



Brigham Young University Educator Preparation Program

**In conjunction with the
David O. McKay School of Education**

TEAC Annual Report 2013

*Undergraduate Teacher Education Licensure Programs in
Early Childhood Education
Elementary Education
Secondary Education
Special Education*

Oversight by

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1. Introduction

This annual report outlines the required elements indicated in the *TEAC Guide to Accreditation*. Included with this report is a spreadsheet of raw data from our assessment system for the 2012-2013 academic year. This report was reviewed and approved by the BYU Educator Preparation Program (EPP) Executive Committee on September 8, 2013.

2. Report of Substantive Change

2.1 Changes in published mission or objectives

There have been no changes in the institution or EPP's published mission. In 2012 the EPP planned on moving forward with the new InTASC standards as the basis for our assessment system. However, direction from the Utah State Office of Education (USOE) is requiring us to use the Utah Effective Teaching Standards (UETS) as the basis for our assessment system if we are to recommend for licensure in the state. The UETS (see standards at <http://www.uen.org/k12educator/uets/>) draw heavily on the InTASC standards (see USOE comparison chart at <http://www.uen.org/k12educator/uets/downloads/UtahInTASCComparison.pdf>) and therefore don't represent a huge shift from our planned move to the new InTASC. This past year we have updated our assessments to focus on the UETS. We have had discussions with EPP stakeholders and have plans to implement the new instruments starting Fall semester 2013.

2.2 Addition of courses or programs

The BYU University Curriculum Council has approved course additions to the following programs:

Approved for 2013-14 Academic Year:

Early Childhood Education

- ECE 322: Parenting and Child Guidance (3 cr)
- ECE 337: Family, School, and Community Partnership (3 cr)
- EIED 202: Foundations of Child Development (3 cr)
- TESOL K-12 Minor (additional courses required to fulfill the minor requirement below)
 - TELL 410: Second Language Acquisition (2 cr)
 - TELL 420: Assessing Linguistically Diverse Students (2 cr)
 - TELL 440: Content Based Language Acquisition (2 cr)
 - TELL 477R: Practicum for Teaching English Language Learners (4 cr)

Approved for 2014-15 Academic Year:

SPED Mild/Moderate BS

- MthEd 305: Basic Concepts of Mathematics (3 cr)
- TESOL K-12 Minor (additional courses required to fulfill the minor requirement below)
 - TELL 410: Second Language Acquisition (2 cr)
 - TELL 440: Content Based Language Acquisition (2 cr)
 - TELL 450: Family, School, and Community Partnerships (2 cr)
 - TELL 477R: Practicum for Teaching English Language Learners (4 cr)

SPED Severe BS

- CPSE 425: Foundations of Language Arts (3 cr)
- MthEd 305: Basic Concepts of Mathematics (3 cr)
- ASL 101: Conversation ASL 1 (4 cr)
- ASL 102: Conversation ASL 2 (4 cr)

2.3 Change in legal status

There has been no change in legal status.

2.4 Contract for direct instructional services

There has been no contract for direct instructional services.

2.5 Change in Evidence

As indicated above, the EPP executive committee has been working to update the under girding principles of our assessment system. This year we had to make the switch from our plan to focus on InTASC to a focus on the UETS which have been adopted by the state of Utah and are closely aligned with the InTASC.

In the 2012-13 academic year the new InTASC assessments were piloted with most EPP majors continuing to use the instruments based on the pre-2011 INTASC instruments. Our current plan is to move to the UETS-based instruments for the 2013-14 academic year. (see attached instruments)

3. Update of Appendix E

3.1 Review of Appendix E

Items that have been updated in Appendix E are highlighted in yellow in the table. Below is a brief rationale for each change. New instruments based on UETS to be introduced in 2013-14 can be found after Appendix E of this document.

1. Student grades and grade point averages at admission and graduation

We clarified here that we have been collecting major GPA data at the end of student teaching and not at admissions.

6. Ratings of pre-admission dispositions

We identify that the new Professional Dispositions Instrument (PDI) that will replace the CDS in 2013-14 will not be a self-report instrument but will be an instructor rating that occurs during field experiences.

7. Ratings of portfolios of academic and clinical accomplishments

We identify that the TWS instrument has just been updated to reflect the new Utah Effective Teaching Standards (UETS)

8. Ratings of knowledge of diverse and multi-cultural perspectives

We identify that the CPAS and TWS instruments have just been updated to reflect the new Utah Effective Teaching Standards (UETS)

10. Ratings of clinical practice by university supervisor

We identify that the CPAS instrument has just been updated to reflect the new Utah Effective Teaching Standards (UETS)

11. Ratings of candidate dispositions

We identify that a new Professional Dispositions Instrument (PDI) has been created to replace the Candidate Disposition Scale (CDS). The instrument has been updated to reflect the new Utah Effective Teaching Standards (UETS)

14. Ratings by cooperating teacher and college/university supervisors of practice teachers' work samples

We identify that the TWS instrument has just been updated to reflect the new Utah Effective Teaching Standards (UETS)

16. Evaluations of graduates by their own pupils

A K-12 student survey was developed during the 2011-12 academic year. A small, voluntary pilot was conducted during the Winter 2012 semester. Because (1) the pilot study showed that the survey was not meaningful for younger student ages, (2) resource priorities were shifted because of the need

to change all of our instruments from InTASC to UETS, and (3) the complicated logistics of implementing a student survey across programs, this potential data source has been put on hold.

3.2 New Categories of Evidence Being Collected

We have included the data requested in the Table of Program Options (www.teac.org/accreditation/annual-reports/). This table lists the number of students enrolled and graduated by program option. The table is included in a file attached to this report.

4. Summary Data Tables for the 2012-13 Academic Year

The raw data for the 2012-2013 academic year can be found on the accompanying spreadsheet. The summary data tables from these raw data are found on pages 6-26 of this document. Scales for the various instruments are included at the bottom of the data tables.

Art Education - 2012-13

Fall 2012 (n = 4)

Winter 2013 (n = 7)

Enculturation for Democracy as assessed by CPAS 5, 6

	US	MT	US	MT
CPAS Principle 5: Learning Environment & Management	n = 4, % = 100.00 4.00, (0.00)	n = 5, % = 62.50 3.80, (0.84)	n = 7, % = 100.00 4.43, (0.53)	n = 8, % = 50.00 4.13, (0.83)
CPAS Principle 6: Communication	n = 4, % = 100.00 4.25, (0.50)	n = 5, % = 62.50 4.00, (1.00)	n = 7, % = 100.00 3.86, (0.38)	n = 8, % = 50.00 4.38, (0.52)

Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA

	US	MT	US	MT
CPAS 1: Content Knowledge	n = 4, % = 100.00 4.50, (0.50)	n = 5, % = 62.50 4.00, (0.71)	n = 7, % = 100.00 4.57, (0.53)	n = 8, % = 50.00 4.63, (0.52)
CPAS Principle 3: Diversity	n = 4, % = 100.00 3.75, (0.96)	n = 5, % = 62.50 3.60, (0.55)	n = 7, % = 100.00 3.86, (0.38)	n = 8, % = 50.00 3.75, (0.89)
TWS 1: Contextual Factors	Program did not report rubric scores		Program did not report rubric scores	
TWS 5: Instructional Decision Making	Program did not report rubric scores		Program did not report rubric scores	
TWS 6: Analysis of Student Learning	Program did not report rubric scores		Program did not report rubric scores	
CDS 3: Diversity	n = 4 4.11, (0.93)	% = 100.00	n = 7 4.23, (0.82)	% = 100.00
Praxis II (Exam Number: 0133, 0134)	cut scores = 159, 158 n = 4 179.00, (0.00); 174.33 (6.02)	pass rate = 100.00% % = 100	cut score = 159, 158 n = 7 -- ; 169.83, (15.53)	pass rate = 83.33% % = 85.71
Major GPA	n = 4 3.64, (0.22)	% = 100.00	n = 7 3.49, (0.26)	% = 100.00

Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1

	US	MT	US	MT
CPAS 2: Learning & Development	n = 4, % = 100.00 3.75, (0.50)	n = 5, % = 62.50 3.80, (0.45)	n = 7, % = 100.00 4.14, (0.38)	n = 8, % = 50.00 4.00, (0.76)
CPAS 4: Instructional Strategies	n = 4, % = 100.00 4.25, (0.50)	n = 5, % = 62.50 4.00, (1.00)	n = 7, % = 100.00 4.43, (0.53)	n = 8, % = 50.00 4.25, (0.46)
CPAS 7: Planning	n = 4, % = 100.00 3.75, (0.50)	n = 5, % = 62.50 3.80, (0.84)	n = 7, % = 100.00 4.14, (0.38)	n = 8, % = 50.00 4.38, (1.06)
CPAS 8: Assessment	n = 4, % = 100.00 3.25, (0.50)	n = 5, % = 62.50 3.40, (0.55)	n = 7, % = 100.00 3.57, (0.53)	n = 8, % = 50.00 3.63, (0.92)
TWS 2: Learning Goals and Objectives	Program did not report rubric scores		Program did not report rubric scores	
TWS 3: Assessment Plan	Program did not report rubric scores		Program did not report rubric scores	
TWS 4: Design for Instruction	Program did not report rubric scores		Program did not report rubric scores	

Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2

	US	MT	US	MT
CPAS 9: Reflective Practitioner	n = 4, % = 100.00 4.00, (0.82)	n = 5, % = 62.50 4.20, (1.10)	n = 7, % = 100.00 4.00, (0.58)	n = 8, % = 50.00 4.75, (0.46)
CPAS 10: Professionalism and Interpersonal Relationships	n = 4, % = 100.00 4.50, (0.58)	n = 5, % = 62.50 4.00, (0.71)	n = 7, % = 100.00 4.00, (0.58)	n = 8, % = 50.00 4.25, (0.46)
TWS 7: Reflection and Self-Evaluation	Program did not report rubric scores		Program did not report rubric scores	
CDS 1: Locus of Control	n = 4 3.73 (0.45)	% = 100.00	n = 7 3.76, (0.43)	% = 100.00
CDS 2: Aspirations	n = 4 3.20, (0.74)	% = 100.00	n = 7 3.61, (0.61)	% = 100.00

TWS Scale: 2-Meets Expectation, 1-Partially Meets Expectation, 0-Not met; **CPAS scale:** 5-Exceptional, 3-Competent, 1-Emerging; **US** = university supervisor; **MT** = mentor teacher

CDS Scale: Section 1: 4-Strongly Agree to 1-Strongly Disagree, Section 2: 4-Always to 1-Never, Section 3: 5-Very Competent to 1-Not Competent

% = percentage of data reported

Biology Education - 2012-13				
No Students Enrolled in Fall 2012			Winter 2013 (n = 18)	
Enculturation for Democracy as assessed by CPAS 5, 6				
CPAS Principle 5: Learning Environment & Management	US	MT	US n = 16, % = 88.89 3.81, (1.05)	MT n = 16, % = 88.89 3.94, (0.85)
CPAS Principle 6: Communication			n = 16, % = 88.89 4.00, (0.52)	n = 16, % = 88.89 4.38, (0.62)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA				
CPAS 1: Content Knowledge	US	MT	US n = 16, % = 88.89 3.13, (0.34)	MT n = 16, % = 88.89 4.63, (0.50)
CPAS Principle 3: Diversity			n = 16, % = 88.89 3.38, (0.72)	n = 16, % = 88.89 4.25, (0.86)
TWS 1: Contextual Factors			n = 15 1.91, (0.29)	% = 83.33
TWS 5: Instructional Decision Making			n = 15 2.00, (0.00)	% = 83.33
TWS 6: Analysis of Student Learning			n = 15 1.77, (0.43)	% = 83.33
CDS 3: Diversity			n = 18 4.18, (0.82)	% = 100
Praxis II (Exam Number: 0235/5235)			cut score = 149 n = 18 176.28, (8.37)	pass rate = 100.00% % = 100.00
Major GPA			n = 18 3.51, (0.29)	% = 100.00
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1				
CPAS 2: Learning & Development	US	MT	US n = 16, % = 88.89 3.63, (0.62)	MT n = 16, % = 88.89 4.38, (0.72)
CPAS 4: Instructional Strategies			n = 16, % = 88.89 4.06, (0.57)	n = 16, % = 88.89 4.56, (0.63)
CPAS 7: Planning			n = 16, % = 88.89 3.94, (0.68)	n = 16, % = 88.89 4.50, (0.82)
CPAS 8: Assessment			n = 16, % = 88.89 3.25, (0.68)	n = 16, % = 88.89 4.19, (0.83)
TWS 2: Learning Goals and Objectives			n = 15 1.87, (0.34)	% = 83.33
TWS 3: Assessment Plan			n = 15 1.85, (0.39)	% = 83.33
TWS 4: Design for Instruction			n = 15 1.84, (0.37)	% = 83.33
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2				
CPAS 9: Reflective Practitioner	US	MT	US n = 16, % = 88.89 4.25, (0.58)	MT n = 16, % = 88.89 4.63, (0.62)
CPAS 10: Professionalism and Interpersonal Relationships			n = 16, % = 88.89 4.13, (0.72)	n = 16, % = 88.89 4.56, (0.63)
TWS 7: Reflection and Self-Evaluation			n = 15 1.93, (0.25)	% = 83.33
CDS 1: Locus of Control			n = 18 3.79, (0.42)	% = 100.00
CDS 2: Aspirations			n = 18 3.50, (0.67)	% = 100.00

TWS Scale: 2-Meets Expectation, 1-Partially Meets Expectation, 0-Not met; **CPAS scale:** 5-Exceptional, 3-Competent, 1-Emerging; **US** = university supervisor; **MT** = mentor teacher

CDS Scale: Section 1: 4-Strongly Agree to 1-Strongly Disagree, Section 2: 4-Always to 1-Never, Section 3: 5-Very Competent to 1-Not Competent

% = percentage of data reported

Dance Education - 2012-13				
No Students Enrolled in Fall 2012			Winter 2013 (n = 9)	
Enculturation for Democracy as assessed by CPAS 5, 6				
CPAS Principle 5: Learning Environment & Management	US	MT	US n = 9, % = 100.00 4.33, (0.50)	MT n = 8, % = 88.89 4.38, (0.92)
CPAS Principle 6: Communication			n = 9, % = 100.00 4.44, (0.73)	n = 8, % = 88.89 4.50, (0.76)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA				
CPAS 1: Content Knowledge	US	MT	US n = 9, % = 100.00 4.78, (0.44)	MT n = 8, % = 88.89 4.75, (0.71)
CPAS Principle 3: Diversity			n = 9, % = 100.00 4.11, (0.33)	n = 8, % = 88.89 4.25, (0.71)
TWS 1: Contextual Factors			n = 8 1.96, (0.20)	% = 88.89
TWS 5: Instructional Decision Making			n = 8 1.94, (0.25)	% = 88.89
TWS 6: Analysis of Student Learning			n = 8 1.65, (0.48)	% = 88.89
CDS 3: Diversity			n = 8 3.88, (0.77)	% = 88.89
Praxis II (Exam Number:)			Dance Majors do not take the Praxis Exam	
Major GPA			n = 9 3.72, (0.11)	% = 100.00
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1				
CPAS 2: Learning & Development	US	MT	US n = 9, % = 100.00 4.33, (0.50)	MT n = 8, % = 88.89 4.38, (0.52)
CPAS 4: Instructional Strategies			n = 9, % = 100.00 4.22, (0.44)	n = 8, % = 88.89 4.75, (0.46)
CPAS 7: Planning			n = 9, % = 100.00 4.44, (0.73)	n = 8, % = 88.89 4.63, (0.74)
CPAS 8: Assessment			n = 9, % = 100.00 4.33, (0.50)	n = 8, % = 88.89 4.25, (0.71)
TWS 2: Learning Goals and Objectives			n = 8 2.00, (0.00)	% = 88.89
TWS 3: Assessment Plan			n = 8 1.53, (0.51)	% = 88.89
TWS 4: Design for Instruction			n = 8 1.75, (0.44)	% = 88.89
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2				
CPAS 9: Reflective Practitioner	US	MT	US n = 9, % = 100.00 4.67, (0.50)	MT n = 8, % = 88.89 4.63, (0.74)
CPAS 10: Professionalism and Interpersonal Relationships			n = 9, % = 100.00 4.89, (0.33)	n = 8, % = 88.89 4.38, (0.52)
TWS 7: Reflection and Self-Evaluation			n = 8 1.69, (0.47)	% = 88.89
CDS 1: Locus of Control			n = 8 3.71, (0.45)	% = 88.89
CDS 2: Aspirations			n = 8 3.40, (0.74)	% = 88.89

