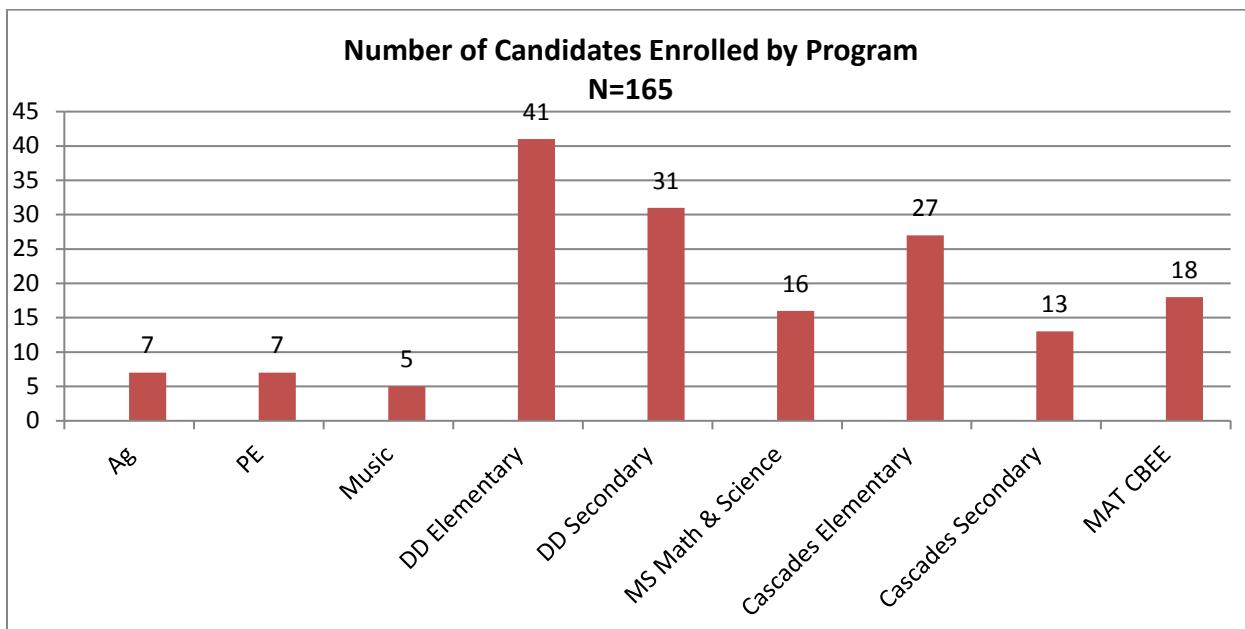


2017-18 PTE Unit Data for Initial Licensure Programs

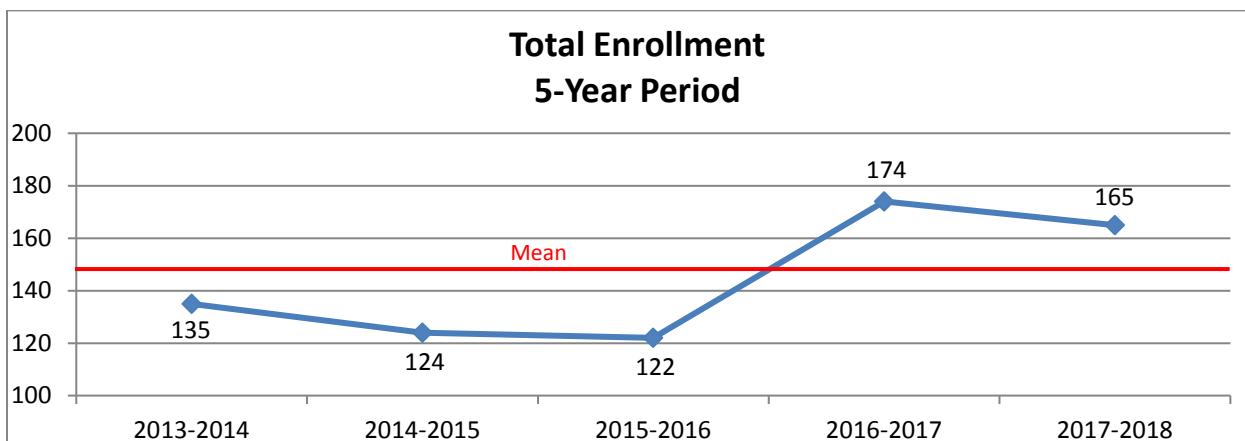
Note: The data presented in this annual report represents candidates that were admitted to and completed teacher licensure programs for the academic year 2017-18; it excludes the advanced programs in School Counseling, EdM, and ESOL as they have different key assessments.

Program Enrollment

In the 2017-18 academic year (AY), 165 candidates were enrolled in nine 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 (Music), and Public Health & Human Sciences (PE). These programs offer undergraduate degrees (BS), as well as graduate degrees (MAT, MS) that lead to licensure. Six programs are 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). Finally, there is the MAT Clinically Based Elementary Education program in conjunction with the Beaverton School District.



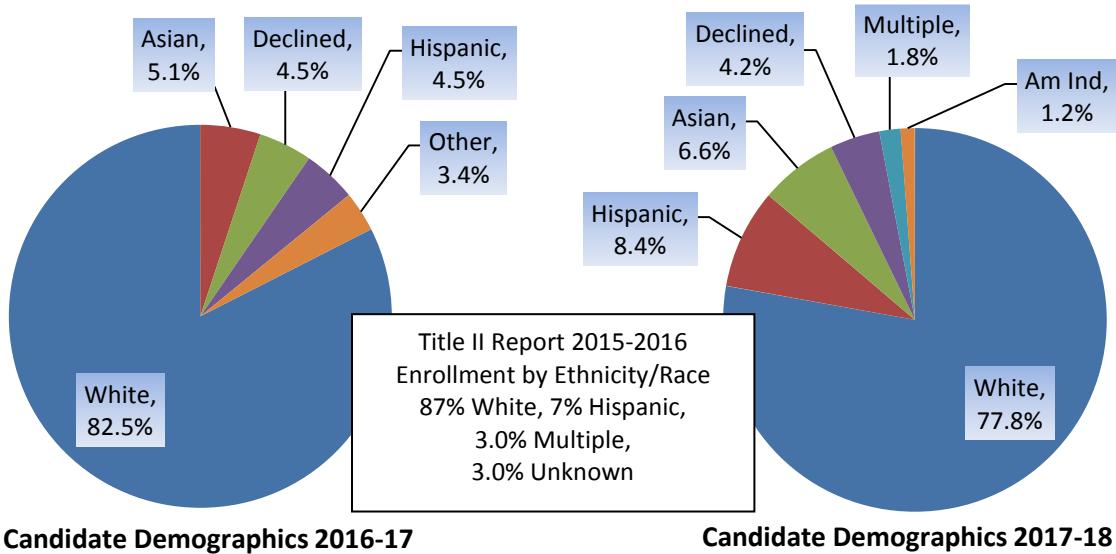
The average enrollment over a five-year period was 144 candidates from 2013-2018. In 2017-18, the total number of candidates admitted to all nine programs decreased by 9 from the previous year. The total enrollment has fluctuated due to teacher demand which has also varied over this same time frame. The PTE Unit enrollment follows state enrollment trends for 2013-2016 (as per Title II Report).



