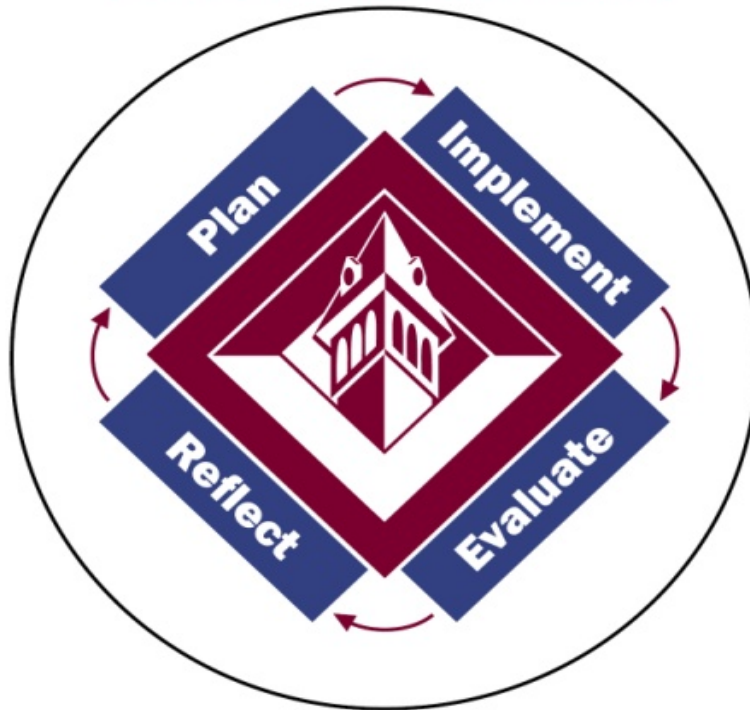# Valley City State University
School of Education and Graduate Studies
Conceptual Framework

Teacher as a Knowledge-based Decision Maker

Content
Student Teaching Placement Data
Praxis II Subject Matter and PLT Data
Praxis Core Data
Student Teaching Data from Cooperating Teachers
Student Teaching Self-Assessment Data

Program Assessment Data

Presented to Programs in August 2019

Prepared by Dr. Al Olson & Haley Jenrich

Student Teacher Placements by Academic Area and Semester
Fall 2001 – Spring 2019

Semester	Academic placement													Total Number of Placements
	Elementary	Early Childhood	Business	Physical Education	Science	Mathematics	Music	Art	Technology Education	English	History	Spanish	Health	
Fall 2001	33	12	1	7	1	2	2	0	1	4	2	0	0	65
Spring 2002	36	13	5	12	4	0	0	3	1	5	1	0	3	83
Fall 2002	28	8	5	9	1	0	4	0	0	2	1	1	3	62
Spring 2003	53	13	3	9	2	0	0	0	1	6	4	1	2	94
Fall 2003	20	5	0	2	4	2	2	0	0	0	0	0	0	35
Spring 2004	39	10	3	3	1	4	2	1	1	0	1	0	1	66
Fall 2004	25	7	0	5	3	1	0	0	0	2	1	1	0	45
Spring 2005	38	14	5	5	4	3	4	1	2	5	6	1	1	89
Fall 2005	25	6	7	6	1	0	0	0	1	2	2	1	1	52
Spring 2006	41	8	2	10	6	1	0	2	5	5	5	3	3	91
Fall 2006	15	8	3	4	1	1	2	4	0	1	2	3	0	44
Spring 2007	34	10	2	12	1	5	2	1	1	4	2	1	4	79
Fall 2007	23	3	1	0	0	2	0	1	1	1	2	0	0	34
Spring 2008	29	3	0	2	1	3	0	2	0	6	2	4	0	52
Fall 2008	20	5	1	4	1	0	0	2	1	2	0	0	2	38
Spring 2009	35	10	4	11	1	2	0	2	4	1	6	0	1	77
Fall 2009	20	4	2	1	0	2	0	0	2	2	4	0	0	37
Spring 2010	17	2	1	8	1	4	1	0	4	5	3	0	4	50
Fall 2010	30	5	2	5	0	1	2	0	5	0	1	0	1	52
Spring 2011	29	8	4	11	2	6	4	0	2	1	4	0	3	74
Fall 2011	36	7	2	2	0	2	0	0	0	1	3	1	0	54
Spring 2012	52	12	4	5	3	1	1	3	1	6	5	0	1	94
Fall 2012	34	6	5	4	0	1	0	0	1	1	1	0	0	53
Spring 2013	57	13	3	9	2	4	0	2	3	2	3	1	4	103
Fall 2013	47	11	0	2	1	0	3	0	2	4	1	0	1	72
Spring 2014	67	11	4	14	2	0	3	0	0	2	2	0	4	109
Fall 2014	**37**	**5**	**1**	**11**	**0**	**1**	**0**	**2**	**0**	**3**	**3**	**0**	**0**	**63**
Spring 2015	**57**	**9**	**3**	**3**	**1**	**4**	**0**	**0**	**0**	**4**	**5**	**0**	**1**	**87**
Fall 2015	**34**	**7**	**0**	**1**	**1**	**0**	**0**	**1**	**0**	**5**	**0**	**0**	**1**	**50**
Spring 2016	**59**	**17**	**1**	**9**	**0**	**4**	**2**	**0**	**1**	**4**	**8**	**0**	**4**	**109**
Fall 2016	**33**	**8**	**0**	**2**	**1**	**0**	**0**	**2**	**0**	**0**	**0**	**0**	**0**	**46**
Spring 2017	**49**	**7**	**1**	**4**	**3**	**2**	**3**	**1**	**2**	**2**	**5**	**0**	**2**	**81**
Fall 2017	**39**	**5**	**1**	**1**	**0**	**1**	**5**	**2**	**0**	**7**	**2**	**0**	**0**	**63**
Spring 2018	**62**	**13**	**1**	**6**	**0**	**3**	**5**	**0**	**1**	**4**	**5**	**0**	**5**	**105**
Fall 2018	**49**	**12**	**1**	**6**	**1**	**1**	**2**	**0**	**1**	**3**	**4**	**0**	**3**	**83**
Spring 2019	**63**	**8**	**5**	**11**	**1**	**5**	**0**	**0**	**3**	**5**	**8**	**0**	**3**	**112**
Past 5 years Fall 2014 – Spring 2019	482	91	14	54	8	21	17	8	8	37	40	0	19	799
18-year Total 2001-2019	1365	305	83	216	51	68	49	32	47	107	104	18	58	2503

