

Monmouth University FFR Response

Site Visit April 13-16, 2019

Dean: Dr. John Henning

Associate Dean: Dr. Wendy Harriot

Assistant Dean/Accreditation: Dr. Tracy Mulvaney

STANDARD 1

TASKS TO BE COMPLETED BY THE TEAM, INCLUDING FOLLOW UP ON EVIDENCE THAT IS INCONSISTENT WITH MEETING THE STANDARDS.

Task 1: Results of the third application of the edTPA are to be collected at the end of the Fall 2018 semester.

The third series of data has been collected, analyzed and shared as **Appendix 1.1a (edTPA)** and **1.1b (CPAST)**. The results for each assessment are summarized below

edTPA Summary of results

The 15 rubrics of edTPA are evaluated using a five-point rubric. Disaggregated data are presented in Appendix 1.1a in three ways: Overall by edTPA Task, InTASC Category and overall by task. Disaggregation of data are by handbook and assessment title. In most cases this matches EPP program names, however candidates in programs with multiple certification areas are only assessed with one handbook. Health and Physical Education majors can choose the Health or PE assessment. Also, there is no testing in the State of NJ of Teachers of Students with Disabilities. Therefore, this report does not include data for the TSD program. The students in programs in which TSD endorsements are included took the assessment in the primary certification areas. For example, those students who are enrolled in the P-3 TSD program completed the edTPA portfolio in Early Childhood (P-3). The majority of our TSD students are elementary majors.

It is of primary importance to note that the State of New Jersey Requires a completed portfolio in order to become certified. There is no established cut score until the 2019-2020 school year. Therefore, there may be a slight effect on the data because candidates were not aiming for a particularly high score, rather to complete the assessment. This, however, did not affect the performance outcome scores of our candidates. Candidates scored above the state average and commensurate with national averages on most content areas assessed.

The EPP n for the Fall of 18 was 17, spring of 18 was 92, Fall of 17 $n=32$.

Overall EPP InTASC Strengths: The two categories in which the EPP scored highest were Category 1 (The Learner and Learning) and Category 3 (Instructional Practice). The Fall 17 and Sp 18 mean score for Category 3 was 2.85 (out of 5). The Fall 18 mean for Category 1 was 3.50. In the Fall of 17, the EPP score on Category 1 was 2.84, and the Spring 18 mean score was 2.85. The EPP lowest scores were in Category 4, Professional Responsibility, however the scores were still respectable (Fall17 & Sp 18 means were both 2.65). The data is shared below by InTASC category.

InTASC Category 1: The Learner and Learning

Data from edTPA for Spring 18 and Fall 17 demonstrates that EPP candidates are achieving strong scores in InTASC category 1. Category 1, along with Category 3 are areas in which the EPP scored highest. There are 10 rubrics that were used to collect, analyze and interpret data for InTASC Category 1 (Rubrics 1-9, 14). This alignment was conducted by edTPA and shared with all partners. The EPP overall mean scores for InTASC category 1 are Spring 18= 2.85; and Fall 17= 2.84. This shows a slight increase over time. Looking at results for Fall 17, our largest program, Elementary Education ($n=17$) achieved a mean of 2.99, the highest of any EPP program. ECE ($n=4$) had the next highest mean of 2.82, followed by Physical Education ($n=1$) at 2.8. PE really is not consequential because of the low n . The three lowest scores in Category 1 came from programs with low enrollment: Health ($n=1$) $m= 2.2$, Science ($n=1$) $m=2.4$, and History ($n=2$) $m=2.4$. When analyzing items in InTASC category one for the Fall of 2017, three great strengths appeared:

Rubric 3 Using Knowledge of Students to Inform Teaching and Learning. 6/11 programs in which EPP data were reported scored a 3.0 or higher.

Rubric 4 Identifying and Supporting Language Demands. 7/11 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 6. Learning Environment. 9/11 of the programs in which the EPP reported data scored at or above a 3.0.

Two relative areas of need in item analysis were:

Rubric 9: Subject Specific Pedagogy: 3/12 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 14: Analyzing Students' Language Use and Content Learning: 3/11 programs in which EPP data was reported scored a 3.0 or higher.

Spring 2018 results consisted of our largest EPP ($n=92$). The Elementary Education *mean* score of 2.89, slightly above the EPP *mean* of 2.85. The highest score on Category 1 in this semester came from Visual Arts ($n=7$) whose candidates achieved a mean score of 3.14. Also of note, History candidates ($n=3$) averaged a score of 3.09. The three lowest scores relative to the EPP *means* were in PE ($n=4$: *mean*= 2.25), Health ($n=1$, *mean*=2.30) and Early Childhood (P-3: $n=2$, *mean* 2.35). Also of note, the PE assessment, with an n of only 4, also had a *mean score* of 2.82.

In terms of item analysis for InTASC category 1 scores, the two items in which the EPP scored high across the most programs were:

Rubric 6 Learning Environment. 10/12 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 5 Planning Assessments to Monitor and Support Student Learning. 6 /11 programs in which EPP data was reported scored a 3.0 or higher.

The items in which the EPP scored lowest across programs include:

Rubric7 Engaging Students in Learning. 3/12 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 8: Deepening Student Learning. 3/12 programs in which EPP data was reported scored a 3.0 or higher.

Fall 2018 results consisted of our lowest n for the EPP ($n=17$). Secondary English outscored all other contents with a mean score of 3.75. The overall EPP mean of 3.50 was the highest out of the four InTASC categories. Health Education and Physical Education students scored lowest at a mean of 2.63. The seven MAT candidates outscored the Undergraduate candidates with 3.60 to 3.43 relative means.

For the Fall 2018 application of data, the rubrics in which candidates showed strengths were:

Rubric 6 Learning Environment. The EPP mean was 3.0. This was also the highest mean for all Undergraduate candidates. It was consistently a 3.0 across all programs.

Rubric 4 Identifying and Supporting Language Demands. The EPP's largest program, Elementary Education averaged a 3.11. English and P-3 both averaged means of 3.0

For the Fall 2018 application of data, the rubrics in which candidates showed areas of relative need for improvement included:

Rubric 9 Subject Specific Pedagogy: 3/5 programs scored lowest on this rubric. The other two programs also scored low, but had one other rubric which was lower. P-3, Spanish, Elementary Education all scored lowest on this rubric.

InTASC Category 2 Content Knowledge

EPP candidates have strong content knowledge as evidenced by the edTPA data. There are eight rubrics that were aligned by edTPA to make up the InTASC Category 2 scores (1-4,7-9,14). The EPP means for this category were 2.83 (Spring 18), 2.82 (Fall 17), and 2.78 (Fall 18). For Spring 18 and Fall 17 Elementary, and Visual Arts candidates scored highest, with History also showing scores above EPP average for the Spring 2018. In the Fall of 18, the Spanish ($n=1$) and Secondary English students high the highest means (3.5 and 2.96 respectively). The lowest scores in Spring 2018 and Fall 2017 were in low enrollment programs. Sp 2018: Spanish ($n=2$, $m=1.81$), PE ($n=4$, $m=2.21$) and Health ($n=1$, $m=2.25$); Fall 2017: Spanish ($n=1$, $m=2.0$), Health ($n=1$, $m=2.13$); Fall 2018: Health and PE ($m=2.0$)

Areas of Strength for Spring 2018, Fall 2017, Fall 2018:

Rubric 3: Using Knowledge of Students To Inform Instruction (Spring 2018 and Fall 2017). 6/11 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 4: Identifying and Supporting Language Demands (Fall 2017).7/11 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 1: Planning for Instruction. This Rubric was highest for Fall 2018 (2.94)

Areas of Relative need for Spring 2018 and Fall 2017 include:

Rubric 14: Analyzing Students' Language Use and Content Learning (Spring '18, Fall '17).3/11 (Fall 2017) and 4/12 (Spring 18) programs in which EPP data was reported scored a 3.0 or higher. This rubric was the lowest for Secondary English and HEPE in the Fall of 2018.

Rubric 9: Subject Specific Pedagogy (Fall 2017): 4/11 programs in which EPP data was reported scored a 3.0 or higher. 3/5 programs (Elementary, Spanish, and P-3) had their lowest means on this rubric

InTASC Category 3: Instructional Practice

The data indicate that EPP candidates have strong knowledge and skills in the InTASC category of Instructional Practice. There are 13 edTPA rubrics aligned with this category (1-9, 11-13, 15). The EPP mean scores for Spring of 18 and Fall of 19 was 2.85. The EPP mean for the Fall of 18 was 2.77. This category overall is a strength for MU as the highest EPP scores across two series (Sp 18, F17)of data were presented in this category. It was the second highest category mean in Fall of 2018 ($m=2.77$). Spring of 2018 data revealed candidates in Visual Arts, Performing Arts History, Elementary, math and English all scored above the EPP mean. Early childhood (P-3), Spanish and Health programs fell below the EPP means. These programs falling below the mean all had low numbers. In Fall of 2017, the highest scores were achieved by Elementary Education, Visual Arts and Early Childhood. Elementary Education and Visual Arts scores were amongst the highest for both semesters. History Science and Health had the lowest scores (also had low numbers). Fall of 2018 showed highest scores for Spanish and Secondary English.

When looking at item analysis, clear strengths emerged across the two series of data.

Rubric 6: Learning Environment. Spring 2018 had 11/12 programs with a rubric mean of 3 or better. In Fall 2017, 10/11 programs demonstrated a rubric mean of 3 or better. For Fall of 2018 the EPP scored highest on this rubric. Undergraduates, P-3s, and HEPE students all scored highest on this rubric in the Fall of 2018.

Rubric12: Providing Feedback to guide learners. Spring 2018 demonstrated 1/12 programs achieving a score at or above $m=3.0$ or better. In the Fall of 18, MAT, Elementary, and Spanish students scored highest on this rubric.

Rubric 4: Identifying and Supporting Language Demands (Fall 2017). 7/11 programs in which EPP data was reported scored a 3.0 or higher.

Item analysis indicated relative areas of need for improvement on the following rubrics:

Rubric 15: Using Assessment to Inform Instruction (Spring 2018). 1/12 programs scored a *mean* of 3.0 or better.

Rubric 11: Analysis of Student Learning (Spring 2018). 3/12 programs scored a *mean* score of 3.0 or better.

Rubric 3: Subject-Specific Pedagogy (Fall 2017). 3/11 programs scored a *mean* score of 3.0 or better.

Rubric 13: Student use of Feedback (Fall 2017). 3/11 programs scored a *mean* score of 3.0 or better. (Fall of 2018): Undergraduates, English, and HEPE majors scored lowest on this rubric.

Rubric 9: Subject Specific Pedagogy.

InTASC Category 4: Professional Responsibility

Data from the edTPA reveal EPP candidates have improved over time to demonstrate strong skills and knowledge in InTASC Category 4: Professional Responsibility. There are two rubrics (10,15) that measure Professional Practice. This category was a relative weakness for the EPP, with means at 2.65 for Sp 18 and Fall 17. In the Fall of 18, the mean score was lower with a 2.60 mean. Elementary, Spanish and Visual Arts scored among the top programs in Fall 2017. Elementary, Performing Arts and Math presented the highest scores in Spring 2018. Some of the lowest mean scores amongst all categories were for two programs with $n=1$, Science and Math, both with *means*= 1.50. In the Spring of 2018 the lowest scores in this area were in Science and Health. This data will be triangulated with CFAST and the High Leverage Teaching Proficiency Rubrics to provide depth and breadth and to determine if this is a weakness for Science, Math and Health. In the Fall of 2018 the EPP scored highest on Rubric 15. MAT students out-performed the undergraduates by .41. The Spanish and P-3 students had the highest means. The EPP is not concerned, as this assessment only aligned with two items, therefore, it provides a very small sampling.

Overall Interpretations of the data:

1. The EPP data on edTPA through the four categories demonstrates MU candidates are strong in all four categories as an EPP.
2. Candidates at MU scored highest in Categories 1 and 3, providing evidence that MU candidates have a strong foundation of learning and learners, as well as instructional practice.
3. Elementary programs have strong strengths in all four tasks. Elementary programs outperformed EPP means in all categories.

4. Visual Arts, although has low numbers, had amongst the highest scores on one or both series of data for each category.
5. The lack of professional responsibility items make it difficult to generalize results. These results will be triangulated with other data to look specifically at non-academic criteria.

CPAST Summary of Results

Overall EPP by Rubric and Semester: There are six applications of the data presented: Fall 17 midterm, Fall 17 final, Spring 18 midterm, Spring 18 Final, Fall 18 midterm, Fall 18 Final. The EPP was interested in this overall data to determine if the implementation of the yearlong clinical practice has proved to yield hire results on their midterm and summative assessments. The EPP implemented mandatory yearlong clinical practice for all students during the 17-18 school year; therefore the Spring 18 and Fall18 final CPAST scores include yearlong students. When compared to the Fall 2017 Final Scores, 100% of the highest overall means over the applications of data occurred either during the Spring 18 or Fall 18. This indicates that candidates who have participated in the yearlong clinical practice score higher than those who have not.

Overall by InTASC Category: MU candidates meet the expectations of all four InTASC categories. When reviewing the data, all four terms of data yielded the highest mean scores on Category 1: The Learner and Learning. This is clearly a strength for the EPP. When looking at individual programs for all semesters, 77% had the highest mean score for category 1. A relative weakness in scores was in Category 2: Content Knowledge. The EPP mean was lowest for all applications of data in this area, however the mean score was still above the performance level of “Met”.. When looking at a program level, the 85% of the programs had their lowest means in Content Knowledge. There were only two programs in one application of data that did not have the lowest mean in Content Knowledge: HEPE (SP ’18) and Spanish (SP’18). Both numbers were low for these content areas, which may account for these outliers.

The four point rubric uses the following weighted categories:

1. Does not Meet Expectation (0 Points)
2. Emerging (1 Point)
3. Meets Expectation (2 Points). The EPP targets a score of 2 or higher
4. Exceeds Expectation (3 points)

Category 1: The Learner and Learning. MU candidates have skills in knowledge of learner development, learning differences, and learning environments. There are three rubrics that make up category 1 (Rubrics D, I, R). Category 1 yielded the EPPs highest mean scores. 77% of all programs evaluated in the two semesters scored highest in this area. Elementary candidates scored among the top three programs in their final evaluations in both the Fall 2017 and Spring 2018 semesters. In the Spring 2018, Secondary and English candidates also scored in the top three. The two highest rubric averages included:

- a. Rubric I: Safe and Respectful Learning Environments (Fall 2017, Fall 2018)
- b. Rubric R: Preparation (Spring 2018, Fall2018)

Art/Music (Fall 2017 Final) and HEPE (Spring and Fall 2018 Final) received the lowest mean scores of all the programs in Category 1. However, when looking at the program level in Fall 17/Spring 18, HEPE's highest score of the four categories for both Final semester evaluations was in Category 1, making it a relative strength. This was also a relative strength for art as it was the second highest category falling only three hundredths of a point behind Category 4.

Consistent across programs was the lowest rubric average: Rubric D Differentiated Methods (Fall 2017, Spring 2018, Fall 2018). In Fall 2018, the UG scored higher in Differentiated Methods and Safe and Respectful Learning Environment. The MAT students scored highest in Preparation. Secondary (n=4), English (n=3) and Spanish (n=1) students all averaged a mean of 3 (highest score possible) for all tasks on Category 1.

Category 2: Content Knowledge. MU candidates are knowledgeable about their content, in spite of this category demonstrating the lowest means. The interpretation of this data is based on one rubric item. Because content knowledge is measured by the Praxis II and GPAs in content areas, the CPAST isn't the strongest assessment for content knowledge. The EPP, however, still considers this data as one piece that can provide coherence to the measure of content knowledge as a whole. Each program for both semesters showed growth from the midterm to the final applications of the assessment. Although the overall EPP mean was lowest in Category 2, the one Spanish candidate actually scored highest in the Spring 2018 semester (mean=3.0). For both final assessments in the Fall 2017 and Spring 2018, Elementary, Secondary, Art, P-3 TSD and English (on data for Spr. 2018) scored lowest in this category. For the Fall 2018 application of data, MAT, Elementary and P-3 students had the highest scores compared to other program and category groupings. Health and PE and Secondary English had the lowest scores. This data will be triangulated under CAEP Standard 1.3 with all other content knowledge assessments.

Category 3: Instructional Practice. EPP candidates are proficient in assessment, planning for instruction, and selecting and utilizing sound instructional strategies. This category contains nine rubrics, the largest of the four categories. Every program showed growth for all semesters between the rubrics measuring Category 3 from the midterm to the final. Instructional practice was second highest EPP score in the Spring of 2018. In the Fall 2017, P-3 TSD candidates scored highest in this category. In the Spring of 2017, Secondary candidates scored highest in this category.

Highest performing programs on Category 3 in the Fall of 2017 were Secondary (m=2.58) and Elementary (m=2.69). These two programs also outperformed the others in the Spring of 2018 with means scores of 2.89 (Secondary) and 2.69 (Elementary). In the Fall of 2018, Secondary (m=2.72) and Spanish (m=3.0, n=1) scored the highest. Consistently for final assessments in the Fall 2017 and Spring 2018, Rubric B Materials and Resources had the highest mean scores. In

2018 Rubric B was the highest, along with Rubric A, Focus for Learning: Standards and Objectives/targets.

The lowest mean scores for all three semesters were recorded by HEPE: Fall 2017 (1.78) and Spring 2018 (1.84), and Fall 2018 (m=2.28). The numbers in the HEPE program are low; however, this data will be triangulated in CAEP 1.3 to determine if it is consistent with the other data. Rubric J Data Guided Instruction was consistently the lowest score in most programs through both semesters.

Category 4: Professional Responsibility. MU candidates demonstrate professional learning and ethical practice as well as leadership and collaboration. This category consists of eight rubrics. Every program for all semesters showed significant growth from the midterm to the final application of the assessment each semester. The EPP posted its second highest mean in this category in the Fall of 2017 and Spring of 2018.

Programs with the highest scores in the Fall of 2017 include Elementary (2.72) and Spanish (3.0). Those with the highest means in the Spring of 2018 include English (2.82), Secondary (2.80) and Elementary (2.73). In the Fall 2018 semester, Secondary (m=2.81) and Spanish (n=1, m=3.0) enjoyed the highest scores. The EPP scored considerably high in the majority of programs on Rubric S. Collaboration. The lowest scores across programs (although all were above 2, met) were on Rubric M Connections to Research and Theory.

HEPE, with small numbers for all three semesters, scored lowest for Fall 2017 (2.19) and Spring of 2018 (2.25). P-3 (w/TSD) scored lowest in Fall 2018 with a m=2.54. Again, this data will be triangulated with other assessments to look at non-academic criteria. Rubric M Connections to Research and Theory was consistently the lowest mean across programs.

Use of Data for Continuous Improvement

The data is reviewed each midpoint and final semester with the Office of Field Placement and Certification on the CFAST, and each semester for the edTPA. The data is disaggregated by program and shared with the Deans, Deans Educational Leadership Council, with faculty at faculty and department meetings, and with stakeholders at various meetings (PDS committee, Partnership Advisory Committee, Deans Advisory Committee). The following improvements have already been made to address the data (individually and when triangulated with other data):

- a. Although the training is available by website for the CFAST, candidate and University Based Clinical Educators are trained together during the beginning of the semester orientation.
- b. School based clinical educators are given the link for CFAST training, however they are also offered training at the mentor teacher academy, and the orientation provided at the beginning of each semester.

- c. Content Knowledge is based on one rubric item for the CPAST. This data is triangulated with others to show our programs are strong with content knowledge. Every MU candidate must have a second major, most which select a content outside of the SOE.
- d. Data sharing at the university-wide committee (UTEAC meeting minutes Appendix 1.8d)) each semester had given the content faculty opportunities to improve area of relative strength and need.
- e. To address the clear need for improvement in the area of differentiated instruction, the EPP has included two courses in special education (and intro course and a behavior management course) to address these needs. These courses have been approved to begin in the Fall of 2018. A revised elementary education curriculum chart with the two new courses is included as Appendix 1.8f)
- f. The School of Education has implemented two research events each year to encourage student research and the use of connecting research and theory. These events can be found at: <https://www.monmouth.edu/school-of-education/school-of-education-scholarship-exhibition/>
- g. edTPA writing day implementation – four edTPA writing days have been mandated at critical times throughout the semester to provide support for the edTPA process. (these writing days for the 2018/2019 SY can be found on Page 77 of Appendix 5.5a 2018-2019 Clinical Practice Handbook)
- h. SOE university based supervisors, faculty, and other administration have been involved with in-house scoring training for edTPA.
- i. The EPP hosted a training through NJACTE to EPP and state professionals who wanted more training in edTPA.
- j. The Assistant Dean presented data at the national edTPA Implementation Conference.
- k. The New Jersey Department of Education program administration met with pilot edTPA candidates to discuss how improvements can be made to the process.
- l. Department chairs have worked with programs to infuse edTPA activities in to all courses. An edTPA matrix was created to share where edTPA rubrics are taught. (Appendix 1.8b)
- m. A series of monthly professional development for faculty was offered throughout the pilot year of edTPA. (Appendix 1.8c)
- n. The Assistant Dean has come to monthly department meetings to report updates on assessments and data.(Appendix 1.9c sample from Jan 2019)
- o. The Spring 2019 SOE EPP retreat will be focused on edTPA training.

Task 2: Show how special education or learning disability candidates meet all InTASC standards.

The EPP’s TSD program is an advanced program (not a stand alone program) and has been included in pieces of the SSR where data is available. The program has been nationally recognized through SPA review through the Council for Exceptional Children, where assessments are aligned to both CEC and InTASC standards (See AIMS). The New Jersey Department of Education does not require candidates to take the Special Education Praxis and will not allow candidates to take the edTPA, as candidates take it in their initial licensing program.

The Students with Disabilities Standard Certificate (New Jersey Department of Education Endorsement Code: 2475) requirements are attached as Appendix 1.2a. The document highlights under the heading “Instructional Certification” that “The Students with Disabilities certificate is not a standalone certificate. Candidates need to hold a CE, CEAS, or standard NJ instructional certificate with an endorsement appropriate to the subject or grade level to be taught.” There are data points for some assessments (Candidate Preservice Assessment of Student Teaching, High Leverage Teaching Practice Proficiency Rubrics) because these assessments allow the EPP to assign multiple contents in Foliotek, the assessment portfolio system used by the EPP. The EPP continues to collect program data for our Teachers of Students with Disabilities to attain National Recognition from the CEC SPA.

Task 3: Show a comparison of candidates' performance to non-candidates' performance in content courses.

A comparison of candidate’s performance to non-candidates’ performance in content level courses is provided in **Appendix 1.3a**. The chart lists random content courses required of education majors and compares mean GPAs to those of non-education majors for three consecutive semester/years (depending on course offering). The following chart summarizes **Appendix 1.3a**.

Content	Number of Courses Evaluated	% of courses in which ED majors scored higher than Non-ED majors.
Anthropology	3 courses	100%
Archeology	2 courses	100%
Chemistry	1 course	100%
English	18 courses	72% (13/18 applications of data)
History/Geography	3 courses	75% (9/12 applications of data)
Math	5 courses	67% (10/15 applications of data)

This random sampling of courses demonstrates that Education majors score higher than non-Education majors (67%-100%), depending on the course content. Education majors are required to have a second major which could account for this strength. In courses in Anthropology, Archeology, and Chemistry, candidates outscored Non-Education Majors on 100% of the applications of data. The lowest score was presented in math (67% of applications of GPA data), however it is still significantly above 50%, which tells us candidates are truly as strong, or stronger in most math courses required of Education majors.

Task 4: Provide more tangible evidence indicating candidates' use of research for planning, instruction, and assessment.

The EPP has updated Exhibit 1.2.A from the SSR and has included it as **Appendix 1.4a** to show more tangible evidence of candidate's use of research for planning, instruction and assessment. Four additional applications of data were included to strengthen this standard. The narrative from Exhibit 1.2.A has also been revised to include the third application of data for the CPAST and edTPA and the second for the High Leverage Teaching Practice Proficiency Rubrics (the third will be available at the site visit). To address the question on Page 4 (Task 4) regarding special education, data on special education has been removed from this report as Special Education is a co-certification program that is not a stand-alone. The EPP continues to place special education program data on all of their data files as it is important in terms of our co-certification and five-year programs. Please see task 2 (page 9) under this standard for an explanation of special education.

To summarize the EPP is presenting the following evidence.

EPP data reveal candidates are able to use research and evidence to develop an understanding of the teaching profession and use both to measure P-12 students' progress and their own professional practice. Data shared in **Appendix 1.4a** (Self-study Exhibit 1.2.A) provides evidence of effectiveness on this standard by triangulating data on three assessments: CPAST, edTPA, and the High Leverage Teaching Practice Proficiency Rubrics (early field). Summaries of the assessments used in Appendix 1.4a (Exhibit 1.2.A in SSR) are as follows: The mean scores of the CPAST rubrics for the three final (summative) assessments are $m=2.42$ (F 17) and $m=2.54$ (Sp. 18) and $m=2.39$ (Fall 2018) (rubric scale of 0-3) on the six rubrics that measure standard 1.2. These data show EPP strength in assessing P-12 learners, checking for understanding and adjusting instruction through formative assessment, data guided instruction, assessment techniques, connections to research and theory and participates in professional development. High Scores for all applications were on rubrics G: Checking for Understanding and Adjusting Instruction through Formative Assessments and N: Participates in Professional Development. Although all scores were acceptable, the rubrics with the lowest means relative to EPP strengths include J: Data Guided Instruction and M: Connections to Research and Theory. Although they were the lowest score, the mean scores all fell above the performance rating of 2 (Met).

The initial use of the High Leverage Teaching Practice Proficiency Rubrics show great strengths in 1.2 through the Standard 6: Assessment and Standard 7: Planning for Instruction rubrics. Candidates on the 1-4 scale scored an EPP 2.68 mean on the two standards. Candidates scored particularly high on the Standard 7: Planning for Instruction Rubric, which addresses using research and assessment evidence to measure students' progress. The second application of data showed candidates had an overall mean of 2.53 and subcategory means of 2.36 (Assessment) and 7 (Planning for instruction). These scores support our candidates' strength of using research for planning and instruction.

To further support the EPP strength on CAEP 1.2, the three applications of data on the edTPA revealed EPP means of $m=2.82$ (Fall 17), $m=2.83$ (Sp 18), and $m=2.75$ (Fall 18) on the 15 rubrics that are tagged by SCALE. These means are very strong considering candidates have no cut-

score, and were only required to complete the portfolio. Strengths on all applications of data include Rubrics 1 (Planning for Content Understanding), 2 (Planning to Support Varied Student Needs), 3 (Using Knowledge of Students to Inform Teaching and Learning), 4 (Identifying and Supporting Language Demands), 5 (Planning Assessments to Monitor and Support Student Learning), 6 (Learning Environment), and 12 (Providing Feedback to Learners). The lowest rubric means for all applications of data came from Rubric 10 (Analyzing Teaching Effectiveness). Although it was the lowest mean, it was still an acceptable score.

Task 5: Provide results of the resubmission of the SPAs for English and ESL.

The EPP has been Nationally Recognized on 88% (14/16) of the Programs in which SPA reports were submitted (Appendix 1.5). SPA national recognition is not a requirement for the State of NJ. The EPP, however, has submitted 16 programs for SPA review. Four SPAs were awaiting recognition at the time of the SSR. The English (NCTE) undergraduate SPA and English (NCATE) graduate SPAs have been Nationally Recognized. English as a Second Language (TESOL) UG and Graduate programs did not receive recognition as two conditions remained from previous reports. The TESOL certification program is a co-licensure program, and is not a stand-alone initial program at Monmouth University. Therefore, the SPA reviewers recommended that the TESOL SPA be submitted as an advanced program in three years. The following two conditions are being addressed by the program as per the TESOL SPA final report:

“For condition (a), the EPP provided a description of how each assessment is claimed to be aligned to the standards, but the description is not clear because some elements of assessments are claimed to be aligned with more than one standard, and some assessments seem to use the standards themselves as performance indicators.”

This condition is being addressed by a programmatic review and revision of rubrics. The rubrics will be revised to ensure there is no evidence of co-mingled data. Each data point will have its own measurement. The program will work to ensure these assessments are revised, vetted, and implemented in the 2019-2020 school year. The program director has already initiated work to address this standard.

“For condition (b), the EPP revised rubrics each assessment, but the rubrics confuse standards, performance indicators, and performance level descriptions. Many performance level descriptions are not concrete and actionable, as they rely on raters' judgments of what constitutes more or less of a behavior.”

The program has been revising the rubrics to ensure the assessments have clear performance indicators at each level. Further, the program is working with the Assistant Dean to create actionable descriptors that are clearly observed rather than judgments. The revised rubrics will be implemented by the Fall 2019 and will be included in the next SPA review cycle as **an advanced program**.

Task 6: Provide evidence that candidates use data from students' performance to reflect on teaching effectiveness and their professional practice. (paragraph 7 on page 17 of the EPP report)

MU candidates use data from students’ performance to reflect on teaching effectiveness and their professional practice. Data shared in **Appendix 1.4a** (Self-study Exhibit 1.2.A) provides evidence using multiple measures to support this assertion. Four applications of data were included to strengthen this evidence from the Fall 2018 including CPAST midterm, CPAST final, edTPA, and the High Leverage Teaching Practice Proficiency Rubrics (early field). The triangulation of data from these three assessments provide evidence that the EPP is successfully meeting the standard.

The edTPA assessment is the strongest measure of candidate reflection of practice. The assessment itself uses rubrics to measure candidate reflection on each of the tasks and rubrics. The candidates perform and in depth analysis of their own practice by responding to commentaries on each of the three tasks. They are prompted to reflect on each stage of their teaching and therefor all feed in to reflecting on teaching effectiveness and professional practice. Although Rubric 10 explicitly measures “Analyzing Teaching Effectiveness,” SCALE and the EPP contend the tasks all require reflection of professional practice. In fact, each task requires deep reflection. Therefore the following analysis looks at Rubric 10 independently as well as all rubrics that inform 1.2 as identified by SCALE.

edTPA Rubric 10 Teaching Effectiveness: The EPP scored the following means for Rubric 10 for the three series of data:

Rubric 10 Teaching Effectiveness						
Content Area	Fall 17		Spring 18		Fall 18	
	Mean	N	Mean	N	Mean	N
EPP	2.6	32	2.6	92	2.59	17
Elementary	2.8	17	2.8	46	2.67	9
Spanish	3.0	1	2.0	2	3.0	1
History	2.5	2	2.3	3	No data	0
Art	2.5	4	2.45	10	No data	0
Science	2.0	1	2.0	5	No data	0
P3/TSD	2.8	4	3.0	3	3.0	2
Math	2.0	1	2.7	4	No Data	0
HEPE	2.0	1	2.5	5	2.0	2
English	No data	0	2.84	11	2.33	3

For each application of data, the EPP as a whole scored strong on this rubric. For the Fall of 2017 Elementary (n=17), Spanish (n=1) and P3/TSD (n=4) scored the highest means. Science, Math and PE, each with an n of 1 scored the lowest with means of 2.0. For the Spring of 18, P3/TSD (n=3) scored a mean of 3.0; English (n=11) scored a mean of 2.84; and Elementary (n=46) scored a mean of 2.8. The lowest mean scores of 2 were in Science (N=5) and Spanish (n=2). Finally, the highest mean of 3.0 was scored by P3-TSD candidates (n=2). This data was shared to faculty, staff, candidates and stakeholders through the SOE website, Faculty meetings, SOE meetings, UTEAC, and various constituency meetings. Program improvements are outlined in 1.4a.

In analyzing edTPA using rubrics aligned with 1.2 and shared in Appendix 1.4a, the scores are summarized as follows (Please see Appendix 1.4a for detailed data)

edTPA Rubrics Aligned to 1.2						
Content Area	Fall 17		Spring 18		Fall 18	
	Mean	N	Mean	N	Mean	N
EPP	2.82	32	2.83	92	2.75	17
Elementary	2.99	17	2.89	46	2.3	9
Spanish	2.92	1	2.42	2	2.32	1
History	1.97	2	2.92	3	No data	0
Art	2.8	4	3.03	10	No data	0
Science	2.27	1	2.41	5	No data	0
P3/TSD	2.87	4	2.2	3	2.65	2
Math	2.35	1	2.89	4	No data	0
HEPE	2.45	1	2.27	5	2.0	2
English	No data	0	2.84	11	2.8	3

When analyzing data for all rubrics that provide evidence for this standard, the EPP showed strong scores across all three data sets as a whole (2.82, 2.83, and 2.75). This highest EPP mean was in the Spring of 2018 with the largest of the three *ns* (92). In the Fall 2017, Elementary candidates scored the highest mean of 2.99, while History (n=2) had the lowest mean of 1.97. In the Spring of 2018, Art (n=10) candidates scored the highest mean of 3.03, while P3/TSD candidates scored the lowest mean of 2.2 (n=3) on the P3 handbook (reminder that in NJ candidates are not permitted to take the special education edTPA). In the Fall of 18, English candidates scored the highest with a mean of 2.8 (n=3), while the HEPE candidates scored the lowest mean of 2.0 (n=2). All data has been shared with faculty, content faculty (at UTEAC), online and through multiple constituency meetings. Program Improvement efforts are outlined in 1.4a.

The Candidate Preservice Assessment of Student Teaching also supports candidate mastery of reflective practice. Summaries of the assessments used In Appendix 1.4a (Exhibit 1.2.Ain SSR) are as follows: The mean scores of the CCAST rubrics for the three final (summative) assessments are m=2.42 (F 17) and m=2.54 (Sp. 18) and m-2.39 (Fall 2018) (rubric scale of 0-3) on the six rubrics that measure standard 1.2. These data show EPP strength in assessing P-12 learners, checking for understanding and adjusting instruction through formative assessment, data guided instruction, assessment techniques, connections to research and theory and participates in professional development. High Scores for all applications were on rubrics G: Checking for Understanding and Adjusting Instruction through Formative Assessments and N: Participates in Professional Development. Although all scores were acceptable, the rubrics with the lowest means relative to EPP strengths include J: Data Guided Instruction and M: Connections to Research and Theory. Although they were the lowest score, the mean scores all fell above the performance rating of 2 (Met).

The initial use of the High Leverage Teaching Practice Proficiency Rubrics show great strengths in 1.2 through the *Standard 6: Assessment and Standard 7: Planning for Instruction* rubrics. Candidates on the 1-4 scale scored an EPP 2.68 mean on the two standards. Candidates scored

particularly high on the *Standard 7: Planning for Instruction Rubric*, which addresses using research and assessment evidence to measure students' progress. The second application of data showed candidates had an overall mean of 2.53 and subcategory means of 2.36 (*Assessment*) and 7 (Planning for instruction). These scores support EPP candidates' strength of using research for planning and instruction.

Task 7: Demonstrate if and how the year-long clinical practice or the Residency Program has improved candidates' ability to differentiate instruction, teach transfer of knowledge, and improve collaboration and communication skills among candidates.

The EPP strongly asserts through multiple measures that year-long clinical practice and the Teacher Residency Program have improved candidates' ability to differentiate instruction, teach transfer of knowledge and improve collaboration and communication skills. Evidence used to substantiate candidate improvement includes (1) *A Sustainable Teacher Residency: Designing Paid Internships for Teacher Education* study conducted in partnership with Middletown Superintendent, Dr. William George;(2) data is from the Candidate Preservice Assessment of Student Teaching (CPAST); and (3) candidate, clinical educator and partner interviews during the site visit. A video of the Teacher Residency Program with partner, MU faculty/admin., student and graduate's testimonials can be viewed at: <https://vimeo.com/316259016>

Teacher Residency Study

The EPP collaborated with a local Superintendent to conduct a study to assess the EPP's Teacher Residency Program. The study is included as **Appendix 1.7a**. The study was published in the School-University Partnerships Special Issue in November, 2018.

Abstract: The purpose of this case study research is to describe how one teacher preparation program constructed a pilot program to compensate teacher candidates for their work in school classrooms. The program provides teacher candidates with opportunities to work in schools year round, including semester breaks, the months of May and June, and in extended year programs during the summer. The program is intended to replace part time work outside of education with work in P-12 school classrooms that better prepares teacher candidates for their teaching careers. Forty-one participants volunteered for the program during spring semester 2017. This study reports on initial data collected five months after the pilot began in the fall semester, 2017. Data were collected through interviews and surveys of teacher candidates and interviews with supervisors. The findings indicate that participants spent more time in schools, felt more confident about teaching and better prepared to teach, and would recommend the program to others. (Henning, J., Bragen, B., Mulvaney, T., & George, W., 2018)

The study outlines the benefits of the Teacher Residency Program from the perspective of the candidate, clinical educators, and P-12 administrators. Significant findings summarized across the sample included:

1. Improved preparation: Candidates unanimously stated they felt better prepared to teach when they subbed or spent more times in schools. Administrators stated candidates were much better prepared to interview for positions, complete demonstration lessons, and appeared more experienced than those who did not participate in the Residency Program.
2. Better Classroom Management
3. Improved ability to differentiate instruction
4. Became Part of the School Community: All respondents mentioned that candidates were a part of the school community and were not viewed as “just student teachers.” They communicated across faculty, students and the school community

Candidate Preservice Assessment of Student Teaching (CPAST)

The CPAST (**Appendix 1.1b**) data shows the positive impact of the yearlong clinical practice. Specifically, the overall chart on **page 8**.

There are six applications of the data presented: Fall 17 midterm, Fall 17 final, Spring 18 midterm, Spring 18 Final, Fall 18 midterm, Fall 18 Final. The EPP was interested in this overall data to determine if the implementation of the yearlong clinical practice has proved to yield higher results on their midterm and summative assessments. The EPP implemented mandatory yearlong clinical practice for all students during the 17-18 school year; therefore the Spring 18 and Fall 18 final CPAST scores include yearlong students. When compared to the Fall 2017 Final Scores, 100% of the highest overall means for each rubric appeared over the applications of data either during the final applications in the Spring 18 or Fall 18. This indicates that candidates who have participated in the yearlong clinical practice score higher than those who have not. These results imply the increased time in the field yields better outcomes for candidates in their clinical practice.

Site Visit Interviews with Alumni, candidates, Clinical Educators and Partners

The EPP believes interviews with candidates, alumni, clinical educators, P-12 Partnership Administrators and faculty will support the improvement of teacher preparation since the implementation of yearlong clinical practice and the Teacher Residency Program.

Task 8: Data collected by EPP shows that candidates performance was the weakest in the area of content. What is the EPP’s plan to improve content area? (Page 15 paragraph 3)

The EPP has a quality assurance system that is focused on continuous improvement. The EPP intends to continue with this system to obtain, analyze and interpret data, review data with stakeholders for feedback in multiple constituency meetings, implement data driven changes suggested by constituencies, and measure progress on that data.

Examples of data driven improvements the EPP has made to the program to address content knowledge include:

1. Praxis support and tutoring resources are provided to all EPP candidates. This support includes online resources, praxis study groups, collaboration and support with the institutions tutoring center, a resource sheet given to all students regarding available praxis support. (Appendix 1.8a)
2. Department chairs have worked with programs to infuse edTPA activities in to all courses. An edTPA matrix was created to share where edTPA rubrics are taught. Content infusion was part of this. (Appendix 1.8b)
3. A series of monthly professional development for faculty was offered throughout the pilot year for edTPA. (Appendix 1.8c)
4. Content Knowledge is based on one rubric item on the CFAST (which is what is being referenced in this finding). This data is triangulated with others to show our programs are strong with content knowledge. Every MU candidate must have a second major, most which select a content outside of the SOE.
5. Data sharing at the university-wide committee (UTEAC) each semester had given the content faculty opportunities to improve areas of relative strength and need. (Appendix 1.8d)

To specifically address this task the following response is given. On page 15, paragraph 3 of the SSR, there was a mention that on the CFAST (Candidate Preservice Assessment of Student Teaching) the lowest InTASC category scores for the two series of data was that of Content Knowledge. On this particular assessment, this was a relative weakness of the EPP, however the scores were not very discrepant from the other categories. For Example, for the Fall of 17 application of data, the mean score of 2.38 was also the same mean score for InTASC standard 2. The highest of that application was in Category 4, which boasted mean of 2.70. It should be noted that there is only one rubric item that measures content on that specific assessment. That is why the EPP triangulates the data to ensure candidates demonstrate achievement of the standard. The edTPA assessment has 8 rubric criteria that measure content knowledge. In the case of edTPA, content knowledge was a relative strength over all applications of data:

edTPA scores by category are as follows:

Category 1: Learner and Learning: Fall 17: m=2.84; Spring 2018: m=2.85, Fall 2018=3.5
 Category 2: Content Knowledge: Fall 17: m=2.82; Spring 2018: m=2.83, Fall 2018= 2.78
 Category 3: Instructional Practice: Fall 2017: m=2.85; Spring 2018: m=2.85, Fall 2018= 2.77
 Category 4: Professional Responsibility Fall 2017: m=2.65; Spring 2018: m=2.65, Fall 2018= 2.60

Praxis II Content Specific Assessments: The EPP has a 100% pass rate over the three series of data for Praxis Content Assessments. This is the strongest assessment of pure content. (Appendix 1.8e). A summary of the three series of data is as follows:

HEOA - Title II 2016 - 2017 Academic Year, Monmouth University Institution Code: 2416, New Jersey						
			Statewide			
Group	Number Taking Assessment ¹	Number Passing Assessment ²	Institutional Pass Rate	Number Taking Assessment ¹	Number Passing Assessment ²	Statewide Pass Rate
All program completers, 2016-17	133	133	100%	2787	25714	97%
All program completers, 2015-16	157	157	100%	2902	2804	97%
All program completers, 2014-15	147	147	100%	3428	3276	96%

Additional Data to support our candidates are prepared in their content area includes data from the Exit Survey, Alumni Survey and Employer Surveys.

Exit Survey: The Exit survey is completed after the full-time clinical practice is completed and the candidate has been approved to graduate. The three applications of data are for Spring 2017, Fall 2017, and Spring 2018. The survey is a 5 point likert scale ranging from *Strongly Agree=5* to *Strongly Disagree=1*. The following are the mean results for the InTASC categories:
Category 1 Learner and Learning: Spring 2018: m=4.50; Fall 17: m=4.43; Spring 2017: m=4.50

Category 2: Content Knowledge: Spring 2018: m=4.40 ; Fall 17: m=4.46; Spring 2017: m=4.46
Category 3: Instructional Practice: Spring 2018: m=4.50; Fall 17: m=4.45; Spring 2017: m=4.46

Category 4: Professional Responsibility: Spring 2018: m=4.41; Fall 17: m=4.39; Spring 2017: m=4.47

Employer Survey: The Employer Survey is an EPP created assessment that measures employers’ perception of Monmouth University Graduates according to ten InTASC Standards. Also included in the survey are demographics to allow the EPP to disaggregate other important data for improvement. The Survey components are tagged to the InTASC, CAEP and NJPST Standards. The 2017 Survey was revised with the input of partner administrators. All three applications of data can be found in Appendix 4.3a)

The data revealed P-12 educational administrators believe Monmouth University graduates meet the 10 InTASC standards assessed. 100% of all items assessed met the 80% requirement at the “strongly agree” and “agree” level for 2017 and 2018. The data are summarized by task below:

Category 1: Learner and Learning: 2017: m=3.40; 2018: m=3.30

Category 2: Content Knowledge: 2017: m=3.23; 2018: m=3.52

Category 3: Instructional Practice: 2017: m=3.33; 2018: m=3.49

Category 4: Professional Responsibility: 2017: m=3.36; 2018: m=3.35

Alumni Surveys Original Version (2012 and 2014), and Revised Version (2017-2018). The Alumni surveys are EPP designed and created assessments which measure the perceptions of graduates of the program in relationship to the four InTASC categories of the learner and learning, content knowledge, instructional practice, and professional responsibility. Data from the Alumni Survey clearly indicate graduates perceive they are prepared in all four categories of InTASC standards. In 2012 and 2014, Instructional Practice were the highest scores of the four. In 2018, the Learner and Learning Development category, on average, had the highest scores across content (with K-6 Art, Music, Health and PE) being the exception. Their highest score was Content Knowledge.

This data supports that completers feel prepared to teach content, alumni feel strong in content knowledge, and employers evaluate content knowledge of graduates to be strong.

Possible Area for Improvement

Area For Improvement	Rationale
The EPP needs to demonstrate how future candidates will be able to design and facilitate digital learning.	It is stated in the SSR that over 50% of candidates are placed in districts where advanced technology is available. What happens to the rest of the candidates? where do they learn to apply technology in P-12 classroom to enhance student learning? Also the EPP statement in exhibit 1.5 is an indication that they are aware that candidates need to be systemically prepared to apply technology to teach P-12 students.

The EPP has directed considerable focus and energy on demonstrating how future candidates will be able to design and facilitate digital learning. An instructional technology work group has been formed and is currently working to ensure that there are multiple sources of evidence demonstrating teacher candidates complete their program with the ability to design and facilitate digital learning. Minutes from the first two meetings are included in this report as **Appendix 1.9a**. It's secondary charge is to design and instructional technology space for candidates to use to support their teaching using technology. Dr. Wendy Harriot will be available to speak to this during the site team visit, as she is the coordinator of this work group.

In addition, the EPP has developed an assessment to measure Instructional Technology Skills, which is directly aligned to InTASC, ITSE and CAEP standards (**Appendix 1.9b**). The assessment was adapted from one located on the ASCD website framed by the Danielson model Framework, developed by and for educators. The full rubrics were vetted by faculty in the

Curriculum and Instruction department for review during the January 2019 department meeting (minutes are included as **Appendix 1.9c**). The faculty felt the assessment needed to be streamlined. The Assistant Dean created a Qualtrics survey with the original behavior criteria and the faculty voted on the most relevant items to include on the Instructional Technology Rubrics. The assessment will be piloted in March of 2019 in each methods course, where they are completing their first semester or their yearlong clinical practice. That data will be disaggregated by program and will have a validity and reliability study completed. A full write up of the assessment with the initial data set will be available during the site visit.

Finally, every teacher candidate is now required to complete early field and service learning hours in Long Branch School District, a Future Ready NJ school district (Appendix 1.9d). Therefore, 100% of EPP candidate are placed in a Future Ready NJ District for at least one field placement.

STANDARD 2**TITLE: SHARED RESPONSIBILITIES OF PARTNERSHIP**

Excerpt from SSR to be clarified or confirmed:

Task 1 Confirm MOUs and partners understanding of those MOU's

Memoranda of Understanding will be available at the site visit, however three examples are included in this report as Appendix 2.1a. The three districts included in the exhibit are Keansburg School District, Hazlet Township Public School District, and Shore regional School District.

Questions for the EPP concerning additional evidence, data, and/or interviews:

Task 2: What are school-based faculty members' perceptions of the partnership?

School-based clinical educators will be available at the site visit.

Task 3: What additional cycles of data are available for the CCAST?

The Fall of 2018 has been added and included as Appendix 1.1b. The document presents, analyzes and interprets data for the Fall of 2017, Spring of 2018 and the Fall of 2018.

The assessment is administered two times per semester, at the midpoint and at the conclusion of the semester. Midterm and Final results for Fall 2017 and Spring of 2018 are included in this report. EPP numbers for the Fall semester are considerably higher, therefore some break down of the data is different, however the same programs are consistent with the Fall and Spring Semesters. The Fall semester does not have candidates in all programs, therefore the data is not available for all programs.

Data are displayed in four ways: CCAST Overall EPP by rubric and semester; CCAST Category (Pedagogy, Dispositions, Overall); InTASC Categories (Categories 1-4) and Overall by Rubric. The data reveals some significant strengths and relative needs for improvement. Interpretation and analysis will be through the lens of the four InTASC categories. Also, midterm data is reviewed to determine what InTASC standards require further development in the second half of the full time clinical practice semester. The expectation is that these scores will be lower, also an expectation is significant growth from the midterm scores. 100% of all programs improved in both the Spring 2018 and Fall 2017 semesters.

Overall EPP by Rubric and Semester: There are six applications of the data presented: Fall 17 midterm, Fall 17 final, Spring 18 midterm, Spring 18 Final, Fall 18 midterm, Fall 18 Final. The EPP was interested in this overall data to determine if the implementation of the yearlong clinical practice has proved to yield hire results on their midterm and summative assessments. The EPP

implemented mandatory yearlong clinical practice for all students during the 17-18 school year; therefore the Spring 18 and Fall18 final CFAST scores include yearlong students. When compared to the Fall 2017 Final Scores, 100% of the highest overall means over the applications of data occurred either during the Spring 18 or Fall 18. This indicates that candidates who have participated in the yearlong clinical practice score higher than those who have not.

Overall by InTASC Category: MU candidates meet the expectations of all four InTASC categories. When reviewing the data, all four terms of data yielded the highest mean scores on Category 1: The Learner and Learning. This is clearly a strength for the EPP. When looking at individual programs for all semesters, 77% had the highest mean score for category 1. A relative weakness in scores was in Category 2: Content Knowledge. The EPP mean was lowest for all applications of data in this area, however the mean score was still above the performance level of “Met”.. When looking at a program level, the 85% of the programs had their lowest means in Content Knowledge. There were only two programs in one application of data that did not have the lowest mean in Content Knowledge: HEPE (SP ’18) and Spanish (SP’18). Both numbers were low for these content areas, which may account for these outliers.

The four-point rubric uses the following weighted categories:

5. Does not Meet Expectation (0 Points)
6. Emerging (1 Point)
7. Meets Expectation (2 Points). The EPP targets a score of 2 or higher
8. Exceeds Expectation (3 points)

Category 1: The Learner and Learning. MU candidates have skills in knowledge of learner development, learning differences, and learning environments. There are three rubrics that make up category 1 (Rubrics D, I, R). Category 1 yielded the EPPs highest mean scores. 77% of all programs evaluated in the two semesters scored highest in this area. Elementary candidates scored among the top three programs in their final evaluations in both the Fall 2017 and Spring 2018 semesters. In the Spring 2018, Secondary and English candidates also scored in the top three. The two highest rubric averages included:

- c. Rubric I: Safe and Respectful Learning Environments (Fall 2017, Fall 2018)
- d. Rubric R: Preparation (Spring 2018, Fall2018)

Art/Music (Fall 2017 Final) and HEPE (Spring and Fall 2018 Final) received the lowest mean scores of all the programs in Category 1. However, when looking at the program level in Fall 17/Spring 18, HEPE’s highest score of the four categories for both Final semester evaluations was in Category 1, making it a relative strength. This was also a relative strength for art as it was the second highest category falling only three hundredths of a point behind Category 4. Consistent across programs was the lowest rubric average: Rubric D Differentiated Methods (Fall 2017, Spring 2018, Fall 2018). In Fall 2018, the UG scored higher in Differentiated Methods and Safe and Respectful Learning Environment. TheMAT students scored highest in

Preparation. Secondary (n=4), English (n=3) and Spanish (n=1) students all averaged a mean of 3 (highest score possible) for all tasks on Category 1.

Category 2: Content Knowledge. MU candidates are knowledgeable about their content, in spite of this category demonstrating the lowest means. The interpretation of this data is based on one rubric item. Because content knowledge is measured by the Praxis II and GPAs in content areas, the CPAST isn't the strongest assessment for content knowledge. The EPP, however, still considers this data as one piece that can provide coherence to the measure of content knowledge as a whole. Each program for both semesters showed growth from the midterm to the final applications of the assessment. Although the overall EPP mean was lowest in Category 2, the one Spanish candidate actually scored highest in the Spring 2018 semester (mean=3.0). For both final assessments in the Fall 2017 and Spring 2018, Elementary, Secondary, Art, P-3 TSD and English (on data for Spr. 2018) scored lowest in this category. For the Fall 2018 application of data, MAT, Elementary and P-3 students had the highest scores compared to other program and category groupings. Health and PE and Secondary English had the lowest scores. This data will be triangulated under CAEP Standard 1.3 with all other content knowledge assessments.

Category 3: Instructional Practice. EPP candidates are proficient in assessment, planning for instruction, and selecting and utilizing sound instructional strategies. This category contains nine rubrics, the largest of the four categories. Every program showed growth for all semesters between the rubrics measuring Category 3 from the midterm to the final. Instructional practice was second highest EPP score in the Spring of 2018. In the Fall 2017, P-3 TSD candidates scored highest in this category. In the Spring of 2017, Secondary candidates scored highest in this category.

Highest performing programs on Category 3 in the Fall of 2017 were Secondary (m=2.58) and Elementary (m=2.69). These two programs also outperformed the others in the Spring of 2018 with means scores of 2.89 (Secondary) and 2.69 (Elementary). In the Fall of 2018, Secondary (m=2.72) and Spanish (m=3.0, n=1) scored the highest. Consistently for final assessments in the Fall 2017 and Spring 2018, Rubric B Materials and Resources had the highest mean scores. In 2018 Rubric B was the highest, along with Rubric A, Focus for Learning: Standards and Objectives/targets.

The lowest mean scores for all three semesters were recorded by HEPE: Fall 2017 (1.78) and Spring 2018 (1.84), and Fall 2018 (m=2.28). The numbers in the HEPE program are low; however, this data will be triangulated in CAEP 1.3 to determine if it is consistent with the other data. Rubric J Data Guided Instruction was consistently the lowest score in most programs through both semesters.

Category 4: Professional Responsibility. MU candidates demonstrate professional learning and ethical practice as well as leadership and collaboration. This category consists of eight rubrics. Every program for all semesters showed significant growth from the midterm to the final

application of the assessment each semester. The EPP posted its second highest mean in this category in the Fall of 2017 and Spring of 2018.

Programs with the highest scores in the Fall of 2017 include Elementary (2.72) and Spanish (3.0). Those with the highest means in the Spring of 2018 include English (2.82), Secondary (2.80) and Elementary (2.73). In the Fall 2018 semester, Secondary (m=2.81) and Spanish (n=1, m=3.0) enjoyed the highest scores. The EPP scored considerably high in the majority of programs on Rubric S. Collaboration. The lowest scores across programs (although all were above 2, met) were on Rubric M Connections to Research and Theory.

HEPE, with small numbers for all three semesters, scored lowest for Fall 2017 (2.19) and Spring of 2018 (2.25). P-3 (w/TSD) scored lowest in Fall 2018 with a m=2.54. Again, this data will be triangulated with other assessments to look at non-academic criteria. Rubric M Connections to Research and Theory was consistently the lowest mean across programs.

2. How data is used for continuous improvement: The data is reviewed each midpoint and final semester with the Office of Field Placement and Certification. The data is disaggregated by program and shared with the Deans, Deans Educational Leadership Council, with faculty at faculty and department meetings, and with stakeholders at various meetings (PDS committee, Partnership Advisory Committee, Deans Advisory Committee). The following improvements have already been made to address the data (individually and when triangulated with other data):
 - a. Although the training is available by website, candidate and University Based Clinical Educators are trained together during the beginning of the semester orientation.
 - b. School based clinical educators are given the link for training, however they are also offered training at the mentor teacher academy, and the orientation provided at the beginning of each semester.
 - c. Content Knowledge is based on one rubric item. This data is triangulated with others to show our programs are strong with content knowledge. Every MU candidate must have a second major, most which select a content outside of the SOE.
 - d. Data sharing at the university-wide committee (UTEAC) each semester had given the content faculty opportunities to improve area of relative strength and need.
 - e. To address the clear need for improvement in the area of differentiated instruction, the EPP has included two courses in special education (and intro course and a behavior management course) to address these needs. These courses have been approved to begin in the Fall of 2018.
 - f. The School of Education has implemented two research events each year to encourage student research and the use of connecting research and theory.

Task 4: What additional cycles of data are available for the edTPA?

The third series of data has been collected, analyzed and shared as Appendix 1.1a. The document narrative in the Appendix has been updated to include the Fall 2018 application of data.

The 15 rubrics of edTPA are evaluated using a five-point rubric. Disaggregated data are presented in three ways: Overall by edTPA Task, InTASC Category and overall by task. Disaggregation of data are by handbook and assessment title. In most cases this matches EPP program names, however candidates in programs with multiple certification areas are only assessed with one handbook. Health and Physical Education majors can choose the Health or PE assessment. Also, there is no testing in the State of NJ of Teachers of Students with Disabilities. Therefore, this report does not include data for the TSD program. The students in programs in which TSD endorsements are included took the assessment in the primary certification areas. For example, those students who are enrolled in the P-3 TSD program completed the edTPA portfolio in Early Childhood (P-3). The majority of our TSD students are elementary majors.

It is of primary importance to note that the State of New Jersey Requires a completed portfolio in order to become certified. There is no established cut score until the 2019-2020 school year. Therefore, there may be a slight negative effect on the data because candidates were not aiming for a particularly high score, rather to complete the assessment. This however did not affect the performance outcome scores of our candidates. Generally speaking, candidates scored above the state average and commensurate with national averages on most content areas assessed.

The EPP n for the Fall of 18 was 17, spring of 18 was 92, Fall of 17 $n=32$.

Overall EPP InTASC Strengths: The two categories in which the EPP scored highest were Category 1 (The Learner and Learning) and Category 3 (Instructional Practice). The Fall 17 and Sp 18 mean score for Category 3 was 2.85 (out of 5). The Fall 18 mean for Category 1 was 3.50. In the Fall of 17, the EPP score on Category 1 was 2.84, and the Spring 18 mean score was 2.85. The EPP lowest scores were in Category 4, Professional Responsibility, however the scores were still respectable (Fall17 & Sp 18 means were both 2.65). The data is shared below by InTASC category.

InTASC Category 1: The Learner and Learning

Data from edTPA for Spring 18 and Fall 17 demonstrates that EPP candidates are achieving strong scores in InTASC category 1. Category 1, along with Category 3 are areas in which the EPP scored highest. There are 10 rubrics that were used to collect, analyze and interpret data for InTASC Category 1 (Rubrics 1-9, 14). This alignment was conducted by edTPA and shared with all partners. The EPP overall mean scores for InTASC category 1 are Spring 18= 2.85; and Fall 17= 2.84. This shows a slight increase over time. Looking at results for Fall 17, our largest program, Elementary Education

($n=17$) achieved a mean of 2.99, the highest of any EPP program. ECE ($n=4$) had the next highest mean of 2.82, followed by Physical Education ($n=1$) at 2.8. PE really is not consequential because of the low n . The three lowest scores in Category 1 came from programs with low enrollment: Health ($n=1$) $m=2.2$, Science ($n=1$) $m=2.4$, and History ($n=2$) $m=2.4$. When analyzing items in InTASC category one for the Fall of 2017, three great strengths appeared:

Rubric 3 Using Knowledge of Students to Inform Teaching and Learning. 6/11 programs in which EPP data were reported scored a 3.0 or higher.

Rubric 4 Identifying and Supporting Language Demands. 7/11 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 6. Learning Environment. 9/11 of the programs in which the EPP reported data scored at or above a 3.0.

Two relative areas of need in item analysis were:

Rubric 9: Subject Specific Pedagogy: 3/12 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 14: Analyzing Students' Language Use and Content Learning: 3/11 programs in which EPP data was reported scored a 3.0 or higher.

Spring 2018 results consisted of our largest EPP ($n=92$). The Elementary Education *mean* score of 2.89, slightly above the EPP *mean* of 2.85. The highest score on Category 1 in this semester came from Visual Arts ($n=7$) whose candidates achieved a mean score of 3.14. Also of note, History candidates ($n=3$) averaged a score of 3.09. The three lowest scores relative to the EPP *means* were in PE ($n=4$: *mean*= 2.25), Health ($n=1$, *mean*=2.30) and Early Childhood (P-3: $n=2$, *mean* 2.35). Also of note, the PE assessment, with an n of only 4, also had a *mean score* of 2.82.

In terms of item analysis for InTASC category 1 scores, the two items in which the EPP scored high across the most programs were:

Rubric 6 Learning Environment. 10/12 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 5 Planning Assessments to Monitor and Support Student Learning. 6 /11 programs in which EPP data was reported scored a 3.0 or higher.

The items in which the EPP scored lowest across programs include:

Rubric7 Engaging Students in Learning. 3/12 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 8: Deepening Student Learning. 3/12 programs in which EPP data was reported scored a 3.0 or higher.

Fall 2018 results consisted of our lowest n for the EPP ($n=17$). Secondary English outscored all other contents with a mean score of 3.75. The overall EPP mean of 3.50 was the highest out of the four InTASC categories. Health Education and Physical Education students scored lowest at a mean of 2.63. The seven MAT candidates outscored the Undergraduate candidates with 3.60 to 3.43 relative means.

For the Fall 2018 application of data, the rubrics in which candidates showed strengths were:

Rubric 6 Learning Environment. The EPP mean was 3.0. This was also the highest mean for all Undergraduate candidates. It was consistently a 3.0 across all programs.

Rubric 4 Identifying and Supporting Language Demands. The EPP's largest program, Elementary Education averaged a 3.11. English and P-3 both averaged means of 3.0

For the Fall 2018 application of data, the rubrics in which candidates showed areas of relative need for improvement included:

Rubric 9 Subject Specific Pedagogy: 3/5 programs scored lowest on this rubric. The other two programs also scored low, but had one other rubric which was lower. P-3, Spanish, Elementary Education all scored lowest on this rubric.

InTASC Category 2 Content Knowledge

EPP candidates have strong content knowledge as evidenced by the edTPA data. There are eight rubrics that were aligned by edTPA to make up the InTASC Category 2 scores (1-4,7-9,14). The EPP means for this category were 2.83 (Spring 18), 2.82 (Fall 17), and 2.78 (Fall 18). For Spring 18 and Fall 17 Elementary, and Visual Arts candidates scored highest, with History also showing scores above EPP average for the Spring 2018. In the Fall of 18, the Spanish ($n=1$) and Secondary English students high the highest means (3.5 and 2.96 respectively). The lowest scores in Spring 2018 and Fall 2017 were in low enrollment programs. Sp 2018: Spanish ($n=2$, $m=1.81$), PE ($n=4$, $m=2.21$) and Health ($n=1$, $m=2.25$); Fall 2017: Spanish ($n=1$, $m=2.0$), Health ($n=1$, $m=2.13$); Fall 2018: Health and PE ($m=2.0$)

Areas of Strength for Spring 2018, Fall 2017, Fall 2018:

Rubric 3: Using Knowledge of Students To Inform Instruction (Spring 2018 and Fall 2017). 6/11 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 4: Identifying and Supporting Language Demands (Fall 2017).7/11 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 1: Planning for Instruction. This Rubric was highest for Fall 2018 (2.94)

Areas of Relative need for Spring 2018 and Fall 2017 include:

Rubric 14: Analyzing Students' Language Use and Content Learning (Spring '18, Fall '17).3/11 (Fall 2017) and 4/12 (Spring 18) programs in which EPP data was reported scored a 3.0 or higher. This rubric was the lowest for Secondary English and HEPE in the Fall of 2018.

Rubric 9: Subject Specific Pedagogy (Fall 2017): 4/11 programs in which EPP data was reported scored a 3.0 or higher. 3/5 programs (Elementary, Spanish, and P-3) had their lowest means on this rubric

InTASC Category 3: Instructional Practice

The data indicate that EPP candidates have strong knowledge and skills in the InTASC category of Instructional Practice. There are 13 edTPA rubrics aligned with this category (1-9, 11-13, 15). The EPP mean scores for Spring of 18 and Fall of 19 was 2.85. The EPP mean for the Fall of 18 was 2.77. This category overall is a strength for MU as the highest EPP scores across two series (Sp 18, F17) of data were presented in this category. It was the second highest category mean in Fall of 2018 ($m=2.77$). Spring of 2018 data revealed candidates in Visual Arts, Performing Arts History, Elementary, math and English all scored above the EPP mean. Early childhood (P-3), Spanish and Health programs fell below the EPP means. These programs falling below the mean all had low numbers. In Fall of 2017, the highest scores were achieved by Elementary Education, Visual Arts and Early Childhood. Elementary Education and Visual Arts scores were amongst the highest for both semesters. History Science and Health had the lowest scores (also had low numbers). Fall of 2018 showed highest scores for Spanish and Secondary English.

When looking at item analysis, clear strengths emerged across the two series of data.

Rubric 6: Learning Environment. Spring 2018 had 11/12 programs with a rubric mean of 3 or better. In Fall 2017, 10/11 programs demonstrated a rubric mean of 3 or better. For Fall of 2018 the EPP scored highest on this rubric. Undergraduates, P-3s, and HEPE students all scored highest on this rubric in the Fall of 2018.

Rubric 12: Providing Feedback to guide learners. Spring 2018 demonstrated 1/12 programs achieving a score at or above $m=3.0$ or better. In the Fall of 18, MAT, Elementary, and Spanish students scored highest on this rubric.

Rubric 4: Identifying and Supporting Language Demands (Fall 2017).7/11 programs in which EPP data was reported scored a 3.0 or higher.

Item analysis indicated relative areas of need for improvement on the following rubrics:

Rubric 15: Using Assessment to Inform Instruction (Spring 2018). 1/12 programs scored a *mean* of 3.0 or better.

Rubric 11: Analysis of Student Learning (Spring 2018). 3/12 programs scored a *mean* score of 3.0 or better.

Rubric 3: Subject-Specific Pedagogy (Fall 2017). 3/11 programs scored a *mean* score of 3.0 or better.

Rubric 13: Student use of Feedback (Fall 2017). 3/11 programs scored a *mean* score of 3.0 or better. Fall of 2018: Undergraduates, English, and HEPE majors scored lowest on this rubric.

Rubric 9: Subject Specific Pedagogy.

InTASC Category 4: Professional Responsibility

Data from the edTPA reveal EPP candidates have improved over time to demonstrate strong skills and knowledge in InTASC Category 4: Professional Responsibility. There are two rubrics (10,15) that measure Professional Practice. This category was a relative weakness for the EPP, with means at 2.65 for Sp 18 and Fall 17. In the Fall of 18, the mean score was lower with a 2.60 mean. Elementary, Spanish and Visual Arts scored among the top programs in Fall 2017. Elementary, Performing Arts and Math presented the highest scores in Spring 2018. Some of the lowest mean scores amongst all categories were for two programs with $n=1$, Science and Math, both with *means*= 1.50. In the Spring of 2018 the lowest scores in this area were in Science and Health. This data will be triangulated with CFAST and the High Leverage Teaching Proficiency Rubrics to provide depth and breadth and to determine if this is a weakness for Science, Math and Health. In the Fall of 2018 the EPP scored highest on Rubric 15. MAT students out-performed the undergraduates by .41. The Spanish and P-3 students had the highest means. The EPP is not concerned, as this assessment only aligned with two items, therefore, it provides a very small sampling.

Overall Interpretations of the data:

1. The EPP data on edTPA through the four categories demonstrates MU candidates are strong in all four categories as an EPP.
2. Candidates at MU scored highest in Categories 1 and 3, providing evidence that MU candidates have a strong foundation of learning and learners, as well as instructional practice.
3. Elementary programs have strong strengths in all four tasks. Elementary programs outperformed EPP means in all categories.
4. Visual Arts, although has low numbers, had amongst the highest scores on one or both series of data for each category.

5. The lack of professional responsibility items make it difficult to generalize results. These results will be triangulated with other data to look specifically at non-academic criteria.

Use of Data for Continuous improvement.

Data is shared on an ongoing basis by the Assistant Dean at several constituency meetings including: Deans Educational Leadership Council, Deans Meeting, Dean's advisory Council, UTEAC (University Teacher Education Advisory Council), SOE Faculty Retreat, and faculty meetings. Discussions resulting from data sharing have prompted improvements such as:

- a. edTPA writing day implementation – four edTPA writing days have been mandated at critical times throughout the semester to provide support for the edTPA process.
- b. SOE university based supervisors, faculty, and other administration have been involved with in-house scoring training.
- c. The EPP hosted a training through NJACTE to EPP and state professionals who wanted more training in edTPA.
- d. The Assistant Dean presented data at the national edTPA Implementation Conference.
- e. The New Jersey Department of Education program administration met with pilot edTPA candidates to discuss how improvements can be made to the process.
- f. Department chairs have worked with programs to infuse edTPA activities in to all courses. An edTPA matrix was created to share where edTPA rubrics are taught.
- g. A series of monthly professional development for faculty was offered throughout the pilot year.

Task 5: What additional evidence is now available to support the shift to the yearlong internship?

The EPP is continuing to collect data on the impact of the yearlong clinical practice. The CFAST (Appendix 1.1b) data shows the positive impact of the yearlong clinical practice. Specifically, the overall chart on page 8.

There are six applications of the data presented: Fall 17 midterm, Fall 17 final, Spring 18 midterm, Spring 18 Final, Fall 18 midterm, Fall 18 Final. The EPP was interested in this overall data to determine if the implementation of the yearlong clinical practice has proved to yield hire results on their midterm and summative assessments. The EPP implemented mandatory yearlong clinical practice for all students during the 17-18 school year; therefore the Spring 18 and Fall 18 final CFAST scores include yearlong students. When compared to the Fall 2017 Final Scores, 100% of the highest overall means for each rubric appeared over the applications of data either during the Spring 18 or Fall 18. This indicates that candidates who have participated in the

yearlong clinical practice score higher than those who have not. These results imply the increased time in the field yields better outcomes for candidates in their clinical practice.

The EPP also believes interviews with candidates, alumni, clinical educators, P-12 Partnership Administrators and faculty will also support this data.

STANDARD 3

TITLE: PLAN TO RECRUIT QUALITY TEACHERS

CLARIFY:

Task 1: Please clarify what is meant in Exhibit 3.1.A by "Due to requirements by CAEP and the NJDOE, academic diversity must start at a minimum level" (p. 2)

Page 2. Of SSR Exhibit 3.1a states, “*Due to requirements by CAEP and the NJDOE, academic diversity must start at a minimal level.*” This statement means that the state and CAEP have minimum GPA, SAT and/or ACT score requirements. This does not allow for students who have GPA’s or other entrance scores below the minimum level set. The academic diversity is limited by the requirements of the state and CAEP, and mandates EPPs admit those students who have at least a 3.0 GPA and SAT/ACT scores set at above the top 40% (2018-2019 CAEP). Students, by State code, may be accepted with a 2.75 GPA as long as the cohort mean does not drop below 3.0.

Questions for the EPP concerning additional evidence, data, and/or interviews:

- 1. What specific plans, goals, or initiatives does the EPP have that will specifically address increasing the diversity of teacher candidates admitted into programs?**

The EPP has made tremendous strides in creating and implementing goals, plans and initiatives that specifically address increasing the diversity of teacher candidates admitted into programs. These changes include, but are not limited to, changes in the EPPs mission statement to include social justice and diversity, a recruitment plan (**Appendix 3.1a**) with very specific initiatives that target diversity, and development of a strategic plan (**Appendix 3.1b**) that has an articulated plan to increase diversity in enrolled candidates. Interviews of EPP advisors at the time of the site visit will provide further data that significant work is ongoing on increasing diversity of enrolled students. The EPP has decided to focus efforts on Social Justice throughout all programs. For the past two academic years, every EPP monthly staff meeting has included a PD training on some aspect of social justice: unconscious bias, privilege, racism, etc. As an initial opportunity provided to EPP staff, the Intercultural Development Inventory was offered to all staff. This assessment measures intercultural competence. This information is provided to demonstrate the EPP’s commitment to improve cultural competence among staff who work to recruit, advise and teach candidate. **Appendix 3.1c** shows sample minutes from PD meetings.

EPP Mission

The School of Education’s mission is to be a leader in the preparation and professional development of highly competent, reflective teachers, speech-language pathologists, school counselors and administrators. We are committed to social justice initiatives that better all students and other persons from diverse backgrounds in terms of abilities, age, gender, culture, race, ethnicity, family, and socioeconomic status. Our candidates learn the exigencies of their profession by practicing and demonstrating their skills through clinical experiences in a wide range of local school and community settings. Our accredited programs link theory and practice, foster lifelong learning and reflection, and improve the quality of life for students and clients through innovation, research, and scholarship. School of Education graduates have the practical skills, the commitment to service, and the theoretical knowledge necessary to enhance living and learning in academic and professional settings.

Recruitment Plan (Appendix 3.1a)

The EPP’s recruitment plan has been reformatted to explicitly state initiatives related to each of the 4 Goals outlined in the Five Year Recruitment Plan (p. 1 of document). Goal #3 speaks directly to enrollment. Below includes Goal #3 as stated in the recruitment plan along with the related initiatives (pages 9-12) specifically targeting the goal. The goal and initiatives are copied into this document for ease of review.

Increase Diversity of Admitted Students: Increase the diversity of students enrolled in initial programs by 5% each year by gender and ethnicity.

a. Gender: 17-18 School year baseline: 85% female

b. Ethnicity: 17-18 School year baseline: 82% white

Scholarships Available: TEACH Grant, Military Bridge Program, Math and Science Scholarship STEM

UG INITIATIVE TO INCREASE DIVERSITY OF ADMITED STUDENTS

Initiative	Description
HIGH SCHOOL OUTREACH, INCLUDING TARGETED EOF RECRUITMENT.	<i>Responsible:</i> admission representatives <i>Schedule:</i> ongoing, throughout the year Eleven admissions representatives travel to various high schools in and out of state. Travel includes all Abbott School Districts to recruit for our EOF Program. The remaining high schools are those in which students meet our admission criteria, to maximize recruitment efforts. Counselors visit approximately 1000 schools each year.
OPEN HOUSES AND ACCEPTED STUDENTS DAY	<i>Responsible:</i> SOE admin, advisors, certification and field placement <i>Schedule:</i> 1 Fall open house, over a dozen open houses and Accepted Students Days Host an Annual Undergraduate Open House each fall, over a dozen weekend information sessions, weekday campus tours, and a series of accepted student days throughout the spring. School of Education advisors encourage potential candidates from diverse backgrounds to register at MU.
ON AND OFF CAMPUS HIGH SCHOOL COUNSELOR VISITS	<i>Responsible:</i> admission representatives <i>Schedule:</i> ongoing, throughout the year Events are held off-campus both in and out of state for school counselors to promote Monmouth’s programs. On-campus visit programs for counselors include professional development sessions, appreciation events, and overnight visits during the summer. These events are advertised to school districts with diverse student populations.
MASS ADVERTISING	<i>Responsible:</i> Marketing, SOE Dean’s Office <i>Schedule:</i> ongoing, throughout the year

	<p>Student names are purchased via Search and lead generating sites for all majors, with targeted messaging by major. Material has been developed considering diversity.</p>
TOURS IN SPANISH	<p><i>Responsible:</i> Spanish Speaking Admissions representatives <i>Schedule:</i> ongoing, throughout the year</p> <p>Monmouth University was the first school in New Jersey to offer tours in Spanish.</p>
EVENTS	<p><i>Responsible:</i> admission representatives. SOE advisors <i>Schedule:</i> ongoing, throughout the year</p> <p>Admission Counselors attend the following events that attract diverse students:</p> <ul style="list-style-type: none"> ○ National Hispanic College Fairs (Northern and Southern New Jersey events) ○ National TRIO Day ○ NJ National College Fairs (Edison, Atlantic City) ○ Newark Public High School Fairs ○ Patterson Public High School Fairs ○ Monmouth County Regional High School Fairs ○ Mercer County College Fair ○ Ocean County College Night ○ Cumberland County College Night ○ Atlantic/Cape May Community College Fair ○ Summit High School College Planning night, conducted all in Spanish
GROUP VISITS INCLUDING THOSE WITH UNDER-REPRESENTED STUDENTS	<p><i>Responsible:</i> admission representatives. SOE advisors <i>Schedule:</i> ongoing, throughout the year</p> <p>The Office of Undergraduate Admission hosts several Pre-College Programming groups and group visits consisting of under-represented students every year.</p> <ul style="list-style-type: none"> ○ NJIT Project GEAR UP, the Source of Red Bank, Asbury Park Boys and Girls club, Dickinson High School, University Charter High School, Perth Amboy High School, and Trenton High School. Malcolm Shabbazz High School, Essex Community College Talent Search, Camden Charter Academy High School.
EOF EVENTS FOR PARTNER SCHOOL DISTRICTS	<p><i>Responsible:</i> admission representatives, EOF staff <i>Schedule:</i> ongoing, throughout the year</p> <p>Host guidance counselors from Asbury Park, Charter Academy, and Long Branch to update them on our current EOF practices and discussed opportunities for Monmouth to partner with their schools.</p>

<p>Monmouth Future Scholars Program</p>	<p><i>Responsible:</i> SOE Faculty, SOE Deans office, SOE Advisors <i>Schedule:</i> ongoing, throughout the year</p> <p>Monmouth Future Scholars (MFS) is an academic mentoring program with the goal of increasing the numbers of low-income, first generation students graduating from high school. It is a pre-college bridge program that targets the 6th through 12th grade population of students in Long Branch Public School District, a district with a highly diverse student and teacher population. The program partners with the middle school and high school, and provides participants with valuable experiences that will hopefully lead to acceptance to Monmouth University. Its goal is to assist program participants in gaining access to higher education, particularly Monmouth University, and entering a career in the field of education or human services to become agents of social change.</p>
<p>New Jersey Future Educators Association Conference</p>	<p><i>Responsible:</i> SOE Deans office, SOE Faculty, SOE Chairs <i>Schedule:</i> Each June</p> <p>Each summer, the Monmouth University School of Education hosts approximately 250 high school and middle school students on campus as part of the New Jersey Future Educators Association (NJFEA) Annual Conference at Monmouth University. This annual event at Monmouth offers students a chance to visit our campus, become familiar with the School of Education, while learning about special topics and issues in education today, and how these issues may shape their experience as a future educator. For many of these students, this is their first visit to a college campus.</p> <p>The NJFEA is a statewide organization coordinating a network of NJ high school and middle school chapters of the national Future Educators Association. Students are involved in the Tomorrow’s Teachers curriculum and education clubs at their schools. They come from a wide variety of backgrounds, from urban, suburban, and rural schools throughout the state of NJ.</p>

MAT INITIATIVE TO INCREASE DIVERSITY OF ADMITED STUDENTS

Initiative	Description
<p>GRADUATE INFORMATION SESSIONS – on campus</p>	<p>Presenters include the Dean, MAT Program Director, MAT Program Advisor, current MAT students from diverse backgrounds.</p>

	<p>(September 2017, April 2018, June 2018)</p> <p>Description: Provides an overview of the admission requirements and specific program and field requirements for each program. NJDOE certification requirements and career opportunities in each program track are reviewed. Current MAT students relate their personal experiences in the program to prospective students. Prospective students are encouraged to contact the MAT Program Director or MAT Program Advisor for information related to his/her specific needs and to answer additional questions about the program.</p>
<p>GRADUATE VIRTUAL INFORMATION SESSIONS</p>	<p>Presenters include MAT Program Director and MAT Program Advisor, Graduate Admissions Counselor.</p> <p>(September 2017, April 2018, May 2018)</p> <p>Description: These online sessions provide an overview of the admission requirements and specific program and field requirements for each program. NJDOE certification requirements and career opportunities in each program track are reviewed. Prospective students are encouraged to contact the MAT Program Director or MAT Program Advisor for information related to his/her specific needs and to answer additional questions about the program.</p> <p>Because this is virtual, potential students from highly diverse regions outside of driving distance can attend.</p>
<p>NJEA CONVENTION ATLANTIC CITY, NJ</p>	<p>Presenters include MAT Program Director, MAT Program Advisor, Graduate Admissions Counselor (November 2017).</p> <p>Description: Provides an opportunity to meet Monmouth University Alumni educators as well as NJ educators from all over the state with college age children who are interested in becoming teachers. MU SOE brochures are provided along with MAT Program Director and Advisor business cards. Prospective students are encourage to provide contact information and follow up emails and phone calls are made to encourage prospective students to attend a Graduate Information Session. There is heavy representation from highly diverse areas around Atlantic City.</p>

SCHOOL OF EDUCATION EVENTS THAT HAVE A DIVERSITY RECRUITMENT COMPONENT

The EPP has many events throughout the year that have a recruitment component, although the events are intended for dual purposes. Some events are listed here:

The Central New Jersey Consortium for Excellence and Equity (established 2012)

The Central Jersey Consortium for Excellence and Equity (CJCEE) is an evolving collaboration of administrators, teachers, support staff, parents, and elementary and secondary students that are collectively committed to learning and working together to enhance the achievement and wellbeing of all students, as well as increasing the academic performance, engagement, and future success of traditionally underachieving students. CJCEE focuses on inter-district collaboration and shared learning for continuous improvement in eliminating the disparities in achievement and school engagement among students. The event hosts high school students twice per academic year who receive on campus tours, presentations by admissions, and a welcome from the Dean of the School of Education.

Summer Programs hosted by the School of Education

Write On Sports- Middle school students in the Monmouth County area – current 6th and 7th graders – are invited to participate in a FREE two-week summer day camp to develop professional writing skills through their love of sports.

Monmouth University School of Education students in conjunction with alumni, athletes, and community members work in tandem to ensure a fun program including tours of MU facilities, story-telling, blogging, and video production. Through the generosity of Monmouth donors, this fun camp will strengthen communication proficiency while fostering a future path of academic success.

Literacy Camp- Literacy camp is offered each summer to assist youth in their literacy skills. Children who participate attend sessions on campus and interact with School of Education staff and teacher candidates.

The NJFEA is a statewide organization coordinating a network of NJ high school and middle school chapters of the national Future Educators Association. Students are involved in the Tomorrow's Teachers curriculum and education clubs at their schools. They come from a wide variety of backgrounds, from urban, suburban, and rural schools throughout the state of NJ.

Teacher Residency Program

The Monmouth University Teacher Residency offers teacher candidates a unique opportunity to experience the professional life of a teacher. Being part of the Teacher Residency provides students with an extensive array of teaching experiences in schools in a variety of roles: tutor, substitute teacher, summer school teacher, paraprofessional, co-teacher, and teacher. Participants will receive a stipend for their work in the schools. The program places candidates in K-12 schools throughout their four years at Monmouth University. Residency participants act as ambassadors for the teacher preparation program, which is an effective recruitment tool for K-12 recruitment. **Students are placed in high needs areas that are diverse in numerous ways.**

Literacy Symposium

The primary purpose of the Literacy Symposium is to provide professional development in K-12 Literacy Instruction for teachers in the area school districts. Each year a keynote speaker is chosen; this keynote speaker's needs to be a well-known published scholar in the field of K-12 Literacy Instruction. In addition to the keynote speaker, there are 8 workshops from which the attendees can choose. These workshops are given by MU faculty and local teachers or administrators, many of whom are graduates of MU School of Education programs. The topics that are covered are similar every year because they need to cover the range of what is considered to be the key pieces of literacy instruction (e.g., word study, vocabulary, comprehension strategies, writing); however, the presentations of these topics vary according to the presenters. While this symposium primarily benefits practicing teachers, we also have SOE students attend as well. It is open to the community. The event is advertised at local community college education departments to recruit potential candidates.

Academies

Monmouth University hosts four academies each occurring four times per academic year: Principals' Academy, Superintendents' Academy, Business Administrators, and the Special Services' academy. Although these academies do not give MU staff direct contact with students, they allow the SOE access to district and school level administrators who are given information to disseminate about the SOE programs and opportunities for their students considering advanced certificates and/ or postsecondary training. It also provides an opportunity for the districts to discuss needs in terms of teacher workforce and training.

Principals' Academy- Monmouth University hosts the Principals' Academy for principals and vice principals. The purpose of the School of Education Principals' Academy is to create a forum for dialogue and an exchange of ideas and experiences. Using the university as a catalyst, the academy will provide professional growth opportunities for principals and assistant principals that will focus on dynamic leadership that promotes reflective practice and affects teacher and student learning. Additionally, it will create a network of support for colleagues and establish a collaborative relationship with the university, university faculty, and its resources. Through this network, the School of Education has direct access to school level administration for multiple mutually beneficial initiatives, including recruitment efforts.

Special Services Academy- The purpose of the Special Services Academy is to create an opportunity for dialogue and an exchange of ideas and experiences for Directors of Special Services, Learning Disabilities Teacher Consultants, School Psychologists, School Social Workers, and Speech Language Specialists. Through collaboration with university administrators and faculty, the academy will provide professional learning communities that offer growth opportunities for members through sessions which focus

on promoting reflective practice and positively impacting student and teacher learning. A network of support and resources for members are established for developing new experiences, including recruitment of K-12 students.

Superintendents' Academy- Monmouth University hosts the monthly Superintendents' each year. The purpose of the Superintendents' Academy is to create a forum for dialogue and an exchange of ideas and experiences. Using the University as a catalyst, the academy will provide professional growth opportunities for superintendents and central office personnel. Additionally, it creates a network of support for colleagues and establish a collaborative relationship with the University and its resources. This serves as a strong recruitment tool for our graduate and undergraduate leadership, school counseling, speech and language pathology, and initial certification programs.

This very popular program serves as a recruiting tool for our special education programs. Monmouth faculty work directly with school staff who on the sites of districts with many paraprofessionals and others who may be interested in furthering their education.

Strategic Plan Goal on Recruitment (Appendix 3.1b)

The EPP has created a strategic plan through multiple planning meetings with faculty, staff and administrators. Upon completion of a SWOT (strengths, weaknesses, opportunities and threats), the plan was created to provide the EPP with goals and a direction in which to focus. The strategic plan is included as **Appendix 3.1b**. The School of education has identified two objectives that aim to diversify the student population in all programs. These objectives can be viewed on page 15, Goal #3, Objective 4: To enhance recruitment practices that lead to increased diversification of students; and Goal #5 to develop and implement community projects that promote social justice and foster a more diverse school of education community.

2. What specific plans, goals, or initiatives does the EPP have that will specifically address preparing teacher candidates for to teach in hard-to staff schools and address shortage fields?

The EPP has made tremendous strides in creating and implementing goals, plans and initiatives that specifically address increasing the number of candidates admitted into programs in where teacher shortage is present. Goal #4 in the Recruitment Plan (**Appendix 3.1a, p.1**) is:

Teacher Shortage Recruitment: Increase the percentage of teachers employed in hard to fill shortage areas by 10% over 5 years. Baseline: 47% in 2015-2016 school year.

