Evidence File: Student Teaching Evaluation: Aspiring Teacher Rubric Summary & Data (Instrument used by all teacher preparation programs except BSED Secondary Education, Sciences and Mathematics and MAT-S Teaching Science with Certification.)
(CAEP Standards R1.1, R1.2, R1.3, R1.4, R3.3, R5.1, & R5.2)
(This Evidence File Template was adapted from CAEP Consolidated Handbook, 2020, Building a case that a standard is met, p. 15-16.)

1. **Case for Meeting Standard Component**

   ▪ The Aspiring Teacher Rubric (ATR) is a proprietary instrument developed by the National Institute for Excellence in Education (see [National Institute for Excellence in Teaching (NIET) Aspiring Teacher Rubric](#)). The ATR was intentionally designed to be developmentally appropriate for student teachers. NAU Professional Education Programs (PEP) selected the ATR as the student teaching evaluation instrument due to the explicit alignment to the InTASC Standards (CAEP Standards R1). It is a validated instrument that requires training and certification to support the consistent implementation and reliability of the data collected. The ATR is used by University Supervisors to evaluate a student teacher's design and delivery of a lesson through a formal Midterm and Final observation thus providing evidence for CAEP Standard R3.3, Competency at Completion. NAU PEP transitioned to the ATR from the NIET TAP Rubric in Fall 2020.

NIET Aspiring Teacher Rubric Comparison Summary

This table below provides a summary for how the NIET Aspiring Teacher Rubric indicators relate to the NIET Teaching Standards indicators and InTASC Standards.

NIET Aspiring Teacher Rubric Indicators	NIET TAP Rubric Teaching Standards Indicators	InTASC Standards
Instructional Plans	• Instructional Plans • Lesson Structure and Pacing • Student Work	• Standard #4: Content Knowledge • Standard #7: Planning for Instruction
Assessment	• Assessment	• Standard #4: Content Knowledge • Standard #6: Assessment
Standards and Objectives	• Standards and Objectives • Assessment • Student Work • Expectations	• Standard #1: Learner Development • Standard #4: Content Knowledge • Standard #8: Instructional Strategies

Presenting Instructional Content	• Presenting Instructional Content • Teacher Content Knowledge	• Standard #4: Content Knowledge • Standard #5: Application of Content • Standard #8: Instructional Strategies
Activities and Materials	• Activities and Materials • Grouping Students • Motivating Students	• Standard #5: Application of Content • Standard #8: Instructional Strategies
Questioning	• Questioning	• Standard #5: Application of Content
Academic Feedback	• Academic Feedback	• Standard #5: Application of Content
Teacher Knowledge of Students	• Teacher Knowledge of Students • Grouping Students • Lesson Structure and Pacing	• Standard #1: Learner Development • Standard #2: Learning Differences • Standard #6: Assessment
Thinking and Problem-Solving	• Thinking • Problem-Solving	• Standard #5: Application of Content • Standard #8: Instructional Strategies
Environment	• Environment • Expectations • Respectful Culture	• Standard #2: Learning Differences • Standard #3: Learning Environments
Engaging Students and Managing Student Behavior	• Managing Student Behavior • Lesson Structure and Pacing	• Standard #2: Learning Differences • Standard #3: Learning Environments

| Professionalism and Ethical Behavior | • Professionalism | • Standard #9 Professional Learning and Ethical Practice |
| | | • Standard #10 Leadership and Collaboration |

Data from the ATR are extracted and archived in the university's quality assurance system (CAEP Standard R5.1). The university's information technology services department extracts data from the enterprise learning management system (LMS), BbLearn, loads it into the data warehouse, and makes it available in the reporting infrastructure, or Business Objects. Data from this system are downloaded into useable and formatted Excel spreadsheets, which can be inserted into both program level reports (i.e., Assessment 5) as well as at the unit level as documented in this file.

- **Summary:** The AY 2020-2021 data results were shared internally with the Initial Teacher Preparation (ITP CC) Coordinating Council in Fall 2021 and with Cooperating Teachers (key stakeholders) through new feedback items that were added to the instrument cooperating teachers complete. These additional items regarding these evaluation results were piloted in Fall 2021 and fully implemented in Spring 2022. The raw data results and data analysis from these additional items as well as open ended comments provided by Cooperating Teachers were provided to ITP Coordinating Council members and program coordinators at the March 2022 ITP CC meeting to review further and determine if any instructional or program improvements are needed and if so, what curriculum changes should be made. PEP leadership and staff followed-up with programs at the April 2022 ITP CC meeting and in Fall 2022 to request documentation of any curricular changes based on the data results. The AY 2021-2022 data results were shared internally with the ITP CC in Fall 2022 and with Cooperating Teachers through the evaluation items on the instrument completed by cooperating teacher. In addition, at the conclusion of each fall and spring semester, program-level assessment files (i.e., Assessment 4) are updated as appropriate with ATA results. Use of data results are noted in the interpretation section of this assessment file (i.e., item d.). These examples illustrate use of data in Section 4 Findings, Implications, & Use of Data.

2. **Data Sources & Methods**

- **Data Source:** As noted above, NAU transitioned to the ATR in Fall 2020. Prior to Fall 2020, the NIET TAP Rubric was used for evaluating student teachers. This evidence file contains ATR data results from Fall 2020 to Spring 2022. Data results are updated in this evidence file at the conclusion of each academic year.

- **Methods:**
  Instrument Training for Evaluators: The pilot implementation of the ATR occurred in Fall 2020. University Supervisors attended a virtual training in summer 2020. Following this training, University Supervisors completed an online certification module. Each year new University Supervisors complete the virtual training. NAU adheres to NIET's 2-year certification training option for university supervisors to support consistency in implementation of the instrument. University Supervisor certification is tracked by PEP staff through the US

Database for each term. As of Spring 2022, the ATR Certification expiration date for the majority of University Supervisors is summer or fall of 2023.

The University Supervisor population remains relatively consistent, but NAU Professional Education Programs plans to continue to offer instrument trainings as needed for new supervisors and faculty members. ATR re-certification training is also scheduled for summer 2023.

Implementation: The ATR is used for two formal evaluations during student teaching in all undergraduate and graduate teacher preparation programs except for the Secondary Education Mathematics and Science programs. These programs chose a separate instrument based on the programs' affiliation with the UTeach program at the University of Texas at Austin (see Evidence File UTeach Observation Protocol R1). The primary purpose of the ATR is to provide targeted feedback to a candidate regarding their performance related to best practices and InTASC Standards. The ATR is provided through the online student teaching course materials provided to candidates through the university's learning management system. The scoring rubric was created in the learning management system to collect evaluation data.

At an initial meeting, the University Supervisor introduces the ATR and scoring guidelines to the Cooperating Teacher and Student Teacher. The Student Teacher also completes a self-assessment using the ATR, which is discussed at the initial meeting. As recommended by NIET, a passing score is considered an overall average of 2.5 or higher on the Final Evaluation and no "1s" on any of the rubric indicators.

The Professional Education Programs (PEP) Director serves as the primary instructor for all student teaching courses and sections. Prior to the posting of individual grades, PEP staff verify that all student teaching requirements have been successfully completed by each candidate, including a passing score on the ATR (CAEP Standard R1 and R3.3).

- **Data Reporting:** At the conclusion of each semester, the ATR evaluation data are extracted from the learning management system and archived in Business Objects, a university supported reporting tool. The data are disaggregated by program and results are added to each program's Assessment 4 report file. For analysis at the EPP level, the instrument items are disaggregated by the 12 ATR indicators which align to InTASC Standards (see alignment noted in Section 5 Data tables) and mean scores are computed. Program and EPP level data reports are stored on a university SharePoint website that faculty and EPP leaders have access to review and analyze for the purpose of program evaluation and continuous improvement (CAEP Standard R5.1).