Student Teacher Placements Disaggregated by Semester and Location of Primary
Course Work: Fall 2001 – Spring 2019

Semester	Elementary on Campus	NDSU Elementary	Secondary On Campus	Wyoming Elementary	TBC Elementary	Elementary Online	Secondary Online	K-12 (PE, Art, Music)	TBC (PE)	Total
Fall 2001	31	14	11	0	0	0	0	9	0	65
Spring 2002	25	24	19	0	0	0	0	15	0	83
Fall 2002	17	19	13	0	0	0	0	13	0	62
Spring 2003	42	24	19	0	0	0	0	9	0	94
Fall 2003	12	13	6	0	0	0	0	4	0	35
Spring 2004	29	20	11	0	0	0	0	6	0	66
Fall 2004	21	11	8	0	0	0	0	5	0	45
Spring 2005	40	12	27	0	0	0	0	10	0	89
Fall 2005	14	17	15	0	0	0	0	6	0	52
Spring 2006	26	23	30	0	0	0	0	12	0	91
Fall 2006	13	10	11	0	0	0	0	10	0	44
Spring 2007	21	23	20	0	0	0	0	15	0	79
Fall 2007	11	15	7	0	0	0	0	1	0	34
Spring 2008	14	18	18	0	0	0	0	2	0	52
Fall 2008	15	10	7	0	0	0	0	6	0	38
Spring 2009	23	22	19	0	0	0	0	13	0	77
Fall 2009	9	12	12	3	0	0	0	1	0	37
Spring 2010	10	8	22	1	0	0	0	9	0	50
Fall 2010	13	13	7	9	0	0	3	7	0	52
Spring 2011	15	18	20	4	0	0	2	15	0	74
Fall 2011	16	17	8	10	0	0	1	2	0	54
Spring 2012	19	39	18	4	2	0	3	9	0	94
Fall 2012	14	9	7	16	1	0	2	3	1	53
Spring 2013	21	36	15	10	3	0	7	8	3	103
Fall 2013	15	25	7	17	1	0	2	5	0	72
Spring 2014	24	42	11	8	5	0	2	16	1	109
Fall 2014	14	6	8	22	0	0	0	12	1	63
Spring 2015	12	35	13	14	6	0	5	16	1	87
Fall 2015	15	13	6	13	0	0	1	2	0	50
Spring 2016	20	45	17	9	2	0	5	10	1	109
Fall 2016	10	18	1	11	2	0	0	4	0	46
Spring 2017	14	31	13	11	0	0	4	7	1	81
Fall 2017	4	19	8	14	1	7	3	7	0	63
Spring 2018	19	41	19	8	1	5	0	10	1	105
Fall 2018	26	19	7	10	2	4	4	10	1	83
Spring 2019	17	45	13	6	3	0	16	9	3	112
Total last 5 years (Fall 2014-Spring 2019	151	272	105	118	17	16	38	87	9	799
Percent	18.9%	34.0%	13.1%	14.8%	2.1%	2.0%	4.8%	10.9%	1.1%	100.0%
Total for last 18 years	661	766	473	200	29	16	60	298	14	2503
Percent	26.4%	30.6%	18.9%	8.0%	1.2%	0.6%	2.4%	11.9%	0.6%	100.0%

Subject Matter (Praxis II) Passing Percentages: All test takers
These pass rates reflect student test scores in CAS as of 7/3/19

	Academic Major	ETS Test	VCSU Count	VCSU Passing	VCSU % Passing	VCSU Median	VCSU High Score	National Median	ND Score Required
Art	Art	5134	12	11	92%	165	178	166	158
Business	Business Education	5101	57	57	100%	178	198	172	154
Elementary	Elementary Education	5017	470	456	97%	169	196	170	153
English	English Language Arts	5038	55	52	95%	177	198	178	167
Math	Mathematics	5161	23	15	65%	160	179	159	160
Music	Music	5113	21	21	100%	168	180	168	149
Physical Education & Health	Health Education	5551	32	25	78%	159	176	166	154
Physical Education & Health	Physical Education	5091	85	85	100%	154	169	155	143
Science	Biology	5235	12	10	83%	159.5	189	163	153
Science	Chemistry	5245	6	4	67%	153	184	160	150
Science	Earth & Space Science	5571	<5	<5	100%	162	162	160	149
Science	General Science	5435	26	26	100%	165.5	193	165	150
Social Studies	Social Studies	5081	75	67	89%	158	190	166	153
Social Studies	World and U.S. History	5941	7	6	86%	158	176	161	151
Technology Education	Technology Education	5051	40	40	100%	181	200	180	150
PLT	**Elementary**	**5622**	**787**	**762**	**97%**	**174**	**196**	**174**	**162**
PLT	Secondary	5624	319	295	92%	171	192	176	157

Praxis II: Completers
Test scores in CAS as of 7/3/19

Science	ETS Test	Count	% Passing
Biology	5235	11	82%
General Science	5435	21	100%
Chemistry	5245	<10	<80%
Earth & Space Science	5571	<10	100%
Science Overall Summary		37	89%

History/Social Science	ETS Test	Count	% Passing
Social Studies	5081	71	92%
World and U.S. History Content Knowledge	5941	7	86%
History/Social Science Overall Summary		78	91%

Major	ETS Test	Count	% Passing
Art	5134	11	100%
Business Education	5101	47	100%
Elementary Education	5017	450	98%
English Language Arts: Content Knowledge	5038	45	96%
Health Education	5551	30	80%
Math: Content Knowledge	5161	21	67%
Music	5113	19	100%
Physical Education	5091	78	100%
PLT, 7-12	5624	298	93%
PLT, K-6	5622	767	97%
Technology Education	5051	24	100%

Principles of Learning and Teaching (PLT)
Pedagogy exam – disaggregated data (snapshot of data on 7/319)

