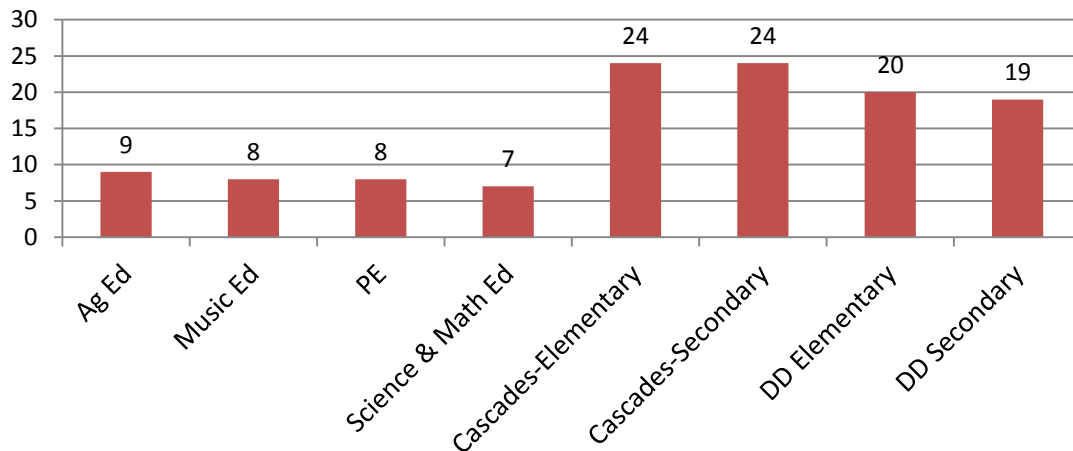


**Note:** The data presented in this annual report represents candidates that were admitted to and completed teacher licensure programs for the academic year 2015-16; it excludes the advanced programs in School Counseling, Advanced Science/Math, EdM, and ESOL as they have different key assessments.

### Program Enrollment

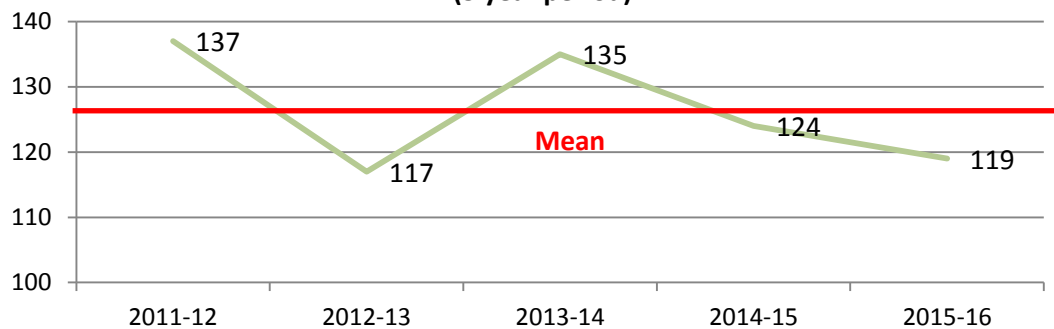
In the 2015-16 academic year (AY), 119 candidates were enrolled in eight initial licensure programs in the Professional Teacher Educator (PTE) Unit at Oregon State University, represented by four colleges: College of Education, Agriculture Science, Liberal Arts, and Public Health & Human Sciences. These programs offer undergraduate degrees (BS), as well as graduate degrees (MAT, MS) that lead to licensure. Six programs offered at the OSU-Corvallis Campus: Elementary & Secondary Double Degree (BS), Science & Mathematics Education (MS), Agriculture Education (MS), Physical Education (MS), and Music Education (MAT); two programs are offered at OSU-Cascades: Elementary & Secondary Education (science, mathematics, ELA, social studies).

**Number of Candidates Admitted by Program 2015-16**  
N = 119



The average enrollment over a five-year period was 126 candidates from 2011-2016. In 2015-16, the total number of candidates admitted to all eight programs decreased by 5 from the previous year. The total enrollment has fluctuated since 2010 due to teacher demand which has also varied over this same time frame. The PTE Unit enrollment follows state enrollment trends for 2011-2014 (as per Title II Report).

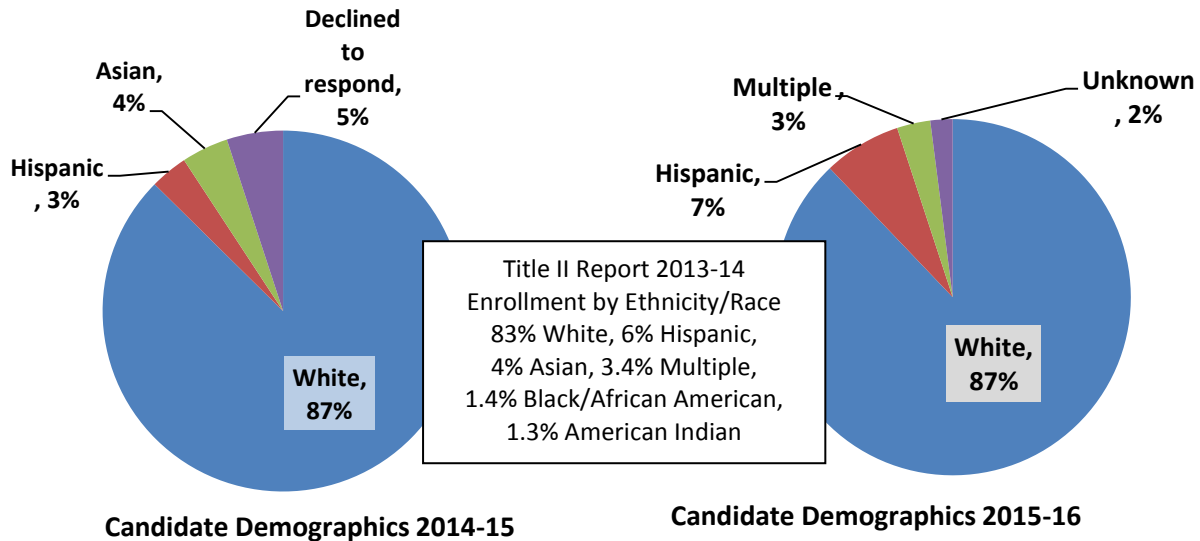
**Total Candidate Enrollment**  
(5 year period)



