Mathematics Education Student Teaching Data Summary

Three-year total: Overall Mean Score for all 10 InTASC Standards = 3.06; Fall 2017-Spring 2020 had a total "N" of 16 student teacher placements
Overall Mean Score for all 10 InTASC Standards = 3.07; Fall 2019-Spring 2020 had a total "N" of 6 student teacher placements
Overall Mean Score for all 10 InTASC Standards = 3.19; Fall 2018-Spring 2019 had a total "N" of 6 student teacher placements
Overall Mean Score for all 10 InTASC Standards = 2.84; Fall 2017-Spring 2018 had a total "N" of 4 student teacher placements

Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
The teacher candidate…

InTASC Standard 1	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Supports student learning through developmentally appropriate instruction	implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas		implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs		implements grade-level appropriate instruction, but does not account for individual learners' differences		implements instruction that exceeds or does not match a developmentally appropriate level for the students		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2020 (N=16)	31.3% N=5	18.8% N=3	18.8% N=3	12.5% N=2	18.8% N=3			**3.09**	**68.8%**
Fall 2019-Spring 2020 (N=6)	33.3% N=2	33.3% N=2		16.7% N=1	16.7% N=1			**3.08**	**66.7%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1	16.7% N=1	50.0% N=3	16.7% N=1				**3.17**	**83.3%**
Fall 2017-Spring 2018 (N=4)	50% N=2				50% N=2			**3.00**	**50%**
Accounts for differences in students' prior knowledge	accesses student readiness for learning and expands on individual students' prior knowledge		accounts for individual differences in students' prior knowledge and readiness for learning		addresses students' prior knowledge as a class, but individual differences are not considered		does not account for differences in students' prior knowledge		
Fall 2017-Spring 2020 (N=16)	18.8% N=3	18.8% N=3	50.0% N=4	18.8% N=3	6.3% N=1	12.5% N=2		**2.94**	**62.5%**
Fall 2019-Spring 2020 (N=6)	16.7% N=1	16.7% N=1	33.3% N=2	16.7% N=1	16.7% N=1			**3.00**	**66.7%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1	16.7% N=1	33.3% N=2	33.3% N=2				**3.08**	**66.7%**
Fall 2017-Spring 2018 (N=4)	25% N=1	25% N=1				50% N=2		**2.62**	**50%**

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards. *The teacher candidate…*

InTASC Standard 2	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds		demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance		demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs		demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2020 (N=16)	12.5% N=2	18.8% N=3	18.8% N=3	31.3% N=5	6.3% N=1	12.5% N=2		**2.81**	**50%**
Fall 2019-Spring 2020 (N=6)	16.7% N=1	16.7% N=1		50.0% N=3	16.7% N=1			**2.83**	**33.3%**
Fall 2018-Spring 2019 (N=6)		16.7% N=1	50.0% N=3	16.7% N=1		16.7% N=1		**2.75**	**66.7%**
Fall 2017-Spring 2018 (N=4)	25% N=1	25% N=1		25% N=1		25% N=1		**2.87**	**50%**
Exhibits fairness and belief that all students can learn	exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners		exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners		
Fall 2017-Spring 2020 (N=16)	37.5% N=6	12.5% N=2	37.5% N=6	6.3% N=1	6.3% N=1			**3.34**	**87.5%**
Fall 2019-Spring 2020 (N=6)	33.3% N=2		50.0% N=3	16.7% N=1				**3.25**	**83.3%**
Fall 2018-Spring 2019 (N=6)	33.3% N=2	33.3% N=2	33.3% N=2					**3.50**	**100%**
Fall 2017-Spring 2018 (N=4)	50% N=2		25% N=1		25% N=1			**3.25**	**75%**

Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation. *The teacher candidate…*