**Candidate Demographics by Unit
(N = 165)**

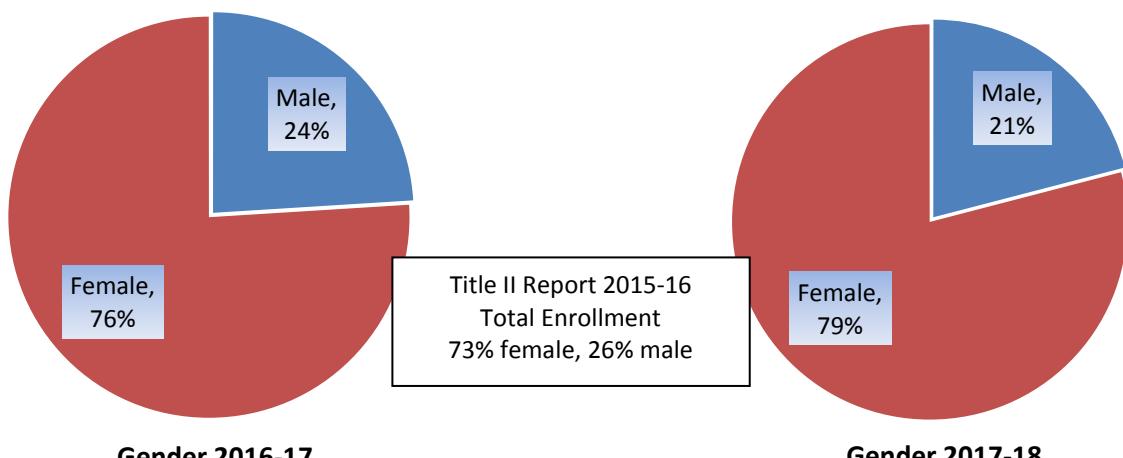
Ethnicity/Race

In the PTE Unit, the majority of candidates are White (77.8%), with 8.4% self-identified as Hispanic, 6.6% Asian, and 4.2% 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 small changes to slightly more diverse candidate demographics from 2016-17 to 2017-18.



Gender

Candidates are predominately female (79%) in the initial licensure programs; less than 30% are male.



Diversity

- In secondary programs, 30% of females were awarded STEM related endorsements.
- The two elementary education programs report 8 male candidates out of 69 (11.6%).
- STEM, Music and Physical Education report about 69% female enrollment.
- There were only 3 candidates in the elementary education programs where English was not their first language.

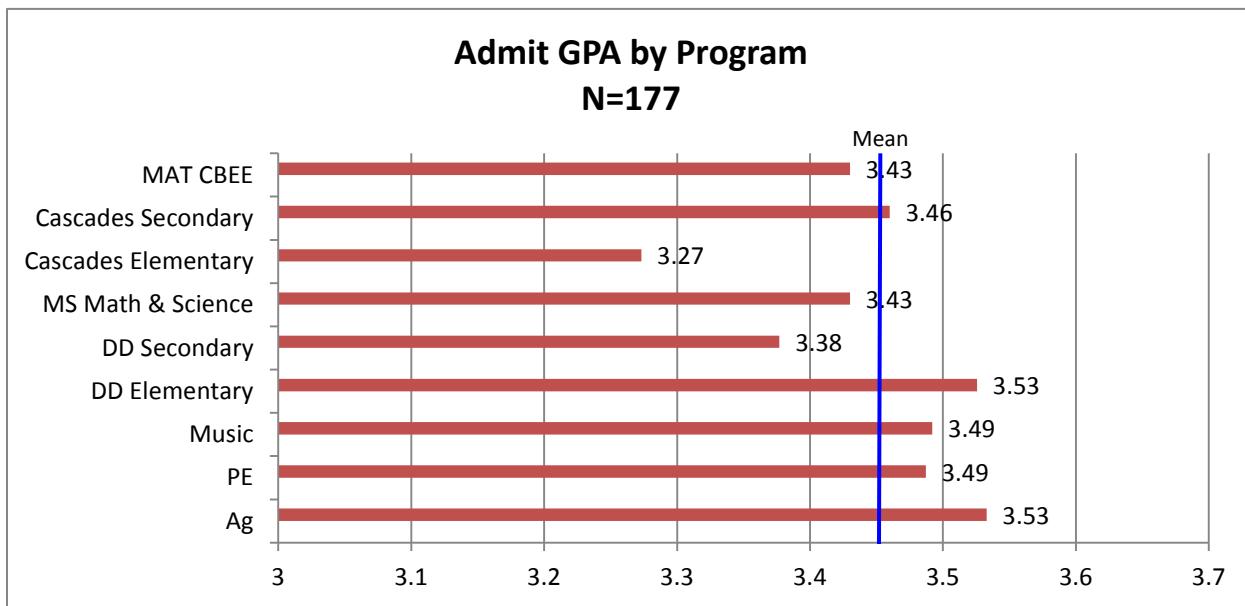
Admission Requirements

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.

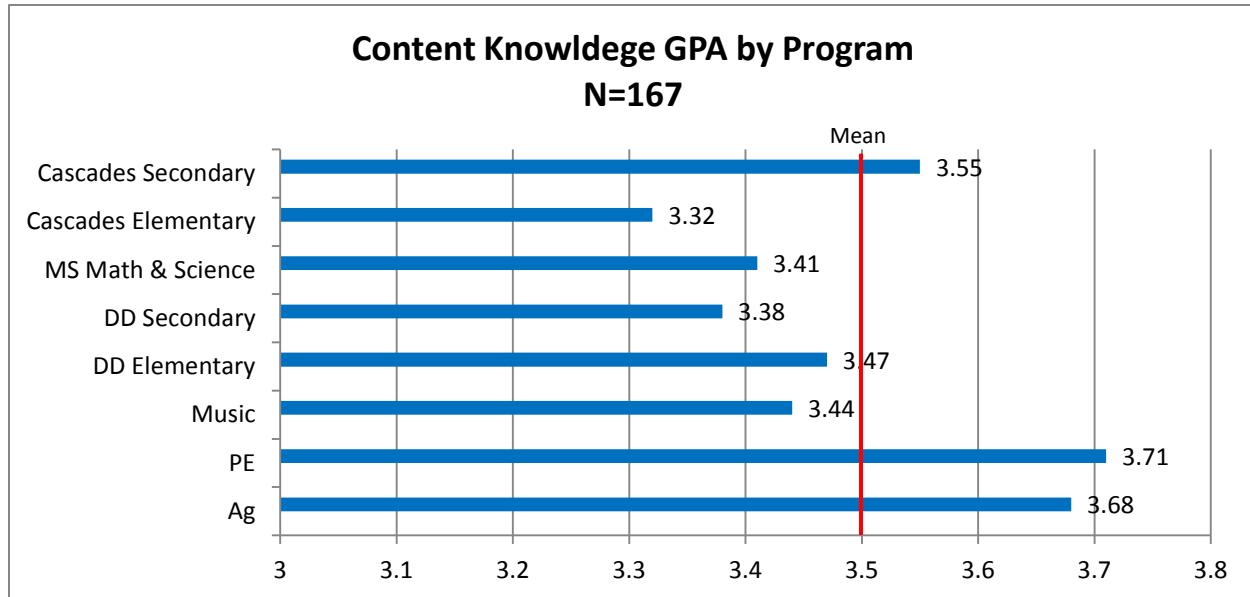
In 2017-18, 90% of the candidates admitted had at least a 3.0 GPA; the Unit Mean was 3.45 (2.37-4.00). All programs maintained a minimum Admit GPA of 3.0/cohort.



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 2017-18, 90% of the candidates had a minimum CK GPA of 3.0; the Unit Mean was 3.50 (2.56-4.00). 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 2017-18, 165 candidates took 260 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 highest number of retakes due to the broad range of subject knowledge on the exam. Just a few candidates account for the large number of retakes in Elementary Education.