The transition to the ATR, including a copy of the instrument and reasons NAU chose to move to this instrument, was discussed with stakeholders participating in NAU's Teacher Preparation Advisory Council (see Evidence File Teacher Preparation Advisory Council R5.3). As noted above, initial ATR results were also shared with Cooperating Teachers through additional survey items that were added to the

student teaching evaluation instrument completed by mentor teachers regarding their candidate. Cooperating Teachers were asked to rate if they observed similar strengths and areas for improvement as identified through the aggregated ATR results.

2.a. **Evidence of Data Credibility**

- NIET requires ATR training and successful completion of the re-certification process every two years to address validity and reliability in relation to use of the instrument. A listing of NAU's University Supervisors with their current status in relation to certification is maintained in the University Database created for each semester and managed by PEP staff.

2.b. **Participants**

- The number of completers by program are listed in the table. In Fall 2020, there were 193 total program completers, and in Spring 2021 there were 308 program completers. In Fall 2021, there were 191 total program completers, and in Spring 2022, there were 372 program completers. All teacher preparation programs, except for NAU's BSEd Secondary Education – Mathematics, BSEd Secondary Education, Science (i.e., Biology, Chemistry, Earth Science, General Science, Physics), and MAT-S Teaching Science with Certification, utilize the ATR and are represented in the data tables. The BSED and MAT-S Mathematics and Science programs utilize the UTeach Observation Protocol and the data for these programs are provided in a separate evidence file. The response rate for the ATR is high given that candidates are required to earn a passing score to successfully complete student teaching.

  Note: According to the public-facing webpage hosted by the university's Office of Planning and Institutional Research, "[because] degree posting occurs over several months following a semester and degrees are occasionally posted retroactively to an older semester, totals for the latest fiscal year will show considerable change until the majority of summer degrees are posted. For these reasons, counts of graduates may change over time."

Program Completers by Initial Teacher Preparation Program Fall 2020 to Spring 2022					
College of Education					
Teacher Preparation Programs	Number of Program Completers				
	Fall 2020	Spring 2021	Fall 2021	Spring 2022	*Total*
Early Child Education & Early Childhood Special Education (BSEd)	5	5	3	16	*29*
Elementary Education - Certification (MEd)	6	10	14	23	*53*

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Total
Elementary Education (BSEd)	91	167	77	205	*540*
Elementary & Special Education (BSEd)	46	47	38	56	*187*
Special Education – Early Childhood Special Education w/ Cert (MEd)	4	0	2	2	*8*
Special Education – Mild/Moderate Disabilities Certified (MEd)	2	19	1	16	*38*
College of Education Totals	*154*	*248*	*135*	*318*	*855*
Secondary Education					
Teacher Preparation Programs	**Number of Program Completers**				
	Fall 2020	**Spring 2021**	**Fall 2021**	**Spring 2022**	**Total**
Art Education (BSEd)	3	11	7	8	*29*
Music Secondary Education (BMEd)	14	4	25	1	*44*
Secondary Education - English (BSEd)	10	25	10	17	*62*
Secondary Education, Global Languages & Culture: Spanish (BSEd)	2	2	3	2	*9*
Secondary Education - History & Social Studies (BSEd)	10	14	11	21	*56*
Health Sciences - Physical Education (BSEd)	0	4	0	5	*9*
Secondary Education Totals	*39*	*60*	*56*	*54*	*209*
Totals for All Programs	*193*	*308*	*191*	*372*	*1,064*

3. **Data Analysis**

▪ The ATR data includes pilot implementation data collected in Fall 2020. NAU worked in partnership with NIET and provided data results for purposes of conducting a reliability study regarding the instrument.

The number of candidates for each program and response rates are provided in the left column of the tables in Section 5 Data below.

The overall passing score as recommended by NIET for the TAP Rubric is 2.5 on the Final evaluation. NAU's goal is to focus continuous improvement efforts in relation to program preparation for indicators where the overall average at the Midterm evaluation falls below an average score of 3.0.

Fall 2021 & Spring 2022

Analysis of Mid-Term Evaluation Results: Analysis of the aggregate data from the ATR student teaching mid-term evaluation results for Fall 2021 and Spring 2022 indicated overall strengths as well as areas for improvement. To be categorized as a strength, we looked for items where there were patterns of average scores around 3.1 or higher at mid-term. Areas for improvement were based on overall results across the two semesters of data and across COE and Secondary Education degree programs. For areas of improvement, we looked for items where there were patterns of average scores below 3.0 at mid-term. The EPP focuses analysis efforts on mid-term evaluation results since these results better portray candidates' strengths and areas for improvement after completion of teacher preparation courses. Analysis of final evaluation results are provided below and focus on candidate competencies at completion of the program.

Strengths

- ATR Indicators 5, Activities and Materials, 10, Environment, and 12, Professional and Ethical Behaviors were identified as strengths based on the data results.
  - Indicator 12, Professional and Ethical Behaviors was the highest rated with overall average mid-term scores for all programs for Fall 2021 and Spring 2022 being 3.26 and 3.42, respectively. Indicator 12 is aligned to InTASC Standards 9 and 10, Professional learning and Ethical Practice and Leadership and Collaboration, respectively.
  - Indicator 10, Environment received the second highest ratings for the overall average mid-term scores. Indicator 10, Environment is defined as environment, expectations, and respectful culture. The overall average mid-term scores for all programs for Fall 2021 and Spring 2022 were 3.13 and 3.31, respectively. Indicator 10 is aligned to InTASC Standards 2 and 3, Learning Differences and Learning Environments, respectively.
  - Indicator 5, Activities and Materials was noted as having the third highest ratings. Indicator 5, Activities and Materials is defined as activities and materials, grouping, and motivating students. The overall average mid-term scores for all programs for Fall 2021 and Spring 2022 were 3.04 and 3.18, respectively. Indicator 5 is aligned to InTASC Standards 5 and 8, Application of Content and Instructional Strategies, respectively.

Areas for Improvement

- Overall average scores at mid-term were lowest for Indicator 2, Assessment (aligned to InTASC Standard 4, Content Knowledge and Standard 6, Assessment), Indicator 3, Standards and Objectives (aligned to InTASC Standard 1, Learner Development, Standard 4, Content Knowledge, and Standard 8, Instructional Strategies), Indicator 6, Questioning (aligned to InTASC Standard

5, Application of Content), and Indicator 9, Thinking and Problem Solving (aligned to InTASC Standard 5, Application of Content and Standard 8, Instructional Strategies). The overall average mid-term scores for Fall 2021 and Spring 2022 were:

- o Indicator 2, Assessment – 2.74 and 2.87, respectively
- o Indicator 3, Standards and Objectives – 2.91 and 3.04, respectively
- o Indicator 6, Questioning – 2.71 and 2.91, respectively
- o Indicator 9, Thinking and Problem Solving – 2.85 and 2.95, respectively

Analysis of Final Evaluation Results: The overall final evaluation results from Fall 2021 and Spring 2022 were similar and indicate that candidates performed well. For these two semesters, the overall final evaluation results indicated average scores above 3.0 for all ATR indicators.

