.888889	1.777778	1.666667
MODE	3	2	2	2	2	2	1	1	1	1
RANGE	1--3	1--3	1--3	1--3	1--3	1--3	1--3	1--3	1--3	1--3

Entry Level Dispositions (EPP) – Program Admission										
	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
SUMMER 21 N=4										
MEAN	2	1	2	1	2.5	2.5	2	2	2	2.5
MODE	2	1	2	#N/A	3	3	2	2	2	3
SDA	1	0.816497	1	0.957427	1.414214	0.957427	1.258306	1.258306	1.258306	1.414214
SPRING 21 N=25										
MEAN	2.692308	2.653846	2.730769	2.615385	2.692308	2.692308	2.653846	2.769231	2.653846	2.565217
MODE	3	3	3	3	3	3	3	3	3	3
SDA	0.693889	0.697982	0.687702	0.70002	0.693889	0.693889	0.697982	0.679366	0.697982	1.039121
FALL 20 N=48										
MEAN	2.510204	2.408163	2.408163	2.333333	2.387755	2.326531	2.408163	2.55102	2.387755	2.326531
MODE	3	3	2	2	3	2	2	3	2	2
SDA	0.616524	0.704698	0.574397	0.57735	0.639542	0.554818	0.574397	0.542418	0.606092	0.591177

	EDCI 401 CUPASL (ITEMS 1-14)													
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 Assessment (Alignment) INTASC 6B CAEP K-6 3C TGR 3	7.Multiple Modes and Approaches of Assessment NIET Assessment (Variety) INTASC 6E CAEP K-6 3A TGR 3	8.Technical Soundness of Assessment Instruments NIET Assessment (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
	EDCI 401 SPRING 22 CUPASL (EPP) N=26													
Mean	2.76	2.57	2.5	2.076	1.88	2.23	1.96	2.038	1.84	2.11	2.34	2	2.11	1.96
Mode	3	3	3	2	2	3	2	2	2	2	2	2	2	2
Range	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3	1-3
	EDCI 401 FALL 21 CUPASL (EPP) N=43													
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
EDCI 401 SPRING 21 CUPASL (EPP) N=51 (Covid – No field)														
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						
EDCI 401 Fall 20 CUPASL (EPP) n=89 (Covid – No field)														
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 SPRING 20 CUPASL (EPP) N=8 (Covid – No field)														
Mean	3.875	4.125	4.375	4.25	3.875	4.125	4.125	3.375						
Mode	5	4	5	5	4	4	4	3						
Range	2--5	3--5	3--5	3--5	3--5	3--5	3--5	3--4						
EDCI 401 FALL 19 CUPASL (EPP) N=20 *A 5 point scale was utilized to assess candidates prior to Spring 20														
Mean	3.52	3.94	3.89	3.68	3.41	3.26	3.52	3.15	3.84	3.57	3.94	3.73	3.94	3.68
Mode	2	4	4	4	3	3	4	4	4	3	4	3	4	4
Range	2--3	3--5	3--5	2--4	2--5	2--5	2--5	2--5	3--5	2--5	3--5	3--5	3--5	2--5

	15.Presenting Instructional Content (Communication) INTASC 4A,H CAEP K-6 4C	16. Presenting Instructional Content (Modeling) INTASC 4A CAEP K-6 4E	17.Presenting Instructional Content (Pacing, Routines, & Transitions) INTASC 3D CAEP K-6 4G TGR 6	18.Academic Feedback INTASC 8B CAEP K-6 4D TGR 3	19.Managing Student Behavior (Routines & Techniques) INTASC 3D CAEP K-6 3E TGR 6	20. Managing Student Behavior (Response to Behavior) INTASC 3F CAEP K-6 3E TGR 7
EDCI 401 CUPASL Supervising Teacher Evaluation of Candidate (No Field Placement due to Covid in Fall 20 and Spring 21)						
EDCI 401 SPRING 22 Supervising Teacher Evaluation of Candidate EPP N=26						
Mean	2.454545	2.454545	2.181818	2.409091	2.363636	2.363636
Mode	2	2	2	2	2	2
Range	2.454545	2.454545	2.181818	2.409091	2.363636	2.363636
EDCI 401 Fall 21 Supervising Teacher Evaluation of Candidate EPP N= 43						
Mean	2.485714286	2.485714286	2.257142857	2.285714286	2.371428571	2.457142857
Mode	3	3	2	3	2	3
Range	1--3	1--3	0--3	0--3	1--3	1--3
(No Field Placement due to Covid in Fall 20 and Spring 21)						
EDCI 401 CUPASL FALL 19 Supervising Teacher Evaluation of Candidate EPP N=20 ***A 5 point scale was utilized to assess candidates prior to Spring 20**						
Mean	4.052631579	3.842105263	4.052631579	3.578947368	4.052631579	3.894736842
Mode	5	3	5	3	5	3
Range	3--5	3--5	3--5	3--5	3--5	3--5