Academic Major	Count	Passing	Percent Passing	Median	National Median	ND Score Required
Art Education (VCSU on-campus)	10	9	90%	164	176	157
Art Education (VCSU online)	1	1	100%	>176	176	157
Business Education (VCSU on-campus)	17	17	100%	173	176	157
Business Education (VCSU online)	22	22	100%	175.5	176	157
English Education (VCSU on-campus)	30	29	97%	171.5	176	157
English Education (VCSU online)	30	30	100%	174.5	176	157
Health Education (TBC)	1	1	100%	>176	176	157
Health Education (VCSU on-campus)	33	28	85%	162	176	157
Math Education (VCSU on-campus)	30	29	97%	168.5	176	157
Music Education (VCSU on-campus)	11	11	100%	175	176	157
Music Education (VCSU online)	1	1	100%	>176	176	157
Physical Education (TBC)	16	14	88%	166	176	157
Physical Education (VCSU on-campus)	46	38	83%	165	176	157
Physical Education (VCSU online)	1	1	100%	157<x<176	176	157
Science Education (VCSU on-campus)	19	18	95%	174	176	157
Science Education (VCSU online)	2	2	100%	175	176	157
Social Science Education (VCSU on-campus)	38	31	82%	167.5	176	157
Social Science Education (VCSU online)	13	12	92%	175	176	157
Spanish Education (VCSU on-campus)	3	3	100%	174	176	157
Technology Education (VCSU on-campus)	4	4	100%	158	176	157
Technology Education (VCSU online)	18	17	94%	167	176	157

Praxis II Data – Principles of Learning and Teaching (PLT) Breakdown Percentages by Exam Sections

Secondary Education Major			
PLT, 7-12 - 5624	**VCSU % / Count**	**State %**	**National %**
Students as Learners	66% / 325	72%	73%
Instructional Process	71% / 325	77%	76%
Assessment	72% / 325	79%	81%
Professional Development, Leadership and Community	71% / 325	80%	80%
Analysis of Instructional Scenarios	62% / 325	65%	65%

Elementary Education Major			
PLT, K-6 - 5622	VCSU % Mean / Count	State %	National %
Students as Learners	72% / 780	70%	71%
Instructional Process	74% / 780	75%	76%
Assessment	72% / 780	67%	68%
Professional Development, Leadership and Community	79% / 780	82%	83%
Analysis of Instructional Scenarios	77% / 780	71%	74%
Elementary Education - 5017	VCSU % Mean / Count	State %	National %
Reading & Language Arts	70% / 466	69%	71%
Mathematics	70% / 466	64%	67%
Science	78% / 466	76%	78%
Social Studies	73% / 466	73%	74%
Art, Music and Physical Education	75% / 466	75%	74%

Praxis II Data Disaggregated by Delivery Method or Location
Teacher candidates complete a subject matter exam and a pedagogy exam.

Academic Major	ETS Test	Count	# Passing	% Passing	Median	National Median	ND Score Required
VCSU on-campus							
Business Education	5101	24	24	100%	166.5	172	154
Elementary Education	5017	109	98	90%	164	170	153
English Language Arts: Content Knowledge	5038	27	25	93%	173	178	167
PLT, 7-12	5624	206	186	90%	169	176	157
PLT, K-6	5622	185	178	96%	171	177	160
Social Studies	5081	60	53	88%	158	166	153
Technology Education	5051	7	7	100%	179	180	150
World and U.S. History Content Knowledge*	5941	4	3	75%	156	162	151
VCSU online							
Business Education	5101	23	23	100%	181	172	154
Elementary Education	5017	18	17	94%	161	170	153
English Language Arts: Content Knowledge	5038	26	25	96%	178.5	178	167
PLT, 7-12	5624	90	88	98%	174	176	157
PLT, K-6	5622	19	18	95%	167	177	160
Social Studies	5081	15	14	93%	167	166	153
Technology Education	5051	26	26	100%	183.5	180	150
World and U.S. History Content Knowledge*	5941	2	2	100%	182	162	151

*Version of Praxis Exam is now retired and no longer in use

Praxis II Data Disaggregated Elementary Education by Delivery Method or Location
Elementary Education Majors complete a subject matter exam, 5017, and a pedagogy exam, 5622.

VCSU On-Campus							
Academic Major	ETS Test	Count	# Passing	% Passing	Median	National Median	ND Score Required
Elementary Education	5017	109	98	90%	164	170	153
PLT, K-6	5622	185	178	96%	171	177	160

NDSU Elementary							
Academic Major	ETS Test	Count	# Passing	% Passing	Median	National Median	ND Score Required
Elementary Education	5017	222	221	99.5%	172	170	153
PLT, K-6	5622	358	354	99%	177	177	160

Wyoming Elementary							
Academic Major	ETS Test	Count	# Passing	% Passing	Median	National Median	ND Score Required
Elementary Education	5017	104	104	100%	166	170	153
PLT, K-6	5622	193	180	93%	174	177	160

TBC							
Academic Major	ETS Test	Count	# Passing	% Passing	Median	National Median	ND Score Required
Elementary Education	5017	17	16	94%	176	170	153
PLT, K-6	5622	31	31	100%	172	177	160

Online							
Academic Major	ETS Test	Count	# Passing	% Passing	Median	National Median	ND Score Required
Elementary Education	5017	18	17	94%	161	170	153
PLT, K-6	5622	19	18	95%	167	177	160

Praxis CORE Data Disaggregated - snapshot for all test-takers on 7/3/2019
The Praxis Core Reading, Writing, Math exams are disaggregated by major.

Core Test	Elem. Total	Pre-K Total	Bus. Total	PE Total	Sci. Total	Math Total	Music Total	Art Total	TE Total	Engl Total	SocS Total	Span. Total	Hlth Total
Reading	675	45	29	55	15	32	14	12	19	58	70	1	25
Writing	674	45	28	55	15	32	14	12	19	57	69	1	25
Math	674	45	29	55	15	32	14	12	19	57	69	1	25

Core Test	Elem. Mean	Pre-K Mean	Bus. Mean	PE Mean	Sci. Mean	Math Mean	Music Mean	Art Mean	TE Mean	Engl Mean	SocS Mean	Span. Mean	Hlth Mean
Reading	173.55	174.18	175.52	164.62	181.6	172.13	182.43	170.33	178.26	183.59	181.11	192	169.12
Writing	163.88	165.96	165.79	157.78	166.93	164.13	169.14	163.5	160.11	169.4	163.8	180	159.12
Math	160.23	160.18	171.03	153.71	177.47	183.31	174.29	158	165.21	159.58	161.57	180	154.4