**Candidate Demographics by Unit  
(N = 119)**

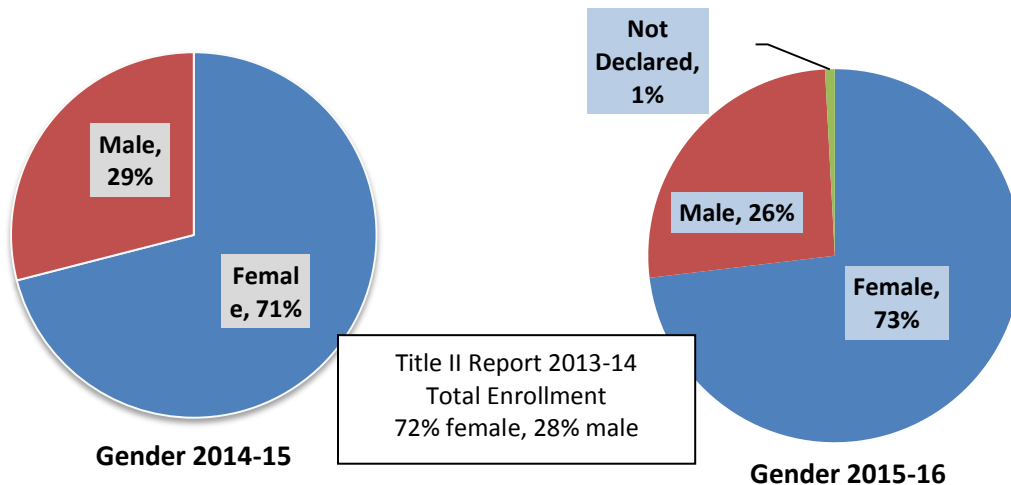
**Ethnicity/Race**

In the PTE Unit, the majority of candidates are White (87%), with 3% self-identified as Hispanic, 5% Asian, and 5% declined to respond. Population demographics in the state of Oregon are slightly more diverse: White 77.1%, Hispanic or Latino 17.6%, African American 13.3%, Asian 5.6%, American Indian & Alaska Native 1.2% (US Census 2015). There are no obvious changes to candidate demographics from 2014-15 to 2015-16.



**Gender**

Candidates are predominately female (73%) in the initial licensure programs; less than 30% are male.



**Diversity**

- In secondary programs, 55% females were awarded STEM related endorsements.
- The two elementary education programs report 4 male candidates out of 44 (10%).
- Integrated Science & Biology, Music and Physical Education report nearly equal male/female enrollment.
- There were only 3 candidates in the elementary education programs where English was not their first language.

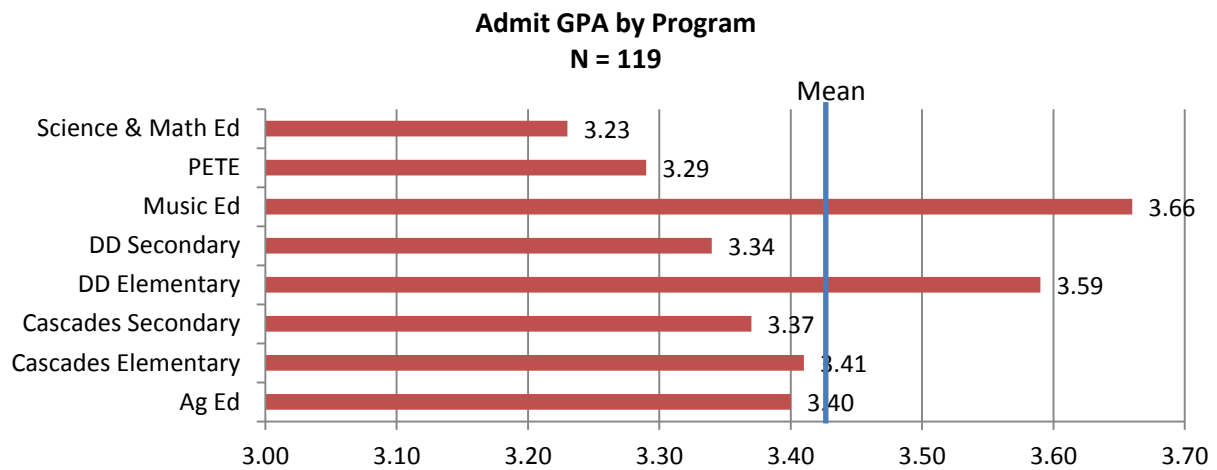
### Admission Requirements

Candidates admitted to the PTE unit must have an acceptable GPA and demonstrate foundational knowledge and skills in reading, writing, and mathematics, as well as content knowledge specific to the endorsement they are pursuing. They must also pass a state exam on protecting student and civil rights. The key assessments that reflect candidates' overall aptitude include: Admission GPA, Content Knowledge GPA, Content Exams, and the Civil Rights Exam.

#### Admission GPA

The Admission Grade Point Average (GPA) is the accumulative and final GPA (4.0 scale) based on completion of all undergraduate courses. In the Double Degree, the Admission GPA represents candidates' GPA in their first degree; Education is considered their second degree.