Year	% Employed in Shortage Areas
2017 NJ EPP Annual Performance Report	47%
2016 NJ EPP Annual Performance Report	58%
2015 NJ EPP Annual Performance Report	65%

Shortage Areas Reported in 2018 by Partnership Districts

Content	%
Teacher of Students with Disabilities (TSD)	18.28%
Mathematics	13.44%
Elementary K-6	11.83%
Middle School 5-8	10.75%
Science	9.14%
Reading Specialist	5.38%
Spanish	4.84%
English as a Second Language (ESL)	4.84%
P-3	4.30%
English	4.30%
Social Studies	3.23%
Other	3.23%
School Counselor	2.69%
Supervisor	1.08%
Student Assistance Coordinator	1.08%
Learning Disabilities Teacher Consultant (LDTC)	1.08%
Principal	0.54%
Art	0.00%
Music	0.00%
Total	100%

Initiatives that specifically target the recruitment of students into areas of teacher shortage are on **pages 12-14** of the Recruitment Plan with the chart included below:

UNDERGRADUATE INITIATIVES TO RECRUIT FOR TEACHER SHORTAGE AREAS

Initiative	Description
HIGH SCHOOL OUTREACH, INCLUDING TARGETED EOF RECRUITMENT.	<p><i>Responsible:</i> admission representatives <i>Schedule:</i> ongoing, throughout the year</p> <p>Eleven admission representatives travel to various high schools in and out of state. Travel includes all Abbott School Districts to recruit for our EOF Program. The remaining high schools are those in which students meet our admission criteria, to maximize recruitment efforts. Counselors visit approximately 1000 schools each year. During those visits, they recruit for teacher shortage areas including EPP 5-year program with TSD.</p>

<p>OPEN HOUSES AND ACCEPTED STUDENTS DAY</p>	<p><i>Responsible:</i> SOE admin, advisors, certification and field placement <i>Schedule:</i> 1 Fall open house, over a dozen open houses and Accepted Students Days Host an Annual Undergraduate Open House each fall, over a dozen weekend information sessions, weekday campus tours, and a series of accepted student days throughout the spring. School of Education advisors discuss licensure endorsements such as TSD (5 year program), Math, Science, ESL</p>
<p>ON AND OFF CAMPUS HIGH SCHOOL COUNSELOR VISITS</p>	<p><i>Responsible:</i> admission representatives <i>Schedule:</i> ongoing, throughout the year Events are held off-campus both in and out of state for school counselors to promote Monmouth’s programs. On-campus visit programs for counselors include professional development sessions, appreciation events, and overnight visits during the summer. These visits include recruitment efforts to capture students interested in STEM fields, Special Education and ESL.</p>
<p>EVENTS</p>	<p><i>Responsible:</i> admission representatives. SOE advisors <i>Schedule:</i> ongoing, throughout the year Admission Counselors attend the following events that attract diverse students:</p> <ul style="list-style-type: none"> ○ National Hispanic College Fairs (Northern and Southern New Jersey events) ○ National TRIO Day ○ NJ National College Fairs (Edison, Atlantic City) ○ Newark Public High School Fairs ○ Patterson Public High School Fairs ○ Monmouth County Regional High School Fairs ○ Mercer County College Fair ○ Ocean County College Night ○ Cumberland County College Night ○ Atlantic/Cape May Community College Fair ○ Summit High School College Planning night, conducted all in Spanish
<p>EOF EVENTS FOR PARTNER SCHOOL DISTRICTS</p>	<p><i>Responsible:</i> admission representatives, EOF staff <i>Schedule:</i> ongoing, throughout the year Host guidance counselors from Asbury Park, Charter Academy, and Long Branch to update them on our current EOF practices and discussed opportunities for Monmouth to partner with their schools.</p>
<p>TARGETED ADVERTISING</p>	<p><i>Responsible:</i> Marketing, SOE Dean’s Office <i>Schedule:</i> ongoing, throughout the year Advertising for undergraduate study is geared toward visiting campus, to encourage application, and about opportunities to take</p>

	summer coursework. The EPP has created materials for their initial programs and shortage area programs (ESL, TSD)
MAT 5 year Program. Recruiting for this begins pre-enrollment and extends throughout a students program	<p><i>Responsible:</i> SOE Advisors, Faculty, Chairs <i>Schedule:</i> ongoing, throughout the year</p> <p>This program allows MAT students to earn the BA in elementary ed., or a secondary content area and then adds one year to encourage candidates to complete their MAT in Teachers of Students with Disabilities.</p>
Autism Improvement Project	<p>The Autism Program Improvement Project (APIP) is a university-based project focusing on enhancing training for teachers of students with autism in public school programs. Core features of this project include:</p> <ul style="list-style-type: none"> <i>Comprehensive program assessment</i> <i>Development of district-wide program improvement plans</i> <i>Individualized training plans for teachers</i> <i>Identification and training of an in-district coach</i> <i>Consultation and collaboration with district administration</i> <i>Embedment of sustainable professional development model in district</i> <p>This very popular program serves as a recruiting tool for our special education programs. Monmouth faculty work directly with school staff who on the sites of districts with many paraprofessionals and others who may be interested in furthering their education.</p>

MAT INITIATIVES THAT HELP TO RECRUIT IN TEACHER SHORTAGE AREAS

Initiative	Description
GRADUATE INFORMATION SESSIONS – on campus	<p>Presenters include the Dean, MAT Program Director, MAT Program Advisor, current MAT candidates from diverse backgrounds. (September 2017, April 2018, June 2018)</p> <p>Description: Provides an overview of the admission requirements and specific program and field requirements for each program. NJDOE certification requirements and career opportunities in each program track are reviewed. Current MAT students relate their personal experiences in the program to prospective students. Prospective students are encouraged to contact the MAT Program Director or MAT Program Advisor for information related to his/her</p>

	<p>specific needs and to answer additional questions about the program. Potential candidates are encouraged to consider STEM areas, as well as endorsements in P-3, TSD, ESL.</p>
GRADUATE VIRTUAL INFORMATION SESSIONS	<p>Presenters include MAT Program Director and MAT Program Advisor, Graduate Admissions Counselor. (September 2017, April 2018, May 2018)</p> <p>Description: These online sessions provide an overview of the admission requirements and specific program and field requirements for each program. NJDOE certification requirements and career opportunities in each program track are reviewed. Prospective students are encouraged to contact the MAT Program Director or MAT Program Advisor for information related to his/her specific needs and to answer additional questions about the program. Programs. Focus is given to hard to place areas (endorsements in ESL, TSD and STEM areas)</p>
NJEA CONVENTION ATLANTIC CITY, NJ	<p>Presenters include MAT Program Director, MAT Program Advisor, Graduate Admissions Counselor (November 2017).</p> <p>Description: Provides an opportunity to meet Monmouth University Alumni educators as well as NJ educators from all over the state with college age children who are interested in becoming teachers. MU SOE brochures are provided along with MAT Program Director and Advisor business cards. Potential MAT students are given information about shortage area endorsement programs. Prospective students are encourage to provide contact information and follow up emails and phone calls are made to encourage prospective students to attend a Graduate Information Session. There is heavy representation from highly diverse areas around Atlantic City.</p>
SCIENCE ROUND TABLE – CAREERS IN STEM	<p>Presenters include the Dean, MAT Program Director, MAT Program Advisor, MAT Alumni. (February 2018)</p> <p>Description: Provides an opportunity to encourage the target audience of graduating science majors in biology and chemistry to consider becoming science educators through MAT program. Career opportunities, scholarships and program requirements are discussed. MAT alumni science teachers present first hand experiences of their preparation through the MAT program as well as their experiences teaching in the field.</p>
GRADUATION SENIORS – CAREERS IN EDUCATION	<p>Presenters include the Dean, MAT Program Director and MAT Program Advisor. (March 2018)</p> <p>Description: Provides an opportunity to encourage the target audience of graduating seniors to consider becoming educators. Provides the “best match” with a graduate senior’s major and specific teacher certification areas. Career opportunities, scholarships and program requirements are discussed. Prospective student are encourage to contact the MAT Program Director or MAT Program</p>

	<p>Advisor to for more information related to his/her specific needs and to answer additional questions about the program. Program advisor and MAT director focus attention in hard to place areas.</p>
MAT 5 year Program	<p><i>Responsible:</i> SOE Advisors, Program Directors, Chairs <i>Schedule:</i> Ongoing This program allows MAT students to earn the BA in elementary ed., or a secondary content area and then adds one year to encourage candidates to complete their MAT in Teachers of Students with Disabilities.</p>
Autism Improvement Project	<p><i>Responsible:</i> Special Education Faculty <i>Schedule:</i> Ongoing The Autism Program Improvement Project (APIP) is a university-based project focusing on enhancing training for teachers of students with autism in public school programs. Core features of this project include:</p> <ul style="list-style-type: none"> • Comprehensive program assessment • Development of district-wide program improvement plans • Individualized training plans for teachers • Identification and training of an in-district coach • Consultation and collaboration with district administration • Embedment of sustainable professional development model in district <p>This very popular program serves as a recruiting tool for our special education programs. Monmouth faculty work directly with school staff who on the sites of districts with many paraprofessionals and others who may be interested in furthering their education.</p>

TITLE: ADMISSIONS REQUIREMENTS

Excerpt from the SSR to be clarified or confirmed

Task 4: The SSR notes that "100% of all candidates meet the requirements for admission" yet later states that "If a student has a 2.75 or better, they may be conditionally accepted if it does not drop the cohort average below 3.0." These statements appear to be contradictory. Is each candidate to held to admission standards or are admission standards based on cohort averages?

Each student is held to the State admission cohort standard. The EPP does not generally accept candidates who do not meet the GPA requirement. In rare cases the advisor will work with administration and faculty on individual cases. As evidenced on the revised Admissions Scores for Education Majors (Appendix 3.4a), ranges have been added. 100% candidates meet the 2.75

requirement set by the state (with a 3.0 cohort mean), however most content admission scores over the three year series demonstrate that admitted students in most areas have GPA's higher than 3.0.

Year (UG/G)	15-16 (n=40/22)		16-17 (n=90/30)		17-18 (n=68/17)	
	Mean	Range	Mean	Range	Mean	Range
EPP UG	3.6	2.94-4.0	3.6	3.1-4	3.3	2.8-4
EPP MAT	3.4	2.7-3.9	3.4	2.8-3.9	3.2	2.8-3.8

Questions for the EPP concerning additional evidence, data, and/or interviews:

1. Where are the GPA ranges for MAT candidates in Exhibit 3.2.A?

The GPA ranges have been added to Exhibit 3.2.A and are included in this report as Appendix 3.4a. This chart summarizes the MAT GPA mean and range.

Year	15-16 (n=22)		16-17 (n=30)		17-18 (n=17)	
	Mean	Range	Mean	Range	Mean	Range
EPP MAT	3.4	2.7-3.9	3.4	2.8-3.9	3.2	2.8-3.8

2. Will sample welcome education letters with information about requirements for entry into their education major be available in the addendum or onsite?

The undergraduate letter is attached as **Appendix 3.6a**. It includes the requirements for admissions. The MAT welcome letter is attached as page 3 of Appendix 3.6a. It also includes the requirements for admissions for undergraduates. Graduates are assigned a professional MAT advisor who reviews requirements with students upon acceptance. MAT requirements are also located on the School of Education's website at: <https://www.monmouth.edu/graduate/master-arts-in-teaching/>

3. Could someone from the EPP provide an onsite demonstration of the First Year Office's software platform known as SOAR (Support, Orientation, Advising, and Registration)?

Danielle Schrama, Director of Academic Advising, will be available to demonstrate SOAR for site visitors.

TITLE: DISPOSITIONS PROCESS

Questions for the EPP concerning additional evidence, data, and/or interviews:

1. Will samples from this dispositions process (e.g., forms) be available on site for the team to review?

Sample forms from the dispositions process will be available on site for the team to review. The new process is under General Council Review. The dispositions process is included as **Appendix 3.7a**.

TITLE: MONITORING PROGRESSION

Excerpt from the SSR to be clarified or confirmed

The SSR notes: "MAT candidates are expected to have completed the content discipline prior to beginning the graduate program. Some MAT candidates are admitted to graduate study before a coherent sequence of at least 30 credits in a recognized liberal arts discipline (e.g., art, English, mathematics) has been completed" (p. 38). These statements appear to be contradictory. Please clarify the process.

MAT candidates for secondary subject specific certification (art, biology, chemistry, English, health/PE, history, math, music, Spanish) are required to complete a BA/BS which must include 30 credits in the specific content area and at least 12 credits at the 300-400 level. Candidates who are missing 3-9 credits in specific content may be conditionally admitted to the MAT program but must complete the additional credits prior to entering Clinical Practice II (student teaching). MAT candidates for elementary certification are required to complete a BA/BS degree which must include 60 liberal arts credits. If candidates are missing 3-9 credits, they may be conditionally admitted and must complete the credits prior to the Clinical Practice (Student Teaching) semester. Candidates in both the secondary subject specific and elementary certification programs are expected to receive a B or better in each course. Candidates who are missing more than 9 credits are advised to complete the additional credits prior to application to the program.

The MAT program professional School of Education Advisor will be available to meet with site visit members during the site visit.

Questions for the EPP concerning additional evidence, data, and/or interviews:

- 1. The SSR notes times when candidates received additional assistance: "For those who are conditionally accepted, they must meet regularly with their MAT program advisor until all conditions have been met" (Monitor Point 1) and "They also meet with their advisors to develop a plan and identify which supports they will use" (Monitor Point 2). Will there be evidence in the addendum or onsite to provide more details or documentation on these processes?**

Appendix 3.9a Shows evidence of the process as described in the self-study. It includes the advisors notes, emails and other evidence that provides evidence for this task.

- 2. Monitoring is not labeled consistently to match these four points. Please confirm if these are the same or add a consistent set of labels**

A revision to the Monitoring table (Appendix 3.10a) has been made to ensure the column headings align. The narrative has also been revised slightly to ensure it is clear, concise and in alignment with the chart, thus clearly articulating the most current process.

TITLE: SELECTION AT COMPLETION

Task 11: Was exhibit 3.6.A Expectations of the Profession Measures a one-time report or is there a process to do this at some kind of regular interval.?

The data contained in the self-study exhibit 3.6.a is reviewed systematically through the established evaluation system. Data regarding expectations of the profession are discussed at faculty meetings, with constituency groups, and at the data retreat. Evidence demonstrating how the EPP reviews data is included as Appendix 3.11a. The assessments described in the self-study report are highlighted on the document in yellow. Sample meeting minutes demonstrating the sharing of data are included as Appendix 3.11b. The meetings in Appendix 3.11b include The Partnership Advisory Committee, the PDS Committee and the University Teacher Education Advisory Committee. All three groups are comprised of internal and external stakeholders of the School of Education.

AREA FOR IMPROVEMENT (AFI)

Area for Improvement	Rationale
The EPP does not have a plan to recruit high-quality candidates from a broad range of backgrounds and diverse populations or that specifically address preparing teachers to hard-to-staff schools and shortage needs	The EPP has a detailed five-year recruitment plan but initiatives under the responsibility of the School of Education appear to lack activities, goals, or approaches that are specific to increasing the diversity of teacher candidates and/or preparing teachers for hard-to-staff schools and shortage fields.

Please see the newly revised recruitment plan, which is included as **Appendix 3.1a**. The following changes were made to the plan to better articulate recruitment activities that target enrollment of *diverse students* and those preparing to teach in *hard-to staff (or shortage) fields*:

1. A clear goal, with benchmarks data, was added to the recruitment plan. Although this wasn't stated in the recruitment plan submitted with the SSR, the EPP has been working actively to recruit candidates to teach in *shortage areas*.

Teacher Shortage Recruitment: Increase the percentage of teachers employed in hard to fill shortage areas by 10% over 5 years. Baseline: 47% in 2015-2016 school year.

Year	% Employed in Shortage Areas
------	------------------------------

2017 NJ EPP Annual Performance Report	47%
2016 NJ EPP Annual Performance Report	58%
2015 NJ EPP Annual Performance Report	65%

Shortage Areas Reported in 2018 by Partnership Districts

Content	%
Teacher of Students with Disabilities (TSD)	18.28%
Mathematics	13.44%
Elementary K-6	11.83%
Middle School 5-8	10.75%
Science	9.14%
Reading Specialist	5.38%
Spanish	4.84%
English as a Second Language (ESL)	4.84%
P-3	4.30%
English	4.30%
Social Studies	3.23%
Other	3.23%
School Counselor	2.69%
Supervisor	1.08%
Student Assistance Coordinator	1.08%
Learning Disabilities Teacher Consultant (LDTC)	1.08%
Principal	0.54%
Art	0.00%
Music	0.00%
Total	100%

- Initiatives that specifically target the recruitment of students into areas of teacher shortage are on **pages 12-14** of the Recruitment Plan (Appendix 3.1a). Initiatives addressing the recruitment of diverse students are located on **pages 9-12** of **Appendix 3.1a**.
- Initiatives for each goal were explicitly listed under the corresponding goal. In the original document, all initiatives were listed in two charts (UG and MAT) and the goals were tagged. The EPP believes by listing them by goal, it is a much more user-friendly document that the EPP can use moving forward. These charts are on pages **8-16** of **Appendix 3.1a**. They are also listed on pages **33-44** of **this FFR response report**. The activities are highlighted to make it easier for review.
- Additional initiatives were added or subtracted to provide further evidence that the EPP makes substantial efforts to recruit diverse candidates and those to teach in teacher shortage areas.

STANDARD 4**TITLE: Clarification of Available Data****1. What employment milestones (tenure, NBPTS certification) are available?**

The EPP is including two data points as evidence for employment milestones: persistence rates, and % of Teachers Placed in Teacher Shortage Certification Areas. The data is summarized below and can be verified in **Appendix 4.1a**, (MU 2015-2017 EPPAR), **Appendix 4.1b** (NJ Statewide EPPAR 2015-2017) and Appendix 4.1c (MU and NJ 2018 EPPAR). Data from the 2018 EPP report is located in **Appendix 4.1c** and can be found on these pages:

MU Persistence Data: Pages 8

NJ Persistence Data: Page 8b

MU % Employed by Certificate: Page 9

NJ % Employed by Certificate: Pages 9-10

Data from the 2015, 2016, and 2017 MU EPP report are in Appendix 1.4a and can be found highlighted on pages 1,6 on each of the years reports

Data from the 2015, 2016 and 2017 NJ Statewide EPP report are in Appendix 1.4b and can be verified on highlighted pages 1,7-9 of each of the year's reports.

Persistence Rates

The following data includes EPP's data alongside the State persistence levels for 14-15, 15-16 and 16-17.

- A. Persisted in State in 16-17: MU: 90.1%; NJ: 90.4 %;15-16: MU: 90.5%; NJ: 91.5%;
14-15: MU: 92.8%; NJ: 91.8 %
- B. Persisted in District 16-17: MU: 64.8%; NJ: 62.89 %; 15-16: MU: 66.3%; NJ: 65.1%
- C. Persisted in School in 16-17: MU: 51.6%; NJ: 56.7%;15-16: MU: 57.8%; NJ: 59%

The persistence rates are competitive with state averages. In the 2016 and 2017 EPPPR reports, the rates of persistence in the state, district and school are all within 3% points of the state average. In the 2015 report (State data only), EPP graduates scored 1 percentage point higher than the state average.

Percentage of Certified teachers Employed in Teacher Shortage content areas

Another Employment milestone is employment outcomes by certification which is also included on the EPPAR. The 2018 data was released at the end of February and includes the percentage of EPP certified graduates employed as teachers. The EPP is presenting that data alongside the state data for years 2016, 2017 and 2018 in the county shortage areas of Teachers of Students with Disabilities, ESL, Biology, Math and Bilingual/Bicultural Education.

% of Certified Teacher Employed by Endorsements (Area- Shortage areas)						
	2018		2017		2016	
	MU	NJ	MU	NJ	MU	NJ
Teacher of Students with Disabilities	55.9	62.5	83	74	83	76
English as a Second Language	73.7	43.8	77	60	63	70
Biology	66.7	61	67	81	63	79
Math	77.8	72.2	80	80	81	80
Bilingual/Bicultural	100 (n=1)	61	50 (n=2)	79	N=0	94
	MU outperformed or tied NJ in 4/5 (80%) shortage areas		MU outperformed or tied NJ in 3/5 (60%) shortage areas		MU outperformed or tied NJ in 2/5 (40%) of shortage areas	

This chart shows the progress the EPP has made throughout the three cycles of data. In 2016, the EPP outperformed or equaled the State of NJ in employing certified teachers in shortage areas in only 2/5 certification contents (40%). Those areas were TSD and Math. In 2017, the EPP outperformed NJ in TSD and ESL and tied in Math. The number of categories in which the EPP outperformed the State average grew to 4/5 (80%) in 2018. The certification areas in which the EPP outscored the NJ average were: ESL, Biology, Math, and Bilingual/Bicultural. This employment milestone shows the effort the EPP is placing on ensuring certificated graduates obtain employment in shortage areas.

2. What is the response rate for the First Destination Survey?

The response rate for the First Destination Survey is 12/150 (8%). In Appendix 4.2a, the response rate is highlighted along with the statement that this is not intended to be used as a key assessment, rather supplementary data to support the EPP looks at multiple data sources for multiple purposes. This institutional assessment is continuing to be developed to assist EPPs in further assessing their graduates' experiences. Radek Ostrowski, MU's Director of Assessment, will be available to discuss the survey further at the site visit.

3. What data are available from the latest cycle of the Employer Satisfaction Survey?

The third cycle of data was collected in February 2019. The survey link was shared with 25 directors of Special Services, Principals and Superintendents from our partnership schools. The EPP received 13 responses back yielding a 52% response rate. This sampling was taken from those consistently attend the academies we offer bi monthly to Superintendents, Principals and Special Services Directors. The revised Exhibit 4.3A has been included in this document as Appendix 4.3a.

The overall data for the three series is shown on this chart (included on page 10 of appendix 4.3a).

	2017 N=46	2018 N=10	2019 N=13
	<i>mean</i>	<i>mean</i>	<i>mean</i>
InTASC Category 1: The Learner and Learning	3.4	3.30	3.54
InTASC Category 2: Content Knowledge	3.23	3.52	3.55
InTASC Category 3: Instructional Practice	3.33	3.49	3.48
InTASC Category #4: Professional Responsibility	3.36	3.35	3.62

Strongly Agree= 4 Pts Agree=3 Pts Disagree= 2 Pts Strongly Disagree= 1 Pt

In each category, 100% of all mean scores fell at 3.23 or higher (Agree- Strongly Agree). In Category 1,2,and 4, employers surveyed in February of 2019 rated EPP candidates with the highest means of all three applications of data. For Category 3, employers rated candidates highest in 2018.

Data is reported for 2017, 2018 and 2019 (Feb). The newly designed survey was administered again in January of 2019 with results a reported in this exhibit. The likert scale items were developed in direct alignment to the InTASC/NJPST. Therefore, results are reported based on individual items as well as aggregated into the four InTASC Categories of: 1. The Learner and Learning; 2. Content Knowledge; 3. Instructional Practice; and 4. Professional responsibility.

The data revealed P-12 educational administrators believe Monmouth University graduates meet the 10 in TASC standards assessed. 100% of all items assessed were met the 80% requirement at the “strongly agree” and “agree” level for 2017, 2018, and 2019.

InTASC Category 1: The Learner and Learning

Monmouth Candidates are successful with understanding learner development, knowing individual differences (ability, gender, ethnicity, language) and ensuring an inclusive classroom environment. 100% of all items assessed under the category of The Learner and Learning met the requirement that 80% or more respondents scored the item as “agree” or “strongly agree”, thus meeting the standard. The category means for 2017, 2018, and 2019 were 3.40, 3.30, and 3.54 respectively on a four-point scale. The mean score for all 8 items in 2018 was 3.30. The means ranged from 3.3-3.52 on the 8 items in 2017. In 2019, the means ranged from 3.38-3.69 with 100% of all items meeting the “agree” or “strongly agree” marker. There were no significant areas of concern for the three series of data. Data is shared with faculty (University Teacher Education Advisory Council and Faculty meetings), staff and stakeholders to look at trends that may develop with subsequent administrations of the survey.

InTASC Category 2: Content Knowledge

Monmouth graduates are regarded by administrators as having content knowledge and are skillful at applying content. 100% of all items assessed under the category of Content Knowledge met the requirement that 80% or more respondents scored the item as “agree” or “strongly agree”, thus meeting the standard. The mean scores for this category in 2017, 2018, and 2019 were 3.23, 3.52, and 3.55 respectively. The highest items were “how to create learning experiences that make the content accessible (2017, 2019)” and “how to make the content meaningful to assure mastery (2018).” The lowest two items scored in 2017 were

“how to connect concepts using different perspectives to engage learners in critical thinking” and “how to connect concepts to engage learners in collaborative problem solving related to authentic and local global issues.” The 2017 percentage of responses for items 5 and 7 at the agree/strongly agree levels were 87.23% and 87.24% respectively. In 2018 100% of the responses were at the agree/strongly agree levels with mean scores for each category ranging from 3.5-3.6. There were no low data points in the 2019 administration. The lowest mean was 3.54, which is well above the “agree” point value level. This data has been and will continue to be used to inform changes that could better support candidates in the area of content knowledge.

InTASC category 3: Instructional Practice

Monmouth graduates are knowledgeable about assessment, know how to use the results of assessment to plan lessons for diverse learners, and are able to utilize a variety of instructional strategies to meet each child in meaningful ways. 100% of all items assessed under the category of Instructional Practice met the requirement that 80% or more respondents scored the item as “agree” or “strongly agree”, thus meeting the standard. The mean scores for this category were 3.33 (2017), 3.49 (2018) and 3.48 (2019). The means for the 10-item category ranged from 3.29-3.42 in 2017. In 2018 the means ranged from 3.30 to 3.60. While the 2018 scores were consistent for all items, there were definite strengths in 2017 including “understands and uses a variety of instructional strategies” (m=3.42). Conversely, “provides instruction that encourages deep understanding of content,” revealed the lowest mean in the category at 3.24 in 2017. In 2019, the means for the six items ranged from 3.15-3.62. Again, the low end of the range still indicated 100% of those employers surveyed agreed or strongly agreed that EPP graduates were exhibiting strong instructional practice skills.

InTASC category 4: Professional Responsibility

Monmouth graduates engage in professional learning, ethical practice, leadership and collaboration on an ongoing basis. 100% of all items assessed under the category of Professional Responsibility met the requirement that 80% or more respondents scored the item as “agree” or “strongly agree”, thus meeting the standard. The mean scores for the overall category were 3.36 (2017), 3.35 (2018), and 3.62 (2019). In 2017, the highest scoring category was “engages in ongoing professional learning” (m=3.48). The lowest item scored had a mean of 3.28 , “Seeks appropriate leadership roles.” In 2018, the mean score for all categories ranged from 3.20-3.50. In 2019, the means for the six items ranged from 3.54-3.69. Results of this survey are shared with constituency groups and improvements are made based on recommendations. This data is shared on the EPPs website along with alumni surveys, exit surveys, and data from the six key assessments.

STANDARD 5

TITLE: Standard 5 Task 1 Establish multiple cycles of data, validity and reliability for key assessments

Questions for EPP concerning additional evidence, data, and/or interviews

1. **What information on candidate proficiencies have additional cycles of data on this assessment yielded?**

At time of this response, the second application of data has been collected, disaggregated, analyzed and shared. The updated High Leverage Teaching Practice Proficiency Rubric (HLTPPR) assessment is included as **Appendix 5.1a**. The document displays the aggregate and disaggregated (by program, UG/MAT, and EPP) data for this application of data, and provides an updated narrative analyzing and informing improvements.

Data was collected in the Spring 2018 and Fall 2019. There will be one more series of data collected before the April 2019 site visit. Based on the two applications of data, the EPP demonstrated a relative strength in *Category 1: The Learner and Learning*. The category in which the EPP scored lowest was in *Category 2: Content Knowledge* for both series of data. However, it was only slightly lower than the other categories. Additionally, TSD candidates are endorsements added to other programs, therefore there is some overlap in the scores where a student may be counted in two areas (if a candidate is in the P-3 TSD program their scores are counted in both). Secondary candidates were grouped together. When looking at individual standards, candidates in the Spring of 2018 scored highest on *Standard 7 Planning for Instruction* (m= 2.95) and *Standard 1: Learner Development* (m=2.85). In the Fall of 2018, the EPP scored highest in *Standard 3: Learning Environments* (m=2.88) and *Standard 1 Learner Development* (m=2.7). In the Spring of 2018, MATs outscored Undergraduates (m=2.82 to 2.62). Elementary and TSD's (co-licensure program) scored highest, while P-3's (n=2) scored lowest. In the Fall of 2018, Undergraduates scored higher than MATs (m=2.72 to 2.48). English majors scored highest with a mean of 3.05 overall, while Math scored lowest with a mean of 2.43.

2. **What insights, particularly regarding construct and predictive validity, has comparison of data from this instrument with other assessment outcomes yielded?**

**Longitudinal Comparison of Assessment Instrument Outcomes
CPAST & High Leverage Teaching Tasks Rubric Analysis**

Following the early deployments of the High Leverage Teaching Tasks Rubric to assess candidate performance across 10 high leverage standards, the School of Education has continued its efforts to evaluate the validity and reliability of the instrument, as well as construct a more holistic view of candidates' development/performance within key teaching competencies, through a longitudinal comparison of outcomes from multiple assessment instruments.

Mapping High Leverage Teaching Tasks Rubric Standards and CPAST Competencies

The initial step in the comparison of the rubric standards and CPAST competencies involved highlighting the relationships between the two instruments through the identification/reaffirmation of how the standards and competencies map to one another. The table below identifies the standard/competency mapping that was utilized as the foundation for the longitudinal assessment comparisons:

High Leverage Teaching Tasks Rubric Standards		CPAST Competency Area
1	Learner Development	M. Connections to Research & Theory
2	Learning Differences	D. Differentiated Methods
3	Learning Environment	I. Safe & Respectful Learning Environment
		J. Digital Tools and Resources
4	Content Knowledge	F. Critical Thinking
5	Application of Content	
6	Assessment	C. Assessment of P-12 Learning
		K. Feedback to Learners
7	Planning for Instructions	A. Focus for Learning
		B. Materials & Resources
		E. Learning Target & Directions
8	Instructional Strategies	G. Checking for Understanding & Adjusting Instruction
		H. Data-Guided Instruction
9	Professional Learning & Ethical Practice	N. Participates in Professional Development
		P. Demonstrates Punctuality
		O. Demonstrates Effective Communication w/ Parents or Legal Guardians
		Q. Meets Deadlines & Obligations
10	Leadership & Collaboration	U. Responds Positively to Criticism
		S. Collaboration
		T. Advocacy to Meet the Needs of Learners of for the Teaching Profession

Analysis of High Leverage Teaching Tasks Rubric and CPAST Candidate Outcomes

A preliminary, longitudinal comparison of assessment outcomes was completed in the spring of 2019 through the analysis of rubric and CPAST outcomes for 16 candidates. The data included in the analysis incorporated candidate outcomes from an application of the HLTT rubric during the Spring 2018 semester and the candidates’ CPAST outcomes from the subsequent Fall 2018 semester.

An analysis of the outcomes from both instruments identified the following:

MONMOUTH UNIVERSITY RESPONSE TO FORMATIVE FEEDBACK REPORT

High Leverage Teaching Tasks Rubric Standards		CPAST Competency Area	% of candidates whose eval. improved from F18-SP18	% of candidates whose eval. remained consistent from F18-SP18	% of candidates whose eval. declined from F18-SP18	Total % of candidates whose eval improved or remained consistent
1	Learner Development	M	44%	37%	19%	81%
2	Learning Differences	D	56%	44%	0%	100%
3	Learning Environment	I	88%	12%	0%	100%
		J	50%	44%	6%	94%
4	Content Knowledge	F	63%	37%	0%	100%
5	Application of Content					
6	Assessment	C	81%	19%	0%	100%
		K	88%	12%	0%	100%
7	Planning for Instructions	A	81%	19%	0%	100%
		B	88%	12%	0%	100%
		E	81%	13%	6%	94%
8	Instructional Strategies	G	56%	44%	0%	100%
		H	75%	19%	6%	94%
9	Professional Learning & Ethical Practice	N.	88%	12%	0%	100%
		P	81%	19%	0%	100%
		O	88%	6%	6%	94%
		Q	94%	0%	6%	94%
		U	94%	6%	0%	100%
10	Leadership & Collaboration	S	100%	0%	0%	100%
		T	88%	12%	0%	100%

Key takeaways from the analysis include:

- In each of the candidate outcomes comparisons (HLTT rubric performance vs. CPAST performance) a vast majority of candidates either exhibited growth or their performance remained the same relative to the specific tasks/competencies assessed. In a majority (71%) of the task/competency comparisons 100% of the 16 candidates’ performances either improved or remained the same from the rubric to CPAST assessments. (In four of the five cases in which the percentage of candidates whose performance improved/remained the same fell below 100%, the percentage of candidates whose performance declined could be attributed to one candidate in each of the cases).
- Given the total number of candidates (n=16) in this initial comparison a correlational analysis did not identify any statistically significant correlations at this time pertaining to the relationship between rubric and CPAST assessment outcomes, although a study of the candidates performance (in regards to the total percentage of candidates whose performance improved or remained consistent) does identify a level of consistency in the evaluation of student performance/growth within these specific competencies. The School will continue to

map rubric and CCAST outcomes and as the total number of candidates whose outcomes are mapped increases additional correlational analysis will be completed in an effort to identify any statistically significant relationships amongst the assessment instruments.

3. What new continuous improvement measures have been implemented, or ongoing continuous improvement measures been validated, as a result of analysis of data from this instrument?

All data is shared at Deans meetings, Deans Educational Leadership Council meetings, faculty meetings, and partnership committee meetings. These data are the first two applications and based on the results, may require some revision to the assessment (e.g. adding a rubric to improve strength of category 2). **Appendix 5.1a, page 7** identifies some other improvements that will be made to programs, including:

1. Improve training for University Based Clinical Educators on the assessment.
2. Professional Development on the developmental curriculum for faculty and University Based Clinical Educators.
3. Continue to improve implementation of the developmental curriculum into methods courses.
4. All EPP candidates are dual majors, therefore they receive full instruction in a content area outside of education. The lowest EPP mean was in Content Knowledge. This category had only one rubric. The team met after reviewing data and is planning to add another rubric to provide depth to the category.

TITLE: Standard 5 Task 2 Establish evidence of programmatic improvements in response to key assessment data (HIGH LEVERAGE TEACHING PRACTICE)

Questions for EPP concerning additional evidence, data, and/or interviews

1. Has comparison of this dataset for P-3 candidates with other datasets yielded actionable findings?

The High Leverage Teaching Practice Rubric data has been compared to multiple data sets both for the semester the candidates were assessed, along with the same cohorts assessment results on the CCAST and edTPA in their full-time clinical practice in the subsequent semester. The two candidates improved over their yearlong clinical practice. The following data on the two P-3 candidates included:

1. edTPA (**Appendix 1.1a, page 22**)- In the Fall of 2018, the two P-3 candidates who were evaluated using the HLTPP in the Spring of 2018 passed their edTPA and were eligible to graduate and become certified.
2. CCAST (**Appendix 1.1b, p.14**)- The two candidates who were assessed using the CCAST scored at the meets expectation or higher during the midterm and final (midterm mean = 2.5, final mean 2.56. Scale: 0= does not meet expectation, 1 emerging, 2= meets

expectation and 3= exceeds expectation). This data demonstrates the candidates showed significant growth through their yearlong from their first semester.

The University Clinical Educators used the data to focus their support given to the candidates. Because the rubrics are so specific to INTASC standards, they were able to provide feedback to candidates about areas of strengths and needs. They could also collaborate with the school based clinical educators to ensure the candidate has numerous opportunities to improve the specific tasks associated with corresponding areas of need.

The data overall on the HLTPP Rubrics (not only for P-3) indicated an improved implementation process for the rubrics was necessary. Please see #3 under this task for the list of actionable improvements made.

2. What have program advisory committee constituents discussed about this finding?

The P-3 Program has discussed assessment at multiple Early Program Advisory Council meetings. A summation of minutes has been attached as **Appendix 5.2a**. On December 12, 2018 a minute item was highlighted. It is included below:

- We spoke about the high leverage assessment data, such as CFAST, High Leverage Teaching Practice Rubrics, and the edTPA. We noted that two of the candidates' data was inconsistent with their edTPA results. The two identified candidates who did not rate as well on the CFAST yet did very well on the edTPA. Due to this finding, it was determined that more communication between faculty and the students during their 100-hour placement was warranted.

3. **Have subsequent cycles of data increased the n significantly in this program area?**

There has only been one more cycle of data and it did not increase the n significantly. There was only one (n=1) candidate enrolled and included in the Fall 2018 data.

4. **What new continuous improvement measures have been implemented, or ongoing continuous improvement measures been validated, as a result of stakeholder feedback on these data?**

The Program Director and Assistant Dean discussed the following improvements to the program:

- 1 The assessment (HLTP Rubrics) were first applied in the Spring 2018 semester. The University Clinical Educators were given a brief introduction and review. During the Fall 2018 Clinical Educator Orientation (**agenda is Appendix 5.4.a**), a full training was presented to the faculty. The EPP will be creating an online training module this summer for all clinical educators to improve this practice. The EPP has recently created one for the CFAST, and will use that model for the High Leverage Teaching Practices Proficiency Rubrics. This training module will be available by the time of the site visit.

- 2 The EPP also included the HLTP rubrics in the 2018-2019 Clinical Practice Handbook on page 64 (Appendix 5.5a). The Clinical Practice Handbook was used during each of the trainings: Candidate Fall 2018 Orientation, University Clinical Educator Orientation, and School-based Clinical Educator Orientation.
- 3 The EPP has created an online training for clinical educators, which is currently being revised for rollout in the 2019-2020 SY. It will be available at the time of the Site Visit. It is a fluid training, and modules will continue to be added/modified as needed.

TITLE: Standard 5 Task 3 Establish evidence of co-construction of clinical experience assessment tools

Excerpt from the SSR to be clarified or confirmed:

"The HLTP rubrics were created with 1:1 alignment with the InTASC and NJPST standards. Stakeholder feedback was given and it was adopted for implementation the Spring of 2018."

Questions for EPP concerning additional evidence, data, and/or interviews

1. Please describe the creation of this assessment in detail. How was source language from InTASC and NJPST adapted to create the instrument and establish 1:1 alignment?

Answered with question #2 below.

2. Considering the similar nomenclature, to what extent were the Teaching Works' High Leverage Practices factored into this work?

The Developmental Curriculum

And High Leverage Teaching Tasks

First Round of Design

The Developmental Curriculum for Clinical Experiences was developed for teachers to provide an explicit guide to show how teacher candidates development can be facilitated through gradual exposure to an increasing level of challenge. It was motivated by complaints from teachers that expectations for clinical experiences were not clear and the belief that skill acquisition during clinical experiences should be made explicit. Members of the Southeast Ohio Teacher Education Consortium (SEOTEC) collaborated to develop the clinical curriculum under the leadership of John Henning, currently the EPP Dean at Monmouth University. The leaders of five SEOTEC institutions were part of the group. The resulting document was subsequently adopted for use at Ohio University. In this initial version of the Developmental Curriculum, the development of teacher candidates was aligned with the seven Ohio Standards for teaching. For a fuller account of this process see the following publication:

Henning, J.E., Erb, D., Randles, H.S., Shoener, H. Fults, N., & Webb, K. (2016).

Designing a curriculum for clinical experiences. *Issues in Teacher Education* 25

(1), 23-38.

Second Round of Design

A second round of this work was undertaken by the CAEP Design Team for Clinical Experiences, one of three design teams organized by CAEP to expand existing knowledge of clinical practice in teacher education. A primary purpose of the Clinical Experiences Design Team was to create assessments for early clinical experiences. The Design Team achieved two major objectives. First, the team redesigned the original Developmental Curriculum to align it with the INTASC standards. The design team consisted of approximately ten members from different regions of the country, including, among others, Alabama, California, Kentucky, Maryland, New York, Ohio, Oklahoma, and Oregon.

Since the Developmental Curriculum (**Appendix 5.3a**) designated learning opportunities or tasks for teacher candidates but did not specify the level of quality at which they should be performed, the design team also developed a set of performance tasks for teacher candidates to accomplish during early clinical experiences. These tasks were designed to align with both the Developmental Curriculum and High Leverage Teaching practices. Eventually they came to be known as High Leverage Teaching Tasks. They were selected and designed to represent an earlier skill level of a more fully developed a high leverage teaching practice. Their purpose was to allow an assessment of high leverage teaching tasks during early clinical experiences to better assess the teacher candidate's development. This work has been presented and vetted through numerous conference presentations and publications as listed below. A number of institutions have taken up this work as part of their continuous improvement process. A more detailed description of the relationship between the High Performance Teaching Tasks and High Leverage Teaching Practices can be found in Henning, Gut, and Beam (2019).

Conference Presentations

Henning, J.E., Burns, J., Lester, A., Basu Mann, S., and Walters-Parker, K. (September,

2014). The work of the CAEP alliance: Designing and implementing a clinical model of teacher education. Paper presented at the Fall Council for the Accreditation of Educational Professionals Conference. Washington, D.C. (**Appendix 5.3b**)

Henning, J.E., Mills, L. Ryan, C., & Anton, V. (April, 2015). Designing performance-based assessments for early clinical experiences. Paper presented at the Council for the Accreditation of Educational Professionals Spring Conference. Denver, CO.

Henning, J.E., Mills, L. Ryan, C., & Anton, V. (March, 2016). CAEP Alliance Experiential

Learning Design Team. Paper presented at the Council for the Accreditation of Educational Professionals Spring Conference. San Diego, CA.

Henning, J.E., Duffy, G., Zales, L.T., & Lemoine, S. (March, 2016). Using formative performance-based assessments during yearlong teaching experiences. Paper presented at the Professional Development Schools National Conference. Washington, D.C.

Publications

Henning, J.E. (2016, April) Designing Clinical Experiences. *CAEP Newsletter*.

Retrieved from <https://t.e2ma.net/message/bkdpn/r088lm>

Henning, J.E., Gut, D., & Beam, P. (2015). Designing and implementing a mentoring program to serve a clinically based model of teacher preparation. *The Teacher Educator* 150, 145-162. doi.org/10.1080/08878730.2015.1011046
(Appendix 5.3c)

Henning, J. E., Gut, D.M., & Beam, P.C. (2019) *Building mentoring capacity in*

teacher education: A guide to clinically-based practice. New York: Routledge.

https://www.amazon.com/Building-Mentoring-Capacity-Teacher-Education/dp/0815366027/ref=sr_1_fkmrnull_1?keywords=Building+mentoring+capacity+in+teacher+education&qid=1551139579&s=gateway&sr=8-1-fkmrnull

Third Round of Design - Implementation

Because New Jersey adopted the InTASC standards as the New Jersey Teaching standards, the implementation of the Developmental Curriculum and the High Leverage Teaching Tasks did not require realignment at Monmouth University. The primary work at Monmouth University has been to modify the initial design of the High Leverage Teaching tasks to make it more conducive for use in clinical settings. The purpose was to create an instrument that could be used efficiently and effectively in clinical settings. Initial data from this work is reported in the self-study.

TITLE: Standard 5 Task 4 Establish evidence of wide sharing of completor outcome data.

Excerpt from the SSR to be clarified or confirmed:

"The dashboard includes the results of exit surveys and the state report on SGO's and SGE's"

Questions for EPP concerning additional evidence, data, and/or interviews

1. **Program reviewer was not able to find exit survey data on the dashboard. Please clarify where these data may be found.**

The dashboard is inactive as it is being reconstructed. A new data site has been active and is available. Please visit this data website: <https://www.monmouth.edu/school-of-education/about/mission/caep-accreditation-data/>.

The data is presented on this site by the following categories: Annual Reports, Content and Pedagogy (Fall 2017, Spring 2018, Fall 18), Partnerships, Clinical Practice Survey Data, Quality of Candidates, and Program Impact and Outcomes Data.

TITLE: Standard 5 Task 5 Establish evidence of consistent process for developing and piloting new assessments for the quality assurance system.

Excerpt from the SSR to be clarified or confirmed:

"As part of our initiatives to provide more structured learning experiences in clinical settings, we are currently piloting a new set of performance assessments for clinical experiences based on high leverage teaching practices. Teacher candidates will practice designated high leverage teaching tasks under the supervision of a mentor teacher."

Questions for EPP concerning additional evidence, data, and/or interviews**1. What progress has been made on this initiative**

The High leverage Teaching Practice Rubrics are assessed during the first semester of the yearlong clinical practice to measure each candidates progress through this portion of their clinical practice. Candidates work with P-12 and university clinical educators on high leverage teaching practices included in the Clinical Practice Handbook (**Appendix 5.5a, pages 59-64**). Candidates and clinical supervisors are provided opportunities for staff development training on the high leverage teaching practices and the rubrics. The first formal trainings occurred in Jan. 2018 during orientations for Clinical Educators and Candidates. There have been two applications of the High Leverage Teaching Practice Proficiency Rubric (Spring 2018 and Fall 2018). The third application of data will be provided at the site visit. The revised exhibit from the SSR revised with the second application is included as **Appendix 5.1a**. The following is a summary from the revised exhibit.

TITLE: Standard 5 Task 6 Establish evidence of consistent process for piloting new assessments for the quality assurance system**Excerpt from the SSR to be clarified or confirmed:**

"The EPP is also piloting a commercial survey to provide more feedback to teacher candidates. The student survey collects P-12 student perceptions of the teacher candidate. This assessment is a commercial instrument produced by MyStudent Survey"

The EPP is piloting a survey to assess grade 3-12 perception of the teacher candidate. The Student Perceptions Survey (SPS) is a likert assessment that was created by the Colorado Education Initiative and is free to the public (<https://www.coloradoedinitiative.org/studentsurvey/>). Developed in 2012, the survey aims to provide teachers with actionable feedback from their students. To ensure students are able to respond fairly, there are two forms of the survey, one for grades 3-5 and another for grades 6-12. Due to the factors of survey design, cost and method of administration, the EPP decided to replace the MyStudent Survey with the SPS. This survey is being piloted in the 18-19 SY and the EPP intends to continue to give candidates the feedback from their students. The survey cannot be used as a common assessment because it is only used for grades 3 and above. One series of data is included to give CAEP evaluators an idea of tools that we use to give teacher alternative methods of valuable feedback. It is the EPP's intent to continue to use this survey so that the voice of students in grades 3-12 students is heard.

*Questions for EPP concerning additional evidence, data, and/or interviews***1. Has implementation of this assessment yielded actionable feedback to candidates?**

The assessment data is included as Appendix 5.6a. Students receive their results with a reflection guide (Appendix 5.6b) and a Guide for using Results (5.6c). Ideally each candidate would review both documents with their P-12 and University Clinical Educators, however one candidates in their first semester of yearlong received their data in time to do that. The EPP learned that if candidates do not have their students complete the survey online, the surveys responses must be entered by hand. This is an incredibly long and arduous task. The EPP is recommending all candidates fill out the computer version when possible. Each candidates' individual plan addresses their specific survey data. No two plans are the same.

Reflection Guide (Appendix 5.6b): Candidates are asked a series of questions to assist them in reflecting upon the data received in their report. They are then asked to complete a chart of strengths and needs, which requires them to use survey data to respond. They reflect on their own analysis and then create an action plan or "Next steps." Each candidate creates an action plan specific to their own work. This was done verbally in the first pilot, however in subsequent semesters the plan is to complete the written reflection guide.

A Teachers Guide to using Student Perceptions Survey Results (Appendix 5.6c): Clinical educators and candidates are given this guide to describe how to use the results. It suggests candidates set aside sufficient time to analyze the results, collaborate with a colleague (clinical educators), answer guiding questions, and identify action steps to take.

2. Do data from this assessment complement other data sources favorably?

There has only been one volunteer pilot application of data. All candidates were asked to participate who were in either semester of their yearlong clinical practice. Unfortunately, most candidates gave their surveys out in hard copy. At the time, the EPP was not aware of the time commitment it would take to input these surveys by hand. With the help of student workers, the EPP eventually was able to get all results in and then sent out to candidates. An improved process will include an earlier administration, and encouragement for ALL candidates to have their students take the electronic Qualtrics version.

This data provides each candidate with feedback from the most important stakeholder, their students in the classrooms in which they are teaching. The data really does not align specifically with the key assessments, but the EPP was not looking for alignment. The purpose was to provide the candidate with data directly from their students to help them identify perceived strengths and weaknesses in which they can create actionable steps. This is one of the innovations the EPP values strongly, student input.

In the pilot year of implementation, 17 candidates submitted class sets of completed survey (Fall 2018). The Range of scores across the 17 candidates on the thirty-four statements rated was 2.70 (In this class, I feel like I fit in) to 3.75 (My teacher would notice if something was bothering me). The data is summarized in exhibit 5.6c. Some trends to note include:

1. Candidates performed at 3.6 or higher on the following six items:
 - a. When my work is hard, my teacher helps me keep trying (m=3.62)
 - b. In this class, it is more important to understand the lesson than to memorize the answers. (m=3.65)
 - c. In this class, we learn to correct mistakes (m= 3.65)
 - d. My teacher wants us to share what we think (m=3.63)
 - e. If I am sad or angry, my teacher helps me feel better (m=3.66)
 - f. My teacher would notice if something was bothering me (m=3.75)
2. The three items in which the mean scores across the 17 candidates were slightly below 3 (most of the time) are:
 - a. My teacher knows what my life is like outside of school (m=2.92)
 - b. My teacher knows what is important to me (m=2.72)
 - c. In this class, I feel like I fit in (m=2.70)

Individual Candidate data was shared with the candidates and their clinical educators. They were provided the Reflection Guide (Appendix 5.6b) and the A Teachers Guide to using Student Perceptions Survey Results (Appendix 5.6c). Looking at Individual candidate data the following trends were revealed:

1. 100% (17/17) candidates had a total mean score of all items that was above 3.0.
2. The range of total candidate score was 3.01 (Candidate 11) to 3.71 (candidate 1)
3. The Overall mean considering the 34 items and 17 candidates was 3.39.
4. Three candidates had a score of 3 (most of the time) or better on 34/34 items (100%)
5. Ten (10/17) candidates had a score of 3(most of the time) or better on 29-33/34 items.

Each candidate's action plan is tailored to them through data review with their clinical educators.

This data source focuses on P-12 student perception and is not aligned to other sources. As stated in the SSR and this report, it is not a key assessment measuring to the InTASC standards, rather another piece of data shared with candidates to give them feedback from the students in which they are teaching. The EPP is considering if this will be used as a key assessment after this academic year's pilot phase.

CROSSCUTTING THEMES OF DIVERSITY AND TECHNOLOGY

Diversity

2. Questions for EPP concerning additional evidence, data and/or interviews, including follow up on evidence inconsistent with meeting a standard (if applicable)

1. What are candidate's perceptions of the diversity of their field placements?

Candidates will be available to answer this questions during interviews scheduled with candidates during the site visit.

2. In interviews, what examples do candidates provide related to culturally responsive practice.

Candidates will be available to answer this question during interviews scheduled with candidates during the site visit.

Technology

2. Questions for EPP concerning additional evidence, data and/or interviews, including follow up on evidence inconsistent with meeting a standard (if applicable)

1. In interviews, what are the perceptions of cooperating teachers related to candidates ability to infuse technology?

P-12 clinical educators (cooperating teachers) will be available to answer this question in the interview during the site visit.

Appendices

FFR Response Report

2019

CAEP Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6,5.1, 5.2

NJPST Standards: 1-9,11

INTasc Standards: 1-9

1. During which part of the candidate's experience is the assessment used? Is the assessment used just once or multiple times during the candidate's preparation?

Candidates (both MAT and undergraduate) complete the edTPA assessment during their full-time clinical practice in their last semester of their initial teacher-training program.

Candidates must pass the exam in order to graduate from Monmouth University and obtain teacher certification. As of the 2017-2018 school year, the State of New Jersey requires edTPA for licensure for all initial teaching program certifications. Specific requirements set forth by the New Jersey Department of Education is found at

<http://www.nj.gov/education/educators/rpr/preparation/assessment/>. For the 2017-2018 and 2018-2019 school years, the pass rate has been set to scorable completion of the portfolio.

The State also does not allow the edTPA assessment to be taken in Special Education, therefor candidates complete it in their primary area for certification. Although the EPP piloted edTPA for the 16-17 school year, the assessments were scored in house and are not included in this data. Data from Fall 18 will be shared with the site visit team in April 2019.

2. Who uses the assessment and how are the individuals trained on the use of the assessment.

edTPA is a subject-specific, performance-based assessment and support system used to measure and support the skills and knowledge that teachers need when they start teaching in their own classrooms. The assessment is focused on three tasks: planning, instruction, and assessment. Each teacher candidate must prepare a portfolio of evidence using their content specific handbook during their full-time clinical practice. The portfolio guides the candidate to show readiness to teach using lesson plans designed to support the strengths and needs of their students; engage real students in ambitious learning; analyze whether their students are learning, and refine their instruction to increase their instructional effectiveness. Candidates videotape themselves at work in a real classroom, and the unedited videos recordings are then scored by highly trained educators. Evidence is uploaded and candidates respond to directed commentary prompts to complete the portfolio.

Candidates are informed of the edTPA assessment throughout their coursework, beginning with ED 250/510, the first education course for all initial certification programs. Information about edTPA is also included in the undergraduate and graduate student handbooks for the

EPP's initial certification program candidates. The Office of Certification and Field Placements posts support materials and information on their portal in which all teacher preparation students and candidates have access to. Every course has embedded activities to assist in preparing candidates for edTPA. Individual content handbooks are loaded into each candidate's Foliotek (third party platform) assessment portfolio page at the beginning of their yearlong clinical practice which begins the first semester of their senior year.

While candidates are in the final semester of their undergraduate or MAT program, they register in ED EDTPA in order to pay for their portfolio, enabling students to use their financial aid. During this semester candidates are also registered for full-time clinical practice. At the beginning of this final semester, candidates are provided an orientation to edTPA. Completion of edTPA is supported throughout the full time clinical practice primarily through four writing days. The first three writing days are strategically scheduled to align with the task that should be completed. The purpose of the fourth and final writing day is complete the portfolio and upload the portfolio to Foliotek. Candidates are also guided through the process of migrating their portfolio from Foliotek to Pearson, who scores the assessment.

3. What is the intended use of the assessment and what is the assessment purported to measure?

The intended use of edTPA is gain subject-specific performance based data to compliment other measures used by the EPP in respect to the InTASC and New Jersey Professional Standards for Teaching. It is a capstone assessment measure planning instruction and assessment while students are in their full time clinical practice. The 13-18 rubric assessment is purported to measure teacher candidate performance in planning, instruction and assessment.

4. Please describe how validity/trustworthiness was established for the assessment.
This proprietary assessment has validity measures on pages 20- 23 in the edTPA Field Test Summary (Exhibit 3.5.A) manual

5. Please describe how reliability/consistency was established for the assessment.

This proprietary assessment has reliability measures on pages 23-24 in the edTPA Field Test Summary (Exhibit 3.5.A)

6. Data analysis and interpretation.

The 15 rubrics of edTPA are evaluated using a five-point rubric. Disaggregated data are presented in three ways: Overall by edTPA Task, InTASC Category and overall by task. Disaggregation of data are by handbook and assessment title. In most cases this matches EPP program names, however candidates in programs with multiple certification areas are only assessed with one handbook. Health and Physical Education majors can choose the

Health or PE assessment. Also, there is no testing in the State of NJ of Teachers of Students with Disabilities. Therefore, this report does not include data for the TSD program. The students in programs in which TSD endorsements are included took the assessment in the primary certification areas. For example, those students who are enrolled in the P-3 TSD program completed the edTPA portfolio in Early Childhood (P-3). The majority of our TSD students are elementary majors.

It is of primary importance to note that the State of New Jersey Requires a completed portfolio in order to become certified. There is no established cut score until the 2019-2020 school year. Therefore, there may be a slight negative effect on the data because candidates were not aiming for a particularly high score, rather to complete the assessment. This however did not affect the performance outcome scores of our candidates. Generally speaking, candidates scored above the state average and commensurate with national averages on most content areas assessed.

The EPP n for the Fall of 18 was 17, spring of 18 was 92, Fall of 17 $n=32$.

Overall EPP InTASC Strengths: The two categories in which the EPP scored highest were Category 1 (The Learner and Learning) and Category 3 (Instructional Practice). The Fall 17 and Sp 18 mean score for Category 3 was 2.85 (out of 5). The Fall 18 mean for Category 1 was 3.50. In the Fall of 17, the EPP score on Category 1 was 2.84, and the Spring 18 mean score was 2.85. The EPP lowest scores were in Category 4, Professional Responsibility, however the scores were still respectable (Fall17 & Sp 18 means were both 2.65). The data is shared below by InTASC category.

InTASC Category 1: The Learner and Learning

Data from edTPA for Spring 18 and Fall 17 demonstrates that EPP candidates are achieving strong scores in InTASC category 1. Category 1, along with Category 3 are areas in which the EPP scored highest. There are 10 rubrics that were used to collect, analyze and interpret data for InTASC Category 1 (Rubrics 1-9, 14). This alignment was conducted by edTPA and shared with all partners. The EPP overall mean scores for InTASC category 1 are Spring 18= 2.85; and Fall 17= 2.84. This shows a slight increase over time. Looking at results for Fall 17, our largest program, Elementary Education ($n=17$) achieved a mean of 2.99, the highest of any EPP program. ECE ($n=4$) had the next highest mean of 2.82, followed by Physical Education ($n=1$) at 2.8. PE really is not consequential because of the low n . The three lowest scores in Category 1 came from programs with low enrollment: Health ($n=1$) $m= 2.2$, Science ($n=1$) $m=2.4$, and History ($n=2$) $m=2.4$. When analyzing items in InTASC category one for the Fall of 2017, three great strengths appeared:

Rubric 3 Using Knowledge of Students to Inform Teaching and Learning. 6/11 programs in which EPP data were reported scored a 3.0 or higher.

Rubric 4 Identifying and Supporting Language Demands. 7/11 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 6. Learning Environment. 9/11 of the programs in which the EPP reported data scored at or above a 3.0.

Two relative areas of need in item analysis were:

Rubric 9: Subject Specific Pedagogy: 3/12 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 14: Analyzing Students' Language Use and Content Learning: 3/11 programs in which EPP data was reported scored a 3.0 or higher.

Spring 2018 results consisted of our largest EPP ($n=92$). The Elementary Education *mean* score of 2.89, slightly above the EPP *mean* of 2.85. The highest score on Category 1 in this semester came from Visual Arts ($n=7$) whose candidates achieved a mean score of 3.14. Also of note, History candidates ($n=3$) averaged a score of 3.09. The three lowest scores relative to the EPP *means* were in PE ($n=4$: *mean*= 2.25), Health ($n=1$, *mean*=2.30) and Early Childhood (P-3: $n=2$, *mean* 2.35). Also of note, the PE assessment, with an n of only 4, also had a *mean score* of 2.82.

In terms of item analysis for InTASC category 1 scores, the two items in which the EPP scored high across the most programs were:

Rubric 6 Learning Environment. 10/12 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 5 Planning Assessments to Monitor and Support Student Learning. 6 /11 programs in which EPP data was reported scored a 3.0 or higher.

The items in which the EPP scored lowest across programs include:

Rubric7 Engaging Students in Learning. 3/12 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 8: Deepening Student Learning. 3/12 programs in which EPP data was reported scored a 3.0 or higher.

Fall 2018 results consisted of our lowest n for the EPP ($n=17$). Secondary English outscored all other contents with a mean score or 3.75. The overall EPP mean of 3.50 was the highest out of the four InTASC categories. Health Education and Physical Education students scored lowest at a mean of 2.63. The seven MAT candidates outscored the Undergraduate candidates with 3.60 to 3.43 relative means.

For the Fall 2018 application of data, the rubrics in which candidates showed strengths were:

Rubric 6 Learning Environment. The EPP mean was 3.0. This was also the highest mean for all Undergraduate candidates. It was consistently a 3.0 across all programs.

Rubric 4 Identifying and Supporting Language Demands. The EPP's largest program, Elementary Education averaged a 3.11. English and P-3 both averaged means of 3.0

For the Fall 2018 application of data, the rubrics in which candidates showed areas of relative need for improvement included:

Rubric 9 Subject Specific Pedagogy: 3/5 programs scored lowest on this rubric. The other two programs also scored low, but had one other rubric which was lower. P-3, Spanish, Elementary Education all scored lowest on this rubric.

InTASC Category 2 Content Knowledge

EPP candidates have strong content knowledge as evidenced by the edTPA data. There are eight rubrics that were aligned by edTPA to make up the InTASC Category 2 scores (1-4,7-9,14). The EPP means for this category were 2.83 (Spring 18), 2.82 (Fall 17), and 2.78 (Fall 18). For Spring 18 and Fall 17 Elementary, and Visual Arts candidates scored highest, with History also showing scores above EPP average for the Spring 2018. In the Fall of 18, the Spanish ($n=1$) and Secondary English students high the highest means (3.5 and 2.96 respectively). The lowest scores in Spring 2018 and Fall 2017 were in low enrollment programs. Sp 2018: Spanish ($n=2$, $m=1.81$), PE ($n=4$, $m=2.21$) and Health ($n=1$, $m=2.25$); Fall 2017: Spanish ($n=1$, $m=2.0$), Health ($n=1$, $m=2.13$); Fall 2018: Health and PE ($m=2.0$)

Areas of Strength for Spring 2018, Fall 2017, Fall 2018:

Rubric 3: Using Knowledge of Students To Inform Instruction (Spring 2018 and Fall 2017). 6/11 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 4: Identifying and Supporting Language Demands (Fall 2017). 7/11 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 1: Planning for Instruction. This Rubric was highest for Fall 2018 (2.94)

Areas of Relative need for Spring 2018 and Fall 2017 include:

Rubric 14: Analyzing Students' Language Use and Content Learning (Spring '18, Fall '17). 3/11 (Fall 2017) and 4/12 (Spring 18) programs in which EPP data was

reported scored a 3.0 or higher. This rubric was the lowest for Secondary English and HEPE in the Fall of 2018.

Rubric 9: Subject Specific Pedagogy (Fall 2017): 4/11 programs in which EPP data was reported scored a 3.0 or higher. 3/5 programs (Elementary, Spanish, and P-3) had their lowest means on this rubric

InTASC Category 3: Instructional Practice

The data indicate that EPP candidates have strong knowledge and skills in the InTASC category of Instructional Practice. There are 13 edTPA rubrics aligned with this category (1-9, 11-13, 15). The EPP mean scores for Spring of 18 and Fall of 19 was 2.85. The EPP mean for the Fall of 18 was 2.77. This category overall is a strength for MU as the highest EPP scores across two series (Sp 18, F17) of data were presented in this category. It was the second highest category mean in Fall of 2018 ($m=2.77$). Spring of 2018 data revealed candidates in Visual Arts, Performing Arts History, Elementary, math and English all scored above the EPP mean. Early childhood (P-3), Spanish and Health programs fell below the EPP means. These programs falling below the mean all had low numbers. In Fall of 2017, the highest scores were achieved by Elementary Education, Visual Arts and Early Childhood. Elementary Education and Visual Arts scores were amongst the highest for both semesters. History Science and Health had the lowest scores (also had low numbers). Fall of 2018 showed highest scores for Spanish and Secondary English.

When looking at item analysis, clear strengths emerged across the two series of data.

Rubric 6: Learning Environment. Spring 2018 had 11/12 programs with a rubric mean of 3 or better. In Fall 2017, 10/11 programs demonstrated a rubric mean of 3 or better. For Fall of 2018 the EPP scored highest on this rubric. Undergraduates, P-3s, and HEPE students all scored highest on this rubric in the Fall of 2018.

Rubric 12: Providing Feedback to guide learners. Spring 2018 demonstrated 1/12 programs achieving a score at or above $m=3.0$ or better. In the Fall of 18, MAT, Elementary, and Spanish students scored highest on this rubric.

Rubric 4: Identifying and Supporting Language Demands (Fall 2017). 7/11 programs in which EPP data was reported scored a 3.0 or higher.

Item analysis indicated relative areas of need for improvement on the following rubrics:

Rubric 15: Using Assessment to Inform Instruction (Spring 2018). 1/12 programs scored a *mean* of 3.0 or better.

Rubric 11: Analysis of Student Learning (Spring 2018). 3/12 programs scored a *mean* score of 3.0 or better.

Rubric 3: Subject-Specific Pedagogy (Fall 2017). 3/11 programs scored a *mean* score of 3.0 or better.

Rubric 13: Student use of Feedback (Fall 2017). 3/11 programs scored a *mean* score of 3.0 or better. Fall of 2018: Undergraduates, English, and HEPE majors scored lowest on this rubric.

Rubric 9: Subject Specific Pedagogy.

InTASC Category 4: Professional Responsibility

Data from the edTPA reveal EPP candidates have improved over time to demonstrate strong skills and knowledge in InTASC Category 4: Professional Responsibility. There are two rubrics (10,15) that measure Professional Practice. This category was a relative weakness for the EPP, with means at 2.65 for Sp 18 and Fall 17. In the Fall of 18, the mean score was lower with a 2.60 mean. Elementary, Spanish and Visual Arts scored among the top programs in Fall 2017. Elementary, Performing Arts and Math presented the highest scores in Spring 2018. Some of the lowest mean scores amongst all categories were for two programs with $n=1$, Science and Math, both with *means= 1.50*. In the Spring of 2018 the lowest scores in this area were in Science and Health. This data will be triangulated with CPAST and the High Leverage Teaching Proficiency Rubrics to provide depth and breadth and to determine if this is a weakness for Science, Math and Health. In the Fall of 2018 the EPP scored highest on Rubric 15. MAT students out-performed the undergraduates by .41. The Spanish and P-3 students had the highest means. The EPP is not concerned, as this assessment only aligned with two items, therefore, it provides a very small sampling.

Overall Interpretations of the data:

1. The EPP data on edTPA through the four categories demonstrates MU candidates are strong in all four categories as an EPP.
2. Candidates at MU scored highest in Categories 1 and 3, providing evidence that MU candidates have a strong foundation of learning and learners, as well as instructional practice.
3. Elementary programs have strong strengths in all four tasks. Elementary programs outperformed EPP means in all categories.
4. Visual Arts, although has low numbers, had amongst the highest scores on one or both series of data for each category.
5. The lack of professional responsibility items make it difficult to generalize results. These results will be triangulated with other data to look specifically at non-academic criteria.

Use of Data for Continuous improvement.

Data is shared on an ongoing basis by the Assistant Dean at several constituency meetings including: Deans Educational Leadership Council, Deans Meeting, Dean's advisory Council, UTEAC (University Teacher Education Advisory Council), SOE Faculty Retreat,

and faculty meetings. Discussions resulting from data sharing have prompted improvements such as:

- a. edTPA writing day implementation – four edTPA writing days have been mandated at critical times throughout the semester to provide support for the edTPA process.
- b. SOE university based supervisors, faculty, and other administration have been involved with in-house scoring training.
- c. The EPP hosted a training through NJACTE to EPP and state professionals who wanted more training in edTPA.
- d. The Assistant Dean presented data at the national edTPA Implementation Conference.
- e. The New Jersey Department of Education program administration met with pilot edTPA candidates to discuss how improvements can be made to the process.
- f. Department chairs have worked with programs to infuse edTPA activities in to all courses. An edTPA matrix was created to share where edTPA rubrics are taught.
- g. A series of monthly professional development for faculty was offered throughout the pilot year.
- h. Discuss edTPA results with Health and PE teachers. Encourage HEPE faculty (FT and Adjuncts) to attend the SOE Teacher Education Retreat in May of 2018. This event will focus on edTPA, preparing candidates for edTAP, and infusing edTPA rubrics through all content courses.
- i. Provide HEPE faculty with edTPA training dates as they become available through Pearson and NJACTE.

INTASC Category 1 The Learner and Learning (Standards 1-3):
Fall 2017

INTASC/NJPST Standards	CAEP Standards	Rubrics		EPP	Elementary	Spanish	History-Secondary	Visual Arts	Science - Secondary	Early Childhood Ed	Mathematics - Secondary	Performing Arts	Health Education	Physical Education
				N=32	N=17	N=1	N=2	N=1	N=1	N=4	N=1	N=3	N=1	N=1
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1 Planning for Content Understandings	Mean:	2.8	3	3	2.5	3	2	3	2	2.7	2	3
			Std. Dev:	0.6	0.6	0	0.5	0	0	0	0	0.5	0	0
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2 Planning to Support Varied Student Needs	Mean:	2.9	3	4	3	3	2	2.5	3	2.7	2	2.5
			Std. Dev:	0.7	0.7	0	0	0	0	0.5	0	0.5	0	0
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3 Using Knowledge of Students to Inform Teaching and Learning	Mean:	2.9	3	3	3	3	2	2.8	2	3	2	3
			Std. Dev:	0.5	0.5	0	0	0	0	0.4	0	0	0	0
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	4 Identifying and Supporting Language Demands	Mean:	3	3		2	3	3	2.8	3	2.7	3	3
			Std. Dev:	0.6	0.6		0	0	0	0.4	0	0.5	0	0
1, 6, 8	1.1, 1.2, 1.4, 1.5	5 Planning Assessments to Monitor and Support Student Learning	Mean:	2.8	2.9	3	2.5	3	3	2.5	2	3	2	3
			Std. Dev:	0.6	0.7	0	0.5	0	0	0.5	0	0.8	0	0
2, 3, 8	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	6 Learning Environment	Mean:	3	3.1	3	3	3	3	3.3	3	2.7	3	3
			Std. Dev:	0.3	0.2	0	0	0	0	0.4	0	0.5	0	0
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7 Engaging Students in Learning	Mean:	2.8	3.1	2	2	3	2	3	3	2.3	2	2.5
			Std. Dev:	0.7	0.7	0	0	0	0	0	0	0.5	0	0
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8 Deepening Student Learning	Mean:	2.8	2.9	3	2	3	2	3	4	2.3	2	3
			Std. Dev:	0.5	0.3	0	0	0	0	0.7	0	0.5	0	0
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9 Subject-Specific Pedagogy	Mean:	2.7	3.1	1	2	3	2	2.3	2	2.7	2	3
			Std. Dev:	0.8	0.7	0	0	0	0	0.4	0	0.5	0	0
1, 2, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	14 Analyzing Students' Language Use and Content Learning	Mean:	2.7	2.8		2	3	3	3	2	2.8	2	2
			Std. Dev:	0.6	0.5		1	0	0	0	0	0.6	0	0
Mean				2.84	2.99	2.75	2.4	3	2.4	2.82	2.6	2.69	2.2	2.8
Std. Dev.				0.59	0.55	0	0.2	0	0	0.33	0	0.49	0	0
Overall Mean				2.68091										
Overall Std. Dev.				0.19636										

INTASC Category 1 The Learner and Learning (Standards 1-3):
 SPRING 2018

InTASC/NJPST Standards	CAEP Standards	Rubrics			EPP	Elementary	Spanish	History-Secondary	Visual Arts	Science - Secondary	Early Childhood Ed	Mathematics - Secondary	Performing Arts	Health Education	Physical Education	English - Secondary
					N=92	N=46	N=2	N=3	N=7	N=5	N=2	N=3	N=3	N=1	N=4	N=16
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1	Planning for Content Understandings	Mean:	2.9	2.8	2	3.3	3.1	2.6	2.5	3.2	2	2	2	3.1
				Std. Dev:	0.8	0.8	0	0.5	0.8	0.5	0.8	0.5	0.8	2.8	0	0
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2	Planning to Support Varied Student Needs	Mean:	2.8	2.9	3	2.7	3.1	2.6	2	2.7	3	3	2.3	2.8
				Std. Dev:	0.6	0.6	0	0.5	0.3	0.5	0	0.5	0	0.5	0	0
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3	Using Knowledge of Students to Inform Teaching and Learning	Mean:	2.9	3	2.5	3	3.3	2.4	2.5	3.3	3.3	3	2	2.9
				Std. Dev:	0.7	0.7	0.5	0	0.5	0.5	0.5	0.5	1.2	0	0	0.8
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	4	Identifying and Supporting Language Demands	Mean:	2.8	2.9		3.7	3.3	2	2.5	3	3	2	2	2.8
				Std. Dev:	0.6	0.5		0.5	0.5	0.6	0.5	0	0	0	0	0.7
1, 6, 8	1.1, 1.2, 1.4, 1.5	5	Planning Assessments to Monitor and Support Student Learning	Mean:	2.9	2.7	2	3.3	3.4	3	1.5	3.3	3.3	2	2.3	3.1
				Std. Dev:	0.7	0.7	0	0.5	0.5	0	0.5	0.5	0.5	0.5	0	0.4
2, 3, 8	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	6	Learning Environment	Mean:	3	3	3	3	3.1	3	3	3	3	3	2.5	3.1
				Std. Dev:	0.2	0.2	0	0	0.3	0	0	0	0	0	0	0.5
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7	Engaging Students in Learning	Mean:	2.8	2.9	2.5	3	3	2.6	3	2.3	3	2	2.3	2.9
				Std. Dev:	0.5	0.4	0.5	0	0.5	0.5	0	0.5	0	0	0.4	0.6
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8	Deepening Student Learning	Mean:	2.9	2.9	2.5	3.3	3	2.8	3	2.8	3	2	2.5	2.9
				Std. Dev:	0.6	0.5	0.5	0.5	0.8	0.7	0	0.2	0	0	0.5	0.7
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9	Subject-Specific Pedagogy	Mean:	2.8	3.1	2	3.3	3.1	2	1	3	3	1	2.3	2.8
				Std. Dev:	0.8	0.7	0	0.5	0.3	0.6	0	0	0	0	0	0.4
1, 2, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	14	Analyzing Students' Language Use and Content Learning	Mean:	2.7	2.7		2.3	3	2.6	2.5	3	3	3	2.3	2.7
				Std. Dev:	0.6	0.6		0.5	0.5	0.5	0.5	0	0	0	0	0.4
				Mean:	2.85	2.89	2.44	3.09	3.14	2.56	2.35	2.96	2.96	2.30	2.25	2.91
				Std. Dev:	0.61	0.57	0.19	0.35	0.50	0.44	0.25	0.30	0.45	0.00	0.41	0.60
				Overall Mean:	2.72											
				Overall Std. Dev:	0.39											

Category 1 The Learner and Learning (Standards 1-3)

FALL 2018

INTASC/ NJPST Standards	CAEP Standards	Rubrics			EPP	UG	MAT	Elementary (K6)	Spanish	English-Secondary	P3 & TSD	HEPE
					N=17	N=10	N=7	N=9	N=1	N= 3	N=2	N=2
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1	Planning for Content Understandings	Mean:	2.94	2.90	3.00	2.67	4.00	3.67	3.00	2.50
				Std. Dev:	0.73	0.54	0.93	1.00		0.00	0.00	1.00
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2	Planning to Support Varied Student Needs	Mean:	2.88	2.90	2.86	2.89	4.00	3.00	3.00	2.00
				Std. Dev:	0.68	0.70	0.64	1.00		1.00	0.00	0.00
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3	Using Knowledge of Students to Inform Teaching and Learning	Mean:	2.94	2.60	3.43	3.11	4.00	3.00	2.50	2.00
				Std. Dev:	0.73	0.66	0.49	1.00		1.00	0.50	0.00
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	4	Identifying and Supporting Language Planning	Mean:	2.94	2.80	3.17	3.11		3.00	3.00	2.00
				Std. Dev:	0.75	0.75	0.69	1.00		1.00	0.00	0.00
1, 6, 8	1.1, 1.2, 1.4, 1.5	5	Assessments to Monitor and Support Student Learning	Mean:	2.74	2.65	2.86	2.56	4.00	3.33	2.75	2.00
				Std. Dev:	0.73	0.63	0.83	1.00		0.00	0.25	0.00
2, 3, 8	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	6	Learning Environment	Mean:	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
				Std. Dev:	0.00	0.00	0.00	0.00		0.00	0.00	0.00
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7	Engaging Students in Learning	Mean:	2.76	2.80	2.71	2.78	3.00	3.00	3.00	2.00
				Std. Dev:	0.64	0.75	0.45	1.00		1.00	0.00	0.00
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8	Deepening Student Learning	Mean:	2.76	2.70	2.86	2.78	3.00	3.00	3.00	2.00
				Std. Dev:	0.55	0.64	0.35	0.00		1.00	0.00	0.00
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9	Subject-Specific Pedagogy	Mean:	2.41	2.50	2.29	2.56	3.00	2.67	1.50	2.00
				Std. Dev:	0.69	0.81	0.45	0.00		1.00	0.50	0.00
1, 2, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	14	Analysing Students' Language Use and Content Learning	Mean:	2.63	2.60	2.67	2.89		2.33	3.00	1.50
				Std. Dev:	0.70	0.80	0.47	1.00		0.00	0.00	1.00
				Mean	3.50	3.43	3.60	3.54	4.00	3.75	3.47	2.63
				Std. Dev.	0.62	0.63	0.53	0.70		0.60	0.13	0.20
				Overall Mean	3.48							
				Overall Std. Dev.	0.41							

INTASC Category 2 Content Knowledge (Standards 4 and 5):
FALL 2017

INTASC/NJPST Standards	CAEP Standards	Rubrics		EPP	Elementary	Spanish	History-Secondary	Visual Arts	Science - Secondary	Early Childhood Ed	Mathematics - Secondary	Performing Arts	Health Education	Physical Education
				N=32	N=17	N=1	N=2	N=1	N=1	N=4	N=1	N=3	N=1	N=1
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1 Planning for Content Understandings	Mean:	2.8	3	3	2.5	3	2	3	2	2.7	2	3
			Std. Dev:	0.6	0.6	0	0.5	0	0	0	0	0.5	0	0
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2 Planning to Support Varied Student Needs	Mean:	2.9	3	4	3	3	2	2.5	3	2.7	2	2.5
			Std. Dev:	0.7	0.7	0	0	0	0	0.5	0	0.5	0	0
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3 Using Knowledge of Students to Inform Teaching and Learning	Mean:	2.9	3	3	3	3	2	2.8	2	3	2	3
			Std. Dev:	0.5	0.5	0	0	0	0	0.4	0	0	0	0
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	4 Identifying and Supporting Language Demands	Mean:	3	3		2	3	3	2.8	3	2.7	3	3
			Std. Dev:	0.6	0.6		0	0	0	0.4	0	0.5	0	0
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7 Engaging Students in Learning	Mean:	2.8	3.1	2	2	3	2	3	3	2.3	2	2.5
			Std. Dev:	0.7	0.7	0	0	0	0	0	0	0.5	0	0
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8 Deepening Student Learning	Mean:	2.8	2.9	3	2	3	2	3	4	2.3	2	3
			Std. Dev:	0.5	0.3	0	0	0	0	0.7	0	0.5	0	0
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9 Subject-Specific Pedagogy	Mean:	2.7	3.1	1	2	3	2	2.3	2	2.7	2	3
			Std. Dev:	0.8	0.7	0	0	0	0	0.4	0	0.5	0	0
1, 2, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	14 Analyzing Students' Language Use and Content Learning	Mean:	2.7	2.8		2	3	3	3	2	2.8	2	2
			Std. Dev:	0.6	0.5		1	0	0	0	0	0.6	0	0
			Mean:	2.825	2.9875	2	2.3125	3	2.25	2.8	2.625	2.65	2.125	2.75
			Std. Dev:	0.625	0.575	0	0.1875	0	0	0.3	0	0.45	0	0
			Overall Mean	2.58										
			Overall Std. Dev.	0.19										

INTASC Category 2 Content Knowledge (Standards 4 and 5):
SPRING 2018

InTASC/NJPST Standards	CAEP Standards	Rubrics			EPP	Elementary	Spanish	History-Secondary	Visual Arts	Science - Secondary	Early Childhood Ed	Mathematics - Secondary	Performing Arts	Health Education	Physical Education	English - Secondary
					N=92	N=46	N=2	N=3	N=7	N=5	N=2	N=3	N=3	N=1	N=4	N=16
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1	Planning for Content Understandings	Mean:	2.9	2.8	2	3.3	3.1	2.6	2.5	3.2	2	2	2	3.1
				Std. Dev:	0.8	0.8	0	0.5	0.8	0.5	0.8	0.5	0.8	2.8	0	0
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2	Planning to Support Varied Student Needs	Mean:	2.8	2.9	3	2.7	3.1	2.6	2	2.7	3	3	2.3	2.8
				Std. Dev:	0.6	0.6	0	0.5	0.3	0.5	0	0.5	0	0.5	0	0
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3	Using Knowledge of Students to Inform Teaching and Learning	Mean:	2.9	3	2.5	3	3.3	2.4	2.5	3.3	3.3	3	2	2.9
				Std. Dev:	0.7	0.7	0.5	0	0.5	0.5	0.5	0.5	0.5	1.2	0	0
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	4	Identifying and Supporting Language Demands	Mean:	2.8	2.9		3.7	3.3	2	2.5	3	3	2	2	2.8
				Std. Dev:	0.6	0.5		0.5	0.5	0.6	0.5	0	0	0	0	0.7
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7	Engaging Students in Learning	Mean:	2.8	2.9	2.5	3	3	2.6	3	2.3	3	2	2.3	2.9
				Std. Dev:	0.5	0.4	0.5	0	0.5	0.5	0	0.5	0	0.5	0	0
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8	Deepening Student Learning	Mean:	2.9	2.9	2.5	3.3	3	2.8	3	2.8	3	2	2.5	2.9
				Std. Dev:	0.6	0.5	0.5	0.5	0.8	0.7	0	0.2	0	0.2	0	0
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9	Subject-Specific Pedagogy	Mean:	2.8	3.1	2	3.3	3.1	2	1	3	3	1	2.3	2.8
				Std. Dev:	0.8	0.7	0	0.5	0.3	0.6	0	0	0	0	0	0
1, 2, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	14	Analyzing Students' Language Use and Content Learning	Mean:	2.7	2.7		2.3	3	2.6	2.5	3	3	3	2.3	2.7
				Std. Dev:	0.6	0.6		0.5	0.5	0.5	0.5	0	0	0	0	0.4
				Mean:	2.83	2.90	1.81	3.08	3.11	2.45	2.38	2.91	2.91	2.25	2.21	2.86
				Std. Dev:	0.65	0.60	0.19	0.38	0.53	0.55	0.25	0.31	0.50	0.00	0.40	0.66
				Overall Mean:	2.64											
				Overall Std. Dev:	0.42											

Category 2 Content Knowledge (Standards 4 and 5)

Fall 2018

INTASC/ NJPST Standards	CAEP Standards	Rubrics			EPP	UG	MAT	Elementary (K6)	Spanish	English-Secondary	P3 & TSD	HEPE
					N=17	N=10	N=7	N=9	N=1	N= 3	N=2	N=2
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1	Planning for Content Understandings	Mean:	2.94	2.90	3.00	2.67	4.00	3.67	3.00	2.50
				Std. Dev:	0.73	0.54	0.93	1.00		0.00	0.00	1.00
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2	Planning to Support Varied Student Needs	Mean:	2.88	2.90	2.86	2.89	4.00	3.00	3.00	2.00
				Std. Dev:	0.68	0.70	0.64	1.00		1.00	0.00	0.00
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3	Using Knowledge of Students to Inform Teaching and Learning	Mean:	2.94	2.60	3.43	3.11	4.00	3.00	2.50	2.00
				Std. Dev:	0.73	0.66	0.49	1.00		1.00	0.50	0.00
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	4	Identifying and Supporting Language	Mean:	2.94	2.80	3.17	3.11		3.00	3.00	2.00
				Std. Dev:	0.75	0.75	0.69	1.00		1.00	0.00	0.00
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7	Engaging Students in Learning	Mean:	2.76	2.80	2.71	2.78	3.00	3.00	3.00	2.00
				Std. Dev:	0.64	0.75	0.45	1.00		1.00	0.00	0.00
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8	Deepening Student Learning	Mean:	2.76	2.70	2.86	2.78	3.00	3.00	3.00	2.00
				Std. Dev:	0.55	0.64	0.35	0.00		1.00	0.00	0.00
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9	Subject-Specific Pedagogy	Mean:	2.41	2.50	2.29	2.56	3.00	2.67	1.50	2.00
				Std. Dev:	0.69	0.81	0.45	0.00		1.00	0.50	0.00
1, 2, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	14	Analyzing Students' Language Use and Content Learning	Mean:	2.63	2.60	2.67	2.89		2.33	3.00	1.50
				Std. Dev:	0.70	0.80	0.47	1.00		0.00	0.00	1.00
				Mean	2.78	2.73	2.87	2.85	3.50	2.96	2.75	2.00
				Std. Dev.	0.68	0.71	0.56	0.75		0.75	0.13	0.25
				Overall Mean	2.81							
				Overall Std. Dev.	0.47							

**INTASC Category 3 Instructional Practice (Standards 6-8):
FALL 2017**

INTASC/NJPST Standards	CAEP Standards	Rubrics		EPP	Elementary	Spanish	History-Secondary	Visual Arts	Science - Secondary	Early Childhood Ed	Mathematics - Secondary	Performing Arts	Health Education	Physical Education
				N=32	N=17	N=1	N=2	N=1	N=1	N=4	N=1	N=3	N=1	N=1
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1 Planning for Content Understandings	Mean:	2.8	3	3	2.5	3	2	3	2	2.7	2	3
			Std. Dev:	0.6	0.6	0	0.5	0	0	0	0	0.5	0	0
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2 Planning to Support Varied Student Needs	Mean:	2.9	3	4	3	3	2	2.5	3	2.7	2	2.5
			Std. Dev:	0.7	0.7	0	0	0	0	0.5	0	0.5	0	0
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3 Using Knowledge of Students to Inform Teaching and Learning	Mean:	2.9	3	3	3	3	2	2.8	2	3	2	3
			Std. Dev:	0.5	0.5	0	0	0	0	0.4	0	0	0	0
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	4 Identifying and Supporting Language Demands	Mean:	3	3		2	3	3	2.8	3	2.7	3	3
			Std. Dev:	0.6	0.6		0	0	0	0.4	0	0.5	0	0
1, 6, 8	1.1, 1.2, 1.4, 1.5	5 Planning Assessments to Monitor and Support Student Learning	Mean:	2.8	2.9	3	2.5	3	3	2.5	2	3	2	3
			Std. Dev:	0.6	0.7	0	0.5	0	0	0.5	0	0.8	0	0
2, 3, 8	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	6 Learning Environment	Mean:	3	3.1	3	3	3	3	3.3	3	2.7	3	3
			Std. Dev:	0.3	0.2	0	0	0	0	0.4	0	0.5	0	0
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7 Engaging Students in Learning	Mean:	2.8	3.1	2	2	3	2	3	3	2.3	2	2.5
			Std. Dev:	0.7	0.7	0	0	0	0	0	0	0.5	0	0
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8 Deepening Student Learning	Mean:	2.8	2.9	3	2	3	2	3	4	2.3	2	3
			Std. Dev:	0.5	0.3	0	0	0	0	0.7	0	0.5	0	0
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9 Subject-Specific Pedagogy	Mean:	2.7	3.1	1	2	3	2	2.3	2	2.7	2	3
			Std. Dev:	0.8	0.7	0	0	0	0	0.4	0	0.5	0	0
6	1.1, 1.2, 1.4, 1.5, 3.6	11 Analysis of Student Learning	Mean:	2.7	3	3	0	3	3	3	2	2	2	2.5
			Std. Dev:	0.7	0.8	0	0	0	0	0	0	0.8	0	0
6	1.1, 1.2, 1.4, 1.5, 3.6	12 Providing Feedback to Guide Learning	Mean:	3.2	3.4	4	0	4	2	3.5	2	2.5	2	3
			Std. Dev:	0.8	0.8	0	0	0	0.5	0	0.4	0	0	0
6	1.1, 1.2, 1.4, 1.5, 3.6	13 Student Use of Feedback	Mean:	2.7	2.9	3	0.5	3	2	2.5	2	2.3	3	2
			Std. Dev:	0.8	1	0	0.5	0	0	0.5	0	0.5	0	0
6, 7, 8, 9	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	15 Using Assessment to Inform Instruction	Mean:	2.7	2.9	3	2.5	3	1	3	1	2.2	3	2
			Std. Dev:	0.8	0.6	0	0.5	0	0	0.7	0	0.8	0	0
Mean				2.85	3.02	2.69	1.92	3.08	2.23	2.86	2.38	2.55	2.31	2.73
Std. Dev.				0.65	0.63	0.00	0.15	0.00	0.00	0.38	0.00	0.52	0.00	0.00
Overall Mean				2.60										
Overall Std. Dev.				0.21										

INTASC Category 3 Instructional Practice (Standards 6-8): SPRING 2018																
InTASC/NJPST Standards	CAEP Standards	Rubrics		EPP	Elementary	Spanish	History-Secondary	Visual Arts	Science - Secondary	Early Childhood Ed	Mathematics - Secondary	Performing Arts	Health Education	Physical Education	English - Secondary	
				N=92	N=46	N=2	N=3	N=7	N=5	N=2	N=3	N=3	N=1	N=4	N=16	
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1	Planning for Content Understandings	Mean:	2.9	2.8	2	3.3	3.1	2.6	2.5	3.2	2	2	3.1	
				Std. Dev:	0.8	0.8	0	0.5	0.8	0.5	0.8	2.8	0	0	0.5	
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2	Planning to Support Varied Student Needs	Mean:	2.8	2.9	3	2.7	3.1	2.6	2	2.7	3	3	2.8	
				Std. Dev:	0.6	0.6	0	0.5	0.3	0.5	0	0.5	0	0	0.8	0.4
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3	Using Knowledge of Students to Inform Teaching and Learning	Mean:	2.9	3	2.5	3	3.3	2.4	2.5	3.3	3	2	2.9	
				Std. Dev:	0.7	0.7	0.5	0	0.5	0.5	0.5	1.2	0	0	0.8	
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	4	Identifying and Supporting Language Demands	Mean:	2.8	2.9		3.7	3.3	2	2.5	3	3	2	2	2.8
				Std. Dev:	0.6	0.5		0.5	0.5	0.6	0.5	0	0	0	0.7	0.7
1, 6, 8	1.1, 1.2, 1.4, 1.5	5	Planning Assessments to Monitor and Support Student Learning	Mean:	2.9	2.7	2	3.3	3.4	3	1.5	3.3	3.3	2	2.3	3.1
				Std. Dev:	0.7	0.7	0	0.5	0.5	0	0.5	0.5	0.5	0	0.4	0.5
2, 3, 8	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	6	Learning Environment	Mean:	3	3	3	3	3.1	3	3	3	3	3	2.5	3.1
				Std. Dev:	0.2	0.2	0	0	0.3	0	0	0	0	0	0.5	0.2
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7	Engaging Students in Learning	Mean:	2.8	2.9	2.5	3	3	2.6	3	2.3	3	2	2.3	2.9
				Std. Dev:	0.5	0.4	0.5	0	0.5	0.5	0	0.5	0	0	0.4	0.6
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8	Deepening Student Learning	Mean:	2.9	2.9	2.5	3.3	3	2.8	3	2.8	3	2	2.5	2.9
				Std. Dev:	0.6	0.5	0.5	0.5	0.8	0.7	0	0.2	0	0	0.5	0.7
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9	Subject-Specific Pedagogy	Mean:	2.8	3.1	2	3.3	3.1	2	1	3	3	1	2.3	2.8
				Std. Dev:	0.8	0.7	0	0.5	0.3	0.6	0	0	0	0	0.4	0.8
6	1.1, 1.2, 1.4, 1.5, 3.6	11	Analysis of Student Learning	Mean:	3	2.9	2	2.3	3.1	2.2	2	3	2.7	2	1.8	2.8
				Std. Dev:	1	0.7	0	0.5	0.6	1.2	0	0	1.2	0	0.8	0.8
6	1.1, 1.2, 1.4, 1.5, 3.6	12	Providing Feedback to Guide Learning	Mean:	3.1	3.2	3	3.3	2.9	2.4	1.5	3.3	4	3	2	3.1
				Std. Dev:	0.9	0.7	0	0.5	0.8	0.5	0.5	0.5	0.8	0	0.7	0.9
6	1.1, 1.2, 1.4, 1.5, 3.6	13	Student Use of Feedback	Mean:	2.5	2.7	2.5	2.7	3	2	1	2	3.3	3	1.8	2.4
				Std. Dev:	0.8	0.7	0.5	0.5	0.5	0.6	0	0	0.9	0	0.4	0.7
6, 7, 8, 9	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	15	Using Assessment to Inform Instruction	Mean:	2.7	2.9	2.5	2.3	2.7	2	2	2.8	3.3	2	2.5	2.6
				Std. Dev:	0.7	0.7	0.5	0.5	0.5	0.9	1	0.2	0.5	0	0.5	0.9
Mean				2.85	2.92	2.27	3.02	3.08	2.43	2.12	2.90	3.07	2.31	2.18	2.87	
Std. Dev.				0.68	0.61	0.19	0.38	0.53	0.55	0.27	0.28	0.61	0.00	0.47	0.65	
Overall Mean				2.67												
Overall Std. Dev.				0.44												

Category 3 Instructional Practice (Standards 6-8)