Core Test Breakdown	Overall Mean Score	Total Number of Tests Taken	Percent of Students Passing	VCSU on-campus Mean	VCSU on-line Mean Score	NDSU Elementary Mean Score	Wyoming Elementary Mean Score	Overall Median Score
Reading	174.63	998	90%	170.79	181.3	174.72	174.53	174
Writing	164.11	992	71%	163.08	166.03	164.66	162.99	164
Math	161.69	995	73%	162.17	161.58	164.78	155.18	162

Core Breakdown	Count	VCSU Mean %	State %	National %
Reading				
Key Ideas & Details	967	71%	75%	73%
Craft; Structure; Language Skills	967	69%	69%	69%
Integration of Knowledge & Ideas	967	69%	73%	68%
Writing				
Text Types; Purposes; Production	960	64%	64%	64%
Language and Research Skills for Writing	960	62%	64%	63%
Math				
Number & Quantity	963	71%	71%	63%
Algebra & Functions	963	67%	66%	60%
Geometry	958	56%	57%	51%
Statistics & Probability	963	70%	72%	64%

Praxis Core Initial Pass Rates – snapshot as of 7/3/19

Teacher candidates who do not pass the Praxis Core basic skills – Reading, Writing, Math exams may re-take the test. The data below display the initial pass rates and the pass after teacher candidates complete more than one attempt.

	VCSU (All)	VCSU (On Campus)	VCSU (Online)	NDSU	Wyoming	TBC
Test Count	479	325	154	296	158	24
Pass First	323	203	120	229	99	17
	67%	62%	78%	77%	63%	71%

	Count	Percentage
Pass Initially	668	70%
Initially Do Not Pass	289	30%
Pass after Re-try	192	
Still Not Passing At This Point	97	10%
Total Passing Count and Percentage	860	90%
Total Test Taken	957	

Student Teacher Data Fall 2017-Spring 2019 N= 361 placements Ratings completed by Cooperating Teachers

InTASC Standard 1	Mean	% 3 or >	% < 3	Count
Supports student learning through developmentally appropriate instruction.	3.37	92%	8%	361
Accounts for differences in students' prior knowledge.	3.33	90%	10%	361
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. (average calculated)	3.35	91%	9%	722
InTASC Standard 2	Mean	% 3 or >	% < 3	Count
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs.	3.30	90%	10%	361
Exhibits fairness and belief that all students can learn.	3.54	96%	4%	361
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. (average calculated)	3.42	93%	7%	722
InTASC Standard 3	Mean	% 3 or >	% < 3	Count
Creates a safe and respectful environment for learners.	3.48	95%	5%	361
Structures a classroom environment that promotes student engagement.	3.39	91%	9%	361
Clearly communicates expectations for appropriate student behavior.	3.33	89%	11%	361
Responds appropriately to student behavior.	3.33	88%	12%	361
Guides learners in using technologies in appropriate, safe, and effective ways.	3.31	92%	8%	361
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. (average calculated)	3.37	91%	9%	1805
Summary for Standards 1 -3 Learner and Learning	Mean	% 3 or >	% < 3	Count
(Calculated)	3.38	91%	9%	3249
InTASC Standard 4	Mean	% 3 or >	% < 3	Count
Effectively teaches subject matter.	3.39	93%	7%	361
Guides mastery of content through meaningful learning experiences.	3.34	91%	9%	361
Integrates culturally relevant content to build on learners' background knowledge.	3.22	88%	12%	361
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. (average calculated)	3.32	91%	9%	1083
InTASC Standard 5	Mean	% 3 or >	% < 3	Count
Connects core content to relevant, real-life experiences and learning tasks.	3.37	90%	10%	361
Designs activities where students engage with subject matter from a variety of perspectives.	3.31	89%	11%	361
Accesses content resources to build global awareness.	3.19	81%	19%	361
Uses relevant content to engage learners in innovative thinking & collaborative problem solving.	3.26	86%	14%	361
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. (average calculated)	3.28	87%	13%	1444
Summary for Standards 4-5 Content Knowledge	Mean	% 3 or >	% < 3	Count
(Calculated)	3.30	88%	12%	2527

InTASC Standard 6	Mean	% 3 or >	% < 3	Count
Uses multiple methods of assessment.	3.29	90%	10%	361
Provides students with meaningful feedback to guide next steps in learning.	3.34	90%	10%	361
Uses appropriate data sources to identify student learning needs.	3.21	84%	16%	361
Engages students in self-assessment strategies.	3.20	84%	16%	361
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. (average calculated)	3.26	87%	13%	1444
InTASC Standard 7	Mean	% 3 or >	% < 3	Count
Connects lesson goals with school curriculum and state standards.	3.40	93%	7%	361
Uses assessment data to inform planning for instruction.	3.25	86%	14%	361
Adjusts instructional plans to meet students' needs	3.34	89%	11%	361
Collaboratively designs instruction.	3.54	96%	4%	361
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. (average calculated)	3.38	91%	9%	1444
InTASC Standard 8	Mean	% 3 or >	% < 3	Count
Varies instructional strategies to engage learners.	3.36	89%	11%	361
Uses technology appropriately to enhance instruction.	3.34	91%	9%	361
Differentiates instruction for a variety of learning needs.	3.32	89%	11%	361
Instructional practices reflect effective communication skills.	3.35	90%	10%	361
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. (average calculated)	3.34	90%	10%	1444
Summary for Standards 6-8 Instructional Strategies	Mean	% 3 or >	% < 3	Count
(Calculated)	3.33	89%	11%	4332

InTASC Standard 9	Mean	% 3 or >	% < 3	Count
Uses feedback to improve teaching effectiveness.	3.50	94%	6%	361
Uses self-reflection to improve teaching effectiveness	3.49	92%	8%	361
Upholds legal responsibilities as a professional educator.	3.47	98%	2%	361
Demonstrates commitment to the profession.	3.54	95%	5%	361
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. (average calculated)	3.50	95%	5%	1444
InTASC Standard 10	Mean	% 3 or >	% < 3	Count
Collaborates with colleagues to improve student performance.	3.48	95%	5%	361
Collaborates with parent/guardian/advocate to improve student performance.	3.18	86%	14%	361
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. (average calculated)	3.33	90%	10%	722
Summary for Standards 9-10 Professional Responsibility	Mean	% 3 or >	% < 3	Count
(Calculated)	3.44	93%	7%	2166