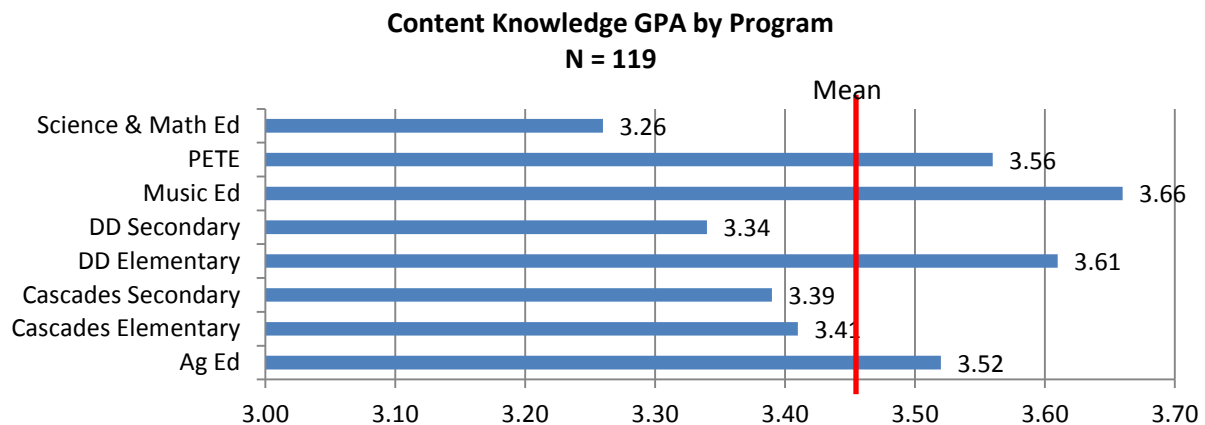
In 2015-16, 85% of the candidates admitted had at least a 3.0 GPA; the Unit Mean was 3.42 (2.65-4.00). All programs maintained a minimum Admit GPA of 3.0/cohort.



#### Content Knowledge (CK) GPA

Candidates' Content Knowledge (CK) GPA is calculated based on content specific courses completed as undergraduates. The CK GPA represents candidates' understanding of content-specific principles and concepts based on their performance in content courses. CK GPAs are calculated for each candidate using specific Content Knowledge (or Content Mastery) forms that list required courses for each subject.

In 2015-16, 85% of the candidates had a minimum CK GPA of 3.0; the Unit Mean was 3.46 (2.73-4.00). All programs maintained a minimum Content GPA of 3.0/cohort.



**Content Exams**

Prior to admission, candidates are required to pass content examinations in their subject area/endorsement as a requirement for licensure. Currently, ORELA (Oregon Educator Licensure Assessments) employs the Pearson National Evaluation Series (NES) for all content areas, except for Agriculture which takes Praxis exams.

In 2015-16, 119 candidates took 236 exams (“takers”) to earn endorsements in one or more subjects and demonstrate their content knowledge (Table 1). Candidates’ mean scores exceeded cut scores significantly. Social Studies continues to have the lowest pass rate and highest retakes due to the broad range of subject knowledge on the exam.

Table 1. PTE Content Exam Scores

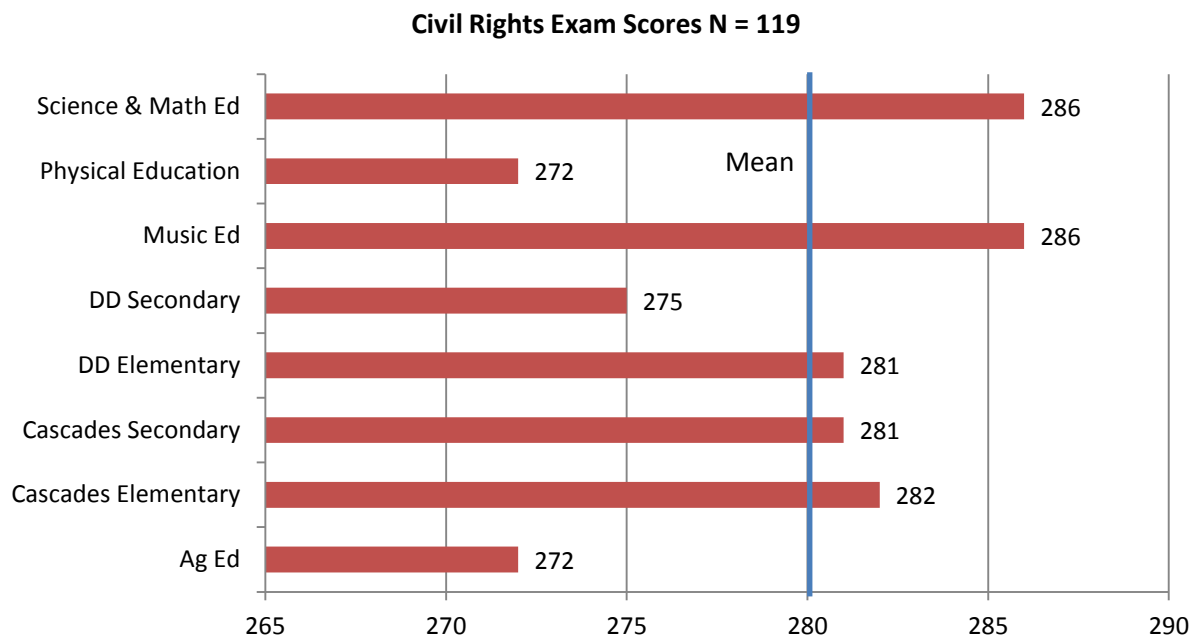
Assessment Name (Testing Agency & Assessment Code)	Takers	Mean	Range	Pass Rate	Retakes	Cut Score	State Pass Rate
Agriculture (Praxis 5701)	9	171	149-192	100%	0	147	100%
Adapted Physical Education National Standards (APENS)*	5	74	66-83	100%	0	65	
Biology (NT305)	9	258	227-280	100%	0	220	100%
Chemistry (NT306)	4	249	239-264	100%	1	220	100%
Elementary Education-Test 1 (NT102)	44	251	216-281	98%	8	227	100%
Elementary Education-Test 2 (NT103)	44	255	190-292	95%	5	228	100%
English Lang Arts (NT301)	17	260	241-277	100%	0	236	100%
English to Speakers of Other Languages (ESOL) (NT507)	44	262	239-282	100%	0	228	100%
Family and Consumer Sciences (NT310)	1	261	na	100%	0	235	100%
General Science (NT311)	11	249	230-271	100%	0	220	100%
Health (NT505)	3	259	241-281	100%	0	240	100%
Mathematics (NT304)	6	262	231-290	100%	0	225	100%
Middle Grades Social Studies (NT 202)	2	229	227-230	100%	0	227	78%
Music (NT504)	8	273	245-282	100%	0	220	100%
Physical Education (NT506)	8	260	237-273	100%	0	224	100%
Physics (NT308)	2	285	274-295	100%	0	232	100%
Social Science (NT303)	18	245	226-268	89%	10	237	100%
Spanish (NT401)	1	255	na	100%	0	226	100%