InTASC Standard 3	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Creates a safe and respectful environment for learners	collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community		consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners' differences, including race, culture, gender, sexual orientation, and language		models safety and respect to encourage a positive classroom learning community		ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2020 (N=16)	43.7% N=7		43.7% N=7		12.5% N=2			**3.31**	**87.5%**
Fall 2019-Spring 2020 (N=6)	33.3% N=2		66.7% N=4					**3.33**	**100%**
Fall 2018-Spring 2019 (N=6)	50% N=3		33.3% N=2		16.7% N=1			**3.33**	**83.3%**
Fall 2017-Spring 2018 (N=4)	50% N=2		25% N=1		25% N=1			**3.25**	**75%**
Structures a classroom environment that promotes student engagement	develops a highly engaging learning environment, taking into account student differences and learning needs		develops a learning environment that is consistently engaging for most students		attempts to develop a learning environment that is engaging for most students		needs assistance in developing a learning environment that is engaging for most students		
Fall 2017-Spring 2020 (N=16)	18.8% N=3	31.3% N=5	25.0% N=4	12.5% N=2	12.5% N=2			**3.16**	**75%**
Fall 2019-Spring 2020 (N=6)	16.7% N=1	33.3% N=2	16.7% N=1	33.3% N=2				**3.17**	**66.7%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1	33.3% N=2	50.0% N=3					**3.33**	**100%**
Fall 2017-Spring 2018 (N=4)	25% N=1	25% N=1			50% N=2			**2.87**	**50%**
Clearly communicates expectations for appropriate student behavior	communicates standards of conduct that are clear and effective		communicates clear standards of conduct		communicates standards of conduct that may not be clear		has minimal standards of conduct in place		
Fall 2017-Spring 2020 (N=16)	25.0% N=4	18.8% N=3	12.5% N=2	25.0% N=4	6.3% N=1	12.5% N=2		**2.94**	**56.3%**
Fall 2019-Spring 2020 (N=6)		33.3% N=2	16.7% N=1	50.0% N=3				**3.17**	**50%**
Fall 2018-Spring 2019 (N=6)	33.3% N=2	16.7% N=1	16.7% N=1	16.7% N=1	16.7% N=1			**3.08**	**66.7%**
Fall 2017-Spring 2018 (N=4)	50% N=2					50% N=2		**2.75**	**50%**

	teacher candidate monitors student behavior and responds appropriately on a consistent basis		the teacher candidate monitors and responds to student behavior effectively		the teacher candidate inconsistently monitors and responds to student behavior		the teacher candidate needs assistance with monitoring student behavior or in responding consistently		
Responds appropriately to student behavior									
Fall 2017-Spring 2020 (N=16)	18.8% N=3	25.0% N=4	18.8% N=3	18.8% N=3	12.5% N=2		6.3% N=1	**2.97**	**62.5%**
Fall 2019-Spring 2020 (N=6)		33.3% N=2	16.7% N=1	50.0% N=3				**2.92**	**50%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1	33.3% N=2	33.3% N=2		16.7% N=1			**3.17**	**83.3%**
Fall 2017-Spring 2018 (N=4)	50% N=2				25% N=1		25% N=1	**2.75**	**50%**
Guides learners in using technologies in appropriate, safe, and effective ways	plans for and uses interactive technologies as a resource to support student learning; anticipates how information may be misused and develops guidelines for learners to use technology appropriately, safely and effectively		uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively		
Fall 2017-Spring 2020 (N=16)	25.0% N=4	37.5% N=6	6.3% N=1	12.5% N=2	6.3% N=1	6.3% N=1	6.3% N=1	**3.09**	**68.8%**
Fall 2019-Spring 2020 (N=6)	33.3% N=2	33.3% N=2		16.7% N=1	16.7% N=1			**3.25**	**66.7%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1	50.0% N=3	16.7% N=1	16.7% N=1				**3.33**	**83.3%**
Fall 2017-Spring 2018 (N=4)	25% N=1	25% N=1				25% N=1	25% N=1	**2.50**	**50%**

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. *The teacher candidate…*

InTASC Standard 4	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Effectively teaches subject matter	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding		instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content		displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content		displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2020 (N=16)	31.3% N=5	6.3% N=1	31.3% N=5	18.8% N=3	12.5% N=2			**3.13**	**68.8%**
Fall 2019-Spring 2020 (N=6)	33.3% N=2	16.7% N=1	16.7% N=1	16.7% N=1	16.7% N=1			**3.17**	**66.7%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1		66.7% N=4	16.7% N=1				**3.08**	**83.3%**
Fall 2017-Spring 2018 (N=4)	50% N=2			25% N=1	25% N=1			**3.12**	**50%**
Guides mastery of content through meaningful learning experiences	creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content		applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content		attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content		applies inappropriate strategies in instructional practice to engage learners in mastery of content		
Fall 2017-Spring 2020 (N=16)	25.0% N=4	12.5% N=2	25.0% N=4	18.8% N=3	6.3% N=1	12.5% N=2		**2.97**	**62.5%**
Fall 2019-Spring 2020 (N=6)	16.7% N=1	16.7% N=1	16.7% N=1	33.3% N=2	16.7% N=1			**2.92**	**50%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1	16.7% N=1	50.0% N=3	16.7% N=1				**3.17**	**83.3%**
Fall 2017-Spring 2018 (N=4)	50% N=2					50% N=2		**2.50**	**50%**