Strengths

The ATR criteria with the highest overall final evaluation scores for Fall 2021 and Spring 2022, respectively, demonstrate where candidates excelled most include:

- Indicator 4, Presenting Instructional Content - 3.50 and 3.61, respectively
- Indicator 5, Activities and Materials - 3.45 and 3.65, respectively
- Indicator 8, Teacher Knowledge of Students - 3.48 and 3.62, respectively
- Indicator 10, Environment - 3.56 and 3.67, respectively
- Indicator 11, Engaging Students and Managing Behavior - 3.44 and 3.58, respectively
- Indicator 12, Professionalism and Ethical Behavior - 3.65 and 3.79, respectively

Areas for Improvement

The ATR criteria with the lowest overall final evaluation scores demonstrating where candidates struggled the most included:

- Indicator 2, Assessment - 3.20 and 3.29, respectively
- Indicator 6, Questioning - 3.24 and 3.38, respectively
- Indicator 9, Thinking and Problem-Solving - 3.32 and 3.40, respectively

Fall 2020 & Spring 2021

Analysis of Mid-Term Evaluation Results: Analysis of the aggregate data from the ATR student teaching mid-term evaluation results for Fall 2020 and Spring 2021 indicated overall strengths as well as areas for improvement. To be categorized as a strength, we looked for items where there were patterns of average scores around 3.1 or higher at mid-term. Areas for improvement were based on overall results across the two semesters of data and across COE and Secondary Education degree programs. For areas of improvement, we looked for items where there were patterns of average scores below 3.0 at mid-term. The EPP focuses analysis efforts on mid-term evaluation results since these results better portray candidates' strengths and areas for improvement after completion of teacher preparation courses. Analysis of final evaluation results are provided below and focus on candidate competencies at completion of the program.

Strengths

- ATR Indicators 1, Instructional Plans, 10, Environment, and 12, Professional and Ethical Behaviors were identified as strengths based on the data results.
  - Indicator 12, Professional and Ethical Behaviors was the highest rated with overall average mid-term scores for all programs for Fall 2020 and Spring 2021 being 3.43 and 3.52, respectively. Indicator 12 is aligned to InTASC Standards 9 and 10, Professional learning and Ethical Practice and Leadership and Collaboration, respectively.
  - Indicator 10, Environment received the second highest ratings for the overall average mid-term scores. Indicator 10, Environment is defined as environment, expectations, and respectful culture. The overall average mid-term scores for all programs for Fall 2020 and Spring 2021 were 3.19 and 3.38, respectively. Indicator 10 is aligned to InTASC Standards 2 and 3, Learning Differences and Learning Environments, respectively.
  - Indicator 1, Instructional Plans was noted as having the third highest ratings. – Indicator 1, Instructional Plans is defined as instructional plans, lesson structure and pacing, and student work. The overall average mid-term scores for all programs for Fall 2020 and Spring 2021 were 3.08 and 3.19, respectively. Indicator 1 is aligned to InTASC Standards 4 and 7, Content Knowledge and Planning for Instruction, respectively.

Areas for Improvement

- Overall average scores at mid-term were lowest for Indicator 2, Assessment (aligned to InTASC Standard 4, Content Knowledge and Standard 6, Assessment), Indicator 3, Standards and Objectives (aligned to InTASC Standard 1, Learner Development, Standard 4, Content Knowledge, and Standard 8, Instructional Strategies), Indicator 6, Questioning (aligned to InTASC Standard 5, Application of Content), and Indicator 9, Thinking and Problem Solving (aligned to InTASC Standard 5, Application of Content and Standard 8, Instructional Strategies). The overall average mid-term scores for Fall 2020 and Spring 2021 were:

- o Indicator 2, Assessment – 2.79 and 2.82, respectively
- o Indicator 3, Standards and Objectives – 2.95 and 2.98, respectively
- o Indicator 6, Questioning – 2.81 and 2.88, respectively
- o Indicator 9, Thinking and Problem Solving – 2.87 and 2.92, respectively

Analysis of Final Evaluation Results: The overall final evaluation results from Fall 2020 and Spring 2021 were similar and indicate that candidates performed well. For these two semesters, the overall final evaluation results indicated average scores above 3.0 for all ATR indicators.

Strengths

The ATR criteria with the highest overall scores for Fall 2020 and Spring 2021, respectively, demonstrate where candidates excelled most include:

- Indicator 1, Instructional Plans - 3.44 and 3.59, respectively
- Indicator 4, Presenting Instructional Content - 3.46 and 3.54, respectively
- Indicator 5, Activities and Materials - 3.40 and 3.53, respectively
- Indicator 8, Teacher Knowledge of Students - 3.49 and 3.54, respectively
- Indicator 10, Environment - 3.56 and 3.64, respectively
- Indicator 12, Professionalism and Ethical Behavior - 3.77 and 3.84, respectively

Areas for Improvement

The ATR criteria with the lowest overall scores demonstrating where candidates struggled the most included:

- Indicator 2, Assessment - 3.19 and 3.23, respectively
- Indicator 3, Standards and Objectives - 3.29 and 3.37, respectively
- Indicator 6, Questioning - 3.21 and 3.30, respectively
- Indicator 9, Thinking and Problem-Solving - 3.19 and 3.36, respectively

4. **Findings, Implications, & Use of Data**

- *Findings/Implications:* As discussed in the Methods section above, the overall passing score as recommended by NIET for the TAP Rubric is 2.5 on the Final evaluation. NAU's goal is to focus continuous improvement efforts in relation to program preparation for indicators where the overall average at the Midterm or Final Evaluation falls below an average score of 3.0 points.

Across these four semesters (i.e., Fall 2020, Spring 2021, Fall 2021, and Spring 2022), the evidence suggests that the ATR indicators and corresponding InTASC Standards where candidates are struggling the most, especially at the mid-term evaluation include:

- Indicator 2, Assessment: InTASC Standard 4, Content Knowledge and InTASC Standard 6, Assessment
- Indicator 6, Questioning: InTASC Standard 5, Application of Content
- Indicator 9, Thinking and Problem: InTASC Standard 5, Application of Content and InTASC Standard 8, Instructional Strategies

Use of Data: These data results were shared internally with the Initial Teacher Preparation (ITP) Coordinating Council in Fall 2021 and Fall 2022, respectively, and with Cooperating Teachers (key stakeholders) through additional evaluation items added to the instrument mentor teachers complete. The additional items regarding these evaluation results were piloted in Fall 2021 and fully implemented in Spring 2022. The raw data results and data analyses from these additional items as well as open ended comments provided by Cooperating Teachers have been provided to ITP Coordinating Council members and program coordinators to review further and determine if any instructional or program improvements are needed and if so, what curriculum changes should be made.

In addition, at the conclusion of each fall and spring semester, program-level assessment files (i.e., Assessment 4) are updated as appropriate with ATA results. Use of data results are noted in the interpretation section of this assessment file (i.e., item d) and the Assessment 4 file is submitted as part of the formal program review process through the CAEP/SPA process or can be utilized as a supplemental document for the Arizona Department of Education program review process. A few examples of how programs have utilized the ATR results from their program completers include:

- BSED Secondary Education – English: Interpretation and use of Fall 2020-Spring 2021; the majority of the candidates scored at the Proficient, Distinguished, or Exemplary level for the twelve instrument indicators. The results indicated some struggles by candidates in relation to the Questioning and Academic Feedback indicators noting a need for teacher candidates to increase practice with higher order questioning skills and teaching the various types of thinking and facilitate student-led problem solving. Both indicators can be effectively practiced in the pedagogy classes required for the program. Faculty plan to more intentionally model these skills and ask candidates to practice these indicators in peer groups.
- BSED Secondary Education - History & Social Studies: Interpretation and use of Fall 2020, Spring 2021, and Fall 2021 data results; data from these cycles show teacher candidates are meeting the InTASC standards across a variety of domains. The ATR was recently adopted, and program faculty are pleased with both the hard data showing teacher candidate success, in addition to positive anecdotal evidence from university supervisors and cooperating teachers. Faculty noted several program areas that may be contributing to teacher candidate success. Across five methods courses, teacher candidates work extensively on lesson and unit planning, meeting the diverse needs of learners, incorporating various assessment strategies, developing data literacy, working with content standards, developing questioning techniques, and learning about the ethics of the teaching profession. Work in these areas is carefully scaffolded, with signature assessments to monitor candidate content knowledge and their ability to plan instruction (CAEP Standard 3.2 and 3.3), and we believe the data indicates candidates are translating this work to their

capstone, student teaching experience. Faculty also attribute positive data results to the required fieldwork experience (67.5 hours across four different secondary classrooms) is significantly contributing to candidate understanding of students. Additionally, the most common area where candidates score at the exemplary level is in professionalism and ethical behavior. Teacher candidates are required to complete disposition instruction modules (emphasizing legal issues, dispositions, and special education aligned to the Model Code of Ethics for Educators) and legal issues are also discussed in depth in HIS 407: Practicum in the Schools, which may be contributing to candidate success in this area. Faculty will continue to monitor ATR data results to identify strengths and weaknesses, but there are a few immediate actions faculty plan to take. Faculty noted candidates' scores overall were lower in Fall 2021. These results could be due to limited, authentic fieldwork and classroom experiences prior to student teaching due to the COVID-19 pandemic. The program has also had turnover with respect to the university supervisors evaluating student teachers, and additional calibration training related to the ATR may be needed. In addition, faculty would like to update and improve the evaluation instrument completed by cooperating teachers in terms of alignment to the most recent NCSS Teacher Preparation Standards and more specific use of results.

- o BSEd Special and Elementary Education/MEd Special Education – Mild/Moderate Disabilities Certified: Interpretation and use of Fall 2020-Spring 2022 data results; the Questioning and Thinking and Problem-Solving indicators were two areas of improvement noted in the ATR data results. To address these findings, faculty opted to create opportunities in practica experiences that emphasize these indicators and allow candidates to apply their learning in an authentic setting prior to their student teaching experience.
- o BSEd Elementary Education/MEd Elementary Education – Certification: Interpretation and use of Fall 2020-Spring 2022 data results; the Questioning and Thinking, Problem-Solving, and Assessment indicators were three areas of improvement noted in the ATR data results. Faculty will be considering these areas for improvement in terms of emphasizing these areas more during the core methods program courses prior to the student teaching experience.

5.   **Data**

NIET® ATR® Rubric - Student Teaching Midterm and Final Evaluations
Summary Data
Fall 2020 to Spring 2022

Note: The NIET® ATR® Rubric has five performance levels (or scales), with a score of "3" indicating the target performance. Mean scores are presented in the tables below by rubric indicator (e.g., 1 = Instructional Plans, 2 = Assessment, etc.). The NIET® ATR rubric indicators listed at the top of each table also documents alignment to appropriate InTASC Standards. Due to the number of program completers below 12 (i.e., N) for the majority of programs, overall average midterm and final scores by COE, Secondary, and for all programs are provided.

Spring 2022												
Midterm Evaluation of Observation Results												
COE Early Childhood, Elementary & Special Education Initial Teacher Preparation Programs												
01. INSTRUCTIONAL PLANS			02. ASSESSMENT			03. STANDARDS AND OBJECTIVES			04. PRESENTING INSTRUCTIONAL CONTENT			
05. ACTIVITIES AND MATERIALS			06. QUESTIONING			07. ACADEMIC FEEDBACK			08. TEACHER KNOWLEDGE OF STUDENTS			
09. THINKING AND PROBLEM-SOLVING			10. ENVIRONMENT			11. ENGAGING STUDENTS AND MANAGING BEHAVIOR			12. PROFESSIONALISM AND ETHICAL BEHAVIOR			

Initial Teacher Preparation Program	Mean Score by Program by CAEP Standard 1.1, InTASC Categories (Scale 1-5)												
	01.	**02.**	**03.**	**04.**	**05.**	**06.**	**07.**	**08.**	**09.**	**10.**	**11.**	**12.**	**Overall Mean Score**
Early Childhood (BSEd) (N = 2/2, Response Rate 100%) *discontinued program*	2.75	3.00	3.00	2.00	3.00	2.00	3.00	3.00	3.00	4.00	2.00	4.00	*2.87*
Early Childhood Ed. & Early Childhood Spec. Ed. (BSEd)													

Elementary Ed course (ECI 490C) (N = 16/16, Response Rate = 100%)	3.06	2.93	3.07	3.14	3.07	2.71	2.93	3.14	2.71	3.21	2.93	3.36	*3.02*
Special Ed. Course (ESE 491) (N = 16/16, Response Rate = 100%)	3.38	3.13	3.19	3.25	3.19	3.19	3.19	3.19	3.00	3.38	3.25	3.50	*3.23*
Elementary Education - Certification (MEd) (N = 23/23, Response Rate 100%)	3.16	2.95	3.23	3.27	3.27	3.05	3.23	3.50	3.00	3.45	3.27	3.55	*3.24*
Elementary Education (BSEd) (N = 203/205, Response Rate 99%)	3.13	2.79	2.99	3.21	3.17	2.93	2.97	3.19	2.98	3.26	3.04	3.34	*3.08*
Special & Elementary Education (BSEd)													
Elementary Ed course (ECI 490C) (N = 51/56, Response Rate = 91%)	3.22	3.00	3.21	3.19	3.28	2.85	3.02	3.13	2.94	3.34	2.98	3.43	*3.13*
Special Ed. Course (ESE 491) (N = 52/56, Response Rate = 93%)	3.28	3.13	3.19	3.15	3.23	2.87	3.09	3.13	2.94	3.23	3.15	3.43	*3.15*
Special Education - Early Childhood Special Education w/ Cert (MED) (N = 2/2, Response Rate 100%)	2.80	3.50	3.00	3.50	4.00	3.00	2.50	3.50	3.50	4.00	4.00	4.00	*3.38*
Special Education - Mild/Mod Dis Cer (MEd) (N = 15/16, Response Rate 94%)	2.75	3.00	3.00	3.00	3.00	3.00	3.00	4.00	3.00	4.00	4.00	4.00	*3.20*
Overall Average Midterm Scores for COE Programs	*3.16*	*2.90*	*3.07*	*3.20*	*3.20*	*2.92*	*3.02*	*3.19*	*2.96*	*3.29*	*3.07*	*3.39*	*3.12*
Secondary Education Initial Teacher Preparation Programs													

Initial Teacher Preparation Program	01.	02.	03.	04.	05.	06.	07.	08.	09.	10.	11.	12.	Overall Mean Score
Art Education (BSEd) (N = 8/8, Response Rate 100%)	3.00	3.00	3.13	3.25	3.13	3.00	3.13	3.38	3.00	3.75	2.88	3.63	*3.18*
Music Secondary Education (BMEd) (N = 1/1, Response Rate 100%)	2.50	2.00	2.00	0.00	2.00	2.00	3.00	3.00	2.00	3.00	3.00	2.00	*2.43*
Secondary Education - English (BSEd) (N = 17/17, Response Rate 100%)	3.16	3.25	3.25	3.47	3.27	3.44	3.38	3.50	3.38	3.38	3.38	3.75	*3.38*
Secondary Education, Global Languages & Culture: Spanish, French & German (BSEd) (N = 2/2, Response Rate 100%)	2.80	2.50	2.50	3.00	3.50	3.00	3.00	3.00	3.50	3.00	3.00	3.00	*2.96*
Secondary Education - History & Social Studies (BSEd) (N = 21/21, Response Rate 100%)	2.88	2.43	2.76	2.86	2.86	2.62	2.95	2.95	2.62	3.29	2.86	3.48	*2.88*
Health Sciences - Physical Education (BSEd) (N = 5/5, Response Rate10 0%)	3.25	1.60	1.80	3.00	2.80	1.60	2.00	3.20	2.00	3.80	3.60	4.40	*2.78*
Overall Average Midterm Scores for Secondary Programs	*2.99*	*2.68*	*2.85*	*3.12*	*3.02*	*2.83*	*3.02*	*3.21*	*2.87*	*3.42*	*3.09*	*3.62*	*3.06*
Overall Average Midterm Scores for All Programs	*3.13*	*2.87*	*3.04*	*3.19*	*3.18*	*2.91*	*3.02*	*3.19*	*2.95*	*3.31*	*3.07*	*3.42*	*3.11*