**ORELA Protecting Student and Civil Rights in the Educational Environment Exam**

Candidates must pass a state-required exam which ensures that all potential PK-12 educators are knowledgeable in understanding legal foundations and equity in school environments as measured by the ORELA Protecting Student and Civil Rights in the Educational Environment exam (see test domains and competencies below). This exam is also considered an assessment for measuring professional dispositions as it aligns to InTASC Standard 9 Professional Learning and Ethical Practice.

<b>ORELA Protecting Student and Civil Rights Test Domains</b>
<b><i>Legal Foundations</i></b>
001 Understand federal and state laws that protect individual civil rights and prohibit discrimination in educational settings, as well as ethical standards for educators in Oregon.
002 Understand federal and state court decisions related to individual civil rights and discrimination in educational settings.
<b><i>Equity in the School Environment</i></b>
003 Understand strategies for ensuring equity, inclusion, and cultural awareness in the educational environment.
004 Understand the implications of student diversity for teaching and learning and how to interact with all students in ways that promote their self-confidence and achievement of educational goals.
005 Understand situations involving equitable student access to educational courses, programs, and experiences, and nondiscriminatory grading and advising.

In 2015-16, 100% of our candidates passed this exam; the Unit Mean was 280 (range 240-297). The qualifying (cut) score of 240 is determined by TSPC which our candidates exceeded.



## Field Experience

Candidates are assessed on their ability to meet pedagogical content knowledge and professional pedagogical knowledge and skills during their student teaching/field experiences. The primary assessments are the Teacher Performance Assessment (edTPA), Team Evaluation, and Exit Survey.

### edTPA (Teacher Performance Assessment) Portfolios

edTPA is a performance-based, subject specific assessment and support system developed by the Stanford Center for Assessment, Learning, and Equity (SCALE) and produced by Pearson. edTPA features a common architecture to measure knowledge and skills that all teachers need: 1. Planning, 2. Instruction, and 3. Assessment. Each task has 5 rubrics (for a total of 15 rubrics/portfolio) that measure similar competencies/skills for all subjects. Rubric scores for novice teachers include: 1/2 (emerging), 3 (proficient), 4/5 (advanced). Rubric scores were totaled for each Task to provide a total score for the entire Portfolio.

edTPA Portfolios were evaluated by two evaluators in all programs (at least one content specialist) using standardized rubrics in 11 different content areas (e.g. Elementary Literacy, Health, Secondary Mathematics, etc). Only a sample of candidates' portfolios (N = 66) were submitted to Pearson for official scoring due to a limited number of vouchers to cover the \$300 cost. All candidates at the Cascades campus submitted to Pearson for official scoring. No samples were submitted from Physical Education or Music this year.

Ranges of candidate's total scores were 27-78 with a mean of 55 points (N = 66) of all edTPA Portfolios submitted (Table 2). In comparison to edTPA national average scores, PTE Unit candidates performed higher in all subject areas except Elementary Literacy (-2.8). Agricultural Education (+9.3) and Secondary Sciences (+7.3) scored highest.

**Note:** The state has not yet adopted a passing score for edTPA assessment. The PTE Unit needs to consider a standard passing score for this year. Candidates at Cascades demonstrated proficiency by receiving scores of 3.0 or above or the equivalent of 45 total points. Based on the Portland Public Schools recommendation of 42 and an adjustment of minus a full standard error of measurement, 37–42 score points may be used as the professional performance standard range.

- For World Language and Classical Languages (13 scoring rubrics), 32–36 score points may be used as the professional performance standard range.
- For Elementary Education (18 scoring rubrics), 44–50 score points may be used as the professional performance standard range.

Table 2. Total scores of edTPA portfolios submitted to Pearson for official scoring (2015-16)

edTPA Portfolio	N	Total Score Mean	Range	National Score	Difference OSU - National
Agricultural Education	3	58	54-66	48.7	9.3
Elementary Education (Cascades)	24	60	51-78	54.6	5.4
Elementary Literacy	8	42	27-48	44.8	-2.8
Family & Consumer Science	1	45		43.3	1.7
Health	2	42	37-46	35.5	6.5
MC Mathematics	1	44		43.7	0.3
MC Science	1	46		45.3	0.7
Secondary ELA	9	48	45-51	46.9	1.1
Secondary HHS (social studies)	8	50	42-56	44.7	5.3
Secondary Math	2	47	47	41.9	5.1
Secondary Science	7	53	48-57	45.7	7.3
<b>Average</b>	<b>66</b>	<b>55</b>	<b>27-78</b>		

In order to determine candidates' performance as beginning teachers, scores were aggregated for all samples submitted to edTPA (Table 3). When the average score of each rubric was compared to the total average of all 15 rubrics (3.2), it was noted that candidates performed below average in Rubric 10 Analyzing Teaching Effectiveness and 13 Student Use of Feedback. In contrast, candidate scored above average in 12 Providing Feedback, 2 Use of Knowledge, and 4 Identify & Support Language.