Fall 2018

INTASC/ NJPST Standards	CAEP Standards	Rubrics			EPP	UG	MAT	Elementary (K6)	Spanish	English-Secondary	P3 & TSD	HEPE	
					N=17	N=10	N=7	N=9	N=1	N= 3	N=2	N=2	
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1	Planning for Content Understandings	Mean:	2.94	2.90	3.00	2.67	4.00	3.67	3.00	2.50	
				Std. Dev:	0.73	0.54	0.93	1.00		0.00	0.00	1.00	
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2	Planning to Support Varied Student Needs	Mean:	2.88	2.90	2.86	2.89	4.00	3.00	3.00	2.00	
				Std. Dev:	0.68	0.70	0.64	1.00		1.00	0.00	0.00	
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3	Using Knowledge of Students to Inform Teaching and Learning	Mean:	2.94	2.60	3.43	3.11	4.00	3.00	2.50	2.00	
				Std. Dev:	0.73	0.66	0.49	1.00		1.00	0.50	0.00	
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	4	Identifying and Supporting Language Planning	Mean:	2.94	2.80	3.17	3.11		3.00	3.00	2.00	
				Std. Dev:	0.75	0.75	0.69	1.00		1.00	0.00	0.00	
1, 6, 8	1.1, 1.2, 1.4, 1.5	5	Assessments to Monitor and Support Student Learning	Mean:	2.74	2.65	2.86	2.56	4.00	3.33	2.75	2.00	
				Std. Dev:	0.73	0.63	0.83	1.00		0.00	0.25	0.00	
2, 3, 8	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	6	Learning Environment	Mean:	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	
				Std. Dev:	0.00	0.00	0.00	0.00		0.00	0.00	0.00	
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7	Engaging Students in Learning	Mean:	2.76	2.80	2.71	2.78	3.00	3.00	3.00	2.00	
				Std. Dev:	0.64	0.75	0.45	1.00		1.00	0.00	0.00	
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8	Deepening Student Learning	Mean:	2.76	2.70	2.86	2.78	3.00	3.00	3.00	2.00	
				Std. Dev:	0.55	0.64	0.35	0.00		1.00	0.00	0.00	
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9	Subject-Specific Pedagogy	Mean:	2.41	2.50	2.29	2.56	3.00	2.67	1.50	2.00	
				Std. Dev:	0.69	0.81	0.45	0.00		1.00	0.50	0.00	
6	1.1, 1.2, 1.4, 1.5, 3.6	11	Analysis of Student Learning	Mean:	2.47	2.20	2.86	2.78	4.00	2.00	2.00	1.50	
				Std. Dev:	0.70	0.60	0.64	0.00		0.00	0.00	1.00	
6	1.1, 1.2, 1.4, 1.5, 3.6	12	Providing Feedback to Guide Learning	Mean:	3.09	2.65	3.71	3.44	4.00	3.00	2.25	2.00	
				Std. Dev:	0.91	0.90	0.45	1.00		1.00	0.25	1.00	
6	1.1, 1.2, 1.4, 1.5, 3.6	13	Student Use of Feedback	Mean:	2.41	2.10	2.86	2.67	4.00	2.00	2.00	1.50	
				Std. Dev:	0.77	0.70	0.64	0.00		1.00	0.00	1.00	
6, 7, 8, 9	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	15	Using Assessment to Inform Instruction	Mean:	2.63	2.60	2.67	2.56	4.00	2.67	2.75	2.00	
				Std. Dev:	0.70	0.80	0.47	0.00		0.00	0.25	0.00	
				Mean	2.77	2.65	2.94	2.84	3.67	2.87	2.60	2.04	
				Std. Dev.	0.66	0.65	0.54	0.54		0.62	0.13	0.31	
				Overall Mean								2.80	
				Overall Std. Dev.								0.40	

**INTASC Category 4 Professional Responsibility (Standards 9 and 10):
FALL 2017**

INTASC/NJPST Standards	CAEP Standards	Rubrics			EPP	Elementary	Spanish	History-Secondary	Visual Arts	Science - Secondary	Early Childhood Ed	Mathematics - Secondary	Performing Arts	Health Education	Physical Education
					N=32	N=17	N=1	N=2	N=1	N=1	N=4	N=1	N=3	N=1	N=1
9	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	10	Analyzing Teaching Effectiveness	Mean:	2.6	2.8	3	2.5	3	2	2.8	2	2	2	2
				Std. Dev:	0.5	0.3	0	0.5	0	0	0.4	0	0	0	0
6, 7, 8, 9	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	15	Using Assessment to Inform Instruction	Mean:	2.7	2.9	3	2.5	3	1	3	1	2.2	3	2
				Std. Dev:	0.8	0.6	0	0.5	0	0	0.7	0	0.8	0	0
				Mean	2.65	2.85	3.00	2.50	3.00	1.50	2.90	1.50	2.10	2.50	2.00
				Std. Dev:	0.65	0.45	0.00	0.50	0.00	0.00	0.55	0.00	0.40	0.00	0.00
				Overall Mean	2.41										
				Overall Std. Dev:	0.23										

**INTASC Category 4 Professional Responsibility (Standards 9 and 10):
SPRING 2018**

InTASC/NJPST Standards	CAEP Standards	Rubrics			EPP	Elementary	Spanish	History-Secondary	Visual Arts	Science - Secondary	Early Childhood Ed	Mathematics - Secondary	Performing Arts	Health Education	Physical Education	English - Secondary
					N=92	N=46	N=2	N=3	N=7	N=5	N=2	N=3	N=3	N=1	N=4	N=16
9	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	10	Analyzing Teaching Effectiveness	Mean:	2.6	2.8	2	2.3	2.6	2	3	2.7	2.3	2	2.5	2.6
				Std. Dev:	0.6	0.6	0	0.5	0.5	0	0.5	0.5	0	0.5	0	0.5
6, 7, 8, 9	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	15	Using Assessment to Inform Instruction	Mean:	2.7	2.9	2.5	2.3	2.7	2	2	2.8	3.3	2	2.5	2.6
				Std. Dev:	0.7	0.7	0.5	0.5	0.5	0.9	1	0.2	0.5	0	0.5	0.9
				Mean	2.65	2.85	2.25	2.30	2.65	2.00	2.50	2.75	2.80	2.00	2.50	2.60
				Std. Dev:	0.65	0.65	0.25	0.50	0.50	0.45	0.50	0.35	0.50	0.00	0.50	0.80
				Overall Mean	2.49											
				Overall Std. Dev:	0.47											

Category 4 Professional Responsibility (Standards 9 and 10)

Fall 2018

INTASC/ NJPST Standards	CAEP Standards	Rubrics			EPP	UG	MAT	Elementary (K6)	Spanish	English-Secondary	P3 & TSD	HEPE
					N=17	N=10	N=7	N=9	N=1	N= 3	N=2	N=2
9	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	10	Analyzing Teaching Effectiveness	Mean:	2.59	2.60	2.57	2.67	3.00	2.33	3.00	2.00
				Std. Dev:	0.49	0.49	0.49	0.00		0.00	0.00	0.00
6, 7, 8, 9	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	15	Using Assessment to Inform Instruction	Mean:	2.62	2.45	2.86	2.56	4.00	2.67	2.75	2.00
				Std. Dev:	0.58	0.47	0.64	0.00		0.00	0.25	0.00
Mean				2.60	2.53	2.71	2.61	3.50	2.50	2.88	2.00	
Std. Dev.				0.54	0.48	0.57	0.00		0.00	0.13	0.00	
Overall Mean				2.70								
Overall Std. Dev.				0.03								

Overall Scores by Rubric and Program

FALL 2017															
INTASC/ NJPST Standards	CAEP Standards	Rubrics		EPP	Elementary	Spanish	History- Secondary	Visual Arts	Science - Secondary	Early Childhood Ed	Mathematics - Secondary	Performing Arts	Health Education	Physical Education	
				N=32	N=17	N=1	N=2	N=1	N=1	N=4	N=1	N=3	N=1	N=1	
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1	Planning for Content Understandings	Mean:	2.8	3	3	2.5	3	2	3	2	2	3	
				Std. Dev:	0.6	0.6	0	0.5	0	0	0	0	0.5	0	0
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2	Planning to Support Varied Student Needs	Mean:	2.9	3	4	3	3	2	2.5	3	2.7	2.5	
				Std. Dev:	0.7	0.7	0	0	0	0	0	0.5	0	0.5	0
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3	Using Knowledge of Students to Inform Teaching and Learning	Mean:	2.9	3	3	3	3	2	2.8	2	3	3	
				Std. Dev:	0.5	0.5	0	0	0	0	0	0.4	0	0	0
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	4	Identifying and Supporting Language Demands	Mean:	3	3		2	3	3	2.8	3	2.7	3	
				Std. Dev:	0.6	0.6		0	0	0	0.4	0	0.5	0	0
1, 6, 8	1.1, 1.2, 1.4, 1.5	5	Planning Assessments to Monitor and Support Student Learning	Mean:	2.8	2.9	3	2.5	3	3	2.5	2	3	2	
				Std. Dev:	0.6	0.7	0	0.5	0	0	0.5	0	0.8	0	0
2, 3, 8	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	6	Learning Environment	Mean:	3	3.1	3	3	3	3	3.3	3	2.7	3	
				Std. Dev:	0.3	0.2	0	0	0	0	0.4	0	0.5	0	0
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7	Engaging Students in Learning	Mean:	2.8	3.1	2	2	3	2	3	3	2.3	2	
				Std. Dev:	0.7	0.7	0	0	0	0	0	0	0.5	0	0
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8	Deepening Student Learning	Mean:	2.8	2.9	3	2	3	2	3	4	2.3	2	
				Std. Dev:	0.5	0.3	0	0	0	0	0.7	0	0.5	0	0
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9	Subject-Specific Pedagogy	Mean:	2.7	3.1	1	2	3	2	2.3	2	2.7	2	
				Std. Dev:	0.8	0.7	0	0	0	0	0.4	0	0.5	0	0
9	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	10	Analyzing Teaching Effectiveness	Mean:	2.6	2.8	3	2.5	3	2	2.8	2	2	2	
				Std. Dev:	0.5	0.3	0	0.5	0	0	0.4	0	0	0	0
6	1.1, 1.2, 1.4, 1.5, 3.6	11	Analysis of Student Learning	Mean:	2.7	3	3	0	3	3	3	2	2	2.5	
				Std. Dev:	0.7	0.8	0	0	0	0	0	0	0.8	0	0
6	1.1, 1.2, 1.4, 1.5, 3.6	12	Providing Feedback to Guide Learning	Mean:	3.2	3.4	4	0	4	2	3.5	2	2.5	2	
				Std. Dev:	0.8	0.8	0	0	0	0	0.5	0	0.4	0	0
6	1.1, 1.2, 1.4, 1.5, 3.6	13	Student Use of Feedback	Mean:	2.7	2.9	3	0.5	3	2	2.5	2	2.3	3	
				Std. Dev:	0.8	1	0	0.5	0	0	0.5	0	0.5	0	0
1, 2, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	14	Analyzing Students' Language Use and Content Learning	Mean:	2.7	2.8		2	3	3	3	2	2.8	2	
				Std. Dev:	0.6	0.5		1	0	0	0	0	0.6	0	0
6, 7, 8, 9	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	15	Using Assessment to Inform Instruction	Mean:	2.7	2.9	3	2.5	3	1	3	1	2.2	3	
				Std. Dev:	0.8	0.6	0	0.5	0	0	0	0.7	0	0.8	0
				Mean:	2.82	2.99	2.92	1.97	3.07	2.27	2.87	2.33	2.53	2.27	2.63
				Std. Dev:	0.63	0.60	0.00	0.23	0.00	0.00	0.36	0.00	0.49	0.00	0.00
				Overall Mean	2.61										
				Overall Std. Dev.	0.21										

SPRING 2018																
INTASC/ NJPST Standards	CAEP Standards	Rubrics		EPP	Elementary	Spanish	History- Secondary	Visual Arts	Science - Secondary	Early Childhood Ed	Mathematics - Secondary	Performing Arts	Health Education	Physical Education	English - Secondary	
				N=92	N=46	N=2	N=3	N=7	N=5	N=2	N=3	N=3	N=1	N=4	N=16	
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1	Planning for Content Understandings	Mean:	2.9	2.8	2	3.3	3.1	2.6	2.5	3.2	2	2	3.1	
				Std. Dev:	0.8	0.8	0	0.5	0.8	0.5	0.8	2.8	0	0	0.5	
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2	Planning to Support Varied Student Needs	Mean:	2.8	2.9	3	2.7	3.1	2.6	2	2.7	3	3	2.3	
				Std. Dev:	0.6	0.6	0	0.5	0.3	0.5	0	0.5	0	0	0.8	0.4
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3	Using Knowledge of Students to Inform Teaching and Learning	Mean:	2.9	3	2.5	3	3.3	2.4	2.5	3.3	3.3	3	2	
				Std. Dev:	0.7	0.7	0.5	0	0.5	0.5	0.5	1.2	0	0	0.8	
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	4	Identifying and Supporting Language Demands	Mean:	2.8	2.9		3.7	3.3	2	2.5	3	3	2	2	
				Std. Dev:	0.6	0.5		0.5	0.5	0.6	0.5	0	0	0	0.7	0.7
1, 6, 8	1.1, 1.2, 1.4, 1.5	5	Planning Assessments to Monitor and Support Student Learning	Mean:	2.9	2.7	2	3.3	3.4	3	1.5	3.3	3.3	2	2.3	
				Std. Dev:	0.7	0.7	0	0.5	0.5	0	0.5	0.5	0.5	0.5	0	0.4
2, 3, 8	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	6	Learning Environment	Mean:	3	3	3	3	3.1	3	3	3	3	3	2.5	
				Std. Dev:	0.2	0.2	0	0	0.3	0	0	0	0	0	0	0.5
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7	Engaging Students in Learning	Mean:	2.8	2.9	2.5	3	3	2.6	3	2.3	3	2	2.3	
				Std. Dev:	0.5	0.4	0.5	0	0.5	0.5	0	0.5	0	0	0.4	0.6
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8	Deepening Student Learning	Mean:	2.9	2.9	2.5	3.3	3	2.8	3	2.8	3	2	2.5	
				Std. Dev:	0.6	0.5	0.5	0.5	0.8	0.7	0	0.2	0	0	0.5	0.7
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9	Subject-Specific Pedagogy	Mean:	2.8	3.1	2	3.3	3.1	2	1	3	3	1	2.3	
				Std. Dev:	0.8	0.7	0	0.5	0.3	0.6	0	0	0	0	0.4	0.8
9	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	10	Analyzing Teaching Effectiveness	Mean:	2.6	2.8	2	2.3	2.6	2	3	2.7	2.3	2	2.5	
				Std. Dev:	0.6	0.6	0	0.5	0.5	0	0	0.5	0.5	0	0.5	0.7
6	1.1, 1.2, 1.4, 1.5, 3.6	11	Analysis of Student Learning	Mean:	3	2.9	2	2.3	3.1	2.2	2	3	2.7	2	1.8	
				Std. Dev:	1	0.7	0	0.5	0.6	1.2	0	0	1.2	0	0.8	0.8
6	1.1, 1.2, 1.4, 1.5, 3.6	12	Providing Feedback to Guide Learning	Mean:	3.1	3.2	3	3.3	2.9	2.4	1.5	3.3	4	3	2	
				Std. Dev:	0.9	0.7	0	0.5	0.8	0.5	0.5	0.8	0	0.7	0.9	
6	1.1, 1.2, 1.4, 1.5, 3.6	13	Student Use of Feedback	Mean:	2.5	2.7	2.5	2.7	3	2	1	2	3.3	3	1.8	
				Std. Dev:	0.8	0.7	0.5	0.5	0.5	0.6	0	0	0.9	0	0.4	0.7
1, 2, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	14	Analyzing Students' Language Use and Content Learning	Mean:	2.7	2.7		2.3	3	2.6	2.5	3	3	3	2.3	
				Std. Dev:	0.6	0.6		0.5	0.5	0.5	0.5	0.5	0	0	0	0.4
6, 7, 8, 9	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	15	Using Assessment to Inform Instruction	Mean:	2.7	2.9	2.5	2.3	2.7	2	2	2.8	3.3	2	2.5	
				Std. Dev:	0.7	0.7	0.5	0.5	0.5	0.9	1	0.2	0.5	0	0.5	0.9
				Mean:	2.83	2.89	2.42	2.92	3.05	2.41	2.20	2.89	3.01	2.33	2.21	
				Std. Dev:	0.67	0.61	0.19	0.40	0.53	0.51	0.27	0.28	0.56	0.00	0.47	0.67
				Overall Mean	2.67											
				Overall Std. Dev.	0.43											

edTPA FALL 2018												
INTASC/ NJPST Standards	CAEP Standards	Rubrics			EPP N=17	UG N=10	MAT N=7	Elementary (K6) N=9	Spanish N=1	English- Secondary N=3	P3 & TSD N=2	HEPE N=2
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1	Planning for Content Understandings	Mean:	2.94	2.90	3.00	2.67	4.00	3.67	3.00	2.50
				Std. Dev.:	0.73	0.54	0.93	1.00		0.00	0.00	1.00
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2	Planning to Support Varied Student Needs	Mean:	2.88	2.90	2.86	2.89	4.00	3.00	3.00	2.00
				Std. Dev.:	0.68	0.70	0.64	1.00		1.00	0.00	0.00
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3	Using Knowledge of Students to Inform Teaching and Learning	Mean:	2.94	2.60	3.43	3.11	4.00	3.00	2.50	2.00
				Std. Dev.:	0.73	0.66	0.49	1.00		1.00	0.50	0.00
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3,	4	Identifying and Supporting Language Demands	Mean:	2.94	2.80	3.17	3.11		3.00	3.00	2.00
				Std. Dev.:	0.75	0.75	0.69	1.00		1.00	0.00	0.00
1, 6, 8	1.1, 1.2, 1.4, 1.5	5	Planning Assessments to Monitor and Support Student Learning	Mean:	2.74	2.65	2.86	2.56	4.00	3.33	2.75	2.00
				Std. Dev.:	0.73	0.63	0.83	1.00		0.00	0.25	0.00
2, 3, 8	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	6	Learning Environment	Mean:	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
				Std. Dev.:	0.00	0.00	0.00	0.00		0.00	0.00	0.00
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7	Engaging Students in Learning	Mean:	2.76	2.80	2.71	2.78	3.00	3.00	3.00	2.00
				Std. Dev.:	0.64	0.75	0.45	1.00		1.00	0.00	0.00
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8	Deepening Student Learning	Mean:	2.76	2.70	2.86	2.78	3.00	3.00	3.00	2.00
				Std. Dev.:	0.55	0.64	0.35	0.00		1.00	0.00	0.00
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9	Subject-Specific Pedagogy	Mean:	2.41	2.50	2.29	2.56	3.00	2.67	1.50	2.00
				Std. Dev.:	0.69	0.81	0.45	0.00		1.00	0.50	0.00
9	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	10	Analyzing Teaching Effectiveness	Mean:	2.59	2.60	2.57	2.67	3.00	2.33	3.00	2.00
				Std. Dev.:	0.49	0.49	0.49	0.00		0.00	0.00	0.00
6	1.1, 1.2, 1.4, 1.5, 3.6	11	Analysis of Student Learning	Mean:	2.47	2.20	2.86	2.78	4.00	2.00	2.00	1.50
				Std. Dev.:	0.70	0.60	0.64	0.00		0.00	0.00	1.00
6	1.1, 1.2, 1.4, 1.5, 3.6	12	Providing Feedback to Guide Learning	Mean:	3.09	2.65	3.71	3.44	4.00	3.00	2.25	2.00
				Std. Dev.:	0.91	0.90	0.45	1.00		1.00	0.25	1.00
6	1.1, 1.2, 1.4, 1.5, 3.6	13	Student Use of Feedback	Mean:	2.41	2.10	2.86	2.67	4.00	2.00	2.00	1.50
				Std. Dev.:	0.77	0.70	0.64	0.00		1.00	0.00	1.00
1, 2, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	14	Analyzing Students' Language Use and Content Learning	Mean:	2.63	2.60	2.67	2.89		2.33	3.00	1.50
				Std. Dev.:	0.70	0.80	0.47	1.00		0.00	0.00	1.00
6, 7, 8, 9	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	15	Using Assessment to Inform Instruction	Mean:	2.62	2.45	2.86	2.56	4.00	2.67	2.75	2.00
				Std. Dev.:	0.58	0.47	0.64	0.00		0.00	0.25	0.00
Mean					2.75	2.63	2.91	2.83	3.62	2.80	2.65	2.00
Std. Dev.					0.64	0.63	0.54	0.53		0.53	0.12	0.33
Overall Mean					2.78							
Overall Std. Dev.					0.38							



edTPA® Connections to CAEP

edTPA is a performance-based, subject-specific support and assessment system used by educator preparation programs (EPPs) nationwide. edTPA complements a multiple-measures assessment system as a summative capstone that allows candidates to integrate what they have learned about effective teaching practice throughout their program and to demonstrate that they can plan, teach, and assess based on knowledge of their students.

Using edTPA to Achieve CAEP Accreditation

The Council for the Accreditation of Educator Preparation (CAEP) developed an evidence-based accreditation process that is rooted in its standards and requires common unit assessments that are valid and reliable. As of June 2016, programs pursuing CAEP accreditation are required to use multiple measures in their review. They are also required to make their own case as to how varied sources of data provide evidence of candidate performance and are used to inform program renewal. edTPA can contribute substantially to that body of evidence. This document offers connections among CAEP standards and elements and edTPA rubric constructs.

Aligning edTPA Evidence to CAEP Standards

CAEP Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.



For CAEP Standard 1, Interstate Teacher Support and Assessment Consortium (InTASC) Model Core Teaching Standards are used to define and support teacher effectiveness, and to develop and inform policies and programs to prepare, license, support, and evaluate teachers. These standards maintain the delineation of knowledge, dispositions, and performances as a way to probe the complexity of the teacher's practice. Developers of edTPA used the InTASC Standards and research on effective teaching to determine and refine the constructs within edTPA rubrics and apply them in subject specific ways. The *edTPA Crosswalk: InTASC Standards* document developed by Stanford Center for Assessment, Learning and Evaluation (SCALE) includes commentary prompt excerpts and rubric language from the operational edTPA (2014) and maps their alignment with the ten InTASC Standards (2013). As the crosswalk shows, the InTASC Standards are strongly aligned with the constructs measured within the three tasks of edTPA. EPPs may find the crosswalk useful in constructing their argument for using edTPA evidence in CAEP review.

SCALE

Stanford Center for Assessment, Learning & Equity

CAEP Standard 3: Candidate Quality, Recruitment and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of CAEP Standard 4.

EPPs have a responsibility to address the quality of their candidates. This responsibility continues from purposeful recruitment to admissions selectivity, through monitoring of candidate progress and providing necessary support, to demonstrating that candidates are proficient at completion of their program and eligible for licensure.

edTPA was authored by faculty and staff at the Stanford Center for Assessment, Learning and Equity (SCALE) with input from educators around the country. It was validated in accordance with standards for licensure assessments (APA, AERA, NCME, 2014), and intended

to be used as a measure of the knowledge, skills, and abilities necessary for beginning teaching. Research on edTPA supports its use as an evaluation tool for both pedagogical and subject-specific knowledge and skills — which together with other measures of teacher competence form the basis of what teacher candidates must possess starting on day one of their professional career.

The following table shows how edTPA rubric constructs align with **CAEP Standard 1: Content and Pedagogical Knowledge** and **CAEP Standard 3: Candidate Quality, Recruitment and Selectivity**. The left column shows the edTPA rubric; the center column, a description of the construct of effective teaching measured; and the right column, the corresponding CAEP standard and elements. CAEP Standards 1 and 3 are represented in the table because they show the strongest alignment between their components and the edTPA rubrics.

Following the table are descriptions of **CAEP Standard 2: Clinical Partnerships and Practice** and **CAEP Standard 4: Program Impact**. EPPs may find that CAEP Standards 2 and 4 demonstrate alignment between some of their components and the edTPA rubrics, and therefore are not represented in the table.

edTPA Rubric	Construct Measured	CAEP Standard
R1 - Planning for Content Learning:	Candidate's plans for instruction address content-specific skills, concepts, strategies, and/or processes	1.1 1.5 1.2 3.3 1.4
R2 - Planning to support varied student learning needs	Candidate uses knowledge of his/her students to target support for students to develop content-specific skills, concepts, strategies, and/or processes	1.1 3.3 1.2 3.6 1.4
R3 - Using knowledge of students to inform teaching and learning	Candidate uses knowledge of his/her students to justify instructional plans	1.1 1.5 1.2 3.3 1.4
R4 - Identifying and Supporting Language Demands	Candidate identifies and supports language demands associated with content learning tasks	1.1 1.5 1.2 3.3 1.3 3.5 1.4 3.6
R5 - Planning Assessments to Monitor and Support Student Learning	Candidate selects or designs informal and formal assessments to monitor students' progress toward developing content-specific skills, concepts, strategies, and/or processes	1.1 1.4 1.2 1.5
R6 - Learning Environment	Candidate demonstrates a positive learning environment that supports students' engagement in learning	1.1 3.3 1.2 3.6 1.4 1.5
R7 - Engaging Students in Learning	Candidate actively engages students in developing content-specific skills, concepts, strategies, and/or processes	1.1 1.5 1.2 3.3 1.3 3.5 1.4 3.6

edTPA Rubric	Construct Measured	CAEP Standard	
R8 - Deepening Student Knowledge	Candidate elicits student responses to promote thinking and to develop content-specific skills, concepts, strategies, and/or processes	1.1 1.2 1.3	1.4 1.5 3.5
R9 - Subject-Specific Pedagogy	Candidate uses subject specific pedagogical strategies and/or materials to support students' understanding of content-specific skills, concepts, strategies and/or processes	1.1 1.2 1.3	1.4 1.5 3.5
R10 - Analyzing Teaching Effectiveness	Candidate uses the analysis of what students know and are able to do to plan next steps in instruction	1.1 1.2 1.4	1.5 3.3 3.6
R11 - Analysis of Student Learning	Candidate analyzes evidence of student learning of content-specific skills, concepts, strategies, and/or processes	1.1 1.2 1.4	1.5 3.6 3.6
R12 - Providing Feedback to Guide Learning	Candidate provides feedback to focus students that addresses their strengths and needs	1.1 1.2 1.4	1.5 3.6 3.6
R13 - Student Use of Feedback	Candidate provides opportunities for students to use feedback to guide their further learning	1.1 1.2 1.4	1.5 3.6 3.6
R14 - Analyzing Students' Language Use and Content Learning	Candidate analyzes students' use of language to develop content understanding	1.1 1.2 1.3 1.4	1.5 3.3 3.6 3.6
R15 - Using Assessment to Inform Instruction	Candidate uses the analysis of what students know and are able to do to plan next steps in instruction	1.1 1.2 1.3 1.4	1.5 3.3 3.5 3.6

CAEP Standard 2: Clinical Partnerships and Practice focuses on effective partnerships and high-quality clinical practice are central to candidates' preparation. In doing so, it lays the groundwork for opportunities for candidates to develop, practice, and demonstrate the content and pedagogical knowledge and skills that promote learning for all students.

EPPs seeking accreditation should have strong collaborative partnerships with school districts and individual school partners, as well as other community stakeholders, in order to pursue mutually beneficial and agreed upon goals for the preparation of education professionals. Partnerships can be built and maintained through clinical experiences, as demonstrated in the following excerpt:

Clinical Experiences 2.3

The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences,

including technology enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in CAEP Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

When discussing edTPA's common language for "readiness to teach" with P-12 partners and other stakeholders, campuses and states using InTASC as the basis for state teaching standards and teacher evaluation will find the *edTPA Crosswalk: InTASC Standards* useful. Because edTPA is aligned to InTASC Standards, campuses and states can collaborate with P-12 partners to support candidates' experiences from preparation through entering the classroom. Further, programs may wish to use the [edTPA Professional Growth Plan](#) resource to support program exit goal setting and communication with P-12 partners about planning for induction support as evidence for this standard.

CAEP Standard 4: Program Impact

The provider demonstrates the impact of its completers on P–12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

This standard requires evidence of program completers contributing to an expected level of student-learning growth as well as evidence that program completers can effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

SCALE is supportive of predictive validity studies that follow candidates into employment where it is possible to link teachers to classrooms, and is currently working with states that have requested these studies. Additionally, programs that have the capability to follow their candidates as they have become teachers of record have faculty working on research that focuses on predictive validity of edTPA. Finally, SCALE collaborates with researchers to develop projects that focus on the impact of edTPA implementation as an assessment and educational tool on EPPs, faculty, candidates, P–12 educators, and P–12 students' achievement.

Candidate Performance Data

Score reports are available to EPPs that participate in official edTPA scoring. Each EPP designates an edTPA score reporting contact. The contacts and their designees may access the following types of reports through their secure score reporting website. These reports and data can also be used to support an EPP's position in using edTPA data for CAEP accreditation:

- Score Reports for candidates will be available per the [submission and reporting schedule](#).
- General Reports using *ResultsAnalyzer**: Contacts may generate reports for all handbook areas within a defined timeframe.

- Custom Reports using *ResultsAnalyzer*: Contacts may generate handbook-specific or population-specific data for their state or program.
- Candidate Status Reports are accessible to edTPA score report contacts. These reports are updated daily and list the current status of candidates from their program as registered, submitted, and withdrawn.
- Biannual Report Access: These reports and a corresponding communication will be posted twice a year. These reports contain descriptive statistics for different populations:
 - National Report
 - State Report
 - EPP-Specific Report

Additional Resources

Additional CAEP standards information and resources include the following:

- [CAEP Standards Introduction](#)
- [2013 CAEP Standards](#)
- [Quick Reference: Top 10 edTPA Resources](#)
- [edTPA Frequently Asked Questions](#)
- [2013 edTPA Field Test: Summary Report](#)
- [2014 edTPA Administrative Report](#)
- [2015 edTPA Administrative Report](#)

For More Information

To learn more about edTPA® and become a member of the edTPA® community, visit www.edTPA.AACTE.org

The edTPA® trademarks are owned by The Board of Trustees of the Leland Stanford Junior University. Use of the edTPA® trademarks is permitted only pursuant to the terms of a written license agreement

CAEP Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.4, 3.5, 5.1, 5.2

NJPST Standards: 1-9, 11

INTasc Standards: 1-9

1. During which part of the candidate's experience is the assessment used? Is the assessment used just once or multiple times during the candidate's preparation?

The Candidate Preservice Assessment Student Teaching (CPAST) is a formative and summative assessment implemented during full-time clinical practice (i.e., the culminating field experience of a teacher preparation program). Monmouth University requires candidates complete a yearlong clinical practice. The first semester consists of 100 hours in a supervised field placement. In the second semester candidates (in most cases) remain in the same school for a full-time experience. Because the assessment is used as a coaching tool, it is used twice - once midway through the full time clinical practice and once at the end. The instrument was first administered in the Fall of 2018. A third administration will be available for the Addendum or site visit.

2. Who uses the assessment and how are the individuals trained on the use of the assessment?

The CPAST Form is used by the university clinical supervisor (CS), the cooperating teacher (CT), and the candidate. During a Three-Way Conference at the midterm and end of the full time clinical practice semester, the CS meets synchronously with the CT and the candidate. All three individuals are expected to bring a proposed score for each row to this meeting. After a CS guided conversation, the trio arrives at a consensus number for each row, which the CS records as the candidate's scores.

The first year a CS uses the CPAST Form to assess candidates' performance, s/he is required to take a 90-minute self-paced online training (administered through Qualtrics). At the conclusion of this training, there is a 10-question quiz, and the US is required to earn a score of at least 80%. If they do not achieve an 80%, there is a five-question supplemental quiz on which they must earn a 66%. To date, all supervisors have successfully passed the training assessment.

After the first year of training ("Initial Training"), a CS is required to take a 30-minute online "Refresher Training," followed by five assessment questions (on which s/he must score a 66%). If s/he does not achieve 66%, there is a three-question supplemental quiz on which s/he must earn a 66%. To date, all US have successfully passed the refresher assessment training.

A training (without assessments) is also mandatory for candidates. Candidates are trained at the mandatory Clinical Practice Orientation at the beginning of their full-time clinical practice. Training modules for CTs are also available and links are provided in the CT Handbook as well as sent in an email by the Director of Clinical Practice prior to the start of the placement.

We are confident this training is sufficient because it enables our supervisors to meet a research level expectation for inter-rater reliability.

3. What is the intended use of the assessment and what is the assessment purported to measure?

The CPAST Form was developed by a group of eight EPPs in Ohio over the course of three years and is intended to serve as a formative and summative assessment during full-time clinical practice. It is designed to prepare educators for future professional evaluations, and is used during clinical practice as a coaching tool to help candidates develop as a professional, create professional growth goals, and meet expectations of performance.

The CPAST Form is a 21-row rubric designed to measure teacher candidate's pedagogical knowledge/skills and professional dispositions during the student teaching practicum, and CFA confirms the 21 items do measure those two constructs. The rows align with InTASC, NJPST and CAEP Standards, and a crosswalk between the CPAST and edTPA has also been developed.

EPPs that use the Form (23 from Ohio in Spring 2017; 41 [anticipated] from 10 states in 2017-2018) submit the following data for each candidate assessed with the CPAST Form to a database maintained by Ohio State University: midterm row scores, final row scores, and descriptive statistics (i.e., program licensure area, gender, race, and ethnicity).

At the end of each semester, Ohio State returns a report to each participating institution containing the EPP's data - aggregated and disaggregated (by program and level, gender, race, and ethnicity) – as well as comparison data from all institutions who are using the CPAST Form. This data is used to inform the EPP about the performance of candidates in their individual programs, by campus and level (grad vs. undergrad), and allows them to compare results to other institutions that use CPAST.

A copy of the assessment, the standards alignment, detailed validity and reliability results, and the crosswalk to edTPA are available in the file: CPAST_Evidence_for_CAEP.

4. Please describe how validity/trustworthiness was established for the assessment.

In summer of 2015, three content experts (a psychometrician, a K-12 teacher, and an EPP faculty member from another institution) were recruited to rate the clarity, importance and representativeness of each row of the CPAST, as well as their alignment to the proposed InTASC and CAEP Standards. The content validity ratio was calculated with their data and results suggest that the instrument has good content validity (see evidence file CPAST_Evidence_for_CAEP for details).

After the content analysis was completed, Ohio State collected data from 1203 teacher candidates from 23 EPPs in Ohio in the 2015-2016 academic year. The supervisors from these EPPs had all successfully completed the "Initial Training" described above. Data collected from these EPPs was analyzed for validity. Specifically, a confirmatory factor analysis was conducted

to examine the construct validity of the instrument. The model fit indexes indicated the hypothesized two-factor model fit the data reasonably well and all the items are moderately or strongly associated with their corresponding latent factors, suggesting that the CPAST demonstrates good construct validity.

Longitudinal measurement invariance of the instrument was tested through a hierarchy of nested models to examine whether the same constructs are measured across time. The results suggest that the instrument has weak factorial invariance, suggesting the same latent variances are being measured across time. More detail about the validity results is available in the evidence file: CPAST_Evidence_for_CAEP.

5. Please describe how reliability/consistency was established for the assessment.

As previously noted, Ohio State collected data from 1203 teacher candidates from 23 EPPs in Ohio in the 2015-2016 academic year, and the supervisors from these EPPs had all successfully completed the “Initial Training” described above. Internal consistency reliability was examined by calculating Cronbach Alpha coefficient. The results suggest that the subscales and the total scale of the CPAST display good internal consistency.

Of the 1203 teacher candidates, 32 were recruited to participate in an inter-rater reliability study, in which each teacher candidate was evaluated by two supervisors – their primary university clinical supervisor (i.e., the supervisor who was formally assigned by the EPPs to supervise the teacher candidate during the student teaching), and a secondary rater (i.e., a supervisor who completed a minimum of three observations of the teacher candidates throughout the semester). Adjacent agreement and Kappa-n statistics were used to determine the inter-rater reliability of supervisors’ ratings on the CPAST assessment. The results indicate that supervisors’ ratings of teacher candidates’ performance on the CPAST display good inter-rater reliability.

More detail about the reliability results is available in the evidence file: CPAST_Evidence_for_CAEP.

6. Data Interpretation and Analysis

The assessment is administered two times per semester, at the midpoint and at the conclusion of the semester. Midterm and Final results for Fall 2017 and Spring of 2018 are included in this report. EPP numbers for the Fall semester are considerably higher, therefore some break down of the data is different, however the same programs are consistent with the Fall and Spring Semesters. The Fall semester does not have candidates in all programs, therefore the data is not available for all programs.

Data are displayed in four ways: CPAST Overall EPP by rubric and semester; CPAST Category (Pedagogy, Dispositions, Overall); InTASC Categories (Categories 1-4) and Overall by Rubric. The data reveals some significant strengths and relative needs for improvement. Interpretation and analysis will be through the lens of the four InTASC categories. Also, midterm data is reviewed to determine what InTASC standards require further development in the second half of

the full time clinical practice semester. The expectation is that these scores will be lower, also an expectation is significant growth from the midterm scores. 100% of all programs improved in both the Spring 2018, Fall 2017, and Fall 2018 semesters.

Overall EPP by Rubric and Semester: There are six applications of the data presented: Fall 17 midterm, Fall 17 final, Spring 18 midterm, Spring 18 Final, Fall 18 midterm, Fall 18 Final. The EPP was interested in this overall data to determine if the implementation of the yearlong clinical practice has proved to yield hire results on their midterm and summative assessments. The EPP implemented mandatory yearlong clinical practice for all students during the 17-18 school year; therefore the Spring 18 and Fall 18 final CPAST scores include yearlong students. When compared to the Fall 2017 Final Scores, 100% of the highest overall means over the applications of data occurred either during the Spring 18 or Fall 18. This indicates that candidates who have participated in the yearlong clinical practice score higher than those who have not.

Overall by InTASC Category: MU candidates meet the expectations of all four InTASC categories. When reviewing the data, all four terms of data yielded the highest mean scores on Category 1: The Learner and Learning. This is clearly a strength for the EPP. When looking at individual programs for all semesters, 77% had the highest mean score for category 1. A relative weakness in scores was in Category 2: Content Knowledge. The EPP mean was lowest for all applications of data in this area, however the mean score was still above the performance level of “Met”. When looking at a program level, the 85% of the programs had their lowest means in Content Knowledge. There were only two programs in one application of data that did not have the lowest mean in Content Knowledge: HEPE (SP ’18) and Spanish (SP’18). Both numbers were low for these content areas, which may account for these outliers.

The four point rubric uses the following weighted categories:

1. Does not Meet Expectation (0 Points)
2. Emerging (1 Point)
3. Meets Expectation (2 Points). The EPP targets a score of 2 or higher
4. Exceeds Expectation (3 points)

Category 1: The Learner and Learning. MU candidates have skills in knowledge of learner development, learning differences, and learning environments. There are three rubrics that make up category 1 (Rubrics D, I, R). Category 1 yielded the EPPs highest mean scores. 77% of all programs evaluated in the two semesters scored highest in this area. Elementary candidates scored among the top three programs in their final evaluations in both the Fall 2017 and Spring 2018 semesters. In the Spring 2018, Secondary and English candidates also scored in the top three. The two highest rubric averages included:

- a. Rubric I: Safe and Respectful Learning Environments (Fall 2017, Fall 2018)
- b. Rubric R: Preparation (Spring 2018, Fall 2018)

Art/Music (Fall 2017 Final) and HEPE (Spring and Fall 2018 Final) received the lowest mean scores of all the programs in Category 1. However, when looking at the program level in Fall 17/Spring 18, HEPE's highest score of the four categories for both Final semester evaluations was in Category 1, making it a relative strength. This was also a relative strength for art as it was the second highest category falling only three hundredths of a point behind Category 4.

Consistent across programs was the lowest rubric average: Rubric D Differentiated Methods (Fall 2017, Spring 2018, Fall 2018). In Fall 2018, the UG scored higher in Differentiated Methods and Safe and Respectful Learning Environment. The MAT students scored highest in Preparation. Secondary (n=4), English (n=3) and Spanish (n=1) students all averaged a mean of 3 (highest score possible) for all tasks on Category 1.

Category 2: Content Knowledge. MU candidates are knowledgeable about their content, in spite of this category demonstrating the lowest means. The interpretation of this data is based on one rubric item. Because content knowledge is measured by the Praxis II and GPAs in content areas, the CPAST isn't the strongest assessment for content knowledge. The EPP, however, still considers this data as one piece that can provide coherence to the measure of content knowledge as a whole. Each program for both semesters showed growth from the midterm to the final applications of the assessment. Although the overall EPP mean was lowest in Category 2, the one Spanish candidate actually scored highest in the Spring 2018 semester (mean=3.0). For both final assessments in the Fall 2017 and Spring 2018, Elementary, Secondary, Art, P-3 TSD and English (on data for Spr. 2018) scored lowest in this category. For the Fall 2018 application of data, MAT, Elementary and P-3 students had the highest scores compared to other program and category groupings. Health and PE and Secondary English had the lowest scores. This data will be triangulated under CAEP Standard 1.3 with all other content knowledge assessments.

Category 3: Instructional Practice. EPP candidates are proficient in assessment, planning for instruction, and selecting and utilizing sound instructional strategies. This category contains nine rubrics, the largest of the four categories. Every program showed growth for all semesters between the rubrics measuring Category 3 from the midterm to the final. Instructional practice was second highest EPP score in the Spring of 2018. In the Fall 2017, P-3 TSD candidates scored highest in this category. In the Spring of 2017, Secondary candidates scored highest in this category.

Highest performing programs on Category 3 in the Fall of 2017 were Secondary (m=2.58) and Elementary (m=2.69). These two programs also outperformed the others in the Spring of 2018 with means scores of 2.89 (Secondary) and 2.69 (Elementary). In the Fall of 2018, Secondary (m=2.72) and Spanish (m=3.0, n=1) scored the highest. Consistently for final assessments in the Fall 2017 and Spring 2018, Rubric B Materials and Resources had the highest mean scores. In 2018 Rubric B was the highest, along with Rubric A, Focus for Learning: Standards and Objectives/targets.

The lowest mean scores for all three semesters were recorded by HEPE: Fall 2017 (1.78) and Spring 2018 (1.84), and Fall 2018 (m=2.28). The numbers in the HEPE program are low; however, this data will be triangulated in CAEP 1.3 to determine if it is consistent with the other data. Rubric J Data Guided Instruction was consistently the lowest score in most programs through both semesters.

Category 4: Professional Responsibility. MU candidates demonstrate professional learning and ethical practice as well as leadership and collaboration. This category consists of eight rubrics. Every program for all semesters showed significant growth from the midterm to the final application of the assessment each semester. The EPP posted its second highest mean in this category in the Fall of 2017 and Spring of 2018.

Programs with the highest scores in the Fall of 2017 include Elementary (2.72) and Spanish (3.0). Those with the highest means in the Spring of 2018 include English (2.82), Secondary (2.80) and Elementary (2.73). In the Fall 2018 semester, Secondary (m=2.81) and Spanish (n=1, m=3.0) enjoyed the highest scores. The EPP scored considerably high in the majority of programs on Rubric S. Collaboration. The lowest scores across programs (although all were above 2, met) were on Rubric M Connections to Research and Theory.

HEPE, with small numbers for all three semesters, scored lowest for Fall 2017 (2.19) and Spring of 2018 (2.25). P-3 (w/TSD) scored lowest in Fall 2018 with a m=2.54. Again, this data will be triangulated with other assessments to look at non-academic criteria. Rubric M Connections to Research and Theory was consistently the lowest mean across programs.

7. How data is used for continuous improvement: The data is reviewed each midpoint and final semester with the Office of Field Placement and Certification. The data is disaggregated by program and shared with the Deans, Deans Educational Leadership Council, with faculty at faculty and department meetings, and with stakeholders at various meetings (PDS committee, Partnership Advisory Committee, Deans Advisory Committee). The following improvements have already been made to address the data (individually and when triangulated with other data):
 - a. Although the training is available by website, candidate and University Based Clinical Educators are trained together during the beginning of the semester orientation.
 - b. School based clinical educators are given the link for training, however they are also offered training at the mentor teacher academy, and the orientation provided at the beginning of each semester.
 - c. Content Knowledge is based on one rubric item. This data is triangulated with others to show our programs are strong with content knowledge. Every MU

candidate must have a second major, most which select a content outside of the SOE.

- d. Data sharing at the university-wide committee (UTEAC) each semester had given the content faculty opportunities to improve area of relative strength and need. HEPE faculty and P-3 faculty are present at UTEAC meetings.
- e. To address the clear need for improvement in the area of differentiated instruction, the EPP has included two courses in special education (and intro course and a behavior management course) to address these needs. These courses have been approved to begin in the Fall of 2018.
- f. The School of Education has implemented two research events each year to encourage student research and the use of connecting research and theory.
- g. Provide a link to the HEPE and P-3 adjunct and full time faculty for the online training module. At conclusion of the module, they must take a test to show they have mastered the training content (8/10 correct).

Overall Scoring

INTASC/NJ	CAEP	CAEP Standard	Fall 2017 Midterm		Fall 2017 Final		Spring 2018 Midterm		Spring 2018 Final		Fall 2018 Midterm		Fall 2018 Final	
			N=30		N=32		N=84		N=78		N= 16		N= 20	
			Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range
7	1.4, 1.1	A. Focus for Learning: Standards and Objectives /Targets	2.07	2.00	2.63	2.00	2.38	2.00	2.78	1.00	2.31	2.00	2.85	1.00
7	1.1	B. Materials and Resources	2.20	2.00	2.69	1.00	2.49	2.00	2.78	1.00	2.38	1.00	2.85	1.00
6	1.1, 1.2	C. Assessment of P-12 Learning	1.77	3.00	2.50	2.00	2.12	2.00	2.60	2.00	1.94	3.00	2.35	2.00
2	1.1, 3.3	D. Differentiated Methods	1.67	2.00	2.38	2.00	2.10	2.00	2.69	2.00	1.88	2.00	2.50	1.00
7	1.1	E. Learning Target and Directions	2.07	2.00	2.63	2.00	2.32	2.00	2.74	2.00	2.38	2.00	2.80	1.00
5	1.1	F. Critical Thinking	1.67	3.00	2.38	2.00	1.98	3.00	2.50	2.00	1.88	2.00	2.40	1.00
6,8	1.1,1.2	G. Checking for Understanding and Adjusting Instruction through Formative Assessment	1.97	2.00	2.56	2.00	2.17	3.00	2.67	2.00	1.94	3.00	2.40	2.00
8	1.1,1.5	H. Digital Tools and Resources	2.10	2.00	2.59	1.00	2.48	3.00	2.68	3.00	2.19	3.00	2.70	2.00
3	1.1	I. Safe and Respectful Learning Environment	2.23	2.00	2.75	2.00	2.57	2.00	2.82	1.00	2.50	2.00	2.90	1.00
6	1.1,1.2,3.3	J. Data-Guided Instruction	1.63	2.00	2.28	2.00	1.83	3.00	2.38	2.00	1.56	3.00	2.30	2.00
6	1.1	K. Feedback to Learners	1.80	2.00	2.53	2.00	2.15	2.00	2.62	2.00	2.25	2.00	2.65	2.00
7	1.1, 1.2	L. Assessment Techniques	1.90	2.00	2.44	2.00	2.06	2.00	2.58	2.00	1.56	3.00	2.30	2.00
9	1.1,1.2,3.3	M. Connections to Research and Theory	1.60	3.00	2.13	3.00	1.94	3.00	2.35	2.00	1.50	3.00	2.20	2.00
9	1.1,1.2,3.3	N. Participates in Professional Development (PD)	2.47	2.00	2.63	1.00	2.36	3.00	2.68	2.00	2.44	3.00	2.80	1.00
10	1.1,3.3	O. Demonstrates Effective Communication with Parents or Legal Guardians	1.53	3.00	2.50	2.00	1.89	3.00	2.35	3.00	2.06	3.00	2.60	2.00
9	1.1,3.3	P. Demonstrates Punctuality	2.57	2.00	2.63	2.00	2.82	2.00	2.91	2.00	2.88	2.00	2.85	1.00
9	1.1,3.3	Q. Meets Deadlines and Obligations	2.47	2.00	2.78	2.00	2.65	3.00	2.81	2.00	2.75	2.00	2.80	2.00
3	1.1	R. Preparation	2.23	2.00	2.69	1.00	2.67	2.00	2.90	2.00	2.63	2.00	2.90	1.00
10	1.1,3.3	S. Collaboration	2.47	2.00	2.84	1.00	2.75	2.00	2.94	2.00	2.81	1.00	2.90	1.00
10	1.1,3.3	T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	2.13	2.00	2.44	2.00	2.36	2.00	2.65	2.00	2.06	3.00	2.65	2.00
9	1.1,3.3	U. Responds Positively to Feedback and Constructive Criticism	2.47	2.00	2.78	2.00	2.77	2.00	2.91	1.00	2.75	1.00	2.85	1.00

Candidate Preservice Assessment of Student Teaching: Overall by CPAST Category

Fall 2017 Midterm Evaluation

		Fall 2017 Midterm									
		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/Music	Health & Physical	P-3 & TSD	Spanish
		N=30	N=16	N=4	N=1	N=1	N=2	N=3	N=2	N=4	N=1
I. Overall	Mean:	43.00	47.63	39.50	53.00	37.00	34.00	39.75	38.00	37.75	37.00
	Range:	36.00	29.00	19.00	0.00	0.00	0.00	7.00	6.00	5.00	0.00
II. Pedagogy	Mean:	1.90	2.11	1.75	2.31	1.54	1.58	1.85	1.50	1.63	1.69
	Range:	1.69	1.69	0.77	0.00	0.00	0.08	0.46	0.08	0.38	0.00
III. Dispositions	Mean:	2.29	2.53	2.09	2.88	2.13	1.69	1.97	2.31	2.06	1.88
	Range:	1.90	1.13	1.25	0.00	0.00	0.13	0.13	0.63	0.25	0.00
Overall Mean:		15.73	17.42	14.45	19.40	13.56	12.42	14.52	13.94	13.81	13.52
Overall Range:		36.00	29.00	19.00	0.00	0.00	0.13	7.00	6.00	5.00	0.00

Fall 2017 Final Evaluation

		Fall 2017 Final									
		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/ Music	Health & Physical	P-3 & TSD	Spanish
		N=32	N=17	N=4	N=1	N=1	N=2	N=4	N=2	N=4	N=1
I. Overall	Mean:	53.75	56.82	54.25	57.00	56.00	52.00	51.17	42.00	51.25	59.00
	Range:	32.00	20.00	7.00	0.00	0.00	4.00	19.00	12.00	25.00	0.00
II. Pedagogy	Mean:	2.50	2.65	2.52	2.62	2.62	2.42	2.41	1.73	2.46	2.69
	Range:	1.62	1.00	0.23	0.00	0.00	0.08	0.92	0.38	1.23	0.00
III. Dispositions	Mean:	2.66	2.79	2.69	2.88	2.75	2.56	2.48	2.44	2.41	3.00
	Range:	1.38	1.00	0.50	0.00	0.00	0.38	0.88	0.88	1.13	0.00
Overall Mean:		19.64	20.75	19.82	20.83	20.46	18.99	18.69	15.39	18.71	21.56
Overall Range:		11.67	20.00	7.00	0.00	0.00	4.00	19.00	12.00	25.00	0.00

Spring 2018 Midterm

		Spring 2018 Midterm										
		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/Music	Health & Physical	P-3 & TSD	Spanish	English
		N=84	N=44	N=22	N=2	N=5	N=3	N=9	N=3	N=2	N=2	N=12
I. Overall	Mean:	48.86	49.32	52.86	52.00	52.80	47.33	42.67	35.33	36.00	53.50	54.42
	Range:	46.00	28.00	24.00	4.00	11.00	5.00	41.00	11.00	12.00	5.00	24.00
II. Pedagogy	Mean:	2.20	2.22	2.40	2.38	2.29	2.10	2.01	1.31	1.42	2.54	2.51
	Range:	2.23	1.38	1.31	0.00	0.77	0.08	2.00	0.54	0.85	0.31	1.31
III. Dispositions	Mean:	2.53	2.57	2.72	2.63	2.88	2.50	2.06	2.29	2.19	2.56	2.72
	Range:	2.13	1.25	0.88	0.50	0.38	0.50	1.88	0.75	0.13	0.13	0.88
Overall Mean:		17.86	18.03	19.32	19.00	19.32	17.31	15.58	12.98	13.20	19.53	19.88
Overall Range:		46.00	28.00	24.00	4.00	11.00	5.00	41.00	11.00	12.00	5.00	24.00

Spring 2018 Final Evaluation

		Spring 2018 Final										
		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/Music	Health & Physical	P-3 & TSD	English	
		N=78	N=36	N=25	N=3	N=5	N=3	N= 10	N=5	N=2	N= 14	
I. Overall	Mean:	56.33	56.94	58.84	58.67	56.20	56.75	55.38	43.80	52.00	58.95	
	Range:	33	19	11	8	9	5.00	32.00	27.00	8.00	11.00	
II. Pedagogy	Mean:	2.63	2.66	2.77	2.74	2.58	2.69	2.62	1.88	2.35	2.77	
	Range:	1.77	1.00	0.77	0.54	0.62	0.31	1.54	1.38	0.69	0.54	
III. Dispositions	Mean:	2.77	2.79	2.86	2.88	2.83	2.72	2.66	2.43	2.69	2.87	
	Range:	1.50	0.88	0.50	0.25	0.25	0.13	1.50	1.13	0.13	0.50	
Overall Mean:		20.58	20.80	21.49	21.43	20.54	20.72	20.22	16.03	19.01	21.53	
Overall Range:		33.00	19.00	11.00	8.00	9.00	5.00	32.00	27.00	8.00	11.00	

Fall 2018 Midterm

		EPP	Undergraduate	MAT	Elementary	Secondary	Health & Physical	P-3 & TSD	English	Spanish
		N=16	N=9	N=7	N=9	N=3	N=2	N=2	N=2	N=1
I. Overall	Mean:	2.33	2.29	2.39	2.39	2.53	1.75	2.33	2.35	2.90
	Range:	1.38	1.33	1.57	1.67	1.33	3.00	2.00	1.50	1.00
II. Pedagogy	Mean:	2.02	1.97	2.09	2.09	2.31	1.27	2.04	2.15	2.62
	Range:	1.00	1.00	1.14	1.22	1.33	2.50	1.50	1.50	1.00
III. Dispositions	Mean:	2.55	2.53	2.57	2.60	2.58	2.31	2.50	2.38	3.00
	Range:	0.81	0.89	1.00	0.89	1.00	2.00	2.00	1.50	0.00
Overall Mean:		2.30	2.26	2.35	2.36	2.47	1.78	2.29	2.29	2.84
Overall Range:		1.38	1.33	1.57	1.67	1.33	3.00	2.00	1.50	1.00

Fall 2018 Final

		EPP	Undergraduate	MAT	Elementary	Secondary	Health & Physical	P-3 & TSD	English	Spanish
		N=20	N=12	N=8	N=11	N=4	N=2	N=3	N=3	N=1
I. Overall	Mean:	2.78	2.76	2.80	2.80	2.93	2.55	2.65	2.85	3.15
	Range:	0.70	0.83	0.88	0.82	0.50	1.50	0.67	0.67	0.00
II. Pedagogy	Mean:	2.55	2.55	2.56	2.57	2.73	2.27	2.46	2.64	3.00
	Range:	0.70	0.83	0.75	0.73	0.50	1.50	0.67	0.67	0.00
III. Dispositions	Mean:	2.79	2.76	2.84	2.83	2.88	2.69	2.63	2.83	3.00
	Range:	0.30	0.42	0.38	0.45	0.50	1.00	0.33	0.67	0.00
Overall Mean:		2.71	2.69	2.73	2.73	2.84	2.50	2.58	2.77	3.05
Overall Range:		0.70	0.83	0.88	0.82	0.50	1.50	0.67	0.67	0.00

Category 1: The Learner and Learning (Standards 1-3)

Fall 2017 Midterm

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/Music	Health & Physical	P-3 & TSD	Spanish
				N=30	N=16	N=4	N=1	N=1	N=2	N=3	N=2	N=4	N=1
2	1.1, 3.3	D. Differentiated Methods	Mean:	1.67	2.00	1.5	2	1	1.5	1.00	1.5	1.25	1
			Std. Dev:	0.66	0.63	0.58	0	0	0.71	0.00	0.71	0.5	0
3	1.1	I. Safe and Respectful Learning Environment	Mean:	2.23	2.63	1.5	2	1	1.5	2.00	2	2	1
			Std. Dev:	0.77	0.62	0.58	0	0	0.71	1.00	0	0.82	0
3	1.1	R. Preparation	Mean:	2.23	2.63	1.75	3	1	1.5	1.33	2.5	2	1
			Std. Dev:	0.73	0.5	0.96	0	0	0.71	0.58	0.71	0	0
Overall Mean				2.04	2.42	1.58	2.33	1.00	1.50	1.44	2.00	1.75	1.00
Overall Std. Dev.				0.72	0.58	0.71	0.00	0.00	0.71	0.53	0.47	0.44	0.00

Fall 2017 Final

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/ Music	Health & Physical	P-3 & TSD	Spanish
				N=32	N=17	N=4	N=1	N=1	N=2	N=4	N=2	N=4	N=1
2	1.1, 3.3	D. Differentiated Methods	Mean:	2.38	2.59	2.25	3	2	2	1.75	2	2.25	3
			Std. Dev:	0.61	0.51	0.5	0	0	0	0.50	1.41	0.5	0
3	1.1	I. Safe and Respectful Learning Environment	Mean:	2.75	2.88	2.75	3	3	2.5	2.50	2.5	2.5	3
			Std. Dev:	0.51	0.33	0.5	0	0	0.71	0.58	0.71	1	0
3	1.1	R. Preparation	Mean:	2.69	2.82	2.75	3	3	2.5	2.50	2.5	2.25	3
			Std. Dev:	0.47	0.39	0.5	0	0	0.71	0.58	0.71	0.5	0
Overall Mean				2.60	2.76	2.58	3.00	2.67	2.33	2.25	2.33	2.33	3.00
Overall Std. Dev.				0.53	0.41	0.50	0.00	0.00	0.47	0.55	0.94	0.67	0.00

(3) Exceeds Expectation (2) Meets Expectation (1) Emerging (0) Does not Meet Expectation)

Spring 2018 Midterm

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/Music	Health & Physical	P-3 & TSD	Spanish	English
				N=84	N=44	N=22	N=2	N=5	N=3	N=9	N=3	N=2	N=2	N=12
2	1.1, 3.3	D. Differentiated Methods	Mean:	2.10	2.14	2.23	2.00	1.80	1.67	1.89	1.00	1.50	2.50	2.58
			Std. Dev:	0.59	0.51	0.61	0	0	0.58	0.60	0	0.71	0	0.51
3	1.1	I. Safe and Respectful Learning Environment	Mean:	2.57	2.66	2.77	2.50	2.60	3.00	2.11	1.33	1.50	3.00	2.83
			Std. Dev:	0.65	0.57	0.43	1.71	0.71	0	0.78	0.58	0.71		0.39
3	1.1	R. Preparation	Mean:	2.67	2.64	2.86	3.00	3.00	2.67	2.33	2.67	2.00	3.00	2.83
			Std. Dev:	0.55	0.53	0.35	0	0	0.58	0.87	0.58	0	0	0.39
Overall Mean				2.44	2.48	2.62	2.50	2.47	2.44	2.11	1.67	1.67	2.83	2.75
Overall Std. Dev.				0.59	0.54	0.46	0.57	0.24	0.39	0.75	0.39	0.47	0.00	0.43

Spring 2018 Final

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/Music	Health & Physical	P-3 & TSD	English
				N=78	N=36	N=25	N=3	N=5	N=3	N=10	N=5	N=2	N= 14
2	1.1, 3.3	D. Differentiated Methods	Mean:	2.69	2.75	2.76	2.67	2.40	3.00	2.60	2.20	2.50	2.91
			Std. Dev:	0.52	0.44	0.44	0.58	0.55	0	0.70	0.84	0.71	0.2
3	1.1	I. Safe and Respectful Learning Environment	Mean:	2.82	2.83	2.92	2.67	3.00	3.00	2.80	2.40	2.50	2.83
			Std. Dev:	0.39	0.38	0.28	0.58	0	0	0.42	0.55	0.71	0.29
3	1.1	R. Preparation	Mean:	2.90	2.89	3.00	3.00	3.00	3.00	2.70	2.80	3.00	3.00
			Std. Dev:	0.35	0.32	0	0	0	0	0.67	0.45	0	0
Overall Mean				2.80	2.82	2.89	2.78	2.80	3.00	2.70	2.47	2.67	2.91
Overall Std. Dev.				0.42	0.38	0.24	0.39	0.18	0.00	0.60	0.61	0.47	0.16

(3) Exceeds Expectation (2) Meets Expectation (1) Emerging (0) Does not Meet Expectation)

Fall 2018 Midterm

INTASC	CAEP	Competency Area		EPP	Undergraduate	MAT	Elementary	Secondary	Health & Physical	P-3 & TSD	English	Spanish
				N= 16	N=9	N= 7	N=9	N=3	N=2	N=2	N=2	N=1
2	1.1, 3.3	D. Differentiated Methods	Mean:	1.88	1.89	1.86	1.89	1.67	2.00	2.00	1.50	2.00
			Std. Dev:	0.48	0.57	0.35	0.57	0.47	0.00	0.00	0.50	
3	1.1	I. Safe and Respectful Learning Environment	Mean:	2.50	2.44	2.57	2.56	2.67	2.00	2.50	2.50	3.00
			Std. Dev:	0.71	0.68	0.73	0.68	0.47	1.00	0.50	0.50	
3	1.1	R. Preparation	Mean:	2.63	2.56	2.71	2.67	2.67	2.00	3.00	2.50	3.00
			Std. Dev:	0.60	0.68	0.45	0.47	0.47	1.00	0.00	0.50	
Overall Mean				2.33	2.30	2.38	2.37	2.33	2.00	2.50	2.17	2.67
Overall Std. Dev.				0.60	0.65	0.51	0.57	0.47	0.67	0.17	0.50	

Fall 2018 Final

INTASC	CAEP	Competency Area		EPP	Undergraduate	MAT	Elementary	Secondary	Health & Physical	P-3 & TSD	English	Spanish
				N= 20	N= 12	N= 8	N= 11	N= 4	N= 2	N= 3	N= 3	N= 1
2	1.1, 3.3	D. Differentiated Methods	Mean:	2.50	2.58	2.38	2.45	3.00	2.00	2.33	3.00	3.00
			Std. Dev:	0.50	0.49	0.48	0.50	0.00	0.00	0.47	0.00	
3	1.1	I. Safe and Respectful Learning Environment	Mean:	2.90	2.92	2.88	2.91	3.00	3.00	2.67	3.00	3.00
			Std. Dev:	0.30	0.28	0.33	0.29	0.00	0.00	0.47	0.00	
3	1.1	R. Preparation	Mean:	2.90	2.83	3.00	3.00	3.00	2.50	2.67	3.00	3.00
			Std. Dev:	0.30	0.37	0.00	0.00	0.00	0.50	0.47	0.00	
Overall Mean				2.77	2.78	2.75	2.79	3.00	2.50	2.56	3.00	3.00
Overall Std. Dev.				0.37	0.38	0.27	0.26	0.00	0.17	0.47	0.00	

(3) Exceeds Expectation (2) Meets Expectation (1) Emerging (0) Does not Meet Expectation

Category 2: Content Knowledge (Standards 4 and 5)

Fall 2017 Midterm

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/Music	Health & Physical	P-3 & TSD	Spanish
				N=30	N=16	N=4	N=1	N=1	N=2	N= 3	N=2	N=4	N=1
5	1.1,	F. Critical Thinking	Mean:	1.67	1.94	1.25	2	1	1	1.33	1.5	1.25	2
			Std. Dev:	0.71	0.68	0.5	0	0	0	0.58	0.71	0.96	0
			Overall Mean	1.67	1.94	1.25	2.00	1.00	1.00	1.33	1.50	1.25	2.00
			Overall Std. Dev.	0.71	0.68	0.50	0.00	0.00	0.00	0.58	0.71	0.96	0.00

Fall 2017 Final

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/ Music	Health & Physical	P-3 & TSD	Spanish
				N=32	N=17	N=4	N=1	N=1	N=2	N=4	N=2	N=4	N=1
5	1.1,	F. Critical Thinking	Mean:	2.38	2.59	2.5	2	2	3	2.00	1.5	2.25	2
			Std. Dev:	0.61	0.51	0.58	0	0	0	0.82	0.71	0.5	0
			Overall Mean	2.38	2.59	2.50	2.00	2.00	3.00	2.00	1.50	2.25	2.00
			Overall Std. Dev.	0.61	0.51	0.58	0.00	0.00	0.00	0.82	0.71	0.50	0.00

(3) Exceeds Expectation (2) Meets Expectation (1) Emerging (0)Does not Meet Expectation)

Spring 2018 Midterm

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/Music	Health & Physical	P-3 & TSD	Spanish	English
				N=84	N=44	N=22	N=2	N=5	N=3	N=9	N=3	N=2	N=2	N=12
5	1.1.	F. Critical Thinking	Mean:	1.98	1.98	2.23	2.50	2.20	1.67	1.56	0.67	1.50	2.50	2.33
			Std. Dev:	0.71	0.51	0.69	0.71	0.71	0.58	1.01	0.58	0.71	0	0.78
			Overall Mean	1.98	1.98	2.23	2.50	2.20	1.67	1.56	0.67	1.50	2.50	2.33
			Overall Std. Dev.	0.71	0.51	0.69	0.71	0.71	0.58	1.01	0.58	0.71	0.00	0.78

Spring 2018 Final

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/Music	Health & Physical	P-3 & TSD	English
				N=78	N=36	N=25	N=3	N=5	N=3	N=10	N=5	N=2	N=14
5	1.1.	F. Critical Thinking	Mean:	2.50	2.50	2.60	2.33	2.40	2.75	2.50	1.80	3.00	2.58
			Std. Dev:	0.58	0.51	0.5	0.58	0.55	0.355	0.71	0.84	0.71	0.49
			Overall Mean	2.50	2.50	2.60	2.33	2.40	2.75	2.50	1.80	3.00	2.58
			Overall Std. Dev.	0.58	0.51	0.50	0.58	0.55	0.36	0.71	0.84	0.71	0.49

(3) Exceeds Expectation (2) Meets Expectation (1) Emerging (0) Does not Meet Expectation)

Fall 2018 Midterm

INTASC	CAEP	Competency Area		EPP	Undergraduate	MAT	Elementary	Secondary	Health & Physical	P-3 & TSD	English	Spanish	
				N=16	N=9	N=7	N=9	N=3	N=2	N=2	N=2	N=1	
5	1.1,	F. Critical Thinking	Mean:	1.88	1.78	2.00	2.00	1.67	1.50	2.00	1.50	2.00	
			Std. Dev:	0.48	0.63	0.00	0.47	0.47	0.50	0.00	0.50		
			Overall Mean	1.88	1.78	2.00	2.00	1.67	1.50	2.00	1.50	2.00	
			Overall Std. Dev.										
			Dev.	0.48	0.63	0.00	0.47	0.47	0.50	0.00	0.50		

Fall 2018 Final

INTASC	CAEP	Competency Area		EPP	Undergraduate	MAT	Elementary	Secondary	Health & Physical	P-3 & TSD	English	Spanish	
				N=20	N=12	N=8	N=11	N=4	N=2	N=3	N=3	N=1	
5	1.1,	F. Critical Thinking	Mean:	2.40	2.33	2.50	2.36	2.50	2.50	2.33	2.33	3.00	
			Std. Dev:	0.49	0.47	0.50	0.48	0.50	0.50	0.47	0.47		
			Overall Mean	2.40	2.33	2.50	2.36	2.50	2.50	2.33	2.33	3.00	
			Overall Std. Dev.										
			Dev.	0.49	0.47	0.50	0.48	0.50	0.50	0.47	0.47		

(3) Exceeds Expectation (2) Meets Expectation (1) Emerging (0) Does not Meet Expectation

Category 3: Instructional Practice (Standards 6-8)

Fall 2017 Midterm

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/Music	Health & Physical	P-3 & TSD	Spanish
				N=30	N=16	N=4	N=1	N=1	N=2	N=3	N=2	N=4	N=1
7	1.4, 1.1	A. Focus for Learning: Standards and Objectives /Targets	Mean:	2.07	2.19	2	3	1	2	1.67	2	2	2
			Std. Dev:	0.64	0.66	0.82	0	0	0	1.15	0	0	0
7	1.1	B. Materials and Resources	Mean:	2.20	2.31	2	2	2	2	2.33	2	2	2
			Std. Dev:	0.55	0.7	0	0	0	0	0.58	0	0	0
6	1.1, 1.2	C. Assessment of P-12 Learning	Mean:	1.77	1.88	2	2	2	2	1.33	1	1.75	2
			Std. Dev:	0.63	0.62	0	0	0	0	1.15	0	0.5	0
7	1.1	E. Learning Target and Directions	Mean:	2.07	2.25	1.75	2	2	1.5	1.67	2	2	2
			Std. Dev:	0.52	0.58	0.5	0	0	0.71	0.58	0	0	0
6, 8	1.1, 1.2	G. Checking for Understanding and Adjusting Instruction through Formative Assessment	Mean:	1.97	2.25	1.75	3	1	1.5	1.67	1.5	1.75	1
			Std. Dev:	0.72	0.58	0.96	0	0	0.71	1.15	0.71	0.5	0
8	1.1, 1.5	H. Digital Tools and Resources	Mean:	2.10	2.31	2.25	2	3	2	2.00	1.5	1.5	2
			Std. Dev:	0.71	0.7	0.5	0	0	0	1.00	0.71	0.58	0
6	1.1 1.2, 2.3	J. Data-Guided Instruction	Mean:	1.63	1.81	1.75	3	1	1.5	1.33	1	1.25	2
			Std. Dev:	0.56	0.4	0.96	0	0	0.71	0.58	0	0.5	0
6	1.1	K. Feedback to Learners	Mean:	1.80	2.13	2	3	2	1.5	1.67	1	1	1
			Std. Dev:	0.66	0.5	0.82	0	0	0.71	0.58	0	0	0
7	1.1, 1.2	L. Assessment Techniques	Mean:	1.90	2.00	1.75	2	2	1.5	2.00	1.5	1.75	2
			Std. Dev:	0.55	0.52	0.5	0	0	0.71	1.00	0.71	0.5	0
Overall Mean				1.94	2.13	1.92	2.44	1.78	1.72	1.74	1.50	1.67	1.78
Overall Std. Dev.				0.62	0.58	0.56	0.00	0.00	0.39	0.86	0.24	0.29	0.00

(3) Exceeds Expectation (2) Meets Expectation (1) Emerging (0)Does not Meet Expectation)

Fall 2017 Final

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/ Music	Health & Physical	P-3 & TSD	Spanish
				N=32	N=17	N=4	N=1	N=1	N=2	N=4	N=2	N=4	N=1
7	1.4, 1.1	A. Focus for Learning: Standards and Objectives /Targets	Mean:	2.63	2.76	2.5	3	2	2.5	2.00	2.5	2.75	3
			Std. Dev:	0.55	0.44	0.58	0	0	0.71	0.82	0.71	0.5	0
7	1.1	B. Materials and Resources	Mean:	2.69	2.76	2.75	2	3	3	2.50	2.5	2.5	3
			Std. Dev:	0.47	0.44	0.5	0	0	0	0.58	0.71	0.58	0
6	1.1, 1.2	C. Assessment of P-12 Learning	Mean:	2.50	2.65	2.5	3	3	2	2.50	1.5	2.25	3
			Std. Dev:	0.67	0.49	0.58	0	0	0	1.00	0.71	0.96	0
7	1.1	E. Learning Target and Directions	Mean:	2.63	2.76	2.5	2	3	2.5	2.00	2.5	2.75	3
			Std. Dev:	0.55	0.44	0.58	0	0	0.71	0.82	0.71	0.5	0
6, 8	1.1, 1.2	G. Checking for Understanding and Adjusting Instruction through Formative Assessment	Mean:	2.56	2.71	2.75	3	3	2.5	2.00	1.5	2.75	3
			Std. Dev:	0.62	0.47	0.5	0	0	0.71	0.82	0.71	0.5	0
8	1.1, 1.5	H. Digital Tools and Resources	Mean:	2.59	2.71	2.5	2	3	2.5	2.75	2	2.25	3
			Std. Dev:	0.5	0.47	0.58	0	0	0.71	0.50	0	0.5	0
6	1.1, 1.2, 2.3	J. Data-Guided Instruction	Mean:	2.28	2.41	2.25	3	2	2	2.25	1	2.5	2
			Std. Dev:	0.58	0.51	0.5	0	0	0	0.50	0	0.58	0
6	1.1	K. Feedback to Learners	Mean:	2.53	2.76	3	3	3	3	2.00	1.5	2.25	2
			Std. Dev:	0.67	0.44	0	0	0	0	0.82	0.71	0.96	0
7	1.1, 1.2	L. Assessment Techniques	Mean:	2.44	2.71	2.5	3	3	2	2.25	1	2.2	2
			Std. Dev:	0.62	0.47	0.58	0	0	0	0.50	0	0.5	0
Overall Mean				2.54	2.69	2.58	2.67	2.78	2.44	2.25	1.78	2.47	2.67
Overall Std. Dev.				0.58	0.46	0.49	0.00	0.00	0.32	0.70	0.47	0.62	0.00

(3) Exceeds Expectation (2) Meets Expectation (1) Emerging (0)Does not Meet Expectation)

Spring 2018 Midterm

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/Music	Health & Physical	P-3 & TSD	Spanish	English
				N=84	N=44	N=22	N=2	N=5	N=3	N=9	N=3	N=2	N=2	N=12
7	1.4, 1.1	A. Focus for Learning: Standards and Objectives /Targets	Mean:	2.38	2.39	2.55	3.00	2.40	2.00	2.22	1.67	1.50	2.50	2.67
			Std. Dev:	0.56	0.49	0.51	0	0.71	0	0.67	0.58	0.71	0	0.49
7	1.1	B. Materials and Resources	Mean:	2.49	2.50	2.59	3.00	2.40	2.00	2.56	2.00	1.50	2.50	2.75
			Std. Dev:	0.55	0.51	0.5	0	0	0	0.73	0	0.71	0	0.45
6	1.1, 1.2	C. Assessment of P-12 Learning	Mean:	2.12	2.02	2.32	2.00	2.40	2.00	2.00	1.67	1.50	3.00	2.42
			Std. Dev:	0.63	0.59	0.57	0	0.71	0	0.71	0.58	0.71	0	0.67
7	1.1	E. Learning Target and Directions	Mean:	2.32	2.34	2.45	2.50	2.60	2.33	2.11	1.67	2.00	2.50	2.42
			Std. Dev:	0.58	0.53	0.6	0.71	0.71	0.58	0.60	0.58	1.41	0	0.67
6, 8	1.1, 1.2	G. Checking for Understanding and Adjusting Instruction through Formative Assessment	Mean:	2.17	2.30	2.23	2.00	2.00	2.00	1.56	1.67	1.50	2.50	2.42
			Std. Dev:	0.64	0.55	0.61	0	0	0	0.73	0.58	0.71	0	0.79
8	1.1, 1.5	H. Digital Tools and Resources	Mean:	2.48	2.50	2.77	2.50	2.60	2.67	2.44	0.33	2.00	2.00	2.92
			Std. Dev:	0.70	0.55	0.43	0.71	0.71	0.58	0.73	0.58	0	0	0.29
6	1.1, 1.2, 2.3	J. Data-Guided Instruction	Mean:	1.83	1.84	2.18	2.00	2.20	1.67	1.33	1.33	0.50	2.00	2.33
			Std. Dev:	0.76	0.61	0.66	0	0.71	0.58	1.22	0.58	0.71	0	0.65
6	1.1	K. Feedback to Learners	Mean:	2.15	2.14	2.27	2.50	2.20	1.33	1.89	2.00	2.00	2.50	2.50
			Std. Dev:	0.65	0.59	0.7	0.71	0.71	0.58	0.78	0	1.41	0	0.67
7	1.1, 1.2	L. Assessment Techniques	Mean:	2.06	2.05	2.32	2.00	2.20	2.33	1.89	1.33	1.00	2.50	2.42
			Std. Dev:	0.50	0.43	0.48	0	0	0.58	0.33	0.58	0	0	0.51
Overall Mean				2.22	2.23	2.41	2.39	2.33	2.04	2.00	1.52	1.50	2.44	2.54
Overall Std. Dev.				0.62	0.54	0.56	0.24	0.47	0.32	0.72	0.45	0.71	0.00	0.58

(3) Exceeds Expectation (2) Meets Expectation (1) Emerging (0) Does not Meet Expectation)

Spring 2018 Final

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/Music	Health & Physical	P-3 & TSD	English
				N=78	N=36	N=25	N=3	N=5	N=3	N=10	N=5	N=2	N= 14
7	1.4, 1.1	A. Focus for Learning; Standards and Objectives /Targets	Mean:	2.78	2.81	2.92	2.67	3.00	3.00	2.70	2.20	2.50	2.83
			Std. Dev:	0.42	0.4	0.28	0.58	0	0	0.48	0.45	0.71	0.29
7	1.1	B. Materials and Resources	Mean:	2.78	2.75	2.88	3.00	2.80	2.50	2.90	2.40	2.50	2.95
			Std. Dev:	0.42	0.44	0.33	0	0.45	0	0.32	0.55	0.71	0.15
6	1.1, 1.2	C. Assessment of P-12 Learning	Mean:	2.60	2.58	2.80	2.33	2.60	3.00	2.60	1.80	2.50	2.83
			Std. Dev:	0.54	0.5	0.41	0.58	0.55	0	0.70	0.45	0.71	0.29
7	1.1	E. Learning Target and Directions	Mean:	2.74	2.83	2.72	2.67	2.60	2.25	2.70	2.40	2.50	2.67
			Std. Dev:	0.47	0.38	0.46	0.58	0.55	0.355	0.67	0.55	0.71	0.29
6, 8	1.1, 1.2	G. Checking for Understanding and Adjusting Instruction through Formative Assessment	Mean:	2.67	2.72	2.80	3.00	2.60	2.25	2.50	2.00	2.50	2.83
			Std. Dev:	0.53	0.45	0.41	0	0.55	0.355	0.71	0.71	0.71	0.29
8	1.1, 1.5	H. Digital Tools and Resources	Mean:	2.68	2.78	2.88	3.00	2.80	2.50	2.90	0.80	2.00	2.83
			Std. Dev:	0.67	0.42	0.33	0	0.45	0	0.32	1.1	0	0.29
6	1.1 1.2, 2.3	J. Data-Guided Instruction	Mean:	2.38	2.44	2.64	3.00	2.20	2.25	2.20	1.40	1.50	2.74
			Std. Dev:	0.61	0.5	0.49	0	0.45	0.355	0.63	0.55	0.71	0.49
6	1.1	K. Feedback to Learners	Mean:	2.62	2.67	2.68	2.67	2.40	2.75	2.60	1.80	3.00	2.62
			Std. Dev:	0.54	0.48	0.48	0.58	0.55	0.355	0.70	0.45	0	0.44
7	1.1, 1.2	L. Assessment Techniques	Mean:	2.58	2.58	2.88	3.00	2.80	3.00	2.30	1.80	2.00	2.79
			Std. Dev:	0.57	0.5	0.33	0	0.45	0	0.67	0.84	0	0.44
Overall Mean				2.65	2.69	2.80	2.81	2.64	2.61	2.60	1.84	2.33	2.79
Overall Std. Dev.				0.53	0.45	0.39	0.26	0.44	0.16	0.58	0.63	0.47	0.33

(3) Exceeds Expectation (2) Meets Expectation (1) Emerging (0)Does not Meet Expectation)

Fall 2018 Midterm

INTASC	CAEP	Competency Area		EPP	Undergraduate	MAT	Elementary	Secondary	Health & Physical	P-3 & TSD	English	Spanish
				N= 16	N=9	N= 7	N=9	N=3	N=2	N= 2	N= 2	N= 1
7	1.4, 1.1	A. Focus for Learning: Standards and Objectives /Targets	Mean:	2.31	2.33	2.29	2.33	3.00	1.50	2.00	3.00	3.00
			Std. Dev:	0.58	0.67	0.45	0.47	0.00	0.50	0.00	0.00	
7	1.1	B. Materials and Resources	Mean:	2.38	2.44	2.29	2.33	2.67	2.00	2.50	2.50	3.00
			Std. Dev:	0.48	0.50	0.45	0.47	0.47	0.00	0.50	0.50	
6	1.1, 1.2	C. Assessment of P-12 Learning	Mean:	1.94	2.00	1.86	2.00	2.33	1.00	2.00	2.50	2.00
			Std. Dev:	0.66	0.82	0.35	0.47	0.47	1.00	0.00	0.50	
7	1.1	E. Learning Target and Directions	Mean:	2.38	2.33	2.43	2.44	2.00	2.50	2.50	2.00	2.00
			Std. Dev:	0.60	0.67	0.49	0.68	0.00	0.50	0.50	0.00	
6, 8	1.1, 1.2	G. Checking for Understanding and Adjusting Instruction	Mean:	1.94	1.78	2.14	2.00	2.67	0.50	2.00	2.50	3.00
			Std. Dev:	0.66	0.79	0.35	0.00	0.47	0.50	0.00	0.50	
8	1.1, 1.5	H. Digital Tools and Resources	Mean:	2.19	2.00	2.43	2.33	2.67	0.50	2.50	2.50	3.00
			Std. Dev:	0.81	0.94	0.49	0.47	0.47	0.50	0.50	0.50	
6	1.1 1.2, 2.3	J. Data-Guided Instruction	Mean:	1.56	1.56	1.57	1.67	2.00	0.50	1.50	1.50	3.00
			Std. Dev:	0.86	0.83	0.90	0.82	0.82	0.50	0.50	0.50	
6	1.1	K. Feedback to Learners	Mean:	2.25	2.00	2.57	2.44	2.67	1.00	2.00	2.50	3.00
			Std. Dev:	0.66	0.67	0.49	0.50	0.47	0.00	0.00	0.50	
7	1.1, 1.2	L. Assessment Techniques	Mean:	1.56	1.44	1.71	1.78	1.67	0.00	2.00	1.50	2.00
			Std. Dev:	0.79	0.96	0.45	0.63	0.47	0.00	0.00	0.50	
Overall Mean				2.06	1.99	2.14	2.15	2.41	1.06	2.11	2.28	2.67
Overall Std. Dev.				0.68	0.76	0.49	0.50	0.40	0.39	0.22	0.39	

(3) Exceeds Expectation (2) Meets Expectation (1) Emerging (0) Does not Meet Expectation)

Fall 2018 Final

INTASC	CAEP	Competency Area		EPP	Undergraduate	MAT	Elementary	Secondary	Health & Physical	P-3 & TSD	English	Spanish
				N= 20	N= 12	N= 8	N= 11	N= 4	N= 2	N= 3	N= 3	N= 1
7	1.4, 1.1	A. Focus for Learning: Standards and Objectives /Targets	Mean:	2.85	2.83	2.88	2.91	2.75	3.00	2.67	2.67	3.00
			Std. Dev:	0.36	0.37	0.33	0.29	0.43	0.00	0.47	0.47	
7	1.1	B. Materials and Resources	Mean:	2.85	2.83	2.88	2.91	2.75	3.00	2.67	2.67	3.00
			Std. Dev:	0.36	0.37	0.33	0.29	0.43	0.00	0.47	0.47	
6	1.1, 1.2	C. Assessment of P-12 Learning	Mean:	2.35	2.33	2.38	2.36	2.75	1.50	2.33	2.67	3.00
			Std. Dev:	0.65	0.62	0.70	0.64	0.43	0.50	0.47	0.47	
7	1.1	E. Learning Target and Directions	Mean:	2.80	2.75	2.88	2.82	3.00	2.50	2.67	3.00	3.00
			Std. Dev:	0.40	0.43	0.33	0.39	0.00	0.50	0.47	0.00	
6, 8	1.1, 1.2	G. Checking for Understanding and Adjusting Instruction	Mean:	2.40	2.42	2.38	2.45	2.50	2.00	2.33	2.33	3.00
			Std. Dev:	0.58	0.49	0.70	0.66	0.50	0.00	0.47	0.47	
8	1.1, 1.5	H. Digital Tools and Resources	Mean:	2.70	2.67	2.75	2.73	3.00	2.00	2.67	3.00	3.00
			Std. Dev:	0.56	0.62	0.43	0.45	0.00	1.00	0.47	0.00	
6	1.1 1.2, 2.3	J. Data-Guided Instruction	Mean:	2.30	2.33	2.25	2.18	2.75	2.00	2.33	2.67	3.00
			Std. Dev:	0.64	0.62	0.66	0.57	0.43	1.00	0.47	0.47	
6	1.1	K. Feedback to Learners	Mean:	2.65	2.67	2.63	2.82	2.50	2.00	2.67	2.33	3.00
			Std. Dev:	0.57	0.62	0.48	0.39	0.50	1.00	0.47	0.47	
7	1.1, 1.2	L. Assessment Techniques	Mean:	2.30	2.42	2.13	2.18	2.50	2.50	2.33	2.33	3.00
			Std. Dev:	0.56	0.49	0.60	0.57	0.50	0.50	0.47	0.47	
Overall Mean				2.58	2.58	2.57	2.60	2.72	2.28	2.52	2.63	3.00
Overall Std. Dev.				0.52	0.52	0.51	0.47	0.36	0.50	0.47	0.37	

(3) Exceeds Expectation (2) Meets Expectation (1) Emerging (0) Does not Meet Expectation

Category 4: Professional Responsibility (Standards 9 and 10)

Fall 2017 Midterm

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/Music	Health & Physical	P-3 & T5D	Spanish
				N=30	N=16	N=4	N=1	N=1	N=2	N=3	N=2	N=4	N=1
9	1.1, 1.2, 3.3	M. Connections to Research and Theory	Mean:	1.60	1.69	1.25	2	1	1	1.67	1	1.75	2
			Std. Dev:	0.67	0.79	0.5	0	0	0	0.58	0	0.5	0
9	1.1, 1.2, 3.3	N. Participates in Professional Development (PD)	Mean:	2.47	2.69	2.25	3	3	1.5	2.33	2.5	2	2
			Std. Dev:	0.63	0.48	0.96	0	0	0.71	0.58	0.71	0.82	0
10	1.1, 3.3	O. Demonstrates Effective Communication with Parents or Legal Guardians	Mean:	1.53	1.88	1.25	3	0	1	0.67	2	0.75	2
			Std. Dev:	0.86	0.5	1.26	0	0	0	1.15	1.41	0.5	0
9	1.1, 3.3	P. Demonstrates Punctuality	Mean:	2.57	2.69	2.5	3	3	2	1.67	3	2.75	2
			Std. Dev:	0.68	0.48	1	0	0	1.41	1.15	0	0.5	0
9	1.1, 3.3	Q. Meets Deadlines and Obligations	Mean:	2.47	2.56	2.5	3	3	2	1.67	2.5	2.5	3
			Std. Dev:	0.63	0.51	0.58	0	0	0	1.15	0.71	0.58	0
10	1.1, 3.3	S. Collaboration	Mean:	2.47	2.69	2.25	3	2	2	2.00	2.5	2.25	2
			Std. Dev:	0.57	0.48	0.5	0	0	0	1.00	0.71	0.5	0
10	1.1, 3.3	T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	Mean:	2.13	2.38	1.75	2	2	1.5	2.00	1.5	2	2
			Std. Dev:	0.78	0.72	0.5	0	0	0.71	1.00	0.71	1.15	0
9	1.1, 3.3	U. Responds Positively to Feedback and Constructive Criticism	Mean:	2.47	2.75	2.5	3	3	2	2.00	2	2.25	1
			Std. Dev:	0.63	0.45	0.58	0	0	0	1.00	0	0.5	0
Overall Mean				2.21	2.42	2.03	2.75	2.13	1.63	1.75	2.13	2.03	2.00
Overall Std. Dev.				0.68	0.55	0.74	0.00	0.00	0.35	0.95	0.53	0.63	0.00

(3) Exceeds Expectation (2) Meets Expectation (1) Emerging (0) Does not Meet Expectation

Fall 2017 Final

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/ Music	Health & Physical	P-3 & TSD	Spanish
				N=32	N=17	N=4	N=1	N=1	N=2	N=4	N=2	N=4	N=1
9	1.1, 1.2, 3.3	M. Connections to Research and Theory	Mean:	2.13	2.18	2	2	2	2	2.00	0.5	2.75	3
			Std. Dev:	0.71	0.53	0	0	0	0	0.82	0.71	0.5	0
9	1.1, 1.2, 3.3	N. Participates in Professional Development (PD)	Mean:	2.63	2.71	2.75	3	3	2.5	2.50	2.5	2.25	3
			Std. Dev:	0.49	0.47	0.5	0	0	0.71	0.58	0.71	0.5	0
10	1.1, 3.3	O. Demonstrates Effective Communication with Parents or Legal Guardians	Mean:	2.50	2.65	2.25	3	2	2	2.25	2.5	2.25	3
			Std. Dev:	0.57	0.61	0.5	0	0	0	0.50	0.71	0.5	0
9	1.1, 3.3	P. Demonstrates Punctuality	Mean:	2.63	2.71	2.75	3	3	2.5	2.25	2.5	2.5	3
			Std. Dev:	0.66	0.59	0.5	0	0	0.71	0.96	0.71	1	0
9	1.1, 3.3	Q. Meets Deadlines and Obligations	Mean:	2.78	2.88	3	3	3	3	2.00	3	2.75	3
			Std. Dev:	0.49	0.33	0	0	0	0	0.82	0	0.5	0
10	1.1, 3.3	S. Collaboration	Mean:	2.84	2.94	3	3	3	3	2.75	2.5	2.5	3
			Std. Dev:	0.37	0.24	0	0	0	0	0.50	0.71	0.58	0
10	1.1, 3.3	T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	Mean:	2.44	2.71	2	2	2	2	2.25	1.5	2.25	3
			Std. Dev:	0.56	0.47	0	0	0	0	0.50	0.71	0.5	0
9	1.1, 3.3	U. Responds Positively to Feedback and Constructive Criticism	Mean:	2.78	2.94	3	3	3	3	2.25	2.5	2.5	3
			Std. Dev:	0.49	0.24	0	0	0	0	0.96	0.71	0.58	0
Overall Mean				2.59	2.72	2.59	2.75	2.63	2.50	2.28	2.19	2.47	3.00
Overall Std. Dev.				0.54	0.44	0.19	0.00	0.00	0.18	0.70	0.62	0.58	0.00