TWS Scale: 2-Meets Expectation, 1-Partially Meets Expectation, 0-Not met; **CPAS scale:** 5-Exceptional, 3-Competent, 1-Emerging; **US** = university supervisor; **MT** = mentor teacher

CDS Scale: Section 1: 4-Strongly Agree to 1-Strongly Disagree, Section 2: 4-Always to 1-Never, Section 3: 5-Very Competent to 1-Not Competent

% = percentage of data reported

Elementary Education/ Early Childhood Education Dual - 2012-13

Fall 2012 (n = 7)

Winter 2013 (n = 3)

Enculturation for Democracy as assessed by CPAS 5, 6

	US	MT	US	MT
CPAS Principle 5: Learning Environment & Management	n = 3, % = 21.43 3.33, (1.15)	n = 12, % = 85.71 3.67, (0.78)	n = 4, % = 66.67 4.50, (0.58)	n = 3, % = 50.00 4.00, (1.00)
CPAS Principle 6: Communication	n = 3, % = 21.43 3.67, (1.15)	n = 12, % = 85.71 3.92, (0.79)	n = 4, % = 66.67 4.00, (0.82)	n = 3, % = 50.00 4.33, (1.15)

Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA

	US	MT	US	MT
CPAS 1: Content Knowledge	n = 3, % = 21.43 4.00, (1.00)	n = 12, % = 85.71 4.00, (0.74)	n = 4, % = 66.67 4.25, (0.50)	n = 3, % = 50.00 4.33, (1.15)
CPAS Principle 3: Diversity	n = 3, % = 21.43 3.00, (0.00)	n = 12, % = 85.71 3.42, (0.90)	n = 4, % = 66.67 4.00, (0.00)	n = 3, % = 50.00 4.33, (1.15)
TWS 1: Contextual Factors	n = 7 1.67, (0.58)	% = 100.00	n = 3 1.67, (0.58)	% = 33.33
TWS 5: Instructional Decision Making	n = 7 1.50, (0.65)	% = 100.00	n = 3 2.00, (0.00)	% = 33.33
TWS 6: Analysis of Student Learning	n = 7 1.67, (0.61)	% = 100.00	n = 3 1.50, (0.55)	% = 33.33
CDS 3: Diversity	n = 7 3.79, (0.89)	% = 100.00	n = 3 3.85, (0.90)	% = 100.00
Praxis II (Exam Number: 0014/5014, 5032, 5033, 5034, 5035)	cut score=150,165,165,155 n = 22 180.86, (8.87); 185.00, (0.00); 173.00, (0.00); 165.00, (0.00); 181.00, (0.00)	pass rate = 100.00% % = 31.82	cut score =150,165,165,159 n = 3 181.33 (6.85)	pass rate = 100.00% % = 100.00
Major GPA	n = 7 3.66, (0.17)	% = 100.00	n = 3.6 3.65, (0.19)	% = 100.00

Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1

	US	MT	US	MT
CPAS 2: Learning & Development	n = 3, % = 21.43 3.33, (0.58)	n = 12, % = 85.71 3.67, (0.78)	n = 4, % = 66.67 4.50, (0.58)	n = 3, % = 50.00 3.67, (1.53)
CPAS 4: Instructional Strategies	n = 3, % = 21.43 3.33, (0.58)	n = 12, % = 85.71 3.92, (0.79)	n = 4, % = 66.67 4.50, (0.58)	n = 3, % = 50.00 4.33, (1.15)
CPAS 7: Planning	n = 3, % = 21.43 3.67, (1.15)	n = 12, % = 85.71 3.92, (0.67)	n = 4, % = 66.67 4.25, (0.96)	n = 3, % = 50.00 4.00, (1.73)
CPAS 8: Assessment	n = 3, % = 21.43 3.33, (0.58)	n = 12, % = 85.71 3.42, (1.00)	n = 4, % = 66.67 4.00, (0.82)	n = 3, % = 50.00 4.00, (1.00)
TWS 2: Learning Goals and Objectives	n = 7 1.89, (0.31)	% = 100.00	n = 3 1.00, (0.00)	% = 33.33
TWS 3: Assessment Plan	n = 7 1.69, (0.53)	% = 100.00	n = 3 1.40, (0.55)	% = 33.33
TWS 4: Design for Instruction	n = 7 1.80, (0.41)	% = 100.00	n = 3 1.60, (0.55)	% = 33.33

Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2

	US	MT	US	MT
CPAS 9: Reflective Practitioner	n = 3, % = 21.43 4.33, (0.58)	n = 12, % = 85.71 4.00, (0.60)	n = 4, % = 66.67 5.00, (0.00)	n = 3, % = 50.00 4.33, (1.15)
CPAS 10: Professionalism and Interpersonal Relationships	n = 3, % = 21.43 3.67, (1.15)	n = 12, % = 85.71 4.17, (0.58)	n = 4, % = 66.67 4.75, (0.50)	n = 3, % = 50.00 4.33, (1.15)
TWS 7: Reflection and Self-Evaluation	n = 7 1.57, (0.69)	% = 100.00	n = 3 2.00, (0.00)	% = 33.33
CDS 1: Locus of Control	n = 7 3.82, (0.39)	% = 100.00	n = 3 3.88, (0.33)	% = 100.00
CDS 2: Aspirations	n = 7 3.43, (0.80)	% = 100.00	n = 3 3.31, (0.83)	% = 100.00

TWS Scale: 2-Meets Expectation, 1-Partially Meets Expectation, 0-Not met; **CPAS scale:** 5-Exceptional, 3-Competent, 1-Emerging; **US** = university supervisor; **MT** = mentor teacher

CDS Scale: Section 1: 4-Strongly Agree to 1-Strongly Disagree, Section 2: 4-Always to 1-Never, Section 3: 5-Very Competent to 1-Not Competent

% = percentage of data reported

Early Childhood Education - 2012-13

Fall 2012 (n = 13)

Winter 2013 (n = 20)

Enculturation for Democracy as assessed by CPAS 5, 6

	US	MT	US	MT
CPAS Principle 5: Learning Environment & Management	n = 22, % = 84.62 4.18, (0.39)	n = 24, % = 92.31 4.21, (0.59)	n = 35, % = 87.50 4.09, (0.79)	n = 30, % = 75.00 4.13, (0.90)
CPAS Principle 6: Communication	n = 22, % = 84.62 4.32, (0.72)	n = 24, % = 92.31 4.25, (0.74)	n = 35, % = 87.50 4.56, (0.56)	n = 30, % = 75.00 4.27, (0.69)

Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA

	US	MT	US	MT
CPAS 1: Content Knowledge	n = 22, % = 84.62 4.27, (0.55)	n = 24, % = 92.31 4.58, (0.65)	n = 35, % = 87.50 4.29, (0.72)	n = 30, % = 75.00 4.33, (0.80)
CPAS Principle 3: Diversity	n = 22, % = 84.62 4.00, (0.44)	n = 24, % = 92.31 4.08, (0.72)	n = 35, % = 87.50 3.88, (0.59)	n = 30, % = 75.00 4.07, (0.87)
TWS 1: Contextual Factors	n = 12 1.67, (0.53)	% = 92.31	n = 17 1.80, (0.40)	% = 85.00
TWS 5: Instructional Decision Making	n = 12 1.67, (0.56)	% = 92.31	n = 17 1.82, (0.39)	% = 85.00
TWS 6: Analysis of Student Learning	n = 12 1.72, (0.45)	% = 92.31	n = 17 1.85, (0.36)	% = 85.00
CDS 3: Diversity	n = 12 4.34, (0.68)	% = 92.31	n = 18 4.16, (1.04)	% = 90.00
Praxis II (Exam Number: 5014/0014,5022,5032,5033,5034,5035)	cut score =150 n = 13 180.77, (11.53); -- ; -- ; -- ; --	pass rate = 100.00% % = 100.00	cut score =150,152,165,165,155, n = 20 178.75, (7.26); 165.00, (0.00); 183.45, (11.28); 173.82, (18.78); 165.45, (17.90); 171.27, (10.94)	pass rate = 100.00% % = 100.00
Major GPA	n = 13 3.70, (0.19)	% = 100.00	n = 20 3.58, (0.30)	% = 100.00

Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1

	US	MT	US	MT
CPAS 2: Learning & Development	n = 22, % = 84.62 3.95, (0.49)	n = 24, % = 92.31 4.50, (0.59)	n = 35, % = 87.50 4.21, (0.59)	n = 30, % = 75.00 4.27, (0.74)
CPAS 4: Instructional Strategies	n = 22, % = 84.62 4.18, (0.59)	n = 24, % = 92.31 4.25, (0.74)	n = 35, % = 87.50 4.24, (0.65)	n = 30, % = 75.00 4.10, (0.82)
CPAS 7: Planning	n = 22, % = 84.62 4.55, (0.60)	n = 24, % = 92.31 4.58, (0.72)	n = 35, % = 87.50 4.38, (0.65)	n = 30, % = 75.00 4.27, (0.74)
CPAS 8: Assessment	n = 22, % = 84.62 4.00, (0.53)	n = 24, % = 92.31 4.04, (0.75)	n = 35, % = 87.50 3.97, (0.46)	n = 30, % = 75.00 4.20, (0.66)
TWS 2: Learning Goals and Objectives	n = 12 1.77, (0.47)	% = 92.31	n = 17 1.85, (0.36)	% = 85.00
TWS 3: Assessment Plan	n = 12 1.60, (0.59)	% = 92.31	n = 17 1.72, (0.55)	% = 85.00
TWS 4: Design for Instruction	n = 12 1.48, (0.65)	% = 92.31	n = 17 1.69, (0.51)	% = 85.00

Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2

	US	MT	US	MT
CPAS 9: Reflective Practitioner	n = 22, % = 84.62 4.77, (0.43)	n = 24, % = 92.31 4.58, (0.58)	n = 35, % = 87.50 4.71, (0.52)	n = 30, % = 75.00 4.60, (0.62)
CPAS 10: Professionalism and Interpersonal Relationships	n = 22, % = 84.62 4.86, (0.35)	n = 24, % = 92.31 4.58, (0.65)	n = 35, % = 87.50 4.82, (0.46)	n = 30, % = 75.00 4.50, (0.63)
TWS 7: Reflection and Self-Evaluation	n = 12 1.75, (0.48)	% = 92.31	n = 17 1.79, (0.41)	% = 85.00
CDS 1: Locus of Control	n = 12 3.79, (0.43)	% = 92.31	n = 18 3.85, (0.40)	% = 90.00
CDS 2: Aspirations	n = 12 3.62, (0.59)	% = 92.31	n = 18 3.50, (0.76)	% = 90.00

TWS Scale: 2-Meets Expectation, 1-Partially Meets Expectation, 0-Not met; **CPAS scale:** 5-Exceptional, 3-Competent, 1-Emerging; **US** = university supervisor; **MT** = mentor teacher

CDS Scale: Section 1: 4-Strongly Agree to 1-Strongly Disagree, Section 2: 4-Always to 1-Never, Section 3: 5-Very Competent to 1-Not Competent

% = percentage of data reported

Elementary Education - 2012-13

Fall 2012 (n = 63)

Winter 2013 (n = 126)

Enculturation for Democracy as assessed by CPAS 5, 6

	US	MT	US	MT
CPAS Principle 5: Learning Environment & Management*	n = 98, % = 77.78 3.94, (0.93)	n = 96, % = 76.19 3.78, (0.92)	n = 99, % = 78.57 4.38, (0.71)	n = 92, % = 73.02 4.22, (0.84)
CPAS Principle 6: Communication	n = 98, % = 77.78 3.78, (0.86)	n = 96, % = 76.19 4.06, (0.77)	n = 99, % = 78.57 4.40, (0.79)	n = 92, % = 73.02 4.38, (0.77)

Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA

	US	MT	US	MT
CPAS 1: Content Knowledge*	n = 98, % = 77.78 4.06, (0.86)	n = 96, % = 76.19 4.20, (0.78)	n = 99, % = 78.57 4.48, (0.63)	n = 92, % = 73.02 4.32, (0.68)
CPAS Principle 3: Diversity*	n = 98, % = 77.78 3.58, (0.93)	n = 96, % = 76.19 3.70, (0.95)	n = 99, % = 78.57 4.07, (0.65)	n = 92, % = 73.02 4.04, (0.69)
TWS 1: Contextual Factors	n = 55 1.79, (0.45)	% = 87.30	n = 93 1.76, (0.46)	% = 73.81
TWS 5: Instructional Decision Making	n = 55 1.75, (0.49)	% = 87.30	n = 93 1.75, (0.45)	% = 73.81
TWS 6: Analysis of Student Learning	n = 55 1.76, (0.45)	% = 87.30	n = 93 1.83, (0.41)	% = 73.81
CDS 3: Diversity	n = 59 4.20, (0.72)	% = 93.65	n = 117 4.19, (0.77)	% = 92.86
Praxis II (Exam Number: 0014/5014, 5032, 5033, 5034, 5035)	cut score = 150, 165, 165, 155, 159 n = 63 180.50, (11.34); 184.80, (6.65); 179.40, (7.00); 173.60, (8.14); 176.40, (10.95)	pass rate = 100.00% % = 100.00	cut score = 150, 165, 165, 155, 159 n = 133 178.42, (10.73); 187.79, (6.85); 181.85, (10.30); 174.56, (11.61); 180.24, (10.22)	pass rate = 99.25% % = 100.00
Major GPA	n = 63 3.67, (0.25)	% = 100.00	n = 133 3.70, (0.24)	% = 100.00

Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1

	US	MT	US	MT
CPAS 2: Learning & Development*	n = 98, % = 77.78 3.99, (0.84)	n = 96, % = 76.19 4.04, (0.88)	n = 99, % = 78.57 4.46, (0.64)	n = 92, % = 73.02 4.21, (0.76)
CPAS 4: Instructional Strategies*	n = 98, % = 77.78 3.95, (0.89)	n = 96, % = 76.19 4.12, (0.83)	n = 99, % = 78.57 4.53, (0.61)	n = 92, % = 73.02 4.32, (0.69)
CPAS 7: Planning*	n = 98, % = 77.78 4.03, (0.90)	n = 96, % = 76.19 4.18, (0.95)	n = 99, % = 78.57 4.51, (0.71)	n = 92, % = 73.02 4.46, (0.73)
CPAS 8: Assessment*	n = 98, % = 77.78 3.64, (0.90)	n = 96, % = 76.19 3.90, (0.94)	n = 99, % = 78.57 4.09, (0.64)	n = 92, % = 73.02 4.20, (0.77)
TWS 2: Learning Goals and Objectives	n = 55 1.82, (0.41)	% = 87.30	n = 93 1.82, (0.45)	% = 73.81
TWS 3: Assessment Plan	n = 55 1.64, (0.57)	% = 87.30	n = 93 1.72, (0.47)	% = 73.81
TWS 4: Design for Instruction	n = 55 1.74, (0.50)	% = 87.30	n = 93 1.74, (0.47)	% = 73.81

Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2

	US	MT	US	MT
CPAS 9: Reflective Practitioner*	n = 98, % = 77.78 4.34, (0.71)	n = 96, % = 76.19 4.29, (0.85)	n = 99, % = 78.57 4.73, (0.51)	n = 92, % = 73.02 4.52, (0.69)
CPAS 10: Professionalism and Interpersonal Relationships*	n = 98, % = 77.78 4.31, (0.77)	n = 96, % = 76.19 4.33, (0.78)	n = 99, % = 78.57 4.71, (0.66)	n = 92, % = 73.02 4.54, (0.72)
TWS 7: Reflection and Self-Evaluation	n = 55 1.79, (0.45)	% = 87.30	n = 93 1.79, (0.51)	% = 73.81
CDS 1: Locus of Control	n = 59 3.78, (0.41)	% = 93.65	n = 117 3.78, (0.42)	% = 92.86
CDS 2: Aspirations	n = 59 3.52, (0.68)	% = 93.65	n = 117 3.53, (0.68)	% = 92.86

TWS Scale: 2-Meets Expectation, 1-Partially Meets Expectation, 0-Not met; **CPAS scale:** 5-Exceptional, 3-Competent, 1-Emerging; **US** = university supervisor; **MT** = mentor teacher

CDS Scale: Section 1: 4-Strongly Agree to 1-Strongly Disagree, Section 2: 4-Always to 1-Never, Section 3: 5-Very Competent to 1-Not Competent

* Data reflects a pair of like original and revised INTASC standards. Data for revised INTASC Standard 6 excluded from report.

% = percentage of data reported

English Education - 2012-13

Fall 2012 (n = 4)

Winter 2013 (n = 32)

Enculturation for Democracy as assessed by CPAS 5, 6

	US	MT	US	MT
CPAS Principle 5: Learning Environment & Management	n = 4, % = 100.00 3.50, (0.58)	n = 4, % = 100.00 3.50, (0.58)	n = 12, % = 100.00 4.22, (0.83)	n = 12, % = 100.00 4.19, (0.82)
CPAS Principle 6: Communication	n = 4, % = 100.00 4.75, (0.50)	n = 4, % = 100.00 3.75, (0.50)	n = 12, % = 100.00 4.47, (0.57)	n = 12, % = 100.00 4.50, (0.62)

Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA

	US	MT	US	MT
CPAS 1: Content Knowledge	n = 4, % = 100.00 3.75, (0.50)	n = 4, % = 100.00 4.00, (0.82)	n = 12, % = 100.00 4.53, (0.67)	n = 12, % = 100.00 4.63, (0.55)
CPAS Principle 3: Diversity	n = 4, % = 100.00 4.00, (0.82)	n = 4, % = 100.00 4.00, (1.15)	n = 12, % = 100.00 4.25, (0.44)	n = 12, % = 100.00 4.25, (0.57)
TWS 1: Contextual Factors	n = 4 2.00, (0.00)	% = 50.00	n = 32 2.00, (0.00)	% = 100.00
TWS 5: Instructional Decision Making	n = 4 2.00, (0.00)	% = 50.00	n = 32 2.00, (0.00)	% = 100.00
TWS 6: Analysis of Student Learning	n = 4 2.00, (0.00)	% = 50.00	n = 32 2.00, (0.00)	% = 100.00
CDS 3: Diversity	n = 4 4.56, (0.61)	% = 100.00	n = 32 4.09, (0.91)	% = 100.00
Praxis II (Exam Number: 0041)	cut score = 168 n = 4 182.5, (6.26)	pass rate = 100.00% % = 100.00	cut score = 168 n = 32 189.58, (8.62)	pass rate = 100.00% % = 100.00
Major GPA	n = 4 3.33, (0.33)	% = 100.00	n = 32 3.60, (0.25)	% = 100.00

Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1

	US	MT	US	MT
CPAS 2: Learning & Development	n = 4, % = 100.00 4.25, (0.50)	n = 4, % = 100.00 4.00, (0.00)	n = 12, % = 100.00 4.25, (0.67)	n = 12, % = 100.00 4.31, (0.69)
CPAS 4: Instructional Strategies	n = 4, % = 100.00 4.25, (0.96)	n = 4, % = 100.00 3.75, (0.50)	n = 12, % = 100.00 4.65, (0.66)	n = 12, % = 100.00 4.47, (0.62)
CPAS 7: Planning	n = 4, % = 100.00 4.00, (0.82)	n = 4, % = 100.00 4.00, (0.00)	n = 12, % = 100.00 4.56, (0.76)	n = 12, % = 100.00 4.53, (0.67)
CPAS 8: Assessment	n = 4, % = 100.00 4.00, (0.00)	n = 4, % = 100.00 4.00, (0.82)	n = 12, % = 100.00 4.31, (0.59)	n = 12, % = 100.00 4.53, (0.51)
TWS 2: Learning Goals and Objectives	n = 4 2.00, (0.00)	% = 50.00	n = 32 2.00, (0.00)	% = 100.00
TWS 3: Assessment Plan	n = 4 2.00, (0.00)	% = 50.00	n = 32 2.00, (0.00)	% = 100.00
TWS 4: Design for Instruction	n = 4 2.00, (0.00)	% = 50.00	n = 32 2.00, (0.00)	% = 100.00

Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2

	US	MT	US	MT
CPAS 9: Reflective Practitioner	n = 4, % = 100.00 4.50, (1.00)	n = 4, % = 100.00 4.50, (0.58)	n = 12, % = 100.00 4.81, (0.47)	n = 12, % = 100.00 4.81, (0.39)
CPAS 10: Professionalism and Interpersonal Relationships	n = 4, % = 100.00 4.50, (0.58)	n = 4, % = 100.00 4.50, (0.58)	n = 12, % = 100.00 4.78, (0.49)	n = 12, % = 100.00 4.72, (0.52)
TWS 7: Reflection and Self-Evaluation	n = 4 2.00, (0.00)	% = 50.00	n = 32 2.00, (0.00)	% = 100.00
CDS 1: Locus of Control	n = 4 3.96, (0.19)	% = 100.00	n = 32 3.76, (0.46)	% = 100.00
CDS 2: Aspirations	n = 4 3.69, (0.56)	% = 100.00	n = 32 3.60, (0.63)	% = 100.00

TWS Scale: 2-Meets Expectation, 1-Partially Meets Expectation, 0-Not met; CPAS scale: 5-Exceptional, 3-Competent, 1-Emerging; US = university supervisor; MT = mentor teacher

CDS Scale: Section 1: 4-Strongly Agree to 1-Strongly Disagree, Section 2: 4-Always to 1-Never, Section 3: 5-Very Competent to 1-Not Competent

% = percentage of data reported

Family and Consumer Science Education - 2012-13

No Students Enrolled in Fall 2012

Winter 2013 (n = 18)

Enculturation for Democracy as assessed by CPAS 5, 6

	US	MT	US	MT
CPAS Principle 5: Learning Environment & Management			n = 18, % = 54.55% 4.06, (0.80)	n = 33, % = 90.91% 4.17, (0.75)
CPAS Principle 6: Communication			n = 18, % = 54.55% 4.22, (0.55)	n = 33, % = 90.91% 4.33, (0.80)

Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA

	US	MT	US	MT
CPAS 1: Content Knowledge			n = 18, % = 54.55% 4.06, (0.54)	n = 33, % = 90.91% 4.27, (0.91)
CPAS Principle 3: Diversity			n = 18, % = 54.55% 3.61, (0.50)	n = 33, % = 90.91% 3.93, (0.74)
TWS 1: Contextual Factors			n = 18 1.55, (0.54)	% = 94.44
TWS 5: Instructional Decision Making			n = 18 1.65, (0.54)	% = 94.44
TWS 6: Analysis of Student Learning			n = 18 1.42, (0.60)	% = 94.44
CDS 3: Diversity			n = 18 4.14, (0.83)	% = 100
Praxis II (Exam Number: 0121/5121)			cut score = 159 n = 18	pass rate = 100.00% % = 100.00
Major GPA			176.78, (8.55) n = 18	% = 100.00 3.54, (0.42)

Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1

	US	MT	US	MT
CPAS 2: Learning & Development			n = 18, % = 54.55% 4.00, (0.34)	n = 33, % = 90.91% 4.27, (0.69)
CPAS 4: Instructional Strategies			n = 18, % = 54.55% 4.28, (0.75)	n = 33, % = 90.91% 4.33, (0.84)
CPAS 7: Planning			n = 18, % = 54.55% 4.18, (0.95)	n = 33, % = 90.91% 4.47, (0.68)
CPAS 8: Assessment			n = 18, % = 54.55% 3.72, (0.46)	n = 33, % = 90.91% 4.23, (0.82)
TWS 2: Learning Goals and Objectives			n = 18 1.97, (0.17)	% = 94.44
TWS 3: Assessment Plan			n = 18 1.74, (0.49)	% = 94.44
TWS 4: Design for Instruction			n = 18 1.85, (0.40)	% = 94.44

Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2

	US	MT	US	MT
CPAS 9: Reflective Practitioner			n = 18, % = 54.55% 4.39, (0.78)	n = 33, % = 90.91% 4.47, (0.68)
CPAS 10: Professionalism and Interpersonal Relationships			n = 18, % = 54.55% 4.56, (0.62)	n = 33, % = 90.91% 4.23, (0.68)
TWS 7: Reflection and Self-Evaluation			n = 18 1.50, (0.63)	% = 94.44
CDS 1: Locus of Control			n = 18 3.67, (0.47)	% = 100.00
CDS 2: Aspirations			n = 18 3.51, (0.64)	% = 100.00

TWS Scale: 2-Meets Expectation, 1-Partially Meets Expectation, 0-Not met; **CPAS scale:** 5-Exceptional, 3-Competent, 1-Emerging; **US** = university supervisor; **MT** = mentor teacher

CDS Scale: Section 1: 4-Strongly Agree to 1-Strongly Disagree, Section 2: 4-Always to 1-Never, Section 3: 5-Very Competent to 1-Not Competent

% = percentage of data reported

French Education - 2012-13				
Fall 2012 (n = 4)			Winter 2013 (n = 4)	
Enculturation for Democracy as assessed by CPAS 5, 6				
	US	MT	US	MT
CPAS Principle 5: Learning Environment & Management	n = 4, % = 100.00 4.50, (0.58)	n = 4, % = 100.00 3.75, (0.50)	n = 4, % = 100.00 4.75, (0.50)	n = 4, % = 100.00 3.75, (0.96)
CPAS Principle 6: Communication	n = 4, % = 100.00 4.75, (0.50)	n = 4, % = 100.00 4.75, (0.50)	n = 4, % = 100.00 5.00, (0.00)	n = 4, % = 100.00 4.25, (0.50)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA				
	US	MT	US	MT
CPAS 1: Content Knowledge	n = 4, % = 100.00 4.75, (0.50)	n = 4, % = 100.00 5.00, (0.00)	n = 4, % = 100.00 4.75, (0.50)	n = 4, % = 100.00 4.75, (0.50)
CPAS Principle 3: Diversity	n = 4, % = 100.00 4.00, (0.82)	n = 4, % = 100.00 3.75, (0.50)	n = 4, % = 100.00 4.75, (0.50)	n = 4, % = 100.00 4.00, (0.81)
TWS 1: Contextual Factors	Program did not report rubric scores		Program did not report rubric scores	
TWS 5: Instructional Decision Making	Program did not report rubric scores		Program did not report rubric scores	
TWS 6: Analysis of Student Learning	Program did not report rubric scores		Program did not report rubric scores	
CDS 3: Diversity	n = 4 4.05, (0.72)	% = 100.00	n = 4 4.54, (0.48)	% = 100.00
Praxis II (Exam Number: 5174)	cut score =160 n = 4 192.25, (3.63)	pass rate = 100.00% % = 100.00	cut score = 160 n = 4 172.25, (0.43)	pass rate = 100.00% % = 100.00
Major GPA	n = 4 3.84, (0.17)	% = 100.00	n = 4 3.65, (0.11)	% = 100.00
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1				
	US	MT	US	MT
CPAS 2: Learning & Development	n = 4, % = 100.00 4.00, (0.82)	n = 4, % = 100.00 4.00, (0.82)	n = 4, % = 100.00 5.00, (0.00)	n = 4, % = 100.00 4.75, (0.50)
CPAS 4: Instructional Strategies	n = 4, % = 100.00 4.50, (1.00)	n = 4, % = 100.00 3.75, (0.96)	n = 4, % = 100 4.75, (0.50)	n = 4, % = 100.00 4.75, (0.50)
CPAS 7: Planning	n = 4, % = 100.00 4.75, (0.50)	n = 4, % = 100.00 4.75, (0.50)	n = 4, % = 100 4.75, (0.50)	n = 4, % = 100.00 4.75, (0.50)
CPAS 8: Assessment	n = 4, % = 100.00 4.25, (0.96)	n = 4, % = 100.00 3.75, (0.50)	n = 4, % = 100 4.00, (0.00)	n = 4, % = 100.00 4.50, (0.58)
TWS 2: Learning Goals and Objectives	Program did not report rubric scores		Program did not report rubric scores	
TWS 3: Assessment Plan	Program did not report rubric scores		Program did not report rubric scores	
TWS 4: Design for Instruction	Program did not report rubric scores		Program did not report rubric scores	
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2				
	US	MT	US	MT
CPAS 9: Reflective Practitioner	n = 4, % = 100.00 4.50, (1.00)	n = 4, % = 100.00 4.25, (0.50)	n = 4, % = 100.00 4.50, (0.58)	n = 4, % = 100.00 4.75, (0.50)
CPAS 10: Professionalism and Interpersonal Relationships	n = 4, % = 100.00 4.75, (0.50)	n = 4, % = 100.00 4.25, (0.50)	n = 4, % = 100.00 5.00, (0.00)	n = 4, % = 100.00 4.75, (0.50)
TWS 7: Reflection and Self-Evaluation	Program did not report rubric scores		Program did not report rubric scores	
CDS 1: Locus of Control	n = 4 3.77, (0.42)	% = 100.00	n = 4 3.96, (0.21)	% = 100.00
CDS 2: Aspirations	n = 4 3.20, (0.80)	% = 100.00	n = 4 3.73, (0.50)	% = 100.00

TWS Scale: 2-Meets Expectation, 1-Partially Meets Expectation, 0-Not met; **CPAS scale:** 5-Exceptional, 3-Competent, 1-Emerging; **US** = university supervisor; **MT** = mentor teacher