**Scale:** 1/2 (emerging), 3 (proficient), 4/5 (advanced)

**Key:** Above section mean  $\geq 0.2$

Below section mean  $\leq 0.2$

Table 3. Average rubric scores of aggregated edTPA portfolios submitted to Pearson for official scoring (2015-16)

edTPA - ALL N = 66	Average Rubric Score	Difference: Avg Rubric Score - Total Mean Score (3.2)
<b>Task 1 Literacy Instruction Rubrics</b>		
1 Literacy Learning	3.3	+1
2 Support Learning Needs	3.3	+1
3 Use Knowledge	3.4	+2
4 Identify & Support Language	3.4	+2
5 Assessments	3.3	+1
<b>Task 2 Instruct &amp; Engage Students in Literacy Learning</b>		
6 Learning Environment	3.3	+1
7 Engage Students in Learning	3.3	+1
8 Deepening Student Learning	3.2	0
9 Subject-Specific Pedagogy	3.2	0
10 Analyzing Teaching Effectiveness	2.9	-3
<b>Task 3 Assessing Students' Literacy Learning</b>		
11 Analysis of Student Learning	3.3	+1
12 Providing Feedback	3.5	+3
13 Student Use of Feedback	3.0	-2
14 Analyzing Students' Language Use	3.2	0
15 Using Assessment to Inform Instruction	3.3	+1
<b>Task 4 Assessing Students' Mathematics Learning</b>		
16 Analyzing Whole Class Understandings	3.3	+1
17 Analyzing Individual Student Work Samples	3.3	+1
18 Using Evidence to Reflect on Teaching	3.2	0

### Team Evaluations

The Team Evaluation is an institution-created scoring guide that assesses candidates' performance and behavior as defined in Oregon Administrative Rules (OARs). PTE unit candidates are assessed at least twice during student teaching by their cooperating teachers and university supervisors. Candidates are scored 1 (significantly below standard) to 4 (exceeds standard). **Candidates must average a 3.0 in each section to demonstrate competency.**

The Team Evaluation has 5 sections with 43 criteria:

1. Planning for Instruction (8 criterion)
2. Establishing a Classroom Climate Conducive to Learning (11 criterion)
3. Engaging Students in Planned Learning Activities (8 criterion)
4. Evaluating Student Progress (5 criterion)
5. Exhibiting Professional Behaviors, Ethics, and Values (11 criterion)

Individual criterion average scores are compared to the section mean. Candidates' scores on the first Team Evaluation are compared to the second Team Evaluation to notes changes in candidate performance.

### Exit Survey

Upon completion of the licensure program, all candidates are asked to complete an Exit Survey which is identical to the Team Evaluation. The purpose of the survey is for candidates to self-report their performance or competency. The Exit Survey results are compared to Team Evaluations to validate cooperating teachers and university supervisors' evaluations with candidates' own perceptions of their performance.

In 2015-16, mean scores for each of the five sections were analyzed for both Team Evaluations (Table 4). On Team Evaluation 1, the average section scores ranged from 2.8 to 3.4. Mean scores for all five sections on Team Evaluation 2 ranged from 3.2 to 3.6. The section scores all increased by from +0.2 to +0.4 points from Team Evaluation 1 indicating candidate growth in their teaching performance; the largest growth in Sections 3 Instruction and Section 4 Evaluation.

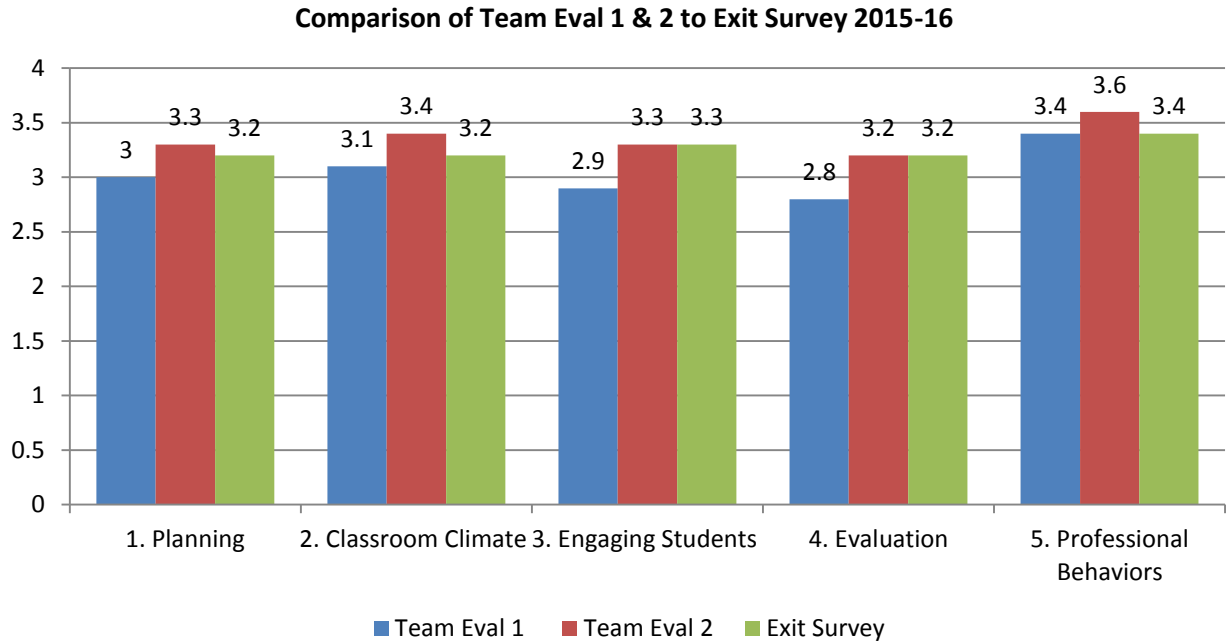
Section 5 scored highest in both Team Evaluation 1 and 2 and section as criterion are very subjective addressing candidate dispositions. Section 4 Evaluating student progress was lowest (3.2) for both evaluations indicating more instruction or practice needed in this area. Note: Section 4 only has 5 criterion.

Comparing Team Evaluation scores to the Exit Survey, candidates considered the program prepared them in Professional Behaviors (section 5) and Engaging Students (section 3), but felt that their program did not prepare them as well on criterion included in sections 1, 2 and 4 as these sections all scored 3.2.