	EDCI 401 Mid-Level Dispositions (EPP)													
	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
	EDCI 401 FALL 21 Mid-Level Dispositions (EPP) N=43													
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 401 SPRING 22 Mid-Level Dispositions (EPP) N=26													
Mean	1.96	2.22	2.51	2.77	2.51	2.48	2.74	2.85	2.29	2.40	2.70	2.37	2.74	2.66
Mode	2	2	3	3	3	3	3	3	2	2	3	2	3	3
Range	0--3	1--3	2--3	2--3	1--3	1--3	2--3	2--3	1--3	2--3	2--3	2--3	2--3	2--3
	EDCI 401 FALL 22 Mid-Level Dispositions (EPP) N= (forthcoming)													
Mean														
Mode														
Range														

TIAI ASSESSMENT SP22 N=42, FA 21= N=42, SP 21 N=73 , FA 20 N=13

	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 22 N=42						
MEAN	2.642857	2.595238	2.595238	2.595238	2.690476	2.595238
MODE	3	3	3	3	3	3
S.D.	0.484966	0.496796	0.496796	0.496796	0.467901	0.543679
FA 21 N=42						
MEAN	2.804878	2.731707	2.756098	2.731707	2.756098	2.756098
MODE	3	3	3	3	3	3
S.D.	0.586828	0.611542	0.604378	0.611542	0.604378	0.604378
SP 21 N=73						
MEAN	2.290323	2.107527	2.139785	2.191489	2.287234	2.181053
MODE	2	2	2	2	2	2
RANGE	2--3	1--3	1--3	1--3	2--3	
FA 20 N=13						
MEAN	2.461538	2.307692	2.25	2.307692	2.538462	2.373077
MODE	2	2	2	2	3	2
RANGE	2--3	1--3	2--3	1--3	2--3	

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 22 N=42		
MEAN	2.595238	2.595238	2.595238
MODE	3	3	3
S.D.	0.496796	0.543679	0.496796
FA 21 N=42		
MEAN	2.707317	2.658537	2.619048
MODE	3	3	3
S.D.	0.617684	0.627015	0.582358
SP 21 N=73		
MEAN	2.141304	2.074468	2.106383
MODE	2	2	2
RANGE	1--3	1--3	
FA 20 N=13		
MEAN	2.307692	2.153846	2.230769
MODE	2	2	2
RANGE	2--3	1--3	

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 22 N=42											
M 2.595238	2.666667	2.642857	2.619048	2.642857	2.619048	2.619048	2.571429	2.571429	2.595238	2.547619	2.608571
MODE 3	3	3	3	3	3	3	3	3	3	3	3
S.D. 0.496796	0.477119	0.484966	0.491507	0.484966	0.491507	0.491507	0.50087	0.547404	0.496796	0.503761	0.453343
FA 21 N=42											
M 2.756098	2.825	2.853659	2.804878	2.804878	2.707317	2.756098	2.682927	2.756098	2.707317	2.560976	2.68119
MODE 3	3	3	3	3	3	3	3	3	3	3	3
S.D. 0.604378	0.715272	0.564637	0.586828	0.586828	0.617684	0.604378	0.622833	0.604378	0.655983	0.634381	0.540994
SP 21 N=73											
M 2.430108	2.358696	2.329545	2.408602	2.23913	2.373626	2.365591	1.935484	2.053191	2.184783	2.175	2.261809
MODE 2	2	2	2	2	2	2	2	2	2	2	2
RANGE 2--3	1--3	1--3	2--3	1--3	1--3	1--3	1--3	1--3	1--3	1--3	

FA 20 N=13												
M	2.692308	2.5	2.615385	2.615385	2.416667	2.615385	2.307692	2.076923	2.307692	2.230769	2.333333	2.42
MODE	3	2	3	3	2	3	2	2	2	2	2	3
RANGE	2--3	2--3	2--3	2--3	2--3	2--3	1--3	1--3	1--3	1--3	2--3	