(3) Exceeds Expectation (2) Meets Expectation (1) Emerging (0) Does not Meet Expectation

Spring 2018 Midterm

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/Music	Health & Physical	P-3 & TSD	Spanish	English
				N=84	N=44	N=22	N=2	N=5	N=3	N=9	N=3	N=2	N=2	N=12
9	1.1, 1.2, 3.3	M. Connections to Research and Theory	Mean:	1.94	1.95	2.23	2.50	2.20	2.67	1.78	0.33	0.50	3.00	2.08
			Std. Dev:	0.96	0.86	0.87	0.71	0.71	0.58	1.09	0.58	0.71	0	1
9	1.1, 1.2, 3.3	N. Participates in Professional Development (PD)	Mean:	2.36	2.36	2.64	2.50	2.80	2.33	1.56	2.67	2.00	2.50	2.67
			Std. Dev:	0.83	0.87	0.49	0.71	0	0.58	1.13	0.58	0	0	0.49
10	1.1, 3.3	O. Demonstrates Effective Communication with Parents or Legal Guardians	Mean:	1.89	1.98	2.14	1.50	2.40	1.67	1.33	0.67	2.50	1.50	2.25
			Std. Dev:	0.82	0.76	0.71	0.71	0	0.58	0.87	1.15	0.71	0	0.75
9	1.1, 3.3	P. Demonstrates Punctuality	Mean:	2.82	2.84	2.91	3.00	3.00	3.00	2.44	2.67	3.00	3.00	2.83
			Std. Dev:	0.42	0.37	0.29	0	0	0	0.73	0.58	0	0	0.39
9	1.1, 3.3	Q. Meets Deadlines and Obligations	Mean:	2.65	2.73	2.77	2.50	3.00	2.67	2.22	2.67	1.50	2.50	2.75
			Std. Dev:	0.63	0.54	0.43	0.71	0	0.58	1.09	0.58	0.71	0	0.45
10	1.1, 3.3	S. Collaboration	Mean:	2.75	2.77	2.91	3.00	3.00	2.67	2.33	2.33	2.50	3.00	2.92
			Std. Dev:	0.49	0.42	0.29		0	0.58	0.87	0.58	0.71	0	0.29
10	1.1, 3.3	T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	Mean:	2.36	2.43	2.55	2.50	2.80	2.00	1.78	2.00	1.50	2.00	2.58
			Std. Dev:	0.57	0.55	0.51	0.71	0	0	0.44	0	0.71	0	0.51
9	1.1, 3.3	U. Responds Positively to Feedback and Constructive Criticism	Mean:	2.77	2.77	2.95	3.00	3.00	3.00	2.33	2.67	2.50	3.00	2.92
			Std. Dev:	0.47	0.48	0.21	0	0	0	0.71	0.58	0.71	0	0.29
Overall Mean				2.44	2.48	2.64	2.56	2.78	2.50	1.97	2.00	2.00	2.56	2.63
Overall Std. Dev.				0.65	0.61	0.48	0.51	0.09	0.36	0.87	0.58	0.53	0.00	0.52

(3) Exceeds Expectation (2) Meets Expectation (1) Emerging (0) Does not Meet Expectation

Fall 2018 Midterm

INTASC	CAEP	Competency Area		EPP	Undergraduate	MAT	Elementary	Secondary	Health & Physical	P-3 & TSD	English	Spanish
				N= 16	N=9	N= 7	N=9	N=3	N= 2	N= 2	N= 2	N= 1
9	1.1, 1.2, 3.3	M. Connections to Research and Theory	Mean:	1.50	1.56	1.43	1.33	2.33	1.50	1.00	2.00	3.00
			Std. Dev:	0.94	0.96	0.90	0.67	0.47	1.50	1.00	0.00	
9	1.1, 1.2, 3.3	N. Participates in Professional Development (PD)	Mean:	2.44	2.78	2.00	2.22	2.67	3.00	2.50	2.50	3.00
			Std. Dev:	0.86	0.42	1.07	1.03	0.47	0.00	0.50	0.50	
10	1.1, 3.3	O. Demonstrates Effective Communication with	Mean:	2.06	1.89	2.29	2.22	2.00	1.00	2.50	1.50	3.00
			Std. Dev:	1.03	1.10	0.88	0.79	1.41	1.00	0.50	1.50	
9	1.1, 3.3	P. Demonstrates Punctuality	Mean:	2.88	2.78	3.00	3.00	3.00	2.00	3.00	3.00	3.00
			Std. Dev:	0.48	0.63	0.00	0.00	0.00	1.00	0.00	0.00	
9	1.1, 3.3	Q. Meets Deadlines and Obligations	Mean:	2.75	2.67	2.86	2.89	2.67	2.00	3.00	2.50	3.00
			Std. Dev:	0.56	0.67	0.35	0.31	0.47	1.00	0.00	0.50	
10	1.1, 3.3	S. Collaboration	Mean:	2.81	2.78	2.86	2.89	2.67	3.00	2.50	2.50	3.00
			Std. Dev:	0.39	0.42	0.35	0.31	0.47	0.00	0.50	0.50	
10	1.1, 3.3	T. Advocacy to Meet the Needs of Learners or for the Teaching	Mean:	2.06	2.00	2.14	2.11	2.33	2.50	1.00	2.00	3.00
			Std. Dev:	0.90	0.82	0.99	0.87	0.47	0.50	1.00	0.00	
9	1.1, 3.3	U. Responds Positively to Feedback and Constructive Criticism	Mean:	2.75	2.78	2.71	2.78	2.67	3.00	2.50	2.50	3.00
			Std. Dev:	0.43	0.42	0.45	0.42	0.47	0.00	0.50	0.50	
Overall Mean				2.41	2.40	2.41	2.43	2.54	2.25	2.25	2.31	3.00
Overall Std. Dev.				0.70	0.68	0.62	0.55	0.53	0.63	0.50	0.44	

(3) Exceeds Expectation (2) Meets Expectation (1) Emerging (0) Does not Meet Expectation

Fall 2018 Final

INTASC	CAEP	Competency Area		EPP	Undergraduate	MAT	Elementary	Secondary	Health & Physical	P-3 & TSD	English	Spanish
				N=20	N=12	N=8	N=11	N=4	N=2	N=3	N=3	N=1
9	1.1, 1.2, 3.3	M. Connections to Research and Theory	Mean:	2.20	2.08	2.38	2.27	2.50	1.50	2.00	2.33	3.00
			Std. Dev:	0.75	0.76	0.70	0.75	0.50	0.50	0.82	0.47	
9	1.1, 1.2, 3.3	N. Participates in Professional Development (PD)	Mean:	2.80	2.75	2.88	2.82	3.00	2.50	2.67	3.00	3.00
			Std. Dev:	0.40	0.43	0.33	0.39	0.00	0.50	0.47	0.00	
10	1.1, 3.3	O. Demonstrates Effective Communication with	Mean:	2.60	2.50	2.75	2.64	2.50	3.00	2.33	2.33	3.00
			Std. Dev:	0.58	0.65	0.43	0.48	0.87	0.00	0.47	0.94	
9	1.1, 3.3	P. Demonstrates Punctuality	Mean:	2.85	2.83	2.88	2.91	3.00	2.50	2.67	3.00	3.00
			Std. Dev:	0.36	0.37	0.33	0.29	0.00	0.50	0.47	0.00	
9	1.1, 3.3	Q. Meets Deadlines and Obligations	Mean:	2.80	2.67	3.00	3.00	2.75	2.00	2.67	2.67	3.00
			Std. Dev:	0.51	0.62	0.00	0.00	0.43	1.00	0.47	0.47	
10	1.1, 3.3	S. Collaboration	Mean:	2.90	2.92	2.88	2.91	3.00	3.00	2.67	3.00	3.00
			Std. Dev:	0.30	0.28	0.33	0.29	0.00	0.00	0.47	0.00	
10	1.1, 3.3	T. Advocacy to Meet the Needs of Learners or for the Teaching	Mean:	2.65	2.67	2.63	2.55	2.75	3.00	2.67	2.67	3.00
			Std. Dev:	0.57	0.47	0.70	0.66	0.43	0.00	0.47	0.47	
9	1.1, 3.3	U. Responds Positively to Feedback and Constructive Criticism	Mean:	2.85	2.92	2.75	2.82	3.00	3.00	2.67	3.00	3.00
			Std. Dev:	0.36	0.28	0.43	0.39	0.00	0.00	0.47	0.00	
Overall Mean				2.71	2.67	2.77	2.74	2.81	2.56	2.54	2.75	3.00
Overall Std. Dev.				0.48	0.48	0.41	0.40	0.28	0.31	0.51	0.29	

(3) Exceeds Expectation (2) Meets Expectation (1) Emerging (0) Does not Meet Expectation)

Candidate Preservice Assessment of Student Teaching (CPAST)
Candidate Preservice Assessment of Student Teaching Overall Scoring By Rubric

Fall 2017 Midterm

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/Music	Health & Physical	P-3 & TSD	Spanish
				N=30	N=16	N=4	N=1	N=1	N=2	N= 3	N=2	N=4	N=1
7	1.4, 1.1	A. Focus for Learning: Standards and Objectives	Mean:	2.07	2.19	2	3	1	2	1.67	2	2	2
			Std. Dev:	0.64	0.66	0.82	0	0	0	1.15	0	0	0
7	1.1	B. Materials and Resources	Mean:	2.20	2.31	2	2	2	2	2.33	2	2	2
			Std. Dev:	0.55	0.7	0	0	0	0	0.58	0	0	0
6	1.1, 1.2	C. Assessment of P-12 Learning	Mean:	1.77	1.88	2	2	2	2	1.33	1	1.75	2
			Std. Dev:	0.63	0.62	0	0	0	0	1.15	0	0.5	0
2	1.1, 3.3	D. Differentiated Methods	Mean:	1.67	2.00	1.5	2	1	1.5	1.00	1.5	1.25	1
			Std. Dev:	0.66	0.63	0.58	0	0	0.71	0.00	0.71	0.5	0
7	1.1	E. Learning Target and Directions	Mean:	2.07	2.25	1.75	2	2	1.5	1.67	2	2	2
			Std. Dev:	0.52	0.58	0.5	0	0	0.71	0.58	0	0	0
5	1.1	F. Critical Thinking	Mean:	1.67	1.94	1.25	2	1	1	1.33	1.5	1.25	2
			Std. Dev:	0.71	0.68	0.5	0	0	0	0.58	0.71	0.96	0
6, 8	1.1, 1.2	G. Checking for Understanding and Adjusting Instruction through Formative	Mean:	1.97	2.25	1.75	3	1	1.5	1.67	1.5	1.75	1
			Std. Dev:	0.72	0.58	0.96	0	0	0.71	1.15	0.71	0.5	0
8	1.1, 1.5	H. Digital Tools and Resources	Mean:	2.10	2.31	2.25	2	3	2	2.00	1.5	1.5	2
			Std. Dev:	0.71	0.7	0.5	0	0	0	1.00	0.71	0.58	0
3	1.1	I. Safe and Respectful Learning Environment	Mean:	2.23	2.63	1.5	2	1	1.5	2.00	2	2	1
			Std. Dev:	0.77	0.62	0.58	0	0	0.71	1.00	0	0.82	0
6	1.11.2, 2.3	J. Data-Guided Instruction	Mean:	1.63	1.81	1.75	3	1	1.5	1.33	1	1.25	2
			Std. Dev:	0.56	0.4	0.96	0	0	0.71	0.58	0	0.5	0
6	1.1	K. Feedback to Learners	Mean:	1.80	2.13	2	3	2	1.5	1.67	1	1	1
			Std. Dev:	0.66	0.5	0.82	0	0	0.71	0.58	0	0	0
7	1.1, 1.2	L. Assessment Techniques	Mean:	1.90	2.00	1.75	2	2	1.5	2.00	1.5	1.75	2
			Std. Dev:	0.55	0.52	0.5	0	0	0.71	1.00	0.71	0.5	0
9	1.1, 1.2, 3.3	M. Connections to Research and Theory	Mean:	1.60	1.69	1.25	2	1	1	1.67	1	1.75	2
			Std. Dev:	0.67	0.79	0.5	0	0	0	0.58	0	0.5	0
9	1.1, 1.2, 3.3	N. Participates in Professional Development (PD)	Mean:	2.47	2.69	2.25	3	3	1.5	2.33	2.5	2	2
			Std. Dev:	0.63	0.48	0.96	0	0	0.71	0.58	0.71	0.82	0
10	1.1, 3.3	O. Demonstrates Effective Communication with Parents or Legal Guardians	Mean:	1.53	1.88	1.25	3	0	1	0.67	2	0.75	2
			Std. Dev:	0.86	0.5	1.26	0	0	0	1.15	1.41	0.5	0
9	1.1, 3.3	P. Demonstrates Punctuality	Mean:	2.57	2.69	2.5	3	3	2	1.67	3	2.75	2
			Std. Dev:	0.68	0.48	1	0	0	1.41	1.15	0	0.5	0
9	1.1, 3.3	Q. Meets Deadlines and Obligations	Mean:	2.47	2.56	2.5	3	3	2	1.67	2.5	2.5	3
			Std. Dev:	0.63	0.51	0.58	0	0	0	1.15	0.71	0.58	0
3	1.1	R. Preparation	Mean:	2.23	2.63	1.75	3	1	1.5	1.33	2.5	2	1
			Std. Dev:	0.73	0.5	0.96	0	0	0.71	0.58	0.71	0	0
10	1.1, 3.3	S. Collaboration	Mean:	2.47	2.69	2.25	3	2	2	2.00	2.5	2.25	2
			Std. Dev:	0.57	0.48	0.5	0	0	0	1.00	0.71	0.5	0
10	1.1, 3.3	T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	Mean:	2.13	2.38	1.75	2	2	1.5	2.00	1.5	2	2
			Std. Dev:	0.78	0.72	0.5	0	0	0.71	1.00	0.71	1.15	0
9	1.1, 3.3	U. Responds Positively to Feedback and Constructive Criticism	Mean:	2.47	2.75	2.5	3	3	2	2.00	2	2.25	1
			Std. Dev:	0.63	0.45	0.58	0	0	0	1.00	0	0.5	0

(3) Exceeds Expectation (2) Meets Expectation (1) Emerging (0) Does not Meet Expectation

Fall 2017 Final

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/ Music	Health & Physical	P-3 & TSD	Spanish
				N=32	N=17	N=4	N=1	N=1	N=2	N=4	N=2	N=4	N=1
7	1.4, 1.1	A. Focus for Learning: Standards and Objectives	Mean:	2.63	2.76	2.5	3	2	2.5	2.00	2.5	2.75	3
			Std. Dev:	0.55	0.44	0.58	0	0	0.71	0.82	0.71	0.5	0
7	1.1	B. Materials and Resources	Mean:	2.69	2.76	2.75	2	3	3	2.50	2.5	2.5	3
			Std. Dev:	0.47	0.44	0.5	0	0	0	0.58	0.71	0.58	0
6	1.1, 1.2	C. Assessment of P-12 Learning	Mean:	2.50	2.65	2.5	3	3	2	2.50	1.5	2.25	3
			Std. Dev:	0.67	0.49	0.58	0	0	0	1.00	0.71	0.96	0
2	1.1, 3.3	D. Differentiated Methods	Mean:	2.38	2.59	2.25	3	2	2	1.75	2	2.25	3
			Std. Dev:	0.61	0.51	0.5	0	0	0	0.50	1.41	0.5	0
7	1.1	E. Learning Target and Directions	Mean:	2.63	2.76	2.5	2	3	2.5	2.00	2.5	2.75	3
			Std. Dev:	0.55	0.44	0.58	0	0	0.71	0.82	0.71	0.5	0
5	1.1	F. Critical Thinking	Mean:	2.38	2.59	2.5	2	2	3	2.00	1.5	2.25	2
			Std. Dev:	0.61	0.51	0.58	0	0	0	0.82	0.71	0.5	0
6, 8	1.1, 1.2	G. Checking for Understanding and Adjusting Instruction through Formative	Mean:	2.56	2.71	2.75	3	3	2.5	2.00	1.5	2.75	3
			Std. Dev:	0.62	0.47	0.5	0	0	0.71	0.82	0.71	0.5	0
8	1.1, 1.5	H. Digital Tools and Resources	Mean:	2.59	2.71	2.5	2	3	2.5	2.75	2	2.25	3
			Std. Dev:	0.5	0.47	0.58	0	0	0.71	0.50	0	0.5	0
3	1.1	I. Safe and Respectful Learning Environment	Mean:	2.75	2.88	2.75	3	3	2.5	2.50	2.5	2.5	3
			Std. Dev:	0.51	0.33	0.5	0	0	0.71	0.58	0.71	1	0
6	1.1, 1.2, 2.3	J. Data-Guided Instruction	Mean:	2.28	2.41	2.25	3	2	2	2.25	1	2.5	2
			Std. Dev:	0.58	0.51	0.5	0	0	0	0.50	0	0.58	0
6	1.1	K. Feedback to Learners	Mean:	2.53	2.76	3	3	3	2.00	1.5	2.25	2	
			Std. Dev:	0.67	0.44	0	0	0	0.82	0.71	0.96	0	
7	1.1, 1.2	L. Assessment Techniques	Mean:	2.44	2.71	2.5	3	3	2	2.25	1	2.2	2
			Std. Dev:	0.62	0.47	0.58	0	0	0	0.50	0	0.5	0
9	1.1, 1.2, 3.3	M. Connections to Research and Theory	Mean:	2.13	2.18	2	2	2	2.00	0.5	2.75	3	
			Std. Dev:	0.71	0.53	0	0	0	0.82	0.71	0.5	0	
9	1.1, 1.2, 3.3	N. Participates in Professional Development (PD)	Mean:	2.63	2.71	2.75	3	3	2.5	2.50	2.5	2.25	3
			Std. Dev:	0.49	0.47	0.5	0	0	0.71	0.58	0.71	0.5	0
10	1.1, 3.3	O. Demonstrates Effective Communication with Parents or Legal Guardians	Mean:	2.50	2.65	2.25	3	2	2	2.25	2.5	2.25	3
			Std. Dev:	0.57	0.61	0.5	0	0	0	0.50	0.71	0.5	0
9	1.1, 3.3	P. Demonstrates Punctuality	Mean:	2.63	2.71	2.75	3	3	2.5	2.25	2.5	2.5	3
			Std. Dev:	0.66	0.59	0.5	0	0	0.71	0.96	0.71	1	0
9	1.1, 3.3	Q. Meets Deadlines and Obligations	Mean:	2.78	2.88	3	3	3	2.00	3	2.75	3	
			Std. Dev:	0.49	0.33	0	0	0	0.82	0	0.5	0	
3	1.1	R. Preparation	Mean:	2.69	2.82	2.75	3	3	2.5	2.50	2.5	2.25	3
			Std. Dev:	0.47	0.39	0.5	0	0	0.71	0.58	0.71	0.5	0
10	1.1, 3.3	S. Collaboration	Mean:	2.84	2.94	3	3	3	2.75	2.5	2.5	3	
			Std. Dev:	0.37	0.24	0	0	0	0.50	0.71	0.58	0	
10	1.1, 3.3	T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	Mean:	2.44	2.71	2	2	2	2.25	1.5	2.25	3	
			Std. Dev:	0.56	0.47	0	0	0	0.50	0.71	0.5	0	
9	1.1, 3.3	U. Responds Positively to Feedback and Constructive Criticism	Mean:	2.78	2.94	3	3	3	2.25	2.5	2.5	3	
			Std. Dev:	0.49	0.24	0	0	0	0.96	0.71	0.58	0	

Spring 2018 Midterm

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/Music	Health & Physical	P-3 & TSD	Spanish	English
				N=84	N=44	N=22	N=2	N=5	N=3	N=9	N=3	N=2	N=2	N=12
7	14, 1.1	A. Focus for Learning: Standards and Objectives	Mean:	2.38	2.39	2.55	3.00	2.40	2.00	2.22	1.67	1.50	2.50	2.67
			Std. Dev:	0.56	0.49	0.51	0	0.71	0	0.67	0.58	0.71	0	0.49
7	1.1	B. Materials and Resources	Mean:	2.49	2.50	2.59	3.00	2.40	2.00	2.56	2.00	1.50	2.50	2.75
			Std. Dev:	0.55	0.51	0.5	0	0	0	0.73	0	0.71	0	0.45
6	11, 1.2	C. Assessment of P-12 Learning	Mean:	2.12	2.02	2.32	2.00	2.40	2.00	2.00	1.67	1.50	3.00	2.42
			Std. Dev:	0.63	0.59	0.57	0	0.71	0	0.71	0.58	0.71	0	0.67
2	11, 3.3	D. Differentiated Methods	Mean:	2.10	2.14	2.23	2.00	1.80	1.67	1.89	1.00	1.50	2.50	2.58
			Std. Dev:	0.59	0.51	0.61	0	0	0.58	0.60	0	0.71	0	0.51
7	1.1	E. Learning Target and Directions	Mean:	2.32	2.34	2.45	2.50	2.60	2.33	2.11	1.67	2.00	2.50	2.42
			Std. Dev:	0.58	0.53	0.6	0.71	0.71	0.58	0.60	0.58	1.41	0	0.67
5	1.1	F. Critical Thinking	Mean:	1.98	1.98	2.23	2.50	2.20	1.67	1.56	0.67	1.50	2.50	2.33
			Std. Dev:	0.71	0.51	0.69	0.71	0.71	0.58	1.01	0.58	0.71	0	0.78
6, 8	11, 1.2	G. Checking for Understanding and Adjusting Instruction through Formative	Mean:	2.17	2.30	2.23	2.00	2.00	2.00	1.56	1.67	1.50	2.50	2.42
			Std. Dev:	0.64	0.55	0.61	0	0	0	0.73	0.58	0.71	0	0.79
8	11, 1.5	H. Digital Tools and Resources	Mean:	2.48	2.50	2.77	2.50	2.60	2.67	2.44	0.33	2.00	2.00	2.92
			Std. Dev:	0.70	0.55	0.43	0.71	0.71	0.58	0.73	0.58	0	0	0.29
3	1.1	I. Safe and Respectful Learning Environment	Mean:	2.57	2.66	2.77	2.50	2.60	3.00	2.11	1.33	1.50	3.00	2.83
			Std. Dev:	0.65	0.57	0.43	1.71	0.71	0	0.78	0.58	0.71		0.39
6	11.12, 2.3	J. Data-Guided Instruction	Mean:	1.83	1.84	2.18	2.00	2.20	1.67	1.33	1.33	0.50	2.00	2.33
			Std. Dev:	0.76	0.61	0.66	0	0.71	0.58	1.22	0.58	0.71	0	0.65
6	1.1	K. Feedback to Learners	Mean:	2.15	2.14	2.27	2.50	2.20	1.33	1.89	2.00	2.00	2.50	2.50
			Std. Dev:	0.65	0.59	0.7	0.71	0.71	0.58	0.78	0	1.41	0	0.67
7	11, 1.2	L. Assessment Techniques	Mean:	2.06	2.05	2.32	2.00	2.20	2.33	1.89	1.33	1.00	2.50	2.42
			Std. Dev:	0.50	0.43	0.48	0	0	0.58	0.33	0.58	0	0	0.51
9	11, 1.2, 3.3	M. Connections to Research and Theory	Mean:	1.94	1.95	2.23	2.50	2.20	2.67	1.78	0.33	0.50	3.00	2.08
			Std. Dev:	0.96	0.86	0.87	0.71	0.71	0.58	1.09	0.58	0.71	0	1
9	11, 1.2, 3.3	N. Participates in Professional Development (PD)	Mean:	2.36	2.36	2.64	2.50	2.80	2.33	1.56	2.67	2.00	2.50	2.67
			Std. Dev:	0.83	0.87	0.49	0.71	0	0.58	1.13	0.58	0	0	0.49
10	11, 3.3	O. Demonstrates Effective Communication with Parents or Legal Guardians	Mean:	1.89	1.98	2.14	1.50	2.40	1.67	1.33	0.67	2.50	1.50	2.25
			Std. Dev:	0.82	0.76	0.71	0.71	0	0.58	0.87	1.15	0.71	0	0.75
9	11, 3.3	P. Demonstrates Punctuality	Mean:	2.82	2.84	2.91	3.00	3.00	3.00	2.44	2.67	3.00	3.00	2.83
			Std. Dev:	0.42	0.37	0.29	0	0	0	0.73	0.58	0	0	0.39
9	11, 3.3	Q. Meets Deadlines and Obligations	Mean:	2.65	2.73	2.77	2.50	3.00	2.67	2.22	2.67	1.50	2.50	2.75
			Std. Dev:	0.63	0.54	0.43	0.71	0	0.58	1.09	0.58	0.71	0	0.45
3	1.1	R. Preparation	Mean:	2.67	2.64	2.86	3.00	3.00	2.67	2.33	2.67	2.00	3.00	2.83
			Std. Dev:	0.55	0.53	0.35	0	0	0.58	0.87	0.58	0	0	0.39
10	11, 3.3	S. Collaboration	Mean:	2.75	2.77	2.91	3.00	3.00	2.67	2.33	2.33	2.50	3.00	2.92
			Std. Dev:	0.49	0.42	0.29	0	0	0.58	0.87	0.58	0.71	0	0.29
10	11, 3.3	T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	Mean:	2.36	2.43	2.55	2.50	2.80	2.00	1.78	2.00	1.50	2.00	2.58
			Std. Dev:	0.57	0.55	0.51	0.71	0	0	0.44	0	0.71	0	0.51
9	11, 3.3	U. Responds Positively to Feedback and Constructive Criticism	Mean:	2.77	2.77	2.95	3.00	3.00	3.00	2.33	2.67	2.50	3.00	2.92
			Std. Dev:	0.47	0.48	0.21	0	0	0	0.71	0.58	0.71	0	0.29

Spring 2018 Final

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Art/Music	Health & Physical	P-3 & TSD	English
				N=78	N=36	N=25	N=10	N=5	N=2	N= 14
7	1.4, 1.1	A. Focus for Learning: Standards and Objectives /Targets	Mean:	2.78	2.81	2.92	2.70	2.20	2.50	2.83
			Std. Dev:	0.42	0.4	0.28	0.48	0.45	0.71	0.29
7	1.1	B. Materials and Resources	Mean:	2.78	2.75	2.88	2.90	2.40	2.50	2.95
			Std. Dev:	0.42	0.44	0.33	0.32	0.55	0.71	0.15
6	1.1, 1.2	C. Assessment of P-12 Learning	Mean:	2.60	2.58	2.80	2.60	1.80	2.50	2.83
			Std. Dev:	0.54	0.5	0.41	0.70	0.45	0.71	0.29
2	1.1, 3.3	D. Differentiated Methods	Mean:	2.69	2.75	2.76	2.60	2.20	2.50	2.91
			Std. Dev:	0.52	0.44	0.44	0.70	0.84	0.71	0.2
7	1.1	E. Learning Target and Directions	Mean:	2.74	2.83	2.72	2.70	2.40	2.50	2.67
			Std. Dev:	0.47	0.38	0.46	0.67	0.55	0.71	0.29
5	1.1,	F. Critical Thinking	Mean:	2.50	2.50	2.60	2.50	1.80	3.00	2.58
			Std. Dev:	0.58	0.51	0.5	0.71	0.84	0.71	0.49
6, 8	1.1, 1.2	G. Checking for Understanding and Adjusting Instruction through Formative Assessment	Mean:	2.67	2.72	2.80	2.50	2.00	2.50	2.83
			Std. Dev:	0.53	0.45	0.41	0.71	0.71	0.71	0.29
8	1.1, 1.5	H. Digital Tools and Resources	Mean:	2.68	2.78	2.88	2.90	0.80	2.00	2.83
			Std. Dev:	0.67	0.42	0.33	0.32	1.1	0	0.29
3	1.1	I. Safe and Respectful Learning Environment	Mean:	2.82	2.83	2.92	2.80	2.40	2.50	2.83
			Std. Dev:	0.39	0.38	0.28	0.42	0.55	0.71	0.29
6	1.1 1.2, 2.3	J. Data-Guided Instruction	Mean:	2.38	2.44	2.64	2.20	1.40	1.50	2.74
			Std. Dev:	0.61	0.5	0.49	0.63	0.55	0.71	0.49
6	1.1	K. Feedback to Learners	Mean:	2.62	2.67	2.68	2.60	1.80	3.00	2.62
			Std. Dev:	0.54	0.48	0.48	0.70	0.45	0	0.44
7	1.1, 1.2	L. Assessment Techniques	Mean:	2.58	2.58	2.88	2.30	1.80	2.00	2.79
			Std. Dev:	0.57	0.5	0.33	0.67	0.84	0	0.44
9	1.1, 1.2, 3.3	M. Connections to Research and Theory	Mean:	2.35	2.36	2.48	2.60	1.40	1.50	2.61
			Std. Dev:	0.64	0.64	0.51	0.52	0.55	0.71	0.55
9	1.1, 1.2, 3.3	N. Participates in Professional Development (PD)	Mean:	2.68	2.67	2.68	2.80	2.80	2.00	2.70
			Std. Dev:	0.5	0.53	0.48	0.42	0.45	0	0.525
10	1.1, 3.3	O. Demonstrates Effective Communication with Parents or Legal Guardians	Mean:	2.35	2.50	2.40	2.10	1.40	2.50	2.56
			Std. Dev:	0.66	0.51	0.58	0.57	1.34	0.71	0.55
9	1.1, 3.3	P. Demonstrates Punctuality	Mean:	2.91	2.97	2.96	2.60	2.80	3.00	2.83
			Std. Dev:	0.33	0.17	0.2	0.70	0.45	0	0.29
9	1.1, 3.3	Q. Meets Deadlines and Obligations	Mean:	2.81	2.78	2.96	2.70	2.60	2.50	3.00
			Std. Dev:	0.43	0.42	0.2	0.48	0.89	0.71	0
3	1.1	R. Preparation	Mean:	2.90	2.89	3.00	2.70	2.80	3.00	3.00
			Std. Dev:	0.35	0.32	0	0.67	0.45	0	0
10	1.1, 3.3	S. Collaboration	Mean:	2.94	2.94	3.00	2.80	2.80	3.00	3.00
			Std. Dev:	0.29	0.23	0	0.63	0.45	0	0
10	1.1, 3.3	T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	Mean:	2.65	2.69	2.88	2.60	1.40	2.50	2.83
			Std. Dev:	0.58	0.47	0.33	0.70	0.55	0.71	0.29
9	1.1, 3.3	U. Responds Positively to Feedback and Constructive Criticism	Mean:	2.91	2.89	3.00	2.80	2.80	3.00	3.00
			Std. Dev:	0.29	0.32	0	0.42	0.45	0	0
				32	2.85	2.94	2.75	2.19	2.60	2.95
Overall Std. Dev.				0.49	0.43	0.34	0.58	0.64	0.44	0.29

Fall 2018 Midterm

INTASC	CAEP	Competency Area		EPP	Undergraduate	MAT	Elementary	Secondary	Health & Physical	P-3 & TSD	English	Spanish
				N= 16	N=9	N= 7	N=9	N= 3	N= 2	N= 2	N= 2	N= 1
7	1.4, 1.1	A. Focus for Learning: Standards and Objectives /Targets	Mean:	2.31	2.33	2.29	2.33	3.00	1.50	2.00	3.00	3.00
			Std. Dev:	0.58	0.67	0.45	0.47	0.00	0.50	0.00	0.00	
7	1.1	B. Materials and Resources	Mean:	2.38	2.44	2.29	2.33	2.67	2.00	2.50	2.50	3.00
			Std. Dev:	0.48	0.50	0.45	0.47	0.47	0.00	0.50	0.50	
6	1.1, 1.2	C. Assessment of P-12 Learning	Mean:	1.94	2.00	1.86	2.00	2.33	1.00	2.00	2.50	2.00
			Std. Dev:	0.66	0.82	0.35	0.47	0.47	1.00	0.00	0.50	
2	1.1, 3.3	D. Differentiated Methods	Mean:	1.88	1.89	1.86	1.89	1.67	2.00	2.00	1.50	2.00
			Std. Dev:	0.48	0.57	0.35	0.57	0.47	0.00	0.00	0.50	
7	1.1	E. Learning Target and Directions	Mean:	2.38	2.33	2.43	2.44	2.00	2.50	2.50	2.00	2.00
			Std. Dev:	0.60	0.67	0.49	0.68	0.00	0.50	0.50	0.00	
5	1.1,	F. Critical Thinking	Mean:	1.88	1.78	2.00	2.00	1.67	1.50	2.00	1.50	2.00
			Std. Dev:	0.48	0.63	0.00	0.47	0.47	0.50	0.00	0.50	
6, 8	1.1, 1.2	G. Checking for Understanding and Adjusting Instruction through Formative Assessment	Mean:	1.94	1.78	2.14	2.00	2.67	0.50	2.00	2.50	3.00
			Std. Dev:	0.66	0.79	0.35	0.00	0.47	0.50	0.00	0.50	
8	1.1, 1.5	H. Digital Tools and Resources	Mean:	2.19	2.00	2.43	2.33	2.67	0.50	2.50	2.50	3.00
			Std. Dev:	0.81	0.94	0.49	0.47	0.47	0.50	0.50	0.50	
3	1.1	I. Safe and Respectful Learning Environment	Mean:	2.50	2.44	2.57	2.56	2.67	2.00	2.50	2.50	3.00
			Std. Dev:	0.71	0.68	0.73	0.68	0.47	1.00	0.50	0.50	
6	1.1 1.2, 2.3	J. Data-Guided Instruction	Mean:	1.56	1.56	1.57	1.67	2.00	0.50	1.50	1.50	3.00
			Std. Dev:	0.86	0.83	0.90	0.82	0.82	0.50	0.50	0.50	
6	1.1	K. Feedback to Learners	Mean:	2.25	2.00	2.57	2.44	2.67	1.00	2.00	2.50	3.00
			Std. Dev:	0.66	0.67	0.49	0.50	0.47	0.00	0.00	0.50	
7	1.1, 1.2	L. Assessment Techniques	Mean:	1.56	1.44	1.71	1.78	1.67	0.00	2.00	1.50	2.00
			Std. Dev:	0.79	0.96	0.45	0.63	0.47	0.00	0.00	0.50	
9	1.1, 1.2, 3.3	M. Connections to Research and Theory	Mean:	1.50	1.56	1.43	1.33	2.33	1.50	1.00	2.00	3.00
			Std. Dev:	0.94	0.96	0.90	0.67	0.47	1.50	1.00	0.00	
9	1.1, 1.2, 3.3	N. Participates in Professional Development (PD)	Mean:	2.44	2.78	2.00	2.22	2.67	3.00	2.50	2.50	3.00
			Std. Dev:	0.86	0.42	1.07	1.03	0.47	0.00	0.50	0.50	
10	1.1, 3.3	O. Demonstrates Effective Communication with Parents or Legal Guardians	Mean:	2.06	1.89	2.29	2.22	2.00	1.00	2.50	1.50	3.00
			Std. Dev:	1.03	1.10	0.88	0.79	1.41	1.00	0.50	1.50	
9	1.1, 3.3	P. Demonstrates Punctuality	Mean:	2.88	2.78	3.00	3.00	3.00	2.00	3.00	3.00	3.00
			Std. Dev:	0.48	0.63	0.00	0.00	0.00	1.00	0.00	0.00	
9	1.1, 3.3	Q. Meets Deadlines and Obligations	Mean:	2.75	2.67	2.86	2.89	2.67	2.00	3.00	2.50	3.00
			Std. Dev:	0.56	0.67	0.35	0.31	0.47	1.00	0.00	0.50	
3	1.1	R. Preparation	Mean:	2.63	2.56	2.71	2.67	2.67	2.00	3.00	2.50	3.00
			Std. Dev:	0.60	0.68	0.45	0.47	0.47	1.00	0.00	0.50	
10	1.1, 3.3	S. Collaboration	Mean:	2.81	2.78	2.86	2.89	2.67	3.00	2.50	2.50	3.00
			Std. Dev:	0.39	0.42	0.35	0.31	0.47	0.00	0.50	0.50	
10	1.1, 3.3	T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	Mean:	2.06	2.00	2.14	2.11	2.33	2.50	1.00	2.00	3.00
			Std. Dev:	0.90	0.82	0.99	0.87	0.47	0.50	1.00	0.00	
9	1.1, 3.3	U. Responds Positively to Feedback and Constructive Criticism	Mean:	2.75	2.78	2.71	2.78	2.67	3.00	2.50	2.50	3.00
			Std. Dev:	0.43	0.42	0.45	0.42	0.47	0.00	0.50	0.50	
Overall Mean				2.33	2.29	2.39	2.39	2.53	1.75	2.33	2.35	2.90
Overall Std. Dev.				0.67	0.71	0.52	0.53	0.47	0.52	0.31	0.43	0.00

Fall 2018 Final

INTASC	CAEP	Competency Area		EPP	Undergraduate	MAT	Elementary	Secondary	Health & Physical	P-3 & TSD	English	Spanish
				N= 20	N= 12	N= 8	N= 11	N= 4	N= 2	N= 3	N= 3	N= 1
7	1.4, 1.1	A. Focus for Learning: Standards and Objectives /Targets	Mean:	2.85	2.83	2.88	2.91	2.75	3.00	2.67	2.67	3.00
			Std. Dev:	0.36	0.37	0.33	0.29	0.43	0.00	0.47	0.47	
7	1.1	B. Materials and Resources	Mean:	2.85	2.83	2.88	2.91	2.75	3.00	2.67	2.67	3.00
			Std. Dev:	0.36	0.37	0.33	0.29	0.43	0.00	0.47	0.47	
6	1.1, 1.2	C. Assessment of P-12 Learning	Mean:	2.35	2.33	2.38	2.36	2.75	1.50	2.33	2.67	3.00
			Std. Dev:	0.65	0.62	0.70	0.64	0.43	0.50	0.47	0.47	
2	1.1, 3.3	D. Differentiated Methods	Mean:	2.50	2.58	2.38	2.45	3.00	2.00	2.33	3.00	3.00
			Std. Dev:	0.50	0.49	0.48	0.50	0.00	0.00	0.47	0.00	
7	1.1	E. Learning Target and Directions	Mean:	2.80	2.75	2.88	2.82	3.00	2.50	2.67	3.00	3.00
			Std. Dev:	0.40	0.43	0.33	0.39	0.00	0.50	0.47	0.00	
5	1.1,	F. Critical Thinking	Mean:	2.40	2.33	2.50	2.36	2.50	2.50	2.33	2.33	3.00
			Std. Dev:	0.49	0.47	0.50	0.48	0.50	0.50	0.47	0.47	
6, 8	1.1, 1.2	G. Checking for Understanding and Adjusting Instruction through Formative Assessment	Mean:	2.40	2.42	2.38	2.45	2.50	2.00	2.33	2.33	3.00
			Std. Dev:	0.58	0.49	0.70	0.66	0.50	0.00	0.47	0.47	
8	1.1, 1.5	H. Digital Tools and Resources	Mean:	2.70	2.67	2.75	2.73	3.00	2.00	2.67	3.00	3.00
			Std. Dev:	0.56	0.62	0.43	0.45	0.00	1.00	0.47	0.00	
3	1.1	I. Safe and Respectful Learning Environment	Mean:	2.90	2.92	2.88	2.91	3.00	3.00	2.67	3.00	3.00
			Std. Dev:	0.30	0.28	0.33	0.29	0.00	0.00	0.47	0.00	
6	1.1 1.2, 2.3	J. Data-Guided Instruction	Mean:	2.30	2.33	2.25	2.18	2.75	2.00	2.33	2.67	3.00
			Std. Dev:	0.64	0.62	0.66	0.57	0.43	1.00	0.47	0.47	
6	1.1	K. Feedback to Learners	Mean:	2.65	2.67	2.63	2.82	2.50	2.00	2.67	2.33	3.00
			Std. Dev:	0.57	0.62	0.48	0.39	0.50	1.00	0.47	0.47	
7	1.1, 1.2	L. Assessment Techniques	Mean:	2.30	2.42	2.13	2.18	2.50	2.50	2.33	2.33	3.00
			Std. Dev:	0.56	0.49	0.60	0.57	0.50	0.50	0.47	0.47	
9	1.1, 1.2, 3.3	M. Connections to Research and Theory	Mean:	2.20	2.08	2.38	2.27	2.50	1.50	2.00	2.33	3.00
			Std. Dev:	0.75	0.76	0.70	0.75	0.50	0.50	0.82	0.47	
9	1.1, 1.2, 3.3	N. Participates in Professional Development (PD)	Mean:	2.80	2.75	2.88	2.82	3.00	2.50	2.67	3.00	3.00
			Std. Dev:	0.40	0.43	0.33	0.39	0.00	0.50	0.47	0.00	
10	1.1, 3.3	O. Demonstrates Effective Communication with Parents or Legal Guardians	Mean:	2.60	2.50	2.75	2.64	2.50	3.00	2.33	2.33	3.00
			Std. Dev:	0.58	0.65	0.43	0.48	0.87	0.00	0.47	0.94	
9	1.1, 3.3	P. Demonstrates Punctuality	Mean:	2.85	2.83	2.88	2.91	3.00	2.50	2.67	3.00	3.00
			Std. Dev:	0.36	0.37	0.33	0.29	0.00	0.50	0.47	0.00	
9	1.1, 3.3	Q. Meets Deadlines and Obligations	Mean:	2.80	2.67	3.00	3.00	2.75	2.00	2.67	2.67	3.00
			Std. Dev:	0.51	0.62	0.00	0.00	0.43	1.00	0.47	0.47	
3	1.1	R. Preparation	Mean:	2.90	2.83	3.00	3.00	3.00	2.50	2.67	3.00	3.00
			Std. Dev:	0.30	0.37	0.00	0.00	0.00	0.50	0.47	0.00	
10	1.1, 3.3	S. Collaboration	Mean:	2.90	2.92	2.88	2.91	3.00	3.00	2.67	3.00	3.00
			Std. Dev:	0.30	0.28	0.33	0.29	0.00	0.00	0.47	0.00	
10	1.1, 3.3	T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	Mean:	2.65	2.67	2.63	2.55	2.75	3.00	2.67	2.67	3.00
			Std. Dev:	0.57	0.47	0.70	0.66	0.43	0.00	0.47	0.47	
9	1.1, 3.3	U. Responds Positively to Feedback and Constructive Criticism	Mean:	2.85	2.92	2.75	2.82	3.00	3.00	2.67	3.00	3.00
			Std. Dev:	0.36	0.28	0.43	0.39	0.00	0.00	0.47	0.00	
Overall Mean				2.78	2.76	2.80	2.80	2.93	2.55	2.65	2.85	3.00
Overall Std. Dev.				0.48	0.48	0.43	0.42	0.28	0.38	0.49	0.29	0.00

(CPAST): Pedagogy and Dispositions

RUBRIC and “Look Fors”

Introduction: This document is a resource guide for supervisors, cooperating teachers, and student teachers to use in conjunction with the CPAST Form. It includes a suggested, **non-exhaustive** list of examples of qualities that may be useful in defining a student teacher’s level of performance. It describes where a supervisor may find evidence for a particular row of the rubrics (“Sources of Evidence”), as well as how a student teacher may achieve a particular rating (i.e., the qualities of their actions, found in “Possible Evidence”).

- Supervisors and cooperating/mentor teachers should use their professional judgment and consider the context-specific factors of the learning environment when using this document and determining a consensus score for the student teacher.
- It is not expected that student teachers will demonstrate evidence/behaviors for *all* the suggested “Look Fors” in a row.
- The “Look Fors” may be useful to consult when developing goals at the midterm and final.
- The “Look Fors” are cumulative (i.e., sample behaviors listed under “Meets” should also be present for “Exceeds”).

Resources:

[Boston Public Schools Teacher Rubric with Suggested Teacher and Student Look Fors](#)
[Education Development Center](#)
[edTPA “Understanding the Rubric Progressions”](#)
[InTASC Model Core Teaching Standards and Learning Progressions for Teachers](#)
[ISTE Essential Conditions Rubric](#)
[Marzano Teacher Evaluation Model by Washington State Criteria](#)
[Rubric for Teacher Candidate During Clinical Experience](#)
[NASSP Recognizing Rigorous and Engaging Teaching and Learning](#)

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Planning for Instruction and Assessment				
A. Focus for Learning: Standards and Objectives /Targets	Plans align to appropriate P-12 state learning standards AND Goals are measureable AND Standards, objectives/targets , and learning tasks are consistently aligned with each other AND Articulates objectives/targets that are appropriate for learners and <i>attend to appropriate developmental progressions relative to age and content-area</i>	Plans align to appropriate P-12 state learning standards AND Goals <i>are</i> measureable AND Standards, objectives/ targets , and learning tasks <i>are consistently aligned</i> with each other AND Articulates objectives/targets that are appropriate for learners	Plans <i>align</i> to appropriate P-12 state learning standards AND/OR Some goals are measureable AND/OR Standards, objectives/targets , and learning tasks, are <i>loosely or are not consistently</i> aligned with each other AND/OR Articulates <i>some</i> objectives/targets that are appropriate for learners	Plans <i>do not align</i> to the appropriate P-12 state learning standards AND/OR Goals are <i>absent or not measureable</i> AND/OR Standards, objectives/targets , and learning tasks <i>are not aligned</i> with each other AND/OR Does not articulate objectives/targets that are appropriate for learners
Sources of Evidence:	<ul style="list-style-type: none"> • Pre/post observation conferences • Conversations with and/or documentation from the mentor teacher • Cumulative lesson plans <ul style="list-style-type: none"> ○ Student learning objectives ○ Evidence of differentiation ○ Use of Ohio Learning Standards • Posted learning objectives/ targets 			
Possible Evidence:	<i>Exceeds/Meets Expectations</i>		<i>Emerging/ Does Not Meet Expectations</i>	
	<ul style="list-style-type: none"> • Student teachers’ plans: appropriately “connect content to standard” (Marzano, p. 27). • “Goals are: specific, measurable and timebound; based on multiple sources of available data that reveal prior student learning; aligned to content standards; appropriate for the context, instructional interval and content standard(s); demonstrating a significant impact on student learning of content (transferable skills)” (Marzano, p. 36). 		<ul style="list-style-type: none"> • “Goals may be missing one or more of the following qualities: specific, measurable and timebound. Goals are not based on prior available student learning. Goals are partially aligned to content standards. Goals may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s). Goal is not connected to a significant impact on student learning of content” (Marzano, p. 36). 	

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Planning for Instruction and Assessment				
B. Materials and Resources	Uses a variety of materials and resources that 1. Align with all objectives/targets 2. Make content relevant to learners 3. <i>Encourage individualization of learning</i>	Uses a <i>variety</i> of materials and resources that 1. Align with <i>all</i> objectives/targets 2. <i>Make content relevant to learners</i>	Uses materials and resources that <i>align</i> with some of the objectives/targets	Materials and resources do not align with objectives/targets
Sources of Evidence:	<ul style="list-style-type: none"> • Observation of teaching • Pre/post observation conferences • Conversations with and/or documentation from the mentor teacher • Cumulative lesson plans <ul style="list-style-type: none"> ○ Evidence of differentiation in lesson plan • Instructional materials <ul style="list-style-type: none"> ○ Appropriate citations for resources 			
Possible Evidence:	<i>Exceeds/Meets Expectations</i>		<i>Emerging/ Does Not Meet Expectations</i>	
	<ul style="list-style-type: none"> • “The [student] teacher identifies the available materials that can enhance student understanding and the manner in which they will be used” (Marzano, p. 28). 		<ul style="list-style-type: none"> • “The [student] teacher identifies the available materials that can enhance learner understanding but does not clearly identify or describe the manner in which they will be used” (Marzano, p. 28). • Student teacher relies on lecture with no supporting materials • Does not allow for learner use of materials (all teacher demonstration) 	

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Planning for Instruction and Assessment				
C. Assessment of P-12 Learning	Plans a variety of assessments that 1. Provide opportunities for learners of <i>varying abilities</i> to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. Are culturally relevant and draw from learners' funds of knowledge 4. <i>Promote learner growth</i>	Plans a <i>variety of assessments</i> that 1. Provide opportunities for <i>learners</i> to illustrate competence (whole class) 2. Align with the appropriate P-12 state learning standards 3. <i>Are culturally relevant and draw from learners' funds of knowledge</i>	Planned assessments 1. <i>Provide opportunities for some learners to illustrate competence (whole class)</i> 2. <i>Align with the appropriate P-12 state learning standards</i>	Planned assessments 1. <i>Are not included</i> OR 2. <i>Do not align with the appropriate P-12 state learning standards</i>
Sources of Evidence:	<ul style="list-style-type: none"> • Observation of teaching • Pre/post observation conferences • Conversations with and/or documentation from the mentor teacher • Cumulative lesson plans • Variety of formative and summative assessments • Posted learning objectives/ targets 			
Possible Evidence:	<i>Exceeds/Meets Expectations</i>		<i>Emerging/ Does Not Meet Expectations</i>	
	<ul style="list-style-type: none"> • Student teacher is able to inform learners, and discuss learner progress, using formative data • Plans submitted include assessment/evaluation components • Assessments are clearly aligned to congruent standards • Assessment is included in the daily procedures • Student teacher uses a variety and balance of assessment techniques • Evidence of funds of knowledge include incorporation of students': home language, family values and traditions, family occupations, attitudes toward caregiving, friends and family, etc. (EDC, p. 2) 		<ul style="list-style-type: none"> • Relies on learner self-grading/self-correcting • Plans include vague data collection techniques • Assessments are misaligned • Planned assessments are not aligned to procedures • Assessments are not developmentally appropriate or grade-level appropriate • Relies heavily on publisher generated tests 	

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)	
Planning for Instruction and Assessment					
D. Differentiated Methods	Lessons make <i>meaningful and relevant</i> connections to 1. Learners’ prior knowledge 2. Previous lessons 3. Future learning 4. <i>Other disciplines and real-world experiences</i> AND Differentiation of instruction supports learner development AND Organizes instruction to ensure content is comprehensible, relevant, and <i>challenging</i> for learners	Lessons make <i>clear and coherent</i> connections to 1. Learners’ prior knowledge 2. Previous lessons 3. <i>Future learning</i> AND Differentiation of instruction supports learner development AND Organizes instruction to ensure content is comprehensible and <i>relevant</i> for learners	Lessons make an attempt to <i>build on, but are not completely successful at</i> connecting to 1. Learners’ prior knowledge, 2. Previous lessons, OR future learning AND Differentiation of instruction is <i>minimal</i> AND Organizes instruction to ensure content is <i>comprehensible for learners</i>	Lessons <i>do not build on or connect to</i> learners’ prior knowledge AND/OR Explanations given are <i>illogical or inaccurate</i> as to how the content connects to previous and future learning AND/OR Differentiation of instruction is <i>absent</i>	
Sources of Evidence:	<ul style="list-style-type: none"> • Pre/post observation conferences • Conversations with and/or documentation from the mentor teacher • Cumulative lesson plans <ul style="list-style-type: none"> ○ Evidence of differentiation in planning and/or instruction (activities, responsiveness to prior knowledge – including proactively preparing for possible misconceptions) ○ Description of connections between lessons 				
Possible Evidence:	<p style="text-align: center;"><i>Exceeds/Meets Expectations</i></p> <ul style="list-style-type: none"> • “[Student] teacher plans and delivers lessons that are logically structured, well-scaffolded, and reasonably paced, with differentiated content and timing as necessary” (BPS, p. 5). • “[Student] teacher frequently uses learners’ learning styles, interests, and needs to plan lesson and homework tasks, design assessments, group students, and differentiate the timing and content of assigned tasks” (BPS, p. 13). • “[Student] teacher divides students into groups that support student learning and build on learners’ strengths” (BPS, p.5). <p>“ The [student] teacher identifies and effectively employs interventions that meet the needs of specific subpopulations (e.g., ELL, special education, [gifted] and students who come from environments that offer little support for learning)” (Marzano, p. 24).</p>		<p style="text-align: center;"><i>Emerging/ Does Not Meet Expectations</i></p> <ul style="list-style-type: none"> • “[Student] teacher plans or delivers lessons with either too much or insufficient time allocated to activities, or timing and content that is not suitably differentiated” (BPS, p. 5). • “[Student] teacher inconsistently plans or delivers lessons or assessments designed to reach learners with diverse, learning styles, and needs” (BPS, p. 13). • “The [student] teacher identifies interventions that meet the needs of specific subpopulations (e.g., ELL, special education, and students who come from environments that offer little support for learning), but does not ensure that all identified students are adequately served by the interventions” (Marzano, p. 24). 		

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Instructional Delivery				
E. Learning Target and Directions	<p>Articulates accurate and <i>coherent learning targets</i></p> <p>AND</p> <p>Articulates accurate directions/explanations <i>throughout the lesson</i></p> <p>AND</p> <p>Sequences learning experiences appropriately</p>	<p>Articulates an <i>accurate learning target</i></p> <p>AND</p> <p>Articulates <i>accurate directions</i>/explanations</p> <p>AND</p> <p><i>Sequences learning experiences appropriately</i></p>	<p>Articulates an <i>inaccurate learning target</i></p> <p>AND/OR</p> <p>Articulates <i>inaccurate directions</i>/explanations</p>	<p>Does not articulate the learning target</p> <p>OR</p> <p>Does not articulate directions/explanations</p>
Sources of Evidence:	<ul style="list-style-type: none"> • Observation of teaching • Pre/post observation conferences • Conversations with and/or documentation from the mentor teacher • Posted learning objectives/targets 			
Possible Evidence:	<i>Exceeds/Meets Expectations</i>		<i>Emerging/ Does Not Meet Expectations</i>	
	<p>Exceeds Expectations:</p> <ul style="list-style-type: none"> • Learning targets are written in learner-friendly language (e.g., “I can” statements) <p>Meets Expectations:</p> <ul style="list-style-type: none"> • Begins lesson by stating target and/or goals • Targets are prominently and visibly posted in the classroom <ul style="list-style-type: none"> ○ “Learning target/goal is a clear statement of knowledge or skill as opposed to an activity or assignment” (Marzano, p.1). • Directions are concise, systematic, and logical <ul style="list-style-type: none"> ○ Learners know what they should be doing in the classroom • Learning tasks align with targets 		<ul style="list-style-type: none"> • Targets/goals are NOT prominently and visibly posted • Begins lesson without discussing targets or goals • Sequence of lesson is not logical • Directions to learners are confusing and include too much/too little information <ul style="list-style-type: none"> ○ Learners seem confused or ask many questions to know what to do 	

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Instructional Delivery				
F. Critical Thinking	<i>Engages learners in critical thinking in local and/or global contexts that</i> 1. Fosters problem solving 2. Encourages conceptual connections 3. <i>Challenges assumptions</i>	<i>Engages learners in critical thinking that</i> 1. Fosters problem solving 2. Encourages conceptual connections	<i>Introduces AND/OR models critical thinking that</i> 1. Fosters problem solving 2. Encourages conceptual connections	<i>Does not introduce AND/OR model critical thinking that</i> 1. Fosters problem solving 2. Encourages conceptual connections
Sources of Evidence:	<ul style="list-style-type: none"> • Observation of teaching <ul style="list-style-type: none"> ○ Classroom discourse: students questioning each other and discussing the content ○ Higher-order questioning • Pre/post observation conferences • Conversations with and/or documentation from the mentor teacher 			
Possible Evidence:	<i>Exceeds/Meets Expectations</i>		<i>Emerging/ Does Not Meet Expectations</i>	
	The student teacher: <ul style="list-style-type: none"> • Asks questions which probe learner thinking • Scaffolds and supports learners' problem-solving • Encourages learners to support assertions with evidence • Encourages connections with learners' previous knowledge and/or interdisciplinary connections • Allows learners to question/challenge peers' ideas (edTPA, NASSP) • "Models thinking activities and encourages students to share their own thinking" (Rubric for Teacher Candidate, p.11) 		The student teacher: <ul style="list-style-type: none"> • Understands "how to generate goals that stretch student thinking" (Rubric for Teacher Candidate, p.11) • "Knowledgeable of different types of questioning to generate...critical thinking and analysis" (Rubric for Teacher Candidate, p.11) 	

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Instructional Delivery				
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	<p>Checks for understanding (whole class/group <i>AND individual learners</i>) during lessons using formative assessment</p> <p>AND</p> <p>Differentiates through <i>planned and responsive adjustments</i> (whole class/group and <i>individual learners</i>)</p>	<p>Checks for understanding (whole class/group) during lessons using formative assessment</p> <p>AND</p> <p>Differentiates through adjustments to instruction (whole class/group)</p>	<p><i>Inconsistently checks for understanding</i> during lessons using formative assessment</p> <p>AND</p> <p>Adjusts instruction accordingly, but adjustments may cause additional confusion</p>	<p><i>Does not check for understanding</i> during lessons using formative assessment</p> <p>OR</p> <p><i>Does not make any adjustments</i> based on learners' responses</p>
Sources of Evidence:	<ul style="list-style-type: none"> • Observation of teaching <ul style="list-style-type: none"> ○ Frequent opportunities for student responses ○ Modification of instruction based on student needs ○ Implementation of interventions, remediation, reinforcement, and/or enrichment to provide differentiation • Pre/post observation conferences • Conversations with and/or documentation from the mentor teacher 			
Possible Evidence:	<i>Exceeds/Meets Expectations</i>		<i>Emerging/ Does Not Meet Expectations</i>	
	<ul style="list-style-type: none"> • Student teacher: <ul style="list-style-type: none"> ○ asks questions of learners ○ requires active learner responses through discussion, group work, asking questions, closely monitoring seat work ○ attends to individuals, changes explanation, provides prompting or enrichment when appropriate ○ "organizes content into small chunks, has learners interact about each chunk of content, provides guidance as to which information is most important, asks inferential and elaborative questions, has students summarize content" (Marzano, p.4) 		<ul style="list-style-type: none"> • Student teacher: <ul style="list-style-type: none"> ○ Follows a written lesson plan without deviation, although student responses/interest may suggest a need to do so 	

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Instructional Delivery				
H. Digital Tools and Resources	Discusses AND uses <i>a variety of</i> developmentally appropriate technologies (digital tools and resources) that <ol style="list-style-type: none"> 1. Are relevant to learning objectives/ targets of the lesson 2. Engage learners in the demonstration of knowledge or skills 3. <i>Extend learners' understanding of concepts</i> 	Discusses AND <i>uses</i> developmentally appropriate technologies (digital tools and resources) that <ol style="list-style-type: none"> 1. Are relevant to learning objectives/ targets of the lesson 2. <i>Engage learners in the demonstration of knowledge or skills</i> 	Discusses <i>developmentally appropriate technologies (digital tools and resources)</i> relevant to learning objectives/ targets of the lesson AND Technology is not available	One of the following: A. <i>Does not use technologies (digital tools and resources)</i> to engage learners AND Technology is available in the setting OR B. Use of technologies is <i>not relevant</i> to the learning objectives/ targets of the lesson OR C. <i>Does not discuss technologies</i> AND Technology <i>is not available</i> in the setting
Sources of Evidence:	<ul style="list-style-type: none"> • Observation of teaching (Refer to VARI-EPP Student Teaching Form Glossary for definition of “Digital Tools”) • Pre/post observation conferences <ul style="list-style-type: none"> ○ Student teacher uses and discusses the some of the following digital tools: computers, websites, blogs, mobile devices, interactive whiteboards, online media, online study tools • Cumulative lesson plans • Conversations with and/or documentation from the mentor teacher • Note: This row not only evaluates the candidate, but also addresses possible limitations within schools that would need to be communicated to the EPP to meet CAEP requirements (i.e., CAEP expects candidates to be able to “model and apply” technology in their teaching settings and it is problematic if a placement does not have it available. A score of ‘1’ makes that fact known.) 			
Possible Evidence:	Exceeds/Meets Expectations		Emerging/ Does Not Meet Expectations	
	Exceeds Expectations: Student teacher uses digitals tools in the following ways:		Student teacher: <ul style="list-style-type: none"> • Uses technology “on stage” with little student interaction (ISTE Essential Conditions Rubric) 	

- Extending- Learners are given independent assignments to use digital tools to continue exploring a topic (e.g., engage in a project using Education Minecraft)

- “Uses technology for own productivity in relationship to teaching and learning” (ISTE Essential Conditions Rubric)

Meets Expectations:

Student teacher uses digital tools in the following ways:

- Relevant- Directly support access to the objectives for the lesson(s)
- Engaging- Learners are actively using the digital tools instead of the teacher just using the tools and learners are passive

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Instructional Delivery				
I. Safe and Respectful Learning Environment	<p><i>Actively involves learners to create and manage a safe and respectful learning environment through the use of routines and transitions</i></p> <p>AND</p> <p><i>Establishes and promotes constructive relationships to equitably engage learners</i></p> <p>AND</p> <p><i>Uses research-based strategies to maintain learners’ attention (individual and whole group)</i></p>	<p><i>Manages a safe and respectful learning environment through the use of routines and transitions</i></p> <p>AND</p> <p><i>Establishes and promotes constructive relationships to equitably engage learners</i></p> <p>AND</p> <p><i>Uses research-based strategies to maintain learners’ attention (individual and whole group)</i></p>	<p><i>Attempts to manage a safe learning environment through the use of routines and transitions</i></p> <p>AND/OR</p> <p><i>Attempts to establish constructive relationships to engage learners</i></p> <p>AND/OR</p> <p><i>Attempts to use constructive strategies to maintain learners’ attention (individual and whole group)</i></p>	<p><i>Does not manage a safe learning environment</i></p> <p>OR</p> <p><i>Does not establish constructive relationships to engage learners</i></p> <p>OR</p> <p><i>Does not use constructive strategies to maintain learners’ attention (individual and whole group)</i></p>
Sources of Evidence:	<ul style="list-style-type: none"> • Observation of teaching • Pre/post observation conferences • Conversations with and/or documentation from the mentor teacher • Classroom ground rules implemented by teacher 			
	Exceeds/Meets Expectations		Emerging/ Does Not Meet Expectations	

<p>Possible Evidence:</p>	<p>Exceeds Expectations:</p> <ul style="list-style-type: none"> • “The [student] teacher actively involves learners in managing the learning environment and making full use of instructional time. S/he employs strategies to build learner self-direction and ownership of learning” (INTASC). • Can maintain the environment independent of the cooperating teacher’s involvement <p>Meets Expectations:</p> <ul style="list-style-type: none"> • “The [student] teacher manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time” (INTASC). • The [student] teacher: <ul style="list-style-type: none"> ○ uses technology to expand learner options in order to maintain and increase student engagement. ○ Learning environment considers learner developmental level ○ provides evidence for how they have used findings from research to maintain learners’ attention 	<p>Emerging:</p> <ul style="list-style-type: none"> • Attempts to address the criteria in the “meets” level of performance (e.g., “is knowledgeable about the importance of managing transitions to protect essential learning time” and “understands the importance of appropriate pacing to effective teaching and learning” (Rubric for the Teacher Candidate, p. 16). <p>Does Not Meet:</p> <ul style="list-style-type: none"> • No attempt is made to address the criteria in the “Meets” level of performance
----------------------------------	--	---

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Assessment				
J. Data-Guided Instruction	<p>Uses data-informed decisions (<i>trends and patterns</i>) to set short and long term goals for future instruction and assessment</p> <p>AND</p> <p>Uses contemporary tools for learner data record-keeping and analysis</p>	<p>Uses <i>data-informed decisions</i> to design instruction and assessment</p> <p>AND</p> <p>Uses <i>contemporary tools for learner data record-keeping</i></p>	<p>Uses <i>minimal</i> data to design instruction and assessment</p>	<p><i>Does not use</i> data to design instruction and assessment</p>

- Sources of Evidence:
- Observation of teaching
 - Pre/post observation conferences
 - Conversations with and/or documentation from the mentor teacher
 - Cumulative planning documents
 - Formative and summative assessments
 - P-12 learner work samples
 - Student growth measures
 - Data from graphs, online gradebook, reflection
 - Conversations with and/or documentation from the mentor teacher

Possible Evidence:

Exceeds/Meets Expectations

Exceeds Expectations:

- Data are communicated to students, other teachers, parents and/or administrators
- Student growth measures discussed
- Reminder: See glossary definition for contemporary tools

Meets Expectations:

- Evidence of consistent reflection on data
- Discussions in data teams (Teacher Based Teams – TBTs)

Emerging/ Does Not Meet Expectations

- Limited or no evidence of data collection and/or data usage/analysis
- Limited or no discussion/communication of data to stakeholders (student – to monitor own growth)
- Limited or no participating in TBTs
- Student growth measures are not discussed

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Assessment				
K. Feedback to Learners	<p>Provides feedback that</p> <ol style="list-style-type: none"> 1. Enables learners to recognize strengths <i>AND</i> areas for improvement 2. Is comprehensible 3. Is descriptive 4. Is <i>individualized</i> <p>AND</p> <p>Provides timely feedback, <i>guiding learners on how to use feedback to monitor their own progress</i></p>	<p>Provides feedback that</p> <ol style="list-style-type: none"> 1. Enables learners to recognize strengths OR areas for improvement 2. Is <i>comprehensible</i> 3. Is <i>descriptive</i> <p>AND</p> <p>Provides <i>timely</i> feedback</p>	<p><i>Provides minimal</i> feedback that</p> <ol style="list-style-type: none"> 1. <i>Enables</i> learners to recognize strengths OR areas for improvement <p>OR</p> <p>Feedback is provided in a <i>somewhat</i> timely fashion</p>	<p><i>Does not provide</i> feedback that</p> <p>OR</p> <p>Feedback <i>does not enable</i> learners to recognize strengths OR areas for improvement</p> <p>OR</p> <p>Feedback is <i>not provided</i> in a timely fashion</p>
Sources of Evidence:	<ul style="list-style-type: none"> • Observation of teaching <ul style="list-style-type: none"> ○ How student teacher gives feedback to learners (e.g., immediate, mini-conferences) • Pre/post observation conferences • Conversations with and/or documentation from the mentor teacher • Formative and summative assessments • P-12 learner work samples • Student growth measures • Conversations with and/or documentation from the mentor teacher 			
Possible Evidence:	<i>Exceeds/Meets Expectations</i>		<i>Emerging/ Does Not Meet Expectations</i>	
	<ul style="list-style-type: none"> • “[Student] teacher provides frequent assessment feedback that is specific and extends learner thinking” (BPS, p. 6). • “[Student] teacher answers learners’ questions accurately and provides feedback that extends their thinking. (BPS, p. 4). 		<p>Emerging:</p> <ul style="list-style-type: none"> • “[Student] teacher may offer assessment feedback, but feedback is general and does not further learner learning (BPS, p. 6).” (e.g., checkmarks, X’s, yes/no) • “[Student] teacher answers learners’ questions accurately, but does not provide feedback that 	

- Written feedback to learners is accurate and clearly understood
- “Evidence exists that feedback provided to students results in a positive change in learning” (Rubric for the Teacher Candidate, p. 8)

further their learning” (BPS, p. 4). (e.g., “Good!” “Thank you.”)

Does Not Meet:

- Assessments/learner work marked incorrectly, or with score only (does not provide explanation/feedback)
- Student teacher does not respond to learners’ questions

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Assessment				
L. Assessment Techniques	Evaluates and supports learning through assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative 3. <i>Diagnostic</i> 4. <i>Varied</i>	<i>Evaluates and supports learning through</i> assessment techniques that are 1. Developmentally appropriate 2. Formative AND summative	Assessment techniques are 1. Developmentally <i>appropriate</i> 2. <i>Formative OR summative</i>	Assessment techniques are 1. Developmentally <i>inappropriate</i> OR <i>Not used</i>
Sources of Evidence:	<ul style="list-style-type: none"> • Observation of teaching • Pre/post observation conferences • Conversations with and/or documentation from the mentor teacher • Cumulative planning documents • Formative and summative assessments • P-12 learner work samples 			
Possible Evidence:	<i>Exceeds/Meets Expectations</i>		<i>Emerging/ Does Not Meet Expectations</i>	
	<p>Exceeds Expectations:</p> <ul style="list-style-type: none"> • Consistently uses multiple assessment formats) • Performs pre-assessments to determine previous knowledge (NOTE: may be conducted in collaboration with mentor teacher) <p>Meets Expectations:</p> <ul style="list-style-type: none"> • Incorporates a balance of publisher and teacher-made assessments • Pre-submitted assessments were aligned to lesson content • Assessments are referenced in daily procedures 		<ul style="list-style-type: none"> • Relies heavily on publisher generated test banks and assessments • Assessments are not aligned to what was taught • Assessments are not appropriate for age and/or grade level • Inadequate data collected to discern student growth 	

- Student teacher can inform learners the “hows and whys” of formative assessment, and where the class is in the learning process

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Analysis of Teaching				
M. Connections to Research and Theory	Discusses, provides evidence of, <i>and justifies</i> connections to educational research and/or theory AND <i>Uses research and/or theory to explain their P-12 learners' progress</i>	<i>Discusses and provides evidence of</i> connections to educational research and/or theory	<i>Mentions</i> connections to educational research and/or theory	<i>No connections OR inaccurate connections</i> to educational research and/or theory
Sources of Evidence:	<ul style="list-style-type: none"> • Pre/post observation conferences • Reflections (written or oral) on lessons • Teaching journals • Cumulative planning documents • Appropriate citations for research and theory • Student learning objectives (in written lesson plans) • Connections between methodology and research/theory • Note: The candidate is not expected to mention/discuss/justify connections to research and theory while teaching (i.e., they are not expected to make those concepts explicit to K-12 learners). 			
Possible Evidence:	<i>Exceeds/Meets Expectations</i>		<i>Emerging/ Does Not Meet Expectations</i>	
	Exceeds Expectations: The student teacher: <ul style="list-style-type: none"> • makes multiple and specific references to theory and research to support why a task was chosen, how an assessment is appropriate/aligns to instruction, etc. • is able to go “in-depth” about the relationship between research/theory and their teaching (i.e., they are able to discuss applications and rationales in depth) Meets Expectations:	Emerging: <ul style="list-style-type: none"> • Connections are grade/developmental level appropriate The student teacher: <ul style="list-style-type: none"> • consistently refers to only one general connection, or s/he relays the same connection within multiple lessons • is a “name dropper” of theorists and researchers, but cannot articulate how his/her 		

	<p>The student teacher can:</p> <ul style="list-style-type: none"> • use theory and research to support why a task was chosen, how an assessment is appropriate/aligns to instruction • elaborate on their teaching/assessment practices referring to specific research-based strategies/methods (e.g., “When I was doing X in the classroom, it was based on Y’s research-based method.”) 	<p>teaching integrates concepts from research and theory</p> <p>Does not Meet:</p> <ul style="list-style-type: none"> • Student teacher makes no attempt to draw connections to research and theory
--	--	--

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Professional Commitment and Behaviors				
N. Participates in Professional Development (PD)	<p>Participates in at least one professional development opportunity (e.g. workshops, seminars, attending a professional conference, joining a professional organization)</p> <p>AND</p> <p>Provides evidence of an increased understanding of the teaching profession as a result of the PD</p> <p>AND</p> <p>Reflects on own professional practice with evidence of application of the knowledge acquired from PD during student teaching</p>	<p>Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference)</p> <p>AND</p> <p>Provides evidence of an increased understanding of the teaching profession as a result of the PD</p>	<p><i>Participates in at least one professional development opportunity (e.g. workshop, seminar, attending a professional conference)</i></p>	<p><i>Does not participate in any professional development opportunity (e.g. workshop, seminar, attending a professional conference)</i></p>
Sources of Evidence:	<ul style="list-style-type: none"> • Certificates of attendance • Materials from conference/meeting • Feedback on learner work samples • Post-conference written reflection/logs <p><i>Examples of professional development activities may include: school/district workshops to address individual teacher growth and/or classroom practices and student development; self-assessment and analysis of student learning evidence; webinars; modules (e.g., Battelle for Kids, OLAC, Iris), programs offered by college/university career services office, etc.</i></p>			
Possible Evidence:	Exceeds/Meets Expectations		Emerging/ Does Not Meet Expectations	
	<p>Exceeds Expectations:</p> <ul style="list-style-type: none"> • Student teacher articulates ideas/relevance of professional development and demonstrates how themes from professional development were <i>implemented</i> in practice <p>Meets Expectations:</p> <ul style="list-style-type: none"> • Articulates main idea/relevance from professional development. Describes how the knowledge acquired <i>applies to his/her own practice</i> 		<p>Emerging:</p> <ul style="list-style-type: none"> • Student teacher is unable to articulate learning relevance of PD • Professional development opportunity is not connected to field or grade band <p>Does not Meet:</p> <ul style="list-style-type: none"> • Does not participate in PD 	

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Professional Commitment and Behaviors				
O. Demonstrates Effective Communication with Parents or Legal Guardians	<p>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</p> <p>AND</p> <p>Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress</p> <p>AND</p> <p><i>Interacts with parents or legal guardians in ways that improve understanding and encourage progress (e.g. exchange of email, face-to-face discussion, etc.)</i></p>	<p>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</p> <p>AND</p> <p><i>Provides information about P-12 learning to parents or legal guardians to promote understanding and academic progress</i></p>	<p><i>Provides evidence of communication with parents or legal guardians in accordance with district policies (e.g., letter of introduction, attends parent-teacher conferences, communication via email or online)</i></p>	<p><i>Does not provide evidence of communication with parents or legal guardians</i></p>
Sources of Evidence:	<ul style="list-style-type: none"> • Introductory letters to parents and families at the beginning of the year • Communication through school website or portal • Communication notebook • School Events and functions (e.g. Math Night, Science Fair, Pi Day, Band Performance) • Conversations with and/or documentation from the mentor teacher • Note: Not all school districts allow student teachers to communicate directly with parents. Acceptable evidence includes communications the student teacher drafts, but are sent by the cooperating teacher/mentor. 			
Possible Evidence:	<i>Exceeds/Meets Expectations</i>		<i>Emerging/ Does Not Meet Expectations</i>	
	<p>Exceeds Expectations:</p> <ul style="list-style-type: none"> • Uses face to face and written communication • Ongoing in nature • Connects communication to the learning of content and promotes connection to the curriculum <p>Meets Expectations:</p> <ul style="list-style-type: none"> • Invites two-way communication • Balanced communication (positives and negatives presented) • Timely response to parent/guardian initiated communication 		<ul style="list-style-type: none"> • One-way (singular) informative communications • Communications are principally negative in focus (i.e., only when problems arise) • Allows cooperating teacher to take all initiative to communicate • Relies more on written communication • Completes only required communications (e.g., monthly newsletters, permission slips) • Does not respond in a timely manner to parent/guardian 	

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
	<ul style="list-style-type: none"> Suggests content/opportunities for communication to cooperating teacher 		inquiries	

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Professional Commitment and Behaviors				
P. Demonstrates Punctuality	Reports on time <i>or early</i> for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)	<i>Reports on time</i> for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)	<i>Inconsistently reports</i> on time for daily student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)	<i>Does not report</i> on time for student teaching AND/OR Additional teacher engagements (e.g., IEPs, teacher committees)
Sources of Evidence:	<ul style="list-style-type: none"> School placement sign-in sheet (in office) Student teacher time log Email/correspondence to stakeholders School video Timeliness of submission of documents (lesson plans, grades, reports, IEP documentation, etc.) Conversations with and/or documentation from the mentor teacher Note: "Reports on time" includes daily attendance. If a candidate has excessive absences, it is at the discretion of the supervisor or the program policy if the candidate has met expectations for this row. 			
Possible Evidence:	<i>Exceeds/Meets Expectations</i>		<i>Emerging/ Does Not Meet Expectations</i>	
	<ul style="list-style-type: none"> Consistent school and student teacher time logs Timely communication with stakeholders Timely and orderly submission of documents 		<ul style="list-style-type: none"> Gaps in sign-in data, or lacking confirmation Fails to communicate with stakeholders Fails to complete or submit documents 	

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Professional Commitment and Behaviors				
Q. Meets Deadlines and Obligations	<p>Meets deadlines and obligations established by the cooperating teacher and/or supervisor</p> <p>AND</p> <p>Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND</p> <p>Provides clear and complete directions and lessons for substitutes/cooperating teacher <i>without reminders</i></p>	<p><i>Meets deadlines and obligations</i> established by the cooperating teacher and/or supervisor</p> <p>AND</p> <p>Informs <i>all</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND</p> <p>Provides <i>clear and complete</i> directions and lessons for substitutes/cooperating teacher</p>	<p><i>Most of the time meets deadlines and obligations</i> established by the cooperating teacher and/or supervisor</p> <p>AND</p> <p><i>Informs some</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence</p> <p>AND</p> <p><i>Provides incomplete</i> directions and lessons for substitutes/cooperating teacher</p>	<p><i>Frequently misses deadlines or obligations</i> established by the cooperating teacher and/or supervisor</p> <p>AND/OR</p> <p><i>Does not inform</i> stakeholders (cooperating teacher, supervisor, and/or faculty members) <i>of absences prior to the absence</i></p> <p>AND/OR</p> <p><i>Does not provide</i> directions and lessons for substitutes/cooperating teacher</p>
Sources of Evidence:	<ul style="list-style-type: none"> • Lesson plans • Substitute file • Assignments/materials provided to cooperating teacher when requested • Calls, emails, text messages to inform of absence • Conversations with and/or documentation from the mentor teacher 			
Possible Evidence:	<i>Exceeds/Meets Expectations</i>		<i>Emerging/ Does Not Meet Expectations</i>	
	<p>Exceeds Expectations:</p> <ul style="list-style-type: none"> • Evidence of preparation in place for unpredicted absence days (e.g., a sub folder ready for unexpected absences) <p>Meets Expectations:</p> <ul style="list-style-type: none"> • Teacher call log • Signs in at school front desk daily • Teacher candidate submits weekly plans to cooperating teacher by deadline • Follows university and district policy about absence notice (at minimum the district policy) • Sub plans include detailed explanations about dates/assignments 		<ul style="list-style-type: none"> • No or inadequate plans provided (e.g., plans tell sub to have students read) • Deadlines not met (grades turned in late, no notification of absences) • Notification of absence occurs at last minute, after school day starts, or at an untimely time 	

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Professional Commitment and Behaviors				
R. Preparation	<p>Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p> <p>AND</p> <p>Materials are easily accessible AND organized</p> <p>AND</p> <p><i>Prepared for the unexpected and flexible</i></p>	<p>Prepared to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p> <p>AND</p> <p>Materials are easily accessible AND organized</p>	<p><i>Not consistently prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p> <p>AND/OR</p> <p>Materials are easily accessible OR organized</p>	<p><i>Not prepared</i> to teach on a daily basis with all materials (lesson plans, manipulatives, handouts, resources, etc.)</p> <p>AND/OR</p> <p>Materials are <i>not</i> organized NOR easily accessible</p>
Sources of Evidence:	<ul style="list-style-type: none"> • Lesson plans • Manipulatives • Handouts • Resources • Observations of teaching • Substitute file • Conversations with and/or documentation from the mentor teacher 			
Possible Evidence:	<i>Exceeds/Meets Expectations</i>		<i>Emerging/ Does Not Meet Expectations</i>	
	<p>Exceeds Expectations:</p> <ul style="list-style-type: none"> • Has a “Plan B” – additional activities are prepared and ready if lesson ends early <p>Meets Expectations</p> <ul style="list-style-type: none"> • Materials are easily accessible • Agenda/advanced organizer on the board • Classroom is organized and orderly • Materials are prepared and easily located • All materials distributed/shown to students are free from spelling and/or grammatical errors 		<ul style="list-style-type: none"> • Student teacher searches for materials • Limited directions posted for teacher/learners (advanced organizers) • Classroom is disorganized and chaotic • Excess time during class where learners are not engaged in productive, academic tasks • If resources/materials are not available or not functioning, teacher is unable to describe or proceed 	

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Professional Relationships				
S. Collaboration	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND <i>Works with</i> and learns from colleagues in planning and implementing instruction to meet diverse needs of learners	Demonstrates collaborative relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.) AND <i>Attempts to work with and learn from colleagues in planning and implementing instruction</i>	<i>Demonstrates collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)	<i>Does not demonstrate collaborative</i> relationships with cooperating teacher AND/OR members of the school community (other teachers, school personnel, administrators, etc.)
Sources of Evidence:	<ul style="list-style-type: none"> • Observed behavior <ul style="list-style-type: none"> ◦ Interactions observed between teacher candidate and cooperating teacher • Reports of behavior from other teachers and/or principals • Conversations during post-observation and three-way conferences • Conversations with and/or documentation from the mentor teacher 			
Possible Evidence:	<i>Exceeds/Meets Expectations</i>		<i>Emerging/ Does Not Meet Expectations</i>	
	Exceeds Expectations: The student teacher: <ul style="list-style-type: none"> • plans for collaborations • can describe ways they have partnered with others • can articulate how and what they have learned from others Meets Expectations: The student teacher: <ul style="list-style-type: none"> • is able to name specific individuals with whom s/he has collaborated • exemplifies behaviors of a “strong school citizen” • can appropriately describe the roles of other professionals 	Emerging: <ul style="list-style-type: none"> • The student teacher responds to requests for collaborations (i.e., collaborations initiated by others) Does not meet: The student teacher: <ul style="list-style-type: none"> • makes no effort to connect with other professionals • exhibits passive behaviors, e.g. does not follow through with establishing relationships • displays evidence of disrespect, e.g.: <ul style="list-style-type: none"> ◦ Rolling of eyes ◦ Disregarding cooperating teacher feedback ◦ Complaining 		

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Professional Relationships				
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	Recognizes and articulates specific areas in need of advocacy , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices) <i>AND</i> <i>Takes action(s) based upon identified needs, while following district protocols</i>	Recognizes and <i>articulates specific</i> areas in need of advocacy , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	Recognizes areas in need of advocacy , <i>but cannot articulate</i> the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)	<i>Does not recognize</i> areas in need of advocacy , including the 1. Needs of learners (e.g. academic, physical, social, emotional, and cultural needs; OR adequate resources, equitable opportunities) OR 2. Needs of the teaching profession (e.g. technology integration, research-based practices)
Sources of Evidence:	Advocating for and advancing students' best interests regarding: <ul style="list-style-type: none"> - Academic needs - Emotional needs (e.g. mental health) - Cultural needs - Physical needs (e.g. glasses, coats, lunch) - Social needs (e.g. skill deficits, bullying) - Adequate Resources (e.g. technology) - Equitable opportunities Advocating for the profession by: <ul style="list-style-type: none"> - Attending professional development (e.g. support for teacher's use of technology) - Documentation of sources - Communicating with mentor teacher, intervention specialist, or other community or school personnel (e.g. social worker, probation officer) - Appropriate use of technology - Social justice 			
Possible Evidence:	<i>Exceeds/Meets Expectations</i>		<i>Emerging/ Does Not Meet Expectations</i>	
	Exceeds Expectations: <ul style="list-style-type: none"> • Evidence of proactive (instead of reactive) thinking and actions • Works with/through mentor to advocate for needs of students/the teaching profession Meets Expectations: <ul style="list-style-type: none"> • Reactive thinking and actions 		<ul style="list-style-type: none"> • There is an obvious need for a learner and candidate does not recognize or discuss it with others • Does not engage in fact-finding, readings related to areas of need, or does not know appropriate resources to consult 	

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
	<ul style="list-style-type: none"> Engages in discussions with other professionals in the building about the needs of the learners (i.e., speaking with the School Nurse about vision screening, School Counselor related to mental health needs, etc.) Collects information related to perceived areas of need (i.e., reading news articles/research studies to support actions for the area of need, referencing the applicable laws) 			

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Critical Thinking and Reflective Practice				
U. Responds Positively to Feedback and Constructive Criticism	<p>Is receptive to feedback, constructive criticism, supervision, and responds professionally</p> <p>AND</p> <p>Incorporates feedback (e.g., from cooperating teacher, university supervisor) to improve practice</p> <p>AND</p> <p><i>Proactively seeks opportunities for feedback from other professionals</i></p>	<p>Is receptive to feedback, constructive criticism, supervision, and <i>responds professionally</i></p> <p>AND</p> <p>Incorporates feedback (e.g., from cooperating teacher, university supervisor) <i>to improve practice</i></p>	<p><i>Is</i> receptive to feedback, constructive criticism, and supervision</p> <p>AND/OR</p> <p><i>Incorporates feedback inconsistently</i></p>	<p><i>Is not</i> receptive to feedback, constructive criticism, and supervision</p> <p>AND/OR</p> <p><i>Does not incorporate feedback</i></p>
Sources of Evidence:	<ul style="list-style-type: none"> Observation of teaching Pre/post observation conferences Conversations with and/or documentation from the mentor teacher 			
Possible Evidence:	<i>Exceeds/Meets Expectations</i>		<i>Emerging/ Does Not Meet Expectations</i>	
	<p>Exceeds Expectations:</p> <ul style="list-style-type: none"> Seeks opportunities for feedback from others Incorporates feedback in a timely manner (next opportunity) without reminders. 		<p>Emerging:</p> <ul style="list-style-type: none"> May immediately incorporate feedback, but reverts to prior behavior/practice Lacks timeliness (<i>incorporates feedback inconsistently</i>) 	

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
	<p>Meets Expectations:</p> <ul style="list-style-type: none"> • Welcoming of, and grateful for, feedback offered by others 		<p>Does not Meet:</p> <ul style="list-style-type: none"> • Student teacher demonstrates negative attitudes, resistance, and/or defensiveness toward feedback • No effort is made to incorporate feedback 	

Look Fors developed by:

The Ohio State University: Bendixen-Noe, M., Brownstein, E., Day, K., Kaplan, C., and Warner, C.	Bowling Green State University: Gallagher, D. University of Toledo: Stewart, V. University of Akron: Jewell, W. Ohio University: C. Patterson	Cleveland State University: Price, A., Crell, A. Wilmington College: Hendricks, M Wright State University: Kahrig, T. Kent State University: Arhar, J., Turner, S.	Wittenberg University: Brannan, S., Whitlock, T. University of Dayton: Bowman, C.
--	--	---	--

We thank the supervisors at Cedarville University, Malone University, University of Dayton, and University of Mount Union, for their feedback to improve the “Look Fors.”

STUDENTS WITH DISABILITIES STANDARD CERTIFICATE (ENDORSEMENT CODE: 2475)

TO AVOID DELAYS: After applying online, please submit **ALL** necessary documentation **together** in a **single packet** to the address below. If possible, please have transcripts sent to you first and then forward them in the sealed envelope(s) together with any other documents. Please include your tracking number in all correspondence with our office.

**NJ Department of Education
Office of Certification and Induction
PO Box 500
Trenton, NJ 08625-0500**

This endorsement authorizes the holder to teach students classified with disabilities to one of the designated populations as per the teachers' content and/or grade level endorsements authorize. They may also provide consultative services and supportive resource programs including modification and adaptation of curriculum and instruction to students with disabilities in general education programs in grades preschool through 12.

Cumulative GPA Requirement

- New Jersey requires that candidates for certification achieve a cumulative **GPA of at least 3.0 when a GPA of 4.00** equals an A grade for students graduating on or after **September 1, 2016 (2.75 for those graduating before September 1, 2016)** in a baccalaureate degree program, higher degree program or a State-approved postbaccalaureate certification program with a minimum of 13 semester-hour credits.
- Please note that there are [GPA Flexibility Rules](#) where a high praxis score may offset a GPA that is lower than 3.0, but higher than 2.75.

Instructional Certification

- The Students with Disabilities certificate is not a standalone certificate. Candidates need to hold a CE, CEAS or standard NJ instructional certificate with an endorsement appropriate to the subject or grade level to be taught. If you have not yet applied for instructional certification, please see the NJ DOE [website](#) for details and a listing of instructional endorsements.

Professional Teacher Preparation

- Current regulations for certification require that applicants complete a coherent sequence of study in professional education which may be completed in a provisional teacher program or an approved teacher preparation program. This is to advise that courses presented by the applicant in professional education must be a coherent sequence of courses that culminates in supervised clinical practice.

Teacher Performance Assessment

- Candidates seeking initial certification must pass a Commissioner-approved [performance-based assessment of teaching](#) if they graduated on or after September 1, 2017. The [Verification of Program Completion](#) form needs to be completed in its entirety by your college/university.

State Teaching Certificate

- Please submit a copy of an out-of-state teaching certificate that is equivalent to a NJ Standard Instructional Certificate. Holders of a NJ Standard Instructional Certificate do not need to send in a copy of their certificate.

Record of Professional Experience

- Please submit the [Record of Professional Experience form](#) which must be filled out by your employer:

The New Jersey Department of Education will make the final determination as to whether or not the experience meets NJ [reciprocity regulations](#).

Please Note: Holders of a NJ standard instructional certificate do not need to send in the above form with the exception of those who hold a standard *Teacher of the Handicapped* certificate.