Integrates culturally relevant content to build on learners' background knowledge	flexibly designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		demonstrates minimal knowledge of learners' cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners' cultural backgrounds		
Fall 2017-Spring 2020 (N=16)	18.8% N=3		43.7%% N=7	6.3% N=1	18.8% N=3	12.5% N=2		**2.78**	**62.5%**
Fall 2019-Spring 2020 (N=6)	16.7% N=1		33.3% N=2		50% N=3			**2.67**	**50%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1		66.7% N=4	16.7% N=1				**3.08**	**83.3%**
Fall 2017-Spring 2018 (N=4)	25% N=1		25% N=1			50% N=2		**2.75**	**50%**

Standard #5: Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues. *The teacher candidate…*

InTASC Standard 5	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Connects core content to relevant, real-life experiences and learning tasks	designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content		designs instruction related to the students' real-life experiences and relevant core content		designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or life experiences		designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2020 (N=16)	25.0% N=4	25.0% N=4	12.5% N=2	12.5% N=2	12.5% N=2	12.5% N=2		**3.06**	**62.5%**
Fall 2019-Spring 2020 (N=6)	16.7% N=1	33.3% N=2		16.7% N=1	33.3% N=2			**2.92**	**50%**
Fall 2018-Spring 2019 (N=6)	33.3% N=2	33.3% N=2	16.7% N=1	16.7% N=1				**3.42**	**83.3%**
Fall 2017-Spring 2018 (N=4)	25% N=1		25% N=1			50% N=2		**3.00**	**50%**

Criterion / Term								Mean	%
Designs activities where students engage with subject matter from a variety of perspectives	embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes		designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections		designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed		designs activities related to subject matter but does so from a singular perspective and discipline		
Fall 2017-Spring 2020 (N=16)	25.0% N=4	6.3% N=1	31.3% N=5	18.8% N=3	18.8% N=3			3.00	62.5%
Fall 2019-Spring 2020 (N=6)	33.3% N=2		16.7% N=1	16.7% N=1	33.3% N=2			2.92	50%
Fall 2018-Spring 2019 (N=6)	16.7% N=1		66.7% N=4	16.7% N=1				3.08	83.3%
Fall 2017-Spring 2018 (N=4)	25% N=1	25% N=1		25% N=1	25% N=1			3.00	50%
Accesses content resources to build global awareness	seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues		uses content resources, including digital and interactive technologies, to build student awareness of local and global issues		accesses some content resources, including technologies, to build student awareness of local and global issues		needs regular guidance to determine where and how to access content resources-to build student awareness of local and global issues		
Fall 2017-Spring 2020 (N=16)	18.8% N=3	18.8% N=3	18.8% N=3	18.8% N=3	18.8% N=3		6.3% N=1	2.88	62.5%
Fall 2019-Spring 2020 (N=6)	16.7% N=1	16.7% N=1	16.7% N=1	16.7% N=1	33.3% N=2			2.92	50%
Fall 2018-Spring 2019 (N=6)	16.7% N=1	16.7% N=1	33.3% N=2	33.3% N=2				3.08	66.7%
Fall 2017-Spring 2018 (N=4)	25% N=1	25% N=1			25% N=1		25% N=1	2.62	50%
Uses relevant content to engage learners in innovative thinking & collaborative problem solving	creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content		instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content		
Fall 2017-Spring 2020 (N=16)	31.3% N=5	6.3% N=1	18.8% N=3	25.0% N=4	12.5% N=2	6.3% N=1		3.00	56.3%
Fall 2019-Spring 2020 (N=6)	33.3% N=2		16.7% N=1	33.3% N=2	16.7% N=1			2.83	50%
Fall 2018-Spring 2019 (N=6)	16.7% N=1	16.7% N=1	33.3% N=2	33.3% N=2				3.08	66.7%
Fall 2017-Spring 2018 (N=4)	50% N=2				25% N=1	25% N=1		2.87	50%

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learner's decision making. *The teacher candidate…*