Content Specific Ratings from Cooperating Teachers (Spring 2018-Spring 2019) Ratings completed by Cooperating Teachers

Elementary Education	Mean	% 3 or >	% < 3	Count
Effectively applies knowledge of teaching language arts	3.44	96%	4%	187
Effectively applies knowledge of teaching mathematics	3.42	96%	4%	186
Effectively applies knowledge of teaching science	3.39	96%	4%	174
Effectively applies knowledge of teaching social studies	3.38	97%	3%	175
Integrates concepts from various content areas	3.39	96%	4%	188
Pre-K	Mean	% 3 or >	% < 3	Count
Promotes child development and learning (NAEYC Standard 1)	3.38	92%	8%	12
Builds family and community relationships (NAEYC Standard 2)	3.17	75%	25%	12
Observes, documents, and assesses to support young children and families (NAEYC Standard 3)	3.13	75%	25%	12
Uses developmentally effective approaches to connect with children and families (NAEYC Standard 4)	3.21	83%	17%	12
Uses content knowledge to build meaningful curriculum (NAEYC Standard 5)	3.21	83%	17%	12
Math Education	Mean	% 3 or >	% < 3	Count
Teaches mathematics with equity in mind - high expectations & strong support for all students.	3.12	85%	15%	13
Develops an understanding of what students know and need to learn, then challenges and supports students to learn it well.	3.08	77%	23%	13
Assessments support the learning of important mathematics and furnish useful information to both teachers and students.	3.08	85%	15%	13
Teaches students to learn mathematics with conceptual understanding, actively building new knowledge from experience and prior knowledge.	3.19	85%	15%	13
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.	3.04	77%	23%	13
Music Education	Mean	% 3 or >	% < 3	Count
Utilizes singing and/or conducting skills sufficient to lead the class.	3.50	100%	0%	8
Utilizes instrumental playing skills sufficient to lead the class (e.g. to provide accompaniment, model for students, teach parts or lead warm-ups).	3.13	88%	13%	8
Detects and corrects errors efficiently and accurately.	3.44	100%	0%	8
Demonstrates thorough knowledge of utilized musical scores.	3.31	100%	0%	8
Integrates music theory and/or history that assists learners with connecting to and deepening their understanding of music.	3.50	100%	0%	8
English Education	Mean	% 3 or >	% < 3	Count
Possesses strong academic and creative writing	3.32	93%	7%	14
Exhibits vital critical reading and thinking skills	3.32	93%	7%	14
Routinely applies competent research skills	3.39	93%	7%	14
Understands the value of cultural fluency	3.36	93%	7%	14

Social Science Education	Mean	% 3 or >	% < 3	Count
Identifies broad, conceptual questions to shape thematic approaches to history/social science.	3.16	74%	26%	19
Identifies and interprets primary sources, engages students with these sources, and integrates documents into the course content.	3.11	79%	21%	19
Thinks as a historian and/or social scientist and guides students in developing those perspectives.	3.11	74%	26%	19
Identifies and uses resources and assists students in locating and using resources appropriate to course content.	3.05	68%	32%	19
Integrates state and national History/Social Science standards in curricular development and teaching.	3.26	95%	5%	19
Health Education	Mean	% 3 or >	% < 3	Count
Effectively communicates subject matter content relative to health and/or physical education.	3.55	100%	0%	33
Teaches to appropriate cognitive understanding and/or physical ability levels of the students.	3.47	97%	3%	33
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness for all students.	3.50	100%	0%	33
Demonstrates decision-making skills to enhance health in the areas of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	3.45	97%	3%	33
Uses both formal and informal assessment to affect subsequent teaching/learning activities.	3.26	94%	6%	33
Physical Education	Mean	% 3 or >	% < 3	Count
Effectively communicates subject matter content relative to health and/or physical education.	3.55	100%	0%	33
Teaches to appropriate cognitive understanding and/or physical ability levels of the students.	3.47	97%	3%	33
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness for all students.	3.50	100%	0%	33
Demonstrates decision-making skills to enhance health in the areas of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	3.45	97%	3%	33
Uses both formal and informal assessment to affect subsequent teaching/learning activities.	3.26	94%	6%	33
Business Education	Mean	% 3 or >	% < 3	Count
Promotes economic literacy	3.10	80%	20%	5
Promotes career readiness skills	3.20	80%	20%	5
Models safety and ethical practice in decision-making	3.70	100%	0%	5
Promotes student understanding of business applications in society	3.40	80%	20%	5
Effectively utilizes technology in ways useful for career readiness	3.50	80%	20%	5
Art Education	Mean	% 3 or >	% < 3	Count
Relates Art history to studio activities	4.00	100%	0%	1
Guides learners to share intentions and/or meaning in their artwork	4.00	100%	0%	1
Demonstrates proficiency in a broad range of media	4.00	100%	0%	1
Makes connections between visual arts and other disciplines	4.00	100%	0%	1
Integrates understanding of visual language in studio activities	4.00	100%	0%	1

Technology Education	Mean	% 3 or >	% < 3	Count
Demonstrates knowledge of technology and society within the context of the designed world.	3.50	100%	0%	5
Guides students in the design process and understanding the attributes of design.	3.60	100%	0%	5
Demonstrates the relationships among technologies and makes important connections between other fields of study.	3.20	100%	0%	5
Plans, implements and evaluates curricula based upon Standards for Technological Literacy.	3.20	100%	0%	5
Models safety knowledge and procedures in the technology classroom and laboratory.	3.60	100%	0%	5
Science Education	Mean	% 3 or >	% < 3	Count
Demonstrates knowledge of and ability to teach the nature of science.	3.17	83%	17%	6
Models the use of inquiry/scientific method to help students construct science understanding.	3.00	67%	33%	6
Promotes student understanding of the science and society relationship.	3.08	67%	33%	6
Uses student assessment in science to guide/change instruction.	3.08	67%	33%	6
Models safety and ethical behavior in the science classroom/laboratory.	3.33	100%	0%	6

Student Teacher Data Fall 2017-Spring 2019 N= 361 placements Ratings completed by Cooperating Teachers