Table 4. compared from Team Evaluation 1 & Team Evaluation

Section	Team Eval 1 N= 117	Team Eval 2 N =115	Difference	Exit Survey N = 137
1. Planning for Instruction (8 criterion)	3.0	3.3	+3	3.2
2. Establishing a Classroom Climate Conducive to Learning (11 criterion)	3.1	3.4	+3	3.2
3. Engaging Students in Planned Learning Activities (8 criterion)	2.9	3.3	+4	3.3
4. Evaluating Student Progress (5 criterion)	2.8	3.2	+4	3.2
5. Exhibiting Professional Behaviors, Ethics, and Values (11 criterion)	3.4	3.6	+2	3.4
<b>Average</b>	<b>3.1</b>	<b>3.4</b>	<b>+3</b>	<b>3.3</b>





### Team Evaluation Data disaggregated by Criterion

#### Section 1 Planning for Instruction

In Section 1 *Planning for Instruction*, mean scores for criterion 6 exceeded the section averages (>+0.2) for both Team Evaluation 1 and 2 suggesting that candidates were able to “select and organize materials, equipment, and technologies needed to teach a unit of instruction” throughout their student teaching.

It is perhaps no surprise that candidates struggle with “estimating time required for a unit” (criterion 8) during their first field experience, but improved (+0.2) from Team Evaluation 1 to Team Evaluation 2. Candidates also self-reported this criterion lowest (3.0) on the Exit Survey. Criterion 7 has lower scores in both Team Evaluations and on the Exit Survey with a Candidate Comment directed at “designing and adapting unit and lesson plans for all learners”. Comment: *I feel that adaptation of instruction and modification for students with IEPs and a variety of learners wasn't discussed in detail enough. It would have been helpful to get some examples of how to deal with various common accommodations or modification (Science & Math Ed).*

**Overall, candidates' performance increased in Section 1. Planning Instruction by +0.2 to +0.4 points.**

**Key:** Below section mean  $\leq 0.2$  Above section mean  $\geq 0.2$

Criterion	Performance-based Competencies	Team Eval 1	Team Eval 2	Difference	Exit Survey
	<b>1. Planning for Instruction</b>	<b>3.0*</b>	<b>3.3*</b>	<b>+3</b>	<b>3.2*</b>
<b>1</b>	1a. Selects or writes learning goals for units of instruction that are consistent with the school's long-term curriculum goals, State content standards, and district standards.	3.1	3.4	+3	3.3
<b>2</b>	1b. Selects or writes learning goals for units of instruction that are consistent with research findings on how students learn and the physical and mental maturity of one's student's.	2.9	3.3	+4	3.2
<b>3</b>	1c. Determines the current performance level of one's students with respect to the learning goals established for a unit of instruction.	2.9	3.3	+4	3.2
<b>4</b>	1d. Establishes objectives within the unit of instruction that will be useful in formulating daily lessons and in evaluating the progress of students toward the attainment of unit goals.	3.0	3.4	+4	3.3
<b>5</b>	1e. Determines content, skills, and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery.	2.9	3.3	+4	3.2
<b>6</b>	1f. Selects and organizes materials, equipment, and technologies needed to teach a unit of instruction.	<b>3.2</b>	<b>3.5</b>	+3	<b>3.3</b>
<b>7</b>	1g. Designs and adapts unit and lesson plans for all learners and exceptional learners, including, but not limited to students with varying cultural, social, socio-economic, and linguist backgrounds.	2.8	3.2	+4	3.1
<b>8</b>	1h. Estimates the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and re-teaching/problem solving.	2.8	3.0	+2	3.0

\*Section average

#### Section 1 Candidate Comments:

- As a student that has actually been employed as a full-time teacher, I have learned more from my job than most of the classes.
- Learning objectives were briefly covered but more in depth teaching would be helpful.

**Section 2 Establishing a Classroom Climate Conducive to Learning**

Candidates excelled in several criteria in this section, such as Criterion 9 “affirms the dignity and worth of all students” was above the section mean score (+0.2) on both evaluations. The results of the Exit Survey confirm that candidates also believe they meet these competencies.

Results for both Team Evaluation 1 and 2 indicate that candidates struggled with “monitoring student conduct, and taking appropriate action” (Criterion 14). Candidates also had many comments on classroom management (see Candidate Comments on next page). Candidate performance on “using classroom time effectively” (criterion 16) and “managing instructional transitions” (criterion 17) show an increase from Team Eval 1 to Team Eval 2, but both scores are below the section average indicating room for improvement. Criterion 19 scored lowest overall because candidates have limited opportunities to “coordinate the use of instructional assistants, parents, etc.”

**Overall, candidates’ performance increased in Section 2. Establishing Classroom Climate Conducive to Learning 0.2 to +0.4 points.**

**Key:** Below section mean  $\leq 0.2$  Above section mean  $\geq 0.2$

Criterion	Performance-based Competencies	Team Eval 1	Team Eval 2	Difference	Exit Survey
	<b>2. Establishing a Classroom Climate Conducive to Learning</b>	<b>3.1*</b>	<b>3.4*</b>	<b>+3</b>	<b>3.2*</b>
9	2a. Affirms the dignity and worth of all students and provide the positive support students need to be effective learners.	3.5	3.7	+2	3.5
10	2b. Establishes, communicates, and maintains classroom rules, procedures and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities.	3.0	3.3	+3	3.2
11	2c. Establishes equitable practices that are just and to all students on principles of gender equity and racial justice; and support a least restrictive environment for all students.	3.2	3.6	+4	3.4
12	2d. Models and reinforces appropriate social behavior in the classroom that supports student learning and development, and provides meaningful reinforcement when it occurs.	3.2	3.5	+3	3.4
13	2e. <i>Uses knowledge of the influence of the physical, social, and emotional climates of students’ homes and the community to optimize motivation, learning, and behavior.</i>	3.0	3.3	+3	3.2
14	2f. Monitors student conduct, and take appropriate action when misbehavior occurs.	2.9	3.1	+2	3.1
15	2g. Interacts thoughtfully and courteously with all students and their families and seek to resolve conflicts in a professional manner, respecting familial and community cultural contexts.	3.2	3.4	+2	3.3
16	2h. Uses classroom time effectively to provide maximum time for learning.	2.9	3.2	+3	3.3
17	2i. Manages instructional transitions decisively and without loss of instructional time.	2.8	3.2	+4	3.1
18	2j. Arranges and sets up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons.	3.2	3.5	+3	3.2
19	2k. <i>Coordinates the use of instructional assistants, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the school setting.</i>	2.7	3.1	+4	3.0