InTASC Standard 6	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Uses multiple methods of assessment	designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs		uses multiple assessments that align with the learning targets		uses multiple assessments, but not all are aligned with the learning targets		uses limited assessment methods and items that are not aligned with learning targets		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2020 (N=16)	25.0% N=4	12.5% N=2	31.3% N=5	12.5% N=2	18.8% N=3			**3.06**	**68.8%**
Fall 2019-Spring 2020 (N=6)	33.3% N=2	16.7% N=1		16.7% N=1	33.3% N=2			**3.00**	**50%**
Fall 2018-Spring 2019 (N=6)		16.7% N=1	83.3% N=5					**3.08**	**100%**
Fall 2017-Spring 2018 (N=4)	50% N=2			25% N=1	25% N=1			**3.12**	**50%**
Provides students with meaningful feedback to guide next steps in learning	provides descriptive success and next-step feedback to individual learners and involves them in self-assessment to improve their own work		provides effective feedback to learners that aids in the improvement of the quality of their work		feedback provided to learners is actionable but does not necessarily improve the quality of the work		feedback provided to students is not actionable		
Fall 2017-Spring 2020 (N=16)	31.3% N=5	25.0% N=4	18.8% N=3	6.3% N=1	6.3% N=1	6.3% N=1		**3.19**	**81.2%**
Fall 2019-Spring 2020 (N=6)	16.7% N=1	33.3% N=2	16.7% N=1	16.7% N=1	16.7% N=1			**3.08**	**66.7%**
Fall 2018-Spring 2019 (N=6)	33.3% N=2	33.3% N=2	33.3% N=2					**3.50**	**100%**
Fall 2017-Spring 2018 (N=4)	50% N=2				25% N=1	25% N=1		**2.87**	**50%**
Uses appropriate data sources to identify student learning needs	documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction		documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs		uses assessment data to guide planning and identify student learning needs		uses assessments solely to determine a grade		
Fall 2017-Spring 2020 (N=16)	18.8% N=3	12.5% N=2	25.0% N=4	12.5% N=2	25.0% N=4		6.3% N=1	**2.81**	**56.3%**
Fall 2019-Spring 2020 (N=6)	16.7% N=1	16.7% N=1	16.7% N=1	16.7% N=1	33.3% N=2			**2.83**	**50%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1		50% N=3	16.7% N=1	16.7% N=1			**2.92**	**66.7%**
Fall 2017-Spring 2018 (N=4)	25% N=1	25% N=1			25% N=1		25% N=1	**2.62**	**50%**

InTASC Standard 6	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Engages students in self-assessment strategies	engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals		engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment		engages learners in understanding and identifying quality work		learners are not engaged in understanding and identifying quality work		
Fall 2017-Spring 2020 (N=15)	18.8% N=3	18.8% N=3	25.0% N=4	6.3% N=1	6.3% N=1	18.8% N=3		**2.90**	**68.8%**
Fall 2019-Spring 2020 (N=5)	20.0% N=1	40.0% N=2	20.0% N=1			20.0% N=1		**3.10**	**80%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1		50.0% N=3	16.7% N=1	16.7% N=1			**2.92**	**66.7%**
Fall 2017-Spring 2018 (N=4)	25% N=1	25% N=1				50% N=2		**2.87**	**50%**

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. *The teacher candidate…*

InTASC Standard 7	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Connects lesson goals with school curriculum and state standards	plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them		plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs		plans for learning experiences that are aligned with learning goals		lesson plans are not aligned with learning goals		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2020 (N=16)	25.0% N=4	12.5% N=2	25.0% N=4	25.0% N=4	6.3% N=1	6.3% N=1		**3.03**	**62.5%**
Fall 2019-Spring 2020 (N=6)	33.3% N=2		33.3% N=2	33.3% N=2				**3.17**	**66.7%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1	16.7% N=1	33.3% N=2	33.3% N=2				**3.08**	**66.7%**
Fall 2017-Spring 2018 (N=4)	25% N=1	25% N=1			25% N=1	25% N=1		**2.75**	**50%**
Uses assessment data to inform planning for instruction	assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students' progress relative to learning targets		uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning		pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning		pre-assessment and/or formative assessment data are not utilized to inform planning		
Fall 2017-Spring 2020 (N=16)	31.3% N=5	12.5% N=2	18.8% N=3	6.3% N=1	18.8% N=3	6.3% N=1	6.3% N=1	**2.94**	**62.5%**
Fall 2019-Spring 2020 (N=6)	33.3% N=2	16.7% N=1		16.7% N=1	33.3% N=2			**3.00**	**50%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1	16.7% N=1	50.0% N=3		16.7% N=1			**3.08**	**83.3%**
Fall 2017-Spring 2018 (N=4)	50% N=2					25% N=1	25% N=1	**2.62**	**50%**
Adjusts instructional plans to meet students' needs	uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs		uses information gained from assessment findings to customize instructional plans to meet students' needs		uses assessment findings to modify instructional plans to meet students' needs		plans are not adjusted to meet student learning differences or needs		
Fall 2017-Spring 2020 (N=16)	25.0% N=4	12.5% N=2	25.0% N=4	18.8% N=3	12.5% N=2		6.3% N=1	**2.97**	**62.5%**
Fall 2019-Spring 2020 (N=6)	16.7% N=1	16.7% N=1	16.7% N=1	33.3% N=2	16.7% N=1			**2.92**	**50%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1	16.7% N=1	50.0% N=3	16.7% N=1				**3.17**	**83.3%**
Fall 2017-Spring 2018 (N=4)	50% N=2				25% N=1		25% N=1	**2.75**	**50%**