CDS Scale: Section 1: 4-Strongly Agree to 1-Strongly Disagree, Section 2: 4-Always to 1-Never, Section 3: 5-Very Competent to 1-Not Competent

% = percentage of data reported

German Education - 2012-13				
Fall 2012 (n = 1)			Winter 2013 (n = 2)	
Enculturation for Democracy as assessed by CPAS 5, 6				
	US	MT	US	MT
CPAS Principle 5: Learning Environment & Management	n = 1, % = 100.00 3.00, (0.00)	n = 1, % = 100.00 3.00, (0.00)	n = 2, % = 100.00 4.00, (1.41)	n = 2, % = 100.00 3.50, (0.71)
CPAS Principle 6: Communication	n = 1, % = 100.00 4.00, (0.00)	n = 1, % = 100.00 5.00, (0.00)	n = 2, % = 100.00 4.50, (0.71)	n = 2, % = 100.00 4.50, (0.71)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA				
	US	MT	US	MT
CPAS 1: Content Knowledge	n = 1, % = 100.00 4.00, (0.00)	n = 1, % = 100.00 5.00, (0.00)	n = 2, % = 100.00 3.50, (0.71)	n = 2, % = 100.00 4.50, (0.71)
CPAS Principle 3: Diversity	n = 1, % = 100.00 3.00, (0.00)	n = 1, % = 100.00 3.00, (0.00)	n = 2, % = 100.00 4.50, (0.71)	n = 2, % = 100.00 4.50, (0.71)
TWS 1: Contextual Factors	n = 1 2.00, (0.00)	% = 100.00	n = 2 2.00, (0.00)	% = 100.00
TWS 5: Instructional Decision Making	n = 1 2.00, (0.00)	% = 100.00	n = 2 2.00, (0.00)	% = 100.00
TWS 6: Analysis of Student Learning	n = 1 2.00, (0.00)	% = 100.00	n = 2 2.00, (0.00)	% = 100.00
CDS 3: Diversity	n = 1 4.00, (0.00)	% = 100.00	n = 2 4.06, (0.84)	% = 100.00
Praxis II (Exam Number: 5183)	cut score = 160 n = 1 186.00, (0.00)	pass rate = 100% % = 0.00	cut score = 160 n = 2 187.00, (1.00)	pass rate = 100.00% % = 100.00
Major GPA	n = 1 3.94, (0.00)	% = 100.00	n = 2 3.90, (0.04)	% = 100.00
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1				
	US	MT	US	MT
CPAS 2: Learning & Development	n = 1, % = 100.00 4.00, (0.00)	n = 1, % = 100.00 4.00, (0.00)	n = 2, % = 100.00 4.50, (0.71)	n = 2, % = 100.00 4.50, (0.71)
CPAS 4: Instructional Strategies	n = 1, % = 100.00 4.00, (0.00)	n = 1, % = 100.00 5.00, (0.00)	n = 2, % = 100.00 4.50, (0.71)	n = 2, % = 100.00 4.00, (1.41)
CPAS 7: Planning	n = 1, % = 100.00 4.00, (0.00)	n = 1, % = 100.00 5.00, (0.00)	n = 2, % = 100.00 5.00, (0.00)	n = 2, % = 100.00 4.50, (0.71)
CPAS 8: Assessment	n = 1, % = 100.00 4.00, (0.00)	n = 1, % = 100.00 4.00, (0.00)	n = 2, % = 100.00 4.50, (0.71)	n = 2, % = 100.00 4.50, (0.71)
TWS 2: Learning Goals and Objectives	n = 1 2.00, (0.00)	% = 100.00	n = 2 2.00, (0.00)	% = 100.00
TWS 3: Assessment Plan	n = 1 2.00, (0.00)	% = 100.00	n = 2 2.00, (0.00)	% = 100.00
TWS 4: Design for Instruction	n = 1 1.60, (0.55)	% = 100.00	n = 2 2.00, (.00)	% = 100.00
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2				
	US	MT	US	MT
CPAS 9: Reflective Practitioner	n = 1, % = 100.00 4.00, (0.00)	n = 1, % = 100.00 4.00, (0.00)	n = 2, % = 100.00 4.50, (0.71)	n = 2, % = 100.00 4.50, (0.71)
CPAS 10: Professionalism and Interpersonal Relationships	n = 1, % = 100.00 5.00, (0.00)	n = 1, % = 100.00 5.00, (0.00)	n = 2, % = 100.00 4.50, (0.71)	n = 2, % = 100.00 4.50, (0.71)
TWS 7: Reflection and Self-Evaluation	n = 1 2.00, (0.00)	% = 100.00	n = 2 2.00, (0.00)	% = 100.00
CDS 1: Locus of Control	n = 1 3.00, (0.00)	% = 100.00	n = 2 3.58, (0.50)	% = 100.00
CDS 2: Aspirations	n = 1 3.50, (0.63)	% = 100.00	n = 2 3.09, (0.73)	% = 100.00

TWS Scale: 2-Meets Expectation, 1-Partially Meets Expectation, 0-Not met; CPAS scale: 5-Exceptional, 3-Competent, 1-Emerging; US = university supervisor; MT = mentor teacher

CDS Scale: Section 1: 4-Strongly Agree to 1-Strongly Disagree, Section 2: 4-Always to 1-Never, Section 3: 5-Very Competent to 1-Not Competent

% = percentage of data reported

Latin Education - 2012-13

No completers Fall 2012

No completers Winter 2013

Enculturation for Democracy as assessed by CPAS 5, 6

	US	MT	US	MT
CPAS Principle 5: Learning Environment & Management				
CPAS Principle 6: Communication				

Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA

	US	MT	US	MT
CPAS 1: Content Knowledge				
CPAS Principle 3: Diversity				
TWS 1: Contextual Factors				
TWS 5: Instructional Decision Making				
TWS 6: Analysis of Student Learning				
CDS 3: Diversity				
Praxis II (Exam Number: #)				
Major GPA				

Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1

	US	MT	US	MT
CPAS 2: Learning & Development				
CPAS 4: Instructional Strategies				
CPAS 7: Planning				
CPAS 8: Assessment				
TWS 2: Learning Goals and Objectives				
TWS 3: Assessment Plan				
TWS 4: Design for Instruction				

Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2

	US	MT	US	MT
CPAS 9: Reflective Practitioner				
CPAS 10: Professionalism and Interpersonal Relationships				
TWS 7: Reflection and Self-Evaluation				
CDS 1: Locus of Control				
CDS 2: Aspirations				

TWS Scale: 2-Meets Expectation, 1-Partially Meets Expectation, 0-Not met; **CPAS scale:** 5-Exceptional, 3-Competent, 1-Emerging; **US** = university supervisor; **MT** = mentor teacher

CDS Scale: Section 1: 4-Strongly Agree to 1-Strongly Disagree, Section 2: 4-Always to 1-Never, Section 3: 5-Very Competent to 1-Not Competent

% = percentage of data reported

Mathematics Education - 2012-13

Fall 2012 (n = 16)

Winter 2013 (n = 33)

Enculturation for Democracy as assessed by CPAS 5, 6

	US	MT	US	MT
CPAS Principle 5: Learning Environment & Management	n = 16, % = 100.00 4.50, (0.52)	n = 16, % = 100.00 4.24, (0.70)	n = 29, % = 87.88 4.41, (0.51)	n = 30, % = 90.91 4.37, (0.66)
CPAS Principle 6: Communication	n = 16, % = 100.00 4.63, (0.49)	n = 16, % = 100.00 4.30, (0.73)	n = 29, % = 87.88 4.51, (0.52)	n = 30, % = 90.91 4.33, (0.68)

Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA

	US	MT	US	MT
CPAS 1: Content Knowledge	n = 16, % = 100.00 4.26, (0.47)	n = 16, % = 100.00 4.24, (0.65)	n = 29, % = 87.88 4.30, (0.62)	n = 30, % = 90.91 4.23, (0.70)
CPAS Principle 3: Diversity	n = 16, % = 100.00 4.38, (0.52)	n = 16, % = 100.00 4.00, (0.75)	n = 29, % = 87.88 4.26, (0.46)	n = 30, % = 90.91 4.16, (0.73)
TWS 1: Contextual Factors	n = 16 1.85, (0.36)	% = 100.00	n = 31 1.87, (0.34)	% = 93.94
TWS 5: Instructional Decision Making	n = 16 1.90, (0.31)	% = 100.00	n = 31 2.00, (0.00)	% = 93.94
TWS 6: Analysis of Student Learning	n = 16 1.82, (0.38)	% = 100.00	n = 31 1.82, (0.44)	% = 93.94
CDS 3: Diversity	n = 16 3.97, (0.99)	% = 100.00	n = 33 4.16, (0.77)	% = 100.00
Praxis II (Exam Number: 0061/5061)	cut score = 138 n = 16 167.31, (14.39)	pass rate = 100.00% % = 100.00	cut score = 138 n = 33 167.34, (12.20)	pass rate = 100.00% % = 96.97
Major GPA	n = 16 3.33, (0.41)	% = 100.00	n = 33 3.35, (0.35)	% = 100.00

Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1

	US	MT	US	MT
CPAS 2: Learning & Development	n = 16, % = 100.00 4.35, (0.53)	n = 16, % = 100.00 4.09, (0.72)	n = 29, % = 87.88 4.42, (0.51)	n = 30, % = 90.91 4.23, (0.68)
CPAS 4: Instructional Strategies	n = 16, % = 100.00 4.62, (0.52)	n = 16, % = 100.00 4.30, (0.71)	n = 29, % = 87.88 4.59, (0.51)	n = 30, % = 90.91 4.40, (0.67)
CPAS 7: Planning	n = 16, % = 100.00 4.45, (0.50)	n = 16, % = 100.00 4.26, (0.65)	n = 29, % = 87.88 4.51, (0.57)	n = 30, % = 90.91 4.43, (0.83)
CPAS 8: Assessment	n = 16, % = 100.00 4.19, (0.39)	n = 16, % = 100.00 4.08, (0.84)	n = 29, % = 87.88 4.10, (0.45)	n = 30, % = 90.91 4.33, (0.81)
TWS 2: Learning Goals and Objectives	n = 16 1.86, (0.35)	% = 100.00	n = 31 1.96, (0.19)	% = 93.94
TWS 3: Assessment Plan	n = 16 1.91, (0.28)	% = 100.00	n = 31 1.96, (0.19)	% = 93.94
TWS 4: Design for Instruction	n = 16 1.95, (0.22)	% = 100.00	n = 31 1.96, (0.19)	% = 93.94

Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2

	US	MT	US	MT
CPAS 9: Reflective Practitioner	n = 16, % = 100.00 4.91, (0.28)	n = 16, % = 100.00 4.52, (0.51)	n = 29, % = 87.88 4.74, (0.44)	n = 30, % = 90.91 4.71, (0.66)
CPAS 10: Professionalism and Interpersonal Relationships	n = 16, % = 100.00 4.74, (0.44)	n = 16, % = 100.00 4.35, (0.64)	n = 29, % = 87.88 4.50, (0.57)	n = 30, % = 90.91 4.54, (0.71)
TWS 7: Reflection and Self-Evaluation	n = 16 1.97, (0.18)	% = 100.00	n = 31 1.96, (0.20)	% = 93.94
CDS 1: Locus of Control	n = 16 3.71, (0.48)	% = 100.00	n = 33 3.75, (0.47)	% = 100.00
CDS 2: Aspirations	n = 16 3.43, (0.72)	% = 100.00	n = 33 3.46, (0.72)	% = 100.00

TWS Scale: 2-Meets Expectation, 1-Partially Meets Expectation, 0-Not met; CPAS scale: 5-Exceptional, 3-Competent, 1-Emerging; US = university supervisor; MT = mentor teacher

CDS Scale: Section 1: 4-Strongly Agree to 1-Strongly Disagree, Section 2: 4-Always to 1-Never, Section 3: 5-Very Competent to 1-Not Competent

% = percentage of data reported

Music Education - 2012-13				
Fall 2012 (n = 7)			Winter 2013 (n = 10)	
Enculturation for Democracy as assessed by CPAS 5, 6				
	US	MT	US	MT
CPAS Principle 5: Learning Environment & Management	n = 7, % = 100.00 4.14, (0.38)	n = 7, % = 100.00 4.00, (0.58)	n = 10, % = 100.00 4.20, (0.63)	n = 10, % = 100.00 4.20, (0.79)
CPAS Principle 6: Communication	n = 7, % = 100.00 4.57, (0.53)	n = 7, % = 100.00 4.43, (0.79)	n = 10, % = 100.00 4.20, (0.42)	n = 10, % = 100.00 4.30, (0.67)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA				
	US	MT	US	MT
CPAS 1: Content Knowledge	n = 7, % = 100.00 4.29, (0.49)	n = 7, % = 100.00 4.43, (0.79)	n = 10, % = 100.00 4.20 , (0.79)	n = 10, % = 100.00 4.40, (0.70)
CPAS Principle 3: Diversity	n = 7, % = 100.00 4.14, (0.38)	n = 7, % = 100.00 4.29, (0.76)	n = 10, % = 100.00 4.30, (0.48)	n = 10, % = 100.00 4.20, (1.03)
TWS 1: Contextual Factors	n = 7 2.00, (0.00)	% = 100.00	n = 10 2.00, (0.00)	% = 100.00
TWS 5: Instructional Decision Making	n = 7 2.00, (0.00)	% = 100.00	n = 10 1.95, (0.22)	% = 100.00
TWS 6: Analysis of Student Learning	n = 7 2.00, (0.00)	% = 100.00	n = 10 2.00, (0.00)	% = 100.00
CDS 3: Diversity	n = 7 3.85, (0.84)	% = 100.00	n = 10 4.01, (0.82)	% = 100.00
Praxis II (Exam Number: 0013)	cut score = 156 n = 7 178.29 , (9.18)	pass rate = 100.00% % = 100.00	cut score = 156 n = 9 178.00 , (8.35)	pass rate = 100.00% % = 100.00
Major GPA	n = 7 3.72 , (0.20)	% = 100.00	n = 10 3.60, (0.30)	% = 100.00
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1				
	US	MT	US	MT
CPAS 2: Learning & Development	n = 7, % = 100.00 4.14, (0.38)	n = 7, % = 100.00 4.29, (0.76)	n = 10, % = 100.00 4.30, (0.67)	n = 10, % = 100.00 4.20, (0.92)
CPAS 4: Instructional Strategies	n = 7, % = 100.00 4.14, (0.38)	n = 7, % = 100.00 4.43, (0.79)	n = 10, % = 100.00 4.40, (0.70)	n = 10, % = 100.00 4.30, (0.82)
CPAS 7: Planning	n = 7, % = 100.00 4.57, (0.53)	n = 7, % = 100.00 4.57, (0.79)	n = 10, % = 100.00 4.30, (0.67)	n = 10, % = 100.00 4.50, (0.97)
CPAS 8: Assessment	n = 7, % = 100.00 4.28, (0.49)	n = 7, % = 100.00 4.29, (0.76)	n = 10, % = 100.00 4.30, (0.67)	n = 10, % = 100.00 4.30, (0.67)
TWS 2: Learning Goals and Objectives	n = 7 2.00, (0.00)	% = 100.00	n = 10 1.98, (0.16)	% = 100.00
TWS 3: Assessment Plan	n = 7 1.94, (0.24)	% = 100.00	n = 10 1.86, (0.35)	% = 100.00
TWS 4: Design for Instruction	n = 7 1.97, (0.17)	% = 100.00	n = 10 1.88, (0.33)	% = 100.00
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2				
	US	MT	US	MT
CPAS 9: Reflective Practitioner	n = 7, % = 100.00 4.71, (0.49)	n = 7, % = 100.00 4.57, (0.79)	n = 10, % = 100.00 4.70, (0.67)	n = 10, % = 100.00 4.60, (0.70)
CPAS 10: Professionalism and Interpersonal Relationships	n = 7, % = 100.00 4.86, (0.38)	n = 7, % = 100.00 4.57, (0.53)	n = 10, % = 100.00 4.90, (0.32)	n = 10, % = 100.00 4.40, (0.70)
TWS 7: Reflection and Self-Evaluation	n = 7 1.86, (0.36)	% = 100.00	n = 10 1.98, (0.16)	% = 100.00
CDS 1: Locus of Control	n = 7 3.78, (0.44)	% = 100.00	n = 10 3.60, (0.55)	% = 100.00
CDS 2: Aspirations	n = 7 3.54, (0.61)	% = 100.00	n = 10 3.33, (0.77)	% = 100.00