	Art Education mean/count	Business Education mean/count	Elementary Education mean/count	English Education mean/count	Health Education mean/count	Math Education mean/count	Music Education mean/count	Physical Education mean/count	Pre-K mean/count	Science Education mean/count	Social Science Education mean/count	Technology Education mean/count
InTASC Standard 1												
Supports student learning through developmentally appropriate instruction.	4.00/1	3.42/6	3.40/216	3.34/19	3.45/10	3.10/10	3.33/12	3.42/24	3.39/37	3.00/4	3.26/17	3.10/5
Accounts for differences in students' prior knowledge.	4.00/1	3.50/6	3.35/216	3.34/19	3.35/10	2.90/10	3.42/12	3.33/24	3.42/37	2.88/4	3.15/17	3.20/5
Standard #1: Learner Development. (average calculated)	4.00/2	3.46/12	3.37/432	3.34/38	3.40/20	3.00/20	3.38/24	3.38/48	3.41/74	2.94/8	3.21/34	3.15/10
InTASC Standard 2												
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs.	4.00/1	3.42/6	3.31/216	3.29/19	3.45/10	2.8/10	3.25/12	3.23/24	3.35/37	2.75/4	3.26/17	3.40/5
Exhibits fairness and belief that all students can learn.	4.00/1	3.67/6	3.54/216	3.58/19	3.60/10	3.4/10	3.58/12	3.50/24	3.68/37	3.00/4	3.38/17	3.40/5
Standard #2: Learning Differences. (average calculated)	4.00/2	3.54/12	3.43/432	3.43/38	3.53/20	3.1/20	3.42/24	3.36/48	3.51/74	2.88/8	3.32/34	3.40/10
InTASC Standard 3												
Creates a safe and respectful environment for learners.	4.00/1	3.5/6	3.48/216	3.32/19	3.75/10	3.3/10	3.54/12	3.48/24	3.57/37	3.13/4	3.38/17	3.40/5
Structures a classroom environment that promotes student engagement.	3.50/1	3.58/6	3.39/216	3.42/19	3.60/10	3.15/10	3.38/12	3.46/24	3.46/37	2.75/4	3.24/17	3.40/5
Clearly communicates expectations for appropriate student behavior.	3.50/1	3.5/6	3.38/216	3.11/19	3.35/10	2.95/10	3.21/12	3.44/24	3.43/37	2.75/4	3.09/17	2.90/5
Responds appropriately to student behavior.	3.5/01	3.5/6	3.36/216	3.18/19	3.35/10	3.00/10	3.17/12	3.31/24	3.49/37	2.75/4	3.21/17	3.30/5
Guides learners in using technologies in appropriate, safe, and effective ways.	4.00/1	3.67/6	3.31/216	3.50/19	3.40/10	3/10	3.38/12	3.23/24	3.35/37	2.88/4	3.26/17	3.40/5
Standard #3: Learning Environments. (average calculated)	3.70/5	3.55/30	3.38/1080	3.31/95	3.49/50	3.08/50	3.33/60	3.38/120	3.46/185	2.85/20	3.24/85	3.28/25
Summary for Standards 1-3 Learner and Learning (Calculated)	3.83/9	3.53/54	3.39/1944	3.34/171	3.48/90	3.07/90	3.36/108	3.38/216	3.46/333	2.88/36	3.25/153	3.28/45

	Art Education mean/count	Business Education mean/count	Elementary Education mean/count	English Education mean/count	Health Education mean/count	Math Education mean/count	Music Education mean/count	Physical Education mean/count	Pre-K mean/count	Science Education mean/count	Social Science Education mean/count	Technology Education mean/count
InTASC Standard 4												
Effectively teaches subject matter.	4.00/1	3.42/6	3.39/216	3.42/19	3.4/10	3.1/10	3.42/12	3.48/24	3.47/37	3.00/4	3.32/17	3.30/5
Guides mastery of content through meaningful learning experiences.	4.00/1	3.67/6	3.33/216	3.5/19	3.25/10	3/10	3.38/12	3.38/24	3.41/37	2.63/4	3.26/17	3.30/5
Integrates culturally relevant content to build on learners' background knowledge.	4.00/1	3.42/6	3.21/216	3.42/19	3.15/10	2.85/10	3.25/12	3.29/24	3.30/37	2.50/4	3.12/17	3.30/5
Standard #4: Content Knowledge. (average calculated)	4.00/3	3.50/18	3.31/648	3.45/57	3.27/30	2.98/30	3.35/36	3.38/72	3.39/111	2.71/12	3.24/51	3.30/15
InTASC Standard 5												
Connects core content to relevant, real-life experiences and learning tasks.	3.50/1	3.42/6	3.37/216	3.47/19	3.55/10	3.15/10	3.46/12	3.33/24	3.39/37	3.00/4	3.15/17	3.50/5
Designs activities where students engage with subject matter from a variety of perspectives.	4.00/1	3.25/6	3.32/216	3.50/19	3.35/10	3.05/10	3.29/12	3.40/24	3.35/37	2.50/4	3.12/17	3.10/5
Accesses content resources to build global awareness.	4.00/1	3.50/6	3.02/216	3.21/19	3.15/10	2.90/10	3.17/12	3.21/24	3.23/37	2.38/4	3.15/17	3.10/5
Uses relevant content to engage learners in innovative thinking & collaborative problem solving.	3.50/1	3.50/6	3.27/216	3.47/19	3.25/10	3.00/10	3.25/12	3.27/24	3.38/37	2.63/4	3.03/17	3.00/5
Standard #5: Applications of Content. (average calculated)	3.75/4	3.42/24	3.29/864	3.41/76	3.33/40	3.03/40	3.29/48	3.3/96	3.34/148	2.63/16	3.11/68	3.18/20
Summary for Standards 4-5 Content Knowledge (Calculated)	3.86/7	3.45/42	3.3/1512	3.43/133	3.3/70	3.01/70	3.32/84	3.34/168	3.36/259	2.66/28	3.16/119	3.23/35