\*Section Average

**Section 2 Candidate Comments**

- Most of this was learned through the members within my placements, not from OSU staff.
- Basic classroom management skills and ideas were sorely missed in the beginning of this program. I feel that my 3-day ENVoY training that I voluntarily signed up for taught me more about classroom management than the entire PTEMS program. In addition, I feel that the "equitable practices" described in section c were never discussed in the program. They were alluded to, but never made explicit. In item E, I know that Kathryn taught us about how to GAIN knowledge about our students' lives and backgrounds, but we never discussed what we can do with it to inform our practice. Finally, items I, J, and K were never covered in the program at all.
- This skills were developed within the context go my classroom practicum and in class
- All of these targets were addressed through my placement site, not through direct instruction at OSU. The program would benefit from having a course on classroom management, which was originally offered but then removed this year.
- It's hard to teach time management. You have to be put into the classroom environment before you can truly learn how to do this.
- I felt that although managing classroom behavior was discussed somewhat, more time could have been allotted to specific strategies for establishing and maintaining appropriate classroom behaviors.

**Section 3. Engaging Learners in Planned Learning Activities**

Mean scores for all criteria in Section 3 *Engaging Learners in Planned Learning Activities*, were equally distributed; only Criterion 22 was above the section average on Team Evaluation 1. Candidates scored this criterion the highest (3.3) on the Exit Survey as well. There was a significant difference (+0.5) in candidates' ability to "emphasize instructional techniques that promote student critical thinking and problem solving" (criterion 24).

On the Exit Survey scores, candidates scored criterion 20 "chooses organizational structures appropriate for the objectives of instruction" and criteria 25 "Monitors the engagement of students in learning activities".

**Overall, candidates' performance increased in Section 3. Engaging Students in Planned Learning Activities by +0.3 to +0.5 points.**

**Key:**     **Below section mean  $\leq 0.2$**                       **Above section mean  $\geq 0.2$**

Criterion	Performance-based Competencies	Team Eval 1	Team Eval 2	Difference	Exit Survey
	<b>3. Engaging Learners in Planned Learning Activities</b>	<b>2.9*</b>	<b>3.3*</b>	<b>+4</b>	<b>3.3*</b>
<b>20</b>	3a. Chooses organizational structures appropriate for the objectives of instruction.	3.0	3.4	+4	3.2
<b>21</b>	3b. Communicates learning outcomes to be achieved and focus student interest on tasks to be accomplished.	2.9	3.3	+4	3.3
<b>22</b>	3c. Implements instructional plans that employ knowledge of subject matter and basic skills.	<b>3.1</b>	3.4	+3	3.3
<b>23</b>	3d. Uses a variety of research-based educational practices that promote student learning and are sensitive to individual differences and diverse cultures.	2.9	3.3	+4	3.3
<b>24</b>	3e. Emphasizes instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking.	2.8	3.3	<b>+5</b>	3.3
<b>25</b>	3f. Monitors the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives.	2.8	3.2	+4	3.2

**\*Section Average**

**Section 3 Candidate Comments:**

- Ambitious Science Teaching addressed all of these points exceptionally well!

**Section 4. Evaluating Student Progress**

The results for Section 4 Evaluating Student Progress suggest that candidates can “assemble, reflect on, interpret, and communicate evidence of their own effectiveness as teachers” (criterion 29). The Exit Survey mean score for this same criterion concur with this assumption as candidates rated this criterion highest (3.3). In contrast, mean scores for Criterion 27 were lower on the Team Evaluation 1 and 2, with mean scores of 2.5 and 3.0 respectively. Candidates are only scored on Criterion 27 during full time student teaching, and may not demonstrate responsibility for preparing data and showing student progress to others. If this is truly a requirement, then candidates must be given full opportunity to demonstrate this task.

**Overall, candidates’ performance increased in Section 3. Engaging Students in Planned Learning Activities by +0.3 to +0.5 points.**

**Key:**     **Below section mean  $\leq 0.2$**                       **Above section mean  $\geq 0.2$**

Criterion	Performance-based Competencies	Team Eval 1	Team Eval 2	Difference	Exit Survey
	<b>4. Evaluating Student Progress</b>	<b>2.8*</b>	<b>3.2*</b>	<b>+4</b>	<b>3.2*</b>
<b>26</b>	4a. Selects or develops non-biased, valid and reliable tests, performance measures, observation schedules, student interviews, or other formal or informal assessment procedures to determine the progress of all students.	2.8	3.1	+3	3.1
<b>27</b>	4b. Documents student progress in accomplishing State-adopted content standards and district standards, prepares data summaries that show this progress to others, and informs students, supervisors, and parents about progress in learning.	2.5	3.0	+5	3.1
<b>28</b>	4c. Refines plans for instruction, establishes alternative goals or environments, or makes referrals when appropriate.	2.8	3.2	+4	3.1
<b>29</b>	4d. Assembles, reflects upon, interprets, and communicates evidence of one’s own effectiveness as a teacher including evidence of success in fostering student progress in learning and use evidence of effectiveness in planning further instruction.	3.1	3.4	+3	3.3

**\*Section Average**

**Section 4 Candidate Comments:**

- The program can do more to focus on developing and selecting effective assessments.

**Section 5 Exhibiting Professional Behaviors, Ethics, and Values**

Candidate scores in this section are higher than any other section; however, there is a wide range of mean scores for the 11 criterion in this section. Candidates scored highest in the first three criterions (30-32) and the last criterion (40); yet, candidates show little growth from Team Evaluation 1 to 2 because they score high in the first evaluation averaging 3.6 for each criterion. Interestingly, candidates scored themselves highest on criterion 32 which indicates that they are aware of the importance of dressing appropriately.