TWS Scale: 2-Meets Expectation, 1-Partially Meets Expectation, 0-Not met; CPAS scale: 5-Exceptional, 3-Competent, 1-Emerging; US = university supervisor; MT = mentor teacher

CDS Scale: Section 1: 4-Strongly Agree to 1-Strongly Disagree, Section 2: 4-Always to 1-Never, Section 3: 5-Very Competent to 1-Not Competent

% = percentage of data reported

Physical Education - 2012-13

Fall 2012 (n = 6)

Winter 2013 (n = 23)

Enculturation for Democracy as assessed by CPAS 5, 6

	US	MT	US	MT
CPAS Principle 5: Learning Environment & Management	n = 7, % = 58.33 4.00, (0.82)	n = 9, % = 75.00 4.11, (0.93)	n = 23, % = 50.00 4.22, (0.85)	n = 29, % = 63.04 4.07, (0.96)
CPAS Principle 6: Communication	n = 7, % = 58.33 3.57, (0.53)	n = 9, % = 75.00 4.22, (0.83)	n = 23, % = 50.00 3.96, (0.82)	n = 29, % = 63.04 4.04, (0.84)

Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA

	US	MT	US	MT
CPAS 1: Content Knowledge	n = 7, % = 58.33 3.71, (0.49)	n = 9, % = 75.00 4.33, (0.87)	n = 23, % = 50.00 4.09, (0.73)	n = 29, % = 63.04 4.07, (0.84)
CPAS Principle 3: Diversity	n = 7, % = 58.33 4.14, (0.38)	n = 9, % = 75.00 4.11, (0.78)	n = 23, % = 50.00 3.83, (0.72)	n = 29, % = 63.04 3.83, (0.89)
TWS 1: Contextual Factors	n = 6 2.00, (0.00)	% = 100.00	n = 22 1.95, (0.21)	% = 95.65
TWS 5: Instructional Decision Making	n = 6 1.92, (0.29)	% = 100.00	n = 22 1.80, (0.41)	% = 95.65
TWS 6: Analysis of Student Learning	n = 6 1.97, (0.17)	% = 100.00	n = 22 1.96, (0.19)	% = 95.65
CDS 3: Diversity	n = 6 3.91, (0.85)	% = 100.00	n = 21 4.19, (0.77)	% = 91.30
Praxis II (Exam Number: 0091/5091)	cut score = 152 n = 6 164.17, (5.67)	pass rate = 100.00% % = 100.00	cut score = 152 n = 23 162.55, (6.75)	pass rate = 100.00% % = 82.61
Major GPA	n = 6 3.59, (0.32)	% = 100.00	n = 23 3.51, (0.28)	% = 100.00

Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1

	US	MT	US	MT
CPAS 2: Learning & Development	n = 7, % = 58.33 4.00, (0.00)	n = 9, % = 75.00 4.22, (0.67)	n = 23, % = 50.00 4.09, (0.67)	n = 29, % = 63.04 3.97, (0.91)
CPAS 4: Instructional Strategies	n = 7, % = 58.33 3.71, (0.76)	n = 9, % = 75.00 4.33, (0.71)	n = 23, % = 50.00 4.00, (0.74)	n = 29, % = 63.04 3.93, (0.96)
CPAS 7: Planning	n = 7, % = 58.33 4.0, (0.58)	n = 9, % = 75.00 4.56, (0.73)	n = 23, % = 50.00 4.17, (0.78)	n = 29, % = 63.04 4.17, (0.93)
CPAS 8: Assessment	n = 7, % = 58.33 3.86, (0.69)	n = 9, % = 75.00 4.22, (0.97)	n = 23, % = 50.00 4.00, (0.60)	n = 29, % = 63.04 4.00, (0.93)
TWS 2: Learning Goals and Objectives	n = 6 1.83, (0.38)	% = 100.00	n = 22 1.84, (0.37)	% = 95.65
TWS 3: Assessment Plan	n = 6 1.57, (0.50)	% = 100.00	n = 22 1.44, (0.50)	% = 95.65
TWS 4: Design for Instruction	n = 6 1.67, (0.48)	% = 100.00	n = 22 1.59, (0.49)	% = 95.65

Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2

	US	MT	US	MT
CPAS 9: Reflective Practitioner	n = 7, % = 58.33 3.71, (0.76)	n = 9, % = 75.00 4.33, (0.87)	n = 23, % = 50.00 4.26, (0.69)	n = 29, % = 63.04 4.38, (0.86)
CPAS 10: Professionalism and Interpersonal Relationships	n = 7, % = 58.33 4.14, (0.69)	n = 9, % = 75.00 4.33, (0.87)	n = 23, % = 50.00 4.17, (0.83)	n = 29, % = 63.04 4.17, (0.93)
TWS 7: Reflection and Self-Evaluation	n = 6 2.00, (0.00)	% = 100.00	n = 22 1.95, (0.21)	% = 95.65
CDS 1: Locus of Control	n = 6 3.52, (0.55)	% = 100.00	n = 21 3.70, (0.47)	% = 91.30
CDS 2: Aspirations	n = 6 3.15, (0.70)	% = 100.00	n = 21 3.43, (0.74)	% = 91.30

TWS Scale: 2-Meets Expectation, 1-Partially Meets Expectation, 0-Not met; CPAS scale: 5-Exceptional, 3-Competent, 1-Emerging; US = university supervisor; MT = mentor teacher

CDS Scale: Section 1: 4-Strongly Agree to 1-Strongly Disagree, Section 2: 4-Always to 1-Never, Section 3: 5-Very Competent to 1-Not Competent

% = percentage of data reported

Physical Science Education - 2012-13

Fall 2012 (n = 4)

Winter 2013 (n = 17)

Enculturation for Democracy as assessed by CPAS 5, 6

	US	MT	US	MT
CPAS Principle 5: Learning Environment & Management	n = 4, % = 100.00 4.50, (0.58)	n = 4, % = 100.00 4.50, (0.58)	n = 17, % = 100.00 4.41, (0.51)	n = 17, % = 100.00 4.00, (0.71)
CPAS Principle 6: Communication	n = 4, % = 100.00 4.75, (0.50)	n = 4, % = 100.00 4.75, (0.50)	n = 17, % = 100.00 4.59, (0.51)	n = 17, % = 100.00 4.53, (0.62)

Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA

	US	MT	US	MT
CPAS 1: Content Knowledge	n = 4, % = 100.00 5.00, (0.00)	n = 4, % = 100.00 5.00, (0.00)	n = 17, % = 100.00 4.35, (0.49)	n = 17, % = 100.00 4.71, (0.47)
CPAS Principle 3: Diversity	n = 4, % = 100.00 4.25, (0.50)	n = 4, % = 100.00 4.75, (0.50)	n = 17, % = 100.00 3.82, (0.64)	n = 17, % = 100.00 4.06, (0.66)
TWS 1: Contextual Factors	n = 1 2.00, (0.00)	% = 25.00	n = 11 2.00, (0.00)	% = 64.71
TWS 5: Instructional Decision Making	n = 1 2.00, (0.00)	% = 25.00	n = 11 1.85, (0.37)	% = 64.71
TWS 6: Analysis of Student Learning	n = 1 1.00, (0.00)	% = 25.00	n = 11 1.80, (0.40)	% = 64.71
CDS 3: Diversity	n = 4 4.02, (0.95)	% = 100.00	n = 16 4.12, (0.93)	% = 94.12
Praxis II (Exam Number: 0235, 0245, 0265/5265, 0481)	cut score = 149, -- , 136, 150 n = 4	pass rate = 100.00% % = 100.00	cut score = 149, 151, 136, 150 n = 17	pass rate = 94.12 % = 100.00
Major GPA	153.00, (0.00); -- ;162, (0.50); 172, (0.00) n = 4	% = 100.00 3.39, (0.17)	173.00, (0.00); 184.25, (7.29); 170.83, (19.33); 182.00, (5.89) n = 17	% = 100.00 3.41, (0.30)

Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1

	US	MT	US	MT
CPAS 2: Learning & Development	n = 4, % = 100.00 4.00, (0.00)	n = 4, % = 100.00 4.25, (0.50)	n = 17, % = 100.00 4.06, (0.43)	n = 17, % = 100.00 4.12, (0.60)
CPAS 4: Instructional Strategies	n = 4, % = 100.00 4.50, (0.58)	n = 4, % = 100.00 4.75, (0.50)	n = 17, % = 100.00 4.24, (0.44)	n = 17, % = 100.00 4.41, (0.71)
CPAS 7: Planning	n = 4, % = 100.00 5.00, (0.00)	n = 4, % = 100.00 5.00, (0.00)	n = 17, % = 100.00 4.53, (0.62)	n = 17, % = 100.00 4.38, (0.72)
CPAS 8: Assessment	n = 4, % = 100.00 4.50, (0.58)	n = 4, % = 100.00 4.75, (0.50)	n = 17, % = 100.00 3.94, (0.24)	n = 17, % = 100.00 4.24, (0.56)
TWS 2: Learning Goals and Objectives	n = 1 2.00, (0.00)	% = 25.00	n = 11 1.95, (0.21)	% = 64.71
TWS 3: Assessment Plan	n = 1 1.40, (0.55)	% = 25.00	n = 11 1.25, (0.43)	% = 64.71
TWS 4: Design for Instruction	n = 1 1.60, (0.55)	% = 25.00	n = 11 1.74, (0.45)	% = 64.71

Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2

	US	MT	US	MT
CPAS 9: Reflective Practitioner	n = 4, % = 100.00 4.75, (0.50)	n = 4, % = 100.00 5.00, (0.00)	n = 17, % = 100.00 4.82, (0.39)	n = 17, % = 100.00 4.35, (0.61)
CPAS 10: Professionalism and Interpersonal Relationships	n = 4, % = 100.00 4.75, (0.50)	n = 4, % = 100.00 4.75, (0.50)	n = 17, % = 100.00 4.88, (0.33)	n = 17, % = 100.00 4.53, (0.62)
TWS 7: Reflection and Self-Evaluation	n = 1 1.00, (0.00)	% = 25.00	n = 11 2.00, (0.00)	% = 64.71
CDS 1: Locus of Control	n = 4 3.71, (0.46)	% = 100.00	n = 16 3.74, (0.48)	% = 94.12
CDS 2: Aspirations	n = 4 3.36, (0.70)	% = 100.00	n = 16 3.45, (0.70)	% = 94.12

TWS Scale: 2-Meets Expectation, 1-Partially Meets Expectation, 0-Not met; CPAS scale: 5-Exceptional, 3-Competent, 1-Emerging; US = university supervisor; MT = mentor teacher

CDS Scale: Section 1: 4-Strongly Agree to 1-Strongly Disagree, Section 2: 4-Always to 1-Never, Section 3: 5-Very Competent to 1-Not Competent

% = percentage of data reported

Health Education - 2012-13				
Fall 2012 (n = 3)			Winter 2013 (n = 12)	
Enculturation for Democracy as assessed by CPAS 5, 6				
	US	MT	US	MT
CPAS Principle 5: Learning Environment & Management	n = 3, % = 100.00 4.00, (1.00)	n = 2, % = 66.67 5.00, (0.00)	n = 12, % = 100.00 4.08, (0.67)	n = 11, % = 91.67 4.36, (0.81)
CPAS Principle 6: Communication	n = 3, % = 100.00 3.67, (1.15)	n = 2, % = 66.67 5.00, (0.00)	n = 12, % = 100.00 3.92, (0.29)	n = 11, % = 91.67 4.73, (0.65)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA				
	US	MT	US	MT
CPAS 1: Content Knowledge	n = 3, % = 100.00 3.67, (0.58)	n = 2, % = 66.67 4.50, (0.71)	n = 12, % = 100.00 3.83, (0.39)	n = 11, % = 91.67 4.36, (0.67)
CPAS Principle 3: Diversity	n = 3, % = 100.00 3.33, (0.58)	n = 2, % = 66.67 4.50, (0.71)	n = 12, % = 100.00 3.92, (0.29)	n = 11, % = 91.67 4.36, (0.81)
TWS 1: Contextual Factors	n = 1 2.00, (0.00) % = 33.30		Program did not report rubric scores	
TWS 5: Instructional Decision Making	n = 1 2.00, (0.00) % = 33.30		Program did not report rubric scores	
TWS 6: Analysis of Student Learning	n = 1 2.00, (0.00) % = 33.30		Program did not report rubric scores	
CDS 3: Diversity	n = 3 4.06, (0.70) % = 100.00		n = 10 4.03, (0.83) % = 83.33	
Praxis II (Exam Number: 0550/5550)	cut score = 670 n = 3 756.67, (18.86) pass rate = 100.00% % = 100.00		cut score = 670 n = 12 735.00, (32.79) pass rate = 100.00% % = 100.00	
Major GPA	n = 3 3.76, (0.27) % = 100.00		n = 12 3.53, (0.17) % = 100.00	
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1				
	US	MT	US	MT
CPAS 2: Learning & Development	n = 3, % = 100.00 4.00, (1.00)	n = 2, % = 66.67 4.50, (0.71)	n = 12, % = 100.00 4.08, (0.51)	n = 11, % = 91.67 4.36, (0.50)
CPAS 4: Instructional Strategies	n = 3, % = 100.00 3.67, (1.15)	n = 2, % = 66.67 5.00, (0.00)	n = 12, % = 100.00 4.00, (0.60)	n = 11, % = 91.67 4.55, (0.52)
CPAS 7: Planning	n = 3, % = 100.00 3.67, (1.15)	n = 2, % = 66.67 5.00, (0.00)	n = 12, % = 100.00 4.17, (0.72)	n = 11, % = 91.67 4.82, (0.40)
CPAS 8: Assessment	n = 3, % = 100.00 3.33, (0.58)	n = 2, % = 66.67 5.00, (0.00)	n = 12, % = 100.00 4.00, (0.00)	n = 11, % = 91.67 4.45, (0.52)
TWS 2: Learning Goals and Objectives	n = 1 1.50, (0.50) % = 33.33		Program did not report rubric scores	
TWS 3: Assessment Plan	n = 1 1.80, (0.40) % = 33.33		Program did not report rubric scores	
TWS 4: Design for Instruction	n = 1 1.80, (0.40) % = 33.33		Program did not report rubric scores	
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2				
	US	MT	US	MT
CPAS 9: Reflective Practitioner	n = 3, % = 100.00 3.67, (1.15)	n = 2, % = 66.67 5.00, (0.00)	n = 12, % = 100.00 4.75, (0.45)	n = 11, % = 91.67 4.36, (0.67)
CPAS 10: Professionalism and Interpersonal Relationships	n = 3, % = 100.00 4.00, (1.00)	n = 2, % = 66.67 5.00, (0.00)	n = 12, % = 100.00 4.67, (0.49)	n = 11, % = 91.67 4.91, (0.30)
TWS 7: Reflection and Self-Evaluation	n = 1 2.00, (0.00) % = 33.33		Program did not report rubric scores	
CDS 1: Locus of Control	n = 3 3.74, (0.45) % = 100.00		n = 10 3.71, (0.48) % = 83.33	
CDS 2: Aspirations	n = 3 3.52, (0.55) % = 100.00		n = 10 3.41, (0.71) % = 83.33	