Table 1. PTE Content Exam Scores

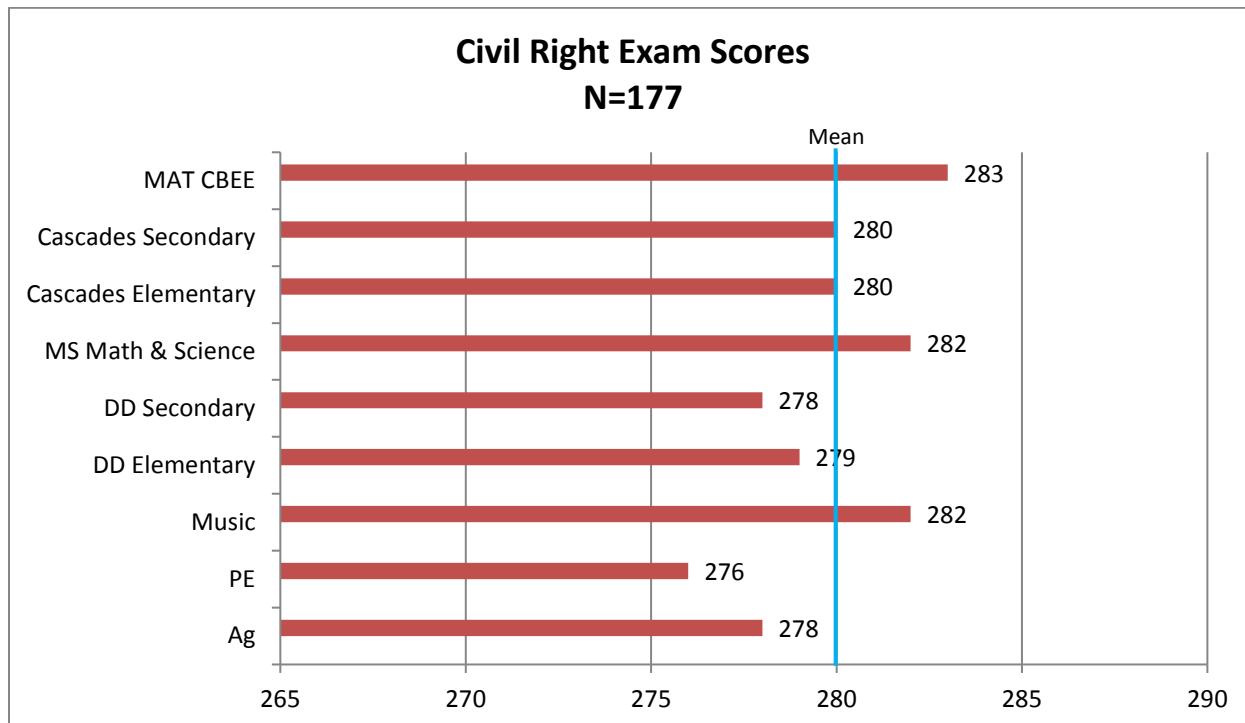
Assessment Name (Testing Agency & Assessment Code)	Takers	Mean	Range	Pass Rate	Retakes	Cut Score
Agriculture (Praxis 5701)	7	175	148-190	100%	0	147
Adapted Physical Education National Standards (APENS)*	7	72	68-79	100%	0	65
Biology (NT305)	13	258	231-288	100%	0	220
Chemistry (NT306)	4	251	245-257	100%	0	220
Elementary Education-Test 1 (NT102)	69	250	220-292	100%	15	220
Elementary Education-Test 2 (NT103)	69	257	220-292	100%	14	220
English Lang Arts (NT301)	17	265	236-291	100%	0	220
English to Speakers of Other Languages (ESOL) (NT507)	32	255	232-277	100%	0	220
Family and Consumer Sciences (NT310)	3	253	235-263	100%	0	220
General Science (NT311)	1	238	238	100%	0	220
Health (NT505)	5	260	235-272	100%	0	220
Mathematics (NT304)	10	260	235-292	100%	0	220
Middle Grades Social Studies (NT 202)	2	230	223-236	100%	2	220
Music (NT504)	5	265	247-280	100%	0	220
Physical Education (NT506)	7	257	239-276	100%	0	220
Physics (NT308)	1	285	285	100%	0	220
Social Science (NT303)	14	242	220-269	100%	6	220
Spanish (NT401)	1	252	234-270	100%	0	220

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.

ORELA Protecting Student and Civil Rights Test Domains	
<i>Legal Foundations</i>	
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.	
<i>Equity in the School Environment</i>	
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 2017-18, 100% of our candidates passed this exam; the Unit Mean was 280 (range 245-298). 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), Classroom Observations, Dispositions Survey, and Team Evaluations.

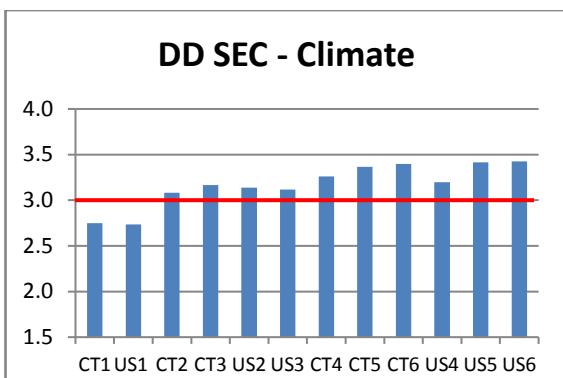
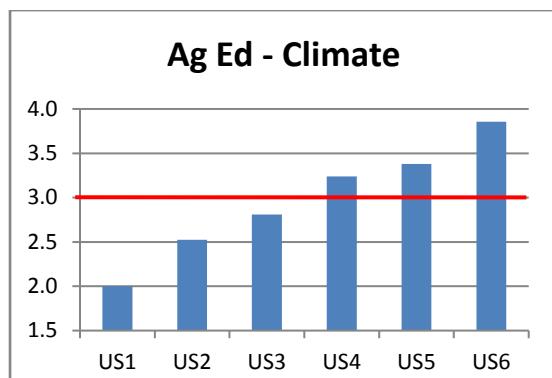
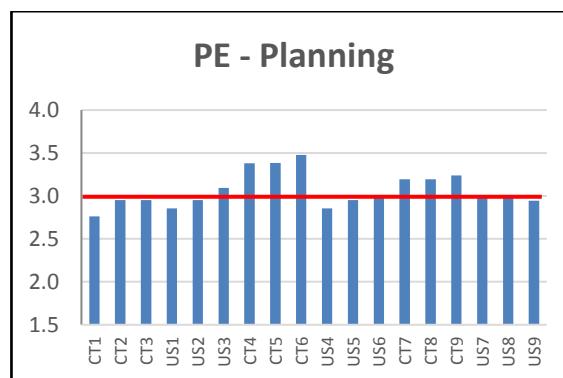
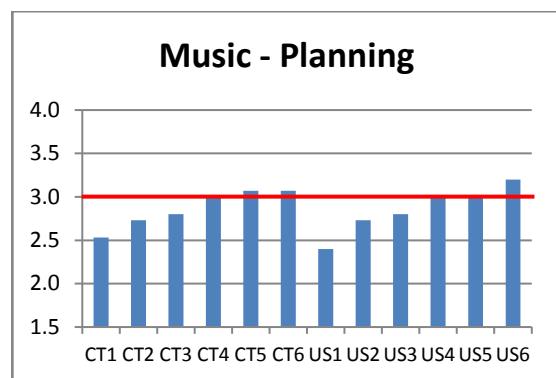
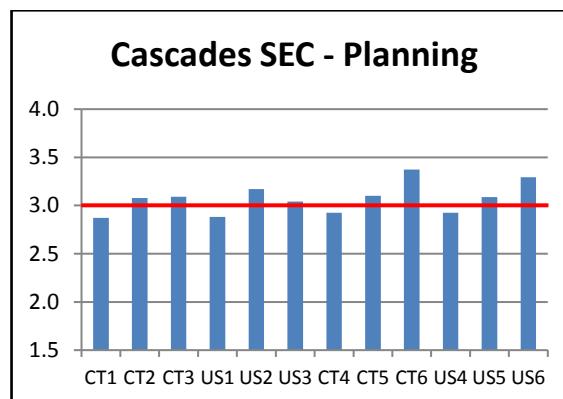
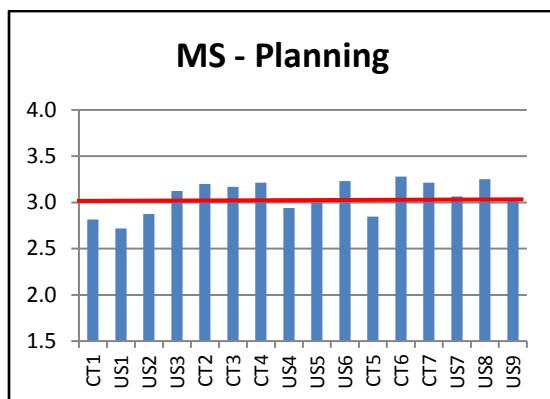
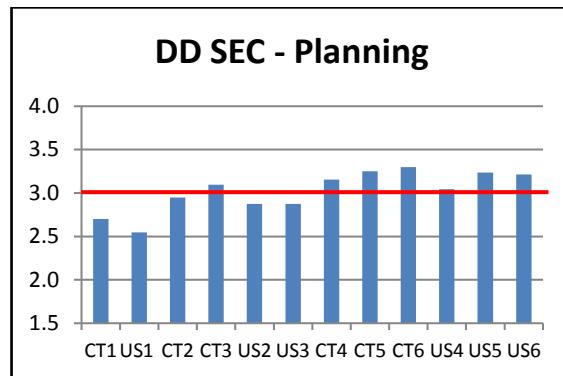
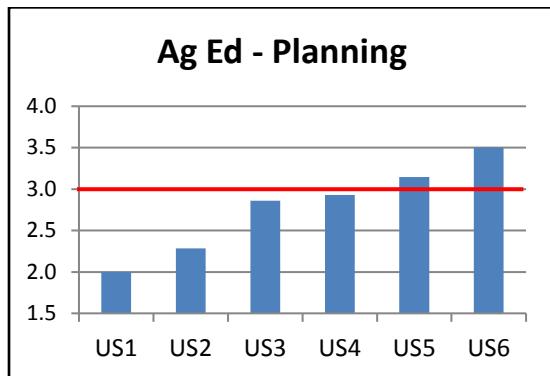
Classroom Observations