	Art Education mean/count	Business Education mean/count	Elementary Education mean/count	English Education mean/count	Health Education mean/count	Math Education mean/count	Music Education mean/count	Physical Education mean/count	Pre-K mean/count	Science Education mean/count	Social Science Education mean/count	Technology Education mean/count
InTASC Standard 6												
Uses multiple methods of assessment.	4.00/1	3.42/6	3.31/216	3.47/19	3.20/10	3.10/10	3.29/12	3.25/24	3.26/37	2.75/4	3.15/17	3.20/5
Provides students with meaningful feedback to guide next steps in learning.	4.00/1	3.42/6	3.34/216	3.50/19	3.35/10	3.25/10	3.33/12	3.48/24	3.32/37	2.63/4	3.09/17	3.40/5
Uses appropriate data sources to identify student learning needs.	3.50/1	3.33/6	3.25/216	3.18/19	3.20/10	2.80/10	3.21/12	3.27/24	3.30/37	2.50/4	2.82/17	3.00/5
Engages students in self-assessment strategies.	4.00/1	3.25/6	3.21/216	3.26/19	3.20/10	2.80/10	3.33/12	3.31/24	3.23/37	2.50/4	3.00/17	3.30/5
Standard #6: Assessment. (average calculated)	3.88/4	3.35/24	3.28/864	3.36/76	3.24/40	2.99/40	3.29/48	3.33/96	3.28/148	2.59/16	3.01/68	3.23/20
InTASC Standard 7												
Connects lesson goals with school curriculum and state standards.	3.5/1	3.42/6	3.42/216	3.5/19	3.4/10	2.95/10	3.46/12	3.52/24	3.43/37	2.63/4	3.21/17	3.2/5
Uses assessment data to inform planning for instruction.	3.5/1	3.42/6	3.3/216	3.21/19	3.05/10	2.9/10	3.38/12	3.21/24	3.24/37	2.5/4	3.12/17	3.2/5
Adjusts instructional plans to meet students' needs	3/1	3.5/6	3.37/216	3.26/19	3.35/10	3/10	3.54/12	3.38/24	3.41/37	2.63/4	3.15/17	3.2/5
Collaboratively designs instruction.	3.5/1	3.5/6	3.56/216	3.68/19	3.5/10	3.2/10	3.46/12	3.63/24	3.58/37	2.88/4	3.44/17	3.5/5
Standard #7: Planning for Instruction. (average calculated)	3.38/4	3.46/24	3.41/864	3.41/76	3.33/40	3.01/40	3.46/48	3.43/96	3.42/148	2.66/16	3.23/68	3.28/20
InTASC Standard 8												
Varies instructional strategies to engage learners.	4.00/1	3.58/6	3.37/216	3.34/19	3.40/10	3.00/10	3.42/12	3.46/24	3.45/37	2.75/4	3.21/17	3.10/5
Uses technology appropriately to enhance instruction.	4.00/1	3.42/6	3.35/216	3.47/19	3.20/10	3.05/10	3.38/12	3.27/24	3.36/37	3.00/4	3.35/17	3.30/5
Differentiates instruction for a variety of learning needs.	4.00/1	3.50/6	3.34/216	3.26/19	3.25/10	2.85/10	3.33/12	3.44/24	3.38/37	2.75/4	3.18/17	3.20/5
Instructional practices reflect effective communication skills.	4.00/1	3.50/6	3.38/216	3.37/19	3.25/10	3.15/10	3.33/12	3.38/24	3.42/37	2.63/4	3.15/17	3.10/5
Standard #8: Instructional Strategies. (average calculated)	4.00/4	3.50/24	3.36/864	3.36/76	3.28/40	3.01/40	3.36/48	3.39/96	3.4/148	2.78/16	3.22/68	3.18/20
Summary for Standards 6-8 Instructional Strategies (Calculated)	3.75/12	3.44/72	3.35/2592	3.38/228	3.28/120	3/120	3.37/144	3.38/288	3.36/444	2.68/48	3.15/204	3.23/60

	Art Education mean/count	Business Education mean/count	Elementary Education mean/count	English Education mean/count	Health Education mean/count	Math Education mean/count	Music Education mean/count	Physical Education mean/count	Pre-K mean/count	Science Education mean/count	Social Science Education mean/count	Technology Education mean/count
InTASC Standard 9												
Uses feedback to improve teaching effectiveness.	3.50/1	3.42/6	3.53/216	3.39/19	3.50/10	3.30/10	3.67/12	3.56/24	3.50/37	2.75/4	3.41/17	3.40/5
Uses self-reflection to improve teaching effectiveness	4.00/1	3.42/6	3.51/216	3.47/19	3.70/10	3.20/10	3.63/12	3.56/24	3.53/37	2.63/4	3.29/17	3.40/5
Upholds legal responsibilities as a professional educator.	3.50/1	3.75/6	3.47/216	3.50/19	3.45/10	3.15/10	3.33/12	3.63/24	3.62/37	2.88/4	3.35/17	3.30/5
Demonstrates commitment to the profession.	3.00/1	3.42/6	3.54/216	3.58/19	3.55/10	3.50/10	3.63/12	3.75/24	3.61/37	3.00/4	3.32/17	3.20/5
Standard #9: Professional Learning and Ethical Practice. (average calculated)	3.50/4	3.50/24	3.51/864	3.49/76	3.55/40	3.29/40	3.56/48	3.63/96	3.56/148	2.81/16	3.35/68	3.33/20
InTASC Standard 10												
Collaborates with colleagues to improve student performance.	3.00/1	3.75/6	3.50/216	3.37/19	3.40/10	3.20/10	3.42/12	3.63/24	3.53/37	3.00/4	3.41/17	3.30/5
Collaborates with parent/guardian/advocate to improve student performance.	3.00/1	3.25/6	3.21/216	3.26/19	3.15/10	2.70/10	3.25/12	3.17/24	3.22/37	2.63/4	2.97/17	3.20/5
Standard #10: Leadership and Collaboration. (average calculated)	3.00/2	3.50/12	3.35/432	3.32/38	3.28/20	2.95/20	3.33/24	3.40/48	3.37/74	2.81/8	3.19/34	3.25/10
Summary for Standards 9-10 Professional Responsibility (Calculated)	3.33/6	3.50/36	3.46/1296	3.43/114	3.46/60	3.18/60	3.49/72	3.55/144	3.50/222	2.81/24	3.29/102	3.30/30

Fall 2018 – Spring 2019 Student Teacher Self-Assessment (N=177 Teacher Candidate Responses)