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 22 N=42					
MEAN 2.595238	2.595238	2.571429	2.642857	2.642857	2.609524
MODE 3	3	3	3	3	3
S.D. 0.543679	0.496796	0.547404	0.484966	0.484966	0.4736
FA 21 N=42					
MEAN 2.8	2.756098	2.634146	2.804878	2.707317	2.67381
MODE 3	3	3	3	3	3
S.D. 0.721336	0.604378	0.667827	0.586828	0.655983	0.564416
SP 21 N=73					
MEAN 2.32967	2.211111	2.271739	2.1	2.336957	2.248925
MODE 2	2	2	2	2	2
RANGE 2--3	1--3	1--3	1--3	1--3	
FA 20 N=13					
MEAN 2.636364	2.363636	2.384615	2.6	2.230769	2.384615
MODE 3	2	2	3	2	2
RANGE 2--3	2--3	2--3	2--3	1--3	

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 22 N=42		
MEAN	2.666667	2.666667
MODE	3	3
S.D.	0.477119	0.477119
FA 21 N=42		
MEAN	2.609756	2.547619
MODE	3	3
S.D.	0.669997	0.669997
SP 21 N=73		
MEAN	2.233766	2.233766
MODE	2	2
RANGE	2--3	2--3
FA 20 N=13		
MEAN	2.75	2.75
MODE	3	3
RANGE	2--3	

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	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
EDCI 402 Professional Dispositions (EPP-Wide) — SPRING 22, N= 42; FALL 21, N=42, Spring 21, N=73; Fall 20, N=13, SP 20, N=19										
SP22 MEAN	3	2.857143	2.857143	2.904762	2.880952	2.833333	2.857143	2.97619	2.857143	2.916667
MODE	3	3	3	3	3	3	3	3	3	3
STANDARD DEV	0	0.472225	0.472225	0.287743	0.395239	0.489732	0.402518	0.154303	0.417392	0.244866
F21 MEAN	2.761905	2.738095	2.761905	2.754286	2.756098	2.756098	2.690476	2.731707	2.780488	2.690476
MODE	3	3	3	3	3	3	3	3	3	3
STANDARD DEV.	0.431081	0.445001	0.431081	0.396867	0.604378	0.604378	0.583852	0.611542	0.596155	0.594204
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	

ANALYSIS OF NEWLY PILOTED ASSESSMENTS

SPED 311 Early Field Experience Contextual Factors Key Assessment

The SPED 311 Early Field Experience Contextual Factors Key Assessment is utilized to evaluate candidate performance on INTASC standards 1-3 related to the *Learner and Learning*. Candidate performance improved in every category (*1.1 Community and school information, 1.2 Classroom Information, 1.3. Student Characteristics , and 1.4. Accommodations /Modifications for Planning, Instruction, and/or Assessment*) during the spring 2022 semester. Increased performance is evident through examining both the mean and modes for the assessed items. During the fall 21 semester **1.0** was the most common mode among items *1.1 – 1.3*. During the spring 2022 semester, **2.0** was the most common mode for all four items (*1.1-1.4*) assessed. Spring 22 candidate means were approximately **.35 higher** than fall 21 candidate means on items *1.1-1.3*, and **1.1 higher** on item *1.4*. This shows that candidate performance is trending in the right direction on this new assessment and that candidates are increasing in their understanding of the assessment and INTASC 1-3.

EDCI 301 Classroom Management Plan & Rationale

Candidate performance has been consistently high across both cycles of data on the *EDCI 301 Classroom Management Plan & Rationale* which examine candidates' ability to develop a classroom management plan and explain the rationale behind their choices. Candidate scores across both cycles ranged from a low of **2.5** on *#4 Routines and Transitions* to a high of **2.88** on *#1 Supports learning focused classroom community* and 3. *Maintaining a classroom of respect*. While we are excited that the scores are high, we had our instructors and potential instructors complete a scoring consistency workshop this fall where they all scored common artifacts and compared scores. We will continue to examine these scores for patterns.

RE 310 Technology Mini-Lesson

Candidate performance on the Technology Mini-Lesson has been inconsistent across the first three semesters. Fall 21 scores ranged from a low of **1.31** on *#10 Rationale Statement* to a high **1.87** on *#5 Design and develop digital age learning experiences*. While means were below **2.0**, the mode of **2** on items 1-9 indicate that most candidates still met the standard. Spring 22 scores were considerably higher ranging from a low of **2.1** on *#1 Start of lesson behaviors* to **3.0** on *#5 Design and develop digital age learning experiences and #9 Promote & Model Digital Citizenship & Responsibility*. Summer 22 scores were higher than fall 21, but not as high as spring 22.