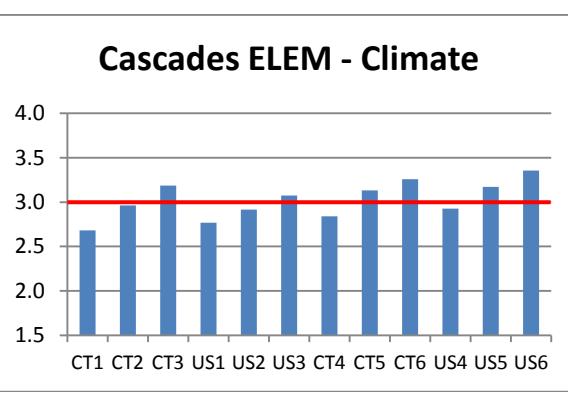
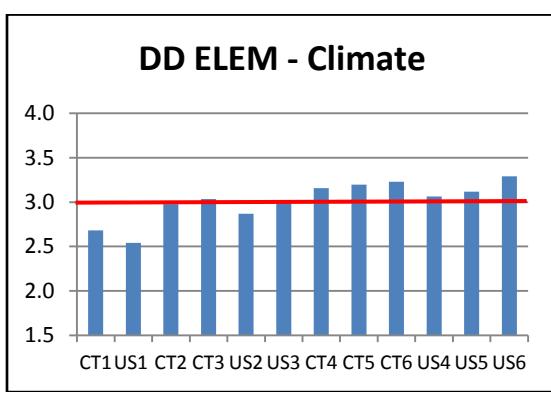
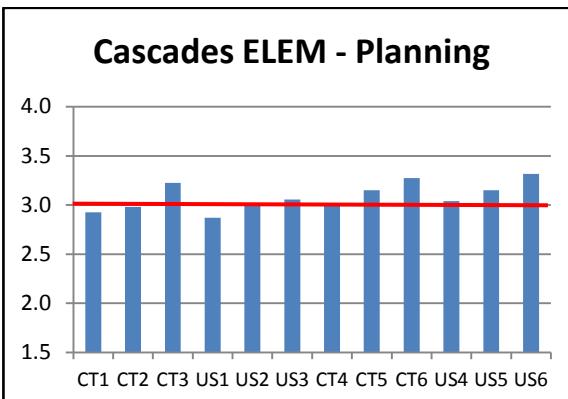
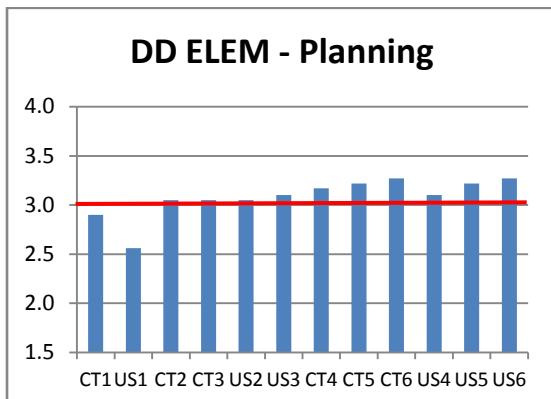
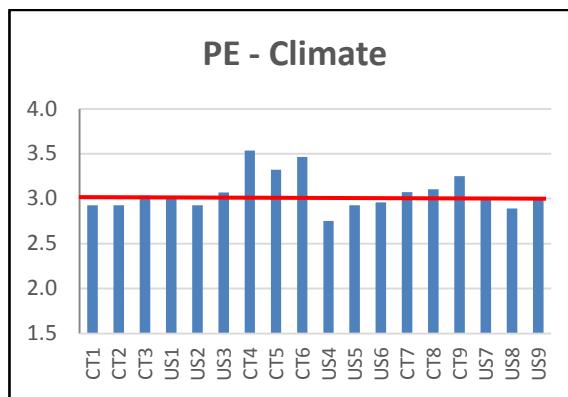
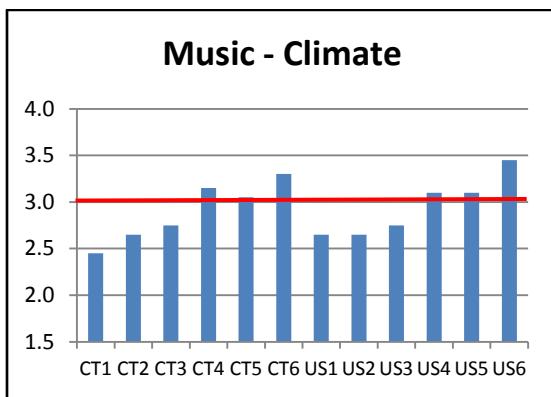
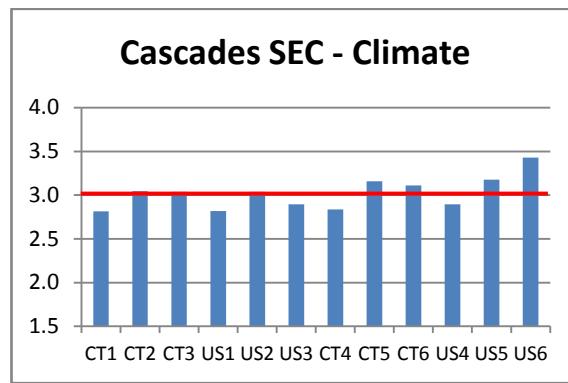
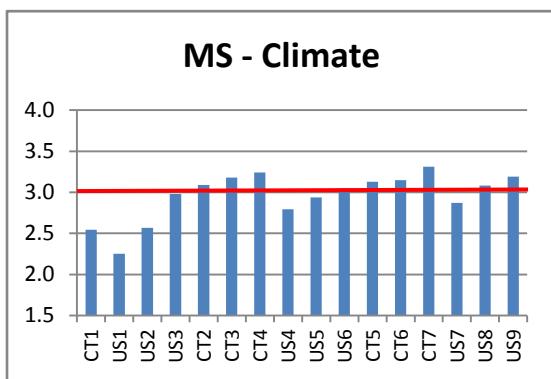
Obviously, classroom observations are the primary means of formally monitoring individual candidate performance during the internship so any concerns that may arise for a specific candidate are acted upon immediately – up to and including preparing a Plan of Assistance. Here we discuss how classroom observation data generally drive program improvement. The performance target for candidates is “proficiency” with respect to the given the rubric criteria, which numerically corresponds to a 3 on a 4-point scale. As should be expected, candidates typically work their way up from initially relatively low scores for the first observation, perhaps a few 1s or 2s, depending on the criterion, and must attain an overall average score of 3 (with no 1s) by the final observation. Thus, we are looking primarily at growth rates with in and across domains.