TWS Scale: 2-Meets Expectation, 1-Partially Meets Expectation, 0-Not met; CPAS scale: 5-Exceptional, 3-Competent, 1-Emerging; US = university supervisor; MT = mentor teacher

CDS Scale: Section 1: 4-Strongly Agree to 1-Strongly Disagree, Section 2: 4-Always to 1-Never, Section 3: 5-Very Competent to 1-Not Competent

% = percentage of data reported

Social Science Education - 2012-13

Fall 2012 (n = 19)

Winter 2013 (n = 45)

Enculturation for Democracy as assessed by CPAS 5, 6

	US	MT	US	MT
CPAS Principle 5: Learning Environment & Management	n = 19 % = 100.00 4.68, (0.58)	n = 19 % = 100.00 4.21, (0.85)	n = 42, % = 93.33 4.66, (0.69)	n = 38, % = 84.44 3.95, (0.84)
CPAS Principle 6: Communication	n = 19 % = 100.00 4.79, (0.54)	n = 19 % = 100.00 4.47, (0.70)	n = 42, % = 93.33 4.52, (0.71)	n = 38, % = 84.44 4.26, (0.79)

Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA

	US	MT	US	MT
CPAS 1: Content Knowledge	n = 19 % = 100.00 4.68, (0.48)	n = 19 % = 100.00 4.42, (0.69)	n = 42, % = 93.33 4.38, (0.73)	n = 38, % = 84.44 4.34, (0.67)
CPAS Principle 3: Diversity	n = 19 % = 100.00 4.63, (0.60)	n = 19 % = 100.00 4.26, (0.56)	n = 42, % = 93.33 4.32, (0.69)	n = 38, % = 84.44 4.24, (0.79)
TWS 1: Contextual Factors	n = 19 2.00, (0.00)	% = 100.00	n = 35 1.92, (0.27)	% = 77.78
TWS 5: Instructional Decision Making	n = 19 1.92, (0.27)	% = 100.00	n = 35 1.96, (0.20)	% = 77.78
TWS 6: Analysis of Student Learning	n = 19 1.89, (0.31)	% = 100.00	n = 35 1.82, (0.39)	% = 77.78
CDS 3: Diversity	n = 18 4.33, (0.76)	% = 94.74	n = 40 4.21, (0.84)	% = 88.89
Praxis II (Exam Number: 0081, 0941)	cut score = 159, 156 n = 19 176.00, (6.55); 171.80, (7.53)	pass rate = 100.00%	cut score = 159, 156 n = 45 178.76, (6.30); 174.00, (10.60)	pass rate = 97.67% % = 95.56
Major GPA	n = 19 3.58, (0.32)	% = 100.00	n = 45 3.43, (0.34)	% = 100.00

Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1

	US	MT	US	MT
CPAS 2: Learning & Development	n = 19 % = 100.00 4.84, (0.37)	n = 19 % = 100.00 4.32, (0.67)	n = 42, % = 93.33 4.33, (0.75)	n = 38, % = 84.44 4.11, (0.76)
CPAS 4: Instructional Strategies	n = 19 % = 100.00 4.79, (0.42)	n = 19 % = 100.00 4.32, (0.75)	n = 42, % = 93.33 4.49, (0.68)	n = 38, % = 84.44 4.37, (0.67)
CPAS 7: Planning	n = 19 % = 100.00 4.61, (0.50)	n = 19 % = 100.00 4.53, (0.77)	n = 42, % = 93.33 4.59, (0.67)	n = 38, % = 84.44 4.29, (0.84)
CPAS 8: Assessment	n = 19 % = 100.00 4.63, (0.60)	n = 19 % = 100.00 4.42, (0.69)	n = 42, % = 93.33 4.29, (0.84)	n = 38, % = 84.44 4.13, (0.78)
TWS 2: Learning Goals and Objectives	n = 19 2.00, (0.00)	% = 100.00	n = 35 1.92, (0.30)	% = 77.78
TWS 3: Assessment Plan	n = 19 1.91, (0.29)	% = 100.00	n = 35 1.90, (0.30)	% = 77.78
TWS 4: Design for Instruction	n = 19 1.93, (0.30)	% = 100.00	n = 35 1.89, (0.37)	% = 77.78

Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2

	US	MT	US	MT
CPAS 9: Reflective Practitioner	n = 19 % = 100.00 4.79, (0.42)	n = 19 % = 100.00 4.79, (0.42)	n = 42, % = 93.33 4.83, (0.54)	n = 38, % = 84.44 4.47, (0.80)
CPAS 10: Professionalism and Interpersonal Relationships	n = 19 % = 100.00 4.89, (0.32)	n = 19 % = 100.00 4.79, (0.42)	n = 42, % = 93.33 4.83, (0.59)	n = 38, % = 84.44 4.39, (0.95)
TWS 7: Reflection and Self-Evaluation	n = 19 2.00, (0.00)	% = 100.00	n = 35 1.96, (0.19)	% = 77.78
CDS 1: Locus of Control	n = 18 3.73, (0.47)	% = 94.74	n = 40 3.73, (0.47)	% = 88.89
CDS 2: Aspirations	n = 18 3.58, (0.62)	% = 94.74	n = 40 3.56, (0.68)	% = 88.89

TWS Scale: 2-Meets Expectation, 1-Partially Meets Expectation, 0-Not met; CPAS scale: 5-Exceptional, 3-Competent, 1-Emerging; US = university supervisor; MT = mentor teacher

CDS Scale: Section 1: 4-Strongly Agree to 1-Strongly Disagree, Section 2: 4-Always to 1-Never, Section 3: 5-Very Competent to 1-Not Competent

% = percentage of data reported

Spanish Education - 2012-13				
Fall 2012 (n = 2)			Winter 2013 (n = 9)	
Enculturation for Democracy as assessed by CPAS 5, 6				
	US	MT	US	MT
CPAS Principle 5: Learning Environment & Management	n = 2, % = 100.00 5.00, (0.00)	n = 2, % = 100.00 4.50, (0.71)	n = 9, % = 100.00 4.67, (0.50)	n = 9, % = 100.00 4.56, (0.53)
CPAS Principle 6: Communication	n = 2, % = 100.00 5.00, (0.00)	n = 2, % = 100.00 5.00, (0.00)	n = 9, % = 100.00 4.44, (0.53)	n = 9, % = 100.00 4.89, (0.33)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA				
	US	MT	US	MT
CPAS 1: Content Knowledge	n = 2, % = 100.00 4.00, (0.00)	n = 2, % = 100.00 4.50, (0.71)	n = 9, % = 100.00 4.33, (0.71)	n = 9, % = 100.00 4.89, (0.33)
CPAS Principle 3: Diversity	n = 2, % = 100.00 4.50, (0.71)	n = 2, % = 100.00 4.50, (0.71)	n = 9, % = 100.00 3.89, (0.33)	n = 9, % = 100.00 4.33, (0.71)
TWS 1: Contextual Factors	n = 2 4.00, (0.89)	% = 100.00	n = 8 4.13, (0.68)	% = 88.89
TWS 5: Instructional Decision Making	n = 2 4.25, (0.50)	% = 100.00	n = 8 3.81, (0.54)	% = 88.89
TWS 6: Analysis of Student Learning	n = 2 3.92, (1.08)	% = 100.00	n = 8 3.67, (0.69)	% = 88.89
CDS 3: Diversity	n = 2 4.34, (0.75)	% = 100.00	n = 9 4.24, (0.84)	% = 100.00
Praxis II (Exam Number: 5195)	cut score = 165 n = 2 183.00, (0.00)	pass rate = 100.00% % = 100.00	cut score = 165 n = 9 189.44, (7.43)	pass rate = 100.00% % = 100.00
Major GPA	n = 2 3.39, (0.13)	% = 100.00	n = 9 3.68, (0.16)	% = 100.00
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1				
	US	MT	US	MT
CPAS 2: Learning & Development	n = 2, % = 100.00 4.00, (0.00)	n = 2, % = 100.00 4.50, (0.71)	n = 9, % = 100.00 4.44, (0.73)	n = 9, % = 100.00 4.78, (0.67)
CPAS 4: Instructional Strategies	n = 2, % = 100.00 4.50, (0.71)	n = 2, % = 100.00 5.00, (0.00)	n = 9, % = 100.00 4.56, (0.53)	n = 9, % = 100.00 4.78, (0.67)
CPAS 7: Planning	n = 2, % = 100.00 4.00, (0.00)	n = 2, % = 100.00 5.00, (0.00)	n = 9, % = 100.00 4.56, (0.73)	n = 9, % = 100.00 4.67, (0.71)
CPAS 8: Assessment	n = 2, % = 100.00 4.00, (0.00)	n = 2, % = 100.00 4.00, (0.00)	n = 9, % = 100.00 4.11, (0.60)	n = 9, % = 100.00 4.56, (0.53)
TWS 2: Learning Goals and Objectives	n = 2 3.40, (1.17)	% = 100.00	n = 8 4.00, (1.10)	% = 88.89
TWS 3: Assessment Plan	n = 2 3.30, (0.82)	% = 100.00	n = 8 3.80, (0.99)	% = 88.89
TWS 4: Design for Instruction	n = 2 3.50, (0.93)	% = 100.00	n = 8 3.63, (1.08)	% = 88.89
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2				
	US	MT	US	MT
CPAS 9: Reflective Practitioner	n = 2, % = 100.00 5.00, (0.00)	n = 2, % = 100.00 4.50, (0.71)	n = 9, % = 100.00 4.33, (0.71)	n = 9, % = 100.00 4.33, (0.71)
CPAS 10: Professionalism and Interpersonal Relationships	n = 2, % = 100.00 3.50, (0.71)	n = 2, % = 100.00 4.00, (0.00)	n = 9, % = 100.00 4.33, (0.71)	n = 9, % = 100.00 4.56, (0.73)
TWS 7: Reflection and Self-Evaluation	n = 2 4.25, (1.04)	% = 100.00	n = 8 3.94, (0.68)	% = 88.89
CDS 1: Locus of Control	n = 2 3.82, (0.39)	% = 100.00	n = 9 3.83, (0.37)	% = 100.00
CDS 2: Aspirations	n = 2 3.69, (0.59)	% = 100.00	n = 9 3.63, (0.63)	% = 100.00

TWS Scale: 2-Meets Expectation, 1-Partially Meets Expectation, 0-Not met; CPAS scale: 5-Exceptional, 3-Competent, 1-Emerging; US = university supervisor; MT = mentor teacher

CDS Scale: Section 1: 4-Strongly Agree to 1-Strongly Disagree, Section 2: 4-Always to 1-Never, Section 3: 5-Very Competent to 1-Not Competent

% = percentage of data reported

Special Education - 2012-13				
Fall 2012 (n = 20)			Winter 2013 (n = 28)	
Enculturation for Democracy as assessed by CPAS 5, 6				
	US	MT	US	MT
CPAS Principle 5: Learning Environment & Management	n =18, % = 90.00 4.00, (1.03)	n = 20, % = 100.00 4.00, 0(.86)	n = 28, % = 100.00 4.25, (0.70)	n = 26, % = 92.86 4.35, (0.63)
CPAS Principle 6: Communication	n =18, % = 90.00 4.22, (0.81)	n = 20, % = 100.00 4.10, (0.91)	n = 28, % = 100.00 4.25, (0.75)	n = 26, % = 92.86 4.38, (0.70)
Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA				
	US	MT	US	MT
CPAS 1: Content Knowledge	n =18, % = 90.00 3.94, (0.87)	n = 20, % = 100.00 4.37, (0.60)	n = 28, % = 100.00 4.25, (0.59)	n = 26, % = 92.86 4.50, (0.58)
CPAS Principle 3: Diversity	n =18, % = 90.00 3.83, (0.86)	n = 20, % = 100.00 4.05, (0.76)	n = 28, % = 100.00 3.96, (0.69)	n = 26, % = 92.86 4.38, (0.70)
TWS 1: Contextual Factors	n = 12 % = 60.00 1.94, (0.23)		n = 23 % = 82.14 1.88, (0.40)	
TWS 5: Instructional Decision Making	n = 12 % = 60.00 1.83, (0.41)		n = 23 % = 82.14 1.95, (0.22)	
TWS 6	**		**	
CDS 3: Diversity	n = 20 % = 100 4.05, (0.75)		n = 28 % = 100 4.10, (0.85)	
Praxis II (Exam Number: 0014/5014, 5032, 5033, 5034, 5035)	cut score = 150, 165, 165, 155, 159 pass rate = 100% n = 19, 1 % = 100 182.95, (8.79); 176, (.00); 171, (.00); 172, (.00); 181, (.00)		cut score = 150 pass rate = 100% n = 28 % = 100 176.64, (11.32)	
Major GPA	n = 20 % = 100 3.77, (0.24)		n = 28 % = 100 3.71, (0.28)	
Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1				
	US	MT	US	MT
CPAS 2: Learning & Development	n =18, % = 90.00 4.00, (0.84)	n = 20, % = 100.00 4.15, (0.81)	n = 28, % = 100.00 4.14, (0.71)	n = 26, % = 92.86 4.35, (0.69)
CPAS 4: Instructional Strategies	n =18, % = 90.00 4.11, (0.83)	n = 20, % = 100.00 4.00, (0.79)	n = 28, % = 100.00 4.21, (0.69)	n = 26, % = 92.86 4.46, (0.58)
CPAS 7: Planning	n =18, % = 90.00 4.11, (0.83)	n = 20, % = 100.00 4.30, (0.73)	n = 28, % = 100.00 4.18, (0.72)	n = 26, % = 92.86 4.50, (0.65)
CPAS 8: Assessment	n =18, % = 90.00 4.11, (0.83)	n = 20, % = 100.00 4.30, (0.73)	n = 28, % = 100.00 4.11, (0.57)	n = 26, % = 92.86 4.27, (0.67)
TWS 2: Unit Framework (Learning Goals and Objectives)	n = 12 % = 60.00 1.90, (0.31)		n = 23 % = 82.14 1.99, (0.12)	
TWS 3: Assessment Plan	n = 12 % = 60.00 1.92, (0.28)		n = 23 % = 82.14 1.93, (0.36)	
TWS 4: Design for Instruction	n = 12 % = 60.00 1.94, (0.23)		n = 23 % = 82.14 1.69, (0.66)	
Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2				
	US	MT	US	MT
CPAS 9: Reflective Practitioner	n =18, % = 90.00 4.17, (0.99)	n = 20, % = 100.00 4.35, (0.81)	n = 28, % = 100.00 4.46, (0.69)	n = 26, % = 92.86 4.54, (0.65)
CPAS 10: Professionalism and Interpersonal Relationships	n =18, % = 90.00 4.17, (1.15)	n = 20, % = 100.00 4.25, (0.97)	n = 28, % = 100.00 4.43, (0.63)	n = 26, % = 92.86 4.58, (0.64)
TWS 7	**		**	
CDS 1: Locus of Control	n = 20 % = 100.00 3.76, (0.47)		n = 28 % = 100.00 3.81, (0.40)	
CDS 2: Aspirations	n = 20 % = 100.00 3.29, (0.74)		n = 28 % = 100.00 3.45, (0.73)	

TWS Scale: 2-Meets Expectation, 1-Partially Meets Expectation, 0-Not met; CPAS scale: 5-Exceptional, 3-Competent, 1-Emerging; US = university supervisor; MT = mentor teacher
CDS Scale: Section 1: 4-Strongly Agree to 1-Strongly Disagree, Section 2: 4-Always to 1-Never, Section 3: 5-Very Competent to 1-Not Competent

% = percentage of data reported

**note: the Special Education TWS was adapted for the program needs and this principle is not part of their collected data.