InTASC Standard 7	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Collaboratively designs instruction	proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists		plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning		plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information		plans instruction individually		
Fall 2017-Spring 2020 (N=16)	31.3% N=5	12.5% N=2	37.5% N=6	6.3% N=1	12.5% N=2			**3.22**	**81.2%**
Fall 2019-Spring 2020 (N=6)	33.3% N=2		50.0% N=3	16.7% N=1				**3.25**	**83.3%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1	33.3% N=2	50.0% N=3					**3.33**	**100%**
Fall 2017-Spring 2018 (N=4)	50% N=2				50% N=2			**3.00**	**50%**

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. *The teacher candidate…*

InTASC Standard 8	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Varies instructional strategies to engage learners	integrates a variety of instructional approaches for all members of the classroom; considers learners' needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers		varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners		uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals		utilizes only one instructional approach		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2020 (N=15)	33.3% N=5	6.3% N=1	26.7% N=4	13.3% N=2	6.3% N=1	12.5% N=2		**3.03**	**66.7%**
Fall 2019-Spring 2020 (N=5)	20.0% N=1	20.0% N=1	40.0% N=2		20.0% N=1			**3.10**	**80%**
Fall 2018-Spring 2019 (N=6)	33.3% N=2		33.3% N=2	33.3% N=2				**3.17**	**66.7%**
Fall 2017-Spring 2018 (N=4)	50% N=2					50% N=2		**2.75**	**50%**
Uses technology appropriately to enhance instruction	engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction		uses technology effectively to enhance instruction		uses limited instructional strategies that involve technology		identifies instructional strategies without involving technology		
Fall 2017-Spring 2020 (N=16)	31.3% N=5	18.8% N=3	25% N=4	18.8% N=3			6.3% N=1	**3.19**	**75%**
Fall 2019-Spring 2020 (N=6)	33.3% N=2	33.3% N=2	16.7% N=1	16.7% N=1				**3.42**	**83.3%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1	16.7% N=1	50.0% N=3	16.7% N=1				**3.17**	**83.3%**
Fall 2017-Spring 2018 (N=4)	50% N=2			25% N=1			25% N=1	**2.87**	**50%**
Differentiates instruction for a variety of learning needs	differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students		varies instruction for individuals or small groups to create learning experiences that are well matched to student needs		varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs		teaches individual or small group learning experiences without differentiating instruction		
Fall 2017-Spring 2020 (N=16)	25.0% N=4	12.5% N=2	12.5% N=2	25.0% N=4	18.8% N=3	6.3% N=1		**2.91**	**50%**
Fall 2019-Spring 2020 (N=6)	16.7% N=1	33.3% N=2		33.3% N=2	16.7% N=1			**3.00**	**50%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1		33.3% N=2	33.3% N=2	16.7% N=1			**2.83**	**50%**
Fall 2017-Spring 2018 (N=4)	50% N=2				25% N=1	25% N=1		**2.87**	**50%**

InTASC Standard 8	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Instructional practices reflect effective communication skills	articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies; listens respectfully to decipher meaning		listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction		articulates thoughts and ideas using oral, written and nonverbal communication skills but over-relies on the same forms of communication during instruction; uses technology for communication in some instances; listens to others		makes frequent errors during instruction when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens		
Fall 2017-Spring 2020 (N=16)	37.5% N=6	12.5% N=2	18.8% N=3	12.5% N=2	12.5% N=2	6.3% N=1		**3.16**	**68.7%**
Fall 2019-Spring 2020 (N=6)	33.3% N=2	16.7% N=1	16.7% N=1	16.7% N=1	16.7% N=1			**3.17**	**66.7%**
Fall 2018-Spring 2019 (N=6)	33.3% N=2	16.7% N=1	33.3% N=2	16.7% N=1				**3.33**	**83.3%**
Fall 2017-Spring 2018 (N=4)	50% N=2				25% N=1	25% N=1		**2.87**	**50%**

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner. *The teacher candidate…*