In 2017-18, the state of Oregon mandated that teacher candidates be formally observed a minimum six times each by their cooperating teacher and university supervisor during part- and full-time student teaching (in addition to two Team Evaluations). Every program met this minimum requirement. In addition, three different observation protocols were used. (As of 2018-2019, all programs are using the same protocol.) Moreover, Ag Ed actually used two protocols, one for CTs and another for university supervisors. Thus, from a unit perspective, the best way to view classroom observation data across programs is to compare them by performance domain aligned with the Team Evaluation performance domains, namely, Planning for Instruction (Planning), Engaging Students in Planned Learning Activities (Inst), Establishing a Classroom Climate Conducive to Learning (Climate), Evaluating Student Progress (AS, i.e., assessment). (The fifth Team Evaluation domain, Exhibiting Professional Behaviors, Ethics, and Values, is assessed via the Dispositions for Teaching Survey.)

This is the first year we have looked at Classroom Observation data from an overall program or unit perspective (as was mentioned above, we primarily use observations to monitor the progress of individual candidates). Moreover, the variations in the observation protocols and the frequency and schedule of observations across programs complicate the task somewhat. Nevertheless, we provide a few representative charts for illustrative purposes. Generally, we applied the same logic to analyzing these data as with other assessments: the performance target is “proficient” (3) and we look for significant deviations in average performance at similar time points during the student teaching.

What stands out first is that we see more or less expected growth in candidates’ performance over time, i.e., for the most part, candidates are, on average, attaining proficient scores by the end of their internship. It turns out, however, that it’s really more informative to look at candidate performance by specific criterion rather than by domain (as depicted in the charts below) at the program level. We believe this is primarily due to differences in the grade levels and subject areas being taught as well as to how programs set up their student teaching schedules. For example, Ag Ed and Music candidates complete their internships during the fall and winter terms whereas all the other programs have year-long internships. Additionally, some programs place candidates in multiple schools over the course of the internship so some candidates are being observed by multiple CTs (but almost always by the same university supervisor). All this makes it somewhat challenging to compare programs. Nevertheless, besides the fact that candidates attain acceptable proficiency by the end of the internship, we noticed that even across programs in many instances CTs tend to score candidates higher than university supervisors at about the same points in the internship. To address this issue for 2018-19, we implemented a policy which requires that CTs and university supervisors conduct the first observation concurrently and then reconcile their scores – the idea being to ensure that both evaluators agree on the behaviors and practices described in the observation protocol as well as on the levels of proficiency indicated by the scores – all to improve inter-rater reliability (which appears to be supported by somewhat more uniform scores for 2018-19).





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: Planning, Instruction, and Assessment. For most subjects, each task has 5 rubrics (for a total of 15 rubrics/portfolio) that measure similar competencies/skills. The exceptions are World Language, which has 13 rubrics, and Elementary Education, which has three additional rubrics in separate math assessment task for a total of 18 rubrics. Rubrics are scored from 1 to 5 on a scale of increasing proficiency. A score of 3 is considered generally representative of a proficient level of performance for a beginning teacher.

The passing scores as established by TSPC are 35 for 15-rubric portfolios, 42 for 18-rubric portfolios (Elementary Education*), and 29 for 13-rubric portfolios (World Language**).

Table 2. Average scores of edTPA portfolios submitted to Pearson for official scoring (2017-18).

edTPA Portfolio	N	Average Score	Range	National Score***	Difference OSU – National
Agricultural Education	7	53.1	45-61	46.5	+6.6
Elementary Education (Cascades)*	27	58.4	52-67	44.9	+13.5
Elementary Education (DD)*	41	56.6	44-69	44.9	+11.7
Elementary Education (MAT CBEE)*	7	57.7	52-63	44.9	+12.8
Health	2	42.0	35-49	39.8	+2.2
PE	7	42.9	38-46	42.3	+0.6
Music	5	49.8	43-66	45.5	+4.3
Secondary ELA (Cascades)	3	52.6	47-57	45.8	+6.8
Secondary ELA (DD)	9	47.8	39-57	45.8	+2.0
Secondary HHS (Cascades)	4	53.8	47-67	45.2	+8.6
Secondary HHS (DD)	11	47.1	39-63	45.2	+1.9
Secondary Math (Cascades)	2	47.0	43-51	40.6	+6.4
Secondary Math (DD)	3	41.0	36-44	40.6	+0.4
Secondary Math (MS)	7	43.4	35-54	40.6	+2.8
Secondary Science (Cascades)	2	53.0	52-54	44.4	+8.6
Secondary Science (DD)	4	51.0	35-62	44.4	+6.6
Secondary Science (MS)	8	48.0	35-54	44.4	+3.6
World Language**	2	31.0	29-33	35.6	-4.6
	151				+5.3

***From Educative Assessment & Meaningful Support, 2017 edTPA Administrative Report, page 11.

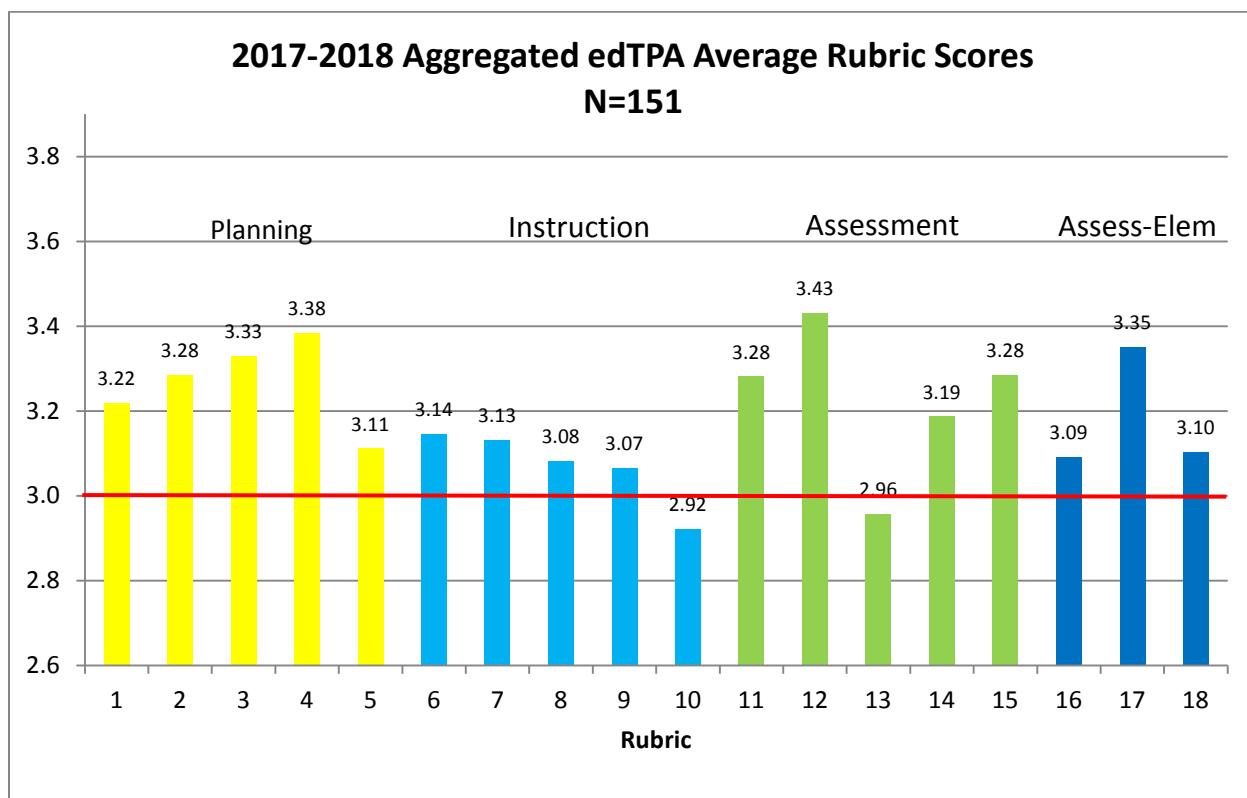
For 2017-18, the edTPA was consequential in Oregon in that all candidate portfolios had to be submitted Pearson for scoring and cut scores of 35 for 15-rubric portfolios, 42 for 18-rubric portfolios, and 29 for 13-rubric portfolios were set by TSPC but it was left to the discretion of the EPPs how to deal with portfolios that might score below these thresholds, which is to say that revised portfolios could be re-scored in-house (by Pearson-trained scorers) or resubmitted to Pearson. No candidate received a failing score; however, a few (4) candidates did receive condition codes (meaning portions of their portfolios could not be scored by Pearson scorers for various technical or non-technical reasons), all of which were resolved in-house.