- 30. Is dependable, conscientious, and punctual.
- 31. Meets work schedule demands.
- 32. Is aware of the importance of dressing appropriately.
- 40. Exhibits energy, drive, and determination to become a professional educator.

Criterion 36-38 have the lowest mean scores possibly due to the infrequency of observing these behaviors. There is notable improvement from Team Evaluation to Team Evaluation 2 in these areas (+0.4) when candidates are able to demonstrate them during full time student teaching. Candidates also scored these criterion lowest in section 5.

- 36. *Collaborates with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning.*
- 37. *Performs advisory functions for students in formal and informal settings.*
- 38. *Functions as a member of an interdisciplinary team to achieve long-term curriculum goals, State content standards, and district standards.*

**Overall, candidates' performance increased in Section 5. Exhibiting Professional Behaviors, Ethics, and Values by +0.1 to +0.4 points.**

**Key:**    **Below section mean  $\leq 0.2$**                       **Above section mean  $\geq 0.2$**

Criterion	Performance-based Competencies	Team Eval 1	Team Eval 2	Difference	Exit Survey
	<b>5. Exhibiting Professional Behaviors, Ethics, and Values</b>		<b>3.4*</b>	<b>3.6*</b>	<b>+0.2</b>
<b>30</b>	5a. Is dependable, conscientious, and punctual.	<b>3.6</b>	<b>3.8</b>	+0.2	3.5
<b>31</b>	5b. Meets work schedule demands.	<b>3.6</b>	3.7	+0.1	3.4
<b>32</b>	5c. Is aware of the importance of dressing appropriately.	<b>3.6</b>	<b>3.8</b>	+0.2	<b>3.6</b>
<b>33</b>	5d. Is aware of, and acts in accordance with school policies and practices.	3.5	3.7	+0.2	3.4
<b>34</b>	5e. Understands the organizational culture and expectations that operate within a school and the impact on students and student learning.	3.3	3.6	+0.3	3.4
<b>35</b>	5f. Interacts constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community.	3.5	3.7	+0.2	3.4
<b>36</b>	<i>5g. Collaborates with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning.</i>	<b>3.0</b>	<b>3.3</b>	+0.3	<b>3.2</b>
<b>37</b>	<i>5h. Performs advisory functions for students in formal and informal settings.</i>	<b>3.0</b>	<b>3.4</b>	+0.4	<b>3.2</b>
<b>38</b>	<i>5i. Functions as a member of an interdisciplinary team to achieve long-term curriculum goals, State content standards, and district standards.</i>	<b>2.9</b>	<b>3.3</b>	+0.4	3.3
<b>39</b>	5j. Exhibits energy, drive, and determination to make one's school and classroom the best possible environment for teaching and learning.	3.5	3.7	+0.2	3.4
<b>40</b>	5k. Exhibits energy, drive, and determination to become a professional educator.	<b>3.6</b>	<b>3.8</b>	+0.2	3.5

**\*Section Average**

**Section 5 Candidate Comments:**

- Professors in the college of Ed didn't always act appropriately or talk about appropriate topics during class time
- Professors in the college of Ed didn't always act appropriately or talk about appropriate topics during class time
- I am not certain what item (h) means. What are we advising students on? Is this applicable to classroom teachers?



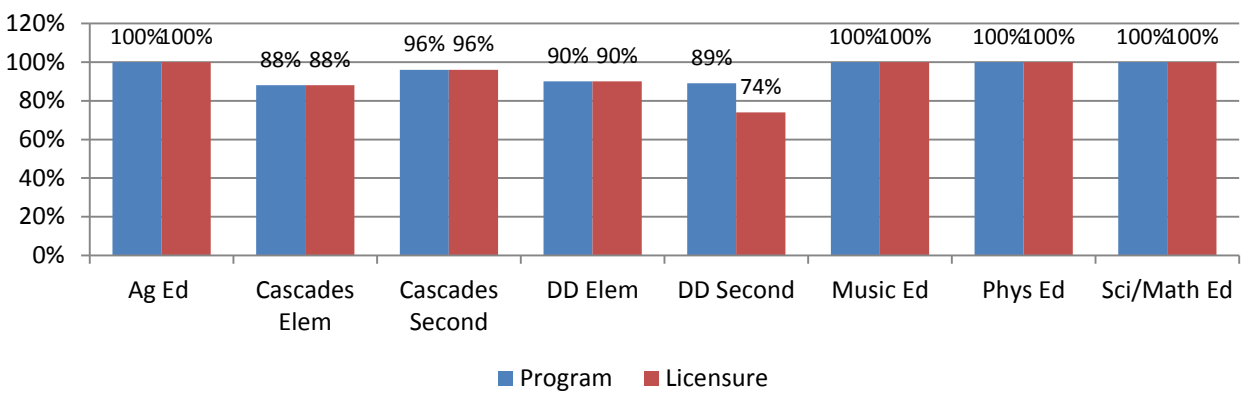
### Completion & Licensure Rates

The percentage of candidates that completed each licensure program was tracked and reported as “Program Completion Rate”. The percentage of candidates that were awarded a teaching license was also calculated as “Licensure Completion Rate”. It is important to note that a candidate can complete a program without obtaining a teaching license; however, he/she cannot get a license without completing the program.

In the 2015-16, 95% of the candidates in the PTE unit completed one of the licensure programs during the academic year, and 94% of were awarded a teaching license by August 30, 2016. The remaining candidates may have earned a degree in the following academic year after completing an additional content course in summer (DD) or continuing student teaching in fall, and were then able to be awarded a teaching license.

### Program & Licensure Completion Rates by Program

N = 111



In 2015-16, 111 candidates were awarded a total of 148 endorsements in 16 different endorsements. Elementary Education and ESOL were the most frequently awarded endorsements follow by language arts, social studies, and integrated science.

### Individual Endorsements Awarded

N = 111