InTASC Standard 9	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Uses feedback to improve teaching effectiveness	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest		accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness		accepts feedback to improve teaching effectiveness		resists feedback to improve teaching effectiveness		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2020 (N=16)	37.5% N=6	25.0% N=4	18.8% N=3	6.3% N=1	6.3% N=1	6.3% N=1		**3.31**	**81.2%**
Fall 2019-Spring 2020 (N=6)	33.3% N=2	16.7% N=1	33.3% N=2	16.7% N=1				**3.33**	**83.3%**
Fall 2018-Spring 2019 (N=6)	33.3% N=2	50.0% N=3	16.7% N=1					**3.58**	**83.3%**
Fall 2017-Spring 2018 (N=4)	50% N=2				25% N=1	25% N=1		**2.87**	**50%**
Uses self-reflection to improve teaching effectiveness	reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice		reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved		reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction		reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement		
Fall 2017-Spring 2020 (N=16)	37.5% N=6	6.3% N=1	38.3% N=5	12.5% N=2	6.3% N=1	6.3% N=1		**3.19**	**75%**
Fall 2019-Spring 2020 (N=6)	33.3% N=2		33.3% N=2	33.3% N=2				**3.17**	**66.7%**
Fall 2018-Spring 2019 (N=6)	33.3% N=2	16.7% N=1	50.0% N=3					**3.42**	**100%**
Fall 2017-Spring 2018 (N=4)	50% N=2				25% N=1	25% N=1		**2.87**	**50%**

									Mean	%
Upholds legal responsibilities as a professional educator	demonstrates an understanding of the larger context of public education policy by staying appraised of changing laws and ethical standards, through literature, professional development or activities		acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities		acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies		does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies			
Fall 2017-Spring 2020 (N=16)	31.3% N=5	18.8% N=3	43.6% N=7				6.3% N=1		**3.28**	**93.7%**
Fall 2019-Spring 2020 (N=6)	33.3% N=2	33.3% N=2	33.3% N=2						**3.50**	**100%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1	16.7% N=1	66.7% N=4						**3.25**	**100%**
Fall 2017-Spring 2018 (N=4)	50% N=2		25% N=1				25% N=1		**3.00**	**75%**
Demonstrates commitment to the profession	takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community		participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects		participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects		purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects			
Fall 2017-Spring 2020 (N=16)	43.8% N=7	18.8% N=3	18.8% N=3	12.5% N=2	6.3% N=1				**3.41**	**81.2%**
Fall 2019-Spring 2020 (N=6)	33.3% N=2	16.7% N=1	16.7% N=1	33.3% N=2					**3.25**	**66.7%**
Fall 2018-Spring 2019 (N=6)	50% N=3	33.3% N=2	16.7% N=1						**3.67**	**100%**
Fall 2017-Spring 2018 (N=4)	50% N=2		25% N=1		25% N=1				**3.25**	**75%**

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession. *The teacher candidate…*

InTASC Standard 10	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Collaborates with colleagues to improve student performance	initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance		develops supportive and collaborative relationships with colleagues that improve student performance		develops cordial relationships with colleagues; attempts to improve student performance		develops relationships with colleagues that are characterized by negativity or combativeness		*Percent of Ratings at Proficient level of 3 or higher*
Fall 2017-Spring 2020 (N=16)	31.3% N=5	25.0% N=4	18.8% N=3	12.5% N=2	6.3% N=1	6.3% N=1		**3.22**	**75%**
Fall 2019-Spring 2020 (N=6)	33.3% N=2	16.7% N=1	16.7% N=1	33.3% N=2				**3.25**	**66.7%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1	50.0% N=3	33.3% N=2					**3.42**	**100%**
Fall 2017-Spring 2018 (N=4)	50% N=2				25% N=1	25% N=1		**2.87**	**50%**
Collaborates with parent/guardian/advocate to improve student performance	guides the students in development of materials to collaborate with their families about instructional programs, and all of the teacher's communications are highly sensitive to families' cultural norms		collaborates to make information about instructional programs available, and communications are appropriate to families' cultural norms		maintains a school-required grade book but does little else to inform or collaborate with families about student progress, and/or some of the teacher's communications are inappropriate to families' cultural norms		makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication		
Fall 2017-Spring 2020 (N=16)	18.8% N=3	12.5% N=2	25.0% N=4	6.3% N=1	25.0% N=4	6.3% N=1	6.3% N=1	**2.75**	**55.1%**
Fall 2019-Spring 2020 (N=6)	16.7% N=1	16.7% N=1	33.3% N=2		16.7% N=1	16.7% N=1		**2.83**	**66.7%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1	16.7% N=1	16.7% N=1	16.7% N=1	33.3% N=2			**2.83**	**50%**
Fall 2017-Spring 2018 (N=4)	25% N=1		25% N=1		25% N=1		25% N=1	**2.50**	**50%**