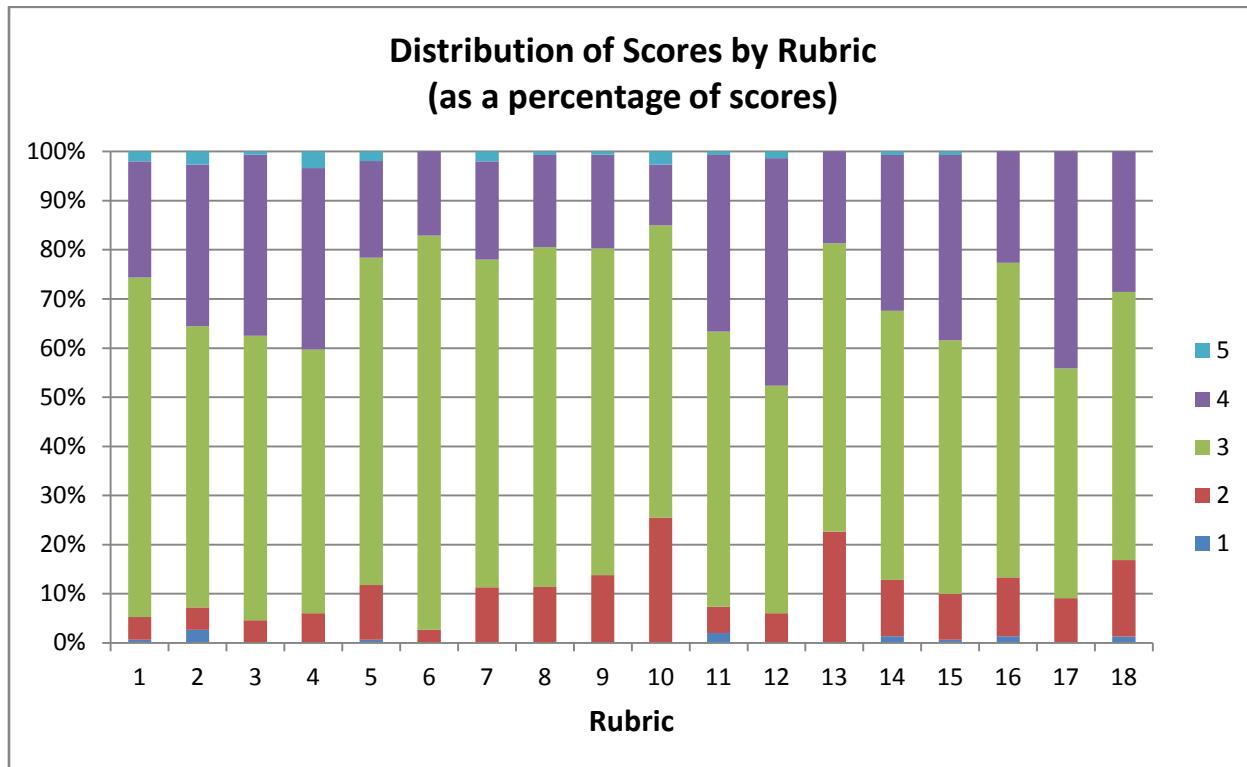
On the unit level, in order to assess our candidates' performance as beginning teachers using the edTPA, we first calculated the average rubric scores across all programs, which we compared to a Level 3 as this score represents

an acceptable level of proficiency for novice teachers and, thus, serves as a performance target (Table 3). We also compared rubric scores within a Task to the average scores for that Task.

Using this logic, we note first that as a unit our candidates on average exceeded the level 3 performance target for all but two rubrics, which suggests that the candidate training and support systems we have in place are helping our candidates meet the edTPA performance expectations. The two lower scoring rubrics, 10 (Analyzing Teaching Effectiveness) and 13 (Student Use of Feedback) were both below target as well as being below their respective Task average scores. We also note the relatively lower average scores for rubrics 5 (Planning Assessments to Monitor and Support Student Learning), 16 (Analyzing Whole Class Understandings) and 18 (Using Evidence to Reflect on Teaching).

Now, rubrics 16 and 18 are unique to Elementary Education so we did a deeper investigation of candidate performance at the program level. On the other hand, rubrics 5, 10 and 13 are common across all programs so this prompted a discussion in the Licensure Executive Committee, which is charged with doing an initial analysis of all edTPA scores and leads to further discussion and potential remedial action on the program level. Our analysis includes the additional step of looking at the distribution of scores for each rubric (Table 4) to help us more precisely understand candidate performance and better target any corrective actions we might take.





This chart indicates, for example, that, as one might expect, there are a higher number of level 2 scores for the two lowest performing rubrics, 10 and 13. But the chart also shows that despite the fact that the scores for rubrics 2 (Planning to Support Varied Student Needs) and 3 (Using Knowledge of Students to Inform Teaching and Learning) are essentially identical, 3.28 vs. 3.33, a few candidates (4) received scores of 1 on rubric 2 whereas there were no such scores for rubric 3. Whether these low scores were confined to candidates in a single program or to candidates in several programs, these data indicate that all programs need to carefully review how they prepare their candidates to attend to students with special learning needs. Additionally, the chart indicates a relatively large number of level 4 scores were awarded for rubric 12 (Providing Feedback to Guide Learning). Combined with the relatively low scores for rubric 13 (Student Use of Feedback), this suggests that though our candidates are reasonably proficient at providing their students with meaningful feedback, they have work to do in developing systematic ways for students to use the feedback. A similar analysis was conducted for each rubric on a unit level and more detailed analyses, including reviews of candidate portfolios, were conducted at the program level.

Team Evaluations

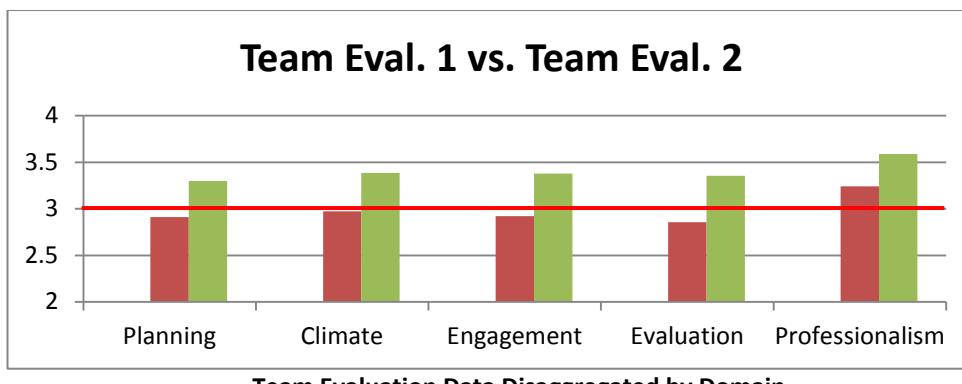
The Team Evaluation is an institution-created scoring guide that assesses candidates' performance and behavior as defined in Oregon Administrative Rules (OARs). PTE unit candidates are jointly assessed at least twice during student teaching by their cooperating teachers and university supervisors. Candidates are scored 1 (significantly below standard) to 4 (exceeds standard). **Candidates must average a 3.0 in each section of the summative (second) team evaluation to demonstrate competency.** The Team Evaluation has 5 sections with 43 criteria:

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

The first Team Evaluation is conducted approximately mid way through a candidate's student teaching and the scores are used to identify candidates' strengths and areas for improvement. The second Team Evaluation is a summative assessment of a candidate's proficiency and is a factor in determining whether a candidate receives a recommendation for licensure. Naturally, we expect to see growth in candidates' proficiency between the two evaluations so, from a unit perspective, the aggregated scores from the first, formative evaluation suggest areas in which we might want to focus some attention early in the program, such as planning for instruction, student engagement, and assessing student learning, whereas the summative scores, assuming, of course, the aggregated average score is at least at the proficient level (3.0), might suggest areas for reinforcement over the course of the program. A similar analysis was conducted for each criterion on a unit level (see below) and more detailed analyses were conducted at the program level.