Spring 2022			
Final Evaluation of Observation Results			
COE Early Childhood, Elementary & Special Education Initial Teacher Preparation Programs			
01. INSTRUCTIONAL PLANS	02. ASSESSMENT	03. STANDARDS AND OBJECTIVES	04. PRESENTING INSTRUCTIONAL CONTENT
05. ACTIVITIES AND MATERIALS	06. QUESTIONING	07. ACADEMIC FEEDBACK	08. TEACHER KNOWLEDGE OF STUDENTS

09. THINKING AND PROBLEM-SOLVING	10. ENVIRONMENT					11. ENGAGING STUDENTS AND MANAGING BEHAVIOR				12. PROFESSIONALISM AND ETHICAL BEHAVIOR			
Initial Teacher Preparation Program	Mean Score by Program by CAEP Standard 1.1, InTASC Categories (Scale 1-5)												
	01.	**02.**	**03.**	**04.**	**05.**	**06.**	**07.**	**08.**	**09.**	**10.**	**11.**	**12.**	**Overall Mean Score**
Early Childhood (BSEd) (N = 2/2, Response Rate 100%) *discontinued program*	3.00	3.00	3.50	3.00	3.00	3.00	3.00	3.00	3.00	3.50	3.00	3.50	***3.11***
Early Childhood Ed. & Early Childhood Spec. Ed. (BSEd)													
Elementary Ed course (ECI 490C) (N = 16/16, Response Rate = 100%)	3.24	3.21	3.36	3.64	3.79	3.43	3.43	3.43	3.29	3.57	3.36	3.64	***3.44***
Special Ed. Course (ESE 491) (N = 16/16, Response Rate = 100%)	3.63	3.44	3.31	3.63	3.56	3.25	3.31	3.73	3.13	3.56	3.69	3.63	***3.49***
Elementary Education - Certification (MEd) (N = 23/23, Response Rate 100%)	3.46	3.35	3.43	3.65	3.61	3.70	3.70	3.87	3.52	3.70	3.57	3.91	***3.62***
Elementary Education (BSEd) (N = 203/205, Response Rate 99%)	3.56	3.31	3.47	3.61	3.69	3.40	3.47	3.62	3.38	3.68	3.58	3.80	***3.55***
Special & Elementary Education (BSEd)													
Elementary Ed course (ECI 490C) (N = 51/56, Response Rate = 91%)	3.28	3.24	3.32	3.37	3.46	3.26	3.30	3.34	3.24	3.42	3.34	3.50	***3.34***
Special Ed. Course (ESE 491) (N = 52/56, Response Rate = 93%)	3.46	3.37	3.31	3.54	3.52	3.31	3.38	3.54	3.38	3.52	3.54	3.63	***3.46***
Special Education - Early Childhood Special Education w/ Cert (MED)	3.20	3.00	4.00	4.00	4.00	3.50	3.50	4.50	4.00	4.50	4.50	4.50	***3.85***

	(N = 2/2, Response Rate 100%)												

Initial Teacher Preparation Program	01.	02.	03.	04.	05.	06.	07.	08.	09.	10.	11.	12.	Overall Mean Score
Special Education - Mild/Mod Dis Cer (MEd) (N = 15/16, Response Rate 94%)	3.56	3.33	3.73	3.93	3.93	3.53	4.13	3.93	3.87	3.93	4.07	4.00	*3.83*
Overall Average Final Scores for COE Programs	*3.48*	*3.31*	*3.43*	*3.58*	*3.64*	*3.38*	*3.47*	*3.60*	*3.38*	*3.63*	*3.56*	*3.74*	*3.52*
Secondary Education Initial Teacher Preparation Programs													
Initial Teacher Preparation Program	**01.**	**02.**	**03.**	**04.**	**05.**	**06.**	**07.**	**08.**	**09.**	**10.**	**11.**	**12.**	*Overall Mean Score*
Art Education (BSEd) (N = 8/8, Response Rate 100%)	3.27	3.13	3.00	3.63	4.00	3.00	3.50	3.75	3.63	4.00	4.00	3.88	*3.56*
Music Secondary Education (BMEd) (N = 1/1, Response Rate 100%)	2.50	3.00	3.00	3.00	3.00	2.00	3.00	3.00	3.00	3.00	3.00	3.00	*2.80*
Secondary Education - English (BSEd) (N = 17/17, Response Rate 100%)	3.65	3.47	3.82	3.71	3.82	3.65	3.59	3.82	3.71	3.88	3.76	4.18	*3.75*
Secondary Education, Global Languages & Culture: Spanish, French & German (BSEd) (N = 2/2, Response Rate 100%)	3.00	3.50	3.50	3.50	3.50	3.50	3.50	3.50	4.00	3.50	3.50	3.50	*3.44*
Secondary Education - History & Social Studies (BSEd) (N = 21/21, Response Rate 100%)	3.71	3.05	3.48	3.95	3.76	3.38	3.48	3.76	3.52	4.05	3.52	4.14	*3.65*
Health Sciences Physical Education (BSEd) (N = 5/5, Response Rate10 0%)	3.50	2.60	3.20	3.80	3.40	3.40	3.80	4.00	2.60	4.00	4.00	4.60	*3.57*
Overall Average Final Scores for Secondary Programs	*3.49*	*3.17*	*3.48*	*3.78*	*3.76*	*3.39*	*3.54*	*3.78*	*3.52*	*3.94*	*3.70*	*4.11*	*3.63*
Overall Average Final Scores for All Programs	*3.48*	*3.29*	*3.43*	*3.61*	*3.65*	*3.38*	*3.48*	*3.62*	*3.40*	*3.67*	*3.58*	*3.79*	*3.53*

Fall 2021												
Midterm Evaluation of Observation Results												
COE Early Childhood, Elementary & Special Education Initial Teacher Preparation Programs												
01. INSTRUCTIONAL PLANS			02. ASSESSMENT			03. STANDARDS AND OBJECTIVES			04. PRESENTING INSTRUCTIONAL CONTENT			
05. ACTIVITIES AND MATERIALS			06. QUESTIONING			07. ACADEMIC FEEDBACK			08. TEACHER KNOWLEDGE OF STUDENTS			
09. THINKING AND PROBLEM-SOLVING			10. ENVIRONMENT			11. ENGAGING STUDENTS AND MANAGING BEHAVIOR			12. PROFESSIONALISM AND ETHICAL BEHAVIOR			