2017-2020 Student Teacher Evaluations from Cooperating Teachers	2017-2018 N=4	2018-2019 N=6	2019-2020 N=6	Fall 2017-Spring 2020 N=16
1: Supports student learning through developmentally appropriate instruction	3.00	3.17	3.08	3.09
1: Accounts for differences in students' prior knowledge	2.62	3.08	3.00	2.94
2: Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	2.87	2.75	2.83	2.81
2: Exhibits fairness and belief that all students can learn	3.25	3.50	3.25	3.34
3: Creates a safe and respectful environment for learners	3.25	3.33	3.33	3.31
3: Structures a classroom environment that promotes student engagement	2.87	3.33	3.17	3.16
3: Clearly communicates expectations for appropriate student behavior	2.75	3.08	2.92	2.94
3: Responds appropriately to student behavior	2.75	3.17	2.92	2.97
3: Guides learners in using technologies in appropriate, safe, and effective ways	2.50	3.33	3.25	3.09
4: Effectively teaches subject matter	3.12	3.08	3.17	3.13
4: Guides mastery of content through meaningful learning experiences	2.50	3.16	2.92	2.97
4: Integrates culturally relevant content to build on learners' background knowledge	2.75	3.08	2.67	2.78
5: Connects core content to relevant, real-life experiences and learning tasks	3.00	3.42	2.92	3.06
5: Designs activities where students engage with subject matter from a variety of perspectives	3.00	3.08	2.92	3.00
5: Accesses content resources to build global awareness	2.62	3.08	2.83	2.88
5: Uses relevant content to engage learners in innovative thinking & collaborative problem solving	2.87	3.08	3.00	3.00
6: Uses multiple methods of assessment	3.12	3.08	3.00	3.06
6: Provides students with meaningful feedback to guide next steps in learning	2.87	3.50	3.08	3.19
6: Uses appropriate data sources to identify student learning needs	2.62	2.92	2.83	2.81
6: Engages students in self-assessment strategies	2.87	2.92	3.10	2.90
7: Connects lesson goals with school curriculum and state standards	2.75	3.08	3.17	3.03
7: Uses assessment data to inform planning for instruction	2.62	3.08	3.00	2.94
7: Adjusts instructional plans to meet students' needs	2.75	3.17	2.92	2.97
7: Collaboratively designs instruction	3.00	3.33	3.25	3.22
8: Varies instructional strategies to engage learners	2.75	3.17	3.10	3.03
8: Uses technology appropriately to enhance instruction	2.87	3.17	3.42	3.19
8: Differentiates instruction for a variety of learning needs	2.87	2.83	3.00	2.91
8: Instructional practices reflect effective communication skills	2.87	3.33	3.17	3.16
9: Uses feedback to improve teaching effectiveness	2.87	3.58	3.33	3.31
9: Uses self-reflection to improve teaching effectiveness	2.87	3.42	3.17	3.19
9: Upholds legal responsibilities as a professional educator	3.00	3.25	3.50	3.28
9: Demonstrates commitment to the profession	3.25	3.67	3.25	3.41
10: Collaborates with colleagues to improve student performance	2.87	3.42	3.25	3.22
10: Collaborates with parent/guardian/advocate to improve student performance	2.50	2.83	2.83	2.75
Overall Mean for Student Teaching Ratings	**2.84**	**3.19**	**3.07**	**3.06**
Mean for InTASC 1-3 Learner and Learning	2.87	3.18	3.09	3.08
Mean for InTASC 4-5 Content Knowledge	2.80	3.15	2.88	2.95
Mean for InTASC 6-8 Instructional Strategies	2.81	3.13	3.07	3.03
Mean for InTASC 9-10 Professional Responsibility	2.89	3.36	3.22	3.19