Table 4. Unit Average Team Evaluation 1 (formative) vs. Team Evaluation 2 (summative)

	Team Eval 1 N= 157	Team Eval 2 N =152	Difference
1. Planning for Instruction (8 criterion)	2.9	3.3	.4
2. Establishing a Classroom Climate Conducive to Learning (11 criterion)	3.0	3.4	.4
3. Engaging Students in Planned Learning Activities (8 criterion)	2.9	3.4	.5
4. Evaluating Student Progress (5 criterion)	2.9	3.4	.5
5. Exhibiting Professional Behaviors, Ethics, and Values (11 criterion)	3.2	3.6	.4
Average	3.0	3.4	.4



Section 1 Planning for Instruction

It is perhaps no surprise that candidates struggle with “estimating time required for a unit” (Criterion 8) during their first field experience, and that they improved substantially (+0.6) from Team Evaluation 1 to Team Evaluation 2. Differentiation of instruction (Criterion 7) is another area of challenge for our candidates and one they note is not always modeled in their placement classes. This is a topic of conversation at Consortium meetings with our K-12 partners and we are working to strengthen this aspect of candidates' preparation.

Overall, candidates' performance increased in Section 1. Planning Instruction by 0.3 to 0.6 points.

***Section average**

Criterion	Performance-based Competencies	Team Eval 1	Team Eval 2	Difference
	1. Planning for Instruction	2.9*	3.3*	.4
1	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.	3.0	3.3	.3
2	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	3.2	.3
3	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
4	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	3.3	.3
5	1e. Determines content, skills, and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery.	3.0	3.4	.4
6	1f. Selects and organizes materials, equipment, and technologies needed to teach a unit of instruction.	3.1	3.5	.4
7	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.	2.7	3.2	.5
8	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.	2.6	3.2	.6

Section 2 Establishing a Classroom Climate Conducive to Learning

Results for Team Evaluation 1 indicate that candidates initially struggled with classroom management (Criteria 10 and 14) as well as with pacing and transitions (Criteria 16 and 17), which has historically been the case as well. Candidates' performance improved to satisfactory levels but the scores indicate that more than anything else candidates simply need time to acclimate themselves to the classroom. The scores for Criteria 13 and 19 are low for the first Team Evaluation because some candidates may not have an opportunity to exhibit these behaviors and thus may not receive scores for these criteria during part-time student teaching.

Overall, candidates' performance increased in Section 2. Establishing Classroom Climate Conducive to Learning 0.1 to 0.8 points.

*Section Average

Criterion	Performance-based Competencies	Team	Team	Difference
		Eval 1	Eval 2	
	2. Establishing a Classroom Climate Conducive to Learning	3.0*	3.4*	.4
9	2a. Affirms the dignity and worth of all students and provide the positive support students need to be effective learners.	3.5	3.6	.1
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.	2.9	3.3	.4
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.	3.3	3.5	.2
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	3.6	.4
13	<i>2e. 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>	2.8	3.3	.5
14	2f. Monitors student conduct, and take appropriate action when misbehavior occurs.	2.7	3.3	.6
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.	3.1	3.5	.4
16	2h. Uses classroom time effectively to provide maximum time for learning.	2.8	3.3	.5
17	2i. Manages instructional transitions decisively and without loss of instructional time.	2.7	3.2	.5
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	.2
19	<i>2k. 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>	2.4	3.2	.8

Section 3. Engaging Learners in Planned Learning Activities

Student engagement is a targeted performance expectation in the Classroom Observation protocol as well in the edTPA. Expected growth in candidate performance was observed in this domain, though we continue to focus especially on expanding candidates' repertoire of student questioning and classroom discourse techniques (aligned with Criterion 24) to both promote student engagement and to provide the teacher with rich formative assessment data to inform their instruction.

Overall, candidates' performance increased in Section 3. Engaging Students in Planned Learning Activities by 0.3 to 0.6 points.

***Section Average**

Criterion	Performance-based Competencies	Team Eval 1	Team Eval 2	Difference
	3. Engaging Learners in Planned Learning Activities	2.9*	3.4*	.5
20	3a. Chooses organizational structures appropriate for the objectives of instruction.	3.0	3.3	.3
21	3b. Communicates learning outcomes to be achieved and focus student interest on tasks to be accomplished.	2.8	3.3	.5
22	3c. Implements instructional plans that employ knowledge of subject matter and basic skills.	3.1	3.4	.3
23	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
24	3e. Emphasizes instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking.	2.8	3.3	.5
25	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	3.3	.5
26	3g. Uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners to apply them in appropriate, safe, and effective ways	2.9	3.5	.6
27	3h. Committed to exploring how the use of new and emerging technologies can support and promote student learning.	3.0	3.5	.5

Section 4. Evaluating Student Progress

Monitoring student progress is a targeted expectation in the Classroom Observation protocol and this is especially true in the edTPA. A unit-wide focus on recent developments in classroom assessment technology (e.g., Kahoot!) has helped candidates improve on and enlarge their assessment strategies. Expected candidate growth was observed in this domain.

The scores for Criterion 29 ("documents students' progress") are low for the first Team Evaluation because some candidates may not have an opportunity to exhibit this behavior and thus may not receive scores for this criterion during part-time student teaching.

Overall, candidates' performance increased in Section 3. Engaging Students in Planned Learning Activities by 0.2 to 0.8 points.

***Section Average**

Criterion	Performance-based Competencies	Team Eval 1	Team Eval 2	Difference
	4. Evaluating Student Progress	2.9*	3.4*	.5
28	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.	2.9	3.3	.4
29	<i>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.</i>	2.5	3.3	.8
30	4c. Refines plans for instruction, establishes alternative goals or environments, or makes referrals when appropriate.	2.9	3.4	.5
31	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	3.5	.2
32	4e. Continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.	2.9	3.4	.5

Section 5 Exhibiting Professional Behaviors, Ethics, and Values

We assess candidates' dispositions for teaching as part of the admissions process and at various milestone points during the internship (this varies somewhat across programs), thus, if our selection process is effective, we would expect candidates to score well in this domain on both Team Evaluations. There are, of course, a few exceptions to this and these candidates are put on Plans of Assistance, which may lead to counseling out of their preparation program. This is a relatively rare occurrence as documented by our high completion rates. Expected candidate growth was observed in this domain.

The scores for Criteria 39, 40, and 41 are low for the first Team Evaluation because some candidates may not have an opportunity to exhibit these behaviors and thus may not receive scores for these criteria during part-time student teaching. The scores for these three criteria are also relatively low for the second Team Evaluation mostly because university supervisors rarely have an opportunity to observe these behaviors.