Entry Level Dispositions

Candidate performance on entry level dispositions is consistently high across all dispositions, although summer 21 admits were less consistent in some areas. Examination of candidate performance reveals that candidates admitted during the Fall 20 (N=48) and Spring 21 (N=25) semesters performed significantly higher than the four candidates admitted during the summer 21 semester on *#2 Submission of assignments in a timely manner and #4 Professional Appearance*. We believe that these ratings were also impacted by COVID-19 and online learning. We believe this to especially be true for *professional appearance*. We also realized that we need to change the way that we monitor and collect

Entry-Level Dispositions data. It was collected through TK20 survey rather than as a course-based TK20 assessment, making it more difficult to monitor completion by each candidate. As a result, Entry level dispositions have not been collected on every candidate. We moved assessment of Entry-level dispositions to SPED 311 in fall 2022 to ensure that we can more effectively capture and monitor these dispositions.

EDCI 401 Mid-Level Dispositions (EPP)

Mid-level dispositions examine 10 of the same dispositions as the entry level. Candidate performance is consistently at or above **2.0** meets standard for both entry and mid-level dispositions. Candidate mean on both cycles of mid-level dispositions are above **2.0** on all dispositions with the exception of *#1 Timely class attendance where they approach* 2.0 (**1.96** both semesters). Spring 22 candidates outperformed Fall 21 candidates in most dispositional categories. Spring 22 candidate performance was noticeably higher on items 11-14 which are based on clinical performance. Candidates were rated .**5 higher** on *#11 professionalism with students*, .**37 higher** on *#12 responsiveness to student needs*, **.34 higher** on *#13 accepts constructive criticism*, and **.45 higher** on *collaboration*. Overall candidates perform well on dispositions and are strongest on dispositions related *to honesty, professionalism, and concern for fairness.*

MAT PROGRAM DATA

MAT TIAI 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

	1. The teacher candidate protects confidential information concerning students and/or colleagues unless the law requires disclosure. (MCoE 9)_Points	2. The teacher candidate demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents. (MCoE 5)_Points	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)_Points	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)_Points	5. The teacher candidate accepts constructive criticism in a positive manner. (MCoE 1)_Points	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)_Points	7. The teacher candidate maintains a professional relationship with all students both inside and outside professional settings. (MCoE 4)_Points	DOMAIN III. CLINICAL/FIELD EXPERIENCES DISPOSITIONS Rubric Mean
EDCI 500 MAT Professional Dispositions (EPP-Wide) SP 21 N= 6, FA 20 N=78, SP 20 N=29										
Sp21 MEAN	2.73	2.66	2.62	2.67	2.72	2.59	2.66	2.66	2.73	2.70
MODE	3	3	3	3	3	3	3	3	3	3
F20 MEAN	2.60	2.52	2.64	2.59	2.62	2.52	2.57	2.57	2.63	2.60
MODE	3	3	3	3	3	3	3	3	3	3
SP20 MEAN	3	2.928571	2.75	2.893929	3	2.678571	2.839286	2.928571	3	2.964286
MODE	3	3	3	3	3	3	3	3	3	3

MAT COMPREHENSIVE EXAMS DATA CHART

STATS	Standard 1 Learning Development Question 1	Standard 2 Learning Difference Question 2	Standard 2 Learning Diversity Question 3	Standard 6 Assessment Question 4	Standard 3 Learning Environments Question 5	Standard 3 Learning Environments Question 6	Standard 3 Learning Environments Question 7	Standard 4 Content Knowledge Question 8	Standard 5 Application of Content Question 9	Standard 7 Planning Instruction Question 10	Standard 8 Instructional Strategies. Question 11	Standard 9 Professional Learning and Ethical Practice. Question 12	Standard 10 Leadership and Collaboration. Question 13
SUMMER 2022 N=9													
MEAN	3.11	3.11	2.88	2.81	3	2.85	2.92	2.64	2.88	2.77	2.78	2.4	3
MODE	4	3	3	3	3	3	3	3	3	2	2	2	3
SDA	0.74	0.60	0.60	0.45	0.46291005	0.62	0.60	0.47	0.54	0.83	0.80	0.54	0
SPRING 2022 N=105													
MEAN	2.37	2.26	2.11	2.40	2.13	2.36	2.19	2.16	2.14	2.17	2.08	2.14	2.29
MODE	2	2	2	2	2	2	2	2	2	2	2	2	2
SDA	0.71	0.69	0.63	2.06	0.67	2.16	0.55	0.58	0.58	0.69	0.50	0.54	0.63
FALL 21 N=47													
MEAN	2.83	2.61	2.25	2.22	2.29	2.21	2.24	2.06	2.30	2.28	2.12	2.13	2.2
MODE	3	3	2	2	2	2	2	2	2	2	2	2	2
SDA	0.37	0.49	0.44	0.42	0.50	0.41	0.52	0.57	0.59	0.45	0.40	0.42	0.47