Initial Teacher Preparation Program	**Mean Score by Program by CAEP Standard 1.1, InTASC Categories (Scale 1-5)**												
	01.	**02.**	**03.**	**04.**	**05.**	**06.**	**07.**	**08.**	**09.**	**10.**	**11.**	**12.**	**_Overall Mean Score_**
Early Childhood (BSEd) (N = 3/3, Response Rate 100%) _discontinued program_	3.00	3.00	2.33	3.00	2.67	2.67	2.67	3.00	2.67	3.00	2.67	3.67	**_2.86_**
Early Childhood Ed. & Early Childhood Spec. Ed. (BSEd)													
Elementary Ed course (ECI 490C) (N = 2/3, Response Rate = 67%)	2.50	3.00	3.00	3.00	3.50	2.50	2.50	3.00	2.50	3.00	2.50	3.50	**_2.88_**
Special Ed. Course (ESE 491) (N = 2/3, Response Rate = 67%)	3.00	3.00	3.00	3.00	3.50	3.00	3.50	3.00	3.00	3.50	3.50	4.00	**_3.22_**
Elementary Education - Certification (MEd) (N = 14/14, Response Rate 100%)	3.38	3.00	3.15	3.23	3.23	3.00	3.08	3.15	3.23	3.38	3.08	3.54	**_3.21_**
Elementary Education (BSEd) (N = 75/77, Response Rate 97%)	2.96	2.72	3.00	3.04	3.04	2.79	2.93	3.07	2.76	3.15	2.99	3.34	**_2.98_**
Special & Elementary Education (BSEd)													
Elementary Ed course (ECI 490C) (N = 38/38, Response Rate = 100%)	3.03	2.81	3.00	2.94	2.97	2.63	2.72	2.75	3.00	3.09	2.91	3.19	**_2.92_**

	01.	02.	03.	04.	05.	06.	07.	08.	09.	10.	11.	12.	Overall Mean Score
Special Ed. Course (ESE 491) (N = 38/38, Response Rate = 100%)	3.06	2.94	3.00	3.12	3.21	2.88	3.06	3.21	2.82	3.18	3.21	3.38	*3.09*
Special Education - Early Childhood Special Education w/ Cert (MED) (N = 2/2, Response Rate 100%)	3.00	3.00	3.00	3.00	3.50	3.00	3.00	3.00	3.00	3.50	3.00	4.00	*3.17*

	01.	02.	03.	04.	05.	06.	07.	08.	09.	10.	11.	12.	Overall Mean Score
Special Education - Mild/Mod Dis Cer (MEd) (N = 1/1, Response Rate 100%)	3.00	3.00	3.00	4.00	4.00	3.00	3.00	3.00	4.00	4.00	3.00	2.00	*3.25*
Overall Average Midterm Scores for COE Programs	*3.03*	*2.83*	*3.00*	*3.06*	*3.10*	*2.80*	*2.92*	*3.04*	*2.87*	*3.17*	*3.02*	*3.35*	*3.01*
Secondary Education Initial Teacher Preparation Programs													
Initial Teacher Preparation Program	**01.**	**02.**	**03.**	**04.**	**05.**	**06.**	**07.**	**08.**	**09.**	**10.**	**11.**	**12.**	**Overall Mean Score**
Art Education (BSEd) (N = 7/7, Response Rate 100%)	3.00	3.00	2.80	2.80	2.80	2.40	2.80	3.20	3.20	3.00	2.75	3.00	*2.90*
Music Secondary Education (BMEd) (N = 22/25, Response Rate 86%)	2.75	2.40	2.45	2.65	2.75	2.20	2.75	2.90	2.60	3.05	2.65	2.85	*2.67*
Secondary Education - English (BSEd) (N = 10/10, Response Rate 100%)	3.10	2.90	3.20	3.00	3.30	3.00	3.10	3.10	3.10	3.40	3.20	3.80	*3.18*
Secondary Education, Global Languages & Culture: Spanish, French & German (BSEd) (N = 3/3, Response Rate 100%)	3.50	3.00	3.50	3.50	3.50	3.00	3.00	3.00	3.00	3.00	3.00	3.00	*3.17*
Secondary Education - History & Social Studies (BSEd) (N = 11/11, Response Rate 100%)	2.20	2.20	2.30	2.60	2.90	2.50	2.70	2.60	2.80	2.90	2.80	3.00	*2.63*

Health Sciences - Physical Education (BSEd) (N = 0, Response Rate 0%)	-	-	-	-	-	-	-	-	-	-	-	-	-
Overall Average Midterm Scores for Secondary Programs	*2.77*	*2.55*	*2.66*	*2.77*	*2.94*	*2.49*	*2.83*	*2.91*	*2.83*	*3.09*	*2.83*	*3.11*	*2.81*
Overall Average Midterm Scores for All Programs	*2.91*	*2.74*	*2.91*	*2.97*	*3.04*	*2.71*	*2.88*	*2.99*	*2.85*	*3.13*	*2.97*	*3.26*	*2.95*

Fall 2021			
Final Evaluation of Observation Results			
COE Early Childhood, Elementary & Special Education Initial Teacher Preparation Programs			
01. INSTRUCTIONAL PLANS	02. ASSESSMENT	03. STANDARDS AND OBJECTIVES	04. PRESENTING INSTRUCTIONAL CONTENT
05. ACTIVITIES AND MATERIALS	06. QUESTIONING	07. ACADEMIC FEEDBACK	08. TEACHER KNOWLEDGE OF STUDENTS
09. THINKING AND PROBLEM-SOLVING	10. ENVIRONMENT	11. ENGAGING STUDENTS AND MANAGING BEHAVIOR	12. PROFESSIONALISM AND ETHICAL BEHAVIOR

Initial Teacher Preparation Program	Mean Score by Program by CAEP Standard 1.1, InTASC Categories (Scale 1-5)												Overall Mean Score
	01.	02.	03.	04.	05.	06.	07.	08.	09.	10.	11.	12.	
Early Childhood (BSEd) (N = 3/3, Response Rate 100%) *discontinued program*	3.75	2.67	3.33	3.33	3.33	3.33	3.00	3.67	3.33	3.67	3.67	3.67	***3.41***
Early Childhood Ed. & Early Childhood Spec. Ed. (BSEd)													
Elementary Ed course (ECI 490C) (N = 2/3, Response Rate = 67%)	3.67	3.00	3.00	3.50	3.50	3.00	3.00	3.50	3.00	4.00	4.00	4.00	***3.44***
Special Ed. Course (ESE 491) (N = 2/3, Response Rate = 67%)	3.00	3.00	3.50	3.50	3.50	3.00	3.50	3.50	3.00	3.00	3.50	4.00	***3.33***
Elementary Education - Certification (MEd) (N = 14/14, Response Rate 100%)	3.92	3.45	3.64	3.82	3.64	3.45	3.55	3.80	3.73	3.70	3.36	4.00	***3.67***

	01.	02.	03.	04.	05.	06.	07.	08.	09.	10.	11.	12.	Overall
Elementary Education (BSEd) (N = 75/77, Response Rate 97%)	3.70	3.37	3.45	3.66	3.59	3.43	3.53	3.57	3.40	3.75	3.63	3.78	*3.57*
Special & Elementary Education (BSEd)													
Elementary Ed course (ECI 490C) (N = 38/38, Response Rate = 100%)	3.42	3.11	3.31	3.40	3.37	3.20	3.20	3.40	3.31	3.43	3.37	3.57	*3.34*
Special Ed. Course (ESE 491) (N = 38/38, Response Rate = 100%)	3.58	3.27	3.39	3.48	3.55	3.27	3.45	3.52	3.30	3.64	3.55	3.73	*3.48*
Special Education - Early Childhood Special Education w/ Cert (MED) (N = 2/2, Response Rate 100%)	4.00	3.00	3.00	4.00	4.00	3.00	4.00	4.00	3.50	4.00	4.00	4.00	*3.72*
Special Education - Mild/Mod Dis Cer (MEd) (N = 1/1, Response Rate 100%)	4.50	3.00	3.00	4.00	5.00	3.00	4.00	4.00	4.00	3.00	3.00	3.00	*3.69*
Overall Average Final Scores for COE Programs	3.63	3.27	3.40	3.57	3.54	3.32	3.43	3.54	3.38	3.64	3.54	3.74	*3.50*
Secondary Education Initial Teacher Preparation Programs													
Initial Teacher Preparation Program	**01.**	**02.**	**03.**	**04.**	**05.**	**06.**	**07.**	**08.**	**09.**	**10.**	**11.**	**12.**	***Overall Mean Score***
Art Education (BSEd) (N = 7/7, Response Rate 100%)	3.29	2.50	3.33	3.17	3.17	2.67	3.17	3.33	2.83	3.17	3.00	3.33	*3.08*
Music Secondary Education (BMEd) (N = 22/25, Response Rate 86%)	3.61	3.14	3.36	3.32	3.23	3.05	3.27	3.41	3.23	3.27	3.09	3.41	*3.28*
Secondary Education - English (BSEd) (N = 10/10, Response Rate 100%)	3.45	3.30	3.20	3.30	3.60	3.30	3.40	3.60	3.40	3.60	3.50	3.80	*3.45*