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

*Section Average

Criteria	Performance-based Competencies	Team Eval 1	Team Eval 2	Difference
	5. Exhibiting Professional Behaviors, Ethics, and Values	3.2*	3.6*	.4
33	5a. Is dependable, conscientious, and punctual.	3.6	3.7	.2
34	5b. Meets work schedule demands.	3.5	3.6	.1
35	5c. Is aware of the importance of dressing appropriately.	3.6	3.7	.2
36	5d. Is aware of, and acts in accordance with school policies and practices.	3.4	3.7	.2
37	5e. Understands the organizational culture and expectations that operate within a school and the impact on students and student learning.	3.3	3.6	.3
38	5f. Interacts constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community.	3.4	3.7	.2
39	<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>	2.7	3.3	.3
40	<i>5h. Performs advisory functions for students in formal and informal settings.</i>	2.8	3.5	.4
41	<i>5i. Functions as a member of an interdisciplinary team to achieve long-term curriculum goals, State content standards, and district standards.</i>	2.4	3.4	.4
42	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	.2
43	5k. Exhibits energy, drive, and determination to become a professional educator.	3.6	3.7	.2

Dispositions for Teaching Survey

This survey is completed by the candidate's cooperating teacher and university supervisor at two points during the internship. It overlaps somewhat with the Professional Behaviors domain of the Team Evaluation. The scores in the table below are unit averages (on a 4-point scale). The uniform averages and standard deviations indicate high agreement among the evaluators. Candidates must consistently receive scores of 3 or 4 for all criteria or they will be placed on a Plan of Assistance. The data do not suggest any unit-wide or program level areas for improvement with the possible exception of criterion 19. Some programs have instituted a capstone school service project to address this criterion.

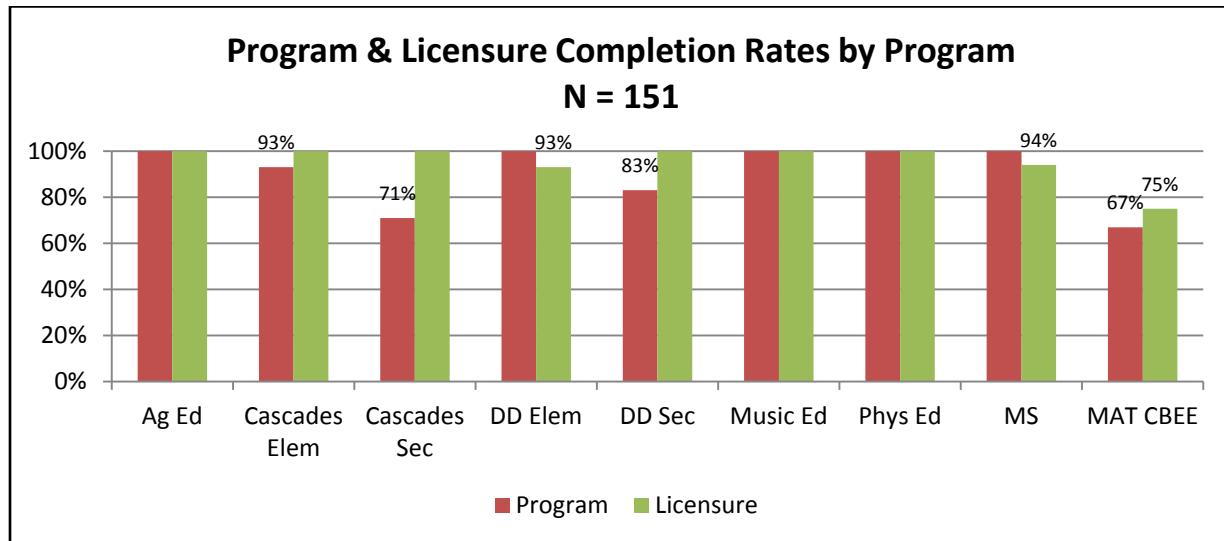
	Disp 1*	σ	Disp 2*	σ
1. Complies with laws and regulations: Candidate demonstrates an understanding of the legal aspects of their professional roles. Candidate fulfills codes of ethics, professional standards of practice, and relevant law and policy.	3.35	0.501	3.46	0.498
2. Complies with district, school, and university policies: Candidate consistently follows district, school, and university rules and policies.	3.40	0.531	3.48	0.512
3. Maintains confidentiality: Candidate demonstrates confidentiality in the use and maintenance of student records and upholds privacy concerning students and students' families.	3.34	0.487	3.51	0.511
4. Maintains professional appearance: Candidate is well-groomed and dresses to maintain a professional appearance; appearance is not distracting (e.g. extreme hair colors, excessive showing of skin).	3.48	0.501	3.53	0.510
5. Demonstrates regular attendance and punctuality for class and appointments: Candidate is reliable, attends class regularly, and makes prior arrangements when absence is necessary. Candidate is punctual arriving to class and appointments on time and when submitting assignments.	3.49	0.579	3.58	0.534
6. Is prepared to teach and learn: Candidate is responsible for advance preparation and readiness for teaching, e.g., lesson plans, materials, and technology are organized before class begins. Candidate is actively involved during in-class activities, contributes to class discussion, and work shows that adequate time and planning were allocated.	3.40	0.596	3.44	0.589
7. Demonstrates integrity and ethical behavior: Candidate demonstrates integrity, honesty, is trustworthy, and meets ethical expectations. Candidate complies with OSU Student Code of Conduct and is honest and ethical in his/her academic work; avoids cheating, plagiarism, fabrication, assisting, tampering.	3.58	0.496	3.68	0.462
8. Addresses issues and problems professionally: Candidate confronts problems as they arise and manages conflict in a professional manner. Candidate actively listens before making judgments.	3.36	0.570	3.44	0.541
9. Exhibits enthusiasm/passion for teaching and learning: Candidate demonstrates enthusiasm for working with children, and exhibits passion for teaching, learning, and the subject matter.	3.62	0.566	3.63	0.544
10. Has high expectations for self and students: Candidate has high educational standards for self and the same high educational standards for all students. Candidate is committed to ensuring all children have the opportunity to achieve their potential.	3.50	0.570	3.56	0.517

		Disp 1*	σ	Disp 2*	σ
11.	Demonstrates commitment to meeting students' diverse needs: Candidate respects students' differing strengths and needs. Candidate promotes equitable learning opportunities and adapts instruction accordingly to further each student's development.	3.27	0.569	3.37	0.560
12.	Respects the beliefs and perspectives of others: Candidate is open-minded, appreciates multiple perspectives, and respects all individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	3.49	0.541	3.56	0.506
13.	Appreciates human diversity and cultural differences: Candidate appreciates and values human diversity by showing respect for and sensitivity to varied cultures, and adapts interactions accordingly. Candidate promotes democratic and inclusive citizenship in the classroom.	3.51	0.501	3.55	0.508
14.	Develops positive and appropriate relationships: Candidate establishes rapport and credibility with students, colleagues, and families by treating others with dignity and respect. Candidate maintains appropriate student-teacher relationships.	3.49	0.588	3.54	0.539
15.	Demonstrates responsiveness to feedback: Candidate is open and willing to receive feedback and evaluation of class work and teaching practice. Candidate is a thoughtful and responsive listener and observer.	3.52	0.587	3.61	0.532
16.	Demonstrates commitment to reflective practice: Candidate demonstrates routine critical reflection of his/her work and teaching for professional growth. Candidate uses ongoing analysis and reflection to improve planning and practice.	3.43	0.619	3.56	0.528
17.	Demonstrates commitment to lifelong learning and professional development: Candidate actively seeks professional growth opportunities, such as reading suggested works by those considered experts in an area of knowledge, attends provided workshops, talks with cohort members and clinical educators about their experiences.	3.40	0.543	3.44	0.551
18.	Demonstrates commitment to collaborate with others: Candidate collaborates with colleagues in learning communities and other professional areas. Candidate demonstrates a willingness to be flexible in cooperatively working with others.	3.33	0.564	3.46	0.542
19.	Engages in school-wide initiatives: Candidate willingly and with fidelity engages in school-wide efforts to build a shared vision and supportive culture, e.g. AVID instructional methods, reading initiatives, PBIS, etc.	3.19	0.481	3.29	0.497
20.	Demonstrates appropriate written and oral communication: Candidate demonstrates clear, concise, and appropriate written and oral skills in communicating with administrators, staff, parents, and other members of the learning community. Candidate expresses ideas using correct grammar in oral and written communication appropriate for audience.	3.34	0.538	3.42	0.538

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 2017-18, 93% of the candidates in the PTE unit completed one of the licensure programs during the academic year, and of these completers 94% were awarded a teaching license by August 30, 2018. 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.



In 2017-18, 151 candidates were awarded a total of 187 endorsements in 16 different areas. Elementary Education and ESOL were the most frequently awarded endorsements followed by Social Studies, Advanced Math, and Biology.