InTASC Standard 1	Mean	% 3 or >	% < 3	Count
Supports student learning through developmentally appropriate instruction.	3.37	95%	5%	177
Accounts for differences in students' prior knowledge.	3.29	93%	7%	176
Standard #1: Learner Development. (Average Calculated)	3.33	94%	6%	353
InTASC Standard 2	Mean	% 3 or >	% < 3	Count
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs.	3.25	90%	10%	176
Exhibits fairness and belief that all students can learn.	3.62	99%	1%	177
Standard #2: Learning Differences. (Average Calculated)	3.44	95%	5%	353
InTASC Standard 3	Mean	% 3 or >	% < 3	Count
Creates a safe and respectful environment for learners.	3.60	99%	1%	177
Structures a classroom environment that promotes student engagement.	3.43	97%	3%	176
Clearly communicates expectations for appropriate student behavior.	3.34	94%	6%	177
Responds appropriately to student behavior.	3.30	92%	8%	177
Guides learners in using technologies in appropriate, safe, and effective ways.	3.31	88%	12%	177
Standard #3: Learning Environments. (Average Calculated)	3.40	94%	6%	884
Summary for Standards 1 -3 Learner and Learning	Mean	% 3 or >	% < 3	Count
(Calculated)	**3.39**	**94%**	**6%**	**1590**
InTASC Standard 4	Mean	% 3 or >	% < 3	Count
Effectively teaches subject matter.	3.36	93%	7%	177
Guides mastery of content through meaningful learning experiences.	3.27	90%	10%	177
Integrates culturally relevant content to build on learners' background knowledge.	3.12	82%	18%	176
Standard #4: Content Knowledge. (Average Calculated)	3.25	88%	12%	530
InTASC Standard 5	Mean	% 3 or >	% < 3	Count
Connects core content to relevant, real-life experiences and learning tasks.	3.36	94%	6%	177
Designs activities where students engage with subject matter from a variety of perspectives.	3.28	90%	10%	177
Accesses content resources to build global awareness.	3.03	77%	23%	177
Uses relevant content to engage learners in innovative thinking & collaborative problem solving.	3.34	93%	7%	177
Standard #5: Applications of Content. (Average Calculated)	3.25	89%	11%	708
Summary for Standards 4-5 Content Knowledge	Mean	% 3 or >	% < 3	Count
(Calculated)	**3.25**	**88%**	**12%**	**1238**

InTASC Standard 6	Mean	% 3 or >	% < 3	Count
Uses multiple methods of assessment.	3.31	92%	8%	177
Provides students with meaningful feedback to guide next steps in learning.	3.28	85%	15%	177
Uses appropriate data sources to identify student learning needs.	3.15	82%	18%	177
Engages students in self-assessment strategies.	3.08	80%	20%	176
Standard #6: Assessment. (Average Calculated)	3.2	85%	15%	707
InTASC Standard 7	Mean	% 3 or >	% < 3	Count
Connects lesson goals with school curriculum and state standards.	3.47	95%	5%	176
Uses assessment data to inform planning for instruction.	3.3	90%	10%	177
Adjusts instructional plans to meet students' needs	3.38	94%	6%	176
Collaboratively designs instruction.	3.38	95%	5%	177
Standard #7: Planning for Instruction. (Average Calculated)	3.38	93%	7%	706
InTASC Standard 8	Mean	% 3 or >	% < 3	Count
Varies instructional strategies to engage learners.	3.32	93%	7%	177
Uses technology appropriately to enhance instruction.	3.35	91%	9%	176
Differentiates instruction for a variety of learning needs.	3.21	89%	11%	176
Instructional practices reflect effective communication skills.	3.35	92%	8%	177
Standard #8: Instructional Strategies. (Average Calculated)	3.31	91%	9%	706
Summary for Standards 6-8 Instructional Strategies	Mean	% 3 or >	% < 3	Count
(Calculated)	**3.3**	**90%**	**10%**	**2119**
InTASC Standard 9	Mean	% 3 or >	% < 3	Count
Uses feedback to improve teaching effectiveness.	3.47	97%	3%	177
Uses self-reflection to improve teaching effectiveness	3.49	97%	3%	177
Upholds legal responsibilities as a professional educator.	3.62	99%	1%	177
Demonstrates commitment to the profession.	3.65	99%	1%	177
Standard #9: Professional Learning and Ethical Practice. (Average Calculated)	3.56	98%	2%	708
InTASC Standard 10	Mean	% 3 or >	% < 3	Count
Collaborates with colleagues to improve student performance.	3.54	97%	3%	177
Collaborates with parent/guardian/advocate to improve student performance.	3.1	82%	18%	175
Standard #10: Leadership and Collaboration. (Average Calculated)	3.32	89%	11%	352
Summary for Standards 9-10 Professional Responsibility	Mean	% 3 or >	% < 3	Count
(Calculated)	**3.48**	**95%**	**5%**	**1060**

Student Teacher Self-Assessment Summary for the 10 InTASC Standards

Averages Calculated for InTASC Standards	Mean	% 3 or >	% < 3	Count
Standard #1: Learner Development. (Average Calculated)	3.33	94%	6%	353
Standard #2: Learning Differences. (Average Calculated)	3.44	95%	5%	353
Standard #3: Learning Environments. (Average Calculated)	3.4	94%	6%	884
Standard #4: Content Knowledge. (Average Calculated)	3.25	88%	12%	530
Standard #5: Applications of Content. (Average Calculated)	3.25	89%	11%	708
Standard #6: Assessment. (Average Calculated)	3.2	85%	15%	707
Standard #7: Planning for Instruction. (Average Calculated)	3.38	93%	7%	706
Standard #8: Instructional Strategies. (Average Calculated)	3.31	91%	9%	706
Standard #9: Professional Learning and Ethical Practice. (Average Calculated)	3.56	98%	2%	708
Standard #10: Leadership and Collaboration. (Average Calculated)	3.32	89%	11%	352

Student Teacher Self-Assessment Summary for the four InTASC Categories

Summary for Standards 1 -3 Learner and Learning	Mean	% 3 or >	% < 3	Count
(Calculated)	3.39	94%	6%	1590
Summary for Standards 4-5 Content Knowledge	Mean	% 3 or >	% < 3	Count
(Calculated)	3.25	88%	12%	1238
Summary for Standards 6-8 Instructional Strategies	Mean	% 3 or >	% < 3	Count
(Calculated)	3.3	90%	10%	2119
Summary for Standards 9-10 Professional Responsibility	Mean	% 3 or >	% < 3	Count
(Calculated)	3.48	95%	5%	1060