Fee Requirement

- No checks or money orders will be accepted
- Please make the payment [online](#)
- Please notify your examiner after payment has been made.
- If your application expires after six months, you will be charged a fee of \$70.
- All fees, including money left on file, are nonrefundable

Online Certificate Information

- All information regarding applications and certifications is now available online, including certificate name, certificate ID number, date of issuance, and expiration date, if applicable. Instructions to view this information can be found [here](#).
- In order to make certification information available more quickly, this information will appear on our website in lieu of the issuance of paper certificates. If you would like to view the status of your application, then please visit our [application status check](#).

You cannot complete the entire application process online. After applying online, please submit ALL necessary documentation together IN A SINGLE PACKET to the NJ DOE in order to complete your application. Please put your tracking number on all documents that you send to our office.

**IF YOU HAVE MET THE ABOVE REQUIREMENTS, THEN
[CLICK HERE](#) TO APPLY ONLINE.**

NOTE: THIS DOCUMENT IS MADE IN ACCORDANCE WITH THE RULES CURRENTLY IN EFFECT. REQUIREMENTS, PASSING TEST SCORES, AND FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE.

Comparison of Grades of Education Students with Others in Content Classes

Anthropology		
Course-Semester	Average Grade of ED students (N)	Average Grade of other students (N)
AN/HS-266/FA17	3.93 (4)	3.22 (13)
AN/HS-266/SP18	3.72 (6)	2.75 (4)
AN/HS-266/FA18	3.43 (3)	3.21 (11)
AN/RS-272/FA16	3.49 (7)	3.24 (17)
AN/RS-272/SP18	3.30 (2)	2.98(21)
AN/RS-272/FA18	3.33 (3)	3.32 (41)
AN-426/FA17	3.50 (4)	2.77 (7)
AN-426/SP18	3.33 (3)	3.20 (5)
AN-426/FA18	3.68 (8)	3.43 (6)
Archeology		
AR-241/FA16	3.10 (10)	2.91 (37)
AR-241/FA17	3.22 (10)	2.77 (41)
AR-241/FA18	3.09 (7)	2.85 (41)
AR-242/SP16	3.60 (11)	2.87 (46)
AR-242/SP17	3.53 (12)	3.19 (47)
AR-242/SP18	3.57 (3)	2.88 (36)
Chemistry		
CE-101/FA17	3.65 (2)	3.46 (23)
CE-101/SP18	3.81 (14)	3.40 (11)
CE-101/FA18	3.80 (10)	3.55 (14)
English		
EN-226/FA17	3.52 (22)	2.98 (26)
EN-226/SP18	3.47 (3)	3.27 (9)
EN-226/FA18	3.48 (32)	3.11 (17)
EN-227/FA17	3.68 (4)	2.60 (9)
EN-227/SP18	3.32 (17)	3.19 (22)
EN-227/FA18	3.34 (17)	3.24 (7)

EN-228/FA17	3.33 (15)	3.00 (15)
EN-228/SP18	2.87 (10)	3.07 (10)
EN-228/FA18	3.06 (14)	2.63 (7)

EN-305/FA16	3.21 (24)	3.06 (10)
EN-305/FA17	3.30 (20)	3.55 (13)
EN-305/FA18	3.49 (18)	3.59 (19)

EN-306/FA15	3.36 (27)	3.43 (7)
EN-306/SP17	3.36 (21)	3.27 (12)
EN-306/SP18	3.23 (13)	3.24 (11)

EN-442/FA16	3.48 (16)	3.36 (13)
EN-442/FA17	3.06 (7)	2.90 (7)
EN-442/FA18	3.62 (12)	3.54 (11)

History/Geography		
HSGS-305/SP15	2.90 (3)	3.12 (14)
HSGS-305/SP18	3.40 (6)	2.91 (8)
HSGS-305/FA18	3.42 (5)	2.96 (9)

HS-310/FA17	2.85 (6)	2.67 (150)
HS-310/SP18	3.56 (9)	2.76 (153)
HS-310/FA18	2.70 (2)	2.80 (131)

HS-461/FA17	3.57 (7)	3.63 (10)
HS-461/SP18	3.90 (3)	3.46 (5)
HS-461/FA18	3.85 (10)	3.80 (6)

Math		
MA-225/SP16	3.03 (12)	2.68 (4)
MA-225/SP17	3.43 (15)	3.86 (7)
MA-225/SP18	3.52 (9)	2.77 (14)

MA-314/FA16	3.38 (9)	2.64 (9)
MA-314/FA17	3.15 (13)	2.90 (10)
MA-314/FA18	3.10 (6)	3.21 (11)

MA-325/SP16	3.09 (11)	3.13 (3)
MA-325/SP17	3.33 (8)	3.15 (2)
MA-325/SP18	3.49 (13)	3.18 (4)

MA-410/SP16	2.82 (11)	2.59 (9)
MA-410/SP17	3.36 (9)	2.43 (3)
MA-410/SP18	3.06 (11)	2.46 (5)

MA-415/FA16	3.20 (8)	3.39 (8)
MA-415/FA17	3.12 (9)	2.43 (8)
MA-415/FA18	3.09 (10)	2.88 (6)

EVIDENCE FOR CAEP 1.2 Use of Research and Evidence to Measure P-12 Student Progress and Professional Practice

CAEP Standard: 1.2

InTASC/ NJPST: 6 and 9

Data: EPP triangulated data reveal candidates are able to use research and evidence to develop an understanding of the teaching profession and use both to measure P-12 students' progress and their own professional practice. Data used to show evidence of this standard include CFAST, edTPA, and the High Leverage Teaching Practice Proficiency Rubrics (early field).

Additional data added since FFR: The EPP added four additional series of data to strengthen the EPP's assertion that MU candidates use research and evidence to measure P-12 students use research for planning, instruction and assessment: edTPA Fall 2018, CFAST Midterm and Final evals for Fall2018, and High Leverage Teaching Proficiency Rubrics Fall 2018. The data has been included in this document and has been analyzed and interpreted below.

Analysis and Interpretation: Triangulated data in Exhibit 1.2.A make a strong case to support that EPP candidates can use assessment and research to measure P-12 student progress and their own professional practice. Data are presented from three administrations of edTPA; six administrations of the CFAST; and two administrations of the early field assessment called High Leverage Teaching Practice Proficiency Rubrics. The edTPA assessment was piloted in the 2016-2017 school year, however portfolios were locally evaluated and could not be used as common assessment data for CAEP. The EPP will, however have a series of data available by the CAEP site visit. The High Leverage Teaching Practice Proficiency Rubrics are the new early field assessment which contain 8 assessment directly aligned to this standard.. It's inclusion into EPP quality assurance system came in the Fall of 2017, after the EPP realized we needed to strengthen our early field assessment, thus meeting the level of sufficiency and providing the EPP with valid and reliable data that would be an improved tool to measure EPP candidate growth. Data for the Fall 2018 and Spring 2019 will be available at the CAEP site visit.

EPP data reveal candidates are able to use research and evidence to develop an understanding of the teaching profession and use both to measure P-12 students' progress and their own professional practice. Data shared in Exhibit 1.2.A provides evidence of effectiveness on this standard by triangulating data on three assessments: CFAST, edTPA, and the High Leverage Teaching Practice Proficiency Rubrics (early field). Summaries of the assessments used in Exhibit 1.2.A are as follows:

CFAST: Candidate Preservice Assessment of Student Teaching

The mean scores of the CPAST rubrics for the three final (summative) assessments are 2.42 (Fall 17), 2.54 (Spring 18), and 2.53 (rubric scale of 0-3) on the six rubrics that measure standard 1.2. The six rubrics include: C. Assessment of P-12 Learning, G. Checking for Understanding and Adjusting Instruction through Formative Assessment; J. Data Guided Instruction; L. Assessment Techniques; M. Connections to Research and Theory; and N. Participates in Professional Development. These data show EPP strength in assessing P-12 learner, checking for understanding and adjusting instruction through formative assessment, data guided instruction, assessment techniques, connections to research and theory and participates in professional development. High Scores for both applications of data were on rubrics G *Checking for Understanding and Adjusting Instruction through Formative Assessments* and N *Participates in Professional Development*. Although all scores were acceptable, the rubrics with the lowest means relative to EPP strengths include J: *Data Guided Instruction* and M: *Connections to Research and Theory*.

Program Strengths on **Using evidence to measure P-12 Student Progress** on the CPAST are as follows. Secondary Candidates scored highest across the board than Elementary. Elementary candidates were strongest in Fall of 17 and Spring 2018 on rubric G. In Fall of 2018, Elementary students were strongest in N. Participates in Professional Development. Checking for Understanding and Adjusting Instruction through Formative Assessment. Secondary Candidates scored highest. Program Strengths on **Using Evidence to improve Professional Practice** are as follows. Secondary Math and Science Candidates scored highest on Rubric N. Participates in Professional Development in the Fall of 2017. In the Spring of 2018, Art/Music and Health/PE scored the highest on rubric N. Secondary nudged out elementary candidates in both applications of data. In the Fall of 2018, the EPP overall scored highest on N. Participates in Professional Development. All programs enjoyed growth from midterm to final on each rubric.

High Leverage Teaching Practice Proficiency Rubrics

The initial use of the High Leverage Teaching Practice Proficiency Rubrics show great strengths in 1.2 through the Standard 6 Assessment and Standard 7 Planning for Instruction rubrics. Candidates on the 1-4 scale scored an EPP 2.68 mean on the two standards in the Spring of 2018 and a 2.53 in the Fall of 2018. Candidates scored particularly high on the Standard 7: Planning for Instruction Rubric, which addresses using research and assessment evidence to measure students' progress. Secondary candidates scored highest in Fall 17 on rubric G. Checking for Understanding and Adjusting Instruction through Formative Assessment and Rubric L. Assessment Techniques in the Spring of 2018 (m=2.88 out of 3). In this series of data, MAT candidates outscored UG students. Secondary English/Spanish candidates outscored all other programs by scoring a mean of 2.83. P-3 candidates scored the lowest mean of 2.32. IN the Fall of 2018, Undergraduates outscored the MAT candidates on both standards. Secondary English candidates scored highest with a mean score of 3.0. HEPE and History were the next highest scoring programs with a mean of 2.67. The program with the lowest means included Music (2.17) and Math (2.29)

edTPA

To further support the EPP strength on CAEP 1.2, the three applications of data on the edTPA revealed EPP means of 2.82, 2.83, and 2.75 on the 15 rubrics that are tagged by SCALE. These means are very strong considering candidates have no cut-score, and were only required to complete the portfolio. Strengths on the three applications of data include Rubrics 1 (*Planning for Content Understanding*), 2 (*Planning to Support Varied Student Needs*), 3 (*Using Knowledge of Students to Inform Teaching and Learning*), 4 (*Identifying and Supporting Language Demands*), 5 (*Planning Assessments to Monitor and Support Student Learning*), 6 (*Learning Environment*), 12 (*Providing Feedback to Learners*). The lowest rubric means for Fall 17 and Spring 18 applications of data came from Rubric 10 (*Analyzing Teaching Effectiveness*). Although it was the lowest mean, it was still an acceptable score. The lowest mean score for the Fall 18 was Rubric 13 Student use of Feedback. Again, the score was in an acceptable range.

Programs with the highest means on all rubrics in the Fall of 2017 include Elementary (2.99), and Spanish (2.92). Lowest scores on the rubrics in the same application of data include Secondary Science (2.27) and Secondary Math (2.33). In the Spring of 2018, Elementary (2.89) and Art (3.03) candidates were strongest. Lowest scores in this application of data were for P-3 (2.20) and Health and Physical Education (2.27). In the Fall of 2018, the highest means were in Spanish (3.62, n=1) and Elementary (m=2.83, n=9). MAT candidates outscored undergraduates with means of 2.91 and 2.63 respectively.

When looking at item analysis, clear strengths emerged across the three series of data.

Rubric 1: Planning for Content and Understanding. In the Fall of 2018, 3/5 programs represented scored highest on this rubric.

Rubric 3: Using Knowledge of Students To Inform Instruction (Spring 2018 and Fall 2017). 6/11 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 6: Learning Environment. Spring 2018 had 11/12 programs with a rubric mean of 3 or better. In Fall 2017, 10/11 programs demonstrated a rubric mean of 3 or better. In the Fall of 18, all program classifications scored a mean at or above 3.0.

Rubric 6 Learning Environment. 10/12 programs (SP 18) in which EPP data was reported scored a 3.0 or higher.

Rubric 12: Providing Feedback to guide learners. Spring 2018 demonstrated 1/12 programs achieving a score at or above m=3.0 or better.

Areas of improvement were also revealed over the two applications of data and include:

Rubric15: Using Assessment to Inform Instruction (Spring 2018). 1/12 programs scored a *mean* of 3.0 or better.

Rubric 11: Analysis of Student Learning (Spring 2018). 3/12 programs scored a *mean* score of 3.0 or better.

Rubric 3: Subject-Specific Pedagogy (Fall 2017). 3/11 programs scored a *mean* score of 3.0 or better.

Rubric 13: Student use of Feedback (Fall 2017). 3/11 programs scored a *mean* score of 3.0 or better.

Use of Data for Continuous Improvement:

Data for each of these assessments is reviewed each semester by the Dean's, the Office of Certification and Clinical Practice, Faculty, Deans Academic Leadership Council, and the University Teacher Education Advisory Council. It is also reviewed annually at the Teacher Education Retreat. Each of these reviews consists of an analysis of the data, implications, and use for improvement. Some examples of how the institution has acted upon data are included in Exhibit 5.3.B Data Informed Improvements. Some examples of these improvements include:

- a. Data sharing at the university-wide committee (UTEAC) each semester had given the content faculty opportunities to improve area of relative strength and need.
- b. To address the clear need for improvement in the area of differentiated instruction, the EPP has included two courses in special education (and intro course and a behavior management course) to address these needs. These courses have begun Fall 2018. Every candidate will not be required to take two special education courses, each which address differentiating instruction (within the context of academics and behavior)
- c. edTPA writing day implementation – four edTPA writing days have been mandated at critical times throughout the semester to provide support for the edTPA process.
- d. Department chairs have worked with programs to infuse edTPA activities in to all courses. An edTPA matrix was created to share where edTPA rubrics are taught. They specifically focus on research and theory and how it links to pedagogy.
- e. A series of monthly professional development for faculty was offered throughout the edTPA pilot year.
- f. Addition of the High Leverage Teaching Practice Proficiency Rubrics to strengthen the need for valid and reliable early field assessment.
- g. The School of Education hosts two research nights, one in the Fall an one in the summer. In ED 250, all candidates are required to conduct poster presentations that include research and how it ties in to work they complete through service learning.

edTPA Fall 2017, Spring 2018, Fall 2018

FALL 2017

INTASC/ NJPST Standards	CAEP Standards	Rubrics		FALL 2017										
				EPP	Elementary	Spanish	History-Secondary	Art	Science - Secondary	P3 & TSD	Mathematics - Secondary	HEPE		
				N=32	N=17	N=1	N=2	N=4	N=1	N=4	N=1	N=2		
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1	Planning for Content Understandings	Mean:	2.8	3	3	2.5	2.85	2	3	2	2.5	
				Std. Dev.	0.6	0.6	0	0.5	0.25	0	0	0	0	
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2	Planning to Support Varied Student Needs	Mean:	2.9	3	4	3	2.85	2	2.5	3	2.25	
				Std. Dev.	0.7	0.7	0	0	0.25	0	0.5	0	0	
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3	Using Knowledge of Students to Inform Teaching and Learning	Mean:	2.9	3	3	3	3	2	2.8	2	2.5	
				Std. Dev.	0.5	0.5	0	0	0	0	0.4	0	0	
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	4	Identifying and Supporting Language Demands	Mean:	3	3		2	2.85	3	2.8	3	3	
				Std. Dev.	0.6	0.6		0	0.25	0	0.4	0	0	
1, 6, 8	1.1, 1.2, 1.4, 1.5	5	Planning Assessments to Monitor and Support Student Learning	Mean:	2.8	2.9	3	2.5	3	3	2.5	2	2.5	
				Std. Dev.	0.6	0.7	0	0.5	0.4	0	0.5	0	0	
2, 3, 8	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	6	Learning Environment	Mean:	3	3.1	3	3	2.85	3	3.3	3	3	
				Std. Dev.	0.3	0.2	0	0	0.25	0	0.4	0	0	
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7	Engaging Students in Learning	Mean:	2.8	3.1	2	2	2.65	2	3	3	2.25	
				Std. Dev.	0.7	0.7	0	0	0.25	0	0	0	0	
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8	Deepening Student Learning	Mean:	2.8	2.9	3	2	2.65	2	3	4	2.5	
				Std. Dev.	0.5	0.3	0	0	0.25	0	0.7	0	0	
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9	Subject-Specific Pedagogy	Mean:	2.7	3.1	1	2	2.85	2	2.3	2	2.5	
				Std. Dev.	0.8	0.7	0	0	0.25	0	0.4	0	0	
9	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	10	Analyzing Teaching Effectiveness	Mean:	2.6	2.8	3	2.5	2.5	2	2.8	2	2	
				Std. Dev.	0.5	0.3	0	0.5	0	0	0.4	0	0	
6	1.1, 1.2, 1.4, 1.5, 3.6	11	Analysis of Student Learning	Mean:	2.7	3	3	0	2.5	3	3	2	2.25	
				Std. Dev.	0.7	0.8	0	0	0.4	0	0	0	0	
6	1.1, 1.2, 1.4, 1.5, 3.6	12	Providing Feedback to Guide Learning	Mean:	3.2	3.4	4	0	3.25	2	3.5	2	2.5	
				Std. Dev.	0.8	0.8	0	0	0.2	0	0.5	0	0	
6	1.1, 1.2, 1.4, 1.5, 3.6	13	Student Use of Feedback	Mean:	2.7	2.9	3	0.5	2.65	2	2.5	2	2.5	
				Std. Dev.	0.8	1	0	0.5	0.25	0	0.5	0	0	
1, 2, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	14	Analyzing Students' Language Use and Content Learning	Mean:	2.7	2.8		2	2.9	3	3	2	2	
				Std. Dev.	0.6	0.5		1	0.3	0	0	0	0	
6, 7, 8, 9	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	15	Using Assessment to Inform Instruction	Mean:	2.7	2.9	3	2.5	2.6	1	3	1	2.5	
				Std. Dev.	0.8	0.6	0	0.5	0.4	0	0.7	0	0	
Mean				2.82	2.99	2.92	1.97	2.80	2.27	2.87	2.33	2.45		
Std. Dev.				0.63	0.60	0.00	0.23	0.25	0.00	0.36	0.00	0.00		
Overall Mean				2.60										
Overall Std. Dev.				0.23										

SPRING 2018

INTASC/NJPST Standards	CAEP Standards	Rubrics		EPP N=92	Elementary N=46	Spanish N=2	History-Secondary N=3	HEPE N= 5	Science - Secondary N=5	P3 & TSD N=2	Mathematics - Secondary N=3	Art N= 10	English - Secondary N=16	
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1	Planning for Content Understandings	Mean:	2.9	2.8	2	3.3	2	2.6	2.5	3.2	2.55	3.1
				Std. Dev:	0.8	0.8	0	0.5	0	0.5	0.5	0.8	1.8	0.5
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2	Planning to Support Varied Student Needs	Mean:	2.8	2.9	3	2.7	2.65	2.6	2	2.7	3.05	2.8
				Std. Dev:	0.6	0.6	0	0.5	0.4	0.5	0	0.5	0.5	0.15
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3	Using Knowledge of Students to Inform Teaching and Learning	Mean:	2.9	3	2.5	3	2.5	2.4	2.5	3.3	3.3	2.9
				Std. Dev:	0.7	0.7	0.5	0	0	0.5	0.5	0.5	0.5	0.85
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	4	Identifying and Supporting Language Demands	Mean:	2.8	2.9		3.7	2	2	2.5	3	3.15	2.8
				Std. Dev:	0.6	0.5		0.5	0.35	0.6	0.5	0	0.25	0.7
1, 6, 8	1.1, 1.2, 1.4, 1.5	5	Planning Assessments to Monitor and Support Student Learning	Mean:	2.9	2.7	2	3.3	2.15	3	1.5	3.3	3.35	3.1
				Std. Dev:	0.7	0.7	0	0.5	0.2	0	0.5	0.5	0.5	0.5
2, 3, 8	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	6	Learning Environment	Mean:	3	3	3	3	2.75	3	3	3	3.05	3.1
				Std. Dev:	0.2	0.2	0	0	0.25	0	0	0	0	0.15
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7	Engaging Students in Learning	Mean:	2.8	2.9	2.5	3	2.15	2.6	3	2.3	3	2.9
				Std. Dev:	0.5	0.4	0.5	0	0.2	0.5	0	0.5	0.25	0.6
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8	Deepening Student Learning	Mean:	2.9	2.9	2.5	3.3	2.25	2.8	3	2.8	3	2.9
				Std. Dev:	0.6	0.5	0.5	0.5	0.25	0.7	0	0.2	0.4	0.7
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9	Subject-Specific Pedagogy	Mean:	2.8	3.1	2	3.3	1.65	2	1	3	3.05	2.8
				Std. Dev:	0.8	0.7	0	0.5	0.2	0.6	0	0	0.15	0.8
9	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	10	Analyzing Teaching Effectiveness	Mean:	2.6	2.8	2	2.3	2.25	2	3	2.7	2.45	2.6
				Std. Dev:	0.6	0.6	0	0.5	0.25	0	0	0.5	0.5	0.7
6	1.1, 1.2, 1.4, 1.5, 3.6	11	Analysis of Student Learning	Mean:	3	2.9	2	2.3	1.9	2.2	2	3	2.9	2.8
				Std. Dev:	1	0.7	0	0.5	0.4	1.2	0	0	0.9	0.8
6	1.1, 1.2, 1.4, 1.5, 3.6	12	Providing Feedback to Guide Learning	Mean:	3.1	3.2	3	3.3	2.5	2.4	1.5	3.3	3.45	3.1
				Std. Dev:	0.9	0.7	0	0.5	0.35	0.5	0.5	0.5	0.8	0.9
6	1.1, 1.2, 1.4, 1.5, 3.6	13	Student Use of Feedback	Mean:	2.5	2.7	2.5	2.7	2.4	2	1	2	3.15	2.4
				Std. Dev:	0.8	0.7	0.5	0.5	0.2	0.6	0	0	0.7	0.7
1, 2, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	14	Analyzing Students' Language Use and Content Learning	Mean:	2.7	2.7		2.3	2.65	2.6	2.5	3	3	2.7
				Std. Dev:	0.6	0.6		0.5	0.2	0.5	0.5	0	0.25	0.8
6, 7, 8, 9	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	15	Using Assessment to Inform Instruction	Mean:	2.7	2.9	2.5	2.3	2.25	2	2	2.8	3	2.6
				Std. Dev:	0.7	0.7	0.5	0.5	0.25	0.9	1	0.2	0.5	0.9
Mean:				2.83	2.89	2.42	2.92	2.27	2.41	2.20	2.89	3.03	2.84	
Std. Dev:				0.67	0.61	0.19	0.40	0.23	0.51	0.27	0.28	0.54	0.67	
Overall Mean				2.67										
Overall Std. Dev.				0.44										

edTPA FALL 2018												
INTASC/ NJPST Standards	CAEP Standards	Rubrics			EPP N=17	UG N=10	MAT N=7	Elementary (K6) N=9	Spanish N=1	English- Secondary N= 3	P3 & TSD N=2	HEPE N=2
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1	Planning for Content Understandings	Mean:	2.94	2.90	3.00	2.67	4.00	3.67	3.00	2.50
				Std. Dev:	0.73	0.54	0.93	1.00		0.00	0.00	1.00
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2	Planning to Support Varied Student Needs	Mean:	2.88	2.90	2.86	2.89	4.00	3.00	3.00	2.00
				Std. Dev:	0.68	0.70	0.64	1.00		1.00	0.00	0.00
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3	Using Knowledge of Students to Inform Teaching and Learning	Mean:	2.94	2.60	3.43	3.11	4.00	3.00	2.50	2.00
				Std. Dev:	0.73	0.66	0.49	1.00		1.00	0.50	0.00
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3,	4	Identifying and Supporting Language Demands	Mean:	2.94	2.80	3.17	3.11		3.00	3.00	2.00
				Std. Dev:	0.75	0.75	0.69	1.00		1.00	0.00	0.00
1, 6, 8	1.1, 1.2, 1.4, 1.5	5	Planning Assessments to Monitor and Support Student Learning	Mean:	2.74	2.65	2.86	2.56	4.00	3.33	2.75	2.00
				Std. Dev:	0.73	0.63	0.83	1.00		0.00	0.25	0.00
2, 3, 8	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	6	Learning Environment	Mean:	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
				Std. Dev:	0.00	0.00	0.00	0.00		0.00	0.00	0.00
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7	Engaging Students in Learning	Mean:	2.76	2.80	2.71	2.78	3.00	3.00	3.00	2.00
				Std. Dev:	0.64	0.75	0.45	1.00		1.00	0.00	0.00
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8	Deepening Student Learning	Mean:	2.76	2.70	2.86	2.78	3.00	3.00	3.00	2.00
				Std. Dev:	0.55	0.64	0.35	0.00		1.00	0.00	0.00
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9	Subject-Specific Pedagogy	Mean:	2.41	2.50	2.29	2.56	3.00	2.67	1.50	2.00
				Std. Dev:	0.69	0.81	0.45	0.00		1.00	0.50	0.00
9	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	10	Analyzing Teaching Effectiveness	Mean:	2.59	2.60	2.57	2.67	3.00	2.33	3.00	2.00
				Std. Dev:	0.49	0.49	0.49	0.00		0.00	0.00	0.00
6	1.1, 1.2, 1.4, 1.5, 3.6	11	Analysis of Student Learning	Mean:	2.47	2.20	2.86	2.78	4.00	2.00	2.00	1.50
				Std. Dev:	0.70	0.60	0.64	0.00		0.00	0.00	1.00
6	1.1, 1.2, 1.4, 1.5, 3.6	12	Providing Feedback to Guide Learning	Mean:	3.09	2.65	3.71	3.44	4.00	3.00	2.25	2.00
				Std. Dev:	0.91	0.90	0.45	1.00		1.00	0.25	1.00
6	1.1, 1.2, 1.4, 1.5, 3.6	13	Student Use of Feedback	Mean:	2.41	2.10	2.86	2.67	4.00	2.00	2.00	1.50
				Std. Dev:	0.77	0.70	0.64	0.00		1.00	0.00	1.00
1, 2, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	14	Analyzing Students' Language Use and Content Learning	Mean:	2.63	2.60	2.67	2.89		2.33	3.00	1.50
				Std. Dev:	0.70	0.80	0.47	1.00		0.00	0.00	1.00
6, 7, 8, 9	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	15	Using Assessment to Inform Instruction	Mean:	2.62	2.45	2.86	2.56	4.00	2.67	2.75	2.00
				Std. Dev:	0.58	0.47	0.64	0.00		0.00	0.25	0.00
Mean					2.75	2.63	2.91	2.83	3.62	2.80	2.65	2.00
Std. Dev.					0.64	0.63	0.54	0.53		0.53	0.12	0.33
Overall Mean					2.78							
Overall Std. Dev.					0.38							

Candidate Preservice Assessment of Student Teaching (CPAST)

Fall 2017 Midterm

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/Music	Health & Physical	P-3	Spanish
				N=30	N=16	N=4	N=1	N=1	N=2	N=3	N=2	N=4	N=1
6	1.1, 1.2	C. Assessment of P-12 Learning	Mean:	1.77	1.88	2	2	2	2	1.33	1	1.75	2
			Std. Dev:	0.63	0.62	0	0	0	0	1.15	0	0.5	0
6, 8	1.1, 1.2	G. Checking for Understanding and Adjusting Instruction through Formative Assessment	Mean:	1.97	2.25	1.75	3	1	1.5	1.67	1.5	1.75	1
			Std. Dev:	0.72	0.58	0.96	0	0	0.71	1.15	0.71	0.5	0
6	1.1.2, 2	J. Data-Guided Instruction	Mean:	1.63	1.81	1.75	3	1	1.5	1.33	1	1.25	2
			Std. Dev:	0.56	0.4	0.96	0	0	0.71	0.58	0	0.5	0
7	1.1, 1.2	L. Assessment Techniques	Mean:	1.90	2.00	1.75	2	2	1.5	2.00	1.5	1.75	2
			Std. Dev:	0.55	0.52	0.5	0	0	0.71	1.00	0.71	0.5	0
9	1, 1.2, 3	M. Connections to Research and Theory	Mean:	1.60	1.69	1.25	2	1	1	1.67	1	1.75	2
			Std. Dev:	0.67	0.79	0.5	0	0	0	0.58	0	0.5	0
9	1, 1.2, 3	N. Participates in Professional Development (PD)	Mean:	2.47	2.69	2.25	3	3	1.5	2.33	2.5	2	2
			Std. Dev:	0.63	0.48	0.96	0	0	0.71	0.58	0.71	0.82	0

Fall 2017 Final

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/ Music	Health & Physical	P-3	Spanish
				N=32	N=17	N=4	N=1	N=1	N=2	N=4	N=2	N=4	N=1
6	1.1, 1.2	C. Assessment of P-12 Learning	Mean:	2.50	2.65	2.5	3	3	2	2.50	1.5	2.25	3
			Std. Dev:	0.67	0.49	0.58	0	0	0	1.00	0.71	0.96	0
6, 8	1.1, 1.2	G. Checking for Understanding and Adjusting Instruction through Formative Assessment	Mean:	2.56	2.71	2.75	3	3	2.5	2.00	1.5	2.75	3
			Std. Dev:	0.62	0.47	0.5	0	0	0.71	0.82	0.71	0.5	0
6	1, 1.2, 2	J. Data-Guided Instruction	Mean:	2.28	2.41	2.25	3	2	2	2.25	1	2.5	2
			Std. Dev:	0.58	0.51	0.5	0	0	0	0.50	0	0.58	0
7	1.1, 1.2	L. Assessment Techniques	Mean:	2.44	2.71	2.5	3	3	2	2.25	1	2.2	2
			Std. Dev:	0.62	0.47	0.58	0	0	0	0.50	0	0.5	0
9	1, 1.2, 3	M. Connections to Research and Theory	Mean:	2.13	2.18	2	2	2	2	2.00	0.5	2.75	3
			Std. Dev:	0.71	0.53	0	0	0	0	0.82	0.71	0.5	0
9	1, 1.2, 3	N. Participates in Professional Development (PD)	Mean:	2.63	2.71	2.75	3	3	2.5	2.50	2.5	2.25	3
			Std. Dev:	0.49	0.47	0.5	0	0	0.71	0.58	0.71	0.5	0

Fall 2017 Final

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	Art/ Music	Health & Physical	P-3	Spanish
				N=32	N=17	N=4	N=1	N=1	N=2	N=4	N=2	N=4	N=1
6	1.1, 1.2	C. Assessment of P-12 Learning	Mean:	2.50	2.65	2.5	3	3	2	2.50	1.5	2.25	3
			Std. Dev:	0.67	0.49	0.58	0	0	0	1.00	0.71	0.96	0
6, 8	1.1, 1.2	G. Checking for Understanding and Adjusting Instruction through Formative Assessment	Mean:	2.56	2.71	2.75	3	3	2.5	2.00	1.5	2.75	3
			Std. Dev:	0.62	0.47	0.5	0	0	0.71	0.82	0.71	0.5	0
6	1, 1.2, 2	J. Data-Guided Instruction	Mean:	2.28	2.41	2.25	3	2	2	2.25	1	2.5	2
			Std. Dev:	0.58	0.51	0.5	0	0	0	0.50	0	0.58	0
7	1.1, 1.2	L. Assessment Techniques	Mean:	2.44	2.71	2.5	3	3	2	2.25	1	2.2	2
			Std. Dev:	0.62	0.47	0.58	0	0	0	0.50	0	0.5	0
9	1, 1.2, 3	M. Connections to Research and Theory	Mean:	2.13	2.18	2	2	2	2	2.00	0.5	2.75	3
			Std. Dev:	0.71	0.53	0	0	0	0	0.82	0.71	0.5	0
9	1, 1.2, 3	N. Participates in Professional Development (PD)	Mean:	2.63	2.71	2.75	3	3	2.5	2.50	2.5	2.25	3
			Std. Dev:	0.49	0.47	0.5	0	0	0.71	0.58	0.71	0.5	0

Spring 2018 Midterm

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Math	Science	Social Studies	English	MAT Total	Spanish	Health & Physical	P3	Art/Music
				N=84	N=44	N=22	N=2	N=5	N=3	N=12	N=8	N=2	N=3	N=2	N=9
6	1.1, 1.2	C. Assessment of P-12 Learning	Mean:	2.12	2.02	2.32	2.00	2.40	2.00	2.42	2.00	3.00	1.67	1.50	2.00
			Std. Dev:	0.63	0.59	0.57	0	0.71	0	0.67	0.76	0	0.58	0.71	0.71
6, 8	1.1, 1.2	G. Checking for Understanding and Adjusting Instruction through Formative Assessment	Mean:	2.17	2.30	2.23	2.00	2.00	2.00	2.42	1.63	2.50	1.67	1.50	1.56
			Std. Dev:	0.64	0.55	0.61	0	0	0	0.79	0.74	0	0.58	0.71	0.73
6	1.1.2, 2	J. Data-Guided Instruction	Mean:	1.83	1.84	2.18	2.00	2.20	1.67	2.33	1.50	2.00	1.33	0.50	1.33
			Std. Dev:	0.76	0.61	0.66	0	0.71	0.58	0.65	0.93	0	0.58	0.71	1.22
7	1.1, 1.2	L. Assessment Techniques	Mean:	2.06	2.05	2.32	2.00	2.20	2.33	2.42	2.13	2.50	1.33	1.00	1.89
			Std. Dev:	0.50	0.43	0.48	0	0	0.58	0.51	0.64	0	0.58	0	0.33
9	1, 1.2, 3	M. Connections to Research and Theory	Mean:	1.94	1.95	2.23	2.50	2.20	2.67	2.08	1.88	3.00	0.33	0.50	1.78
			Std. Dev:	0.96	0.86	0.87	0.71	0.71	0.58	1	0.83	0	0.58	0.71	1.09
9	1, 1.2, 3	N. Participates in Professional Development (PD)	Mean:	2.36	2.36	2.64	2.50	2.80	2.33	2.67	2.25	2.50	2.67	2.00	1.56
			Std. Dev:	0.83	0.87	0.49	0.71	0	0.58	0.49	0.71	0	0.58	0	1.13

Spring 2018 Final

INTASC	CAEP	Competency Area		EPP	Elementary	Secondary	Social Studies (UG)	Social Studies & TSD	Science	Math & TSD	English	English & TSD	MAT	Early Childhood & TSD	Art/Music	Health & Physical
				N=78	N=36	N=25	N=1	N=2	N=5	N=3	N=11	N=3	N=15	N=2	N=10	N=5
6	1.1, 1.2	C. Assessment of P-12 Learning	Mean:	2.60	2.58	2.80	3.00	3.00	2.60	2.33	3.00	2.67	2.60	2.50	2.60	1.80
			Std. Dev:	0.54	0.5	0.41	0	0	0.55	0.58	0	0.58	0.74	0.71	0.70	0.45
6, 8	1.1, 1.2	G. Checking for Understanding and Adjusting Instruction through Formative Assessment	Mean:	2.67	2.72	2.80	2.00	2.50	2.60	3.00	3.00	2.67	2.60	2.50	2.50	2.00
			Std. Dev:	0.53	0.45	0.41	0	0.71	0.55	0	0	0.58	0.74	0.71	0.71	0.71
6	1.1, 2, 2	J. Data-Guided Instruction	Mean:	2.38	2.44	2.64	2.00	2.50	2.20	3.00	2.82	2.67	2.20	1.50	2.20	1.40
			Std. Dev:	0.61	0.5	0.49	0	0.71	0.45	0	0.4	0.58	0.68	0.71	0.63	0.55
7	1.1, 1.2	L. Assessment Techniques	Mean:	2.58	2.58	2.88	3.00	3.00	2.80	3.00	2.91	2.67	2.47	2.00	2.30	1.80
			Std. Dev:	0.57	0.5	0.33	0	0	0.45	0	0.3	0.58	0.74	0	0.67	0.84
9	1, 1.2, 3	M. Connections to Research and Theory	Mean:	2.35	2.36	2.48	3.00	2.50	2.00	2.67	2.55	2.67	2.27	1.50	2.60	1.40
			Std. Dev:	0.64	0.64	0.51	0	0.71	0	0.58	0.52	0.58	0.59	0.71	0.52	0.55
9	1, 1.2, 3	N. Participates in Professional Development (PD)	Mean:	2.68	2.67	2.68	2.00	3.00	2.60	2.67	2.73	2.67	2.60	2.00	2.80	2.80
			Std. Dev:	0.5	0.53	0.48	0	0	0.55	0.58	0.47	0.58	0.51	0	0.42	0.45

Fall 2018 Midterm

INTASC	CAEP	Competency Area		EPP	Undergraduate	MAT	Elementary	Secondary	Health & Physical	P-3 & TSD	English	Spanish
				N=16	N=9	N=7	N=9	N=3	N=2	N=2	N=2	N=1
6	1.1, 1.2	C. Assessment of P-12 Learning	Mean:	1.94	2.00	1.86	2.00	2.33	1.00	2.00	2.50	2.00
			Std. Dev:	0.66	0.82	0.35	0.47	0.47	1.00	0.00	0.50	
6, 8	1.1, 1.2	G. Checking for Understanding and Adjusting Instruction through Formative Assessment	Mean:	1.94	1.78	2.14	2.00	2.67	0.50	2.00	2.50	3.00
			Std. Dev:	0.66	0.79	0.35	0.00	0.47	0.50	0.00	0.50	
6	1.1 1.2, 2.3	J. Data-Guided Instruction	Mean:	1.56	1.56	1.57	1.67	2.00	0.50	1.50	1.50	3.00
			Std. Dev:	0.86	0.83	0.90	0.82	0.82	0.50	0.50	0.50	
7	1.1, 1.2	L. Assessment Techniques	Mean:	1.56	1.44	1.71	1.78	1.67	0.00	2.00	1.50	2.00
			Std. Dev:	0.79	0.96	0.45	0.63	0.47	0.00	0.00	0.50	
9	1.1, 1.2, 3.3	M. Connections to Research and Theory	Mean:	1.50	1.56	1.43	1.33	2.33	1.50	1.00	2.00	3.00
			Std. Dev:	0.94	0.96	0.90	0.67	0.47	1.50	1.00	0.00	
9	1.1, 1.2, 3.3	N. Participates in Professional Development (PD)	Mean:	2.44	2.78	2.00	2.22	2.67	3.00	2.50	2.50	3.00
			Std. Dev:	0.86	0.42	1.07	1.03	0.47	0.00	0.50	0.50	
Overall Mean				1.82	1.85	1.79	1.83	2.28	1.08	1.83	2.08	2.67
Overall Std. Dev.				0.79	0.79	0.67	0.60	0.53	0.58	0.33	0.42	0.00

Fall 2018 Final

INTASC	CAEP	Competency Area		EPP	Undergraduate	MAT	Elementary	Secondary	Health & Physical	P-3 & TSD	English	Spanish
				N=20	N=12	N=8	N=11	N=4	N=2	N=3	N=3	N=1
6	1.1, 1.2	C. Assessment of P-12 Learning	Mean:	2.35	2.33	2.38	2.36	2.75	1.50	2.33	2.67	3.00
			Std. Dev:	0.65	0.62	0.70	0.64	0.43	0.50	0.47	0.47	
6, 8	1.1, 1.2	G. Checking for Understanding and Adjusting Instruction through Formative Assessment	Mean:	2.40	2.42	2.38	2.45	2.50	2.00	2.33	2.33	3.00
			Std. Dev:	0.58	0.49	0.70	0.66	0.50	0.00	0.47	0.47	
6	1.1 1.2, 2.3	J. Data-Guided Instruction	Mean:	2.30	2.33	2.25	2.18	2.75	2.00	2.33	2.67	3.00
			Std. Dev:	0.64	0.62	0.66	0.57	0.43	1.00	0.47	0.47	
7	1.1, 1.2	L. Assessment Techniques	Mean:	2.30	2.42	2.13	2.18	2.50	2.50	2.33	2.33	3.00
			Std. Dev:	0.56	0.49	0.60	0.57	0.50	0.50	0.47	0.47	
9	1.1, 1.2, 3.3	M. Connections to Research and Theory	Mean:	2.20	2.08	2.38	2.27	2.50	1.50	2.00	2.33	3.00
			Std. Dev:	0.75	0.76	0.70	0.75	0.50	0.50	0.82	0.47	
9	1.1, 1.2, 3.3	N. Participates in Professional Development (PD)	Mean:	2.80	2.75	2.88	2.82	3.00	2.50	2.67	3.00	3.00
			Std. Dev:	0.40	0.43	0.33	0.39	0.00	0.50	0.47	0.00	
Overall Mean				2.39	2.39	2.40	2.38	2.67	2.00	2.33	2.56	3.00
Overall Std. Dev.				0.60	0.57	0.61	0.60	0.39	0.50	0.53	0.39	0.00

Spring 2018

High Leverage Teaching Proficiency Rubrics (1.2)

INTASC / NJPST	CAEP	Criteria	EPP		UG		MAT		Elem		P-3		Eng./Span		HEPE		TSD	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
			N = 18		N = 13		N = 6		N = 12		N = 2		N = 1		N = 2		N = 12	
6	1.1,1.2,1.3	STANDARD 6: Assessment	2.42	0.67	2.34	0.77	2.50	0.75	2.50	0.67	2.00	0.00	3.00	0.00	1.50	0.71	2.42	0.67
7	1.1,1.2,1.4	STANDARD 7: Planning for Instruction	2.95	0.60	2.84	0.64	3.00	0.55	2.92	0.67	3.00	0.00	3.00	0.00	3.00	1.41	3.00	0.60
Overall			2.68	0.04	2.59	0.07	2.75	0.11	2.71	0	2.5	0	3	0	2.25	0.38	2.71	0.04

Fall 2018 HLTPR

Assessment 1.2

INTASC Cat	INTASC	CAEP	Criteria	EPP		UG		MAT		Elem		P-3		Secondary		HEPE		English		Music		Science		Math		History			
				Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
				N = 77		N = 52		N = 25		N = 41		N = 1		N = 32		N = 3		N = 7		N = 3		N = 6		N = 7		N = 9			
3	6	1.1,1.2,1.3	STANDARD 6: Assessment	2.36	0.79	2.44	0.74	2.20	0.85	2.24	0.88	3.00		2.50	0.66	2.33	0.47	2.86	0.64	2.00	0.00	2.50	0.76	2.43	0.73	2.44	0.50		
3	7	1.1,1.2,1.4	STANDARD 7: Planning for Instruction	2.69	0.79	2.69	0.72	2.68	0.93	2.71	0.86	2.00		2.66	0.73	3.00	0.00	3.14	0.64	2.33	0.47	2.50	0.76	2.14	0.64	2.89	0.57		
Mean Total:				2.53		2.57		2.44		2.48		2.50		2.58		2.67		3.00		2.17		2.50		2.29		2.67			
Std. Dev. Total:				0.79		0.73		0.89		0.87				0.70		0.24		0.64		0.24		0.76		0.68		0.53			
Overall Mean				2.53																									
Overall Std. Dev.				0.64																									

SPA	Content	Author	Status
INITIAL PROGRAMS- SPA Review			
ACEI	Elementary- UG	Carolyn Groff	NATIONALLY RECOGNIZED
ACEI	Elementary- GRAD	Dorothy Varygiannes	NATIONALLY RECOGNIZED
CEC	Special Ed /TSD/UG	Carol McArthur	NATIONALLY RECOGNIZED
CEC	Special Ed/TSD/GR	Wendy Harriott	NATIONALLY RECOGNIZED
NAEYC	Early Childhood/UG	Kerry Rizzuto	NATIONALLY RECOGNIZED
NAEYC	Early Childhood/GR	Kerry Rizzuto	NATIONALLY RECOGNIZED
NCSS	Social Studies- UG	Jiwon Kim	NATIONALLY RECOGNIZED
NCSS	Social Studies-Grad	Jiwon Kim	NATIONALLY RECOGNIZED
NCTM	Math- UG	Linda Arnold	NATIONALLY RECOGNIZED
NCTM	Math- GRAD	Linda Arnold	NATIONALLY RECOGNIZED
NSTA	Science- UG	Judy Bazler	NATIONALLY RECOGNIZED
NSTA	Science-Grad	Judy Bazler	NATIONALLY RECOGNIZED
NCTE	English-UG	Alex Romagnoli	NATIONALLY RECOGNIZED
NCTE	English-GR	Alex Romagnoli	NATIONALLY RECOGNIZED
INITIAL PROGRAMS PROGRAM REVIEW W/FEEDBACK			
AAHE/NASPE	Health/Phys Ed	Chris Hirschler	Program Review w/ Feedback
AAHE/NASPE	Health/Phys Ed	Chris Hirschler	Program Review w/ Feedback
NASAD	Art UG	Linda Foster	Program Review w/ Feedback
NASAD	Art Grad	Linda Foster	Program Review w/ Feedback
NASM	Music UG	Linda Foster	Program Review w/ Feedback
NASM	Music Grad	Linda Foster	Program Review w/ Feedback
TESOL	ESL-UG	Cathy Wong	Will move to Advanced Program
TESOL	ESL--Grad	Cathy Wong	Will move to Advanced Program
ACTFL	Spanish or Chinese	Kathy Wong	Program Review w/ Feedback
ACTFL	Spanish or Chinese	Kathy Wong	Program Review w/ Feedback

**A Sustainable Teacher Residency:
Designing Paid Internships for Teacher Education**

John E. Henning
Monmouth University

Bernard F. Bragen, Jr.
Monmouth University

Tracey Mulvaney
Monmouth University

William O. George, III
Middletown Township Public Schools

Abstract: The purpose of this case study research is to describe how one teacher preparation program constructed a pilot program to compensate teacher candidates for their work in school classrooms. The program provides teacher candidates with opportunities to work in schools year round, including semester breaks, the months of May and June, and in extended year programs during the summer. The program is intended to replace part time work outside of education with work in P-12 school classrooms that better prepares teacher candidates for their teaching careers. Forty-one participants volunteered for the program during spring semester 2017. This study reports on initial data collected five months after the pilot began in the fall semester, 2017. Data were collected through interviews and surveys of teacher candidates and interviews with supervisors. The findings indicate that participants spent more time in schools, felt more confident about teaching and better prepared to teach, and would recommend the program to others.

KEYWORDS: professional development schools; school-university partnerships

NAPDS NINE ESSENTIALS ADDRESSED:

1. a school–university culture committed to the preparation of future educators that embraces their active engagement in the school community;
2. ongoing and reciprocal professional development for all participants guided by need;
3. a shared commitment to innovative and reflective practice by all participants;

Declaring a common goal of increasing P-12 student learning has brought the Monmouth University Partnership together in common cause. Each new and current initiative is evaluated based on its capacity for increasing P-12 student learning. The result has been greater buy-in for the partnership, increased collaboration, and a shared responsibility among partners for P-12 student learning and teacher preparation. New partnership initiatives that have facilitated student learning are longer clinical experiences, the implementation of co-teaching, and the assessment of teacher candidate impact on student learning (For a fuller description, see Henning et al., in press).

During the past three years and prior to the development of the Teacher Residency pilot program, the Monmouth University Partnership has been piloting and implementing a yearlong clinical internship experience. During the yearlong experience teacher candidates remain in one placement during an entire year. In the first semester, they complete a minimum of a hundred hours of clinical experience, and in the second semester, they engage in a full time clinical internship, formerly known as student teaching. The added value of the longer clinical experience has quickly been recognized by teacher candidates, teachers, and administrators. Teacher candidates build stronger relationships, become more involved with school events, and have a greater impact on student learning. In short, they become members of the school community (Foster et al, 2018).

However, expanding the number of clinical hours has put added pressure on teacher candidates in regards to balancing their time. Many teacher candidates have to work to subsidize the cost of college. Between their coursework, their clinical experiences, and their jobs, students are hard pressed to meet all their obligations. Between jobs and coursework, we found that conflicts with work were more common than schedule conflicts. It became clear from our work with the yearlong experience that further expansion of our clinical experiences could be limited by teacher candidates need to meet their financial obligations.

In response to the concerns of teacher candidates and as part of our larger effort to further expand our clinical experience, the Teacher Residency program was created to engage sophomores, juniors, seniors, and initial licensure graduate students in an extended apprenticeship in P-12 school settings over a two- to three-year period. As part of the program, teacher candidates perform functions traditionally given to substitute teachers, paraprofessionals, and tutors. In turn, monies from school budgets to compensate these positions are invested into the teacher residency program. Other sources of funds include professional development monies, summer enrichment programs, university scholarships, and graduate assistantships.

The purpose of this case study is to further explore an enhanced level of mutual benefits through a teacher residency program. The study shows how the design of the Teacher Residency program addresses the financial burdens of students, meets local school district needs for substitute teachers, paraprofessionals, and tutors while further expanding clinical experiences. Through interview and survey data, teacher candidates, school principals, district superintendents, and university leadership will tell the story of how they started the program, what has guided their design of the program, what results have been obtained to date, and what they see for the future.

Literature Review

The design for the teacher residency pilot program was influenced by four areas of the research literature. Each of these is explained below, the first of which is the design thinking, an approach to innovation that governed the design, implementation, and evolution of the pilot project. Driving the change was our teacher candidates' desire to gain as much experience in schools as possible and the Monmouth University Partnership's move to clinically-based teacher education. Our purpose is to expand Monmouth's clinical experiences by providing a financial incentive for teacher candidates to spend additional time in the field.

Design Thinking

The change process for this innovation in teacher education was guided by the design thinking process (Brown, 2009). Design thinking is characterized by three stages: Inspiration, Ideation, and Implementation. The Inspiration phase is characterized by a fresh idea, one that prompts a new design followed by an action such as a pilot project. During Ideation, which is the second phase, the pilot project evolves through a succession of pilot tests. The pilot tests provide an opportunity to adapt and refine the design as problems are encountered. The use of a pilot enables problems to be solved while they are at a small scale. The third stage is Implementation, which is characterized by the full implementation of the new innovation.

The new design typically becomes more complex as it evolves and new criteria are added in response to problems encountered. The original design is refined through cycles of enactment and reflection. Gradually the pilot grows larger and the design becomes increasingly refined on a large scale. Over time, patterns of behavior within the new system become increasingly predictable and stable, thus leading to full implementation. Initiating and expanding pilot projects provides a great opportunity to learn how to manage a new system while simultaneously developing the design and minimizing the chances of failure (Brown, 2009).

Clinically-Based Teacher Education

A design thinking approach was used at Monmouth University to implement yearlong clinical experiences, which were piloted for two years before full implementation in the third year. The pilot taught us what we needed to know in order to develop the expectations, communications, and professional development needed to support teacher candidates, mentor teachers, and supervisors. The gradual expansion of our clinical experiences is also reflective of a worldwide trend towards more time spent in the field during preservice teaching (Gut, Beam, Henning, Cochran, & Knight, 2014).

This trend is also congruent with the recent release of the Clinical Practice Commission's (CPC) recommendations, which have provided an important affirmation of the Blue Ribbon Panel's call to turn "teacher education upside" (Clinical Practice Commission, 2018; NCATE, 2010). In their report, the CPC delineates 10 proclamations and their associated tenants for strengthening clinical experiences. In a clinically-based program, practice is situated at the core of the preparation program, and coursework is organized to support those experiences (Henning et al., 2016; Henning, Gut, & Beam, 2015). Preservice teachers are introduced to the practical

work of teaching through the sustained, critical feedback of their mentor teachers during early clinical experiences (Feiman-Nemser & Buchmann, 1987; Zeichner, 1996).

Teacher Development

Our understanding of teacher candidate development in a clinical setting is based upon the following three premises: 1) Teachers and teacher candidates always learn to teach in a specific context, 2) they gradually acquire more complex skills within that context, and 3) over time, their actions are internalized as thinking processes. These premises are consistent with sociocultural and experiential theories of learning that assert that social interactions gradually become internalized as thought processes (Vygotsky, 1986).

The context for learning to teach plays a critical role in teacher development. It includes the time, place, students, activities, and dialogue that occur within the school setting (Borko and Putnam, 1996). The types of interactions that teacher candidates have within this environment will enhance or limit the potential for learning. For example, a richer, more open, student-centered environment with a high level of student dialogue and participation will offer more learning opportunities than a teacher centered, directive approach to instruction.

As they gain familiarity with the context for their teaching, candidates gradually acquire an increasingly complex set of skills as they become more and more autonomous in the classroom. These skills are acquired through recursive cycles of learning that involve both action and thought. Numerous theorists have described models of this cyclic learning, including Kolb (1984): Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation; Lewin (1946,1948): Plan, Do, Observe, and Reflect, and the new field of Improvement Science (Langley et al., 2009): Plan, Do, Study, Act (PDSA). In each of these models, learning occurs through action followed by the internalization of the action as thought.

Initially, teacher candidate thinking is fuzzy and based on impressions, what Korthagen refers to as “gestalts.” As teacher candidates develop an increasingly extensive network of schemas, they are better able to generalize from individual episodes of teaching; they are better able to predict student behaviors; and they are better able to connect their practice to either research or theories (Korthagen, 2001, 2010). With increasing practice, they develop a more conscious awareness of their strategies, which gives them greater control of their practice.

Sustainability

As the field moves towards clinically-based practice, there has been an expansion of clinical experiences. The additional hours spent on school sites has put an increasing financial pressure on teacher candidates, who often must work during college to pay their tuition and residential bills. These additional financial challenges can serve as a significant barrier to teaching for first generation students and students from lower socio economic backgrounds. Recently there has been a call for a more sustainable model of teacher residency program that would include paid residencies (DeMoss et al, 2017; The Sustainable Funding Project, 2016).

Methods

This study used a qualitative case study approach to data collection (Yin, 2018). Interviews were used to determine the perceptions of the program by teacher candidates, teachers, school administrators, and university supervisors. In addition, a survey was administered to teacher candidates.

Participants

Six New Jersey school districts supported the program by utilizing funds from substitute teaching, paraprofessional work, tutoring, summer enrichment programs, and professional development monies to pay teacher candidates. A total of 41 teacher candidates participated in the pilot program, including 8 Master of Arts in Teaching students, 19 seniors, 8 juniors, 4 sophomores, and 2 freshmen. Nine candidates were interviewed for the study including one man and eight women. Of those interviewed, there were two graduate students, six seniors, and one junior. Ten of the forty-one teacher candidates who received an email invitation completed a brief survey on the pilot project. In addition, six pilot project supervisors were interviewed, including, one superintendent, one principal, one teacher, one Director of Curriculum Supervisor, and two university supervisors.

Instruments

The interview consisted of seven groups of questions: demographic, substitute teaching, yearlong experience, other experiences, a comparison among experiences, financial questions and program evaluation questions. The questions were intended to elicit rich description of the teacher candidates' experiences and then to compare their relative value. In addition, we wanted to discover how the financial aspects of the program had worked for the teacher candidates.

The survey consisted of ten questions related to the experience and compensation for the teacher candidates. Participants were asked to respond on a four point Likert scale for which 4=Strongly Agree, 3=Agree, 2=Disagree, and 1=Strongly Disagree. The responses were averaged for each question and are presented in the Results.

Data Collection and Analysis

The interviews were collected after five months of conducting the pilot program. Each interview took about one hour. They were transcribed and analyzed by grouping the findings into five categories: design, clinical experience, teacher development, sustainability, and program evaluation. The design category uses a narrative to describe how the project unfolded. The sections that follow provide descriptive responses to the key features of the program.

Results

In the following sections, case study data is used to describe the development of a pilot teacher residency program through the voices of principals, superintendents, and university leaders. The development of the Teacher Residency pilot program will be illustrated through a narrative that describes its conception, the creation of a budget, the recruitment of students and the addition of new features to the already existing yearlong experience. In the sections that follow, interview and survey data will be presented on the expansion of clinical experiences, the development of teacher candidates, the sustainability of the program, and the evaluation of the program by teacher candidates, school leaders, and university supervisors.

Design

The initial inspiration for the Teacher Residency program came through conversations with Karen DeMoss, the leader of the Sustainable Funding Project at Banks Street (DeMoss et al, 2017; The Sustainable Funding Project, 2016). The project began without grant funding or specified budget so our approach depends on using existing budgets more efficiently. As part of the residency, teacher candidates perform functions traditionally given to substitute teachers, paraprofessionals, and tutors. Monies from school budgets to compensate these positions were invested into the teacher residency program. These budgets are available because teacher candidates in New Jersey can obtain a substitute teaching license or a paraprofessional substitute license after the completion of sixty credit hours. That makes it possible for undergraduate juniors and seniors to work as substitute teachers while in their preparation program.

Other sources of funds might include professional development monies and summer enrichment programs. In addition, Monmouth University provides funds through scholarships and graduate assistantships. As dean of the School of Education, the first author approached two superintendents (the second and fourth authors) with the idea, and both agreed it was feasible and within their existing budgets. The idea was appealing because it did not require an additional expenditure, and it addressed a shortage of substitute teachers. As two school administrator participants commented, “We had to provide a substitute teacher in that classroom anyway at that same rate of pay, so it was neutral. There was a neutral effect,” and “...it supplements our supply of substitute teachers, as well as provides remuneration to student teacher candidates.”

Originally, our intent was to pool the money from substitute teaching and the other paid positions, then pay it out in a stipend intended to cover all the work done in a school. However, we had not reached a place in our pilot where it was feasible to pay a stipend. We decided in the first year to simply compensate teacher candidates the way other substitute teachers are compensated, which is to pay them at the time they perform the service. Inevitably, this meant that teacher candidates would earn different amounts of compensation based on their time available and their interest in working in a school setting.

The substitute teaching budget was the initial source of funds for the project, and the shortage of substitute teachers was one of the primary draws for school participation. However, as our thinking evolved, we began considering other sources of revenue available to compensate teacher candidates. One of the schools developed a new program that offered teacher candidates

a half day of paraprofessional work on the days that substitute teaching was not needed. One of the superintendents connected the partnership to the YMCA, which offered paid positions to our teacher candidates for their work in after school programs for elementary children. Another superintendent invited teacher candidates to apply for his after-school tutoring program, and we began to look more deeply into how we could use the university's work study and graduate assistantship programs as new sources for our Teacher Residency.

The purpose of compensation was to increase teacher candidates' engagement in school settings by providing an incentive to spend time in the field during Christmas break, after the spring break and before the end of the school year, during the summer and during the school year. The intent was to make teaching in school a part time job that frees students from having to do part time jobs outside the field. The goal of the program is to enhance the teacher candidates' practice knowledge, to make them fluent in their practice, and to socialize them to the work of teaching in a school setting. The Teacher Residency program provides teacher candidates the opportunities to work in schools year round, including semester breaks, the months of May and June, and in specialized programs in the summer. This is intended to help them replace their part time work outside of education with work in school classrooms that better prepares them for their teaching careers.

To actually start the project required attracting students to the program. The first author began by inviting Honors School students in education to participate. The response was generally positive although not everyone chose to become part of the pilot. Gradually, however, word of the program spread over several months in the winter and spring of 2017. Most of the students were recruited through various forms of email communication in February to April, but it was not unusual for an individual student to express an interest after talking to a friend. The numbers eventually climbed to 41 participants by the fall 2017-18 academic year, including 8 graduate students, 19 seniors, 8 juniors, 4 sophomores, and 2 freshmen. The interest on the part of teacher candidates has been the driving force for moving the program forward. Without committed teacher candidates, the pilot program would not be possible.

The design process utilized an initial design to begin the pilot, then added new features as needed. For example, as teacher candidates increased their number of days as substitute teachers, we began treating substitute teaching as a significant opportunity for learning and recognized the need to provide more support for them. As a result, we implemented a Substitute Teaching Academy. The focus of the academy was on building relationships with students, developing classroom management strategies, and learning flexible instructional strategies for times when the teacher's lesson plans were completed earlier than expected or were missing altogether. We also added supervision so that our teacher candidates could be observed while substitute teaching. The focus of these observations was to provide feedback on how well they delivered the teacher's lesson plans and managed the class.

The Teacher Residency program was developed as an added layer to an already existing yearlong experience program. The yearlong experience requires a first semester of at least 100 clinical experience hours (although many students complete more than 100 hours) and a semester of full time clinical internship. Design features of the yearlong clinical experience also served the teacher residency program. These would include partnership projects designed to foster P-12 learning, the seminar for yearlong teacher candidates, supervision for the first semester of the

yearlong experience, and a mentoring academy designed to support mentor teachers. Also in place is a clearly articulated plan for the development of teacher candidates in clinical settings. This plan is based on the New Jersey (InTASC) standards and high leverage teaching practices. Two tools have been developed that help make explicit the expectations for teacher candidate development, the *Developmental Curriculum* and *High Leverage Teaching Tasks* (Henning et al., 2016; Henning, Gut, & Beam, 2015). The purpose of these tools is to specify the specific skills to be learned so they are explicit and clear to teachers, schools, university faculty, and the department of education (See Henning et al, in press, for a further description.).

Clinical Experiences

Participants in the Teacher Residency program spent more time in their clinical experiences than their peers. During the first semester of the year long experience, the seniors and graduate students in the program averaged 129 hours in their clinical experience and an additional 8.5 days of substitute teaching. At an estimated 7 hours per day for substitute teaching, that adds an additional 60 hours of experience to their original 129 hours for a total of 189 hours. At the high end of the range, one teacher candidate reported 179 hours of clinical experience and 30 days of subbing (or an additional 210 hours) for 379 hours of total experience. Another reported 100 hours of clinical experience plus 25 days of substitute teaching (175 additional hours) for a total of 275 hours. The junior in the program had a 40-hour placement plus 12 days of substitute teaching for a total of 124 hours of clinical experience. At the low range, one teacher candidate had 200 hours of clinical experience, but due to a misunderstanding concerning the nature of the program, never had an opportunity to substitute. Another candidate on the low range had 150 hours of clinical experience, but did not sub.

Teacher Development

Teacher candidates in the study were surveyed about the level and quality of experience in the program. On a four point Likert scale most candidates agreed (3.0) or strongly agreed (4.0) the Teacher Residency pilot increased both the quantity and quality of their experience. See Figure 1 for their responses to specific items.

The Teacher Residency Program ...

Increased my time in the classroom setting	3.8
Better prepared me to lead my own classroom	3.5
Engaged me in professional development activities with full time employees.	3.5
Provided me with sufficient supports and feedback to help improve my teaching.	3.5
Increased my confidence level in assuming control of classroom environment	3.5
Improved my classroom management techniques	3.7
Provided me with the opportunity to collaborate with other school professionals	3.6
Increased my knowledge of the teacher's role within the school community.	3.8

Figure 1. Survey Results for Items Related to Experience

All the participants in the study were interviewed about the yearlong experience, substitute teaching, and paraprofessional work. These findings are organized in the sections below.

Yearlong Experience

When talking about their yearlong experiences, teacher candidates consistently talk about being a part of the school community. The longer time in the school allows to build stronger relationships with their students, their mentor teachers, and their other colleagues in the school. As one administrator said, “They [Students] really just see them [teacher candidates] as just teachers in the school, no different.”

The result is a sense of a belonging. As one teacher candidate stated, “I really feel like part of the school, which I didn’t expect. To feel like, they make me feel like, not like I’m an intern there. They make me feel like part of their staff, even though technically I’m not. “

With this belonging comes a sense of commitment to follow the lead of their peers to do the work of the school. They find themselves involved with all aspects of their school’s process and often beyond school hours. As one of the school administrator commented, “I think that they know that they have to be involved, not just during the school day, but beyond the school day.”

Substitute Teaching Experience

Participants in the Teacher Residency program spoke very positively about their substitute teaching experience. Their comments have been organized into three main categories below, including comments related to autonomy, breadth of experience, decision-making, and classroom management. Combined, these four categories suggest that the autonomy provided by substitute teaching led to more practice with decision making, especially concerning decisions about classroom management. As a result, they became more flexible, were more confident in their decision making, and felt more prepared to handle classroom management.

Autonomy. In recent years, there has been a shift towards co-teaching during the clinical internship. This change has had many beneficial effects, especially for P-12 children, who now have two teachers rather than one. But the practice time for teaching alone has been greatly reduced. Substitute teaching can provide a means for teacher candidates to experience the classroom without the support of a co-teacher. Their increased independence is reflected in the comments from school administrators below.

I think that they’re able to fly on their own. In other words, they’re in charge of the classroom and they’re seeing different children. They’re looking at different behaviors. They’re managing those behaviors, they’re working with children well, and they just have to hone those skills.

Many of the candidates expressed the benefits of having to solve problems by themselves. It increased their awareness, their responsiveness, and their flexibility.

Subbing, you’re by yourself in the room, so like I said, responsibility is on you. If something happens in that room, you have to report it. Why did it happen? It’s all on

you. Whereas when you're in the yearlong program and you're with your cooperating teacher, it's a team effort. You know what I'm saying? If you have a question, there's someone right there for you to ask.

Yet when first encountered, they also found it somewhat daunting. Lacking in experience, they found themselves to be an unknown, and they were not certain how they would react to difficult situations.

I thought, at first, they were looking around for who would help them, so that was one challenge, and they had to be coached through that. Another challenge would be how each different teacher runs their room and they were expecting, I think, more uniformity, and among 24 teachers, there's 24 personalities, and there's 24 different ways to provide the craft of teaching structure. And I think that they were surprised that everybody wasn't the same. And the last the thing would be the difference between first grader, third grader, and a fifth grader.

Breadth of Experience. They also received a great variety of experiences, thus enabling them to engage with a wider variety of students at different grade levels and of different classroom arrangements and processes. The variety of experiences added breadth to their clinical experience by showing them a number of alternatives. As one school administrator said: "Absolutely, because you're getting a better breadth of experience in terms of grade level, especially in the structure that we set up, so it's one through five, you're seeing everybody."

This exposure was very beneficial for teacher candidates who were exposed very quickly to a wide variety of classroom processes and procedures. Potentially, each could help plant a seed for teacher candidates' future classroom.

I'd have to say, just like how the different classrooms kind of run, and like the different techniques teachers do.

Decision making. Through substitute teaching, teacher candidates become more confident, more flexible, and better able to handle the unexpected, as stated by one teacher candidate, "The most important lesson I've learned is that things don't always go as planned. It's a lot of on-the-spot decision-making." Through experience they learn processes for dealing with situations that are never discussed in methods classes, such as the following:

You learn that teachers really do collaborate. It's all collaboration. You are not on your own. I had a second grade classroom last week, actually, where the teacher had an emergency with her son. So obviously, no plans were left for three days. So I didn't panic. I was like, okay, what did I learn in the substitute teaching workshop that we held at the university? I went next door. They were super helpful. Just show you're capable. Just show you're confident. They don't have time to calm you down and say "Don't be nervous," because they have their own classes to worry about, too.

Classroom Management. One of the biggest benefits of substitute teaching was classroom management. This benefit was mentioned by almost every teacher candidate, as described by one student, "I guess subbing, in general, has taught me classroom management. I don't think without it I would have any classroom management, honestly. It's really hard to learn about in class, and I feel like it's just something you have to experience. And being a sub, is like you're

thrown in there.” Substitute teaching gave teacher candidates an opportunity to use or invent management strategies that addressed specific problems that arise in a classroom setting.

Performance. The teacher candidates performed their role as substitute teaching roles effectively. Part of the reason was because the teacher candidates were familiar with the school and its culture through the 100-hour experience. Thus, teachers would specifically request them to ensure greater continuity of instruction. One administrator commented on the substitute teaching evaluations of teacher candidates at his school.

What I do have is substitute teaching reports, though, on all the classrooms that this candidate was in. They all came back excellent. We do get reports on every sub every day that someone’s out and a comparative analysis of that shows that they’re the only person that got excellent remarks from everybody they substitute taught for.

Paraprofessional Work

One of the schools in the pilot program provided teacher candidates an opportunity to work as a teacher’s assistant on the days they were not subbing. This experience was helpful to the school for providing additional one-on-one support for students. It was helpful to the teacher candidates because it provided a compensated position that could be used to back up substitute teaching, as described below by the school administrator who ran the program.

They gave us the days that they were available. If they were not called for a sub they were able to come in. We limit it to six hours a week just because budgeting wise we had to do that. So, they were able to come in, they were assigned a teacher, whether it be a basic skills teacher or a classroom teacher they were assigned to go to that teacher and then, from there, that teacher used them as support inside the classroom.

In most cases, it consisted of working with individuals or small groups of students, one-on-one, in small groups, or in reading groups. Teacher candidates could also work with the teacher during small group instruction, worked with the teacher, reading groups, one-on-one remediation. One teacher candidate commented that “the teachers were able to accomplish things that maybe they weren’t able to accomplish every day.”

During this experience, the teacher and teacher candidate formed a strong bond, united by their concern for the children, sometimes causing teacher candidates to act against their own financial interests.

And sometimes, even the – I know the teacher residency, they would actually say sometimes, they would turn down some subbing experience because they knew the teachers needed them

In response to a question about the benefits of the teacher candidate’s paraprofessional work. one school administrator attested to the potential impact on student learning, “We do our benchmark and we definitely saw an increase in our reading levels from the year before.”

Comparison

When comparing differences among earlier clinical experiences, the yearlong experience, the teacher residency program, one candidate said, “Experience. It’s so simple. It really is.” As candidates increase their hours in school classrooms, they become more confident and feel more prepared. According to the participants in the study the result is better job interviews, “I just think on the interview that makes them a superior candidate.” Often during job interviews, teacher education graduates are asked for specific examples of their teaching, about situations they might have to handle or questions about school programs.

Where you really see the difference is on the demo lesson and the interview, both components of hiring, if you do demo lessons and you also do in a district, a comprehensive interview. You see the difference in their answers because they have examples to back up their statements.

The additional experiences in the Teacher Residency program provide a greater breadth of experience, which translates into better interviews:

....that’s (subbing in TRP) giving them experience to see what they would like, where if you’re just doing your clinical hours, you’re stuck into that one environment that you’re placed in. So, this gives them, just an opportunity to be able to see everything.

Sustainability

There was wide variability in compensation for the teacher candidates. In most cases it varied due to their schedule. For example, graduate students in the Master of Arts in Teaching program had more time during the day because their classes were at night. Therefore, teacher candidates at the graduate level could substitute multiple times per week. For undergraduates with a heavier schedule demand during the day, this was much more difficult. The variability in opportunity caused some variability in response.

While not uniform in effect, there were clearly students who were well served by the opportunity for compensation, as reflected in the statement of this teacher candidate:

It absolutely did. I think I’m somebody who always – who has worked all throughout college, like I said because college doesn’t pay for itself. And I did struggle with my state exam, so financially, the money from subbing did help. And I think, no matter what, no matter how much money you make in whatever district, not only are you making money, you’re gaining more experience. So I think the two together make it completely worth it.

Others did not view the compensation as making a significant difference for them. At this point, it can be safely said that the program is not at a place where it can replace other part time jobs. The opportunities and compensation are not consistent enough and must be improved as we move forward.

Our intent was to put teacher candidates at the top of the substitute list. The results from that strategy were mixed. Schools varied in their approach to selecting subs, some relying on a professional service and other utilizing a sub caller. Regardless, the process in place had an inertia that often made it difficult to get teacher candidates called first. Due to the limited opportunities and some schedule constraints, some teacher candidates received minimal

compensation. Since the program was limited to existing budget monies, there were only a limited number of ways to compensate teacher candidates for their clinical hours. The superintendents were able to improve the process through communication and reinforcement with their staff. In addition, demands for substitutes varies by month. For example, there is greater need for subs closer to the winter holidays than there is in September. Conducting the pilot project has helped us expose this problem and work towards solutions.

Program Evaluation

Overall, the evaluation of the program by both teacher candidates and school personnel was very positive. All of the participants commented on teacher candidates' increased confidence, and said they would recommend the program to their peers. Every candidate said they chose the program to acquire more classroom experience, and all said they felt better prepared.

The administrator participants agreed with the teacher candidates' self-assessment of their abilities as one states below.

I think it gives that student a heightened sense of achievement, and therefore more confidence because they've already established themselves in classrooms as a teacher and they feel comfortable and confident and it's not like that growing into the role after nine weeks of student teaching, kind of thing.

One school administrator commented on the difference between the effectiveness of the Teacher Residency program and his own preparation:

The traditionally prepared student teachers, which I was one of, 23 years ago, were ill prepared for the classroom setting for which they had wait until they actually got their first position to really learn the craft, and that is no longer the case. They're coming in two to three years ahead of where anybody else that I would hire comes in. So, the year-long with the two day a week, the first semester is better than the old one semester, 14 weeks, and here you go, good luck to you. And this now with the teacher residency coupling to the year-long, I think that's really much better. I don't think you can compare the candidates.

All were agreed on the power of the experience for learning how to teach. The results were more mixed for the compensation. Due to variability in scheduling, opportunities, and interest, some teacher candidates were not able to fully realize the potential benefits of the program. However, the potential of the program was demonstrated by the teacher candidates who were satisfied with the compensation. For example, one teacher candidate said the following when asked what the Teacher Residency program added for her:

A lot. Um, definitely a great experience, I was able to save money and make money. And I was able to get into different schools in the district that I would love to be a teacher in. So, that was like the best thing. I got to meet different staff, and like, they were very friendly, usually. Especially, once I said I was in this program, they would try to request me to be a sub. Because [the superintendent] says, "We want them in here."

Discussion

This study is intended to extend the current conversation about developing sustainable funding for clinical practice. Compensating teacher candidates for working in schools could greatly expand the scope of clinical experience and offer many new opportunities for strengthening clinical practice. The purpose of this paper was to share the Monmouth University partnership's initial steps towards creating paid internships for teacher candidates.

The data from this study demonstrates the benefits of a paid residency and key points for implementing such a program. While the number of hours varied among teacher candidates, the data clearly indicated the potential for such experiences to significantly increase teacher candidate participation in schools. Further, it showed that historically compensated activities, such as substitute teaching and paraprofessional work, can be performed well by teacher candidates and simultaneously play an important role in their development as teachers. However, more pilot work needs to be done to eliminate the distinction between uncompensated and compensated activities within the residency.

While the potential for the pilot program is promising, it is also clear that improvements need to be made, especially in regards to compensation. For next year, we plan to ask for a greater commitment from both partner schools and teacher candidates. For teacher candidates who can find time in their schedules, we will create a Memorandum of Agreement that will specify the exact days they will be working in the school, including winter break and the months of May and June, when the university semester ends, but P-12 schools are still in session. In return, schools will guarantee that students will have paid work on those days, whether or not there is a substitute teaching opening. They will also provide a stipend that addresses the total experience of the teacher candidate in the schools. Monmouth University will provide additional funding through scholarships and graduate assistantships so that the compensation is more than what the teacher candidate would earn by substitute teaching alone. For teacher candidates and schools who are unable to make that level of commitment, they can continue with the program as we have structured it this year.

The purpose of this effort is much more than simply trying to employ teacher candidates. Our goal is not to get substitute teaching jobs for teacher candidates. Rather, it is to create a paid internship in which teacher candidates do some substitute teaching, paraprofessional work, and tutoring. Neither should these activities be done for the sole purpose of earning remuneration. Rather, they should be brought under the umbrella of our teacher preparation program, examined for what skills they provide teacher candidates, and incorporated into the curriculum. There should be a well-grounded understanding of how each of those roles contribute to teacher candidate learning and in what proportion they are the most effective. In addition, professional development should be offered to mentor teachers and schools to provide instruction on how teacher candidates can become more effective in those roles.

An understanding of how and why such programs are implemented is important when advocating for policy changes in teacher education. Currently, there are many local and state policies that are based on the understanding that internships in teacher preparation are unpaid. In many cases, those policies are not favorable for implementing and supporting a paid internship. Although it will always be important to protect teacher candidates from exploitation, we need to rethink our current assumptions so that we can provide new guidelines that meet this goal while

still allowing paid internships. The field of teacher preparation should study, then advocate for the types of legislative changes needed to better support the implementation of paid internships.

A cornerstone of sustainable funding for teacher residencies is the value that teacher candidates add to schools. They bring their passion, a career commitment, and a daily determination to invest in learning about their profession. It is what prompts them to spend hours and hours of unpaid, volunteer time in schools. Each day they spend in a P-12 school increases their value to that school. Our vision is to engage teacher candidates in a multiple year apprenticeship, during which time they are compensated for their efforts to become as professional as possible. Teacher candidates who acquire this level of clinical experience while still in their preparation program will become established in the classroom at a much higher level and much more quickly than their predecessors. Further, we believe this is a powerful vision for teacher preparation that will inevitably become the standard in the profession.

References

- Borko, H., & Putnam, R. T. (1996). Learning to teach. In D. C. Berliner, & R. C. Calfee (Eds.), *Handbook of educational psychology* (p. 673-708). New York: Macmillan.
- Brown, T. (2009). *Change by design: How design thinking transforms organizations and inspires innovation*. New York: HarperCollins.
- Clinical Practice Commission. (2018). *A pivot toward clinical practice, its lexicon, and the renewal of educator preparation*. Washington, D.C.: American Association of Colleges for Teacher Education.
- DeMoss, K., Easton-Brooks, D., Hofman, A., Henning, J.E., & LeCelle-Perterson, M. (March, 2017). *Sustainable funding for residency programs: Moving beyond grants for financial support*. Panel Presentation at the American Association of Colleges for Teacher Education. Tampa, FL.
- Feiman-Nemser, S., & Buchmann, M. (1987). When is student teaching teacher education? *Teaching and Teacher Education*, 3, 255-273.
- Foster, L., Aldarelli, E., Bragen, B.F., Jr., Duffy, G., George, W. O., III, Mulvaney, T., Henning, J.E., & Harriott, W. (2018). *The Yearlong Clinical Experience: Design and Implementation*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education. Baltimore, MD.
- Gut, D., Beam, P., Henning, J. E., Cochran, D., & Knight, R. (2014). Teachers' perceptions of their mentoring role in three different clinical settings: Student teaching, early clinical experiences, and entry year teaching. *Mentoring & Tutoring: A Partnership in Learning*, 22(3), 240-263. doi:10.1080/13611267.2014.926664.
- Henning, J.E., Bragen, B.F., Jr., Mulvaney, T., George, W.O., III., Duffy, G., Aldarelli,

- E., Grabowski, W., Riddle, M., Falco, J., Heaney, P. Earle, C., Foster, L., and Borlan, C. (in press). The Monmouth University Partnership: Redesigning practice. *School-University Partnerships*.
- Henning, J.E., Erb, D., Randles, H.S., Shoener, H. Fults, N., & Webb, K. (2016). Designing a curriculum for clinical experiences. *Issues in Teacher Education* 25 (1), 23-38.
- Henning, J.E., Gut, D., & Beam, P. (2015). Designing and implementing a mentoring program to serve a clinically based model of teacher preparation. *The Teacher Educator* 150, 145-162. doi.org/10.1080/08878730.2015.1011046
- Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.
- Korthagen, F. A. J. (2010). Situated learning theory and the pedagogy of teacher education: Towards an integrated view of teacher behavior and teacher learning. *Teaching and Teacher Education*, 26, 98-106.
- Korthagen, F. A. J., Kessels, J., Koster, B., Lagerwerf, B., & Wubbels, T. (2001). *Linking practice and theory: The pedagogy of realistic teacher education*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Langley, G. J., Moen, R. D., Nolan, K. M., Nolan, T. W. Norman C. L., & Provost, L. P. (2006). *The improvement guide: A practical approach to enhancing organizational performance* (2nd ed.). San Francisco: Jossey-Bass.
- Lewin, K. (1946). Action research and minority problems. *Journal of Social Issues* 2(4), 34-46.
- Lewin, K. (1948) *Resolving social conflicts: Selected papers on group dynamics*. G. W. Lewin (Ed.). New York: Harper & Brothers.
- National Council for Accreditation of Teacher Education. (2010). *Transforming teacher education through clinical practice: A national strategy to prepare effective teachers*. Report of Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning. Washington, D.C.: NCATE.
- The Sustainable Funding Project. (2016). *For the public good: Quality preparation for every teacher*. New York, NY: Bank Street College of Education.
- Vygotsky, L. S. (1986). *Thought and language*. Cambridge, MA: The Massachusetts

Institute of Technology.

Yin, R.K. (2018). *Case study research: Design and methods* (6th ed.) . Thousand Oaks, CA: Sage.

Zeichner, K. (1996). Designing educative practicum experiences for prospective teachers. In K. Zeichner, S. Melnick, & M. L. Gomez (Eds.), *Currents of reform in preservice teacher education* (pp. 215-234). New York: Teachers College Press.

Dr. John Henning, dean of the School of Education, is an experienced educational practitioner, researcher, and leader. His primary research interests include practice-based teacher education, teacher development, instructional decision-making, and classroom discourse. These interests developed from more than twenty years of experience as a high school teacher. Dr. Henning is an active scholar and researcher, with more than 50 publications.

Bernard F. Bragen, Jr., is assistant professor at Monmouth University. He earned his doctorate in educational leadership from Nova Southeastern University, an M.A. in urban school leadership from New Jersey City University, an M.A. in special education and a B.S. in management science/finance from Kean University. Dr. Bragen is program director for Ed.D. Program, and his current scholarship focuses on school change, teacher residency, clinical practice and the impact of substitute teaching on pre-service teachers.

Tracy Mulvaney is assistant dean in the School of Education at Monmouth University. She has a B.S. in Rehabilitation and an M.A. in Special Education both from the University of Arizona. She also holds an Ed.D. in Educational Leadership from Northern Arizona University. Her research interests include clinical based teacher preparation models, teacher burnout, and various topics of special education.

Dr. William O. George III is serving as the Superintendent of Schools for the Middletown Township Public Schools. He earned a Doctorate degree in Educational Leadership from Seton Hall University, a Master of Science degree in Educational Leadership and Administration from Monmouth University, a Master of Arts degree in physical education from Ohio State University and a Bachelor of Science degree in health and physical education from Michigan State University. Dr. George has been honored with the Monmouth County Superintendent of the Year award, the New Jersey Governor's Educational Services Professionals Award, and the Distinguished Citizen Award by the YMCA.

Praxis Support

ETS preparation materials: <https://www.ets.org/praxis/prepare/materials/>

- Study Companion (pdf) - free
- Interactive Practice Tests – 90-day subscription
- Praxis test preparation webinars – Scheduled Live Webinars and Prerecorded Webinars: <https://www.ets.org/praxis/prepare/webinars>

Teachers Test Prep – www.teacherstestprep.com

Praxis review site: <http://www.mometrix.com/academy/praxis-ii> by Mometrix Academy (free public service of Mometrix test preparation) – free resource for practical test taking – 8 hours of review videos and practice tests

ExamEdge – realistic practice tests: <http://www.praxisprep.com/ElemEdMultiSubjects/>

Khan Academy is a good source for math, science and history; www.khanacademy.org

Praxis2Math website: <http://www.praxis2math.com/>

Study.com website: <http://study.com/>

Praxis CORE Mathematics – Khan Academy Instructional Support Videos and Exercises – support test preparation for the Math CORE assessment. Topics mapped to videos or exercises that will assist you in preparation: https://www.ets.org/s/praxis/pdf/khan_academy.pdf

Praxis CORE Math 5732 / Elementary Math 5003

<http://www.jolenemorris.com/mathematics/Praxis/index.shtml>

Highly recommended website for studying for the Praxis. The materials are free. They are from Jolene Morris. They take a “cognitive level” approach, so that you learn the “basics” (terms, definitions) with helpful programs, then move on to the conceptual, higher level cognitive problems. There is plenty of help with the higher-level problems. As you go through the Jolene Morris site, you will find not only the free things from Jolene Morris, but recommendations for various books and study guides.

Praxis CORE Math highly recommended book: Core Math Made Easy by Dr. Lynn Gardner includes sample problems, exercises, and sample tests to fully prepare each future teacher on what to expect during the exam. To date, this book has helped over **5,000 teachers** pass the Praxis.

<http://www.businessinsider.com.au/this-is-one-of-the-biggest-myths-about-second-guessing-ourselves-2012-6>

Short article. It is about a myth that many people believe about test taking.

https://www.youtube.com/watch?v=Zm3Jq4JYTEI&feature=player_detailpage

Taking a multiple-choice test – short video with solid information.

Billstein, Libeskend, and Lott. *A Problem Solving Approach to Mathematics for Elementary School Teachers*: Addison Wesley. (Those at ETS who are responsible for writing the Praxis test recommended this book.)

TUTORS:

Praxis Support

Social Studies: Mr. Jerry Joyce for one-on-one tutoring, contact information:
jjoyce@srhsnj.com 732-681-2858 ext. 520

Science:

Suzanne Fenkel, contact information: suzannefenkel@mersnj.us
Jennifer Patterson, contact information 732-232-7381

Math:

Justine Lane, contact information: justinebythesea@gmail.com
Paula Gilligan, contact information: pgilliagan@srhsnj.com, cell: 908-309-6579
Sandy Abdelaziz, contact information: 732-718-7057
Maria Wills, contact information: ms.mariawills@gmail.com

Wyzant: www.wyzant.com: a digital marketplace to connect students to independent tutors in more than 300 skills and subjects. Wyzant bring students and instructors together, online and in-person (founded in 2005).