Program	1	2	3	4	5	6	7	8	9	10	11	12	Overall
Secondary Education, Global Languages & Culture: Spanish, French & German (BSEd) (N = 3/3, Response Rate 100%)	3.33	2.50	2.50	4.00	4.00	3.50	4.00	4.00	3.50	4.00	3.50	4.00	*3.56*
Secondary Education - History & Social Studies (BSEd) (N = 11/11, Response Rate 100%)	3.20	2.78	2.78	3.22	2.89	2.89	2.89	2.89	3.22	3.11	2.89	3.00	*2.98*
Health Sciences - Physical Education (BSEd) (N = 0, Response Rate 0%)	-	-	-	-	-	-	-	-	-	-	-	-	*-*
Overall Average Final Scores for Secondary Programs	*3.47*	*3.00*	*3.18*	*3.31*	*3.27*	*3.04*	*3.24*	*3.37*	*3.22*	*3.33*	*3.14*	*3.43*	*3.25*
Overall Average Final Scores for All Programs	*3.36*	*3.20*	*3.36*	*3.50*	*3.45*	*3.24*	*3.36*	*3.48*	*3.32*	*3.56*	*3.44*	*3.65*	*3.41*

Spring 2021
Midterm Evaluation
COE Early Childhood, Elementary & Special Education Teacher Preparation Programs

01. INSTRUCTIONAL PLANS (InTASC Standards 4 & 7)	**02. ASSESSMENT** (InTASC Standards 4 & 6)	**03. STANDARDS AND OBJECTIVES** (InTASC Standards 1, 4 & 8)	**04. PRESENTING INSTRUCTIONAL CONTENT** (InTASC Standards 4, 5 & 8)
05. ACTIVITIES AND MATERIALS (InTASC Standards 5 & 8)	**06. QUESTIONING** (InTASC Standard 5)	**07. ACADEMIC FEEDBACK** (InTASC Standard 5)	**08. TEACHER KNOWLEDGE OF STUDENTS** (InTASC Standards 1, 2 & 6)
09. THINKING AND PROBLEM-SOLVING (InTASC Standards 5 & 8)	**10. ENVIRONMENT** (InTASC Standards 2 & 3)	**11. ENGAGING STUDENTS AND MANAGING BEHAVIOR** (InTASC Standards 2 & 3)	**12. PROFESSIONALISM AND ETHICAL BEHAVIOR** (InTASC Standards 9 & 10)

Teacher Preparation Program	**Mean Score by Program (ATR Scale 1-5)**												
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Overall Mean Score**
Overall Average Midterm Scores for COE Programs Early Childhood (BSEd)	*3.09*	*2.76*	*2.96*	*3.06*	*3.01*	*2.80*	*3.04*	*3.06*	*2.85*	*3.16*	*3.04*	*3.40*	*3.02*

Teacher Preparation Program	1	2	3	4	5	6	7	8	9	10	11	12	Overall Mean Score
(N = 5/5, Response Rate 100%) *(Discontinued Program)* Early Childhood Ed & Early Childhood Spec Ed (BSEd) (N = 6/6, Response Rate 100%) Elementary Education - Certification (MEd) (N = 10/10, Response Rate 100%) Elementary Education (BSEd) (N = 162/167, Response Rate 97%) Special & Elementary Education (BSEd) (N = 46/47, Response Rate 98%) Special Education - Early Childhood Special Education w/ Cert (MED) (N = 0) Special Education - Mild/Mod Dis Cer (MEd) (N = 2/2, Response Rate 100%)													

| **Secondary Education Teacher Preparation Programs** |||||||||||||||

Teacher Preparation Program	1	2	3	4	5	6	7	8	9	10	11	12	Overall Mean Score
Overall Average Midterm Scores for Secondary Education Programs Art Education (BSEd) (N = 11/11, Response Rate 100%) Music Secondary Education (BMEd) (N = 4/4, Response Rate 100%)	*3.02*	*2.64*	*2.85*	*3.09*	*3.07*	*2.80*	*2.85*	*2.89*	*2.84*	*3.27*	*2.96*	*3.84*	*3.01*

Program													
Secondary Education - English (BSEd) (N = 23/25, Response Rate 92%) Secondary Education - Spanish (BSEd) (N = 2/2, Response Rate 100%) Secondary Education - History & Social Studies (BSEd) (N = 14/14, Response Rate 100%) Health Sciences - Physical Education (BSEd) (N = 4/4, Response Rate 100%) Spanish Education (MAT) (N = 1/1, Response Rate 100%) *(Discontinued Program)*													
Overall Average Midterm Scores for All COE & Secondary Programs	**3.19**	**2.82**	**2.98**	**3.06**	**3.04**	**2.88**	**2.97**	**3.05**	**2.92**	**3.28**	**3.06**	**3.52**	**3.06**

Spring 2021
Final Evaluation
COE Early Childhood, Elementary & Special Education Teacher Preparation Programs

01. INSTRUCTIONAL PLANS (InTASC Standards 4 & 7)	02. ASSESSMENT (InTASC Standards 4 & 6)	03. STANDARDS AND OBJECTIVES (InTASC Standards 1, 4 & 8)	04. PRESENTING INSTRUCTIONAL CONTENT (InTASC Standards 4, 5 & 8)
05. ACTIVITIES AND MATERIALS (InTASC Standards 5 & 8)	**06. QUESTIONING** (InTASC Standard 5)	**07. ACADEMIC FEEDBACK** (InTASC Standard 5)	**08. TEACHER KNOWLEDGE OF STUDENTS** (InTASC Standards 1, 2 & 6)
09. THINKING AND PROBLEM-SOLVING (InTASC Standards 5 & 8)	**10. ENVIRONMENT** (InTASC Standards 2 & 3)	**11. ENGAGING STUDENTS AND MANAGING BEHAVIOR** (InTASC Standards 2 & 3)	**12. PROFESSIONALISM AND ETHICAL BEHAVIOR** (InTASC Standards 9 & 10)
Mean Score by Program (ATR Scale 1-5)			

Teacher Preparation Program	1	2	3	4	5	6	7	8	9	10	11	12	Overall Mean Score
Overall Average Final Scores for COE Programs Early Childhood (BSEd) (N = 5/5, Response Rate 100%) *(Discontinued Program)* Early Childhood Ed & Early Childhood Spec Ed (BSEd) (N = 6/6, Response Rate 100%) Elementary Education - Certification (MEd) (N = 10/10, Response Rate 100%) Elementary Education (BSEd) (N = 162/167, Response Rate 97%) Special & Elementary Education (BSEd) (N = 46/47, Response Rate 98%) Special Education - Early Childhood Special Education w/ Cert (MED) (N = 0) Special Education - Mild/Mod Dis Cer (MEd) (N = 19/19, Response Rate 100%)	4.11	3.79	4.00	4.37	4.32	3.37	4.11	4.32	3.58	4.53	4.32	3.89	4.06
Secondary Education Teacher Preparation Programs													
Teacher Preparation Program	1	2	3	4	5	6	7	8	9	10	11	12	Overall Mean Score