Technology Teaching Education - 2012-13

Fall 2012 (n = 8)

Winter 2013 (n = 17)

Enculturation for Democracy as assessed by CPAS 5, 6

	US	MT	US	MT
CPAS Principle 5: Learning Environment & Management	n = 8, % = 100.00 4.25, (0.89)	n = 16, % = 100.00 4.13, (0.96)	n = 15, % = 44.12 4.07, (0.80)	n = 21, % = 67.76 4.24, (0.89)
CPAS Principle 6: Communication	n = 8, % = 100.00 4.50, (0.76)	n = 16, % = 100.00 4.44, (0.63)	n = 15, % = 44.12 4.60, (0.51)	n = 21, % = 67.76 4.48, (0.60)

Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA

	US	MT	US	MT
CPAS 1: Content Knowledge	n = 8, % = 100.00 4.25, (0.71)	n = 16, % = 100.00 4.44, (0.63)	n = 15, % = 44.12 4.53, (0.64)	n = 21, % = 67.76 4.48, (0.68)
CPAS Principle 3: Diversity	n = 8, % = 100.00 3.88, (0.99)	n = 16, % = 100.00 3.94, (0.85)	n = 15, % = 44.12 3.73, (0.70)	n = 21, % = 67.76 4.33, (0.73)
TWS 1: Contextual Factors	n = 8 1.83, (0.38)	% = 100.00	n = 15 1.93, (0.25)	% = 88.24
TWS 5: Instructional Decision Making	n = 8 1.87, (0.35)	% = 100.00	n = 15 1.67, (0.48)	% = 88.24
TWS 6: Analysis of Student Learning	n = 8 1.88, (0.33)	% = 100.00	n = 15 1.77, (0.52)	% = 88.24
CDS 3: Diversity	n = 8 4.27, (0.84)	% = 100.00	n = 15 4.16, (0.80)	% = 88.24
Praxis II (Exam Number: 0051)	cut score = 159 n = 8 182.38, (7.50)	pass rate = 100.00% % = 100.00	cut score = 159 n = 17 183.82, (9.38)	pass rate = 100.00% % = 100.00
Major GPA	n = 8 3.35, (0.43)	% = 100.00	n = 17 3.53, (0.39)	% = 100.00

Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1

	US	MT	US	MT
CPAS 2: Learning & Development	n = 8, % = 100.00 4.38, (0.52)	n = 16, % = 100.00 4.06, (0.68)	n = 15, % = 44.12 4.13, (0.35)	n = 21, % = 67.76 4.33, (0.73)
CPAS 4: Instructional Strategies	n = 8, % = 100.00 4.00, (0.53)	n = 16, % = 100.00 4.06, (0.68)	n = 15, % = 44.12 4.33, (0.62)	n = 21, % = 67.76 4.24, (0.77)
CPAS 7: Planning	n = 8, % = 100.00 4.25, (0.89)	n = 16, % = 100.00 4.31, (0.95)	n = 15, % = 44.12 4.53, (0.64)	n = 21, % = 67.76 4.10, (0.83)
CPAS 8: Assessment	n = 8, % = 100.00 4.13, (0.83)	n = 16, % = 100.00 4.25, (0.77)	n = 15, % = 44.12 4.00, (0.38)	n = 21, % = 67.76 4.00, (0.77)
TWS 2: Learning Goals and Objectives	n = 8 1.94, (0.25)	% = 100.00	n = 15 1.72, (0.45)	% = 88.24
TWS 3: Assessment Plan	n = 8 1.70, (0.46)	% = 100.00	n = 15 1.51, (0.50)	% = 88.24
TWS 4: Design for Instruction	n = 8 1.85, (0.43)	% = 100.00	n = 15 1.73, (0.47)	% = 88.24

Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2

	US	MT	US	MT
CPAS 9: Reflective Practitioner	n = 8, % = 100.00 4.38, (0.74)	n = 16, % = 100.00 4.19, (0.83)	n = 15, % = 44.12 4.33, (0.62)	n = 21, % = 67.76 4.43, (0.75)
CPAS 10: Professionalism and Interpersonal Relationships	n = 8, % = 100.00 4.25, (1.16)	n = 16, % = 100.00 4.19, (0.98)	n = 15, % = 44.12 4.60, (0.51)	n = 21, % = 67.76 4.48, (0.68)
TWS 7: Reflection and Self-Evaluation	n = 8 1.91, (0.30)	% = 100.00	n = 15 1.77, (0.43)	% = 88.24
CDS 1: Locus of Control	n = 8 3.76, (0.47)	% = 100.00	n = 15 3.68, (0.50)	% = 88.24
CDS 2: Aspirations	n = 8 3.60, (0.63)	% = 100.00	n = 15 3.55, (0.64)	% = 88.24

TWS Scale: 2-Meets Expectation, 1-Partially Meets Expectation, 0-Not met; CPAS scale: 5-Exceptional, 3-Competent, 1-Emerging; US = university supervisor; MT = mentor teacher

CDS Scale: Section 1: 4-Strongly Agree to 1-Strongly Disagree, Section 2: 4-Always to 1-Never, Section 3: 5-Very Competent to 1-Not Competent

% = percentage of data reported

Theater & Media Arts Education - 2012-13

Fall 2012 (n = 2)

Winter 2013 (n = 7)

Enculturation for Democracy as assessed by CPAS 5, 6

	US	MT	US	MT
CPAS Principle 5: Learning Environment & Management	n = 2, % = 100.00 3.50, (0.71)	n = 2, % = 100.00 3.50, (0.71)	n = 5, % = 71.43 3.40, (0.55)	n = 7, % = 100.00 4.00, (1.29)
CPAS Principle 6: Communication	n = 2, % = 100.00 3.50, (0.71)	n = 2, % = 100.00 5.00, (0.00)	n = 5, % = 71.43 3.60, (0.89)	n = 7, % = 100.00 4.57, (0.79)

Access to Knowledge as assessed by CPAS 1, 3; TWS 1, 5, 6; CDS 3; Praxis II; Major GPA

	US	MT	US	MT
CPAS 1: Content Knowledge	n = 2, % = 100.00 4.50, (0.71)	n = 2, % = 100.00 4.50, (0.71)	n = 5, % = 71.43 4.20, (0.84)	n = 7, % = 100.00 4.57, (0.79)
CPAS Principle 3: Diversity	n = 2, % = 100.00 3.00, (0.00)	n = 2, % = 100.00 4.00, (1.41)	n = 5, % = 71.43 3.00, (0.00)	n = 7, % = 100.00 3.86, (0.69)
TWS 1: Contextual Factors	Program did not report rubric scores		Program did not report rubric scores	
TWS 5: Instructional Decision Making	Program did not report rubric scores		Program did not report rubric scores	
TWS 6: Analysis of Student Learning	Program did not report rubric scores		Program did not report rubric scores	
CDS 3: Diversity	n = 2 4.31, (0.64)	% = 100.00	n = 7 4.37, (0.59)	% = 100.00
Praxis II (Exam Number: 0640, 0641)	cut score = 630, 162 n = 2 730.00, (0.00); 165.00, (0.00)	pass rate = 100.00% % = 100.00	cut score = 630, 162 n = 7 785.00, (5.00); 178.60, (4.45)	pass rate = 100.00% % = 100.00
Major GPA	n = 2 3.67, (0.00)	% = 100.00	n = 7 3.84, (0.11)	% = 100.00

Nurturing Pedagogy as assessed by CPAS 2, 7, 8; TWS 2, 3, 4; CDS 1

	US	MT	US	MT
CPAS 2: Learning & Development	n = 2, % = 100.00 4.00, (0.00)	n = 2, % = 100.00 4.50, (0.71)	n = 5, % = 71.43 3.40, (0.55)	n = 7, % = 100.00 4.29, (0.76)
CPAS 4: Instructional Strategies	n = 2, % = 100.00 3.50, (0.71)	n = 2, % = 100.00 4.50, (0.71)	n = 5, % = 71.43 3.40, (0.89)	n = 7, % = 100.00 4.57, (0.79)
CPAS 7: Planning	n = 2, % = 100.00 4.00, (0.00)	n = 2, % = 100.00 5.00, (0.00)	n = 5, % = 71.43 4.00, (0.71)	n = 7, % = 100.00 4.57, (0.79)
CPAS 8: Assessment	n = 2, % = 100.00 4.00, (0.00)	n = 2, % = 100.00 4.50, (0.71)	n = 5, % = 71.43 3.60, (0.55)	n = 7, % = 100.00 4.14, (0.90)
TWS 2: Learning Goals and Objectives	Program did not report rubric scores		Program did not report rubric scores	
TWS 3: Assessment Plan	Program did not report rubric scores		Program did not report rubric scores	
TWS 4: Design for Instruction	Program did not report rubric scores		Program did not report rubric scores	

Stewardship as assessed by CPAS 9, 10; TWS 7; CDS 2

	US	MT	US	MT
CPAS 9: Reflective Practitioner	n = 2, % = 100.00 4.00, (0.00)	n = 2, % = 100.00 5.00, (0.00)	n = 5, % = 71.43 3.80, (1.10)	n = 7, % = 100.00 4.29, (0.76)
CPAS 10: Professionalism and Interpersonal Relationships	n = 2, % = 100.00 5.00, (0.00)	n = 2, % = 100.00 4.50, (0.71)	n = 5, % = 71.43 4.00, (1.00)	n = 7, % = 100.00 4.43, (0.79)
TWS 7: Reflection and Self-Evaluation	Program did not report rubric scores		Program did not report rubric scores	
CDS 1: Locus of Control	n = 2 3.89, (0.31)	% = 100.00	n = 7 3.84, (0.37)	% = 100.00
CDS 2: Aspirations	n = 2 3.66, (0.60)	% = 100.00	n = 7 3.65, (0.58)	% = 100.00

TWS Scale: 2-Meets Expectation, 1-Partially Meets Expectation, 0-Not met; CPAS scale: 5-Exceptional, 3-Competent, 1-Emerging; US = university supervisor; MT = mentor teacher

CDS Scale: Section 1: 4-Strongly Agree to 1-Strongly Disagree, Section 2: 4-Always to 1-Never, Section 3: 5-Very Competent to 1-Not Competent

% = percentage of data reported

Appendix E: Full Disclosure of Evidence

Table E1 is an inventory of the evidence for measures and indicators for TEAC *Quality Principle I*

Table E1: Inventory of Evidence

Type of Evidence	Available		Not Available	
Note: Items under each category are examples. Programs may have more or different evidence.	<u>In the brief</u> Reasons for including the results in the brief Location in brief	<u>Not in the brief</u> Reasons for not including the results in the brief	<u>For future use</u> Reasons for including in future briefs	<u>Not for future use</u> Reasons for not including in future briefs
Grades				
1.Student grades and grade point averages at admission and graduation	Average Major GPA at completion of student teaching. (See data spreadsheet)	GPA at admission is not included. BYU has a strict Limited Enrollment Programs (LEP) policy and has stated that “minimum overall GPA” and “a fixed minimum GPA for prerequisite courses” are “unacceptable means of limiting enrollment.” ¹		
Scores on standardized tests				

¹ Limited Enrollment Policy see p. 3-7 <http://saas.byu.edu/catalog/curriculum/handbook/3-Programs.pdf>

2. Student scores on standardized content examinations	Praxis II content showing content knowledge (See data spreadsheet)			
3. Student scores on standardized pedagogy examinations				Not required by state until Year 3 of teaching
4. Student scores on admission tests				No admissions test required if already a BYU student
5. Standardized scores and gains of the program graduates' own pupils				Value added studies indicate that it is almost impossible to attribute student learning to one teacher in one year. There are too many variables that influence student test scores.

6. Ratings of pre-admission dispositions	CDS (See summary data tables below and data spreadsheet)		We have developed a Professional Dispositions Instrument (PDI) aligned with the Utah Effective Teaching Standards (UETS) that will be used beginning Fall 2013. The PDI will replace the CDS as our dispositions instrument. We do not plan to give the PDI pre-admissions because it is an instructor rating designed for field experiences and not a self-evaluation.	
7. Ratings of portfolios of academic and clinical accomplishments	TWS (See summary data tables below and data spreadsheet)		We have revised our TWS to align with the Utah Effective Teaching Standards (UETS) that will be used beginning Fall 2013.	

8. Ratings of knowledge of diverse and multi-cultural perspectives	CPAS, TWS , (See summary data tables below and data spreadsheet)		We have revised our CPAS & TWS to align with the Utah Effective Teaching Standards (UETS) that will be used beginning Fall 2013.	
9. Ratings of professional content knowledge	We use the major GPA as an indirect measure of professional content knowledge. Candidates must have a minimum 2.85 cumulative GPA in major courses prior to student teaching.			
10. Ratings of clinical practice by university supervisor	CPAS (See summary data tables below and data spreadsheet)		We have revised our CPAS to align with the Utah Effective Teaching Standards (UETS) that will be used beginning Fall 2013.	

11. Ratings of candidate dispositions	CDS (See summary data tables below and data spreadsheet)		We have developed a Professional Dispositions Instrument (PDI) aligned with the Utah Effective Teaching Standards (UETS) that will be used beginning Fall 2013. The PDI will replace the CDS.	
12. Third-party rating of program candidates	Candidates are evaluated using the CPAS instrument by either a mentor teacher or school facilitator who is a full-time employee of the school district in which they have their student teaching or internship experience. (Average of scores is in data tables and disaggregated scores are in the spreadsheet)			

13. Ratings of in-service, clinical, and PDS teaching (post graduate)	Employer Survey (data not collected this year – collected every 3 years)			
14. Ratings by cooperating teacher and college/university supervisors of practice teachers' work samples	TWS (See summary data tables below and data spreadsheet)		We have revised our TWS to align with the Utah Effective Teaching Standards (UETS) that will be used beginning Fall 2013.	
15. Rates of graduates' professional service activities				We do not currently have plans to track this.