MU Tutoring Center – currently setting up openings for **math tutoring for Praxis CORE** (limited availability)

edTPA Course Alignment Elementary Programs

edTPA rubrics	Course # / Assignment	Level of Student Work Required (Intro, Practice, or Mastery)
1 - Planning for Content Understandings	ED 250 - Co-Teaching Learning Stations / Field Observations ED 320-Lesson Plan/Microteaching EDL 326: Observation-Participation Assignment ED 361/562 Task I	ED 250 - Intro ED 320-Intro EDL 326: Practice ED 361/562 Task I ED 327: P ED 328: M ED 374: P ED 550 ED 361
2 - Planning to Support Varied Student Learning Needs	EDL 201-Service Learning/Exam ED 250: Class Activity ED 320- Lesson Plan/Microteaching EDL 326: Observation-Participation Assignment ED 361/562 Task I	EDL 201-Intro ED 250 - Intro ED 320-Intro EDL 326: Practice ED 361/562 Task I ED 327: P ED 328: M ED 374: P EDL 327: P (K-6) or EDL 363: P ED 362 ED 550 ED 361
3 - Using Knowledge of	EDL 201-class activity/lecture	EDL 201-Intro

<p>Students to Inform Teaching and Learning</p>	<p>EDL 206- Exam</p> <p>ED 320-Lesson Plan/Microteaching</p> <p>ED 361/562 Task I</p>	<p>EDL 206 - Intro</p> <p>ED 320-Intro</p> <p>ED 361/562 Task I</p> <p>ED 327: P</p> <p>ED 328: M</p> <p>ED 374: P</p> <p>EDL 327: P (K-6) or EDL 363: P</p> <p>ED 362</p> <p>ED 550</p> <p>ED 361</p>
<p>4 - Identifying and Supporting Language Demands</p>	<p>EDL 201-Lecture/Read/Discuss</p> <p>ED 320-Lesson Plan</p> <p>EDL 326: Comprehensive Strategy Lesson Plan Project</p> <p>ED 361/562 Task I</p>	<p>EDL 201-Intro</p> <p>ED 320-Intro</p> <p>EDL 326: Practice</p> <p>ED 361/562 Task I</p> <p>ED 327: P</p> <p>ED 328: M</p> <p>ED 374: P</p> <p>EDL 327: P (K-6) or EDL 363: P</p> <p>ED 362</p> <p>ED 550</p> <p>ED 361</p>
<p>5 - Planning Assessments to Monitor and Support Student Learning</p>	<p>ED 250 Co-Teaching Learning Stations</p> <p>ED 320-Lesson Plan</p>	<p>ED 250 - Intro</p> <p>ED 320-Intro</p>

	ED 361/562 Task I	ED 361/562 Task I ED 327: P ED 328: M ED 374: P EDL 327: P (K-6) or EDL 363: P ED 362 ED 550 ED 361
6 - Learning Environment	EDL 201-Service Learning/Text ED 250: Class Activity ED 320-Lesson Plan/Microteaching EDL 326: Observation-Participation Assignment ED 361/562 Task I	EDL 201-Intro ED 250 - Intro ED 320-Intro EDL 326: Practice ED 361/562 Task I ED 327: P ED 328: M ED 374: P EDL 327/ EDL 363: P ED 362 ED 550 ED 361
7 - Engaging Students in Learning	EDL 206 - Child Interview Project EDL 201-Lecture/Reading/Text ED 250 - Field Observations	EDL 206 - Intro EDL 201-Intro ED 250 - Intro

	EDL 326: Observation-Participation Assignment	EDL 326: Intro ED 327: P ED 328: M ED 374: P EDL 327/ EDL 363: P ED 362 ED 361 ED 320 ED 550
8 - Deepening Student Learning	ED 250 - Portfolio	ED 250 - Intro ED 327: P ED 328: M ED 374: P EDL 327/ EDL 363: P ED 362 ED 361 ED320
9 - Subject Specific Pedagogy	EDL 326: Comprehensive Strategy Lesson Plan Project EDL 327/ 363	EDL 326: Introduction ED 327: P ED 328: M ED 374: P ED 362 ED 361

		ED 320 ED 550
10 - Analyzing Teaching	ED 250 - Field Observation / Portfolio EDL 201 - In-class video clip analysis EDL 206 - In-class video clip analysis	ED 250 - Intro EDL 201 - Intro EDL 206 - Intro ED 328: M ED 362 ED 361 ED320 ED 550
11 - Analysis of Student Learning	EDL 201 - In-class video clip analysis EDL 206 - In-class video clip analysis	EDL 201 - Intro EDL 206 - Intro ED 328: M
12 - Feedback	ED 328	ED 328: M
13 - Student Use of Feedback	ED 328	ED 328: M
14 - Language Use	EDL 327/ 363	ED 328: M
15 - Using Assessment to Inform Instruction	ED 327 ED 328	ED 327: P ED 328: M
16 - Math: Analyzing Whole Class	ED 360	EDC 360: I, P,M
17 - Math: Analyzing Individual Work Samples	ED 360	EDC 360: I, P,M
18 - Math: Using Evidence to Reflect on Teaching	ED 360	EDC 360: I, P,M

edTPA Course Alignment Secondary Courses

edTPA rubrics	Course # / Assignment	Level of Student Work Required (Intro, Practice, or Mastery)
1 - Planning for Content Understandings	ED 250 - Co-Teaching Learning Stations / Field Observations ED 319 - Content Literacy Theme Project ED 320-Lesson Plan/Microteaching	ED 250 - Intro ED 319 - Practice ED 320-Intro ED 327: P ED 328: M ED 374: P ED 550 ED 566/567 ED 369/370
2 - Planning to Support Varied Student Learning Needs	EDL 201-Service Learning/Exam ED 250: Class Activity ED 319 - Content Literacy Theme Project ED 320- Lesson Plan/Microteaching	EDL 201-Intro ED 250 - Intro ED 319 - Intro ED 320-Intro ED 327: P ED 328: M ED 374: P ED 550 ED 566/567 ED 369/370
3 - Using Knowledge of Students to Inform Teaching	EDL 201-class activity/lecture	EDL 201-Intro

and Learning	EDL 206- Exam ED 319 - Non-Print Media Research Project ED 320-Lesson Plan/Microteaching	EDL 206 - Intro ED 319 - Intro ED 320-Intro ED 327: P ED 328: M ED 374: P ED 550 ED 566/567 ED 369/370
4 - Identifying and Supporting Language Demands	EDL 201-Lecture/Read/Discuss ED 320-Lesson Plan	EDL 201-Intro ED 320-Intro ED 327: P ED 328: M ED 374: P ED 550 ED 566/567 ED 369/370
5 - Planning Assessments to Monitor and Support Student Learning	ED 250 Co-Teaching Learning Stations ED 319 - Content Literacy Theme Project ED 320-Lesson Plan	ED 250 - Intro ED 319 - Intro ED 320-Intro ED 327: P ED 328: M ED 374: P

		ED 550 ED 566/567 ED 369/370
6 - Learning Environment	EDL 201-Service Learning/Text ED 250: Class Activity ED 319 - Clinical Practice ED 320-Lesson Plan/Microteaching	EDL 201-Intro ED 250 - Intro ED 319 - Practice ED 320-Intro ED 327: P ED 328: M ED 374: P ED 320 ED 550 ED 566/567 ED 369/370
7 - Engaging Students in Learning	EDL 206 - Child Interview Project EDL 201-Lecture/Reading/Text ED 250 - Field Observations ED 319 - Clinical Practice ED 320	EDL 206 - Intro EDL 201-Intro ED 250 - Intro ED 319 - Practice ED 327: P ED 328: M ED 374: P ED 320 ED 550

		ED 566/567 ED 369/370
8 - Deepening Student Learning	ED 250 - Portfolio ED 319 - Content Literacy Theme Project	ED 250 - Intro ED 319 - Intro ED 327: P ED 328: M ED 374: P ED 566/567 ED 369/370
9 - Subject Specific Pedagogy	ED 319 - Content Literacy Theme Project ED 320	ED 319 - Intro ED 327: P ED 328: M ED 374: P ED 320 ED 550 ED 566/567 ED 369/370
10 - Analyzing Teaching	ED 250 - Field Observation / Portfolio EDL 201 - In-class video clip analysis EDL 206 - In-class video clip analysis ED 319 - Clinical Practice	ED 250 - Intro EDL 201 - Intro EDL 206 - Intro ED 319 - Intro ED 328: M

		ED 320 ED 550 ED 566/567 ED 369/370
11 - Analysis of Student Learning	EDL 201 - In-class video clip analysis EDL 206 - In-class video clip analysis	EDL 201 - Intro EDL 206 - Intro ED 328: M ED 320 ED 566/567 ED 369/370
12 - Feedback	ED 328 ED 320 ED 566/567 ED 369/370	ED 328: M ED 320 ED 566/567 ED 369/370
13 - Student Use of Feedback	ED 328 ED 320 ED 566 ED 369/370	ED 328: M ED 320 ED 566/567 ED 369/370
14 - Language Use	ED 319 - Content Literacy Theme Project ED 319 ED320 ED 566/567 ED 369	ED 319 - Intro ED 328: M ED 320 ED 566/567

	ED 370	ED 369/370
15 - Using Assessment to Inform Instruction	ED 319 - Non-Print Media Project ED 327 ED 328 ED 320 ED 566/567 ED 369/370	ED 319 - Intro ED 327: P ED 328: M ED 320 ED 566/567 ED 369/370

Professional Development Plan for Faculty Spring 2017: KC Servilio

Date	Time	Room	Attendees	Potential Session Title
January 18, 2017	1-2:30pm	MH 120 (food in MH 115)	-SOE Faculty -External Content Area Faculty -Adjuncts -Academic Advisors	Connecting edTPA across the Department
February 1, 2017	1-2:30pm	Wilson 104	-SOE Faculty -External Content Area Faculty -Adjuncts -Academic Advisors	Program/Coursework Alignment
March 8, 2017	1-2:30pm	MH 115/120/215	-SOE Faculty -Content Area Faculty -Adjuncts	edTPA in the Classroom: Ideas and Sharing Session
March 8, 2017	9-3:00pm	Club Dining & Lounge Room 107 Room 108	-Anyone who still needs training -Hosted by NJACTE	Local Evaluation Training
April 5, 2017	1-2:30pm	MH 226 (food is MH 115)	-SOE Faculty -Clinical Supervisors -External Content Area Faculty	Grading edTPA: Putting it into Practice
April 19, 2017	<i>Graded edTPA due by midnight</i>			
May 3, 2017	1:00-2:30pm	MH 120	-SOE Faculty -External Content Area Faculty -Adjuncts -Academic Advisors	Curriculum Inquiry: Review of the edTPA data, Current Practices and Course Work Alignment

**UTEAC Agenda May 16th, 2017 Turrell Boardroom, Bey Hall 11:00-
12:30
Agenda**

11:00 - 11:30	School of Education Data	Tracy Mulvaney
11:30 - 12:00	Teacher Residency Program	John Henning
12:00 – 12:30	Schedules	John Henning

**UTEAC Meeting Minutes May 16th, 2017 Turrell Boardroom, Bey Hall
11:00-12:30**

Minutes

School of Education Data Tracy Mulvaney

1. Four criteria:
 - a. Selectivity
 - b. Content/Pedagogy
 - c. Impact
 - d. Outcomes
2. Selectivity is a measure we have to meet. The data says are selecting students who fit the quality.
 - a. MAT students exceed the requirement of 2.75, with a cohort average of 3.0
 - b. SAT/ACT requirements change every year
 - c. Very brand new, high leverage teaching practice rubrics, first semester of yearlong
3. EdTPA 100% Pass Rate
 - a. What it requires: planning, instruction, assessment, and an unedited video submission
 - b. They were pushing for them to pass, to not have high rates.
 1. 87 candidates total
 2. 9 had to retake: 3 for video edits, 6 for not enough students, one was audio 3. These videos are scored by a Pearson grader.
 - a. Kathy Lionetti questions

- i. she would like to know the academic language for the student's content
- ii. she would like KC's professional development/training info.

4. How do we measure impact post graduate?
 - a. SGO – student growth objectives, which are set by principals and in-service teachers. It is not broken down by content, but by achievements of the students in our graduates classrooms.
 - b. SGP – Teacher Practice, NJ Achieve Data on our in-service, public school teachers in NJ only
 - c. Employer Survey, aligns to INTASC Standards: we show employer satisfaction with our graduates.
 - d. 2017 Hire Rate by Number of Endorsements
 1. 80% of all graduates with 2 endorsements are hired from 2017 class
 2. 100% of all graduates with 3 endorsements are hired from the 2017 class

Developing a Sustainable Teacher Residency Program

John Henning

1. Finding a way to pay teachers for their work in their placements
 - a. Placements: 100 hours first part
 - b. Full time student teaching in the second part
2. One of the greatest conflicts in students is working hours: 70% of students work, 40% of those students work over 30 hours/week.
3. Question: how can we get our students to teach more often?
 - a. We are not sending them out to become substitute teachers
 - b. We are sending them out to learn to be a teacher through substitute teaching
 - i. Subbing is often the first time they are alone with a class
 - ii. May and June, substitute jobs are very valuable for our students
 - iii. We started a Substitute Teaching Academy
 - iv. Kathy Lionetti asked about scheduling for days off to sub.
 - v. William Gorman agrees, as a supervisor, students grow in confidence, poise through the 100 hour, yearlong, and residency program
 - c. We are rethinking sophomore and junior years: introduce an idea: what if they are paid like pre-med students, so they aren't learning to teach in the first year. They will have already tackled that.

SCHEDULING John Henning

1. Can we work to clear a couple of days on the schedule so they can be in schools. We hope to take some steps to start working on schedules.
 - a. Gorman and Veit: flattening of schedules

- b. More experienced professors teach during the day, and rely on adjuncts at night.
 - c. Lionetti: thinking more hybrid classes can accommodate this kind of schedule.
- 2. We can agree: this won't be easy and it won't be quick. But can we start thinking and talking about it.
- 3. No idea is a bad idea: offsite classes, can we have students in school for half-day,
- 4. Bludau: we aren't going to completely clear a day, but think about how we schedule senior seminars after 4:30 on one day: Wednesday and Friday.
- 5. This program is in addition to all that they already do, and it is voluntary.
- 6. Question: do we know the degree that this is helping them not work a part time job? Are they able to quit their job? TM says that superintendents say our students are able to interview like more experienced teachers.
- 7. We are looking to create a contract where the student can be guaranteed a certain income, along with winter break and May/June public school schedules. Lilly: I don't want this for only the students who do not have to work.
- 8. Concern: student are stressed with 14 week semesters, they are doing 5 years' worth of work in 4 years, is this adding to add to their stress.
- 9. Two things out of Monmouth's control: block scheduling and schools starting later.
- 10. K. Lionetti: maybe pre-care and after-care are good places for freshman, sophomore students. FWS students already work aftercare. Playground supervisor.
- 11. Veit: the drive to get endorsements cause a lot of stress for students. They believe they have to go to school more semesters, they feel bait and switched, sold this from open house on.
 - a. KC – the endorsements are employer driven.

NJPST/InTASC Standards: 4,5**1. During which part of the candidate's experience is the assessment used? Is the assessment used just once or multiple times during the candidate's preparation?**

The Praxis© II is a proprietary content assessment that measures each candidate's knowledge and skills. The New Jersey Department of Education mandated assessment was developed and is administered by Educational Testing Services (ETS) and a passing score is required for each teacher certification (license). The passing score of each test/subtest is set by the NJDOE and can be found at

<http://www.state.nj.us/education/educators/license/gpa.htm>.

The EPP requires that all MAT students pass the Praxis© II upon enrollment, and all undergraduates pass it prior to entering full time clinical practice. All elementary majors must pass the four elementary subtest prior to starting their clinical practice: Reading and Language Arts (passing score: 157), Mathematics (157), Social Studies (155), and Science (159). All secondary education majors must pass the Praxis© II in their specific content area: English, Social Studies, Mathematics, Music, Spanish, Biology, etc. The State of New Jersey does not require a Praxis II exam for candidates seeking an endorsement in Special Education. A candidate may take the Praxis© II until they meet the required passing score and there are no limits on the number of times they can take the assessment.

How we inform our Candidates: There are multiple ways in which students are informed about the Praxis II: the university catalog, Open Houses, orientations, the Sophomore Connection and other on campus recruiting events, School of Education website, meeting with advisors, handbooks (School of Education, Graduate and Undergraduate SOE Handbooks) , the clinical experiences handbook, classes, all program materials and course syllabi.

<https://www.ets.org/praxis/about/>

Who uses the assessment and how are the individuals trained on the use of the assessment?

This proprietary assessment has been developed, and is administered and scored by Educational and Testing Services (ETS). The training manual for the Praxis© Series Assessments is located at https://www.ets.org/s/Praxis©/pdf/technical_manual.pdf.

2. What is the intended use of the assessment and what is the assessment purported to measure?

The Praxis© subject-specific assessments provide states with testing tools to assist states in their licensure and certification process. They aim to assess job-relevant knowledge and skills and are one indicator that teachers have achieved mastery at the State required level for certification.

3. Please describe how validity/trustworthiness was established for the assessment.

The Praxis © Subject Assessments are proprietary assessments created and tested for validity by ETS. The psychometric properties of the subject-specific assessment can be located on pages 12-13 in the *Technical Manual for The Praxis Series © and Related Assessments* at https://www.ets.org/s/praxis/pdf/technical_manual.pdf.

4. Please describe how reliability/consistency was established for the assessment.

The Praxis © Subject Assessments are proprietary assessments created and tested for reliability by ETS. The psychometric properties of the subject-specific assessment can be located on pages 37-39 in the *Technical Manual for The Praxis Series © and Related Assessments* at https://www.ets.org/s/praxis/pdf/technical_manual.pdf.

DATA:

The data are presented for the following school years: 2014-2015, 2015-2016, 2016-2017 and are attached.

SCORING:

Scoring guide explaining the candidate's score for Praxis © II can be found at https://www.ets.org/s/praxis/pdf/uyps_1617.pdf. The New Jersey Department of Education (NJDOE) works with ETS to establish pass rates, which are located on the NJDOE website at <http://www.state.nj.us/education/educators/license/gpa.htm>.

DATA ANALYSIS AND INTERPRETATION:

The EPP requires candidates pass the Praxis prior to participating in full time clinical practice. As a result, Monmouth University has a 100% pass rate for the three year period. On our Title II report in 2014-2015, two students took alternate forms of the assessment which made it appear only 99% passed. However, they did indeed pass the alternate form (as the old form of the test expired), therefore all 147 candidates passed the Praxis that year. The SoE has also improved the process for monitoring students until they pass. The supports and improvement efforts are in the following section.

Using Data for Improvement and Support

Each time praxis data is available (approximately monthly), the Certification officer places the scores on a spreadsheet and shares the spreadsheet with administration, department chairs, the tutoring center and advisors. Each candidate that does not pass receives an email with a list of resources (attached) available to guide them to support. Additionally the School of education advisor reaches out to them. The Dean, Associate Dean and Assistant Dean review the list regularly and will make decisions about additional resources to offer. For example, in December of 2017 there were a large number of candidates who did not pass the social studies test (test 5004). The Monmouth University tutoring center

added Social Studies tutors. The Dean also hired a tutor to assist with group tutoring and offered to those who did not pass. Additionally, each year at the University Teacher Education Advisory Counsel (UTEAC) the data is reviewed with faculty from other content areas. Those faculty are then asked to consider ways in which they can support students who may have challenges passing the content Praxis.

Praxis Support

ETS preparation materials: <https://www.ets.org/praxis/prepare/materials/>

- Study Companion (pdf) - free
- Interactive Practice Tests – 90-day subscription
- Praxis test preparation webinars – Scheduled Live Webinars and Prerecorded Webinars: <https://www.ets.org/praxis/prepare/webinars>

Teachers Test Prep – www.teacherstestprep.com

Praxis review site: <http://www.mometrix.com/academy/praxis-ii> by Mometrix Academy (free public service of Mometrix test preparation) – free resource for practical test taking – 8 hours of review videos and practice tests

ExamEdge – realistic practice tests: <http://www.praxisprep.com/ElemEdMultiSubjects/>

Khan Academy is a good source for math, science and history; www.khanacademy.org

Praxis2Math website: <http://www.praxis2math.com/>

Study.com website: <http://study.com/>

Praxis CORE Mathematics – Khan Academy Instructional Support Videos and Exercises – support test preparation for the Math CORE assessment. Topics mapped to videos or exercises that will assist you in preparation: https://www.ets.org/s/praxis/pdf/khan_academy.pdf

Praxis CORE Math 5732 / Elementary Math 5003

<http://www.jolenemorris.com/mathematics/Praxis/index.shtml>

Highly recommended website for studying for the Praxis. The materials are free. They are from Jolene Morris. They take a “cognitive level” approach, so that you learn the “basics” (terms, definitions) with helpful programs, then move on to the conceptual, higher level cognitive problems. There is plenty of help with the higher-level problems. As you go through the Jolene Morris site, you will find not only the free things from Jolene Morris, but recommendations for various books and study guides.

Praxis CORE Math highly recommended book: Core Math Made Easy by Dr. Lynn Gardner

includes sample problems, exercises, and sample tests to fully prepare each future teacher on what to expect during the exam. To date, this book has helped over **5,000 teachers** pass the Praxis.

<http://www.businessinsider.com.au/this-is-one-of-the-biggest-myths-about-second-guessing-ourselves-2012-6>

Short article. It is about a myth that many people believe about test taking.

https://www.youtube.com/watch?v=Zm3Jq4JYTEI&feature=player_detailpage

Taking a multiple-choice test – short video with solid information.

Billstein, Libeskend, and Lott. *A Problem Solving Approach to Mathematics for Elementary School Teachers*: Addison Wesley. (Those at ETS who are responsible for writing the Praxis test recommended this book.)

TUTORS:

Social Studies: Mr. Jerry Joyce for one-on-one tutoring, contact information: jjoyce@srhsnj.com
732-681-2858 ext. 520

Science:

Suzanne Fenkel, contact information: suzannefenkel@mersnj.us
[Jennifer Patterson, contact information 732-232-7381](mailto:jennifer.patterson@srhsnj.com)

Math:

Justine Lane, contact information: justinebythesea@gmail.com
Paula Gilligan, contact information: pgilliagan@srhsnj.com, cell: 908-309-6579
Sandy Abdelaziz, contact information: 732-718-7057
Maria Wills, contact information: ms.mariawills@gmail.com

Wyzant: www.wyzant.com: a digital marketplace to connect students to independent tutors in more than 300 skills and subjects. Wyzant bring students and instructors together, online and in-person (founded in 2005).

MU Tutoring Center – currently setting up openings for **math tutoring for Praxis CORE** (limited availability)

DATA

HEOA - Title II 2016 - 2017 Academic Year, Monmouth University Institution Code: 2416, New Jersey						
			Statewide			
<i>Group</i>	<i>Number Taking Assessment¹</i>	<i>Number Passing Assessment²</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment¹</i>	<i>Number Passing Assessment²</i>	<i>Statewide Pass Rate</i>
All program completers, 2016-17	133	133	100%	2787	25714	97%
All program completers, 2015-16	157	157	100%	2902	2804	97%
All program completers, 2014-15	147	147	100%	3428	3276	96%

Assessment Information ¹	Group	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide		
					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
ART CONTENT KNOWLEDGE (5134)	All program completers, 2016-17	6			47	45	96%
	All program completers, 2015-16	5			55	54	98%
	All program completers, 2014-15	7			84	83	99%
BIOLOGY CONTENT KNOWLEDGE (0235)	All program completers, 2016-17	3			74	73	99%
	All program completers, 2015-16	3			70	68	97%
	All program completers, 2014-15	3			88	88	100%
CHEMISTRY CONTENT KNOWLEDGE (0245)	All program completers, 2016-17				19	19	100%
	All program completers, 2015-16				18	17	94%
	All program completers, 2014-15	1			21	19	90%
EARLY CHILDHOOD CONTENT KNOWLEDGE (DISCONTINUED 8/31/15) (5022)	All program completers, 2016-17	8			97	97	100%
	All program completers, 2015-16	16	16	100%	344	341	99%
	All program completers, 2014-15	4			420	413	98%
EARLY CHILDHOOD EDUCATION (5025)	All program completers, 2016-17	6			230	229	100%
	All program completers, 2015-16				58	56	97%
	All program completers, 2014-15				1		
ELEM ED CONTENT KNOWLEDGE (5014) (DISCONTINUED 9/1/2012))	All program completers, 2015-16	2			18	18	100%
	All program completers, 2014-15	4			153	152	99%
ELEM ED MULTI SUBJ MATHEMATICS (5033) (DISCONTINUED - VALID IF TAKEN PRIOR TO 9/1/14 AND PASSED BY 8/31/15)	All program completers, 2016-17	4			40	39	98%
	All program completers, 2015-16	23	23	100%	40	39	97%
	All program completers, 2014-15	59	59	100%	1210	1146	95%
ELEM ED MULTI SUBJ MATHEMATICS (5003)	All program completers, 2016-17	68	68	100%	1346	1327	99%
	All program completers, 2015-16	53	53	100%	981	955	97%
	All program completers, 2014-15	5			294	260	88%

Assessment Information ¹	Group	Taking Assessment	Passing Assessment	Institutional Pass Rate	Statewide		
					Taking Assessment	Passing Assessment	Statewide Pass Rate
ELEM ED MULTI SUBJ READING LANG ARTS (5032) (DISCONTINUED - VALID IF TAKEN PRIOR TO 9/1/14 AND PASSED BY 8/31/15)	All program completers, 2016-17	4			40	40	100%
	All program completers, 2015-16	23	23	100%	388	381	98%
	All program completers, 2014-15	59	59	100%	1208	1187	98%
ELEM ED MULTI SUBJ READING LANG ARTS (5002)	All program completers, 2016-17	68	68	100%	1345	1323	98%
	All program completers, 2015-16	53	53	100%	971	946	97%
	All program completers, 2014-15	3			278	253	91%
ELEM ED MULTI SUBJ SCIENCES (5035) (DISCONTINUED - VALID IF TAKEN PRIOR TO 9/1/14 AND PASSED BY 8/31/15)	All program completers, 2016-17	4			40	39	98%
	All program completers, 2015-16	23	23	100%	394	389	99%
	All program completers, 2014-15	59	59	100%	1207	1163	96%
	All program completers, 2013-14	39	39	100%	888	876	99%
ELEM ED MULTI SUBJ SCIENCES (5005)	All program completers, 2016-17	68	68	100%	1344	1313	98%
	All program completers, 2015-16	53	53	100%	968	939	97%
	All program completers, 2014-15	3			283	259	92%
ELEM ED MULTI SUBJ SOCIAL STUDIES (5034) (DISCONTINUED - VALID IF TAKEN PRIOR TO 9/1/14 AND PASSED BY 8/31/15)	All program completers 2016-17	4			40	39	98%
	All program completers, 2015-16	23	23	100%	394	390	99%
	All program completers, 2014-15	59	59	100%	1207	1157	96%
ELEM ED MULTI SUBJ SOCIAL STUDIES (5004)	All program completers, 2016-17	68	68	100%	1344	1302	97%
	All program completers, 2015-16	53	53	100%	969	931	96%
	All program completers, 2014-15	3			288	253	88%
ENG LANG LIT COMP CONTENT KNOWLEDGE (0041) (DISCONTINUED 8/31/13)	All program completers, 2016-17				1		
	All program completers, 2015-16				1		
	All program completers, 2014-15	3			47	45	96%

					Statewide			
Assessment Information ¹	Group	Taking Assessment	Passing Assessment	Institutional Pass Rate	Taking Assessment	Passing Assessment	Statewide Pass Rate	
ENGLISH LANGUAGE ARTS: CK (5038)	All program completersw, 2016-17	13	13	100%	241	239	99%	
	All program completers, 2015-16	18	18	100%	239	236	99%	
	All program completers, 2014-15	10	10	100%	244	241	99%	
GENERAL SCI CONTENT KNOWLEDGE (0435)	All program completers, 2016-17	3			112	111	99%	
	All program completers, 2015-16	3			118	116	98%	
	All program completers, 2014-15	4			135	133	99%	
HEALTH AND PE (5856) (DISCONTINUED 8/31/14)	All program completers, 2016-17				3			
	All program completers, 2015-16	1			16	16	100%	
	All program completers, 2014-15	17	17	100%	226	225	100%	
HEALTH AND PE (5857)	All program completers, 2016-17	8			170	169	99%	
	All program completers, 2015-16	12	12	100%	152	147	97%	
	All program completers, 2014-15	2			55	53	96%	
MATHEMATICS CONTENT KNOWLEDGE (0061) (DISCONTINUED 8/31/13)	All program completers, 2016-17							
	All program completers, 2015-16				4			
	All program completers, 2014-15				30	30	100%	
MATHEMATICS CONTENT KNOWLEDGE (5161)	All program completers, 2016-17	7			158	155	98%	
	All program completers, 2015-16	9			149	144	97%	
	All program completers, 2014-15	10	10	100%	152	144	95%	
MIDDLE SCHOOL MATHEMATICS (0069) (DISCONTINUED 8/31/13)	All program completers, 2016-17							
	All program completers, 2015-16	1			1			
	All program completers, 2014-15	1			3			

<i>Assessment Information</i> ¹	<i>Group</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
MIDDLE SCHOOL SOCIAL STUDIES (5089)	All program completers, 2016-17				15	15	100%
	All program completers, 2015-16				13	13	100%
	All program completers, 2014-15				18	18	100%
MUSIC CONTENT KNOWLEDGE (0113)	All program completers, 2016-17	2			129	129	100%
	All program completers, 2015-16	1			138	136	99%
	All program completers, 2014-15	5			179	178	99%
SOCIAL STUDIES CONTENT KNOWLEDGE (0081)	All program completers, 2016-17	9			223	216	97%
	All program completers, 2015-16	11	11	100%	237	229	97%
	All program completers, 2014-15	17	17	100%	299	288	96%
SPANISH WORLD LANGUAGE (5195)	All program completers, 2016-17	2			36	35	97%
	All program completers, 2015-16	4			41	40	98%
	All program completers, 2014-15	3			46	45	98%
OPI SPANISH (ACT1018)	All program completers, 2016-17	2			22	20	91%
	All program completers, 2015-16	4			34	33	97%
	All program completers, 2014-15	3			46	42	91%

Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.

¹Tests with multiple delivery options (computer, paper, etc.) will be noted with the assessment code for one format only.

*Assessment discontinued and replaced.

Bachelor of Arts in English/Creative Writing and Education with Endorsement in Elementary Education			
MAJOR REQUIREMENTS/ENGLISH: 36 Credits		MAJOR REQUIREMENTS/EDUCATION: 36 Credits (b)	
EN-226: Literary Studies for English Majors	3.0	ED-250: Psychological & Philosophical Foundations of Education	3.0
EN-227: Foundations of British Literature	3.0		
EN-228: Foundations of American Literature	3.0		
EN-229: Non-European Literature in English	3.0	EDS-330: Foundations of Special Education: Development Across the Life Span	3.0
EN-305: Shakespeare I	3.0		
or EN-306: Shakespeare II		EDS-336: Classroom Management	3.0
EN-441: Criticism and Theory	3.0		
or EN-442: Language and Linguistics		EDL-326: Literacy Instructions in K-6 Educational Settings I	3.0
or EN-443: History of the English Language			
or EN-470: Theory & Practice of Writing* <i>(*Elementary Education Majors)</i>		ED-320: Teaching Students with Diverse Needs	3.0
or EN-474: Approaches to Comp. Theory* <i>(*Secondary & Special Education Majors)</i>			
<i>*EN/ED majors MUST take EN470 or EN 474 to fulfill the above credits.</i>		EDL-327: Literacy Instruction in K-6 Educational Settings II	3.0
EN-251: Introduction to Creative Writing	3.0		
EN-252: Creative Writing: Fiction	3.0	ED-360: Methods of Teaching Elementary Mathematics	3.0
or EN-253: Creative Writing: Poetry			
or EN-254: Creative Writing: Drama		ED-361: Methods of Teaching Science for Elementary School	3.0
or EN-255: Creative Writing: Non-Fiction			
Literature Elective: (at the 300+ level)		ED-362: Teaching Elementary Social Studies	3.0
EN-300+: _____ (a)	3.0		
EN-352: The Craft of Writing	3.0		
EN-451: Advanced Creative Writing	3.0	9 Credits as Follows (d):	
		ED-416: Clinical Practice AND	8.0
Take one course designated with Course*Type: ENCWU		ED-416S: Seminar in Clinical Practice	1.0
EN-200+: _____ (a)	3.0		
INTERDISCIPLINARY (EN) REQUIREMENTS: 3 Credits		INTERDISCIPLINARY (ED) REQUIREMENTS: 6 Credits	
Take 3 Credits from a Foreign Language at the 200+ level		MA-203: Foundations of Elem. Mathematics I	3.0
Fx-200+: _____ (c)	3.0	MA-204: Foundations of Elem. Mathematics II	3.0
FREE ELECTIVES: 5 - 8 Credits			Credits
_____			5.0 - 8.0

<p>(a) Excludes EN-388, EN-488, and EN-384</p> <p>(b) Minimum grade of "C" required for Education Courses</p> <p>(c) Partially fulfills Cultural Diversity/Global Understanding Requirement in General Education, if 3 additional credits of the SAME foreign language are completed.</p> <p>(d) Students must complete the appropriate test requirement(s) with a passing score PRIOR to Clinical Practice.</p>			

Bachelor of Arts in English/Creative Writing and Education with Endorsement in Elementary Education		
GENERAL EDUCATION REQUIREMENTS: 39 to 42 Credits		Credits
First Year Seminar	FY-101: First Year Seminar	3.0
Reading and Writing	EN-101: College Composition I	3.0
	EN-102: College Composition II	3.0
Mathematics	Fulfilled in Interdisciplinary w/MA-203 or MA-204	0.0
Natural Sciences	6 Credits from subjects BY, CE, GL, PH, or SC	6.0
Literature	3 Credits from courses designated with Course*Type: LIT	3.0
Aesthetics and Creativity	3 Credits from Art, Music, Theatre, or Dance	3.0
Technological Literacy	3 Credits from courses designated with Course*Type: TL	3.0
Reasoned Oral Discourse	Fulfilled in Major Requirements with ED0320	0.0
Historical Perspective	3 Credits from courses designated with Course*Type: HS.SV	3.0
Social Science	3 Credits from courses designated with Course*Type: SS.SV	3.0
Perspective/Social	3 Credits from courses designated with Course*Type: HS.SV	3.0
	or 3 Credits from courses designated with Course*Type: SS.SV	
Interdisciplinary Perspectives	3 Credits from courses designated with Course*Type: ISP	3.0
Cultural Diversity and Global Understanding or Foreign Language	3 Credits from courses designated with Course*Type: CD	3.0 - 6.0
	and 3 Credits from courses designated with Course*Type: GU	
	or 6 Credits from the SAME foreign language*	
<i>*Partially fulfilled in Interdisciplinary Requirements; 3 additional credits of the SAME language required.</i>		
Experiential Education	One course designated with Course*Type: EX	0.0
Writing Intensive	Two courses from English (EN) designated with Course*Type: WT	0.0
		0.0
	Two courses from Education (ED, EDL, EDS) designated with Course*Type: WT	0.0
		0.0

Minimum Credits for Bachelor of Arts in English/Creative Writing and Education with Endorsement in Elementary Education = 128.0	
ADDITIONAL ENDORSEMENTS AVAILABLE:	
• TSD - Teacher of Students with Disabilities - Elementary	• ESL - English as a Second Language - Elementary
• P-3 Early Childhood Endorsement	• MID-EN - Middle School English

NOTES:

* 58 credits must be completed at the 200 level or higher.

** Education majors are required to have an overall GPA of 3.00 for State Certification.

***By state regulation, all Education Majors seeking content area endorsement must complete 30 content credits (12+ credits at the 300+ level).

**** The English Dept. awards Departmental Honors to graduating seniors who successfully complete a thesis, 2 courses beyond the standard major requirements, a 3.50 major GPA, a 3.30 overall GPA, and fulfill the intermediate language requirements.



The School of Education Instructional Technology Working Group
February 4, 2019

- Serbay Vecihi
- Wendy Harriott
- Erik Raj
- Ai Kamei
- Ruth Morris
- Walter Greason

Not a committee, a group. A big area, where are we now? Short-term solutions in place? Some money to spend. Long term: how can we move forward?

Department Status and Updates: What are your solutions?

- Ruth: invited Deb Cotler to our January meeting to talk about technology
 - Came up with a list of hardware and software, some we can use in a better way.
 - Have a Promethean Board, but not linked to the classroom computer.
 - Professional development introducing and refreshing existing knowledge of existing technology
 - There are building wiring issues.
 - Updating the computers that the faculty use
 - Possible: A tech center at the Grad Center
 - Serbay's students have Chrome Books and Smartboards. Can we think about updating? Google classroom certification for certain students
 - Level 1 = \$10.00
 - Level 2 = \$20.00
 - Consolidating an area on campus dedicated to edTPA, support for students who are doing edTPA
 - for uploading videos
 - how to edit the videos
 - have software and hardware there for students to use
 - We are not providing a lot of support for the students in the edTPA
- Erik – SLP
 - Shared our syllabi to see how to implement some of our technology, and get feedback from other coworkers

- Talked about different types of software for Speech-Language students, that the grad students need to know prior to going into externships, and have them available for grad students before externships.
- Our minor program is all online and we are discovering the software and hardware that we need to help our students
- There is a group on campus about online learning

- Special Ed, Ai Kamei
 - We meet to talk about CAEP requirements, and our weakness is that we, the faculty, do not use incorporate technology
 - Ai mentioned using free smartboard training online

- Counseling and Leadership – Dave Greason
 - All of our EDC&L classes are online or hybrid.
 - We can bring in new software. Our students can produce new units for ecampus.
 - Walter has 30 years of designing online learning experiences
 - Flight to freedom with Bowdoin - SIM setting
 - Make choices, reading, making decisions, special and navigating.
 - Basic interface then, but could be updated with VR or 3D
 - Other sim game: based on ed leadership, making budget decisions, etc.
 - They are opening a VR lab in Plangere – close by
 - He is asking for lab for digital environments in the grad center
 - Dave proposal: see handout
 - Took what they had in Plangere, and adapted it to what our ed students need.
 - He visited the classroom in Rumson and Spring Lake, the more prepared our students our students are in the career marketplace
 - How are our schools coming to the technology and our students need to be prepared for it?
 - Fortnite – compelling model and environment – how do we get a compelling experience where students won't want to learn
 - Erik agrees – discussion: how to keep it scholarly and elevated
 - Budget includes digital creation tables – they project and interact with users in a 3d way
 - AR/VR video capture area. Including physical recognition and special awareness – helps SLP for people who are having issues with that. AR/VR video capture area.
 - Ruth suggests classroom management training in a situation like this.
 - Erik agrees from a clinical aspect.
 - This is buildable – the scenarios can become more complex
 - Ruth – students create an ideal preschool classroom in an online game/experience

- We learned that students create rooms that are prettier than thinking critically about the student needs, classroom management process.
 - There are standards set in place and see spaces – large and small to see if they can be certified by NAECY, etc. p-3
 - Dave = see list of resources listed that will set us apart
 - Dave – please give feedback. It is in early development please give feedback.
 - Our competitors do not have this sort of thing. It will set us apart.
 - Erik – Spaces and utility like this has so much overlap in all department
- Questions and Comments:
 - Serbay: How to reach out and develop a group of people who can help teacher candidates.
 - Ai says she'd like to see – the one in Plangere is here, but she'd like to see in class.
 - Dave – do you want to see k-8 or k-12 space?
 - Ai sees spaces that use gamification in schools.
 - But Dave thinks that the space on campus is more for sound and visuals content – we are clumsy at this, but communications is trying to make it better.
 - We can use this for the classroom to create content
 - Erik: Netflix – choose your own adventure style learning. Can we create a set up that creates an opportunity for students to make choices, and know immediately about their success or failure? That choice is immediately reinforcing.
 - Nat Turner Slave Revolt – patrols in a building where people are trying to keep slaves in a building. There are underground railroad conductors who are trying to get people out. The dynamic between safety/slavery/freedom, is very powerful. The reach of that experience is much greater in a simulated experience than through traditional learning. Dave will send links
 - Also, Dave will see if we can see space in Plangere or see someone teach in that space. Also, do you want to see elementary, secondary classrooms in schools? Rumson has one.
 - Short Term v. Long Term visions – where does this fall?
 - Ruth – how does this work in a syllabus? What does this look like? Dave says we have to think about how larger university's do this. It is very hard. Dave is going to email everyone a syllabus, see if the space is available to view in progress, etc.
 - How much prior knowledge is required? – not much, it is very user friendly.
 - Wendy says reflect – do we need this; how do we need this? Talk to your department.
 - Serbay – how can I implement that resource in our classes? But first I need to use that space for personal use so I can guide students.
 - Ruth agrees: take to the faculty.
 - If we don't want to go through with the lab redesign – Dave is working with instructional design that we can possibly develop.

- How do we deliver our content in ways that people hang onto it?
- All agreed: Let's all go back to our departments and come back together.



The School of Education Instructional Technology Working Group
February 21, 2019

Attending:

- Mary Brennan
- Tracy Mulvaney
- Erik Raj
- Wendy Harriott
- Ai Kamei
- Serbay Vecihi
- Carol McArthur-Amedeo
- Ruth Morris

Wish list:

- Smart Projectors or Smart Boards
- Chromebooks
- Google License
- Professional Development resources for faculty (possibly students as well)
- SLP Software

Interactive Projectors: new initiative that the department may want to integrate into curriculum/course usage

- How could they be used in courses at MU to better assist students understand the digital experience
- Why use them?
 - Stay ahead of schools
 - Be adaptive
 - Digital experience
 - Infuse technology into the classroom experience
 - These boards will have ELMO tools
- Smart Boards
 - Current boards at MU are key components
 - Keyboards- Mary Brennan will retrieve items
 - Boards need to be calibrated- Dean's Office will follow up with IT

Chromebook vs. iPad: Should we have MU students working with Chromebooks instead of iPads?

- Mary Brennan- propose purchasing Chromebooks for students to become familiar with. Chromebooks are being used more in schools than Apple Products.
- G-Suite
 - Needs MU licensure or IT administrative permission
 - This would include Google Classroom
 - Ai- has tool to work around limitations if needed.

Future Ready Schools

- <https://www.frsnj.org/>
 - Future Ready NJ is a framework created to allow teachers, educational leaders, etc. to implement technology within the schools. This framework is a certification program designed to train and certify educational leaders through technical, professional and leadership support that Future Ready NJ provides. The certification program includes three themes: Leadership; Education and Classroom Practice; and Technology Support and Services.
- Tracy has been introduced and is working on the panel of Future Ready Framework. Working to better understand mission and how MU can integrate Future Ready into MU curriculum.
- Wendy: Is this similar to Dave's proposal?

Tracy Mulvaney

- Connecting with local schools' principles and superintendents to gather information on what kind of technology, program or software their schools are using inside the classrooms
 - Sending survey out to schools to gather data
 - Serbay- please send questions to Tracy as soon as possible
 - Ex. of additional question to ask: what credentials do schools require of their computer science educators, if there are any?

Technology Advancements for students

Should MU Students be certified in software programs?

- Google Suite certification
- Professional development webinars: the professional development education that faculty receives on technological collaboration should be offered to the students
 - Ruth: Free webinars and archived videos available through Internet resources
 - edWeb.com

Technology class for undergraduates majoring in Education

- Serbay- concerned students; benefits of courses at previous institution (Introduction to Instructional Technology & Instructional Technology for Education). These courses will instruct students on the basic skills of instructional technology.
 - Course can be offered as a general education course (TL)
 - Needs to be properly addressed and collaborated with IT to integrate into curriculum. Also, needs to be continued throughout the curriculum as a whole.

SLP: Erik Raj

- Using iPads in clinical to teach students which apps to adapt to
- Is there a specific software that the SLP department wants to add to wish list?

Minutes from last meeting (2/4): please send proper edits

Rubric for Effective Teacher candidate Technology Use (Organized by the Four Domains of Danielson’s Framework for Teaching¹)**Domain 1: Planning and Preparation. Technology-related competencies in this domain:**

InTasc/ NJPST	CAEP	ISTE Standards for Educators		Basic	Proficient	Distinguished
5,9	1.2,1.5	1.b, 1.c, 6.b	1. The teacher candidate uses online resources, including professional social networking sites, to stay current on the latest research and best practices in his or her field.	The teacher candidate reviews information online, discusses it with colleagues, but practice is minimally affected.	The teacher candidate interacts in online networks with professionals. Teaching reflects what has been learned from those interactions.	The teacher candidate creates and shares innovative content and teaching practices with other professionals online.
1,2,3	1.5	5.c	2. The teacher candidate is aware of the characteristics of “next generation” learners and their relationship with technology and uses this information to design engaging activities.	The teacher candidate uses technology to present information in a one-to-many learning environment.	The teacher candidate uses technologies to offer students a variety of resources to learn and solve problems.	The teacher candidate asks students to use technology resources of their choosing to learn and solve problems every day in class.
2,3	1.5	5.a, 6.d	7. The teacher candidate designs learning activities that use the technology resources available.	The teacher candidate creates learning activities with technology that focus on lower-order thinking skills.	The teacher candidate creates learning activities with technology that enable students to learn independently, to be creative, and to think critically.	The teacher candidate creates learning activities with technology that enable students to learn independently, to be creative, and to think critically about issues relevant to their own lives.
2,3	1.4, 1.5	2.b, 5.a	8. The teacher candidate uses online resources to provide instructional materials at differing levels and subjects to meet individual student abilities, needs and interests.	The teacher candidate uses some online resources that meet the needs of students with special needs.	The teacher candidate uses a variety of online resources to meet the needs of a range of student ability groups.	The teacher candidate asks students to find and assess online resources that can meet their abilities and needs.

Domain 2: The Classroom Environment Technology-related competencies in this domain:

InTASC/ NJPST	CAEP	ISTE Standards for Educators		Basic	Proficient	Distinguished
3	1.5	3.a	1. The teacher candidate interactions online follow the same guidelines as face-to-face interactions.	The teacher candidate follows rules of professional conduct when online.	The teacher candidate acts professionally and positively with all stakeholders online and articulates online behavior expectations of students.	The teacher candidate models positive interactions face-to-face and online. Students can formulate and articulate their own set of online communications rules.
3	1.5	1.b, 4.b	2. The teacher candidate demonstrates an enthusiasm for educational technology and its uses.	The teacher candidate participates in the required educational application of digital tools.	The teacher candidate speaks positively to students and fellow staff about educational technology use with students.	The teacher candidate, in addition to demonstrating district-offered and district-trained digital technologies, finds resources to use on his or her own and seeks ideas from students.
3	1.5	3.c, 3.d	3. The teacher candidate uses technology to provide a wider audience for student work. Appropriate safety and privacy efforts are made.	The teacher candidate periodically publishes student work according to district guidelines.	The teacher candidate regularly publishes student work according to district guidelines and actively elicits feedback from readers and viewers outside the school.	The teacher candidate helps students build portfolios of published work and understand digital reputation management.
3	1.5	6.b	6. The teacher candidate has rules and expectations for productive technology use in the classroom, including the use of personally owned technology devices.	The teacher candidate's expectations of technology use in the classroom is stated.	The teacher candidate has clear guidelines for appropriate use of technology in the classroom. Lessons leverage the technology available, reducing inappropriate use.	The teacher candidate gives students input into classroom technology rules.

Domain 3: Instruction

Technology-related competencies in this domain:

InTASC/ NJPST	CAEP	ISTE Standards for Educators		Basic	Proficient	Distinguished
3,5	1.5	4.c, 6.d	1. The teacher candidate gives students alternate means of discussion and asking questions using technologies to bring out the ideas of all students.	The teacher candidate allows students to e-mail or post comments and questions related to classroom content from outside class.	The teacher candidate occasionally uses student response systems, online polls, back-channel tools, and other technology tools during class to stimulate discussion and feedback.	The teacher candidate regularly uses technology tools during class to stimulate discussion and feedback and encourages students to use these tools in presentations to the class.
3,5	1.5	6.a, 6.b, 6.d, 7.a	2. The teacher candidate allows students to initiate discussions in online forums such as classroom blogs, discussion lists, and social networking sites.	The teacher candidate allows students to use teacher candidate-created online forums (website, blog, wiki, Facebook group) as an option for reflection and discussion.	The teacher candidate encourages students to use teacher candidate-created online forums for reflection and discussion.	The teacher candidate requires students to use teacher candidate-created online forums for reflection and discussion. Students initiate thoughtful discussions with their peers.
3,5	1.5	3.a, 6.b	3. The teacher candidate expects and reinforces appropriate student interaction when using online tools.	The teacher candidate establishes basic guidelines for online interactions on the basis of the school's acceptable use policy and shares these with students.	The teacher candidate establishes basic guidelines for online interactions, shares these with students, regularly discusses the guidelines, and responds when the guidelines are not followed.	The teacher candidate works to create online environments in which are self-regulating and develop personal standards of appropriate use.
3,4	1.5	5.b, 5.c, 6.d	4. The teacher candidate uses technology to create and project visual and auditory data that help explain content and concepts.	The teacher candidate uses a LCD/LED projector to show slideshows with images.	The teacher candidate uses a LCD/LED projector to show slideshows with self-created or modified images and sound that enhance connections among the content and concepts.	The teacher candidate demonstrates sound theories of visual and auditory design in lessons that use these media.

3,4	1.5	5.b	5. The teacher candidate uses technologies such as interactive whiteboards, student response systems, and computer games to engage students.	The teacher candidate uses technologies to passively disseminate information, to ask low-level questions, to practice only low level skills or for rewards.	The teacher candidate uses the interactive whiteboard in ways that engage students, including student use of the board, gaming applications, actions based on student responses, and polling.	The teacher candidate uses a range of technologies to engage students by asking for student responses and differentiated self-directed activities.
-----	-----	-----	---	---	---	--

Domain 4: Professional Responsibilities Technology-related competencies in this domain:

InTASC/ NJPST	CAEP	ISTE Standards for Educators		Basic	Proficient	Distinguished
9	1.5	4.a, 4.c	The teacher uses collaborative online tools to communicate and work with colleagues.	The teacher uses e-mail to collaborate and communicate with his or her peers.	The teacher uses online tools such as Google Docs to share, create, and edit materials with peers.	The teacher uses online tools to share, create, and edit materials with peers so successfully that paper printouts are rarely used.
9	1.5	4.b	The teacher honors and learns from students who have technology competencies and knowledge.	The teacher uses students to help troubleshoot and solve classroom technology problems.	The teacher accepts information about and input regarding the use of technology from students.	The teacher actively seeks information about and input regarding the use of technology from students and incorporates student ideas in his or her professional practice.
9	1.5	1.a, 2.c	The teacher keeps an open but critical mind about technology uses.	The teacher uses technologies after other teachers in their building have demonstrated their successful use.	The teacher is willing to explore new technologies when requested and shares his or her successes and failures with other teachers.	The teacher is a leader in the building in selectively adopting new technologies that have the potential for improving learning.

¹Danielson, C. (2007). *Enhancing professional practice: A Framework for teaching* (2nd ed.). Alexandria, VA: ASCD. Rubric coauthored by **Doug Johnson** (doug0077@gmail.com), director of media and Technology, Mankato Area Public Schools, Mankato, Minnesota, and **Nathan Mielke** (ndmielke@gmail.com), data coordinator and instructional technology integrator, Germantown Public Schools, Germantown, Wisconsin.

MONMOUTH UNIVERSITY

CURRICULUM and INSTRUCTION

MEMORANDUM - Cu Faculty Meeting Minutes

DATE: January 23, 2019
 TO: Curriculum & Instruction Faculty
 CC: John Henning, Dean of the School of Education
 Wendy Harriott, Associate Dean of the School of Education
 Tracy Mulvaney, Assistant Dean of the School of Education

Attendance: J. Bazler, A. Estudillo, K. Carley-Rizzuto, J. Kim, C. Wong, S. Zambak, A. Romagnoli, R. Morris, T. Mulvaney, S. Moore

Meeting Minutes: Colleen Finnigan- Office Coordinator for the Departments of Curriculum & Instruction and Special Education

Guest: Deborah Cotler

Motion to begin meeting: K. Carley-Rizzuto

2nd- C. Wong

Meeting began at 2:54 p.m.

Motion to approve November meeting minutes: K. Carley-Rizzuto

2nd_ J. Bazler

Deborah Cotler attended the meeting to give faculty information on TeachLive and various technology resources available to our department. The group discussed several different ideas on how to best use the grant monies to improve the technology for our students. Faculty discussion focused on technological resources to equip an SOE technology lab located at the Graduate Center, and the fact that it may not be practical for our students to travel to the Graduate Center was also discussed. Faculty was in agreement that web-based software would be a more practical option, so that our students may do it anywhere rather than travel.

Some technology options discussed were:

- Google Classroom-Virtual Classroom
- Making the Promethean boards more user friendly.
- Teaching our classes with Smart Boards rather than giving them instruction on their use.
- Dragon
- Adobe Premiere
- S.P.S.S.- (for doctoral students and faculty)

Transcription Services (Qualitative learning)

. Mulvaney joined the meeting to discuss the upcoming CAEP visit. She shared with the department the following information:

_ The Formative feedback report came back last week. The report includes a narrative of the Self Study, provides questions that need to be answered at the site visit or in the response to the FFR, and identifies Areas for Improvements (AFIs) and Stipulations.

The FFR was 26 pages and included two possible AFIs on the following topics: Teacher Candidate is prepared to plan and use instructional technology, and Recruitment of diverse candidates The instructional technology possible AFI will be addressed in the following two ways: Pilot Assessment and the formation of an Instructional Technology Team.

A sample rubric from the ASCD website was shared. The faculty reviewed it and it was decided that Dr. Mulvaney will put the rubric criteria in a survey form based on the four Domains of th Danielson model. The faculty will select the top 4-5 criteria for each domain that they can measure in their methods class. Dr. Mulvaney will tally the selections and will revise the CAEP and InTASC standards. The technology assessment will be administered (piloted) rubric n

to contain the top 4 items in each domain into one assessment. They assessment will be aligne to the

(March)

S. Zambak discussed the need to establish a new course focused on technology for teachers. It was determined that we may wish to conduct a needs assessment. The possibility of collaborating with the Principals or Superintendents in our partnership schools for this purpose was suggested.

R. Morris shared with the group that a request sent to Eraldine Williams-Shakespeare to conduct a technology assessment for SOE. Faculty discussed the option of asking our students what they would like to learn as far as technology.

Faculty discussed the open positions currently in the department:

Tenure track line for Occupational Therapy Faculty member. C&I faculty will contribute to writing the description for hire. J. Bazler suggested the need for a statistician as we do not currently have one. It was discussed that the faculty member hired be solely a member of Curriculum & Instruction and not be shared with other departments.

The following faculty members have been named to Chair the Faculty Search Committee for this position:

Chair: Alex Romagnoli
Serbay Zambak
Judith Bazler

Lecturer position, it was suggested that we review the current description and broaden it to include Research/Science as we no longer have Dr. Graybill.

The following faculty members have been name to Chair the Faculty Search Committee for this position:

Chair: Cathy Wong

Kerry Rizzuto

Izzy (TBD)

Motion to adjourn: J. Bazler

2nd. S. Zambak

Meeting ended at 3:52 p.m.

Purpose of Exhibit: This exhibit aims to document the technology resources of our top 5 Partnership districts, where 100% of our candidates are placed in during early field or clinical practice. Following the chart summarizing technology assets, Future Ready Schools of NJ is summarized followed by excerpts from district documents are included to illustrate the resources available to our candidates when in clinical placements.

School District	Future Ready NJ School	School District size	Summary of Technology- Provided by Superintendents and Websites
Eatontown Public Schools	NO	1,100 students P-8 th grade Elementary Schools: 3 Middle Schools: 1	<ol style="list-style-type: none"> 1. The district has 1:1 computing from grades 2-8. 2. Every teacher has a Microsoft Surface. 3. Each classroom has a 65" SMARTboard. 4. All classrooms and offices have access to high speed internet. 5. The district supports Google tools and teachers use Google Classroom. 6. Benchmarking assessments are delivered online for grades 3-8. 7. Our ELA and Math textbooks have online resources for teachers, students, and parents. - <p>Provided by Mr. Scott McCue, Superintendent of Eatontown Public Schools. * Eatontown Public School Technology Plan excerpts are included in this document.</p>
Hazlet Township Public Schools	YES	Students:2,900 Elementary Schools:5 Middle Schools: 1 High Schools:1 Early Childhood: 1	<p>Hazlet Township Public Schools participates in <i>Future Ready Schools of NJ</i>. The Technology Department continues to implement cutting edge technologies throughout the Hazlet Public School District. Some of the more recent upgrades and implementations include additional Chromebook Carts throughout the district, additional Smartboards in classrooms in several schools, Document Cameras for general education classrooms, and new all-in-one student computers in grade 5 through 8 classrooms. Another major project that was undertaken during the summer was the migration of several of the district's physical servers to a new virtual environment. This virtual solution allows for more redundancy and saves monies with future upgrades. The Media Center at Middle Road Elementary School has also been updated with new all-in-one computers. New computers are installed on a regular basis throughout schools to help maintain an up-to-date infrastructure. The department also continues to serve its regular function of maintaining, upgrading and managing all technology within its borders. The district continues to utilize its Student Information Management System (Realtime) in order to manage important student data and student IEPS. The system is also tasked with delivering important messages and alerts to all of its stakeholders as well as, serving as the district's cafeteria management system. As the District continues to move forward in meeting the goals highlighted in the technology plan, Google Apps for Education has been implemented. This system allows an opportunity to extend the school day and assists with collaboration between students. With the migration to this platform, the district has afforded new opportunities for educational improvement and opportunities for student achievement. There was a great cost savings with the move to this system. (Hazlet Township Public Schools website).</p> <p>*attached to this chart are excerpts from the Hazlet Middle States self-study which indicated technology</p>

			assets by district and school
Long Branch Public Schools	YES	Students:5,841 Elementary Schools: 3 Middle Schools: 1 High Schools:1 Early Childhood: 3	In an effort to meet the rigorous standards of the <i>Future Ready Schools of NJ</i> consortium, Long Branch Public Schools has embraced the notion that the integration of technology must be fluid and seamlessly implemented into every classroom. Having a longstanding partnership with New Jersey's most progressive institute of higher learning, Monmouth University, has supported our efforts to modernize the profession. Monmouth University's Department of Education routinely provides us with students that are pure digital natives who assist with our premiere digital platforms such as Google Suite, our primary learning management systems, and/or LinkIt, our virtual data warehouse and assessment builder. We understand the importance of being a diagnostic connected educator; thus everyone who enters our schools is encouraged to leverage our digital tools to improve the teaching, learning, and leadership. – Dr. Mike Salvatore, Superintendent * The Long Branch Public Schools Technology Plan Presentation is included in this exhibit
Middletown Public Schools	YES	Students: Elementary Schools:12 Middle Schools: 3 High Schools:2	As a Future Ready Schools New Jersey certified district, Middletown Township Public Schools has prioritized digital learning and higher-level technology integration in all subject areas. Middletown provides all students in Grades 3-12 with Chromebooks, while students in grades K-2 have access to iPads and/or Chromebook carts. All teachers are expected to include meaningful technology integration into their lesson plans. Regular professional development and support from Educational Technology Specialists ensure that educators are able to effectively teach New Jersey Technology Learning Standards at all grade levels. Furthermore, Middletown has been a Google for Education district since 2010, which has resulted in greater opportunities for collaboration among educators, as well as students. The majority of teachers use Google Classroom as a learning management system. In addition to GSuite tools, students are regularly engaged with dozens of other digital tools and programs that increase personalized learning opportunities and provide educators with multiple measures for assessing learning. These include Seesaw, Pear Deck, Dreambox, Flipgrid, LinkIt, EdPuzzle, Newsela, and many others. In addition, all educators are encouraged to connect with colleagues both locally and globally on social media and celebrate student learning and success via the District hashtag #MTPSpride on social media. –Dr. Bill George, Superintendent *Excerpts regarding technology from the Middletown Public Schools Strategic Plan are included in this exhibit.
Township of Ocean School District	NO	Students:3,514 Elementary Schools:1 Middle Schools: 1 High Schools:3	Technology has become an important part of the curriculum for all schools throughout the state and nation. Technology directly affects the way in which teachers teach and students learn; administrative and support staff also benefit from the information and communication systems designed to improve their performance and productivity. It is the mission of the Ocean Township School District to equip students, staff, and parents with skills that will empower them to use technology as a tool for accessing, managing, evaluating and synthesizing information in order to solve problems and to create and communicate knowledge. –Township of Ocean School District Technology Plan *Attached to this document is an excerpt from the technology plan that outlines technology resources by district and school.

Future Ready Schools-New Jersey

Future Ready Schools – New Jersey is a certification program designed to promote transformational change in schools and districts throughout New Jersey. Whether they are public, private, or charter, FRS-NJ provides the guidance, support, direction, and resources schools need to achieve “Future Ready” goals, while fostering inclusive collaboration within schools and districts, and between them throughout the state.

The program is a coalition of the New Jersey Department of Education (NJDOE), the New Jersey School Boards Association (NJSBA) and New Jersey Institute of Technology (NJIT). It is based on the work of the national Future Ready Schools initiative, and the structure and success of the Sustainable Jersey for Schools Certification Program.

The national Future Ready Framework, developed by the Alliance for Excellent Education, serves as an organizational umbrella for all discussions and decisions related to the use of technology in the classroom and the technical, professional, and leadership support needed to ensure the most effective and efficient Future Ready practices.

The FRS-NJ certification program started with the foundation of the Future Ready Framework, and “New Jersey-ized” it so the state’s districts, schools, educators, and leaders have a local support structure and framework.

The state model of the national framework has been created by FRS-NJ task forces, made up of hundreds of educators, leaders, and stakeholders, who dedicate their time and expertise to create the New Jersey Indicators of Future Readiness. These indicators help guide schools and districts towards future readiness by providing them with the knowledge of what successful Future Ready practices look like in a given “gear,” or section, of the national framework. At the same time, they provide guidance, support, and connections to resources that can help them achieve success.

The FRS-NJ Indicators of Future Readiness are the heart and soul of the FRS-NJ certification program. Organized at all levels into three overarching themes: Leadership; Education and Classroom Practice; and Technology Support and Services. These themes further condense the national Future Ready framework for the context of New Jersey.

Eatontown Public Schools
Three-Year District Technology Plan
2013-2016

Eatontown Board of Education Technology Committee

Mrs. Shellie Miller, Chairperson

Mr. Carl Lawson, BOE Vice-President

Mr. Peter Niino

Scott F. McCue

Superintendent of Schools

Lori Youngclaus

Business Administrator/BOE Secretary

Michael C. Brown

Technology Coordinator

Technology Specialists

Mrs. Megan Farniofi

Mrs. Faith Ende

Technology Technician

Mr. Jeffrey Dingfeld

I. TECHNOLOGY INVENTORY:

1. Describe the technology inventory needed to measure student academic achievement in the 2013-2014 school year that informs the basis for the Form 470. Include in the description the internal connections and basic maintenance for 12 months of the years funded year, such as the following areas:
 - a) Technology equipment including assistive technologies
 - b) Networking capacity
 - c) Filtering method
 - d) Software used for operational support and filtering
 - e) Technology maintenance and support
 - f) Telecommunications equipment and services
 - g) Other services

Three-Year Educational Technology Plan Inventory Table			
Area of Need	Describe for Frate Funded Year 1 2013-2014	Describe for Frate Funded Year 2 2014-2015	Describe for Frate Funded Year 3 2015-2016
Technology Equipment including assistive technologies	1. Continue installing projectors and interactive whiteboard devices in all classrooms in the district 2. Purchase Adobe Photoshop for Middle School Art classes and make available on all student computer to be used in the Art room 3. Purchase Nintendo Wii for Physical Education department 4. Purchase a Windows 8 touch 2 in 1 laptop for all grade 7 and grade 8 teachers 5. Purchase a Windows tablet with keyboard for all Grade 7 and 8 students 6. Provide 5 Windows laptops in every Grade 1 and 2 classrooms 7. Provide iPads to all ELL and G & 1 classrooms 8. Upgrade SAN to allow for 10 GB iSCSI connections 9. Increase server RAM and NICs to allow for greater expansion of virtual infrastructure	1. Continue installing projectors and interactive whiteboard devices to all classrooms in the district 2. Purchase a Windows 8 touch 2 in 1 device for all grade 4, 5 and 6 classroom teachers 3. Purchase a Windows tablet with keyboard for all grade 4, 5 and 6 students 4. Purchase touch desktops for Grade K classrooms 5. Provide Windows laptops to all grade 3 classrooms to achieve a ratio of 1 computer for every 2 students 6. Provide iPad to all Speech classrooms	1. Continue installing projectors and interactive whiteboard devices to all classrooms in the district 2. Increase district copier inventory to 3 copiers per school including one color copier and 2 black and white copiers 3. Upgrade all grade 4, 5, 6, 7, 8 laptops carts 4. Provide at least 2 iPads in every Speech classroom as well as carts for purchasing speech related apps
Networking Capacity	1. Install cat 6 drops to connect all IP surveillance cameras	1. Install a dedicated 500 mbps upload, 500 mbps download	1. Install Cat 6 infrastructure for VoIP phone system

	<ol style="list-style-type: none"> 2. FTOS 50 mbps download 20 mbps upload internet circuit 3. Purchase a new Cisco Nexus 5548UP WAN core switch to allow for 10Gb connections to all remote schools 4. Purchase new Cisco 3750X switches to act as the core for all remote schools and allow for 10Gb connections back to the hub 5. Upgrade server room switches to accept 10 Gb connections 	<ol style="list-style-type: none"> 1. Internet circuit with enterprise support 2. Purchase access point in order to have one access point per state testing classroom 	<ol style="list-style-type: none"> 2. Install dedicated Cat 6 drops for district desktops, additional access points and copiers 3. Install backup ISP to be used as failover for new VoIP phone system
Filtering Method:	Block	Block	Block
Software used for curricular support and filtering	<ol style="list-style-type: none"> 1. Destiny renewal 2. Type to Learn renewal 3. Microsoft desktop bundle (operating system, Office) 4. Microsoft server software 5. Accelerated Reader 6. Discover Education 7. Study Island 8. Education City 9. eBoard 10. Tracker 11. point of sale software Digital textbooks? 	<ol style="list-style-type: none"> 1. Destiny renewal 2. Type to Learn renewal 3. Microsoft desktop bundle (operating system, Office) 4. Microsoft server software 5. Accelerated Reader 6. Discover Education 7. Study Island 8. Education City 9. eBoard 10. Upgrade special education software 11. Upgrade point of sale software 	<ol style="list-style-type: none"> 1. Destiny renewal 2. Type to Learn renewal 3. Microsoft desktop bundle (operating system, Office) 4. Microsoft server software 5. Accelerated Reader 6. Discover Education 7. Study Island 8. Education City 9. eBoard 10. Upgrade special education software 11. Upgrade point of sale software Edmentum
Technical Support and maintenance	<ol style="list-style-type: none"> 1. Cisco SMARTNET renewal 2. Digicert wildcard certificate renewal 3. Zuma (district website) renewal 4. Genesys (sms) renewal 5. Barracuda spam filter renewal 6. Purchase bulbs for all projector models in the district 7. Purchase toner for all district printers 8. Citrix Xen Desktop, Xen Server renewal 	<ol style="list-style-type: none"> 1. Cisco SMARTNET renewal 2. Digicert wildcard certificate renewal 3. Zuma (district website) renewal 4. Genesys (sms) renewal 5. Barracuda spam filter renewal 6. Purchase bulbs for all projector models in the district 7. Purchase toner for all district printers 8. Citrix Xen Desktop, Xen Server renewal 9. Blockx renewal 10. UPS support renewal 11. EMC SAN support renewal 12. Genetec renewal 13. Citrix Xen Desktop, Xen Server 	<ol style="list-style-type: none"> 1. Cisco SMARTNET renewal 2. Digicert wildcard certificate renewal 3. Zuma (district website) renewal 4. Genesys (sms) renewal 5. Barracuda spam filter renewal 6. Purchase bulbs for all projector models in the district 7. Purchase toner for all district printers 8. Citrix Xen Desktop, Xen Server renewal 9. Blockx renewal 10. UPS support renewal 11. EMC SAN support renewal 12. Genetec renewal 13. Citrix Xen Desktop, Xen Server 14. Assurance support renewal
Telecommunications equipment and services	<ol style="list-style-type: none"> 1. Maintain contract with RFP for phone system. 2. District Verizon phone lines 	<ol style="list-style-type: none"> 1. Maintain contract with RFP for phone system. 2. District Verizon and Xtel phone lines 	<ol style="list-style-type: none"> 1. Install a VoIP phone system

<p>Other Services.</p>	<ol style="list-style-type: none"> 1. Install Axis IP surveillance cameras at two main entry doors at all schools and BOE wing 2. Install server infrastructure for Genetec Security Desk suite to centrally manage and access security surveillance system 3. Install monitors in all school and BOE main offices to monitor view surveillance camera feeds 4. Purchase dedicated surveillance storage to allow all surveillance video to be kept for a minimum of 15 days 5. Install an AC unit dedicated to the server room 6. Purchase a natural gas generator to be dedicated to the server room 7. Purchase a centralized UPS for the server room 8. Purchase digital signage monitors for all schools 	<ol style="list-style-type: none"> 1. Purchase new backup software that can integrate into a virtualized infrastructure 	<ol style="list-style-type: none"> 1. Install IP based door entry system at all schools, BOE wing and Special Education building 2. Purchase network ID card printer 3. Replace existing split AC unit in the server room that is to be used as a backup to the main server room air conditioning unit
------------------------	--	--	---

HAZLET TOWNSHIP PUBLIC SCHOOLS

**Excerpt from most Recent Self-Study Middle States
Commissions on Elementary and Secondary Education**

Technology Assets

Type of Information/Technology Resource	Quantity of Resource	Quality and Adequacy of Resource		
		S	NI	U
in Information Resources Center				
Networked Computers for Students in Information Resources Center	129	X		
Networked Laptop Computers for Students in Information Resources Center	313	X		
Networked Desktop and/or Laptop Computers for the Staff	25	X		
Stand Alone Desktop and/or Laptop Computers for the Staff in Classrooms/Offices	N/A			
Networked Desktop and/or Laptop Computers for the Staff in Classroom/Offices	283	X		
Classrooms with Hard-Wired Internet Access	251	X		
Classrooms with Wireless Internet Access	251	X		
LCD Projectors with T.V. Capabilities	191	X		
Overhead Projectors	10	X		
Classrooms with TV Monitor	30 (RHS) 1 (JMS)	X		
Classrooms with Monitor Connected to Computer	16	X		
PDAs for Staff	N/A			
PDAs for Students	N/A			
Video Cameras	11	X		
Video Recorders	19	X		
Classrooms with Smart Board	115	X		
iPads (Total Number)	339	X		
Other:				

**INFORMATION RESOURCES AND TECHNOLOGY
STANDARD FOR ACCREDITATION
20130322**

A. ISSUES RELATED TO THIS STANDARD

The following requirements ask the school system to provide a self-assessment of expectations for quality included in this Standard for Accreditation. The information and data requested in this section are not for evaluation purposes. Instead, the information and data assist the school system in making the determination whether it meets the Standard and its Indicators of Quality.

A.1. INFORMATION RESOURCES AND TECHNOLOGY—SCHOOL SYSTEM

Type of Information/Technology Resource	Quantity of Resource	Quality and Adequacy of Resource		
		S	NI	U
Curriculum Focused Printed Books	16,000	X		
Reference Printed Books	1,000	X		
Leisure Reading Printed Books	7,500	X		
Magazine/Journal Subscriptions	50	X		
Online Subscriptions	19	X		
Curriculum Specific Application Software Programs	6	X		
Administrative Application Software Programs	5	X		
Application Software Programs Available on School System Network	1	X		
Networked Desktop Computers for Students	513	X		
Networked Laptop Computers for Students	331	X		
Stand Alone Desktop Computers for Students	60		X	
Stand Alone Laptop Computers for Students	N/A			
Stand Alone Computers for Students in Information Resources Center	N/A			
Stand Alone Laptop Computers for Students	N/A			

A.1.a. Identify in the table below any component school for which the ratings for information resources and technology differ significantly from the system's average ratings.

Name of Component School: Raritan High School

Describe the degree to which this school's performance differs from the average for the system:

The Science Department has 60 iPads in two carts with 30 apps for use in Chemistry, Biology, Genetics, and research. These iPads are also used for creating tutorials and accessing Google docs for surveys and document storage. A variety of projectors, SmartBoards and televisions are installed in classrooms throughout the Raritan High School as a means for teachers to present information and resources and for the television studio to deliver announcements. A media distribution system pushes the morning announcements via our network to each classroom and office. Raritan High School also houses a Television Studio with a Macintosh Lab where morning announcement videos are developed, edited, and broadcast to the school. The Global Communications Department has an additional Macintosh Lab for use within the program, separate from the Television Production. Final Cut Pro and Adobe Creative Suite are the software used by students to create high end video productions.

The Media Center is equipped with 27 computers for research and projects/assignments that can be used by any department in the school.

Additionally, Raritan High School has 120 net books and three laptop carts each containing 20 to 25 laptops for use in all discipline areas including English, Math, Social Studies and elective courses.

A lab with 30 computers is used for courses including Computer Construction, Computer Graphics and Animation, Technology Education, and Computer-Aided Design. In conclusion, a Business classroom has 26 computers for using business applications and Microsoft Office Suite.

Name of Component School: Hazlet Middle School

Describe the degree to which this school's performance differs from the average for the system:

Hazlet Middle School has 90 iPads in three mobile carts for various grade levels and discipline areas. The iPads have 60 apps installed for all discipline areas and are also used to create teacher and student made tutorials to create a "flipped classroom" environment. Many classrooms have a projector and Smartboard to display instructional content and provide an interactive method to deliver instruction. Also, several mobile projection

carts are equipped with laptops and projectors to provide teachers with a means to present information and resources to their students. This school has two computer labs located in the media center that teachers may use for whole group instruction. There are three stand alone Macs in the back of the Media Center lab for video creation via iMovie. There are two additional computer labs for teaching Computer Literacy and Technology Education. Computer Literacy provides students the opportunity to learn software and web-application skills, and Technology Education offers Computer Aided-Design elements and problem solving projects.

Name of Component School: Beers Street School, Cove Road School (grades 5&6)

Describe the degree to which this school's performance differs from the average for the system:

A Net Book cart and a Laptop Cart are available for teachers to use in their classrooms for whole or small group instruction. All general education classrooms have a teacher computer connected to a SmartBoard to display instructional content and provide an interactive method to deliver instruction. In addition, the Special Education classrooms and the Read 360 classrooms have an additional three computer stations.

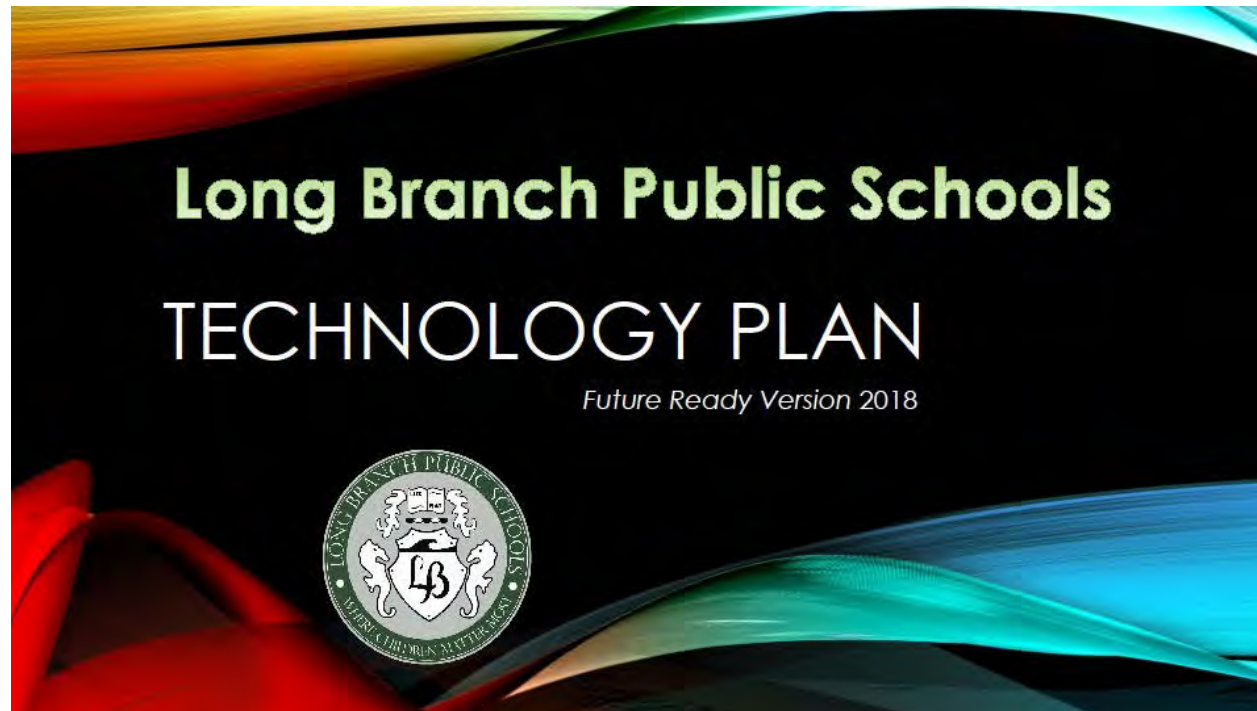
There is a Windows based computer lab in each building equipped with a SmartBoard for direct instruction. This lab is used for Computer Classes with a dedicated Technology Teacher that teaches in a project-based environment with a curriculum that meets academic goals and reinforces 21st century skills.

Name of Component School: Lillian Drive, Middle Road, Raritan Valley (grades 1-4)

Describe the degree to which this school's performance differs from the average for the system: Each school has 25 net books with a cart for storage and charging and is used for all discipline areas. There is a SMART Board in every general education classroom and a computer lab with 26 computers and a SMART Board. Each school has a cart with 20 iPads with 50 apps installed for all discipline areas. Raritan Valley School has two iPad carts with 20 iPads each.

Name of Component School: Sycamore Drive Early Childhood Learning Ctr (PreK-K)

Describe the degree to which this school's performance differs from the average for the system: Sycamore School has three student computers and one teacher computer in each classroom. There is also a SMART Board in each classroom. There are seven iPads in the school with 75 apps for various discipline areas.





TOGETHER WE RISE

The Technical 12

- Technology Director
- Head of Technical Services
- Technology Secretary
- 2 Network Technicians
- 3 Technical Support Field Specialists
- 2 Audio/Video Technicians
- Communications Technician
- Inventory Technician

THE TEAM GROWS STRONGER



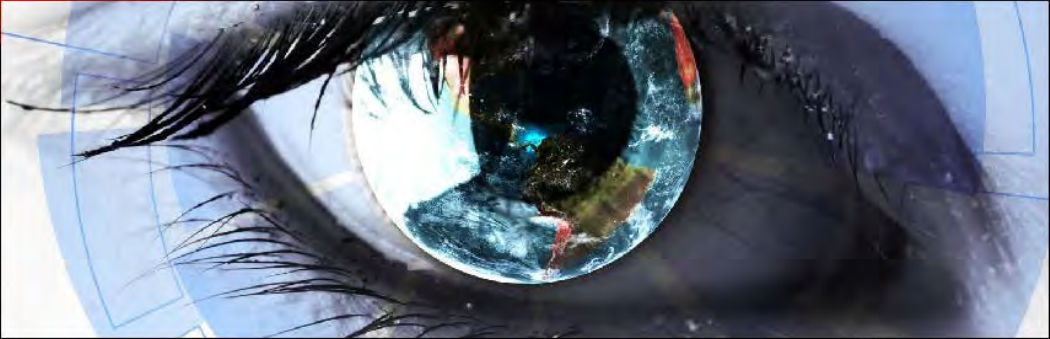
- 2018 – 2020
 - Plans to expand the roles of the Technology and Distant Learning Advisors inside schools are being reviewed
 - Plans to integrate the roles of the Technology Education Specialists more into the Technology Department are being reviewed



THE CORE OF IT ALL

A vast and robust enterprise class infrastructure

- * Dual Cisco 6509s with separate and redundant routes of fibers throughout the city feeding all of our schools and city locations
- * Dual power supplies on all critical networking equipment, battery backups, & whole building generators assure power at all times
- * Well over 1 million dollars in wired and wireless infrastructure equipment (Over 7000 data ports and over 500 wireless access points)
- * 2gbps Internet Connection
- * A Hyper V Virtual Server Farm



THE FUTURE OF SPEED
2018 - 2020

- * Over 180 pieces of Cisco networking equipment will be replaced (\$750,000 retail value :
Winning E-Rate bid price = \$566,000 : Cost to the District = \$85,000)
- * 10gbps connections will be established between buildings and between all MDF/IDF closets

THE WATCHFUL EYE

- 2 Cisco enterprise class firewalls
- 2 Redundant content filters
- Symantec Endpoint Anti Virus & Network Protection on all clients
- Network policies to assure data privacy
- Daily offsite backups keeping our data safe

The graphic features the text "Safety in technology" in a bold, sans-serif font, with "Safety in" on the top line and "technology" on the bottom line. The text is set against a blue background with a subtle grid pattern and a glowing effect. A white mouse cursor with a black outline is positioned over the bottom right of the text, pointing towards the word "technology".

2018 – 2020

THE VOW OF PROTECTION



- Content Filter Version Upgrade
- Firewall Replacement
- Website Approval/Denial Committee



SHOW ME THE MONEY

- The overall Technology Budget for 2017-2018 was \$1.37 Million Dollars not counting salaries
- E-Rate was leveraged for over \$100,000 in savings (over ½ million dollars will be saved in 2018-2019)
- Tens of thousands of dollars were saved by utilizing state contracts and competitive shopping

FUTURE FUNDS

2018 – 2020

* Working closely with the Business Office on devising a way to fund nearly $\frac{3}{4}$ of a million dollars for a complete replacement of our radio infrastructure and handhelds

* Working closely with the Business Office on devising a way to upgrade our phone system hardware and software at nearly a \$300,000 expense



COMPUTERS NEVER SLEEP

Building Controls

- Remotely accessible HVAC controls for all buildings
- Real-time monitoring of burglar and fire alarms with text message alerts
- Real-time monitoring of boilers and temperatures with text message alerts

Networking


- Over 700 pieces of equipment and server processes monitored real-time with text message and email alerts
- Active daily programmed routines set to run to shut inactive computers down to preserve energy

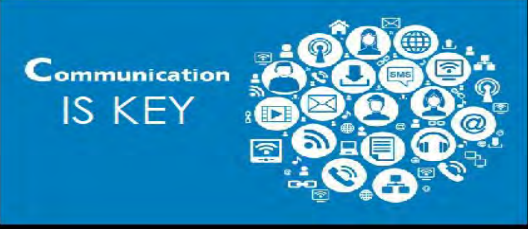
Backups

- Nightly incremental backups copy data offsite
- Weekly full backups copy data offsite

THE COMPUTER VOICES GET LOUDER

- 2018 – 2020
 - Our monitoring systems will grow to cover more equipment
 - Our backups will be adjusted accordingly based on software that is moved into the cloud





Communication
IS KEY

- Every school is equipped with an on-network phone system allowing for 5 digit dialing between buildings without incurring phone charges
- Over 400 radios communicate via 11 repeaters
- 3 schools house critical Police Radio Equipment

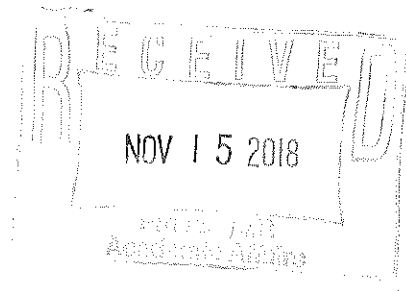


NEVER LOSE TOUCH

2018 – 2020

* 2 support buildings are slated to get equipped with IP Telephones connected via wireless bridges that tie into fiber equipped buildings nearby, thus reducing POTS lines and lowering phone bills.

**Partnership Agreement
Between
Monmouth University
And
Hazlet Township Public School District**



This Agreement made this ___ day of _____, 2018, between Monmouth University, (hereinafter referred to as “MU”) and Hazlet Township Public School District (hereinafter referred to as “School District”).

WHEREAS, the purpose of this agreement is to combine the efforts of MU and School District and to work collaboratively to improve teaching and learning for Hazlet Township public school students and novice teachers, counselors, and leaders enrolled in Monmouth University School of Education Programs.

WHEREAS, the primary goal of this partnership is to prepare and educate motivated, engaged K-12 children, pre-service and in-service teachers, counselors, and leaders. It is believed that all participants will be committed to ensuring that each and every K-12 child and university student in the partnership progresses toward achieving his/her maximum academic growth and potential.

WHEREAS, both MU, through its School of Education, and Hazlet Township Public School District shall provide ongoing quality field, student teaching, practicum, and internship placements for Monmouth University students, ongoing professional development for Hazlet Township teachers, and scholarly research opportunities for Monmouth University faculty and the Hazlet Township Public School District. The Hazlet Township Public Schools shall become a university-school partnership site.

NOW, THEREFORE, in consideration of the mutual promises hereinafter contained, MU and School District agree as follows:

I. Monmouth University Agrees to:

1. Provide mentoring seminars to prepare School District faculty members to mentor their colleagues and supervise field experiences for Monmouth University students, counselors, and leaders.
2. Provide a university liaison that will assist in any policy oriented problems or cases that involve unusual difficulties. This individual will be responsible for maintaining communication between MU based faculty and the School District faculty.
3. Provide the Hazlet Township Public School District with the names of student teachers, counselors, and leaders in a timely fashion in order for the appropriate planning to occur prior to the experience. The placement office will place only the number of students that the Hazlet Township Public School District requests for that semester.

4. Provide professional development seminars and opportunities for the Hazlet Township Public School District faculty through the Monmouth Alliance for Instructional Development (AID).
5. Share research findings with the Hazlet Township public schools' faculty and administrators.

II. The Hazlet Township Public School District Agrees to:

1. Provide on-site space if a determination is made to conduct site at Hazlet Township Public School District and participate in mentoring seminars that will prepare cooperating teachers to assume the dual responsibility of mentor and supervisor.
2. Provide on-site space for all activities and seminars held at the School District.
3. Assign undergraduate and graduate students, counselors, and leaders to faculty that have undergone the mentoring seminars.
4. Be responsible for determining the number of student teachers, counselors, and leaders it will be willing to work with during a given semester and communicate that number to the placement office.
5. Provide on-site space if a determination is made to conduct seminars at Hazlet Township Public School District for the professional development seminars provided through the Monmouth Alliance for Instructional Development (AID).
6. Pay a fee not to exceed \$1500.00 per day for professional development initiated and requested by the Hazlet Township Public School District and provided by Monmouth University School of Education Alliance for Professional Development (AID).
7. Permit Monmouth University School of Education faculty to conduct scholarly research that is mutually agreed upon in writing by both parties.

III. Mutual Responsibilities

1. Monmouth University and the Hazlet Township Public School District both invest in this effort because it benefits their respective students. Monmouth University and Hazlet Township Public School District will form a partnership decision making team, referred to as the Partnership Governance Committee (PGC). The PGC shall be responsible for developing a plan allocating the number of MU faculty available for professional development and the number of School District staff members available for mentoring MU students. The committee shall also utilize each available faculty and staff member during the times he/she is available. The committee shall also be responsible for determining the time frame of the cohort and the sequence of the classes offered. The PGC shall retain independent control over allocation of these resources. The PGC shall consist of an equal number of members from each party. The PGC members will include: a district administrator, one or more

partnership teachers, the associate dean of the School of Education, and one or more Monmouth University faculty members.

2. The PGC shall develop a partnership evaluation plan that will be utilized to evaluate the partnership for the purposes of continual improvement and ongoing reporting to the school administration and board for both the participating university and school district.
3. The Hazlet Township Public School District and Monmouth University will collaboratively develop and mentor pre-service teachers, new teachers, counselors, and leaders who have been prepared in an environment where professional practice, commitment to principles, and an emphasis on acquiring knowledge, skills, and dispositions are associated with P-12 student growth and development.
4. The parties agree to implement a master's degree graduate program with Hazlet Township Public School District and other neighboring public school districts and accept school district employees who meet the Monmouth University Graduate School entrance requirements. Qualified registrants who attend the Graduate Program Cohort will receive a tuition reduction of 25 percent for all classes taken through this Partnership Agreement. Participating registrants will be required to pay the Monmouth University application fee for the registration the advising portion of the comprehensive fee and any applicable lab fees.
5. MU may deliver the coursework in any format it deems pedagogically appropriate, including online and hybrid formats. If classes are offered at a District Site, these classes shall be approved by the applicable School District. Classes shall be subject to a minimum number of ten (10) registrants. In the event that the number of registrants does not meet the minimum class size of ten registrants by three business days prior to the scheduled start of the class, Monmouth University reserves the right to cancel the class or to offer the class on its campus. In the event that the class is offered on campus due to a low enrollment either at a District Site or in an online course, the registrant shall still be entitled to the twenty-five percent (25%) discount and shall also be required to pay the advising portion of the comprehensive fee, as well as, any applicable lab fees.
6. The parties shall mutually advertise the Graduate Program Cohort with the Hazlet Township Public School District and other participating Partnership School Districts.

IV. Timeline

1. Assessment and evaluation will commence with program planning and be continuous throughout the agreement, which is anticipated to continue throughout the 2018-2024 school years.

V. Indemnification

The Hazlet Township Public School District agrees to indemnify and hold harmless Monmouth University from and against any and all claims, demands, actions, settlements, or judgments, including attorneys' fees and litigation expenses, based upon or arising out of activities described in this Agreement, to the extent that such claims, demands, actions, settlements, or judgments are occasioned by the negligence, actions, or omissions of the Hazlet Township Public School District, its agents, directors, officers, employees or students.

Monmouth University agrees to indemnify and hold harmless the Hazlet Township Public School District from and against any and all claims, demands, actions, settlements, or judgments, including attorneys' fees and litigation expenses, based upon or arising out of activities described in this Agreement, to the extent that such claims demands, actions, settlements, or judgments are occasioned by the negligence, actions, or omissions of Monmouth University, its agents, directors, officers, employees or students.

VI. General Provisions

1. Monmouth University and the Hazlet Township Public School District agree that each shall comply with all applicable requirements of Municipal, County, State and Federal authorities, all applicable Municipal and County ordinances and regulations, and all applicable State and Federal statutes and regulation now or hereafter in force and affect to the extent that they directly or indirectly bear upon the subject matters of this contract. These include, without limitation of the foregoing:

All applicable requirements under any State fair employment practices or similar laws declaring discrimination in employment based upon race, color, creed, religion, sex, sexual preference, national origin, will not discriminate on the basis of race, creed, religion, color, sex, age, national origin, veteran's status, disability or other protected class as illegal and, if applicable, Title VII of the Civil Rights Act of 1964 or any applicable rule or regulation promulgated pursuant to any such laws herein described above.

2. This agreement can be terminated by any one of the participating institutions by submitting written notice to the other parties at least one year in advance. In case of termination, the responsibilities of both institutions toward students in the dual degree program at the time will be to honor the students enrolled in the program until their completion of the program.
3. Both Hazlet Township Public School District and Monmouth University are independent contractors. It is not intended that an employer/employee, joint venture, or partnership agreement be established hereby expressly or by

implication between Hazlet Township Public School District and Monmouth University. Rather, in discharging all duties and obligations hereunder, Hazlet Township Public School District shall at all times be and remain in an independent contractor relationship with Monmouth University.

4. All notices required or permitted under this Agreement shall be in writing and shall be deemed delivered when delivered in person or deposited in the United States mail, postage prepaid as follows:

As to Hazlet Township Public School District:

Dr. Scott Ridley
Superintendent
Hazlet Township Public School District
421 Middle Road
Hazlet, NJ 07730

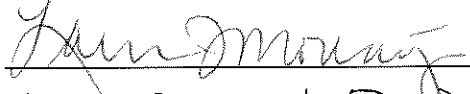
As to Monmouth University:

Laura Moriarty, Ph.D.
Provost and Vice President For Academic Affairs
Monmouth University
400 Cedar Avenue
West Long Branch, New Jersey 07764

5. This Agreement sets forth the entire understanding between the parties and no amendments or modifications shall be made to the Agreement, except in writing signed by both parties.

IN WITNESS WHEREOF, the authorized representatives sign and cause this agreement to be executed.

For Monmouth University

By: 
Print: Laura J. Moriarty, Ph.D.
Title: Vice President for Academic Affairs & Provost
Date: 11/15/2018

APPROVED

Office of the General Counsel

NOV 15 2018

MONMOUTH UNIVERSITY
By: 

For Hazlet Township Public School District

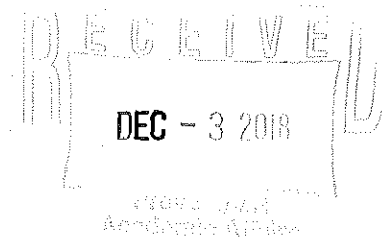
By: Scott Ridley

Print: Scott Ridley

Title: Superintendent of Schools

Date: Nov 13, 2018

**Partnership Agreement
Between
Monmouth University
And
Keansburg School District**



This Agreement made this 15 day of August, 2018 between Monmouth University, (hereinafter referred to as "MU") and Keansburg School District (hereinafter referred to as "School District").

WHEREAS, the purpose of this agreement is to combine the efforts of MU and School District and to work collaboratively to improve teaching and learning for Keansburg public school students and novice teachers, counselors, and leaders enrolled in Monmouth University School of Education Programs.