Overall Average Final Scores for Secondary Education Programs Art Education (BSEd) (N = 11/11, Response Rate 100%) Music Secondary Education (BMEd) (N = 4/4, Response Rate 100%) Secondary Education - English (BSEd) (N = 23/25, Response Rate 92%) Secondary Education - Spanish (BSEd) (N = 2/2, Response Rate 100%) Secondary Education - History & Social Studies (BSEd) (N = 14/14, Response Rate 100%) Health Sciences - Physical Education (BSEd) (N = 4/4, Response Rate 100%) Spanish Education (MAT) (N = 1/1, Response Rate 100%) *(Discontinued Program)*	**3.46**	**3.20**	**3.27**	**3.47**	**3.59**	**3.25**	**3.36**	**3.37**	**3.37**	**3.58**	**3.34**	**4.07**	**3.44**
Overall Average Final Scores for All Programs	**3.59**	**3.23**	**3.37**	**3.54**	**3.53**	**3.30**	**3.45**	**3.54**	**3.36**	**3.64**	**3.49**	**3.84**	**3.49**

Fall 2020			
Midterm Evaluation			
COE Early Childhood, Elementary & Special Education Teacher Preparation Programs			
01. INSTRUCTIONAL PLANS (InTASC Standards 4 & 7)	**02. ASSESSMENT** (InTASC Standards 4 & 6)	**03. STANDARDS AND OBJECTIVES** (InTASC Standards 1, 4 & 8)	**04. PRESENTING INSTRUCTIONAL CONTENT** (InTASC Standards 4, 5 & 8)

05. ACTIVITIES AND MATERIALS (InTASC Standards 5 & 8)	06. QUESTIONING (InTASC Standard 5)	07. ACADEMIC FEEDBACK (InTASC Standard 5)	08. TEACHER KNOWLEDGE OF STUDENTS (InTASC Standards 1, 2 & 6)
09. THINKING AND PROBLEM-SOLVING (InTASC Standards 5 & 8)	10. ENVIRONMENT (InTASC Standards 2 & 3)	11. ENGAGING STUDENTS AND MANAGING BEHAVIOR (InTASC Standards 2 & 3)	12. PROFESSIONALISM AND ETHICAL BEHAVIOR (InTASC Standards 9 & 10)

Teacher Preparation Program	Mean Score by Program (ATR Scale 1-5)												Overall Mean Score
	1	2	3	4	5	6	7	8	9	10	11	12	
Overall Average Final Scores for COE Programs Early Childhood (BSEd) (N = 5/5, Response Rate 100%) *(Discontinued Program)* Elementary Education - Certification (MEd) (N = 6/6, Response Rate 100%) Elementary Education (BSEd) (N = 79/91, Response Rate 87%) Special & Elementary Education (BSEd) (N = 41/46, Response Rate 89%) Special Education - Early Childhood Special Education w/ Cert (MED) (N = 4/4, Response Rate 100%) Special Education - Mild/Mod Dis Cer (MEd) (N = 2/2, Response Rate 100%)	3.09	2.76	2.96	3.06	3.01	2.80	3.04	3.06	2.85	3.16	3.04	3.40	3.02
Secondary Education Teacher Preparation Programs													
Teacher Preparation Program	1	2	3	4	5	6	7	8	9	10	11	12	Overall Mean Score

Overall Average Midterm Scores for Secondary Education Programs Art Education (BSEd) (N = 2/3, Response Rate 67%) Music Secondary Education (BMEd) (N = 12/14, Response Rate 86%) Secondary Education - English (BSEd) (N = 10/10, Response Rate 100%) Secondary Education - Spanish (BSEd) (N = 2/2, Response Rate 100%) Secondary Education - History & Social Studies (BSEd) (N = 10/10, Response Rate 100%) Health Sciences - Physical Education (BSEd) (N = 0) Spanish Education (MAT) (N = 0) *(Discontinued Program)*	*3.03*	*2.89*	*2.92*	*2.97*	*2.97*	*2.84*	*2.95*	*3.14*	*2.92*	*3.30*	*2.97*	*3.54*	*3.04*
Overall Average Midterm Scores for All Programs	*3.08*	*2.79*	*2.95*	*3.04*	*3.00*	*2.81*	*3.02*	*3.07*	*2.87*	*3.19*	*3.03*	*3.43*	*3.02*

Fall 2020			
Final Evaluation			
COE Early Childhood, Elementary & Special Education Teacher Preparation Programs			
01. INSTRUCTIONAL PLANS (InTASC Standards 4 & 7)	**02. ASSESSMENT** (InTASC Standards 4 & 6)	**03. STANDARDS AND OBJECTIVES** (InTASC Standards 1, 4 & 8)	**04. PRESENTING INSTRUCTIONAL CONTENT** (InTASC Standards 4, 5 & 8)

05. ACTIVITIES AND MATERIALS (InTASC Standards 5 & 8)	06. QUESTIONING (InTASC Standard 5)	07. ACADEMIC FEEDBACK (InTASC Standard 5)	08. TEACHER KNOWLEDGE OF STUDENTS (InTASC Standards 1, 2 & 6)
09. THINKING AND PROBLEM-SOLVING (InTASC Standards 5 & 8)	10. ENVIRONMENT (InTASC Standards 2 & 3)	11. ENGAGING STUDENTS AND MANAGING BEHAVIOR (InTASC Standards 2 & 3)	12. PROFESSIONALISM AND ETHICAL BEHAVIOR (InTASC Standards 9 & 10)

Teacher Preparation Program	Mean Score by Program (ATR Scale 1-5)												Overall Mean Score
	1	2	3	4	5	6	7	8	9	10	11	12	
Overall Average Midterm Scores for COE Programs Early Childhood (BSEd) (N = 5/5, Response Rate 100%) *(Discontinued Program)* Elementary Education - Certification (MEd) (N = 6/6, Response Rate 100%) Elementary Education (BSEd) (N = 79/91, Response Rate 87%) Special & Elementary Education (BSEd) (N = 41/46, Response Rate 89%) Special Education - Early Childhood special Education w/ Cert (MED) (N = 4/4, Response Rate 100%) Special Education - Mild/Mod Dis Cer (MEd) (N = 2/2, Response Rate 100%)	*3.45*	*3.16*	*3.32*	*3.44*	*3.39*	*3.22*	*3.42*	*3.49*	*3.17*	*3.56*	*3.47*	*3.72*	*3.40*
Secondary Education Teacher Preparation Programs													

Initial Teacher Preparation Program	1	2	3	4	5	6	7	8	9	10	11	12	Overall Mean Score
Overall Average Final Scores for Secondary Education Programs Art Education (BSEd) (N = 2/3, Response Rate 67%) Music Secondary Education (BMEd) (N = 12/14, Response Rate 86%) Secondary Education - English (BSEd) (N = 10/10, Response Rate 100%) Secondary Education, Global Languages & Culture: Spanish, French & German (BSEd) (N = 2/2, Response Rate 100%) Secondary Education - History & Social Studies (BSEd) (N = 10/10, Response Rate 100%) Health Sciences - Physical Education (BSEd) (N = 0) Spanish Education (MAT) (N = 0) *(Discontinued Program)*	*3.38*	*3.30*	*3.16*	*3.57*	*3.43*	*3.16*	*3.30*	*3.46*	*3.24*	*3.59*	*3.43*	*3.97*	*3.42*
Overall Average Final Scores for All Programs	*3.44*	*3.19*	*3.29*	*3.46*	*3.40*	*3.21*	*3.40*	*3.49*	*3.19*	*3.56*	*3.46*	*3.77*	*3.40*