16. Evaluations of graduates by their own pupils			<p>The K-12 student survey was developed and a small, volunteer pilot was conducted during the 2011-12 academic year. Data were not included in this annual report since it was only pilot data to inform instrument revisions for a larger pilot to be conducted during the 2012-13 academic year.</p> <p>We found that the data was not meaningful for elementary – particularly early elementary children. So, we have currently not made the decision to make this a part of our EPP-wide assessment system.</p>	
17. Alumni self-assessment of their accomplishments.	Alumni Survey (data not collected this year – collected every 3 years)			

18. Third-party professional recognition of graduates.				This is extremely difficult to track given the number of graduates in our program.
19. Employers' evaluations of the program's graduates.	Employer Survey (data not collected this year – collected every 3 years)			
20. Graduates' authoring of textbooks, curriculum materials, etc.				This is extremely difficult to track.
21. Graduates' own pupils' learning and accomplishment.				Value added studies indicate that it is almost impossible to attribute student learning to one teacher in one year. There are too many variables that influence student test scores.
22. Candidates self assessment of learning in the program	Senior Survey (see raw data file)			

Appendix F: Instruments Based on UETS for the 2013-14 Academic Year

This appendix contains three new instruments that have been updated to address the Utah Effective Teaching Standards (<http://www.uen.org/k12educator/uets/>) instead of the InTASC standards. The instruments in order of appearance below are:

1. Teacher Work Sample (TWS)
2. Clinical Performance Assessment System (CPAS)
3. Professional Dispositions Instrument (PDI)



Brigham Young University
Educator Preparation Program

Teacher Work Sample Rubric

September 2013

1. Contextual Factors Scoring Guide

Rating → Indicator ↓	3 Advanced Competence	2 Basic Competence	1 Deficient	Score
1.A Community, School & Classroom Factors	Significantly Exceeds Basic Competence.	Candidate displays relevant knowledge of the characteristics of the community, school, and classroom that may affect learning.	Does not meet Basic Competence.	
1.B Student Characteristics	Significantly Exceeds Basic Competence	Candidate displays an understanding of student differences (e.g. development, interests, culture, abilities/disabilities) that may affect learning.	Does not meet Basic Competence.	
1.C Instructional Implications	Significantly Exceeds Basic Competence.	Candidate provides implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Does not meet Basic Competence.	

2. Learning Goal Scoring Guide

Rating → Indicator ↓	3 Advanced Competence	2 Basic Competence	1 Deficient	Score
2.A Unit Goals	Significantly Exceeds Basic Competence.	The goals reflect a “big idea” in the discipline.	Does not meet Basic Competence.	
2.B Alignment	Significantly Exceeds Basic Competence.	The goals align with identified local, state, or national standards.	Does not meet Basic Competence.	
2.C Levels of Learning	Significantly Exceeds Basic Competence.	Goals reflect a variety of levels of learning (e.g. Bloom’s Taxonomy).	Does not meet Basic Competence.	
2.D Appropriateness	Significantly Exceeds Basic Competence.	Goals are appropriate for the expected development and cultural background of students.	Does not meet Basic Competence.	

3. Assessment Plan Scoring Guide

Rating → Indicator ↓	3 Advanced Competence	2 Basic Competence	1 Deficient	Score
3.A Pre-, Formative, and Post- Assessments	Significantly Exceeds Basic Competence.	The plan includes a pre-, formative, and post- assessment that measures student growth for each learning goal.	Does not meet Basic Competence.	
3.B Alignment with Level of Learning	Significantly Exceeds Basic Competence.	The assessment method aligns with the level of learning (e.g. Bloom's Taxonomy) of the identified learning goal.	Does not meet Basic Competence.	
3.C Performance Criterion	Significantly Exceeds Basic Competence.	For each assessment method there is a performance criterion which includes how you will evaluate students' performance on the assessments and the indicator of proficiency.	Does not meet Basic Competence.	
3.D Adaptations Based on Student Need	Significantly Exceeds Basic Competence.	A variety of adaptations are identified that are appropriate to meet the individual needs of students.	Does not meet Basic Competence.	

4. Design for Instruction Scoring Guide

Rating → Indicator ↓	3 Advanced Competence	2 Basic Competence	1 Deficient	Score
4.A Contextual Information	Significantly Exceeds Basic Competence.	Lessons address contextual factors and student needs.	Does not meet Basic Competence.	
4.B Instructional Strategies	Significantly Exceeds Basic Competence.	A variety of instructional strategies that focus on student learning are used throughout the unit.	Does not meet Basic Competence.	
4.C Technology	Significantly Exceeds Basic Competence.	Students use technology that will enhance the instruction and that students can use as part of the learning process.	Does not meet Basic Competence.	
4.D Integration	Significantly Exceeds Basic Competence.	Instruction integrates with a variety of content areas (e. g., literacy, art, music, mathematics, science).	Does not meet Basic Competence.	
4.E Adaptations	Significantly Exceeds Basic Competence.	A variety of appropriate adaptations are identified to meet the individual needs of students.	Does not meet Basic Competence.	
4.F Overall Unit Plan	Significantly Exceeds Basic Competence.	Lessons are logically sequenced, student interest/ engagement would be high. Lesson plans are included in Appendix B.	Does not meet Basic Competence.	

5. Instructional Decision-Making Scoring Guide

Rating → Indicator ↓	3 Advanced Competence	2 Basic Competence	1 Deficient	Score
5.A Modifications Based on Analysis of Pre- assessment	Significantly Exceeds Basic Competence.	Appropriate modifications of the instructional plan are made to address pre-assessment data.	Does not meet Basic Competence.	
5.B Modifications Based on Formative Assessment	Significantly Exceeds Basic Competence.	Instructional decisions reported are appropriate based on formative assessment.	Does not meet Basic Competence.	

6. Report of Student Learning Scoring Guide

Rating → Indicator ↓		3 Advanced Competence	2 Basic Competence	1 Deficient	Score
6.A Whole Class	Data Summary	Significantly Exceeds Basic Competence.	Summary is meaningful and appropriate conclusions are drawn from the data.	Does not meet Basic Competence.	
	Impact on Student Learning	Significantly Exceeds Basic Competence.	Adequate evidence is provided on who achieved and made progress toward the learning goal and/or each objective.	Does not meet Basic Competence.	
6.B Student needing supplemental Instruction	Data Summary	Significantly Exceeds Basic Competence.	Summary is meaningful and some appropriate conclusions are supported by data.	Does not meet Basic Competence.	
	Impact on Student Learning	Significantly Exceeds Basic Competence.	Adequate evidence is provided that showed why the selected student data helped the teacher provide supplemental instruction.	Does not meet Basic Competence.	
6.C Student needing individual accommodation.	Data Summary	Significantly Exceeds Basic Competence.	Summary is meaningful and some appropriate conclusions are supported by data.	Does not meet Basic Competence.	
	Impact on Student Learning	Significantly Exceeds Basic Competence.	Adequate evidence is provided that showed why the selected student data helped the teacher provide individual accommodations.	Does not meet Basic Competence.	

7. Reflection and Self-Evaluation Scoring Guide

Rating → Indicator ↓	3 Advanced Competence	2 Basic Competence	1 Deficient	Score
7.A Interpretation of Student Learning	Significantly Exceeds Basic Competence.	Provides adequate reasons for why students met or did not meet the learning goal and objectives.	Does not meet Basic Competence.	
7.B Insights on Effective Instruction and Assessment	Significantly Exceeds Basic Competence.	Identifies the most and the least successful activities and assessments and explores plausible reasons for their success or failure.	Does not meet Basic Competence.	
7.C Implications for Personal Professional Improvement	Significantly Exceeds Basic Competence.	Identifies two areas for improvement and lists and describes specific professional activities to improve in these areas.	Does not meet Basic Competence.	

TWS Overall Document Scoring Guide

Rating → Indicator ↓	3 Advanced Competence	2 Basic Competence	1 Deficient	Score
Mechanics of Writing	Significantly Exceeds Basic Competence.	Spelling, grammar, capitalization, punctuation, sentence structure, and all other mechanics of writing are 90% correct.	Does not meet Basic Competence.	
Organization and Clarity	Significantly Exceeds Basic Competence.	Sections are well organized and required information is clearly presented and easy to find.	Does not meet Basic Competence.	
Overall TWS Quality	Significantly Exceeds Basic Competence.	TWS reflects the typical professional thought and effort expected in a culminating teacher education assignment.	Does not meet Basic Competence.	

Sum of scores:

÷ 31 = Average Score:



Brigham Young University
Educator Preparation Program

Clinical Practice Assessment System

Summative Evaluation

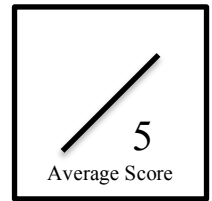
September 2013



Brigham Young University

CLINICAL PRACTICE ASSESSMENT SYSTEM

SUMMATIVE EVALUATION



Candidate: _____ BYU ID: _____ Semester: _____
Program: _____ Evaluator: _____ University Supervisor: _____ Course #: _____
District: _____ School: _____ Grade level(s): _____
Observations: (total #: _____ total observation time: _____)

Evidence for observation (check all that were used to calculate this summative evaluation):

- ☐ CPAS from BYU supervisor ☐ CPAS from mentor teacher ☐ Candidate portfolio
☐ CPAS from school facilitator ☐ Professional Disposition Instrument ☐ Other _____

5 – Distinguished Competence Significantly Above Basic Requirement	4 - Advanced Competence Above Basic Requirement	3 – Basic Competence Meets Requirement	2 - Emerging Competence Requires Feedback	1- Deficient Requires Intervention
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THE LEARNER AND THE LEARNING

STANDARD #1: LEARNER DEVELOPMENT: The candidate understands cognitive, linguistic, social, emotional and physical areas of student development.

- Provides appropriate instruction for students' current developmental levels.
- Addresses multiple learning styles to meet individual learner needs.

☐

STANDARD #2: LEARNING DIFFERENCES: The candidate understands individual learner differences and cultural and linguistic diversity.

- Provides learning experiences that meet students' diverse cognitive styles, strengths, and needs.
- Monitors and adjusts instruction in a way that meets diverse learners' needs.

☐

STANDARD #3: LEARNING ENVIRONMENTS: The candidate works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

- Uses and encourages life skills needed to function as contributing members of a civil society (effort, respect, support, responsibility, openness, cooperation, etc.).
- Uses appropriate strategies (pacing, management, preparation, etc.) to prevent discipline problems.
- Uses appropriate and timely interventions when needed.

☐

INSTRUCTIONAL PRACTICE

STANDARD #4: CONTENT KNOWLEDGE: The candidate understands the central concepts, tools of inquiry, and structures of the discipline.

- Possesses the needed content knowledge.
- Helps students make content connections to other content, personal schemas and real life situations.
- Uses developmentally appropriate academic language and processes of the discipline.

☐

STANDARD #5: ASSESSMENT: The candidate uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

- Uses a variety of appropriate assessments (formal, informal, formative, summative) that are aligned with instructional goals and objectives.
- Provides opportunities for students to self assess and monitor progress.
- Provides timely, constructive feedback during the lesson to encourage student accuracy.

☐

STANDARD #6: INSTRUCTIONAL PLANNING: The candidate plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Core Curriculum standards, instructional best practices, and the community context.

- Creates appropriate and quality instructional plans that are aligned with established curriculum goals and standards.
- Differentiates instructions through accommodations, resources, and materials.

☐

STANDARD #7: INSTRUCTIONAL STRATEGIES: The candidate uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

- Uses a variety of effective teaching and learning strategies (active learning, modeling, collaborating, independent work, materials, etc.).
- Models effective communication.
- Facilitates students' critical thinking.
- Appropriately uses digital and interactive technologies to enhance learning and instruction.

☐



Brigham Young University

CLINICAL PRACTICE ASSESSMENT SYSTEM

Summative Evaluation



Candidate: _____ BYU ID: _____ Semester: _____

PROFESSIONAL RESPONSIBILITY

STANDARD #8: REFLECTION AND CONTINUOUS GROWTH: The candidate is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

- Self evaluates accurately through critical reflection.
- Accepts and uses feedback from colleagues and supervisors to help improve teaching skills and practices.

☐

STANDARD #9: LEADERSHIP AND COLLABORATION: The candidate is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

- Demonstrates highly effective interpersonal skills.
- Effectively collaborates with others to enhance student learning.

☐

STANDARD #10: PROFESSIONAL AND ETHICAL BEHAVIOR: The candidate demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

- Exhibits professionalism including: positive attitude, commitment to the profession, professional appearance, punctuality, attendance, flexibility, integrity, and respect.

☐

Summary Statement:

Please provide a detailed summary of the candidate's teaching practices while working in the classroom. This is not a letter of recommendation. It is an evaluation of the candidate's knowledge and skills as a practicum student, student teacher, or intern.

Evaluator Signature: _____ Date: _____

University Program Supervisor Signature: _____ Date: _____

I have read and discussed the Clinical Practice Assessment System.

Candidate Signature: _____ Date: _____



Brigham Young University
Educator Preparation Program

Professional Disposition Instrument

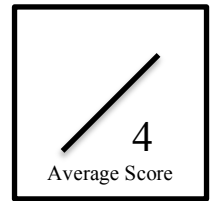
September 2013



Brigham Young University

PROFESSIONAL DISPOSITION INSTRUMENT

(PDI)



Candidate: _____ BYU ID: _____ Semester: _____
Program: _____ Evaluator: _____ University Supervisor: _____ Course #: _____
District: _____ School: _____ Grade level(s): _____
Observations: (total #: _____ total observation time: _____)

4 - Advanced Competence Above Basic Requirement	3 - Basic Competence Meets Requirement	2 - Emerging Competence Requires Feedback	1- Deficient Requires Intervention
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THE LEARNER AND LEARNING

The teacher candidate:

1. *Works effectively with students who are particularly challenging.*
2. *Fosters an environment in which diverse learners participate.*
3. *Teaches in a nurturing manner.*
4. *Demonstrates that s/he respects all students.*

☐
☐
☐
☐

CONTENT KNOWLEDGE

The teacher candidate:

5. *Remains current in requisite content knowledge.*
6. *Aligns content knowledge with students' background and experiences.*
7. *Shows enthusiasm for required content.*

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INSTRUCTIONAL PRACTICE

The teacher candidate:

8. *Provides instruction that is culturally relevant and inclusive of student characteristics such as race, gender, SES, or disability.*
9. *Takes initiative to improve instruction and solve problems.*
10. *Incorporates aspects of democracy in the classroom.*

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PROFESSIONAL RESPONSIBILITY

The teacher candidate:

11. *Accepts and uses feedback to improve performance.*
12. *Collaborates respectfully with educational professionals and school personnel.*

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Brigham Young University

PROFESSIONAL DISPOSITION INSTRUMENT (PDI)



Candidate: _____ BYU ID: _____ Semester: _____

13. *Involves parents and families in the educational process.*

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14. *Demonstrates responsibility by completing expected duties in the school.*

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15. *Shows flexibility in adjusting to changes within the school environment.*

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Please note other issues of concern (e.g., attendance, punctuality, dress and grooming, etc.) in the space below:

Evaluator Signature: _____ Date: _____

I have read and discussed the Professional Disposition Instrument.

Candidate Signature: _____ Date: _____