WHEREAS, the primary goal of this partnership is to prepare and educate motivated, engaged K-12 children, pre-service and in-service teachers, counselors, and leaders. It is believed that all participants will be committed to ensuring that each and every K-12 child and university student in the partnership progresses toward achieving his/her maximum academic growth and potential.

WHEREAS, both MU, through its School of Education, and Keansburg School District shall provide ongoing quality field, student teaching, practicum, and internship placements for Monmouth University students, ongoing professional development for Keansburg teachers, and scholarly research opportunities for Monmouth University faculty and the Keansburg School District. The Keansburg School shall become a university-school partnership site.

NOW, THEREFORE, in consideration of the mutual promises hereinafter contained, MU and School District agree as follows:

I. Monmouth University Agrees to:

1. Provide mentoring seminars to prepare School District faculty members to mentor their colleagues and supervise field experiences for Monmouth University students, counselors, and leaders.
2. Provide a university liaison that will assist in any policy oriented problems or cases that involve unusual difficulties. This individual will be responsible for maintaining communication between MU based faculty and the School District faculty.
3. Provide the Keansburg School District with the names of student teachers, counselors, and leaders in a timely fashion in order for the appropriate planning to occur prior to the experience. The placement office will place only the number of students that the Keansburg School District requests for that semester.

4. Provide professional development seminars and opportunities for the Keansburg School District faculty through the Monmouth Alliance for Instructional Development (AID).
5. Share research findings with the Keansburg public schools' faculty and administrators.

II. The Keansburg School District Agrees to:

1. Provide on-site space if a determination is made to conduct site at Keansburg School District and participate in mentoring seminars that will prepare cooperating teachers to assume the dual responsibility of mentor and supervisor.
2. Provide on-site space for all activities and seminars held at the School District.
3. Assign undergraduate and graduate students, counselors, and leaders to faculty that have undergone the mentoring seminars.
4. Be responsible for determining the number of student teachers, counselors, and leaders it will be willing to work with during a given semester and communicate that number to the placement office.
5. Provide on-site space if a determination is made to conduct seminars at Keansburg School District for the professional development seminars provided through the Monmouth Alliance for Instructional Development (AID).
6. Pay a fee not to exceed \$1500.00 per day for professional development provided by Monmouth University School of Education Alliance for Professional Development (AID).
7. Permit Monmouth University School of Education faculty to conduct scholarly research that is mutually agreed upon in writing by both parties.

III. Mutual Responsibilities

1. Monmouth University and the Keansburg School District both invest in this effort because it benefits their respective students. Monmouth University and Keansburg School District will form a partnership decision making team, referred to as the Partnership Governance Committee (PGC). The PGC shall be responsible for developing a plan allocating the number of MU faculty available for professional development and the number of School District staff members available for mentoring MU students. The committee shall also utilize each available faculty and staff member during the times he/she is available. The committee shall also be responsible for determining the time frame of the cohort and the sequence of the classes offered. The PGC shall retain independent control over allocation of these resources. The PGC shall consist of an equal number of members from each party. The PGC members will include: a district administrator, one or more partnership teachers, the associate dean of the School of Education, and one or more Monmouth University faculty members.

2. The PGC shall develop a partnership evaluation plan that will be utilized to evaluate the partnership for the purposes of continual improvement and ongoing reporting to the school administration and board for both the participating university and school district.
3. The Keansburg School District and Monmouth University will collaboratively develop and mentor pre-service teachers, new teachers, counselors, and leaders who have been prepared in an environment where professional practice, commitment to principles, and an emphasis on acquiring knowledge, skills, and dispositions are associated with P-12 student growth and development.
4. The parties agree to implement a master's degree graduate program with Keansburg School District and other neighboring public school districts and accept school district employees who meet the Monmouth University Graduate School entrance requirements. Qualified registrants who attend the Graduate Program Cohort will receive a tuition reduction of 25 percent for all classes taken through this Partnership Agreement. Participating registrants will be required to pay the Monmouth University application fee for the registration the advising portion of the comprehensive fee and any applicable lab fees.
5. MU may deliver the coursework in any format it deems pedagogically appropriate, including online and hybrid formats. If classes are offered at a District Site, these classes shall be approved by the applicable School District. Classes shall be subject to a minimum number of ten (10) registrants. In the event that the number of registrants does not meet the minimum class size of ten registrants by three business days prior to the scheduled start of the class, Monmouth University reserves the right to cancel the class or to offer the class on its campus. In the event that the class is offered on campus due to a low enrollment either at a District Site or in an online course, the registrant shall still be entitled to the twenty-five percent (25%) discount and shall also be required to pay the advising portion of the comprehensive fee, as well as, any applicable lab fees.
6. The parties shall mutually advertise the Graduate Program Cohort with the Keansburg School District and other participating Partnership School Districts.

IV. Timeline

1. Assessment and evaluation will commence with program planning and be continuous throughout the agreement, which is anticipated to continue throughout the 2017 - 2022 school years.

V. Indemnification

The Keansburg School District agrees to indemnify and hold harmless Monmouth University from and against any and all claims, demands, actions, settlements, or judgments, including attorneys' fees and litigation expenses, based upon or arising out of activities described in this Agreement, to the extent that such claims, demands, actions, settlements, or judgments are occasioned by the negligence, actions, or omissions of the Keansburg School District, its agents, directors, officers, employees or students.

Monmouth University agrees to indemnify and hold harmless the Keansburg School District from and against any and all claims, demands, actions, settlements, or judgments, including attorneys' fees and litigation expenses, based upon or arising out of activities described in this Agreement, to the extent that such claims demands, actions, settlements, or judgments are occasioned by the negligence, actions, or omissions of Monmouth University, its agents, directors, officers, employees or students.

VI. General Provisions

1. Monmouth University and the Keansburg School District agree that each shall comply with all applicable requirements of Municipal, County, State and Federal authorities, all applicable Municipal and County ordinances and regulations, and all applicable State and Federal statutes and regulation now or hereafter in force and affect to the extent that they directly or indirectly bear upon the subject matters of this contract. These include, without limitation of the foregoing:

All applicable requirements under any State fair employment practices or similar laws declaring discrimination in employment based upon race, color, creed, religion, sex, sexual preference, national origin, will not discriminate on the basis of race, creed, religion, color, sex, age, national origin, veteran's status, disability or other protected class as illegal and, if applicable, Title VII of the Civil Rights Act of 1964 or any applicable rule or regulation promulgated pursuant to any such laws herein described above.

2. This agreement can be terminated by any one of the participating institutions by submitting written notice to the other parties at least one year in advance. In case of termination, the responsibilities of both institutions toward students in the dual degree program at the time will be to honor the students enrolled in the program until their completion of the program.
3. Both Keansburg School District and Monmouth University are independent contractors. It is not intended that an employer/employee, joint venture, or partnership agreement be established hereby expressly or by implication between Keansburg School District and Monmouth University. Rather, in discharging all duties and obligations hereunder, Keansburg School District

shall at all times be and remain in an independent contractor relationship with Monmouth University.

4. All notices required or permitted under this Agreement shall be in writing and shall be deemed delivered when delivered in person or deposited in the United States mail, postage prepaid as follows:

As to Keansburg School District:

Mr. John Niesz
Superintendent
Keansburg School District
100 Palmer Place
Keansburg, New Jersey 07734

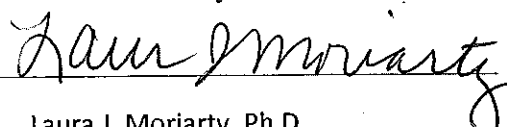
As to Monmouth University:

Laura Moriarty, Ph.D.
Provost and Vice President For Academic Affairs
Monmouth University
400 Cedar Avenue
West Long Branch, New Jersey 07764

5. This Agreement sets forth the entire understanding between the parties and no amendments or modifications shall be made to the Agreement, except in writing signed by both parties.

IN WITNESS WHEREOF, the authorized representatives sign and cause this agreement to be executed.

For Monmouth University

By: 
Print: Laura J. Moriarty, Ph.D.
V.P. for Academic Affairs
Title: and Provost
Date: 12/3/2018

APPROVED

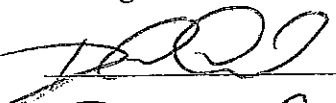
Office of the General Counsel

DEC 03 2018

MONMOUTH UNIVERSITY

By: KM

For Keansburg School District

By: 
Print: DANIEL CASARES

Title: B. A.

Date: 9/7/18

Partnership Agreement
Between
Monmouth University
And
Shore Regional **Township School District**

This Agreement made this 29th day of October, 2018, between Monmouth University, (hereinafter referred to as "MU") and Shore Regional Township School District (hereinafter referred to as "School District").

WHEREAS, the purpose of this agreement is to combine the efforts of MU and School District and to work collaboratively to improve teaching and learning for Shore Regional Township public school students and novice teachers, counselors, and leaders enrolled in Monmouth University School of Education Programs.

WHEREAS, the primary goal of this partnership is to prepare and educate motivated, engaged K-12 children, pre-service and in-service teachers, counselors, and leaders. It is believed that all participants will be committed to ensuring that each and every K-12 child and university student in the partnership progresses toward achieving his/her maximum academic growth and potential.

WHEREAS, both MU, through its School of Education, and Shore Regional Township School District shall provide ongoing quality field, student teaching, practicum, and internship placements for Monmouth University students, ongoing professional development for Shore Regional Township teachers, and scholarly research opportunities for Monmouth University faculty and the Shore Regional Township School District. The Shore Regional Township Public Schools shall become a university-school partnership site.

NOW, THEREFORE, in consideration of the mutual promises hereinafter contained, MU and School District agree as follows:

I. Monmouth University Agrees to:

1. Provide mentoring seminars to prepare School District faculty members to mentor their colleagues and supervise field experiences for Monmouth University students, counselors, and leaders.
2. Provide a university liaison that will assist in any policy oriented problems or cases that involve unusual difficulties. This individual will be responsible for maintaining communication between MU based faculty and the School District faculty.
3. Provide the Shore Regional Township School District with the names of student teachers, counselors, and leaders in a timely fashion in order for the appropriate planning to occur prior to the experience. The placement office will place only the number of students that the Shore Regional Township School District requests for that semester.

4. Provide professional development seminars and opportunities for the Shore Regional Township School District faculty through the Monmouth Alliance for Instructional Development (AID).
5. Share research findings with the Shore Regional Township public schools' faculty and administrators.

II. The Shore Regional Township School District Agrees to:

1. Provide on-site space if a determination is made to conduct site at Shore Regional School District and participate in mentoring seminars that will prepare cooperating teachers to assume the dual responsibility of mentor and supervisor.
2. Provide on-site space for all activities and seminars held at the School District.
3. Assign undergraduate and graduate students, counselors, and leaders to faculty that have undergone the mentoring seminars.
4. Be responsible for determining the number of student teachers, counselors, and leaders it will be willing to work with during a given semester and communicate that number to the placement office.
5. Provide on-site space if a determination is made to conduct seminars at Shore Regional School District for the professional development seminars provided through the Monmouth Alliance for Instructional Development (AID).
6. Pay a fee not to exceed \$1500.00 per day for professional development initiated and requested by the Shore Regional and provided by Monmouth University School of Education Alliance for Professional Development (AID).
7. Permit Monmouth University School of Education faculty to conduct scholarly research that is mutually agreed upon in writing by both parties.

III. Mutual Responsibilities

1. Monmouth University and the Shore Regional Township School District both invest in this effort because it benefits their respective students. Monmouth University and Shore Regional Township School District will form a partnership decision making team, referred to as the Partnership Governance Committee (PGC). The PGC shall be responsible for developing a plan allocating the number of MU faculty available for professional development and the number of School District staff members available for mentoring MU students. The committee shall also utilize each available faculty and staff member during the times he/she is available. The committee shall also be responsible for determining the time frame of the cohort and the sequence of the classes offered. The PGC shall retain independent control over allocation of these resources. The PGC shall consist of an equal number of members from each party. The PGC members will include: a district administrator, one or more partnership teachers, the associate dean of the School of Education, and one or more Monmouth University faculty members.

2. The PGC shall develop a partnership evaluation plan that will be utilized to evaluate the partnership for the purposes of continual improvement and ongoing reporting to the school administration and board for both the participating university and school district.
3. The Shore Regional Township School District and Monmouth University will collaboratively develop and mentor pre-service teachers, new teachers, counselors, and leaders who have been prepared in an environment where professional practice, commitment to principles, and an emphasis on acquiring knowledge, skills, and dispositions are associated with P-12 student growth and development.
4. The parties agree to implement a master's degree graduate program with Shore Regional Township District and other neighboring public school districts and accept school district employees who meet the Monmouth University Graduate School entrance requirements. Qualified registrants who attend the Graduate Program Cohort will receive a tuition reduction of 25 percent for all classes taken through this Partnership Agreement. Participating registrants will be required to pay the Monmouth University application fee for the registration the advising portion of the comprehensive fee and any applicable lab fees.
5. MU may deliver the coursework in any format it deems pedagogically appropriate, including online and hybrid formats. If classes are offered at a District Site, these classes shall be approved by the applicable School District. Classes shall be subject to a minimum number of ten (10) registrants. In the event that the number of registrants does not meet the minimum class size of ten registrants by three business days prior to the scheduled start of the class, Monmouth University reserves the right to cancel the class or to offer the class on its campus. In the event that the class is offered on campus due to a low enrollment either at a District Site or in an online course, the registrant shall still be entitled to the twenty-five percent (25%) discount and shall also be required to pay the advising portion of the comprehensive fee, as well as, any applicable lab fees.
6. The parties shall mutually advertise the Graduate Program Cohort with the Shore Regional Township School District and other participating Partnership School Districts.

IV. Timeline

1. Assessment and evaluation will commence with program planning and be continuous throughout the agreement, which is anticipated to continue throughout the 2018-2024 school years.

V. Indemnification

Shore Regional Township School District shall at all times be and remain in an independent contractor relationship with Monmouth University.

4. All notices required or permitted under this Agreement shall be in writing and shall be deemed delivered when delivered in person or deposited in the United States mail, postage prepaid as follows:

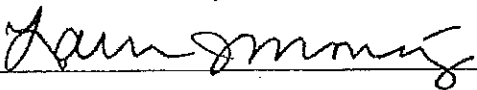
As to Shore Regional Township School District:
Thomas G. Farrell, Superintendent
132 Monmouth Park Hwy 36
West Long Branch, NJ 07764
As to Monmouth University:

Laura Moriarty, Ph.D.
Provost and Vice President For Academic Affairs
Monmouth University
400 Cedar Avenue
West Long Branch, New Jersey 07764

5. This Agreement sets forth the entire understanding between the parties and no amendments or modifications shall be made to the Agreement, except in writing signed by both parties.

IN WITNESS WHEREOF, the authorized representatives sign and cause this agreement to be executed.

For Monmouth University


By: 
Print: Laura J. Moriarty, Ph.D.
V.P. for Academic Affairs
Title: and Provost
Date: 10/29/2018

APPROVED
Office of the General Counsel

OCT 29 2018

MONMOUTH UNIVERSITY
By: KM

For Shore Regional Township School District

By: 
Print: Thomas G. Farrell
Title: Superintendent
Date: 10/18/18

School of Education Mission: The School of Education’s mission is to be a leader in the preparation and professional development of highly competent, reflective teachers, speech-language pathologists, school counselors and administrators. We are committed to social justice initiatives that better all students and other persons from diverse backgrounds in terms of abilities, age, gender, culture, race, ethnicity, family, and socioeconomic status. Our candidates learn the exigencies of their profession by practicing and demonstrating their skills through clinical experiences in a wide range of local school and community settings. Our accredited programs link theory and practice, foster lifelong learning and reflection, and improve the quality of life for students and clients through innovation, research, and scholarship. School of Education graduates have the practical skills, the commitment to service, and the theoretical knowledge necessary to enhance living and learning in academic and professional settings.

I. 5 Year Recruitment Goals

1. **Overall Enrollment:** Increase enrollment in initial teacher preparation programs over 5 years by 2% each year. Enrollment for initial UG and MAT programs 2017-2018 SY: 323 UG; 55:MAT
2. **Transfer Enrollment:** Increase the number of undergraduate initial transfer candidates from two-year institutions by 10% over 5 years. Baseline Data: 22 in the 17-18 SY
3. **Increase Diversity of Admitted Students:** Increase the diversity of students enrolled in initial programs by 5% each year by gender and ethnicity.
 - Gender: 17-18 School year baseline: 85% female
 - Ethnicity: 17-18 School year baseline: 82% white
4. **Teacher Shortage Recruitment:** Increase the percentage of teachers employed in hard to fill shortage areas by 10% over 5 years. Baseline: 47% in 2015-2016 school year.

II. Baseline Data

- a. The New Jersey Department of Education (NJDOE) provides data in its annual report that identifies graduates who have been employed in teacher shortage areas. The percentage of Monmouth Graduates employed in Teacher Shortage Areas are:

Year	% Employed in Shortage Areas
2017 NJ EPP Annual Performance Report	47%
2016 NJ EPP Annual Performance Report	58%
2015 NJ EPP Annual Performance Report	65%

- b. Shortage Areas and Current Enrollment by Gender: School administrators in partnership districts completed alumni surveys that included an item asking them

to address what areas of teacher shortage they identify in their district. The following chart shows the breakdown of areas of shortage identified by the respondents.

Partnership School Administrator Report of Teacher Shortage Areas- 2017

Content	%
Teacher of Students with Disabilities (TSD)	18.28%
Mathematics	13.44%
Elementary K-6	11.83%
Middle School 5-8	10.75%
Science	9.14%
Reading Specialist	5.38%
Spanish	4.84%
English as a Second Language (ESL)	4.84%
P-3	4.30%
English	4.30%
Social Studies	3.23%
Other	3.23%
School Counselor	2.69%
Supervisor	1.08%
Student Assistance Coordinator	1.08%
Learning Disabilities Teacher Consultant (LDTC)	1.08%
Principal	0.54%
Art	0.00%
Music	0.00%
Total	100%

Academic Ability: Due to requirements by CAEP and the NJDOE, academic diversity must start at a minimal level (in terms of a required minimum SAT/ACT/Praxis Core and GPA). Monmouth University follows the guidelines set by both NJDOE and CAEP and admits only students who meet the academic minimums, with 100% compliance. The School of Education was approved to offer an honors track for education majors in the 2017-2018 School year. Prior to this year, the School of Education had candidates in the program, but they were involved through their second major. There were 8 students who participated in the honors program in the 2017-2018 school year. The School of Education offered, for the first time, HO-298 Special Topics in Education. This course is offered to freshman honors students who are education majors or who are considering becoming education majors. This course counts as the entry class ED 250 Psychological and Philosophical Foundations of Education. The goal of this offering is to increase interest and recruitment of honors candidates.

Undergraduate Enrollment Demographics

	%Female			%Male			% White			% African American			% Latina/Latino			Asian%			% Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
EPP - Undergraduates	86%	86%	85%	14%	14%	15%	88%	87%	82%	2%	1%	1%	5%	6%	9%	1%	0.2%	1%	4%	5%	7%
P-3 and Special Education	96%	100%	96%	4%	0%	4%	91%	86%	85%	2%	0%	0%	4%	7%	7%	0%	0%	4%	2%	7%	4%
Elementary Education	96%	96%	95%	4%	4%	5%	90%	89%	79%	2%	1%	1%	3%	5%	10%	2%	1%	1%	3%	5%	9%
English	93%	95%	93%	7%	5%	7%	88%	87%	74%	3%	1%	1%	4%	7%	14%	1%	0%	2%	3%	5%	9%
Mathematics	83%	90%	95%	17%	10%	5%	91%	93%	100%	2%	0%	0%	4%	2%	0%	0%	0%	0%	4%	5%	0%
Science	85%	80%	100%	15%	20%	0%	85%	90%	83%	0%	0%	0%	8%	10%	17%	8%	0%	0%	0%	0%	0%
Social Studies	87%	84%	75%	13%	16%	25%	92%	90%	88%	1%	2%	3%	2%	3%	5%	2%	1%	1%	2%	3%	4%
Art	92%	82%	86%	8%	18%	14%	96%	94%	93%	0%	0%	0%	0%	0%	7%	4%	0%	0%	0%	6%	0%
Health & Physical Education	52%	60%	48%	48%	40%	52%	74%	90%	86%	3%	0%	0%	10%	0%	0%	0%	0%	0%	13%	10%	14%
Music	53%	53%	64%	47%	47%	36%	65%	67%	64%	0%	7%	0%	18%	13%	21%	0%	0%	0%	18%	13%	14%
Foreign Language	93%	100%	100%	7%	0%	0%	80%	67%	75%	0%	0%	0%	20%	33%	25%	0%	0%	0%	0%	0%	0%
Interdisc.	0%	89%	93%	0%	11%	7%	0%	67%	76%	0%	0%	0%	0%	22%	10%	0%	0%	0%	0%	11%	14%

MAT Initial Programs Enrollment Demographics

	%Female			%Male			% White			% African			% Latina/Latino			Asian%			%Other		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
EPP - MAT	74%	79%	87%	26%	21%	13%	76%	76%	87%	1%	0%	2%	8%	10%	4%	5%	4%	0%	10%	9%	7%
P-3 and Elementary Education	93%	95%	97%	7%	5%	3%	80%	78%	86%	0%	0%	3%	5%	8%	5%	2%	5%	0%	12%	10%	5%
Elementary Education	92%	95%	97%	8%	5%	3%	79%	76%	86%	0%	0%	3%	5%	8%	6%	3%	5%	0%	13%	11%	6%
English	67%	70%	75%	33%	30%	25%	58%	70%	100%	0%	0%	0%	8%	20%	0%	17%	10%	0%	17%	0%	0%
Mathematics	100%	0%	0%	0%	100%	0%	100%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science	25%	75%	75%	75%	25%	25%	100%	100%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Social Studies	33%	20%	0%	67%	80%	100%	78%	100%	100%	11%	0%	0%	0%	0%	0%	11%	0%	0%	0%	0%	0%
Art	80%	75%	75%	20%	25%	25%	40%	50%	75%	0%	0%	0%	40%	25%	0%	0%	0%	0%	20%	25%	25%
Music	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Health & Physical Education	0%	0%	50%	100%	100%	50%	100%	100%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Spanish or Chinese	100%	100%	100%	0%	0%	0%	50%	0%	50%	0%	0%	0%	50%	50%	0%	0%	0%	0%	0%	50%	50%

III. EPP Strategies

The EPP employs numerous strategies to recruit candidates to MU and into the teacher preparation program. These efforts are collaborative with the institution’s admissions office. The strategies are divided by Goal, Undergraduate and Graduate initiatives.

A. GOAL #1 Overall Enrollment

Increase enrollment in initial teacher preparation programs over 5 years by 2% each year. Enrollment for initial UG and MAT programs 2017-2018 SY: 323 UG; 55:MAT

UNDERGRADUATE INITIATIVES FOR GOAL #1 OVERALL ENROLLMENT

Initiative	Description
HIGH SCHOOL OUTREACH, INCLUDING TARGETED EOF RECRUITMENT.	<i>Responsible:</i> admission representatives <i>Schedule:</i> ongoing, throughout the year Eleven admission representatives travel to various high schools in and out of state. Travel includes all Abbott School Districts to recruit for our EOF Program. The remaining high schools are those in which students meet our admission criteria, to maximize recruitment efforts. Counselors visit approximately 1000 schools each year.
OPEN HOUSES AND MONDAYS AT MONMOUTH	<i>Responsible:</i> SOE admin, advisors, certification and field placement <i>Schedule:</i> 1 Fall open house, over a dozen open houses and Accepted Students Days Host an Annual Undergraduate Open House each fall, over a dozen weekend information sessions, weekday campus tours, and a series of accepted student days throughout the spring.
ON AND OFF CAMPUS HIGH SCHOOL COUNSELOR VISITS	<i>Responsible:</i> admission representatives, SOE advisors, Program Dir. <i>Schedule:</i> ongoing, throughout the year Events are held off-campus both in and out of state for school counselors to promote Monmouth’s programs. On-campus visit programs for counselors include professional development sessions, appreciation events, and overnight visits during the summer.
MASS ADVERTISING	<i>Responsible:</i> Marketing, SOE Deans Office <i>Schedule:</i> ongoing, throughout the year Student names are purchased via Search and lead generating sites for all majors, with targeted messaging by major.
HIGH SCHOOL SUPPORT/RECRUITMENT	<i>Responsible:</i> admission representatives. SOE advisors <i>Schedule:</i> ongoing, throughout the year Provide Information to all interested high school students verbally and/or email when contacted directly.

<p>EVENTS</p>	<p><i>Admission Counselors</i> attend the following events that attract diverse students:</p> <ul style="list-style-type: none"> ○ National Hispanic College Fairs (Northern and Southern New Jersey events) ○ National TRIO Day ○ NJ National College Fairs (Edison, Atlantic City) ○ Newark Public High School Fairs ○ Patterson Public High School Fairs ○ Monmouth County Regional High School Fairs ○ Mercer County College Fair ○ Ocean County College Night ○ Cumberland County College Night ○ Atlantic/Cape May Community College Fair ○ Summit High School College Planning night, conducted all in Spanish
<p>TARGETED ADVERTISING</p>	<p><i>Responsible:</i> admission representatives, SOE Deans Office <i>Schedule:</i> ongoing, throughout the year Advertising for undergraduate study is geared toward visiting campus, to encourage application, and about opportunities to take summer coursework.</p>
<p>FIRST YEAR SUPPORT/ADVISING</p>	<p><i>Responsible:</i> admission representatives, SOE UG advisors (2) <i>Schedule:</i> ongoing, throughout the year Attend initial orientation for First Year Advising and work closely with SOE students – providing support, information and monitoring.</p>
<p>RECRUITMENT (SCOUTING) OF PROSPECTIVE ATHLETES</p>	<p><i>Responsible:</i> admission representatives, coaches, SOE advisors, Deans office <i>Schedule:</i> ongoing, throughout the year Providing and reviewing SOE programs with prospective athlete candidates referred to advisors by sport coaches to encourage a highly recognized athlete (initially or as transfer) to attend MU.</p>
<p>SIX ANNUAL MONDAYS AT MONMOUTH & LUNCHEON</p>	<p><i>Responsible:</i> admission representatives, SOE advisors, Deans, Chairs and Program Directors <i>Schedule:</i> six events throughout the year Advisor(s) attend Mondays at Monmouth\luncheon for prospective and accepted upcoming students and parents. SOE faculty teach a “Mock class” for prospective students to experience a class at MU. Prepare documents for distribution and contact information (business cards) for interested high school and transfer candidates to MU.</p>
<p>ANNUAL UG ADMISSIONS OPEN HOUSE (FALL)</p>	<p><i>Responsible:</i> admission representatives, SOE advisors, Deans, Chairs and Program Directors <i>Schedule:</i> ongoing, throughout the year Advisors and faculty attend this Sunday event for prospective students. Prepares documents for distribution and PowerPoint (as needed).</p>

	Provides contact information (business cards) for interested high school and transfer candidates to MU and follows up and responds to future inquiries.
FALL SPRING NEW TRANSFER STUDENT ORIENTATION AND LUNCHEON	<i>Responsible:</i> admission representatives, SOE advisors, Deans, Chairs and Program Directors <i>Schedule:</i> ongoing, throughout the year Advisor attends and meets with Transfer Students regarding all SOE programs. Q & A at luncheon.
LUNCH WITH PROSPECTIVE STUDENTS AND FAMILIES (held during NJ Convention weekdays)	<i>Responsible:</i> admission representatives, SOE advisors, Program Directors <i>Schedule:</i> ongoing, throughout the year Advisor represents the SOE and provides details of our programs, certification and requirements. Provides business cards for future contact and Documentation printouts.

MAT INITIATIVES FOR GOAL #1 OVERALL ENROLLMENT

GRADUATE INFORMATION SESSIONS – on campus	Presenters include the Dean, MAT Program Director, MAT Program Advisor, current MAT students. (September 2017, April 2018, June 2018) Description: Provides an overview of the admission requirements and specific program and field requirements for each program. NJDOE certification requirements and career opportunities in each program track are reviewed. Current MAT students relate their personal experiences in the program to prospective students. Prospective students are encouraged to contact the MAT Program Director or MAT Program Advisor for information related to his/her specific needs and to answer additional questions about the program.
GRADUATE VIRTUAL INFORMATION SESSIONS	Presenters include MAT Program Director and MAT Program Advisor, Graduate Admissions Counselor. (September 2017, April 2018, May 2018) Description: These online sessions provide an overview of the admission requirements and specific program and field requirements for each program. NJDOE certification requirements and career opportunities in each program track are reviewed. Prospective students are encouraged to contact the MAT Program Director or MAT Program Advisor for information related to his/her specific needs and to answer additional questions about the program.
NJEA CONVENTION ATLANTIC CITY, NJ	Presenters include MAT Program Director, MAT Program Advisor, Graduate Admissions Counselor (November 2017). Description: Provides an opportunity to meet Monmouth University Alumni educators as well as NJ educators from all over the state with college age children who are interested in becoming teachers. MU SOE brochures are provided along with MAT Program Director and Advisor business cards. Prospective students are encourage to provide contact information and follow up emails and phone calls are made to encourage

	prospective students to attend a Graduate Information Session. There is heavy representation from highly diverse areas around Atlantic City.
SCIENCE ROUND TABLE – CAREERS IN STEM	Presenters include the Dean, MAT Program Director, MAT Program Advisor, MAT Alumni. (February 2018) Description: Provides an opportunity to encourage the target audience of graduating science majors in biology and chemistry to consider becoming science educators through MAT program. Career opportunities, scholarships and program requirements are discussed. MAT alumni science teachers present first hand experiences of their preparation through the MAT program as well as their experiences teaching in the field.
GRADUATION SENIORS – CAREERS IN EDUCATION	Presenters include the Dean, MAT Program Director and MAT Program Advisor. (March 2018) Description: Provides an opportunity to encourage the target audience of graduating seniors to consider becoming educators. Provides the “best match” with a graduate senior’s major and specific teacher certification areas. Career opportunities, scholarships and program requirements are discussed. Prospective student are encourage to contact the MAT Program Director or MAT Program Advisor to for more information related to his/her specific needs and to answer additional questions about the program.

B. Goal #2 **Transfer Enrollment:** Increase the number of undergraduate initial transfer candidates from two-year institutions by 10% over 5 years. Baseline Data: 22 in the 17-18 SY

UNDERGRADUATE INITIATIVES FOR GOAL #2 TRANSFER ENROLLMENT

Initiative	Description
MASS ADVERTISING	<i>Responsible:</i> Marketing, SOE Deans Office <i>Schedule:</i> ongoing, throughout the year Student names are purchased via Search and lead generating sites for all majors, with targeted messaging by major. Mass advertising includes local community college districts.
EVENTS	<i>Responsible:</i> admission representatives, SOE advisors <i>Schedule:</i> ongoing, throughout the year Admission Counselors attend the following events that attract diverse students: National Hispanic College Fairs (Northern and Southern New Jersey events) ○ National TRIO Day ○ NJ National College Fairs (Edison, Atlantic City) ○ Newark Public High School Fairs ○ Patterson Public High School Fairs

	<ul style="list-style-type: none"> ○ Monmouth County Regional High School Fairs ○ Mercer County College Fair ○ Ocean County College Night ○ Cumberland County College Night ○ Atlantic/Cape May Community College Fair ○ Summit High School College Planning night, conducted all in Spanish
TRANSFER INITIATIVES (COMMUNITY COLLEGE)	<p><i>Responsible:</i> admission representatives ,SOE advisors, Asst/Assoc. Dean <i>Schedule:</i> Once per semester for SOE avisors/Deans, ongoing with admissions representatives</p> <p>Community college outreach initiatives including major-specific information sessions to recruit transfer students. Transfer credit evaluation and discussion with community colleges to determine course equivalencies is ongoing. Host on-campus and on-site instant decision days for transfer students. Qualified transfer students may qualify for the EOF program.</p>
TARGETED ADVERTISING	<p><i>Responsible:</i> admission representatives. SOE Deans Office <i>Schedule:</i> ongoing, throughout the year</p> <p>Advertising for undergraduate study is geared toward visiting campus, to encourage application, and about opportunities to take summer coursework or to transfer.</p>
VISITS TO BROOKDALE AND OCEAN BY EPP ADVISORS AND ASSISTANT DEAN	<p><i>Responsible:</i> SOE advisor, Dean, Assistant Dean, MU Admissions <i>Schedule:</i> ongoing, by invitation 2/yr</p> <p>The Dean, Assistant Dean, a SOE Advisor, and an MU Transfer Admissions advisor has attended multiple events at Brookdale CC which has included Education Q & A sessions, Future Teachers Meetings, and other informative sessions</p>

- C. **Increase Diversity of Admitted Students:** Increase the diversity of students enrolled in initial programs by 5% each year by gender and ethnicity.
- a. Gender: 17-18 School year baseline: 85% female
 - b. Ethnicity: 17-18 School year baseline: 82% white

UG INITIATIVE TO INCREASE DIVERSITY OF ADMITED STUDENTS

Scholarships available: TEACH Grant, Military Bridge Program

Initiative	Description
HIGH SCHOOL OUTREACH, INCLUDING TARGETED EOF RECRUITMENT.	<p><i>Responsible:</i> admission representatives <i>Schedule:</i> ongoing, throughout the year</p>

	<p>Eleven admissions representatives travel to various high schools in and out of state. Travel includes all Abbott School Districts to recruit for our EOF Program. The remaining high schools are those in which students meet our admission criteria, to maximize recruitment efforts. Counselors visit approximately 1000 schools each year.</p>
<p>OPEN HOUSES AND ACCEPTED STUDENTS DAY</p>	<p><i>Responsible:</i> SOE admin, advisors, certification and field placement <i>Schedule:</i> 1 Fall open house, over a dozen open houses and Accepted Students Days Host an Annual Undergraduate Open House each fall, over a dozen weekend information sessions, weekday campus tours, and a series of accepted student days throughout the spring. School of Education advisors encourage potential candidates from diverse backgrounds to register at MU.</p>
<p>ON AND OFF CAMPUS HIGH SCHOOL COUNSELOR VISITS</p>	<p><i>Responsible:</i> admission representatives <i>Schedule:</i> ongoing, throughout the year Events are held off-campus both in and out of state for school counselors to promote Monmouth’s programs. On-campus visit programs for counselors include professional development sessions, appreciation events, and overnight visits during the summer. These events are advertised to school districts with diverse student populations.</p>
<p>MASS ADVERTISING</p>	<p><i>Responsible:</i> Marketing, SOE Dean’s Office <i>Schedule:</i> ongoing, throughout the year Student names are purchased via Search and lead generating sites for all majors, with targeted messaging by major. Material has been developed considering diversity.</p>
<p>TOURS IN SPANISH</p>	<p><i>Responsible:</i> Spanish Speaking Admissions representatives <i>Schedule:</i> ongoing, throughout the year Monmouth University was the first school in New Jersey to offer tours in Spanish.</p>
<p>EVENTS</p>	<p><i>Responsible:</i> admission representatives. SOE advisors <i>Schedule:</i> ongoing, throughout the year Admission Counselors attend the following events that attract diverse students:</p> <ul style="list-style-type: none"> ○ National Hispanic College Fairs (Northern and Southern New Jersey events) ○ National TRIO Day ○ NJ National College Fairs (Edison, Atlantic City) ○ Newark Public High School Fairs ○ Patterson Public High School Fairs ○ Monmouth County Regional High School Fairs ○ Mercer County College Fair ○ Ocean County College Night

	<ul style="list-style-type: none"> ○ Cumberland County College Night ○ Atlantic/Cape May Community College Fair ○ Summit High School College Planning night, conducted all in Spanish
<p>GROUP VISITS INCLUDING THOSE WITH UNDER-REPRESENTED STUDENTS</p>	<p><i>Responsible:</i> admission representatives. SOE advisors <i>Schedule:</i> ongoing, throughout the year</p> <p>The Office of Undergraduate Admission hosts several Pre-College Programming groups and group visits consisting of under-represented students every year.</p> <ul style="list-style-type: none"> ○ NJIT Project GEAR UP, the Source of Red Bank, Asbury Park Boys and Girls club, Dickinson High School, University Charter High School, Perth Amboy High School, and Trenton High School. Malcolm Shabbazz High School, Essex Community College Talent Search, Camden Charter Academy High School.
<p>EOF EVENTS FOR PARTNER SCHOOL DISTRICTS</p>	<p><i>Responsible:</i> admission representatives, EOF staff <i>Schedule:</i> ongoing, throughout the year</p> <p>Host guidance counselors from Asbury Park, Charter Academy, and Long Branch to update them on our current EOF practices and discussed opportunities for Monmouth to partner with their schools.</p>

<p>Monmouth Future Scholars Program</p>	<p><i>Responsible:</i> SOE Faculty, SOE Deans office, SOE Advisors <i>Schedule:</i> ongoing, throughout the year</p> <p>Monmouth Future Scholars (MFS) is an academic mentoring program with the goal of increasing the numbers of low-income, first generation students graduating from high school. It is a pre-college bridge program that targets the 6th through 12th grade population of students in Long Branch Public School District, a district with a highly diverse student and teacher population. The program partners with the middle school and high school, and provides participants with valuable experiences that will hopefully lead to acceptance to Monmouth University. Its goal is to assist program participants in gaining access to higher education, particularly Monmouth University, and entering a career in the field of education or human services to become agents of social change.</p>
<p>New Jersey Future Educators Association Conference</p>	<p><i>Responsible:</i> SOE Deans office, SOE Faculty, SOE Chairs <i>Schedule:</i> Each June</p> <p>Each summer, the Monmouth University School of Education hosts approximately 250 high school and middle school students on campus as part of the New Jersey Future Educators Association (NJFEA) Annual Conference at Monmouth University. This annual event at Monmouth offers students a chance to visit our campus, become familiar with the School of Education, while learning about special topics and issues in education today, and how these issues may shape their experience as a future educator. For many of these students, this is their first visit to a college campus. The NJFEA is a statewide organization coordinating a network of NJ high school and middle school chapters of the national Future Educators Association. Students are involved in the Tomorrow’s Teachers curriculum and education clubs at their schools. They come from a wide variety of backgrounds, from urban, suburban, and rural schools throughout the state of NJ.</p>

MAT INITIATIVES TO INCREASE DIVERSITY OF ADMITED STUDENTS

Scholarships: TEACH Grant, Military Bridge Program,

Initiative	Description
------------	-------------

<p>GRADUATE INFORMATION SESSIONS – on campus</p>	<p>Presenters include the Dean, MAT Program Director, MAT Program Advisor, current MAT students from diverse backgrounds.</p> <p>(September 2017, April 2018, June 2018)</p> <p>Description: Provides an overview of the admission requirements and specific program and field requirements for each program. NJDOE certification requirements and career opportunities in each program track are reviewed. Current MAT students relate their personal experiences in the program to prospective students. Prospective students are encouraged to contact the MAT Program Director or MAT Program Advisor for information related to his/her specific needs and to answer additional questions about the program.</p>
<p>GRADUATE VIRTUAL INFORMATION SESSIONS</p>	<p>Presenters include MAT Program Director and MAT Program Advisor, Graduate Admissions Counselor.</p> <p>(September 2017, April 2018, May 2018)</p> <p>Description: These online sessions provide an overview of the admission requirements and specific program and field requirements for each program. NJDOE certification requirements and career opportunities in each program track are reviewed. Prospective students are encouraged to contact the MAT Program Director or MAT Program Advisor for information related to his/her specific needs and to answer additional questions about the program.</p> <p>Because this is virtual, potential students from highly diverse regions outside of driving distance can attend.</p>
<p>NJEA CONVENTION ATLANTIC CITY, NJ</p>	<p>Presenters include MAT Program Director, MAT Program Advisor, Graduate Admissions Counselor (November 2017).</p> <p>Description: Provides an opportunity to meet Monmouth University Alumni educators as well as NJ educators from all over the state with college age children who are interested in becoming teachers. MU SOE brochures are provided along with MAT Program Director and Advisor business cards. Prospective students are encourage to provide contact information and follow up emails and phone calls are made to encourage prospective students to attend a Graduate Information Session. There is heavy representation from highly diverse areas around Atlantic City.</p>

D. **Teacher Shortage Recruitment:** Increase the percentage of teachers employed in hard to fill shortage areas by 10% over 5 years. Baseline: 47% in 2015-2016 school year.

Scholarships available: TEACH Grant, Military Bridge Program, Math and Science STEM Scholarship

UNDERGRADUATE INITIATIVES TO RECRUIT FOR TEACHER SHORTAGE AREAS

Initiative	Description
HIGH SCHOOL OUTREACH, INCLUDING TARGETED EOF RECRUITMENT.	<p><i>Responsible:</i> admission representatives <i>Schedule:</i> ongoing, throughout the year</p> <p>Eleven admission representatives travel to various high schools in and out of state. Travel includes all Abbott School Districts to recruit for our EOF Program. The remaining high schools are those in which students meet our admission criteria, to maximize recruitment efforts. Counselors visit approximately 1000 schools each year. During those visits, they recruit for teacher shortage areas including EPP 5-year program with TSD.</p>
OPEN HOUSES AND ACCEPTED STUDENTS DAY	<p><i>Responsible:</i> SOE admin, advisors, certification and field placement <i>Schedule:</i> 1 Fall open house, over a dozen open houses and Accepted Students Days</p> <p>Host an Annual Undergraduate Open House each fall, over a dozen weekend information sessions, weekday campus tours, and a series of accepted student days throughout the spring. School of Education advisors discuss licensure endorsements such as TSD (5 year program), Math, Science, ESL</p>
ON AND OFF CAMPUS HIGH SCHOOL COUNSELOR VISITS	<p><i>Responsible:</i> admission representatives <i>Schedule:</i> ongoing, throughout the year</p> <p>Events are held off-campus both in and out of state for school counselors to promote Monmouth’s programs. On-campus visit programs for counselors include professional development sessions, appreciation events, and overnight visits during the summer. These visits include recruitment efforts to capture students interested in STEM fields, Special Education and ESL.</p>
EVENTS	<p><i>Responsible:</i> admission representatives. SOE advisors <i>Schedule:</i> ongoing, throughout the year</p> <p>Admission Counselors attend the following events that attract diverse students:</p> <ul style="list-style-type: none"> ○ National Hispanic College Fairs (Northern and Southern New Jersey events) ○ National TRIO Day

	<ul style="list-style-type: none"> ○ NJ National College Fairs (Edison, Atlantic City) ○ Newark Public High School Fairs ○ Patterson Public High School Fairs ○ Monmouth County Regional High School Fairs ○ Mercer County College Fair ○ Ocean County College Night ○ Cumberland County College Night ○ Atlantic/Cape May Community College Fair ○ Summit High School College Planning night, conducted all in Spanish
<p>EOF EVENTS FOR PARTNER SCHOOL DISTRICTS</p>	<p><i>Responsible:</i> admission representatives, EOF staff <i>Schedule:</i> ongoing, throughout the year Host guidance counselors from Asbury Park, Charter Academy, and Long Branch to update them on our current EOF practices and discussed opportunities for Monmouth to partner with their schools.</p>
<p>TARGETED ADVERTISING</p>	<p><i>Responsible:</i> Marketing, SOE Dean’s Office <i>Schedule:</i> ongoing, throughout the year Advertising for undergraduate study is geared toward visiting campus, to encourage application, and about opportunities to take summer coursework. The EPP has created materials for their initial programs and shortage area programs (ESL, TSD)</p>
<p>MAT 5 year Program. Recruiting for this begins pre-enrollment and extends throughout a students program</p>	<p><i>Responsible:</i> SOE Advisors, Faculty, Chairs <i>Schedule:</i> ongoing, throughout the year This program allows MAT students to earn the BA in elementary ed., or a secondary content area and then adds one year to encourage candidates to complete their MAT in Teachers of Students with Disabilities.</p>

<p>Autism Improvement Project</p>	<p>The Autism Program Improvement Project (APIP) is a university-based project focusing on enhancing training for teachers of students with autism in public school programs. Core features of this project include:</p> <ul style="list-style-type: none"> Comprehensive program assessment Development of district-wide program improvement plans Individualized training plans for teachers Identification and training of an in-district coach Consultation and collaboration with district administration Embedment of sustainable professional development model in district <p>This very popular program serves as a recruiting tool for our special education programs. Monmouth faculty work directly with school staff who on the sites of districts with many paraprofessionals and others who may be interested in furthering their education.</p>
-----------------------------------	--

MAT INITIATIVES THAT HELP TO RECRUIT IN TEACHER SHORTAGE AREAS

Initiative	Description
<p>GRADUATE INFORMATION SESSIONS – on campus</p>	<p>Presenters include the Dean, MAT Program Director, MAT Program Advisor, current MAT candidates from diverse backgrounds. (September 2017, April 2018, June 2018)</p> <p>Description: Provides an overview of the admission requirements and specific program and field requirements for each program. NJDOE certification requirements and career opportunities in each program track are reviewed. Current MAT students relate their personal experiences in the program to prospective students. Prospective students are encouraged to contact the MAT Program Director or MAT Program Advisor for information related to his/her specific needs and to answer additional questions about the program. Potential candidates are encouraged to consider STEM areas, as well as endorsements in P-3, TSD, ESL.</p>
<p>GRADUATE VIRTUAL INFORMATION SESSIONS</p>	<p>Presenters include MAT Program Director and MAT Program Advisor, Graduate Admissions Counselor.</p>

	<p>(September 2017, April 2018, May 2018)</p> <p>Description: These online sessions provide an overview of the admission requirements and specific program and field requirements for each program. NJDOE certification requirements and career opportunities in each program track are reviewed. Prospective students are encouraged to contact the MAT Program Director or MAT Program Advisor for information related to his/her specific needs and to answer additional questions about the program. Programs. Focus is given to hard to place areas (endorsements in ESL, TSD and STEM areas)</p>
<p>NJEA CONVENTION ATLANTIC CITY, NJ</p>	<p>Presenters include MAT Program Director, MAT Program Advisor, Graduate Admissions Counselor (November 2017).</p> <p>Description: Provides an opportunity to meet Monmouth University Alumni educators as well as NJ educators from all over the state with college age children who are interested in becoming teachers. MU SOE brochures are provided along with MAT Program Director and Advisor business cards. Potential MAT students are given information about shortage area endorsement programs. Prospective students are encourage to provide contact information and follow up emails and phone calls are made to encourage prospective students to attend a Graduate Information Session. There is heavy representation from highly diverse areas around Atlantic City.</p>
<p>SCIENCE ROUND TABLE – CAREERS IN STEM</p>	<p>Presenters include the Dean, MAT Program Director, MAT Program Advisor, MAT Alumni. (February 2018)</p> <p>Description: Provides an opportunity to encourage the target audience of graduating science majors in biology and chemistry to consider becoming science educators through MAT program. Career opportunities, scholarships and program requirements are discussed. MAT alumni science teachers present first hand experiences of their preparation through the MAT program as well as their experiences teaching in the field.</p>
<p>GRADUATION SENIORS – CAREERS IN EDUCATION</p>	<p>Presenters include the Dean, MAT Program Director and MAT Program Advisor. (March 2018)</p> <p>Description: Provides an opportunity to encourage the target audience of graduating seniors to consider becoming educators. Provides the “best match” with a graduate senior’s major and specific teacher certification areas. Career opportunities, scholarships and program requirements are discussed. Prospective student are encourage to contact the MAT Program Director or MAT Program Advisor to for more information related to his/her specific needs and to answer additional questions about the program. Program advisor and MAT director focus attention in hard to place areas.</p>
<p>MAT 5 year Program</p>	<p><i>Responsible:</i> SOE Advisors, Faculty , Chairs <i>Schedule:</i> ongoing, throughout the year This program allows MAT students to earn the BA in elementary ed., or a secondary content area and then adds one year to encourage candidates to complete their MAT in Teachers of Students with Disabilities.</p>

<p>Autism Improvement Project</p>	<p><i>Responsible:</i> Special Education Faculty <i>Schedule:</i> ongoing, throughout the year</p> <p>The Autism Program Improvement Project (APIP) is a university-based project focusing on enhancing training for teachers of students with autism in public school programs. Core features of this project include:</p> <ul style="list-style-type: none"> Comprehensive program assessment Development of district-wide program improvement plans Individualized training plans for teachers Identification and training of an in-district coach Consultation and collaboration with district administration Embedment of sustainable professional development model in district <p>This very popular program serves as a recruiting tool for our special education programs. Monmouth faculty work directly with school staff who on the sites of districts with many paraprofessionals and others who may be interested in furthering their education.</p>
-----------------------------------	--

SCHOOL OF EDUCATION EVENTS THAT HAVE A DIVERSITY RECRUITMENT COMPONENT

The EPP has many events throughout the year that have a recruitment component, although the events are intended for dual purposes. Some events are listed here:

The Central New Jersey Consortium for Excellence and Equity (established 2012)

The Central Jersey Consortium for Excellence and Equity (CJCEE) is an evolving collaboration of administrators, teachers, support staff, parents, and elementary and secondary students that are collectively committed to learning and working together to enhance the achievement and wellbeing of all students, as well as increasing the academic performance, engagement, and future success of traditionally underachieving students. CJCEE focuses on inter-district collaboration and shared learning for continuous improvement in eliminating the disparities in achievement and school engagement among students. The event hosts high school students twice per academic year who receive on campus tours, presentations by admissions, and a welcome from the Dean of the School of Education.

Summer Programs hosted by the School of Education

Write On Sports- Middle school students in the Monmouth County area – current 6th and 7th graders – are invited to participate in a FREE two-week summer day camp to develop professional writing skills through their love of sports.

Monmouth University School of Education students in conjunction with alumni, athletes, and community members work in tandem to ensure a fun program including tours of MU facilities, story-telling, blogging, and video production. Through the generosity of Monmouth donors, this fun camp will strengthen communication proficiency while fostering a future path of academic success.

Literacy Camp- Literacy camp is offered each summer to assist youth in their literacy skills. Children who participate attend sessions on campus and interact with School of Education staff and teacher candidates.

Teacher Residency Program

The Monmouth University Teacher Residency offers teacher candidates a unique opportunity to experience the professional life of a teacher. Being part of the Teacher Residency provides students with an extensive array of teaching experiences in schools in a variety of roles: tutor, substitute teacher, summer school teacher, paraprofessional, co-teacher, and teacher. Participants will receive a stipend for their work in the schools. The program places candidates in K-12 schools throughout their four years at Monmouth University. Residency participants act as ambassadors for the teacher preparation program, which is an effective recruitment tool for K-12 recruitment. **Students are placed in high needs areas that are diverse in numerous ways.**

Literacy Symposium

The primary purpose of the Literacy Symposium is to provide professional development in K-12 Literacy Instruction for teachers in the area school districts. Each year a keynote speaker is chosen; this keynote speaker needs to be a well-known published scholar in the field of K-12 Literacy Instruction. In addition to the keynote speaker, there are 8 workshops from which the attendees can choose. These workshops are given by MU faculty and local teachers or administrators, many of whom are graduates of MU School of Education programs. The topics that are covered are similar every year because they need to cover the range of what is considered to be the key pieces of literacy instruction (e.g., word study, vocabulary, comprehension strategies, writing); however, the presentations of these topics vary according to the presenters. While this symposium primarily benefits practicing teachers, we also have SOE students attend as well. It is open to the community. The event is advertised at local community college education departments to recruit potential candidates.

Academies

Monmouth University hosts four academies each occurring four times per academic year: Principals' Academy, Superintendents' Academy, Business Administrators, and the Special Services' academy. Although these academies do not give MU staff direct contact with students, they allow the SOE access to district and school level administrators who are given information to disseminate about the SOE programs and opportunities for their students considering advanced certificates and/ or postsecondary training. It also provides an opportunity for the districts to discuss needs in terms of teacher workforce and training.

Principals' Academy- Monmouth University hosts the Principals' Academy for principals and vice principals. The purpose of the School of Education Principals' Academy is to create a forum for dialogue and an exchange of ideas and experiences. Using the university as a catalyst, the academy will provide professional growth opportunities for principals and assistant principals that will focus on dynamic leadership that promotes reflective practice and affects teacher and student learning. Additionally, it will create a network of support for colleagues and establish a collaborative relationship with the university, university faculty, and its resources. Through this network, the School of Education has direct access to school level administration for multiple mutually beneficial initiatives, including recruitment efforts.

Special Services Academy- The purpose of the Special Services Academy is to create an opportunity for dialogue and an exchange of ideas and experiences for Directors of Special Services, Learning Disabilities Teacher Consultants, School Psychologists, School Social Workers, and Speech Language Specialists. Through collaboration with university administrators and faculty, the academy will provide professional learning communities that offer growth opportunities for members through sessions which focus on promoting reflective practice and positively impacting student and teacher learning. A network of support and resources for members are established for developing new experiences, including recruitment of K-12 students.

Superintendents' Academy- Monmouth University hosts the monthly Superintendents' each year. The purpose of the Superintendents' Academy is to create a forum for dialogue and an exchange of ideas and experiences. Using the University as a catalyst, the academy will provide professional growth opportunities for superintendents and central office personnel. Additionally, it creates a network of support for colleagues and establish a collaborative relationship with the University and its resources. This serves as a strong recruitment tool for our graduate and undergraduate leadership, school counseling, speech and language pathology, and initial certification programs.



MONMOUTH
UNIVERSITY

SCHOOL OF EDUCATION

Strategic Plan

2018-2023

June 23, 2018

Table of Contents

I.	Introduction	3
II.	Mission Statement	4
III.	Vision Statement	5
IV.	Alignment	7
	a. Alignment with the University Strategic Plan	7
	b. Alignment with the School of Education Mission	8
V.	Strategic Planning Process	9
	a. SWOT Analysis	
	b. Strategy	
	c. Departmental and program planning	
VI.	School of Education Five year Goals	14
VII.	Department Strategic Plans	19
	A. Educational Counseling and Leadership	19
	B. Speech Language and Pathology	33
	C. Curriculum and Instruction	36
	D. Special Education	44

Introduction

The School of Education Strategic Plan is a five-year plan designed to raise the School of Education to national prominence during the period 2018-2023. The plan was developed over the academic year 2017-18, as described in Section 3, entitled the Strategic Planning process on p.8. The plan includes the School of Education mission, a brief vision statement, goals, and the strategies for implementation. The plan was developed collaboratively by faculty and staff in the School of Education. It has been reviewed by the faculty in each of the departments and by the School staff. The plan was finalized on June 30th, 2017.

It should be noted that this strategic plan is a living document. It will be reviewed annually and is subject to amendment at any time. An announcement of any amendment will be noted in the space below. The process, date, and content of all amendments will noted on the appropriate pages of this document.

Mission Statement

The School of Education's mission is to be a leader in the preparation and professional development of highly competent, reflective teachers, speech-language pathologists, school counselors and administrators. We are committed to social justice initiatives that better all students and other persons from diverse backgrounds in terms of abilities, age, gender, culture, race, ethnicity, family, and socioeconomic status. Our candidates learn the exigencies of their profession by practicing and demonstrating their skills through clinical experiences in a wide range of local school and community settings. Our accredited programs link theory and practice, foster lifelong learning and reflection, and improve the quality of life for students and clients through innovation, research, and scholarship. School of Education graduates have the practical skills, the commitment to service, and the theoretical knowledge necessary to enhance living and learning in academic and professional settings.

Vision Statement

The School of Education will become nationally recognized as a leader in developing program innovations in education. Our approach to innovation will be to foster institutional and community change through personal and professional transformation. To do so, we will establish a personalized, collaborative learning environment recognized for its diversity, known for its innovative practices and programs, committed to transforming local and global communities, and distinguished by its research and scholarship. We will support professional development on new pedagogies; provide access and professional development for electronic learning technologies; facilitate meaningful, consistent engagement with leading professionals in the field; and celebrate research and scholarship on program innovation. Our goal will be to develop cutting edge programs that foster the preparation and professional development of scholar-practitioners and leaders who can inspire personal and institutional transformation to meet worldwide learning opportunities and challenges in education.

To accomplish these goals our academic programs will be leaders in preparing and developing reflective, critical practitioners who are committed to equity and positive social justice; who have been engaged in extensive clinical preparation; and who are accomplished in enacting personal, professional, and institutional change. We will place a special emphasis on developing cutting edge approaches to social justice awareness and clinical preparation. Our work will be disseminated through presentations at national conferences, scholarship and publication, and a marketing strategy designed to feature our accomplishments through social media, newsletters, annual magazine, and special mailings.

Over the next five years, we will achieve a national reputation by enhancing the School of Education's reputation as a smart, progressive leader in professional preparation. To achieve

this goal, we must excel in two areas of critical importance: clinical practice and social justice.

We will do so by developing program innovations that emphasize:

1. Personal and professional transformation
2. The integration of social justice awareness into every aspect of our work
3. Enhanced school and community partnerships that provide well designed and innovative clinical internships
4. Leadership development and the capacity to enact school change

Success indicators will include increased enrollment, increased resources for further program development, a more diverse faculty and student body, more highly evolved school and university partnerships, increased recognition for research and scholarship through national presentations and publications, and increased name recognition for the School of Education.

Alignment

The School of Education Strategic plan is well aligned with the School of Education mission and the University strategic plan. In this section we present the six primary School of Education goals and demonstrate their alignment with the mission and the University strategic plan.

Goal 1: To maintain and develop processes that foster continuous program improvement.

Goal 2: To develop new programs and initiatives for the purpose of enhancing competitiveness.

Goal 3: To promote an enhanced awareness and practice of social justice.

Goal 4: To further develop school and community partnerships for the purpose of providing outstanding professional education while serving the community.

Goal 5: To enhance leadership development and the capacity to effect positive school change.

Goal 6: To develop a state and national reputation for innovative teaching and learning for the School of Education.

Alignment with the University Strategic Plan

The six goals of the School of Education Strategic Plan are well aligned with the Monmouth University plan. Our vision for achieving personal and professional transformation through innovative programming is consistent with the university's emphasis on transformational learning. The School of Education also uses the same approach to transformational learning as the university. We emphasize rigorous academic work, immersion in clinical experiences, and life after Monmouth. Goals 1 and 2 illustrate our commitment to rigorous academic work by our focus on the continual improvement and innovation of our programs. Goals 3 and 3

demonstrate our commitment to immersive experiences by exposing our students to a multicultural community and by fostering partnerships that provide extensive professional experiences. Goals 4, 5, and 6 all address life after Monmouth. Goal 4 connects Monmouth students to future employers. Goal 5 shows them how to become both advocates and leaders in their profession. Goal 6 will foster their connection with Monmouth University after graduation.

Alignment with the School of Education Mission Statement

The six School of Education goals are aligned with the key elements of the mission statement. Our goal (Goal 6) to achieve national recognition is aligned with the mission statement's declaration to become a leader in preparation and professional development. We believe this is best accomplished through the continual improvement and innovation our professional programs (Goals 1 and 2). Our commitments to social justice (Goal 3) and our continuing drive to improve our school (Goal 3) and community partnerships (Goal 4) are prominently mentioned in the mission statement. Last, the value we place on leadership (Goal 5) can be found in the first statement of the mission statement.

Strategic Planning Process

The School of Education followed a year long process to develop the strategic plan. Conversations with faculty, school leaders and university leaders began a year in advance of the process. Time was devoted to discussing the strategic plan during faculty meetings in the fall 2017 semester. In addition, the faculty engaged in a Strengths/Weaknesses/Opportunities/Threats (SWOT) during a special meeting three-hour meeting on November 1st, 2017. There was a follow-up session during the November 29th faculty meeting to identify strategies relevant to the SWAT analysis. During the spring semester, the leadership team engaged in follow-up sessions during the Dean's Educational Leadership Council (DELIC). These meetings provided the basis for developing the six School of Education goals. The four department chairs used the School of Education goals to engage their faculty in strategic planning for their individual departments during the spring semester. A further description of this process is provided below.

SWOT Analysis

The School of Education faculty gathered on November 1, 2017 to conduct a SWOT analysis. The SWOT analysis was led by School of Business professor Gene Simko, who began the three-hour session by briefing the faculty on the schedule for the afternoon. During the first session, the faculty were split into four groups, each led by a team leader. Each team generated its own list of the top three strengths, weaknesses, opportunities, and threats. When this task was completed the four groups returned to the general group. At that time, Professor Simko led a group discussion to build a consensus on the top three items in each category. The meeting concluded on time with Professor Simko summarizing the days accomplishments. Below are the results from each group.

Strengths (S)

1. Faculty
2. Community Engagement
3. Programs – reputation, interdisciplinary, practical experience/application, wide variety, range of formats, 1

Weaknesses (W)

1. Student Enrollment Numbers/Quality Recruitment
2. Not enough full time faculty – spread too thin.
3. Accreditation/State Requirements
4. Lack of racial diversity and ethnicity diversity in faculty and students

Opportunities (O)

1. External Grants for Research
2. Increasing and diversifying partnerships with schools, businesses, and communities.
3. Make faculty/student body more diverse
4. Capitalize on emerging technology/online applications

Threats (T)

1. Threats to enrollment-tuition, cost of living, peer institutions, public transportation, loans
2. Lack of competitive salaries
3. Accreditation/State requirements

SWOT Analysis Summary

The SWOT analysis indicated that School of Education strengths included a dedicated, high performing faculty who are strongly engaged with the community and who constantly strive

to improve their programs. Weaknesses included a declining enrollment in some areas, a lack of racial diversity in students and faculty, and a heavy burden of requirements from state agencies and accrediting body. Opportunities included acquiring grants, increasing partnerships, increasing the diversity of students and faculty, and capitalizing on technology

Follow-Up Meeting

The School of Education conducted a follow up meeting on November 29th, 2017, to develop strategies from the SWOT analysis strategies for the strategic plan. The approach was to integrate the results into four new categories labeled as Strength-Opportunities, Strengths-Threats, Weaknesses-Opportunities, and Weaknesses-Threats. The group leader is listed in parenthesis by each group title. Below are the results from these discussions.

Strengths – Opportunities (Harvey Allan)

1. Diversity/Social Justice
2. Partnerships and Outreach
3. Resources (Grants, Training (PD), Funding)
4. Recruitment

Strengths – Threats (Mary Brennan)

1. Money related (scholarships, etc.)
2. Marketing
3. Support for students (tuition review)
4. Mentor and support for faculty (attending conference)
5. Connection to outside (state agencies and accreditation agency)
6. Recruitment considerations (faculty and students)
7. Maintaining currency

8. Competition (how we stack up with competition)

Weaknesses – Opportunities (Tracy Mulvaney)

1. Recruitment and Retention of faculty
2. Diversity
 - a. faculty
 - b. Student
 - c. Faculty
3. Partnerships
4. Social Justice
5. Programs
 - a. Technology
 - b. Faculty Development
 - c. Community

Weaknesses – Threats

1. Diversity of Students
 - a. Recruitment
2. Diversity of Faculty
 - a. Recruitment
 - b. Retention
3. Funding
4. Analysis of Competition

The findings from these two meetings became the basis for further discussions at the Dean's Educational Leadership Council, School of Education faculty meetings, and individual

department meetings. These discussions led to strategies became the basis for the school and department strategies listed on the following pages.

School of Education**Five Year Goals**

Goal 1: To maintain and develop processes that foster continuous improvement

Objective 1: Increase enrollment

1a. (Ongoing) Support recruiting efforts of faculty and staff

1b. (Ongoing) Hold National Future Educators Association Conference on campus

Objective 2: To enhance operational efficiency for the purpose of program improvement and development.

1a. (Ongoing) Annually review the assessment system for the purpose of reviewing and analyzing student, faculty and school performance

1b. (Ongoing) Annually review accreditation status to stay aligned with current standards and changing demands of the field (Year 1-5)

1c. (Ongoing) Update Operational chart

Objective 3: To maintain CACREP, CAA, and CAEP accreditation.

1a (Ongoing) Annually review each accredited program's status

Objective 4: Develop Advisory Groups for each department

1a Year 1 (2018-2019) Departments identify potential advisory members

1b Year 2 (2019-2020) Departments hold initial advisory meeting

1c Year 3 (2021-2022) Adviosry groups fully functioning

Goal 2: To develop new programs and initiatives for the purpose of enhancing competitiveness and cultivating a state and national reputation for program innovations.

Objective 1: Conduct annual reviews of program directors

Objective 2: Meet regularly with program directors.

Objective 3: To design and implement Teacher Residency program in Teacher Education

Objective 4: To develop and implement an M.Ed. program for alternative licensure teachers

Objective 5: To promote research and scholarship that examines the effectiveness of program innovations.

1a. Transformative Learning grants

Goal 3: To promote an enhanced awareness and practice of social justice.

Objective 1: Year 1 (2018-19) To conduct ongoing professional development of faculty and students on social justice issues.

Objective 2: Year 1 (2018-19) Invite guest speaker on social justice

Objective 3: Year 2 (2019 -20) Review and implement social justice practices across all operational aspects of the School of Education, including but not limited to hiring, promotion, recruitment, and promotional materials

Objective 4 (ongoing): To enhance recruitment practices that lead to increased diversification of students.

Objective 5: (Ongoing) To develop and implement community projects that promote social justice and foster a more diverse school of education community.

Objective 6: Year 2 (2019 -20) To acquire grant funding and and fund raising monies that support a more diverse environment.

Goal 4: To further develop school and community partnerships for the purpose of providing outstanding professional education while serving the community.

Objective 1: To design and develop a teacher education program that provides compensation for clinical work.

1a. Year 1 (2018-2019) – Establishment of stipend agreements

1b. Year 2 (2019-2020) – Development of standards for paid internships

1c. Year 3 (2020-2021) – Establishment of clinical days on the schedule. 50% of all teacher education majors on paid internships

1e. Year 5 (2021-2022) – 100% of all teacher education majors on paid internships

Objective 2: Develop and implement an enhanced approach to supervisions.

Objective 3: Develop and implement professional development for clinical educators.

Objective 4: To cultivate scholarship that disseminates program innovations related to school and community partnerships.

Objective 5: Create School Safety conference

Goal 5: To enhance leadership development and the capacity to effect positive school change.

Objective 1: (Ongoing) To cultivate leadership in all members of the School of Education through leadership academies, leadership conferences, and advocacy initiatives.

Objective 2: To become a hub for state leadership activities.

Objective 3: To promote leadership through a leadership conference on the Monmouth University campus.

Goal 6: To develop a state and national reputation for innovative teaching and learning for the School of Education.

Objective 1: To utilize effective marketing strategies to promote the School of Education through social media, websites, newsletters, the annual magazine

1a. Year 1 (2018-2019) - Market programs and departments through Annual Magazine.

1b. Year 2 (2019-2020) - Discuss and share promotional strategies with faculty. Use those strategies to feature student, faculty, programs, and departments

1c. Year 1 (2021-2022) - Optimize criteria for national rankings.

Objective 3: To acquire grant funding for scholarships that support social justice awareness and clinical experiences.

1a. Year 1 (2018-2019) – Establishment of stipend agreements

1b. Year 2 (2019-2020) – Development of standards for paid internships

1c. Year 3 (2020-2021) – Establishment of clinical days on the schedule. 50% of all teacher education majors on paid internships

1e. Year 5 (2021-2022) – 100% of all teacher education majors on paid internships

Objective 4: To promote the School of Education through nationally recognized research and scholarship, including invited presentations, national conference presentations, and publications on program innovations.

1a. (Ongoing) Strategically present and promote scholarship at national and international meetings

1b. (Ongoing) Publish work on program innovations

1c. (Years 1-5 2018-2023) School Change Research Study

Year 1 (2018-19) – Form research team, IRB permission and first

interviews

Year 2 (2019-20) – Continued Interviews and confenece presentation

1d. Teacher Development Study

Year 1 (2018-19) – Form research team, IRB permission and first

interviews

Year 2 (2019-20) – Continued Interviews and confenece presentation

Educational Counseling and Leadership

Strategic Plan 2018-23

The Educational Counseling Program at Monmouth University, at its core, is a social justice advocacy program. The Program is committed to maintaining an environment that recognizes and values the diversity within society including but not limited to the areas of race, religion, color, sex, age, socioeconomic status, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status. As such, the program is committed to training each counseling student to become a social justice advocate through self-awareness, understanding, knowledge, and advocacy skills. Aligned with the Program's goal of training counseling students as advocates, the Program seeks to develop and nurture diversity. The Program's belief is that advocacy is forefront in students' education, emphasizing an advocacy role in all of counseling. By the year 2020, the Educational Counseling Program's strategic plan will include the integration of the Multicultural and Social Justice Competencies throughout the entire program curriculum. The first phase of this plan is currently underway and will move into stage 2 during the 2018-2019 AY.

Goal 1: To maintain and develop processes that foster continuous improvement

Objective 1: To revise curriculum Multicultural and Social Justice

1a. Revise Educational Counseling courses

Year 1 (2018-2019) - Work through the Educational Counseling Syllabi and add the 2nd year strategic planned Multicultural and Social Justice Competencies to all syllabi.

Year 2 (2019-2020) - Add final set of Multicultural and Social Justice Competencies to all syllabi. Evaluate student IDI measures in connection with the addition of the MCSJ competencies into the curriculum.

Year 3 (2020-2021) - Evaluate that all syllabi contain the Multicultural and Social Justice Competencies. Analyze IDI measures of students in coordination with IDI results of faculty.

Year 4 (2021-2022)-Developing new syllabi to reflect additional 12 credit social justice based course curriculum.

Year 5 (2022-2023)-Finalize curriculum and gain approval for additional 12 credit social justice based course curriculum.

Objective 2: Goal related to Ed Counseling program enrollment

Year 1 (2018-2019) – Continue to work with new director of marketing to update marketing tools (i.e., webpage, brochures) to better reflect program’s commitment to social justice. Create a proactive recruitment plan for student affairs/college counseling program. Actively evaluate FTE numbers to ensure that we remain in compliance with CACREP standards.

Year 2 (2019-2020) – Actively recruit at national, regional, and local school and student affairs association conferences and meetings. Involve current students in the recruitment process.

Year 3 (2020-2021) - Continue to intentionally market and recruit at national, regional, and local school and student affairs association conferences and meetings. Faculty to present on best practices on recruiting a more diverse student body and special programs (e.g., alternative spring break program initiative, Monmouth Future Scholars, Consortium, day of service, etc.

Year 4 (2021-2022)-Begin to market changes to program curriculum to 60 credits, to include information about additional 12 credit curriculum focused solely on social justice. Curriculum change to begin fall 2023.

Year 5 (2022-2023)-Continue to market changes to program curriculum to 60 credits and provide in-depth descriptions of additional 12 credit curriculum (e.g., course descriptions).

Objective 3: Goal related to Ed Leadership enrollment

Goal 2: To develop new programs and initiatives for the purpose of enhancing competitiveness and cultivating a state and national reputation for program innovations.

Objective 1: Develop new program innovations

1a. Educational Leadership, Principal, Supervisor and Doctoral Programs

Year 1 (2018-2019) - Program Evaluation and Development: Recruit and establish

Year 2 (2019-2020) - work with Monmouth University School of Education Faculty to develop Ed.D. concentrations in the area of Curriculum and Instruction and Special Education

Year 3 (2020-2021) - Recruit faculty from across the different schools to teach in the Ed.D. Program and work on dissertation committees

1c. Program Development:

Year 1 (2018-2019) - Develop additional 12-credit curriculum focused on social justice to prepare for the fall 2020 shift to a 60-credit program. Changes to curriculum to will be proposed to the GSC during the fall 2018 semester.

Year 2 (2019-2020) - Begin to create the syllabi required for the additional 12-credits of curriculum.

Year 3 (2020-2021) - Finalize the syllabi for the additional courses added to the curriculum.

Goal 3: To promote an enhanced awareness and practice of social justice

Objective 1: To conduct ongoing professional development of faculty and students on social justice issues

1a. Intercultural Development

Year 1 (2018-2019) - Implement the second administration of the Intercultural Development Inventory (IDI) for the SoE faculty, administration, and staff. Align results with SWOT goals.

Year 2 (2019-2020) - Implement the third administration of the Intercultural Development Inventory (IDI) for the SoE faculty, administration, and staff. Analyze the group IDI results with the SWOT goals.

Year 3 (2020-2021) - Implement the fourth administration of the Intercultural Development Inventory (IDI) for the SoE faculty, administration, and staff. Analyze the group IDI results with the SWOT goals.

Year 4 (2021-2022)-Implement the fifth administration of the Intercultural Development Inventory (IDI) for the SoE faculty, administration, and staff. Analyze the group IDI results with the SWOT goals.

Year 5 (2022-2023)-Continue to implement administration of the Intercultural Development Inventory (IDI) for the SoE faculty,

administration, and staff. Analyze the group IDI results with the SWOT goals.

1b. Educational Leadership

Year 1 (2018-2019) - Continuing the Professional Development for Principals' and Superintendents' Academies. Use feedback from the members to make these programs meaningful and current.

Year 2 (2019-2020) – Survey the Superintendents and Principals to gather information on how the Academies have helped them to create significant change in their schools. Use these results to develop a paper for presentation at a national conference and subsequently published in a peer-reviewed journal.

Year 3 (2020-2021) – Create a steering committee focused on the development of an Academy for Curriculum Supervisors.

1c. Social Justice and Diversity Training and Initiatives

Year 1 (2018-2019) - Provide ongoing social justice training to SOE faculty. EDC serve as a model program for other programs and departments within the SOE. Receive consistent, broad, advanced level training that will translate throughout program curriculum. Better inform existing SoE programs, including the Monmouth Future Scholars program and the Central Jersey Consortium for Equity & Excellence as well as many other SoE programs.

Year 2 (2019-2020) - Provide ongoing social justice training to SOE faculty. Receive consistent, broad, advanced level training that will

translate throughout program curriculum. Better inform existing SoE programs, including the Monmouth Future Scholars program and the Central Jersey Consortium for Equity & Excellence as well as many other SoE programs.

Year 3 (2020-2021) - Provide ongoing social justice training to SOE faculty. Receive consistent, broad, advanced level training that will translate throughout program curriculum. Better inform existing SoE programs, including the Monmouth Future Scholars program and the Central Jersey Consortium for Equity & Excellence as well as many other SoE programs.

Year 4 (2021-2022)- Program will offer a its first one-day social justice based symposium, open to local community, faculty, staff, and students. Continue with ongoing social justice training to SOE faculty. Continue to receive consistent, broad, advanced level training that will translate throughout program curriculum.

Year 5 (2022-2023)- Program will offer its second one-day social justice based symposium, open to local community, faculty, staff, and students. Continue with ongoing social justice training to SOE faculty. Continue to receive consistent, broad, advanced level training that will translate throughout program curriculum.

Objective 2: To enhance hiring practices that lead to increased diversification of faculty

2a. Faculty Recruitment

Year 1 (2018-2019) - creation of specific personal statement questions whereby faculty candidates will speak directly to their interest in social justice and the role it plays in educational counseling

Year 2 (2019-2020) - Develop strategies to recruit and retain diverse faculty; market the EDC program as a solid social justice program, allowing for a more targeted approach to recruiting those who share a commitment to social justice; and establish the program as unique and competitive locally and regionally because of the increased social justice focus.

Year 3 (2020-2021)- Devise a clear plan to better market the EDC program as a social justice-oriented program to attract prospective faculty who have a shared interest in multiculturalism and social justice advocacy.

Year 4 (2021-2022)-Intentionally cultivate relationships with current doctoral students to create a pipeline for a diverse faculty.

Year 5 (2022-2023)-Continue to intentionally cultivate relationships with current doctoral students to create a pipeline for a diverse faculty.

Objective 3: To enhance the recruitment practices that lead to increased diversification of students

3a. Student Diversification

Year 1 (2018-2019)- creation of specific personal statement questions whereby prospective students will speak directly to their interest in social justice and the role it plays in educational counseling; revised group

interview questions and group activity, which would allow for a clearer assessment of fit for the EDC program.

Year 2 (2019-2020) - revised group interview rubric to reflect such changes. Develop strategies to recruit and retain diverse students; market the EDC program as a solid social justice program, allowing for a more targeted approach to recruiting those who share a commitment to social justice; and establish the program as unique and competitive locally and regionally because of the increased social justice focus.

Year 3 (2020-2021)- Devise a clear plan to better market the EDC program as a social justice-oriented program to attract prospective students who have a shared interest in multiculturalism and social justice advocacy.

Year 4 (2021-2022)-Recruit students who are committed to social justice and interested in becoming effective agents of change in educational settings.

Year 5 (2022-2023)-Present at national, regional, and local conferences on best practices utilized to change culture of the program by intentionally recruiting strong social justice focused students. Involve current students and alumni in active recruitment and marketing plan.

Goal 4: To develop and implement community projects that promote social justice and foster a more diverse school of education community

4a. Central Jersey Consortium for Excellence and Equity

Year 1 (2018-2019) - Using data/feedback from previous year, run 2x a year student event in addition to the adult events. Using data/feedback from previous year, focus on one presenter across a variety of positions for the following academic year.

Year 2 (2019-2020) - Increase student based advocacy (at the University level), incorporating SoE students to assist with the CJCEE events. Increase the number of districts who collaborate with the CJCEE.

Year 3 (2020-2021) - Continue to increase the number of participating districts.

Year 4 (2021-2022) External funding will be obtained for the Monmouth Future Scholars program by way of donors and/or grant funding.

Year 5 (2022-2023). Work toward obtaining at least one additional school partnership for the Monmouth Future Scholars program.

4b. Empower Young Black Males

Year 1 (2018-2019) - Develop a proposal that outlines the program and its objectives. Submit proposals to present at a national and a regional conference pertaining to Black males' academic achievement.

Year 2 (2019-2020) - Identify various key stakeholder groups that will support this program. Submit manuscript for publication pertaining to Black males' academic achievement.

Year 3 (2020-2021) - Launch a pilot of the program; complete an analysis of the pilot program.

Year 4 (2021-2022)-Launch the official program based on initial analysis.

Year 5 (2022-2023)-Identity opportunities for a second school district partnership.

4c. Monmouth Future Scholars

Year 1 (2018-2019) - Based on information gained from our partners and program participants, conduct transformative learning and evaluative research on the program. Discuss with partners ways to increase retention and graduation rates for MFS students. The Monmouth Future Scholars program will be represented during the MU Scholarship Week program and at the SOE Scholarship Exhibition.

Year 2 (2019-2020) - Based upon the MFS research findings, identify ways to enhance the program and better implement the transformative learning process. Work with our partners to implement efforts to increase retention and graduation rates for MFS students through the program. (including encouraging potential MFS student applications to MU) A review of the program will be written for journal submission. Data will be collected from the Monmouth students assessing their experience in relation to transformational learning, and findings will be submitted for publication.

Year 3 (2020-2021) - Program evaluation data will be shared with the SOE Deans and with the SOE Social Justice Advocacy Committee. A report will be prepared and summarized for potential donors and justification for the program by university administration. Continue to

seek financial support for the Monmouth Future Scholars program external to the university.

Year 4 (2021-2022) External funding will be obtained by way of donors and/or grant funding.

Year 5 (2022-2023). Work toward obtaining at least one additional school district partnership.

4d. Partnerships and Outreach:

Year 1 (2018-2019) - Choose a philanthropy and develop partnership with a local organization supporting a marginalized population. Program faculty and students will join together for a day of service and/or other outreach efforts to create a shared social justice mission throughout the program. Program will offer a one-day social justice based symposium, open to local community, faculty, staff, and students.

Year 2 (2019-2020) - Identify potential alternative spring break options for students. Faculty will work with global education to establish an international partnership. Day of service will continue with students and faculty.

Year 3 (2020-2021)-Program will run its first social-justice based alternative spring break program. 2 faculty liaisons will serve as the leads. Evaluate learning objectives and revise experience accordingly. Day of service will continue with students and faculty.

Year 4 (2021-2022)-Program will run its second alternative spring break program based on initial evaluation. Day of service will continue with students and faculty.

Year 5 (2022-2023)-Program will run its third alternative spring break option. Expand day of service opportunities and actively involve existing partnership schools in day of service activities.

Goal 5: To cultivate leadership in all members of the SoE through leadership academies, leadership conferences and advocacy initiatives

1a. School and College Counseling

Year 1 (2018-2019) - Two events will be held on campus each year.

"New Counselor Roundtable" in the fall and the "Ideas Exchange" in the spring. Plan event with Monmouth County School Counselor Association to build more partnerships for placements. One-day social justice symposium will include active partnership districts.

Year 2 (2019-2020) - Advocate for more ways for Monmouth to show appreciation to the school counselors who provide supervision to our student interns

Year 3 (2020-2021)-Fully fund supervisors in order to continue to engage quality supervisors by incentivizing.

Year 4 (2021-2022)-Continue to fully fund supervisors. Increase partnerships to allow for a more broad array of experiences for both school counseling and student affairs students in the local and regional areas.

Year 5 (2022-2023)-Create a day of appreciation and host supervisors on campus for a day of thanks. Student reflections, faculty involvement, refreshments, etc. to be provided.

1b. Educational Leadership

Year 1 (2018-2019) - Continuing the Professional Development for Principals' and Superintendents' Academies. Use feedback from the members to make these programs meaningful and current.

Year 2 (2019-2020) – Survey the Superintendents and Principals to gather information on how the Academies have helped them to create significant change in their schools. Use these results to develop a paper for presentation at a national conference and subsequently published in a peer-reviewed journal.

Year 3 (2020-2021) – Create a steering committee focused on the development of an Academy for Curriculum Supervisors.

Goal 6: To achieve national recognition for outstanding professional programs

Objective 1: Accreditation

6a. To establish full CACREP accreditation status for school counseling/student affairs

Year 1 (2018-2019)-submit CACREP annual accreditation updates.
Receive full accreditation, as a result.

Year 2 (2019-2020)-submit CACREP annual accreditation report;
maintain standards for full accreditation status. Continue to evaluate curriculum. Begin discussion regarding transition to 2016 standards.

Year 3: (2020-2021)- submit CACREP annual accreditation report; maintain standards for full accreditation status. Continue to evaluate curriculum. Fully transition to 2016 CACREP standards.

Year 4 (2021-2022)- submit CACREP annual accreditation report; maintain standards for full accreditation status. Continue to evaluation curriculum.

Year 5 (2022-2023)-preparing for transition to 60 credit shift.

Objective 2: National Social Justice Publication and Presentations

6b. Program to be recognized for commitment to social justice nationally

Year 1 (2018-2019)-Faculty will continue to present at national conferences on an annual basis.

Year 2 (2019-2020)-Faculty will continue to present at national conferences on an annual basis.

Year 3 (2020-2021)- Faculty will continue to present at national conferences on an annual basis.

Year 4 (2021-2022)- Faculty will continue to present at national conferences on an annual basis.

Year 5 (2022-2023)- Faculty will continue to present at national conferences on an annual basis.

DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY

MISSION STATEMENT AND LONG TERM STRATEGIC PLAN

The mission of the Speech-Language Pathology Program is to provide students with both an academically rigorous foundation and hands-on clinical experience necessary to become competent, entry-level, speech-language pathologists. The program is committed to the preparation including academic coursework, clinical experiences and research experiences, which will prepare graduates to serve diverse clients of all ages in varied clinical and educational settings.

Long Term Strategic Plan

The Department of Speech-Language Pathology at Monmouth University prides itself on its commitment to excellence by continually developing, reviewing, monitoring, assessing, and improving the academic and clinical components of the Speech- Language Pathology program. Through an ongoing process, faculty and staff within the Speech-Language Pathology program have established the following set of long-term strategic planning goals and objectives as specified in Standard 1.3 of the Council on Academic Accreditation (CAA) Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology. Components of the current plan have been developed to provide the Speech-Language Pathology program with a focus that is in congruence with the University's stated mission and values, the School of Education's Strategic Plan 2018, and the academic and clinical training goals of the Program and are intended to reflect the role of the Speech-Language Pathology program within the community. Ongoing review, development, assessment, and revision of the long-term strategic plan will take place regularly.

Goal 1 – To maintain and develop processes that foster continuous program improvement.

Measurable Objectives: 1. Increase enrollment and academic excellence to ensure program sustainability.

1. Develop a recruitment strategy and marketing campaign with Graduate Admissions to attract a highly qualified, diverse pool of graduate students.
2. Develop a recruitment plan with Graduate Admissions that attracts students from the Middle Atlantic and Northeast region.
3. Ensure the student application and selection process is equitable and holistic in nature through use of a modified rubric that considers a range of student characteristics.
4. Develop strategies to recruit highly qualified Monmouth undergraduate students.

5. Appoint Minor Coordinator, to advise and assist in recruitment of undergraduate students.

Goal 2- To develop new programs and initiatives for the purpose of enhancing competitiveness.

Measurable Objectives:

1. Continue to develop the *Program for Research and Support for Rett Syndrome* and its presence in the community.
2. Explore dual degree programs.
3. Explore doctoral degree in Speech-Language Pathology.

Goal 3- To promote an enhanced awareness and practice of social justice.

Measurable Objectives:

1. Focus on serving learning for persons with communication disorders.
2. Support understanding of social and cultural linguistic diversity.
3. Increase opportunities and awareness for integration for persons with disability in the community.
4. Increase social support groups for persons with communication disorders.

Goal 4 – To further develop school and community partnerships for the purpose of providing outstanding professional education while serving the community.

Measurable Objectives:

1. Continue to develop partnerships in the community and obtain new agreements which offer diverse clinical experiences across the lifespan.
2. Increase opportunities to work with culturally and linguistically diverse clients.

3. Increase opportunities to work with clients across a broad range of disorders.

Goal 5- To enhance leadership development and the capacity to effect positive school change.

Measurable Objectives:

1. Provide opportunities for student leadership experiences through the student organization NSSHLA and through the state level association NJSHA.
2. Promote student service learning projects in the community.
3. Provide training to internal and external clinical supervisors to ensure high quality supervision for students.

Goal 6 – To develop a state and national reputation for innovative teaching and learning for the School of Education.

Measurable Objectives:

1. Ensure curriculum is up to date and reflects current standards and scope of practice.
2. Infuse various types of pedagogical practices into academic and clinical coursework to provide diverse opportunities to maximize student learning.
3. Evaluate student Praxis II scores on an annual basis and ensure that they meet or exceed the National average.
4. Develop independent student research opportunities.
5. Increase the number of student presentations at professional meetings.
6. Increase faculty scholarship through presentations, publications and/or external grants.

Curriculum and Instruction Department

Strategic Plan 2018-2023

Goal 1: To maintain and develop processes that foster continuous program improvement.

Objective 1: Increase Curriculum and Instruction Enrollment

1a. Increase enrollment in the Master of Arts in Education Program

Year 1 (Fall 2018) Finalize the 5-year program and work with Dr. Ruth Morris (department chair) to make this program official

Year 1 (Fall 2018) Finalize the 5-year program with ISEE majors

Year 1 (Spring 2019): Work with the special Education department to finalize the Master's degree program with ESL endorsement.

Year 1 (Spring 2019/Fall 2019) Work with Dr. Carley-Rizzuto and develop a program/track to attract teacher candidates to obtain both ESL and P-3 endorsements.

Year 1 (Fall 2018) Give out the need analysis survey to the principals and superintendents to find out what they need in terms of teacher training.

Ongoing (Fall/Spring 2018-23) Visit Provisional Teacher Classes to Recruit Degree Students

1b. Increase Master of Arts in Teaching Enrollment

Year 1 (2018-19) Develop 5 year programs

Year 2 (2019-20) Open 5-year programs

Goal 2: To develop new programs and initiatives for the purpose of enhancing competitiveness.

Objective 1: Review MEd program and develop more courses from a C& I input.

Objective 2: Review courses that can be added to the EDD program

Objective 3: MAT: Get 5 Year Program running and expand enrollment

Objective 2: Review courses that can be added to the EDD program

Goal 3: To promote an enhanced awareness and practice of social justice.

Objective 1: International Committee Global Initiative

Objective 2: International Committee: Annual International event inclusive of faculty and students.

Fall 18, Plan with the committee the details for the international event in conjunction with student scholarship week event.

Spring 19, invite an external speaker to give out a speech on global education.

Invite faculty to display their international work in conjunction with student scholarship week event.

Objective 3: Literacy Partnership-*Buddy and Me*, Amerigo A. Anastasia Elementary Scho

(2018 – 2019)

- Collaborate with Mr. Marcus Rodriguez and Mrs. Nikita Grinnell to continue Buddy and Me literacy partnership through service learning scheduled in First Year Seminar, Special Topics for the fall 2018 semester

- Coordinate a class to continue Buddy and Me through the spring 2019 semester as consecutive semesters from fall 2018 through spring 2019
- Collaborate with Special Education Department to expand Buddy and Me service learning partnership with Professor Kathryn Lubieneski and student assignments in first through third grades with special needs in classrooms at Amerigo A. Anastasia Elementary School and strengthen working collaboratively across departments
- Create accessibility and communication between the Monmouth University students and the parents of elementary students participating in the Buddy and Me literacy mentoring program. Increased accessibility and communication established by publishing a parent newsletter at the start and close of each semester, providing parents information about the Buddy and Me program and student progress. Newsletters published and distributed through continued collaboration with Mr. Rodriguez and Mrs. Nikita Grinnell to increase community relationships
- Collaborate with Emily Miller-Gonzalez with updates on the Buddy and Me partnership to feature announcements of the program through Marketing and Communications, to feature on the University social media sites

(2019 – 2020)

- Establish a consistent cohort of Monmouth University students to participate in the service learning partnership *Buddy and Me*, consecutive semesters from fall to spring, each academic year
- Conduct research on the effectiveness of the *Buddy and Me* service learning partnership and its effects on perceptions of pre-service teachers in the School of Education at Monmouth University

(2021- 2022)

- Include elementary students attending *Buddy and Me* through the school year to have access and attend the literacy camp at Monmouth University
- Extend *Buddy and Me* partnership into Gregory Elementary School with the collaboration of Mr. Rodriguez and Mrs. Grinnell

(2022 – 2023)

- Conduct study of student outcomes and performance in middle school literacy after experiencing and participating in the *Buddy and Me* partnership

(2023 – 2024)

- Firmly establish Buddy and Me partnership in the Department of Curriculum and Instruction
- Complete study and set goals in alignment with results

Fall 2019-Objective 4: Consider the presence of “ESL” on the Monmouth campus

- Plan on working with Gilly Scott to develop a service learning course to offer ESL service to the community. This will increase the awareness of diversity and ESL to our students.