MAT COMPREHENSIVE EXAMS ANALYSIS

The MAT Comprehensive exam is administered to MAT candidates that decide to continue in the program after completion of the MAT Internship. In Mississippi MAT candidates have the option of attaining licensure after internship or completing the program to acquire a Masters level certification. The MAT comprehensive exam consists of thirteen questions aligned to the 10 INTASC standards or specific portions of each INTASC standard. Candidates are responsible for answering 10 of the 13 questions on the test. Some choose to answer all 13, as Pass/Fail is based on student performance on the highest rated 10 questions. The exam is scored on a scale of 1 (lowest) to 4 (highest). Candidates must average a 2.0 or better to pass the exam. The exam was redesigned in Spring 21 and initially administered in Fall 2021.

R1.1 The Learner and Learning: The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

The examination of three cycles of MAT Comprehensive examination data reveals that MAT candidates largely meet expectations on INTASC standards 1-3. Performance appears to be the strongest in terms of *Learning Development* and *Learner Differences* where scores ranged from a low of **2.26** in *Learner Differences* to highs of **3.11** in both categories. Spring 2022 performance was noticeably lower overall than other semesters. The majority of candidates attained a 3.0 in *Diversity* as denoted by the mode during the Summer 2022 semester. Spring (2.11) and Fall (2.25) means were lower than the summer mean of 2.83. Candidate performance on questions dealing with the *learning environment* and *classroom management* (5-7) ranged from a low of 2.0 to a high of 3.0. We believe that this may be largely due to this cohort having completed coursework primarily during the Pandemic. While there is much room for improvement and consistency, were are encouraged by our Summer 2022 scores.

R1.2 Content The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.

Candidate mean scores in *Content* ranged from a low of **2.06** on *Content Knowledge* to a high of **2.88** in *Application of Content*. Candidates scored higher in *Application of Content* on each cycle of data than they did on *Content Knowledge*. The majority of candidates scored a **3** on these two questions during the Summer 2022 session, while most scored a **2** during the previous two cycles indicating that candidate content knowledge is not quite where we would like for it to be. This is not completely surprising as the MAT program in Mississippi is more geared towards the teaching of pedagogy. Candidates are measured on content knowledge prior to admission when they are required to pass the PRAXIS 2 Content exam. During the COVID-19 testing waiver period we admitted candidates primarily based on GPA and coursework as the measures of content knowledge. This comprehensive exam data will serve as baseline data for us moving forward in order to gage improvement and serve as a basis for comparison to PRAXIS 2 performance in future cycles.

R1.3 Instructional Practice The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students. Providers ensure candidates model and apply national or state approved technology standards to engage and improve learning for all students.

Candidate proficiency in *Instructional Practice* ranged from a low of **2.08** in *Instructional Strategies* to a high of **2.81** in *Assessment*. We see a consistent pattern of improvement in terms of candidate knowledge of *Assessment*. Candidate performance increased with each cycle. Candidate performance in *Planning and Instruction* and *Instructional Strategies* followed the form of the majority of our comprehensive exam data. Summer 2022 exhibited the highest performance, followed by Fall 21, and then Spring 2022.

R1.4 Professional Responsibility The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

Candidate knowledge in *Professional Responsibility* consistently increased in *Professional Learning and Ethical Practice* as well as *Leadership and Collaboration* with each cycle. The greatest gains and most encouraging performance was in *Leadership and Collaboration* with a mode of **3.0** during the Summer 2022 semester. **2.0** was the mode common score among all cycles of data in *Professional Learning and Ethical Practice* as indicated by the mode.