Mathematics Education - Program Specific Items - *The teacher candidate…*

Item	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Mean	3 or >
Teaches mathematics with equity in mind - high expectations & strong support for all students.	Challenges all students and instills a growth mindset within them, providing quality support and appropriate differentiation.		Shows confidence in students' ability to learn while promoting a growth mindset and attempting to differentiate appropriately.		Attempts with varying success to challenge students, promote a growth mindset, and differentiate appropriately.		Does not challenge students, promote a growth mindset, or differentiate appropriately.		
Fall 2017-Spring 2020 (N=15)	20.0% N=3	18.8% N=3	26.7% N=4	6.7% N=1	6.7% N=1		6.7% N=1	**3.20**	**66.7%**
Fall 2019-Spring 2020 (N=6)	33.3% N=2	33.3% N=2		16.7% N=1	16.7% N=1			**3.25**	**66.7%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1	16.7% N=1	66.7% N=4					**3.25**	**66.7%**
Fall 2017-Spring 2018 (N=3)	66.7% N=2						33.3% N=1	**3.00**	**66.7%**
Develops an understanding of what students know and need to learn, then challenges and supports students to learn it well.	Fully understands all content standards and masterfully builds units of instructions to successfully meet related learning objectives.		Aligns instruction to standards and learning objectives and uses engaging, effective teaching strategies.		Attempts with varying success to align instruction to standards and learning objectives while attempting to use engaging, effective teaching strategies.		Does not align instruction to standards and learning objectives or use engaging, effective teaching strategies.		
Fall 2017-Spring 2020 (N=15)	20.0% N=3	13.3% N=2	33.3% N=5	13.3% N=2	18.8% N=3			**3.00**	**66.7%**
Fall 2019-Spring 2020 (N=6)		33.3% N=2	33.3% N=2	16.7% N=1	16.7% N=1			**2.92**	**66.7%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1		50.0% N=3	16.7% N=1	16.7% N=1			**2.92**	**66.7%**
Fall 2017-Spring 2018 (N=3)	66.7% N=2				33.3% N=1			**3.33**	**66.7%**
Assessments support the learning of important mathematics and furnish useful information to both teachers and students.	Skillfully uses multiple assessments to impact and measure learning.		Adequately uses multiple assessments to impact and measure learning.		Attempts with varying success to use assessments to promote and measure learning.		Does not use assessments appropriately to promote or measure learning.		
Fall 2017-Spring 2020 (N=15)	20.0% N=3	20% N=3	33.3% N=5	6.7% N=1	13.3% N=2		6.7% N=1	**3.00**	**73.3%**
Fall 2019-Spring 2020 (N=6)	16.7% N=1	16.7% N=1	33.3% N=2		33.3% N=2			**2.92**	**66.7%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1	16.7% N=1	50.0% N=3	16.7% N=1				**3.17**	**83.3%**
Fall 2017-Spring 2018 (N=3)	33.3% N=1	33.3% N=1					33.3% N=1	**2.83**	**66.7%**

Criterion	Successfully engages students in meaningful, active learning. Students develop conceptual understanding over memorization and rote procedures.		Provides an engaging learning environment that promotes conceptual understanding over memorization and rote procedures.		Attempts with varying success to provide an engaging learning environment that promotes conceptual understanding over memorization and rote procedures.		Does not provide an engaging learning environment that promotes conceptual understanding over memorization and rote procedures.		
Teaches students to learn mathematics with conceptual understanding, actively building new knowledge from experience and prior knowledge.									
Fall 2017-Spring 2020 (N=14)	28.6% N=4	7.1% N=1	35.5% N=5	7.1% N=1	14.2% N=2	7.1% N=1		**3.07**	**71.6%**
Fall 2019-Spring 2020 (N=6)	33.3% N=2		33.3% N=2		16.7% N=1	16.7% N=1		**2.92**	**83.3%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1	16.7% N=1	50.0% N=3	16.7% N=1				**3.17**	**83.3%**
Fall 2017-Spring 2018 (N=2)	50% N=1				50% N=1			**3.00**	**50%**
Criterion	Successfully engages students in purposeful mathematical problem solving, demonstrating student growth in communication, creativity, collaboration, and critical thinking.		Provides opportunities for students to engage in purposeful mathematical problem solving, promoting student growth in communication, creativity, collaboration, and critical thinking.		Attempts with varying success to engage students in purposeful mathematical problem solving, promoting student growth in communication, creativity, collaboration, and critical thinking.		Does not engage students in purposeful mathematical problem solving or promote student growth in communication, creativity, collaboration, and critical thinking.		
Demonstrates understanding that math is more than a collection of activities; it is coherent, well-articulated, and provides students the opportunity to grow in communication, creativity, collaboration, and critical thinking.									
Fall 2017-Spring 2020 (N=14)	28.6% N=4	14.3% N=2	21.4% N=3	7.1% N=1	21.4% N=3	7.1% N=1		**3.00**	**64.4%**
Fall 2019-Spring 2020 (N=6)	33.3% N=2		33.3% N=2		33.3% N=2			**3.00**	**66.7%**
Fall 2018-Spring 2019 (N=6)	16.7% N=1	33.3% N=2	16.7% N=1	16.7% N=1	16.7% N=1			**3.08**	**66.7%**
Fall 2017-Spring 2018 (N=2)	50% N=1					50% N=1		**2.75**	**50%**