

Candidates research and teach lessons that address diversity and reflect the conceptual framework by adapting instructional materials and teaching strategies to match student needs.

Cooperating Teacher Final Evaluations of Student Teachers -Fall 2011 to Spring 2014 (3 years, 6 semesters of data)
 4-point rating scale utilized by cooperating teachers beginning in fall of 2011:

(4) Distinguished: The teacher candidate has exceptional knowledge and ability to perform this task without guidance.

(3) Proficient: The teacher candidate has the knowledge and ability to perform this task with limited or no guidance.

(2) Emerging: The teacher candidate has basic knowledge of this concept, and would need guidance to complete the task.

(1) Undeveloped: The teacher candidate lacks basic knowledge of this concept and would need significant guidance to perform this task.

LEARNING DIFFERENCES	N	Min	Max	Mean	St. Dev.
Standard #2: Learning Differences - The teacher candidate uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.	483	2.0	4.0	3.58	.52
Adapts instruction for individual needs	484	1.0	4.0	3.48	.60
Inquires about students as individuals with diverse personal and family backgrounds	484	2.0	4.0	3.60	.55
Exhibits fairness and the belief that all students can learn	484	2.0	4.0	3.74	.46

Conceptual Framework – Plan, Implement, Evaluate, Reflect

PLAN

Standard #7: Planning for Instruction - The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	482	1.0	4.0	3.51	.56
Connects lesson goals with school curriculum and state standards	484	2.0	4.0	3.57	.53
Uses assessment data to inform planning for instruction	483	1.0	4.0	3.45	.63

IMPLEMENT

Standard #8: Instructional Strategies - The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	478	1.5	4.0	3.56	.55
Varies instructional strategies to engage learners	484	2.0	4.0	3.58	.55
Uses technology appropriately to enhance instruction	484	1.0	4.0	3.63	.55
Differentiates instruction	484	1.0	4.0	3.45	.62

EVALUATE

Standard #6: Assessment - The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide teachers and learner's decision making.	482	1.5	5.0	3.52	.56
Integrates formal and informal assessments	482	1.0	4.0	3.47	.61
Communicates timely and useful descriptive feedback	484	1.0	5.0	3.56	.58
Aligns assessments with objectives and standards	482	2.0	5.0	3.53	.55
Exhibits fairness in grading practices	481	2.0	5.0	3.64	.50
Uses a variety of assessments	483	1.0	4.0	3.47	.61

REFLECT

Standard #9: Professional Learning and Ethical Practice- The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner.	479	2.0	4.0	3.70	.51
Seeks and accepts feedback to improve teaching effectiveness	483	2.0	4.0	3.72	.51
Uses self-reflection to improve teaching effectiveness	484	2.0	4.0	3.70	.50
Demonstrates commitment to the profession	484	1.0	4.0	3.76	.47