Goal 4: To further develop school and community partnerships for the purpose of providing outstanding professional education while serving the community.

Objective 1: Write on Sports

Objective 2: Summer Literacy Clinics and Camp

Objective 3: Literacy Partnership-Buddy and Me- Amerigo A. Anastasia Elementary School

Objective 4: Boys and Girls Club of Monmouth

Objective 5: Bridging project with the Dream Academy

Objective 6: Develop STEM Science Camp

Connected with new environmental center in Rumson

Objective 7: SOE On-Campus Early Childhood Center

1a. Service to school

1b. Attract broader pool of candidates

1c. Place where students could earn hours

1d. Increase diverse population for Literacy Clinics/ Camp

1e. Reduce cost

1f. Open up to low-income communities first

(2018 – 2019)

- Survey faculty and staff across campus regarding interest in on-campus childcare.
- Look for space, potentially in the Monmouth Graduate Center
- Begin looking for grants with Emily Miller-Gonzalez and Tony Lazroe
- Ascertain capacity for possible student enrollment
 - Decide if space is developmentally appropriate for young learners

(2019 – 2020)

- Secure a facility for Early Childhood Center
- Write grants to assist ECC center with materials and books.
- Meet with community leaders to see where other early childhood centers are in order to determine additional community needs that are currently not being met.
- Meet with leaders of other MU programs across campus e.g. Speech and Language Pathology, Health and Wellness, Physician's Assistant program, Psychological Services,

to gauge their interest in working collaboratively at MU's ECC.

(2021- 2022)

- Revisit child to staff ratio for each class.
- Decide on how many classes and number of children in each class setting.
- Revisit each class setting to ensure that each class is barrier-free, and developmentally appropriate.
- Meet with appropriate University personnel to determine what supports can be provided to ECC e.g. Health and Wellness, Special Education Services (evaluations), Psychological Counseling.
- Incorporate the Early Childhood Environmental Rating Scale into the Curriculum

(2022 – 2023)

- Hire a Director for the Early Childhood Center
- Choose curriculum
- Schedule availability for additional supports (Special Education, Health and Wellness, Psychological Counseling)
- Hire students who have graduated from Monmouth University's teacher education (P3 with TSD) and graduate programs in education (Literacy, Autism, ABA).
- Decide on how many children center will serve
- Decide on which age-level and grade level the Early Childhood Center will serve
- Develop curriculum for each age and grade level
- Advertise Early Childhood Center to Monmouth University Staff
- Meet with Renee Whalen, Director of Early Childhood at Long Branch School District to

integrate MU and school district goals e.g. provide MU class in Long Branch, coordinate community services through Monmouth Medical Center

- Decide what time frames care will be available to staff and community
 - Ensure equity amongst faculty
 - Ensure equity for community
- Develop a child -care needs list based on a balance of MU faculty staff and community.

(2023 – 2024)

- Provide day-care and night care for faculty and staff who teach during the morning, afternoon, and evenings, which will also serve as a setting where MU students can earn clinical hours. MU ECC will also increase the diverse population for our Literacy Clinics and Camps.
- Send pre-service teachers from all four of the Undergraduate Early Childhood classes to complete community service hours at the Early Childhood Center.

Objective 8: Develop STEM Science Camp to include P-3 component

- Alignment with NAEYC standards
- Alignment with ECERS developmentally appropriate rating scale for early childhood
- Provide community access to P-3 science camp
- Establish service learning component for Monmouth University students to participate in P-3 science camp

Goal 5: To enhance leadership development and the capacity to effect positive school change.

Goal 6: To develop a state and national reputation for innovative teaching and learning for the School of Education.

Objective 1: Partnerships? Residency Program? Clinical Experiences?

Objective 2: International Opportunities?

Meeting with the C&I department chair at the Chinese University of Hong Kong to talk about the possibility of collaboration in Summer 2018.

Goal 5: To enhance leadership development and the capacity to effect positive school change.

Goal 6: To develop a state and national reputation for innovative teaching and learning for the School of Education.

Objective 1: Partnerships? Residency Program? Clinical Experiences?

Objective 2: International Opportunities?

Special Education Department

Strategic Plan

The mission of the Department of Special Education is to teach our students to:

- Integrate content knowledge across disciplines and construct pedagogical content knowledge to provide culturally relevant instruction that prepares all students for the literacies needed in a changing and interdependent world.
- Apply differentiation, evidence-based practices and assessments, and innovative technologies to meet the characteristics and needs of all students.
- Provide safe, caring classroom environments that demonstrate and encourage creative, engaged learning that leads to lifelong learners, critical thinkers, and responsible citizens.
- Collaborate with students, families, colleagues, and community members to create learning communities that value diversity and foster social justice.
- Act as reflective and ethical professionals who are committed to schools and the profession.

Goal 1: To maintain and develop processes that foster continuous improvement

Objective 1: To increase enrollment in all undergraduate and graduate programs

Objective 2: To develop a program that will assist students in passing the CORE Praxis

Objective 3: To maintain CAEP and BCBA accreditation.

Goal 2: To develop new programs and initiatives for the purpose of enhancing competitiveness and cultivating a state and national reputation for program innovations.

Objective 1: Increase enrollment in autism & ABA Programs

1a. Develop new combined program for MEd in Autism & ABA

1b. Strategically grow enrollment in all graduate special education programs.

1b1 Meet with Sarah Moore, Graduate Student Advisor, to discuss contacts from potential students. Review frequently asked questions and concerns to determine reasons students choose not to apply.

1b2: Revise current program for MEd-Inclusive Settings to be appropriate for students who already hold the TSD but would like to gain additional experience toward a supervisory role in special education.

1b3: Disseminate information on graduate programs at Special Services Academy, Principals' Academy, and Superintendents' Academy.

Objective 3: Update all syllabi to reflect current teaching standards, course content coverage, and resources/materials for each course.

1a: Curriculum mapping will be conducted. Each faculty member in the department will add appropriate standards to her course syllabi, and then an overall review will be conducted to ensure all standards are adequately represented throughout the program

Ib. Create a special education faculty portal for sharing of documents and Information; as well as a student portal so that students can stay current with their requirements.

Ic. Review course prerequisites

Objective 4: Collaborate with C&I to review content in ED 320 to ensure that students are learning the necessary special education content for certification purposes

Objective 5: Revise EDS 350 to meet new state requirements for autism credits for certification in special education

Objective 6: After course alignment, review each program and make changes.

Objective 7: Create a clear advising plan for "tentative" sequencing of courses for each program/certification. Collaborate with advisors and share it on the portal.

Objective 4: Update MSED – Revise the Inclusive Settings Program and make it TSD with Supervisor Certificate. This goal is to make the program available to graduates who have a TSD and want to return to MU for a masters' degree.

- **Goal 3:** To further develop school and community partnerships for the purpose of providing outstanding professional education while serving the community.

Objective 1: Continue the PDS program in our partnership schools

Objective 2: Continue the relationship with Autism MVP and provide Evidence Based Practice programs for teachers in schools with students with autism

Goal 4: To promote an enhanced awareness and practice of social justice.

Objective 1: To conduct ongoing professional development of faculty and students on social justice issues as we continue to promote social justice in all we do for all students and families, most especially those who have any type of special need or concern

Objective 2: To enhance hiring practices that lead to increased diversification of the faculty.

Objective 3: To enhance recruitment practices that lead to increased diversification of students.

Objective 4: To actively look at how the department views itself by participating in the IDI survey and carefully and fully discussing the results as a department and making changes based on the survey results

Objective 5: To continue to foster and educate the students to make the connection of the role of social justice in the teaching of students with disabilities

Goal 5: To enhance leadership development and the capacity to effect positive school change.

Objective 1: To cultivate leadership in all members in the Department off Special Education through leadership academies, leadership conferences, and advocacy initiatives.

Objective 2: To support faculty to pursue innovative opportunities such as Study Abroad, Transformative Grants, First Year Fellow opportunities so that they can fully develop their leadership potential.

Objective 3: To continue to encourage faculty to become members of University wide committees and to exercise their leadership skills on those committees,

Goal 6: To develop a state and national reputation for innovative teaching and learning for the School of Education.

Objective 1: To develop research and scholarship that leads to national recognition for Monmouth University in the areas of special education.

Objective 2: To continue the work of the Autism MVP and expand its recognition to a more national level.

Objective 3: To promote the Department of Special Education faculty to continue to write research articles, book chapters and books.

Objective 4: To promote the School of Education through nationally recognized research and scholarship, including invited presentations, national conference presentations, and publications on program innovations.

Objective 5: To acquire grant funding for scholarships that support social justice curriculum development in the area of special education.

School of Education Meeting
February 28, 2018, 1:00PM-2:30PM
Club Dining Room

Attendance: Harvey Allen, Trish Bartlett, Theresa Bartolotta, Judy Bazler, Chris Borlan, Bernie Bragen, Mary Brennan, Corina Earle, Antonio Estudillo, Colleen Finnigan, Letty Graybill, Mary Haspel, Patricia Heaney, John Henning, Jennifer Joyce, Mary Kate Kane, Jiwon Kim, KC Lubniewski, Carol McArthur-Amedeo, Elisabeth Mlawski, Sarah Moore, Ruth Morris, Tracy Mulvaney, Cindy O'Connell, Kathleen O'Donnell, Tina Paone, Alyson Pompeo-Fargnoli, Nicole Pulliam, Erik Raj, Patricia Remshifski, Alex Romagnoli, Vernon Smith, Shadlyne St. Fleur, Lilly Steiner, Cathy Wong

The Intercultural Competence – The Social Justice Committee presented a video by the Intercultural Development Continuum (IDC TM) describing the following set of five orientations (knowledge/attitude/skill sets) arrayed from negative to positive: Denial, Polarization, Minimization, Acceptance, and Adaptation. Attendees discussed the following:

- Having the whole school take IDI tests ensures that diversity is understood. It will measure and track competence along the cultural continuum and align with the School of Education's Social Justice Component of the Strategic Plan. Test results would be discussed in-house with Tina Paone, who has IDI certification.
- Several attendees voiced concerns about the validity of the data if participation isn't 100%.
 - Individually the results aren't available until we notify IDI that we want them. It would be a personal decision. We would have to see the whole SOE results before we make the decision.
 - Results are sent to the facilitator by email.
 - Several attendees voiced the following concerns:
 - Lack of anonymity; if a non-tenured faculty member's results were negative, could it be used against him or her?
 - Would the survey be judging based on personal beliefs by unknown criteria?
 - How would the results be used?
 - Would they be used to determine how faculty are assessed in a professional role?
- Other comments were:
 - The test was about where we, as a group see ourselves in relation to other people. It is designed to get us to where we as an institution can go, where we want to go. How do we get to where we want to go?
 - Self-realization impacts our ability on how to fulfill the strategic plan.
 - We aren't unique-this is a nationwide problem. There are practices that we can put into place to strategize on how we hire diverse faculty.
 - The test doesn't measure personal beliefs but competence in a certain area. No one is an expert in a particular area. It may be the way we are framing it. You can't separate the work you do with your students with the personal area. How competent are you at this point in your career?

- Regarding the SOE assessment, what we can say with confidence about what we are doing to change or to maintain the trend it is problematic. It is important to retool. It was noted in the NCATE report that the faculty/staff ratio isn't diverse. We are under CAEP but we are still having to address that finding.
 - The process is out of the Search Committee's hands. They choose from candidates' eligibility not based on race or anything else. What can be done?
 - Diversity can be increased by how the ad is written, and by going to particular conferences and associations.
 - If we aren't providing an inclusive environment when we hire people, then what are we doing?
- According to one attendee, a positive result of having taken the test was thinking and reflecting in a healthy positive way which fostered acceptance, self-knowledge, a way to discuss personality traits, and a way to think about difference.

Quality Matters-we're getting it. The paperwork is in process. We can set the pace for providing quality.

Strategic Planning-we have a limited amount of time to discuss it as a full faculty. We have a working document. Look at the mission statement. We can tweak it. Pull out 21st century learning. Have more student focus.

- Include departments that didn't exist when originally written.
- Vision Statement - not as broad as the mission statement. It should describe who we are, where we are going, and what we want to do. Piece together from squad analysis and work on developing ideas in the department meetings.
- Program Directors can include their goals at department meetings.
- Several faculty expressed their appreciation for Tracy Mulvaney, for handling accreditation details and freeing up time for them to work on program revisions.
- Judy Bazler asked C&I faculty to meet after the SOE meeting to go over the strategic plan.

Events:

- **NJ Future Educators Association at Monmouth**, March 13, 2018
- **Educational Leadership Conference, March 28, 2018**-There are six breakout sessions; President Dimenna is kicking off the conference; Brigadier General John DiNapoli will be the Keynote Speaker, and there will be refreshments.
- **CAEP Accreditation Consultant**, April 27-We are preparing the self study and will have a consultation review. SPA reports are done once every 7 years.
- **Teacher Educator Retreat**, spring 2018-send us dates.
- **School Safety Conference**, fall 2018: Dean Henning and Dean Mama did an op-ed article and are working on having a conference in the fall.

Action: Tina will forward IDI Information to the SOE.

Minutes

School of Education
Full Faculty/Staff Meeting
26 September, 2018
Magill Commons
1:00 pm – 2:30 pm

1:00 – 1:20 Quality Matters – Deborah Cotler, Director of Instructional Support

1. The university has a school-wide license for Quality Matters, and each of you were signed up for an account at Dean Henning's request.
 - a. Some things are available with a full membership, and others are at a one-off request.
 - b. Kevin Curtis is our instructional designer, and has worked with School of Science to revise their class syllabi based on the last QM rubric.
 - c. Think of us as a resource, we encourage everyone to look at professional development tracks online
 - d. This is the gold standard for online course certification. It is done through peer reviewers
 - e. There are free webinars and access to the rubric is included in your membership. Anything more requires a greater financial investment. The free courses are a very good value.
2. Stacy: many people asked to be on the online course committee a while ago, so let's get the committee together.
 - a. The free courses are very robust: 25 hours, and each course is required to be a certain number of steps before moving onto the next module
 - b. One of the benefits as you go for tenure is your ability to be a peer reviewer for online courses.
3. Questions:
 - a. Are there resources from colleges from other countries?
 - i. DC: don't know, we will find out.
 - b. Can you be peer reviewed as a group?
 - i. DC: no, you cannot, only as individuals
 - c. Is there a definition of an online course?
 - i. Yes: hybrid is considered online, but web-enhanced is not online
 - d. Can you give some ideas on how to pilot?
 - i. Stacy's group can give some recommendations about the level of application. The courses are \$150 each and you need to take 6 – 7.

1:20 – 1:30 International Committee – Jiwon Kim

1. The Committee members are: me, Cathy Wong, Serbay, KC, Vernon, Ai and Wendy

- a. They meet every month to help the SOE increase global understanding and education
- b. First fun activity: an international potluck at the 10.24 SOE Full Faculty/Staff meeting. You are invited to share a special food. The committee will make food as well

1:30 – 1:55 Strategic Planning/Goal Setting – John Henning

Dean Henning sent out the SOE's strategic plan for the school in all detail, and that will be the place to go to develop your own goals. Go by your department and what you consider important. We will be working on our goals this month. There is a process that works with promoting what you do in higher ed. You should let people know what you are accomplishing since we are all specialists. When you publish, send it to me and we will promote it. It is a good thing to show your scholarship.

Talk to your department chair and promote what you do with them. The chairs talk about it at the DELC meeting. This is the process of how things bubble up to the deans, and then it is reported to the provost.

The projects and work that are being shared with donors if it matches their interests or motivations. When you are selling a school, you are selling what you've done, where you are going,

Tony: any thoughts on how we compare to other schools on campus? Are we doing things they haven't, things they are doing that we may want to do?

JH: it is hard to compare. No one has done a school annual review magazine.

Tony: are we being recognized? I'd like to see more engagement from the top down.

The Board of Trustees meets three times a year. Each member receives information from the deans and vice presidents.

Some announcements:

School safety symposium: 10/22/18. If you want to attend, the SOE will pay, but you have to attend.

Rett syndrome symposium: 10/18 and 10/19. Focused on PODD communication, a paper-based system for nonverbal patients to be able to get their needs met.

Social justice symposium, nationally known speaker Tim Wise will speak

1:55 – 2:30 Social Justice Professional Development – Tina Paone

BlindSpot book.

IDI is available on a volunteer basis. We're offering it again on a volunteer basis. If you want your score back, email Tina.

Email Kathleen if you want to take it or take it again.

This time the committee does not want to do an activity, but speak as individuals about how each of us struggle with this, and what it means to do this work. We struggle with looking at things differently as well. Is there anything you would like to hear more about:

- SL; we were talking about this to one of our schools, but they said they are a diverse school, so they didn't really need help with it. SL asked are there any resources that can help us help schools? TP: sharing resources is a key takeaway.
- Example: APF told about seeing people model the preferred pronouns, and now this is more upfront in their brains after seeing it modeled.
- Discussion about those awkward moments that we have in discussing diversity
- Discussion about overcompensating and examples, it often comes from a place of sympathy, not empathy, and are you going to 'save" them.
- Other good books on the subject: Why Are All the Black Kids Sitting Together.

**School of Education
Meeting Minutes
October 24, 2018
Samuel Magill Commons 107 & 108**

Attendance: Lisa Bach, Trish Bartlett, Stephanie Bobbitt, Brittany Bonner, Chris Borlan, Bernie Bragen, Mary Brennan, Beth Brody, Alexandra Burrell, Carrie Digironimo, Corina Earle, Antonio Estudillo, Colleen Finnigan, Kathleen Grant, Dave Greason, Patricia Heaney, John Henning, Jennifer Joyce, Ai Kamei, Jiwon Kim, Stacy Lauderdale, KC Lubniewski, Carol McArthur-Amedeo, Elisabeth Mlawski, Sarah Moore, Ruth Morris, Tracy Mulvaney, Kathleen O'Donnell, Tina Paone, Alyson Pompeo-Fargnoli, Nicole Pulliam, Erik Raj, Kerry Rizzuto, Alex Romagnoli, Vernon Smith, Lilly Steiner, Cathy Wong, Serbay Zambak

- I. International Lunch**-Dean Henning thanked the international committee for organizing the pot luck lunch. Jiwon Kim thanked participants, especially Colleen who decorated the room with flags from around the world.
- II. Welcome:** Dean Henning-welcomed attendees, and Introduced Beth Brody who will be taking over for Emily Miller Gonzalez as development officer for the Schools of Education, Social Work and Nursing on November 5th. She will be scheduling meetings with faculty and administrators
 - B. Accreditation:** Tracy Mulvaney commended Patty Remshifski and the SLP Department for the excellent job in fully meeting 126 out of 129 accreditation components at the October 4th & 5th CAA site visit. The three unmet components are minor. The CAEP site visit is scheduled for April 13th-16th; she is meeting monthly with the C&I and Special Education Departments. The 4/13-16. She submitted the CACREP report which provided evidence for unmet conditions.
- III. Recent Events:** Dean Henning thanked attendees who participated in and/or worked the following events: PAM Orientation, 10/3; Undergraduate Open House, 10/7; SOE participants, especially CJCEE Student Event participants and SOE faculty who took their students to the Founders Day Social Justice Lecture on 10/10; Superintendents' Academy, 10/10; Principals Academy, 10/10; Special Services' Academy, 10/11; Fa18 EdTPA Workshop #3, 10/12; Business Administrators Academy, 10/12; UTEAC, 10/17/18; Rhett Syndrome Symposium, October 18 & 19; Literacy Symposium, 10/19; Monmouth Future Scholars, 10/21; and the School Safety Symposium, 10/22.
- IV. Upcoming Events:** The SOE Scholarship Exhibition, 12/6/18; SOE Student Awards Presentation, 12/11/18-(Reading day) – submit nominations before the Thanksgiving break; and the Autism MVP Walk, 11/4, noon. Keith Green who started the event is starting a SOE scholarship fund – to date he has donated over \$60,000 for SOE education initiatives.
- III. Quality Matters (QM) Training:** Stacy Lauderdale-Went over a QM Rubric, cautioning faculty who will be going through the training to allot enough time for it; deadlines are important and must be honored. Some of what was discussed were: terminology, preparation, and outcomes assessment. Some suggestions were: align objectives with what we expect from students; clarify each component, asking how it is measurable; investigate competencies

identifying whether or not they (students) have them and they can obtain help on campus if they don't; and include a syllabus walk through. Faculty who wish to purchase the rubric should contact Kathleen O'Donnell (5513). Stacy will email PowerPoint components.

- IV. Social Justice Committee:** Vernon Smith presented on Equality vs Equity, asking participants, "could equality in education ever be unfair?" Are we giving students what everyone is getting instead of what they need? Vernon showed an Olivia Chapman movie, "The Other Side" which promoted giving all students tools to be successful by providing learning environments that are right for them. Afterwards, he asked attendees to break up into small groups and work on the following: If equity is really desired: *what are some of the barriers to accomplishing equity for students in educational settings across our area disciplines, and How do we go about creating more equitable opportunities for students.* Some of the findings were:
- A. For college students, put the onus on students to report the problem, and develop attitudinal assessments. It was pointed out that CSI surveys address that issue. *How do we encourage students to communicate openly with us?* Some suggestions were:
 - 1. Create safe space by being vulnerable yet professional and determine unconscious attitudes that take into the classroom
 - B. K-12 settings-pressure to provide required content at the expense of equity is an impediment – check with the students in the beginning of the term to determine what is impacting them
 - C. For online courses, a poor level of executive functioning-organizational deficits would make it difficult to take online courses, therefore:
 - 1. Provide organizational lessons to build skills.
 - 2. Determine how many courses students are taking as it has an impact.
 - 3. Determine what skills they are coming in with and providing information on how to organize yourself.
 - D. Help students become social justice advocates in the real world. How do they speak to power? Get creative.
 - E. Administrative support-willingness to support change it comes to nothing. We need to be advocates for systemic changes.

Undergraduate Test and GPA by Program at Admission

	Total Cohort Size			SAT Combined			ACT Combined			MU GPA			Core: Reading			Core: Writing			Core: Math		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
EPP - Undergraduates	40	90	68	1132	1172	1188	24.5	26	25	3.6 2.94- 4	3.6 3.1- 4	3.3 2.8- 4	178	175	177	167	170	169	170	170	165
P-3 and Special Education	1	4	5							N=1 2.9	N=4 3.6	N=5 3.4	N=1 164	N=4 181	N=5 174	N=1 162	N=4 173	N=5 166	N=1 162	N=4 153	N=5 163
Elementary Education	15	40	38	N=8 1212	N=12 1142	N=7 1203	N=1 24.5		N=2 25	N=15 3.6	N=40 3.4	N=38 3.6	N=6 184	N=2 171	N=29 175	N=6 171	N=28 169	N=29 170	N=6 170	N=28 161	N=29 165
English	7	12	5	N=7 1141	N=3 1143	N=2 1255		N=1 24		N=7 3.7	N=12 3.5	N=5 3.6		N=8 175	N=3 178		N=8 169	N=3 171		N=8 165	N=3 157
Mathematics	3	10	6	N=2 1223	N=8 1200			N=1 24.5	N=1 25	N=3 3.5	N=10 3.7	N=6 3.7	N=1 158	N=1 172	N=5 179	N=1 166	N=1 172	N=5 164	N=1 152	N=1 188	N=5 181
Science	2	1	1	N=1 1190				N=1 32		N=2 3.8	N=1 3.8	N=1 3.6	N=1 198		N=1 192	N=1 176		N=1 166	N=1 182		N=1 154
Social Studies	3	11	8	N=2 1175	N=4 1175	N=3 1165			N=1 24.5	N=3 3.5	N=11 3.8	N=8 3.7	N=1 194	N=7 172	N=4 178	N=1 168	N=7 167	N=4 175	N=1 190	N=7 179	N=4 166
Art	2	2	1	N=2 1145	N=2 1190					N=2 3.7	N=2 3.7	N=1 3.9			N=1 182			N=1 176			N=1 182
Health & Physical Education	3	7	3	N=2 1145	N=1 1110	N=1 1180				N=3 3.4	N=7 3.4	N=3 3.2	N=1 164	N=6 173	N=2 159	N=1 162	N=6 167	N=2 168	N=1 162	N=6 170	N=2 164
Music	2	3	1	N=1 1300	N= 1 1160			N=1 23.5		N=2 3.6	N=3 3.5	N=1 3.8	N=1 180	N=1 188	N=1 182	N=1 162	N=1 174	N=1 170	N=1 168	N=1 194	N=1 154
Spanish	2			N=2 1065						N=2 3.4											

MAT Test and GPA by Program at Admission

	Total Cohort Size			SAT Combined			ACT Combined			MU GPA			Core: Reading			Core: Writing			Core: Math		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
EPP - MAT	22	30	17	1229	1266			26	23.5	3.4 2.7-3.9	3.4 2.8-3.9	3.2 2.8-3.8	181	186	188	173	172	177	176	172	170
P-3 and Elementary Education	1		1							N=1 3.5		N=1 2.8	N=1 192		N=1 194	N=1 176		N=1 168	N=1 192		N=1 182
Elementary Education	9	17	15	N=3 1183	N=4 1270			N=2 25.3	N=1 23.5	N=9 3.4	N=17 3.4	N=15 3.2	N=6 180	N=11 186	N=14 183	N=6 169	N=11 175	N=14 173	N=6 165	N=11 167	N=14 171
English	3	3	1	N=1 1150	N=2 1250			N=1 26.5		N=3 3.6	N=3 3.2	N=1 3.1	N=2 176		N=1 190	N=2 177		N=1 192	N=2 159		N=1 154
Mathematics	1			N=1 1480						N=1 3.9											
Science	3	3		N=1 1190	N=2 1175					N=3 3.0	N=3 3.1		N=2 177	N=1 194		N=2 172	N=1 172		N=2 184	N=1 186	
Social Studies																					
Art		3			N=1 1340						N=3 3.4			N=2 189			N=2 176			N=2 164	
Music																					
Health & Physical Education		2									N=2 3.3			N=2 177			N=2 163			N=2 176	
Spanish		2			N=2 1340						N=2 3.7										

December 19, 2018

«FullName»
«Address1»
«Address2»
«Address3»
«CSZ»
«CountryName»

Dear «FirstName»:

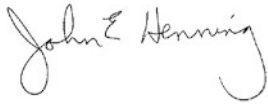
Congratulations on your acceptance to Monmouth University. On behalf of the School of Education, I wish to extend a warm welcome. This is an exciting time to pursue a career in education at a university with a rich tradition of training and preparing excellent teachers and administrators.

Our graduates of the School of Education can be found at the local, regional and national level in every facet of the sphere of education. They are teachers in P-3, elementary, secondary and special education classrooms; others are ESL, bilingual teachers, school counselors, reading specialists and learning disabilities teacher-consultants. They serve as superintendents, principals, and college administrators. Some points of interest about our school:

- The School of Education offers certification programs in elementary, secondary and pre-school with special education. We also offer endorsements in Early Childhood (P-3), English as a Second Language, Teacher of Students with Disabilities, and Middle School.
- All teacher candidates in the School of Education engage in multiple P-12 school experiences, including one full year of teaching experience within a single classroom. The School of Education has a network of partnerships with K-12 schools to provide our students with the best possible professional experiences
- Advisement of students is a priority for the School of Education. Each of our faculty serves as an academic advisor. Additionally, the **Peer Advising Mentor Program (PAM)** connects freshman and sophomore education students with junior and senior education majors to share their insights and experiences related to both on-campus and off-campus programs.
- Our Office of Certification, Field Placements, and School Partnerships advises **students so that they are well prepared to meet state requirements for certification**. The State of New Jersey mandates certain requirements for students in education programs at any public or private college in New Jersey. All students must achieve a passing score on the Praxis Core Academic Skills for Educators (Praxis Core) **or** demonstrate a minimum test score on the SAT or ACT as determined by the State. At Monmouth, students will be guided to take the test in their freshman year, if they are required to take it. The state also requires a cumulative college GPA of 3.0 for any student enrolled in an education program.
- **Monmouth University education students have a 100% rate in passing the state mandated Praxis test** before starting student teaching. Employment opportunities for graduates of the School of Education are enhanced by the accreditation of each of the education programs by NCATE (National Council for Accreditation of Teacher Education).

Our national accreditation, the expertise of our faculty, the dedication of our advisors, the mentoring by the upper class students, outstanding college facilities and the success of our graduates in gaining employment enable me to encourage you to enroll at Monmouth University. I look forward to welcoming you to campus.

Sincerely,



John E. Henning, PhD Dean,
School of Education

Spring 2019 School of Education Reply Form

Congratulations on your acceptance to Monmouth University.

If you are interested in declaring a major in the School of Education, New Jersey mandates that you demonstrate passage of basic skills assessment prior to enrolling.

All students must complete and return this form in order to advise us as to how you will be meeting this state requirement. You will not be able to enroll in the School of Education if you have not met one of the requirements below.

Please indicate below which test you will provide in order to prove passage of this basic skills assessment and return it in the enclosed envelope.

- Achieve a passing score on the Praxis CORE Academic Skills for Educators (Praxis CORE). You must arrange to have official scores sent to Monmouth University. To list Monmouth University as the score recipient, use code 2416.
- Demonstrate a minimum SAT or ACT test score as noted below. You must send official test scores to the Office of Admission Processing. Please contact College Board to send official tests. Use the Monmouth University College Board Code 2416 for the SAT. The Monmouth University ACT code is 2571

SAT SCORES:			ACT SCORES		
If taken before 4/1/1995	VERBAL 480	MATH 520	If taken before 8/28/1989	ENGLISH :0	MATH 23
If taken on or between 4/1/1995 to 2/28/2016	VERBAL 560	MATH 540	If taken on or after 8/28/1989*	ENGLISH :3	MATH 23
If taken on or * after 3/1/2016S u b	610 EvidenceBased Reading and Writing OR 30 Reading Section	MATH 570			

ject to change by NJDOE update on acceptable cut scores

- I will not be providing any documentation. I applied as a «DegreeTitle»; please change my major to reflect the content area only. I understand that I will be able to declare a major in education once I demonstrate passage of basic skills assessment.

«FullName»
«Address1»

«Address2»
 «Address3»
 «CSZ»
 «CountryName»
 «ApplicantsID»

Signature _____ Date _____

Parent/ Guardian Signature if student under the age of 18 _____

UEDUREPC

Student ID # s«ID»

December 6, 2018

«FullName»
 «Address1»
 «Address2»
 «Address3»
 «Csz»
 «Country»

Dear «FirstName»:

Congratulations! Based on a review of your academic record, you have been accepted to Monmouth University in the «DegreeTitle» program for the «StartTerm» semester. You should be very proud to be among those selected for this competitive program!

Your admission to the University is, of course, contingent upon satisfactory completion of all current course work and program requirements.

Graduate studies at Monmouth is both a challenging and rewarding experience. Here you will learn from distinguished faculty who are experts in their field. The knowledge and skills you gain will not only enhance your professional growth, but will contribute toward enriching your life beyond the classroom.

Monmouth strives to make graduate education affordable for its students. In addition to a generous Graduate Scholarship Program, eligible graduate students may qualify for assistance through federal and state loan programs. The University also offers a payment plan option for the fall and spring semesters that allows students to manage the cost of a graduate degree over an extended period of time.

Your next step is to contact the Office of Graduate Admission to begin the registration process; I encourage you to begin this process early to guarantee the best selection of courses. We can be reached at 732-571-3452 or gradadm@monmouth.edu. Information about Graduate Studies at Monmouth University can also be found at www.monmouth.edu/graduate.

Again, I offer you my congratulations and look forward to you joining the Monmouth University community.

Sincerely,

A handwritten signature in black ink that reads "Lauren Vento Cifelli". The signature is written in a cursive, flowing style.

Lauren Vento Cifelli
Associate Vice President
Undergraduate and Graduate Admission

Monmouth University

School of Education Academic and Professional Dispositions Review Committee

Procedure

Purpose

The purpose of this committee is to allow the school of education to address academic and disposition issues that are unresolved at the department level. The committee will review artifacts included with the referrals, engage in fact finding dialogue with all parties involved, and take action toward resolution.

Rationale

Monmouth University's School of Education (SOE) aims to improve processes on a continuous basis that support student learning while complying with unit and university policy and accreditation. An improved process for academic and professional dispositions is necessary to provide a mechanism to ensure candidates are prepared to enter their prospective education fields both academically and with the professional dispositions required of P-12 schools.

Monmouth University's School of Education (SOE) is an NCATE accredited institution that focuses on research based teacher preparation with an emphasis in clinical practice in the departments of Curriculum and Instruction, Special Education, School Counseling and Speech and Language Pathology.

The SOE Academic and Professional Dispositions Review Committee (APDRC) Membership.

The APDRC consists of administrators, faculty and advisors to ensure all cases are reviewed fairly by a impartial multidisciplinary committee. A pool of seven standing committee members will include the Associate Dean, Assistant Dean, an Advisor, and representatives from each of the four departments (curriculum and instruction, school counseling, special education, speech and language pathology). A minimum of three APDRC members must review each case. An APDRC coordinator will be appointed by the Dean.

Departmental Process

Each Department will create their own process to address issues relating to academics and/or dispositions. The SOE already has a standing policy in alignment with NJDOE code for academic requirements that will be maintained and supported by this process.

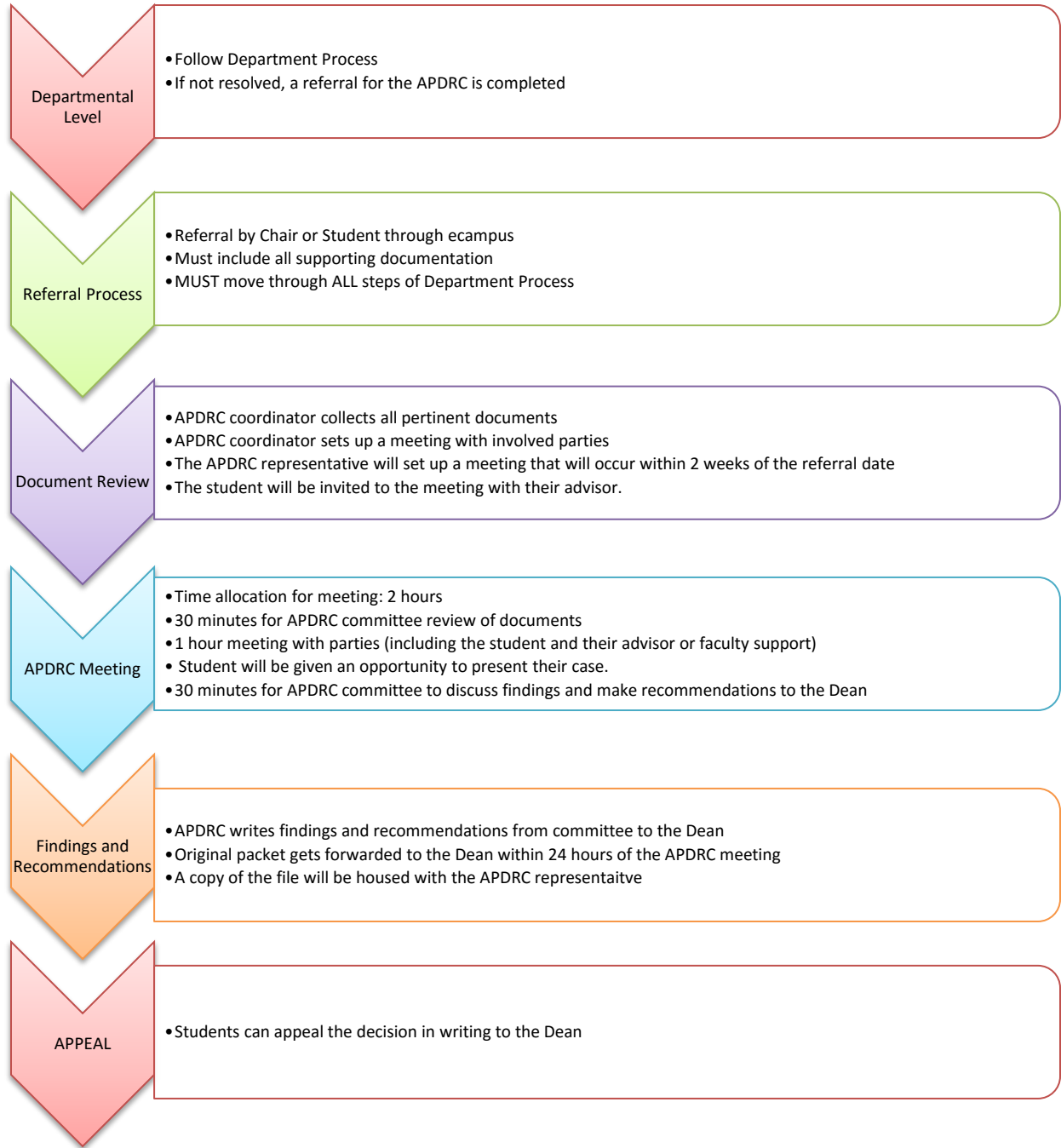
The Process

1. Each Department will create their own process for academic and disposition issues that may arise. The SOE already has a standing policy in alignment with NJDOE code for academic requirements that will be maintained. The academic requirements include:
 - a. 3.0 GPA at entrance and throughout the program.
 - b. Passing Praxis Core prior to the start of ED coursework.

2. Referral If resolution is not achieved at the department level a referral for APDRC review can be made through ecampus.
 - a. Chair Referrals-
 - i. The Department Chair completes a referral through ecampus if a case has not been resolved through the Department's process.
 - ii. All supporting documents will be attached electronically for review.
 - iii. All faculty, advising and other support concerns will go through the departmental process appropriate to the student.
 - b. Student Referrals-
 - i. A student who did not feel their case was resolved at the department level can complete the APDRC referral form on ecampus.
 - ii. The referring student must attach documentation
 - iii. The APDRC will review the documents submitted to determine if the student followed the correct steps in the process.
 1. If the student followed the correct steps they will continue through the APDRC process.
 2. If the student did not follow the correct steps, they will be guided to the next step in the process at the department level.
 - iv. The APDRC coordinator will review the documents and request any missing documentation.
 - v. The APDRC coordinator will collect documents from SOE Department Chair to complete the file that will be reviewed by the committee.
3. Scheduling of the APDRC Meeting
 - a. Once all documents are received, the APDRC coordinator will work with the committee to schedule a time to review the documents and meet with the referring party, along with any other parties pertinent to the case.
 - b. The APDRC coordinator will set up a meeting that will occur within 2 weeks of the referral date
 - c. The APDRC coordinator will schedule 2.0 hours. The first 30 minutes will be allocated for file review, followed by an hour meeting to discuss with all involved parties. The last half hour will be given to the committee to discuss their findings and make recommendations to the dean.
 - d. The APDRC coordinator or academic advisor will inform the student of the process.
4. Meeting
 - a. The documents relevant to the case will be distributed at the beginning of the meeting for individual review. The committee will not discuss at that time.
 - b. Committee members can formulate questions based on the documents and come up with a set of questions to ask during the meeting.
 - c. The student will be invited to attend the meeting with an advisor.
 - d. The meeting will be facilitated by the APDRC coordinator who will also serve as the time keeper.
 - e. The meeting will end promptly in an hour.

- f. The committee will meet for up to a half hour to discuss their findings and recommendations.
- g. The APDRC coordinator will complete the APDRC findings and recommendations form and attach it to all supporting documents.
 - i. A copy of this will be housed in the APDRC representative's files.
 - ii. The original copy will be forwarded to the Dean.
 - iii. Student will be provided a copy of the recommendations within seven business days.
 - iv. Dean will be provided a copy of the recommendations within seven business days.
- h. The student may write of letter of appeal to the dean within seven business days.

ALL DECISIONS ARE FINAL. STUDENTS MAY APPEAL THE DECISION BY A WRITTEN REQUEST FOR A MEETING DIRECTLY WITH THE DEAN.



(Draft of items to be placed on ECAMPUS form)

Academic and Professional Disposition Review Committee (APDRC) Referral Form

Completed By: Department Chair Name: _____
 Student
 Designee

(if student a prompt to put name of faculty/administration they are bringing a concern about)

(If a student, a second prompt to ask if the student went through the department process)

(If a Department Chair/Designee, a prompt will be given to name the student they are referring to the APCRC)

Categorize the nature of the referral:

- Academic concern
- Professional disposition concern
- Academic and Dispositional Concern
- Other (Prompt to explain)

Reason for referral:

Please attach all relevant supporting documentation

PROFESSIONAL DISPOSITIONS

The Nature of Professional Dispositions

Professional dispositions are set forth by the State of New Jersey Professional Teaching Standards, the Specialty Program Associations of CAEP (SPAs) and Monmouth University's School of Education, as well as the university itself (e.g., academic honesty). Although many entities have input in what constitutes professional dispositions in K-12 teaching, there are some agreed-upon concepts that are espoused by all parties. Therefore, we have determined that professional dispositions in K-12 teaching fall under four broad categories: Responsibility, Ethics, Attitude and Professionalism. In order to assist students having difficulty in one or more of these categories, a procedure has been established to ensure due process. It is the student's responsibility to uphold the principles of professional conduct established by our profession and Monmouth University; however, this process recognizes that some students may have difficulty adhering to the standards without assistance. It should be noted that because our students complete clinical placements, adherence to these dispositions is especially important and mandated in the clinical setting outside of the university campus.

The Dispositions assessed are included under the Acronym of REAP (Responsibility, Ethics, Attitude, and Professionalism). The following outlines the dispositions assessed

<p>Responsibility:</p> <ul style="list-style-type: none"> • Demonstrated timeliness in course attendance and responsibilities • Followed syllabus guidelines • Communicated questions and concerns to the instructor
<p>Ethics:</p> <ul style="list-style-type: none"> • Practiced academic integrity and honesty including the consistent use of APA style and proper documentation of sources, as well as submission of own work • Clinical experience and practice were completed in full and honesty of documentation was practiced • Maintained confidentiality*
<p>Attitude:</p> <ul style="list-style-type: none"> • Participated regularly and positively • Respectful of others' contributions • Responded positively to feedback • Demonstrated appreciation of diversity and of new ideas
<p>Professionalism</p> <ul style="list-style-type: none"> • Made equitable contributions to group efforts • Collaborated with peers and school staff members and mentor teachers in a professional manner • Communicated high regard for the profession, educators, students, and parents • Viewed course assignments as opportunities to enhance content area knowledge and skills

Every initial program candidate takes ED 320/624 as their entry course. The checklist will be completed on all candidates at course completion.

STUDENT DISPOSITION REVIEW PROCESS

All students in initial teaching programs will be reviewed in ED 320/624, which is a common course for all teacher education majors. Each candidate will be reviewed by faculty using the REAP form, which will be accessed electronically. In addition, faculty will be asked to fill out an Undergraduate Course Summary Sheet which details the grades earned in the course and students who had difficulties of any kind in the course. If a student had a difficulty of any kind as noted on the forms, the following action will be taken:

Step	Process	Action
1	Student and professor meet together to discuss problem and make a plan to resolve the problem, involving the student's advisor as needed.	Problem will have been documented on the REAP form; plan is formulated to help student.
2	Discuss dispositional issue at the monthly department meeting to determine if the issue is across courses	Include the discussion in minutes for a record. Include who will take the next action
3	If the student and the professor cannot resolve the problem and/or the plan is not followed by the student, the professor will fill out an "Individual Referral for Dispositions".	The referral is sent to the chair who reviews the form and sets meeting with the student (and the professor and/or advisor as needed).
4	Chair meets with student to try to resolve problem and re-formulate a plan. Advisors/professors invited to meeting as needed.	If the chair cannot resolve the problem with the student and/or the new plan is not being followed, chair will refer the student to the School of Education Academic and Professional Dispositions Review Committee.

Dept. of Curriculum & Instruction
REAP Dispositional Evaluation Form ED 320/624

Teacher Candidate: _____

Date: _____

Program: Early Childhood Elementary Special Ed Secondary/K-12 [Area: _____]

Academic Performance				Comments
Course Grade =		<input type="checkbox"/> Midterm <input type="checkbox"/> Final		
Professional Conduct	Not Met/ Needs Improvement	Met	Exemplary	Comments
Responsibility: <ul style="list-style-type: none"> Demonstrated timeliness in course attendance and responsibilities Followed syllabus guidelines Communicated questions and concerns to the instructor 				
Ethics: <ul style="list-style-type: none"> Practiced academic integrity and honesty including the consistent use of APA style and proper documentation of sources, as well as submission of own work Clinical experience and practice were completed in full and honesty of documentation was practiced Maintained confidentiality* 				
Attitude: <ul style="list-style-type: none"> Participated regularly and positively Respectful of others' contributions Responded positively to feedback Demonstrated appreciation of diversity and of new ideas 				
Professionalism <ul style="list-style-type: none"> Made equitable contributions to group efforts Collaborated with peers and school staff members and mentor teachers in a professional manner Communicated high regard for the profession, educators, students, and parents Viewed course assignments as opportunities to enhance content area knowledge and skills 				

Admission Requirements:

Monitor Point 1: Admissions

Content Area Major

MAT candidates for secondary subject specific certification (art, biology, chemistry, English, health/PE, history, math, music, Spanish) are required to complete a BA/BS which must include 30 credits in the specific content area and at least 12 credits at the 300-400 level. Candidates who are missing 3-9 credits in specific content may be conditionally admitted to the MAT program but must complete the additional credits prior to entering Clinical Practice II (student teaching). MAT candidates for elementary certification are required to complete a BA/BS degree which must include 60 liberal arts credits. If candidates are missing 3-9 credits they may be conditionally admitted and must complete the credits prior to the Clinical Practice (Student Teaching) semester. Candidates in both the secondary subject specific and elementary certification programs are expected to receive a B or better in each course. Candidates who are missing more than 9 credits are advised to complete the additional credits prior to application to the program.

Candidates who have not provided official qualifying scores for their appropriate Praxis II tests prior to admission to the MAT program are conditionally accepted to the MAT program and must provide official qualifying scores before starting Clinical Practice II (student teaching).

Narrative #1: ██████ was conditionally accepted to the MAT Secondary English program track with a BA in Theater Arts from an upstate NY college. She had completed 21 credits in English content and needed to complete 9 additional English content credits at the 300-400 level to meet NJDOE certification requirements for subject specific certification. She completed those requirements at the undergraduate level at Monmouth University just prior to starting the program and received a B or better in each course. Additionally, ██████ was required to provide official qualifying scores on Praxis #5038 prior to Clinical Practice II (student teaching) semester.

Narrative #2: ██████ was conditionally accepted to the MAT Secondary Social Studies with Teacher of Students with Disabilities Endorsement with a BA in Geography from a large NJ university. He was required to complete 3 credits in American National Government and 3 credits of economics to meet the NCSS and NJDOE subject specific certification requirements. He completed those requirements at the local community college with an A- or better in each course and submitted official transcripts. Additionally, ██████ was required to provide official qualifying scores on Praxis #5081 prior to Clinical Practice II (student teaching) semester.

Graduate Admission Conditional Acceptance Evaluation Form

Student Name: [REDACTED], [REDACTED]
Social Security Number:
Proposed Curriculum: MAT
Start Term: 17/SP

Student ID: 0879086
912SS/TSD

Date: 1/4/2017

Student ID: 0879 6

An initial review of your admission application determines the following conditions must be met before full acceptance to this graduate program at Monmouth University. Removal of conditional admission status is dependent upon the successful completion of the conditions stated below. You will not be permitted to register until this form is signed and returned. Please review the terms of your acceptance and return this form to the Office of Admission Processing. You may also submit your mail-in registration card, if you prefer.

Conditions of acceptance:

To fulfill the requirements of ESSA, CAEP, NJPST, NJSL, CEC, NCSS candidate is to complete 3 credits of American Nat'l Gov't and 3 cr of economics with a B or better in each and provide official qualifying scores on Praxis #5081 prior to the clinical practice (student teaching) semester.

Department Signature:

Sarah J. Moore

I certify that I understand the terms and conditions of my admission and enrollment as they have been communicated to me, and I agree to abide by them.

Student _____ Date: _____ Signature: _____

5081 ANG ECON welcome
Ref orient
Products Admission Conditional A Page 1 of 1

file:///C:/Users/smoore/AppData/Local/Temp/fl)06c644-7f96-49de...
1/4/2017

123C

CAR 087908

ET - Electronic Transcripts Print Transcripts

Page: 1
Page 2 of 4

Attention: SARAH MOORE .MCALIN, N' TAL' RM
(NJ) Monmouth University

Printed: 1/12/2017

From: Brookdale Community College
Transcript 1 InW2C17

Social Security Number: 147819384

Name: [REDACTED]

Summer 2017
swmnc, 2017

UG Session Earn: 3 QP: 1.01 GPA: 3.670

Course Title	Grade	Att	Ern	QP	Sender	GED	GED	PMM
ECON105 Macro Economics	-	3	3					BE20Z

Summer 2017
Summscr III 2017

UC session Form: 3 Att: 3 QP: 12 GPA: 4.000

Course	Title	Grade	Att	Ern	QP	Sender	GED	Rcvr	GED	PS
POLI 105	American National Government	A	3	3	12	SS		SS		PS 103

Overall Cumulatives: Earn: 6 Att: 6 QP: 23.01 GPA: 3.835
Transfer Work Cumulatives: Earn: 0 Att: 0 QP: 0 GPA: 0.000

Grading Legend(s) Used; Weights in parentheses

W (0.00) A (4.00) A- (3.67) B+ (3.33) B (3.00) B- (2.67) C+ (2.33) C (2.00) D (1.00) F (0.00) AUD (0.00) P (2.00) NC (0.00) W (0.00) INC (0.00) TR (0.00) CHH (4.00) CH (3.00) CR (2.00) JP (0.00) NCR (0.00) OW (0.00) UW (0.00)

Prior to Fall 2009 (09/08/09), Brookdale Community College's grading legend was as follows:

A (4.00) (3.50) B (3.00) B+ (3.50) C+ (2.50) C (2.00) D (1.00) F (0.00) AUD (0.00) I' (2.00) NC (0.00) W (0.00) (NC (0.00) TR (0.00) CH (4.00) CH (3.00) CR (2.00) JP (0.00) NCR (0.00) OW (0.00) (0.00)

*****End of (NJ) Brookdale Community College*****

*****Official Transcript*****

https://www.njtransfer.org/et/px_12.cgi

1/1/2017

Moore, Sarah

From: Moore, Sarah
Sent: Friday, January 27, 2017 4:05 PM
[REDACTED]
cc: Romagnoli, Alex
Subject: RE: [REDACTED]/MAT 9-12 SS/TSD proposed sequence

Hello Michael,
I won't know about days/time of summer until Feb-March.



Sarah Moore
MAT/MSED Program Advisor
McAllan Hall, Rm. 123C
PH:732-263-5689
FX:732-263-5640

From: Michael Hawkins [mailto:s0879086@monmouth.edu]
Sent: Friday, January 27, 2017 3:45 PM
To: Moore, Sarah <smoore@monmouth.edu>; [REDACTED] Cc:
Romagnoli, Alex <aromagno@monmouth.edu>
Subject: Re: [REDACTED] MAT 9-12 SS/TSD proposed sequence

No problem no need to rush on this, I appreciate it.

It looks good to me. My initial thought was to take the extra econ and American govt. courses this summer, however it appears I can take them next summer, and the 529 in the fall of 2018.

The only question I have for now is the round about start and finish dates for 510 and 550 in the summer, as well as the times they're held. Just want to know for work purposes.

Thanks again,

[REDACTED]

From: Moore, Sarah <smoore@monmouth.edu>

Sent: Thursday, January 26, 2017 PM
To: [REDACTED]
Cc: Romagnoli, Alex
Subject: [REDACTED] MAT 9-12 SS/TSD proposed sequence

Hello [REDACTED]

Thanks for your patience while I worked with the SPED Dept in getting a tentative course sequence for you. Please see below:

17SP: ED 552 Fieldwork O

1

17SU: ED 510, ED 550 Fieldwork goal=50 hours

17FA•. EDS 534, EDS 537 Fieldwork=30

18SP. • EDS 535, EDS 572 Fieldwork-35 hours

18SU. • EDS 529 Fieldwork 75 hours (if you need financial aid take ED 529 in the fall)

18FA. • ED 529, ED 579/580 Fieldwork-175 hours or ED 579/580-100 hours

19SP: EDS 552 and *ED 593 Clinical Practice

*3cr econ, 3c American Nat'; Govt with a B or better completed by December 31, 2018. Please let me know your thoughts.



Sarah Moore

MAT/MSED Program Advisor

McAllen Hall, Rm. 123C

PH:732-263-5689

FX:732-263-5640

STUDENT ADVISEMENT SHEET

Monmouth University
Department of Curriculum & Instruction - School of Education

09/11 @ 12 PM

Praxis 5081 P

MAT.CERT.912

Needs: 3cr Reason
3cr Language

Needs' 30t

Subject Certification (42 credits)

Praxis II Content Knowledge: English, Math, Science, Social Studies

Candidate's Name: [Blank] Specialization/Subject: [Blank] DI: [Blank] cha: [Blank] ed: [Blank] Clinical Practice (Student Teaching): [Blank]

Course	Course Title	Cr. - I	Grade Level	ED 593
ED 510	Foundations of Education	3		
	Content Literacy	5	3	
ED 529				
ED 550	Teaching Diverse Populations	3		
ED 552	Child and Adolescent Development	3		

Prerequisites: Successful completion of coursework. Passing Score on Content Knowledge Test(s)
Note: Subject certification requires 30 credits

MU ID #

Choose ONE of the following methods courses:

Content Methods I: Select One: ED 564 MA, ED 578 D 579 S, ED 566 sct, Prerequisites: ED 510, ED 550 and ED 552

Instructor Comments

Fieldwork (25 hours)

Choose ONE Of the following methods courses:

Content Methods II: Select One: ED 565 MA, ED 567 580 SS, ED 585 EN, Prerequisites: Content Methods I

Fieldwork 25 hours)

EDS 534 Classroom Management in Inclusive Settings
EDS 635 Technology and Students with Disabilities

Fieldwork: 50-100 hours. Dependent on when candidate completes Clinical Practice

EDS 537 Collaborating with Families, Students, and Professionals in Community and Educational Settings
EDS 572 Assessment Strategies and Application in the Classroom

Fieldwork: 50-100 hours Dependent on when candidate completes Clinical Practice (Student Teaching)

EDS 552 Methods of Teaching Students with Disabilities
Prerequisites: ED 529, ED 550, EDS 534, EDS 535 EDS 572

Fieldwork (30 hours)

ED Praxis II - Pass/Fail QA..

Fieldwork (10 hours)

Fieldwork (25 hours)

the subject to be taught

Fieldwork (40 hours)

edTPA assessment

are In IOP hr bc (n IISP,

Handwritten notes:
~~need~~
 3038 confirm
 on March 13

gu ..31b -IS

Page 1 of 1

451 175B

Graduate Admission Conditional Acceptance Evaluation Form

Student Name: RESNIKOFF, LAUREN H
 Social Security Number:
 Proposed Curriculum: MAT
 Start Term: 17/SA

Date: 2/23/2017
 Student ID: 1139447

Handwritten notes:
 Welcome
 assign
 Yes
 3/6/17
 4/6/17
 9/12E

Student

Social

Proposed

Start

Name: [Redacted]

Security Number:

Curriculum: MAT

An must University successful your may
 tial review of your admission application determines the following
 iditions be met before full acceptance to this graduate program at
 nmouth Removal of conditional admission status is dependent upon the
 npletion of the conditions stated below. You will not be permitted register
 il this form is signed and returned. Please review the terms of acceptance
 l return this form to the Office of Admission Processing. You also submit
 r mail-in registration card, if you prefer.

tions of acceptance:

Completion of 9 credits of 300-400 level English by May 31 , 2017; provide an official qualifying score on Praxis # 5038 prior to the clinical practice semester.

Department Signature:

Sarah J. Moore

I certify that I understand the terms and conditions of my admission and enrollment as they have been communicated to me, and I agree to abide by them.

Student

Date: _____
Signature: _____

file: ///C :/Users/smoore/AppData/Local/Temp/ee6e3 cc 81 ae04579...
2/23/2017 Ellucian Colleague UI Web Production - [smoore/production]
Page 1 of 2

Student Name: [REDACTED]

> Printed on 12/13/2018 9:05 AM by smoore

TRCL - Transcript Course Listing

Transcript Groupings : Ug Trans Group OthersIWeb

AcademicCreditEntries					Cred	Cred	Cred	
		Course Name	Sect	Grada	Att	Cmpl	calc	Term
1	<input type="checkbox"/>	EN-491	50	B	3.00	3.00	3.00	16/FA
2	<input type="checkbox"/>	EN-318	50	A-	3.00	3.00	3.00	17/SP
3	<input type="checkbox"/>	EN-451	50	A-	3.00	3.00	3.00	17/SP
4	<input type="checkbox"/>							
5	<input type="checkbox"/>							
6	<input type="checkbox"/>							
7	<input type="checkbox"/>							
8	<input type="checkbox"/>							
9	<input type="checkbox"/>							
10	<input type="checkbox"/>							
11	<input type="checkbox"/>							
12	<input type="checkbox"/>							
13	<input type="checkbox"/>							
14	<input type="checkbox"/>							

<https://ui5.monmouth.edu:8112/ui/home/index.html>

12/13/2018

Moore, Sarah

From: Moore, Sarah
 Sent: Monday, December 05, 2016 2:29 PM

To: [REDACTED]
Subject: RE: Classes
Ok, but I think you would be better off with EN 334 Contemporary American Lit.



Sarah Moore
MAT/MSED Program Advisor
McAllan Hall, Rm. 123C
PH:732-263-5689
FX:732-263-5640

From: [REDACTED]
Sent: Monday, December 05, 2016 10:59 AM
To: Moore, Sarah <smoore@monmouth.edu>
Subject: Re: Classes

The British/frish Lit class is En-316 and the Creative Writing class is EN-451-50. Both are a Monmouth Undergrad as a NM Student. I'll be studying for the Praxis also. Thank you so much for the help!

[REDACTED]

On Mon, Dec 5, 2016 at 10:54 AM, Moore, Sarah <smoore@monmouth.edu> wrote:

They must be at th
[REDACTED]
The logo for Monmouth University, featuring a large, stylized letter 'M' followed by the words 'MONMOUTH UNIVERSITY' in a serif font.
Sarah Moore
MAT/MSED Program Advisor
McAllan Hall, Rm. 123C
PH:732-263-5689
FX:732-263-5640

From: Lauren Resni
Sent: Monday, Dec
From: [REDACTED] Sent:
Monday, December 05, 2016 10:45 AM

T To: Moore, Sarah <smoore@monmouth.edu>

S Subject: Re: Classes

I I am taking the courses at Monmouth University! If that's what you recommend I can sign up for the British and Irish Literature class.

L [REDACTED]

C On Mon, Dec 5, 2016 at 10:05 AM, Moore, Sarah <smoore@monmouth.edu> wrote:

[REDACTED],
I would strongly recommend that you look for a course in American and/or Brit Lit. Your intro to lit courses: EGL 100, 201, 261 should weakness in understanding literature....I think you need to beef up that area of study. Where are you taking the courses?

Sarah Moore
MAT/MSED Program Advisor
McAllan Hall, Rm. 123C PH:[732-263-5689](tel:732-263-5689)
FX:[732-263-5640](tel:732-263-5640)

I -----Original Message-----

From: [REDACTED]
Sent: Saturday, December 03, 2016 12:19 AM
To: Moore, Sarah <smoore@monmouth.edu>
Subject: Classes

Hi! This is [REDACTED]. I expressed interest in the masters program for Secondary Education with English and was told r needed to complete 9 credits in Level 3-4 English Classes and the English praxis. This term I took Environmental Rhetoric. This spring term I am signing up for two English courses and hopefully completing the 9 credits. I will also be taking the praxis. While registering I became curious as to whether EN-451-50, or Advanced Creative Writing would count. Let me know whenever you have a spare minute.

Lauren Resnikoff
Sent from my iPhone

ruL+k 21 7 — Union CL2.Qtz,, STUDENT ADVISEMENT SHE

b.CòCCEd.-—

Monmouth University
Department of Curriculum & Instruction - School of Education

5038 (P)

MAT.CERT.912
Subject Certification (36 credits)

Praxis II Content

Knowledge: English, Math, Science, Social Studies\

Name



Candidate's MU ID #

Specialization

Coùrsè:.. - CòitSe- TitIS.:

ED 510	Foundations of Education	3	Fieldwork (20 hours)
	Content Literacy		Fieldwork 75 hours)
ED 529	Teaching Diverse Populations	3	Fieldwork (35 hours)
ED 550			
ED 552	Child and Adolescent Development	3	
Content	Select one: ED 564 MA D 578 E , ED 579 SS, ED		Fieldwo . 0-10 hours. Dependent on
Methods I	566 ci		
Content	Select one: ED 5651 M ED 585 E ED 580 SS, ED		(Stude achin Fieldwork: 50 100 D

Methods II

when candidate complètes l' Practice
Student Teaching)
Cho from among:

Approved

ED •500 15 hrs

wV Elective

ED 606 D 583, EDS 534, EDS 535, EDS
500 or other

Choose from among:

9 s 5-34 30 h vs

ED 606, ED 583, 53 DS535J EDS
500 or other

TS APPROVED			
Elective	50s 537		3
ED	Praxis II Pass/Fail		
	Clinical Practice (Student Teaching)		
ED 593	Prerequisites: Successful completion of all required coursework. Passing Score on the appropriate Praxis II Content Knowledge Test(s).		9

q g J -rso

Revised 3/1/17

Choose from among:

ED 606, ED 5831 EDS 534, DS 535, DS 500 or other

ç-Le-L-v '1.0

edTPA assessmen

Undergraduate Candidate Monitoring													
Program	Admission	Monitor	Retention	Monitor	Clinical Practice: Entry	Monitor	Clinical Practice: Exit	Monitor	CP: Completion	Monitor	Alumni	Monitor	
Initial: Elementary, Secondary, K12, and Teachers of Students with Disabilities	Content Area Major	SOE Advisors	Disposition Survey	ED250 Faculty, Assistant Dean	Clinical Practice Application	Director of Field Placements, Credential Officer, SOE Advisors	edTPA	Credential Officer, Director of Field Placements, Assistant Dean	GPA 3.0 (minimum)	SOE Advisors, Credential Officer	Alumni Feedback	Dean, Associate Dean, Assistant Dean	
	SOE Orientation	Deans, Chairs, Program Directors	GPA 3.0	SOE Advisors	Praxis Subject Assessment	Credential Officer, SOE Advisors	Clinical Practice Observations (skills and dispositions)		Exit Survey	Assistant Dean	Employer Feedback		
	SAT, ACT	SOE Advisors, Credential Officer	Early Field Surveys (all four InTASC categories)	Coordinator Early Field, Assistant Dean	LTI Test Requirements (OPI, OPIC)	SOE Advisors, Credential Officer	CPAST (all four InTASC categories) Midterm and Final		Audit Requirements	Credential Officer	EPPAR		
	Praxis CORE		Key Assessments	Faculty	GPA 3.0	SOE Advisors, Credential Officer	GPA 3.0		State Requirements				
	GPA 3.0	SOE Advisors							edTPA	Credential Officer			
									Certification Application Meeting				

MAT Candidate Monitoring												
Program	Admission	Monitor	Retention	Monitor	Clinical Practice: Entry	Monitor	Clinical Practice: Exit	Monitor	CP: Completion	Monitor	Alumni	Monitor
Initial: Elementary, Secondary, K12, and Teachers of Students with Disabilities	Content Major	MAT Program Advisor	Disposition Survey	ED510 Faculty, Assistant Dean	Clinical Practice Application	Director of Field Placements, Credential Officer, MAT Program Advisor	edTPA	Credential Officer, Director of Field Placements, Assistant Dean	GPA 3.0 (minimum)	MAT Program Advisor, Credential Officer	Alumni Feedback	Dean, Associate Dean, Assistant Dean
	MAT Orientation	MAT Program Director, MAT Program Advisor	GPA 3.0	MAT Program Advisor	Praxis Subject Assessment	Credential Officer, MAT Program Advisor	Clinical Practice Observations (skills and dispositions)		Exit Survey	Assistant Dean	Employer Feedback	
	SAT, ACT, GRE	MAT Program Advisor, Credential Officer	Early Field Surveys (all four InTASC categories)	Coordinator Early Field, Assistant Dean	LTI Test Requirements (OPI, OPIC)	Credential Officer, MAT Program Advisor	CFAST (all four InTASC categories) Midterm and Final		Audit Requirements	Credential Officer	EPPAR	
	Praxis CORE		Key Assessments	Faculty	GPA 3.0	MAT Program Advisor, Credential Officer	GPA 3.0		State Requirements			
	GPA 3.0	MAT Program Advisor							edTPA			
	Essay	MAT Program Advisor							Certification Application Meeting			

Monitor Point 1: Admission. At the undergraduate level, candidates must have a 3.0 GPA to major in Education, and they must also select one of the identified content area majors. They also are required to pass the PRAXIS Core assessment if they did not meet the ACT/SAT standard. All new candidates must attend a mandatory SOE orientation where they learn about program requirements, the electronic portfolio, field placements, and the importance of advisement.

Additionally, MAT candidates write an essay explaining reason for pursuing the MAT. They are expected to have completed the content discipline prior to beginning the graduate program. Some MAT candidates are admitted to graduate study before a coherent sequence of at least 30 credits in a recognized liberal arts discipline (e.g., art, English, mathematics) has been completed. These candidates are expected to complete all remaining undergraduate coursework before completion of the program. As part of the admission process, candidates must have an undergraduate GPA of 3.0. Candidates are either denied, fully accepted, or conditionally accepted. For those who are conditionally accepted, they must meet regularly with their MAT program advisor until all conditions have been met.

Monitor Point 2: Retention. Each semester numerous efforts are taken to improve retention of UG and MAT candidates in the education programs. Dispositions are measured through surveys in specified courses and are reviewed by faculty and chairs. Faculty also monitor key assessments and record data specific to SPAs. GPAs are monitored each semester after grades have been posted to ensure candidates are meeting the 3.0 GPA average. Surveys are given each semester to complete on candidates in their early field experience as well.

Monitor Point 3: Entry to Clinical Practice. Applications for clinical practice (i.e., student teaching) must be submitted to the Office of Certification, Field Placements, and School Partnerships by January 31st for fall and spring placement of the following year. At this time, candidates are screened to ensure that they meet the 3.0 GPA, academic and professional standards required for state certification. Candidates must complete the appropriate Praxis ~~H~~ subject assessment with a passing score prior to clinical practice and to meet the requirement for

NJ state certification. The Certification Officer receives all Praxis scores on a weekly basis. The scores are entered into a database and data is shared with administration, advisors, and department chairs. *Candidates seeking Spanish certification must also earn a passing score on the official OPI/OPIc prior to clinical practice.* Passing Praxis score reports are uploaded into Foliotek. The SOE advisors follow up with each candidate who did not pass to advise them on a course of action. Those who did not pass are given information on resources available to them, which is updated regularly. They also meet with their advisors to develop a plan and identify which supports they will use. The Assistant Dean generates a report for each program and verifies which core assessments have been completed for each student. This information is entered into the SOE shared drive and is also shared with the appropriate professionals (e.g., advisors, SOE program directors, faculty).

Monitor Point 4: Exit from Clinical Practice. Candidates must receive a passing grade on their clinical practice experience. Clinical Faculty complete Clinical practice observations measuring skills and dispositions. Additionally, they complete the valid and reliable Candidate Preservice Assessment of Student Teaching (CPAST) at midterm and final. Students must also meet the cut score for the edTPA. University Clinical Educators also complete a midterm and final student teaching evaluation. The Credential Officer verifies that the candidate has successfully completed the two final assessments during clinical practice and has the required GPA of 3.0 for licensure.

Monitor Point 5: Program Completion. All candidates must attend a certification meeting at the completion of Clinical Practice prior to graduation. The Credential Officer reviews each candidate's audit and other state licensure requirements to ensure all requirements have been met. The Credential Officer verifies that all final components (3.0 GPA; Audit requirements fulfilled; edTPA, and surveys) have been satisfied and enters this information into the SOE Database. The candidate then completes a state application for certification, which is submitted to the NJDOE. The Credential Officer verifies all program completers for the SOE.

Monitor Point 6: Alumni. Once candidates graduate, the SOE continues to collect data on the graduates and program. Each year the NJDOE provides an EPP annual report that includes data

on enrollment, Praxis, teacher impact, completion, etc. Each year a cohort of graduates is selected to complete an alumni survey. In addition, employer feedback is received through employer surveys, which is administered every two years with groups of P12 administrators.

Key Element	Data Source	Data Collection and Initial Review Responsibility	Timeline	Review & Use of Data
Quality and Effectiveness of Academic Programs	Entrance: Praxis Core/SAT/GRE/ACT/GPA	Certification Officer	E/semester	Deans Advisory Council Deans Educational Leadership Council Faculty Meeting UTEAC
	Key assessment Data collection: CAEP, SPA, state and national standards	Program Directors, Assistant Dean(CAEP coordinator)	E/semester	
	Praxis II Content Assessment	Certification Officer/Deans	E/month	
	Survey Data	Assistant Dean/Deans	E/Semester	Faculty Meetings Clinical Supervisors Partnership committees Deans Educational Leadership Council
	Clinical Experience (Early Field Assessment)	Early Field Coordinator	E/semester	
	Clinical Practice (CPAST)	Field Placement Director	E/Semester	
	edTPA	Assistant Dean/Deans	E/Semester	
NJDOE EPP Reports	Deans	Yearly		
Faculty Promotion and Tenure	Course Evaluations: SIRS/IDEA	Dean/Provosts office	E/Semester	Associate Dean, Dean, Provost review. Promotion and Tenure
	Tenure and Promotion Process	Dean and Provost	Yearly	
	Review of Scholarship		Yearly	
	Grants and awards		Yearly	
Resources	Exit Survey	Assistant Dean/ Deans	E/Semester	Deans, Deans Educational Leadership Council (DELIC), Faculty meetings, UTEAC, Dean’s Advisory Council
	Alumni Survey			
	Employer Survey			
	Advisement Schedules	Advisors/Assistant Dean	Yearly	

Governance	Admissions and Recruiting policies and procedures	Undergraduate Admissions Graduate Admissions	Yearly	Deans, DELC, Department Chairs, Program Directors
	Grading Policies	Department Chair Program Directors	Yearly	Faculty, Department Chairs, Program Directors
	Catalog	Department Chairs, Dean's Office	Yearly	Department Chairs, Program Directors, Certification Officer

Appendix 3.11a

Quality Assurance System- Operational Effectiveness

CAEP 5.1

	School of Education Website	Department Chairs, Dean's Office	ongoing	Deans Office, Department Chairs, Program Directors
Diversity and Social Justice	IDI	Social Justice Committee	Spring 18	Deans, DELC, Faculty Meetings, Department Meetings
	Diversity in Content Courses	Department Chairs and Program Directors	Yearly	Deans, Department Meetings
	P-12 Demographics by NJDOE	Deans, Certification Office, Office of Planning and Decision Support	Yearly	Deans, Department Chairs, Program Directors
	MU SOE faculty and student diversity			
Budget	Budget Allocation for SOE	Dean	Yearly	Deans, Department Chairs
	Departmental Budgets	Department Chairs/Program Directors		
Innovations	Clinical Practice: Teacher Residency Program	Deans, Deans, Office of Clinical Practice & Field Placement	Yearly	Deans, DELC, Department Meetings, Faculty Meetings, Partnership Meetings
	Transformative Learning Grants	Associate Dean, Dean		

Partnerships	Academies: Principals', Superintendents', Special Services', Business Administrators'	Deans, School Partners, School Based Clinical Educators,	Yearly	Deans Advisory Council, Deans, DELC, Department Meetings, PDS Advisory Committee, Academy Steering Committees
	CJCEE			
	PDS School			
	Mentor Academy			
	Substitute Teacher Academy			

Wednesday, April 25, 2018

Samuel Hay Magill Commons Club Lounge

Council Attendees:

Steve Bray '04M
Joyce DeJohn
Bill George '97M
Keith Green (call-in)

MU Attendees:

John E. Henning, Dean
Tracy Mulvaney, Assistant Dean
Bernie Bragen,
Emily Miller-Gonzalez, Director, Leadership Programs

MU Student Representative:

David Glass '18

Teacher Residency Program

David Glass, a dual-major in Education and History, will be graduating in May '18. He is currently participating in the Teacher Residency Program, through his student teaching placement and substitute teaching at Middletown Township Public Schools, at the high school level. While David's clinical placement is in a 9th grade classroom, he has been called on to substitute teach across grades K-12.

He shared many benefits of the Teacher Residency Program, including: the opportunity to work with a cooperating teacher, as well as working alone to develop strong classroom management skills, the ability to build a strong rapport with the school, and being called on to cover classes, enhanced level of confidence in the classroom, etc. David was also appreciative of the many professional development opportunities that emerged from participating in the Teacher Residency Program, such as speaking at the AACTE National Conference in Baltimore, MD in March.

Bill George also shared his observations about the pilot year for the Teacher Residency Program. He and Bernie Bragen agreed that research supports David's experience – namely, the more time spent in the classroom as a preservice teacher, the better-prepared teacher candidates are for their first full year of teaching. Bill also mentioned that Monmouth would be presenting to area high school students as part of "Tomorrow's Teachers," to encourage New Jersey's best and brightest to consider the field of teaching/education.

John Henning also mentioned that leadership from the University of Texas system has been in touch with him, following the AACTE panel presentations, to discuss the Teacher Residency Program. John would love for Monmouth to become not only a regional leader in innovative teacher preparation, but also a national example for other colleges/schools of education. Optimally, according to John, Monmouth will engage students for 3-4

years in the Teacher Residency Program, placing them in the classroom a few times a week as part of their apprenticeship. One of the biggest challenges, according to John, is clearing a space in the students' schedules to allow for participation in the Teacher Residency Program.

The Council agreed that if freshmen and sophomores perceive the Teacher Residency Program as a path to employment, and understand that participation therein will reduce or altogether eliminate their need to work part-time during college, that they will be more likely to sign on to the program. While the School has hosted

Joyce DeJohn related her nursing experience at Monmouth Medical Center to the Teacher Residency Program, suggesting that students who engage in real-world professional experience during school will be better situated to launch their career upon graduation. She also offered a “parent perspective,” suggesting that substitute teachers who become a part of the school community will be well received and appreciated by parents and families of students.

informational sessions on the Teacher Residency Program over the past year, it was suggested that the School offer similar sessions during New Student Orientation, to help introduce students to the Program at the earliest point possible in their college career.

Doctor of Education in Educational Leadership

Bernie Bragen shared updates on the Ed.D. Program. He provided some background on program development, indicating that over an 18-month period, John Henning and his team of Teaching Fellows were able to develop a full doctoral program curriculum, approved by the State.

Many of the Teaching Fellows are local superintendents, adding a superior level of credibility and practical application to the program. Of the 21 students originally enrolled in the first cohort, 20 remain after the first full year, and we are aiming for similar enrollment and retention numbers in the coming years. Most of the students in this first cohort are current school administrators.

Connected to their dissertation, each student must develop a transformative capstone project, initiating positive and long-lasting change within their school/district. To date, four of these projects have already received IRB approval, and another six are in process. Examples of these research projects include looking at ways to reduce chronic absenteeism, and implementation of Kahn Academy within the doctoral candidate’s school district.

In the future, the School may consider adding concentrations such as Curriculum and Instruction, and Special Education, and may possibly expand the program across the University to a doctorate in Leadership, thereby appealing to many disciplines, and enabling greater collaboration and interdisciplinary work among faculty.

Bill George offered a superintendent’s perspective on the Ed.D. Program, saying that he wants research in his schools to encourage purposeful practice. He commended Bernie and John on the development of a doctoral program that enables personalized learning and values the student voice.

Accreditation

Tracy Mulvaney shared updates on the accreditation process with the School’s various accrediting bodies. She prefaced her overview by indicating that the focus, for most of the accrediting groups is now on continuous improvement, whereas it was previously on compliance. Tracy walked the Council through a PowerPoint presentation, to help explain the programs seeking accreditation within the School of Education, and the processes/timelines for each.

Appendix 3.11b

Sample Partnership Advisory Committee Minutes

The Council for the Accreditation of Educator Preparation (CAEP) works with initial teaching programs, the Council on Academic Accreditation (CAA) works with the Speech Language Pathology Program, and the Council for Accreditation of Counseling & Related Educational Programs (CACREP) covers School Counseling.

Two programs within the Department of Educational Counseling and Leadership, School Counseling, and Student Affairs and College Counseling are currently accredited through March 31, 2019. The School needs to submit an interim report by October 1, 2018, although Tracy has set an aspirational deadline at the end of the summer, to receive accreditation through March 31, 2025.

The Department of Speech Language Pathology submitted a self-study to CAA in February 2018, and a site visit from CAA is planned for October 2018, with an accreditation decision to be made in early 2019. The self-study for CAEP is due July 18, 2018, with a site visit from CAEP scheduled for April 13-16, 2019. Of particular note, the School of Education at Monmouth has received National Recognition for Specialty Professional Associations (SPA) for 13 programs – see table below.

Undergraduate	Graduate
P-3	P-3
Elementary Education	Elementary Education
Math	Math
Science	Science
Social Studies	Social Studies
Teachers of Students with Disabilities	Teachers of Students with Disabilities
	Learning Disabilities Teacher Consultant

Tracy also shared figures for program completion and employment rates among the speech language pathology, school counseling, and student affairs and college counseling programs from the 2017 Annual Reports – see table below.

	Speech Language Pathology	School Counseling	Student Affairs and College Counseling
Program Completion Rate	100%	100%	100%
Employment Rate	96%	60%	60%

About the initial teaching programs, Tracy shared the following information about program completers, as well as number of teaching endorsements.

Completers: Grad = 36; Average GPA 3.85
 Completers: UG = 99; Average GPA 3.53
 Content knowledge (Praxis exam) = 100%

# of Endorsements	MU % employed	State % employed
1	60%	62%
2	77%	70%
3	100%	80%

Tracy asked the Council to consider what data might be helpful for the School to include on a website dashboard, as well as other print materials, that would be helpful for prospective students, parents, and our

community. Joyce and Steve suggested including the stats on employability w/increasing endorsements, and including a brief definition of “endorsement.” They also felt that information on class ration, as well as information on testing success would be helpful to prospective students and families.

Strategic Plan

John provided an overview of the School’s five-year goals, developed with help from Business School faculty member, Gene Simko. Professor Simko led the Education faculty through a SWOT analysis exercise earlier in the year, which John will provide to the Council at a future time. He invited the Council to take a look at the recently developed five-year goals, and offer any immediate feedback. Goals include:

Goal 1: To maintain and develop processes that foster continuous improvement.

Goal 2: To develop new programs and initiatives for the purpose of enhancing competitiveness and cultivating a state and national reputation for program innovations.

Goal 3: To further develop school and community partnerships for the purpose of providing outstanding professional education while serving the community.

Goal 4: To promote an enhanced awareness and practice of social justice.

Goal 5: Leadership TBD

Goal 6: To develop a state and national reputation for innovative teaching and learning for the School of Education.

Miscellaneous

John applauded Keith Green and Autism MVP Foundation for hosting another wonderful Brewing Awareness for Autism event on April 21. He also mentioned the recent reception hosted by Monmouth for Autism MVP Foundation board members to hear first-hand from the Autism Program Improvement Project staff, Professor Stacy Lauderdale and Professor Mary Haspel, about the initial findings from their work in public schools observing teachers of students with autism. Stacy and Mary are presenting nationally on these findings, and offerings suggestions of evidence-based ways to prompt and reinforce students with autism. Emily will follow up with a link to the short info video on the Autism Program Improvement Project.

He shared his thanks for the renewed pledge of support from Autism MVP Foundation for \$15,000 for this calendar year. Keith put in a plug for the 4th Annual Autism MVP Walk in November. Details to follow.

John invited Council members to attend the upcoming Monmouth University-William Roberts Charitable Foundation Outstanding Teacher Awards Dinner on May 3 to celebrate the impact of outstanding secondary teachers on graduating Monmouth seniors.

Sample Partnership Advisory Committee Minutes
Professional Development School Committee

Meeting Agenda

June 8, 2017

4:00-5:30 PM, Room MCC146

Invitees: Please see attached list

- 1) Welcome and thanks
- 2) Teacher Residency Program, John Henning
- 3) edTPA and Praxis Data, Tracy Mulvaney
- 4) Clinical Practice Final Evaluation of Candidates, Tracy Mulvaney
- 5) Partnership Meetings, John Henning
- 6) Partnership Agreements, John Henning
- 7) Other
- 8) Adjournment

Professional Development School Committee

Meeting Agenda

June 8, 2017

4:00-5:30 PM, Room MCC146

Invitees: Please see attached list

- 1) Welcome and thanks for coming
- 2) Teacher Residency Program, John Henning
 - a) Approximately 40 students in four school districts: Eatontown, Woodbridge, Middletown and Hazlet
 - b) The students are getting themselves licensed for substitute teaching
 - i) Christine Grabowski: they are interested in sophomore students, to see how they do, to see if they will be good candidates for junior year's observation and clinical practice hours at the same school.
 - ii) John Henning: regarding sophomores, they are young and unpracticed, but this program can take the place of other part time jobs that they have, and combine their major and their part time job.
 - iii) Christine noted that building relationships with students is important, as they become invested in the school where they are placed. They become familiar with the staff and processes in the school, along with learning to teach.
 - iv) If sophomores spend one day a week at a school, it is a greater opportunity to learn than the 35 hours required, spread over one year. They will be more confident, and better prepared.
 - v) Hazlet will incorporate the residency students in their summer enrichment program.
 - vi) Corina Earle noted that Rutgers is also considering creative ways to combine subbing and clinical hours.
- 3) Partnership Groups
 - a) John: Each school at Monmouth is required to have a Dean's Advisory Council, which will meet three times a year. Our SOE group has superintendents, principals, assistant principals, and they discuss all school of education related topics, and give advice on issues related to all SOE things.
 - b) He was hoping that the concept of this group, The Professional Development School Committee, will be the group that can help disseminate new information to teachers quickly, as education is evolving so quickly and we are often speaking about new practices.
 - c) John's meeting objective: find out how can we use the residency students in your building to free up some time for your teachers to attend professional development meetings here at Monmouth?

Appendix 3.11b

Sample Partnership Advisory Committee Minutes

- i) Christine said she thinks that scheduling each residency student for their own same day each week is best. Any professional development meetings planned on days that students are in school, the student will be the first choice for the sub, and if there are no sub required for the day, the student will be placed elsewhere. They can experience different grade levels and that will give them a more diverse experience.
- d) When and how often to meet?
 - i) Fall: Mid-September is better than the first week of school. Christine said the week of 9/18 is best if the meeting is during a school day, because of Back to School nights.
 - ii) Winter: the week of Feb. 5th
 - iii) If we need a third meeting, May is better than June.
- 4) edTPA and Praxis Data, Tracy Mulvaney
 - a) Discussion of Data, Discussion of improvements to make
- 5) Clinical Practice Final Evaluation of Candidates, Tracy Mulvaney
 - a) Accreditation issues need us to improve on the final evaluation tool for students in clinical practice.
 - i) There is a new evaluation tool from Ohio State that is aligned to new INTASC and edTPA standards and is reliability and validity tested.
 - ii) Our data would be shared with Ohio State for their use.
 - iii) It gives our data validity, reliability and credibility to our programs.
 - iv) They work with FolioTek at other colleges.
 - b) Christine G asked if the cooperating teachers would be trained on this, as clinical supervisors are given limited time with the students each semester.
 - i) Tracy: this document will create an opportunity for the clinical supervisor to have conversations with the cooperating teacher. But this brings up a good point: cooperating teachers will need training.
 - (1) Training is online, about 1.5 hours and costs \$5 per attendee. Dean Henning said that he sees no problem for us to pay for cooperating teachers to be trained.
 - (a) Christine added that this will also serve as part of the teacher's online professional development requirement for the year too.
 - c) When to offer training to supervisors and cooperating teachers?
 - i) We need to make it easy to take this training. We have to think about how to deliver this training so it is accessible. Corina will put this on the agenda for Tracy's meeting to discuss.
 - ii) To use it in the fall, the cooperating teachers will have a lot of input
 - iii) John: the teacher's education retreat, part of the retreat can be about this assessment.
 - d) Jiwon had a question about using this along with existing SPA topics.
 - i) Tracy said yes, as this is for the basic INTASC standards, you will be able to add your SPA to this general rubric.
- 6) Partnership Meetings, John Henning
- 7) Partnership Agreements, John Henning

Appendix 3.11b

Sample Partnership Advisory Committee Minutes

- 8) Other
- 9) Adjournment

Partnership Advisory Council**Agenda****May 23, 2016**

Attendance: Harvey Allen; John Bormann; Sue Compton; Greg Duffy; Jim Erhardt; Linda Foster; Emily Gonzalez; Wendy Harriott; Michael Salvatore; Nicole Santora, William Smith

1. After introduction, Dean Henning facilitated discussion on an initial plan for the school's proposed Ed. D Program. The school is planning for a fall 2017 completion date.
 - Harvey Allen-went over the program design beginning with the diagram handout. Key themes center on the transformative leadership project which is the capstone project which they will begin on day one of their program.
 - Every course that's taught will be guiding them toward capstone project
 - It will use a cohort model which can be collaborative depending on the group.
 - Greg Duffy said that he would be interested in participating in a collaborative cohort. He has worked with Ed Alderelli, a principal in the same school district.
 - Sue Compton said that it would be a good area for a study
 - Mike Salvatore said it was a great idea to start with a project in the beginning. He likes the collaborative piece but it may be challenging. He suggested front loading it with things that would be related. John Borlan said that there needs to be a horizontal relationship to connect research to the capstone project.
 - Nicole Santora said that her master's degree taught her how to become a manager and her doctorate degree taught her how to become a leader. Some of the courses are master's level. They need to be amped up more (GD).
 - Dean said that practice is a key component of inventing new knowledge and making something new in the field. Often research comes later.
 - The sequence chart (page 11 of handout) was designed so that sequence could be interchangeable with more than one cohort which gives it a mentoring and recruitment advantage. One cohort would be taking class first time, with a more experienced cohort.
 - Joh Bormann said sequence is fine; it's-what's in them that makes the difference. Combined courses it needs to be on doctoral level.
 - Sue Compton said that she has seen this design in other doctoral programs and it works.
 - The doctoral degree could take 3 years or two years with a summer program. There will b a lot of field work which could be integrated with things that they are doing in their own districts.
 - Mike Salvatore recommended candidates to ask their district superintendents what research project they would recommend which would be beneficial to the district.
 - Greg Duffy suggested having a cohort from more than one district work together. It would be interesting if the districts were different sizes. Dean Henning said that such a partnership would help candidates see what it would take to make a transformative change.

Appendix 3.11b

Sample Partnership Advisory Committee Minutes

- Faculty search-We recently conducted a search for academic and experiential candidate which failed. We are going to re-advertise for the position.
 - Course development-We will also need instructors. We do have SOE faculty who can teach some courses. This would be an Ed Leadership degree but once the program gets going we add other tracks during the summer.
 - There will be a cutting edge technology component as well as resource management.
 - Mike Salvatore suggested that they cover strategic planning, there are also contemporary issues such as the rising costs of healthcare.
 - Dean Henning said that the writing piece is important. You are going to understand concepts differently in the second semester. The way you write it is the way you teach it. A big part of the program is literacy. Nicole Santora said that we should make sure that the research base aligns
 - If it is well outlined you will see the fluency of the program.
 - How do we ensure we get the right content to help superintendent successful and to think outside the box? The capstone project will bring it all together.
2. Graduate Programs
- Master of Arts of Teaching – Accelerated Masters-We are looking at a 3 semester model. All of the students would do a year long experience
 - Masters of Education
 - Alternative Licensure Program

3. edTPA Implementation- involves-reflection, writing and students filming themselves in the classroom.

- It is a National Measure
- NJ is requiring it for fall 2017
- It is a performance assessment. Two out of three passed outright and one needed to improve classroom management and passed.
- Each test is \$300
- We will give eight vouchers in the fall and spring. This will compliment the yearlong program as taping needs to be done early in the semester.
- They will archive videos for a certain time and then destroy them.

Methods Classes Pilot-We are working on methods that involve more experiential with supervision. Students prefer it. Student perception surveys. A great piece of data that shows she connected with the kids.

Videotaping-performance assessments-have students designate 2 or 3 classes experiential courses.

Student Perception Survey

5. Mentoring Teacher Candidate Workshop-paid a stipend \$100 per session. Last year he invited yearlong mentors. We had to rethink everything. It was very well received.

a. Fall

b. Spring – 72 participants

6. School Projects

a. Education

b. Monmouth University

7. Reorganizing the School of Education

8. Other Ideas?/Next Steps-Will Smith outstanding feedback for AP courses. It ends up being a best practice format. It is much more of a discussion opportunity. He will give out the feedback to PH.

SOB running a bridge project and we are collecting a list of ways we are collaborating with districts. What's different for him is to have all of the disciplines with projects out in the field. This isn't a complete list.

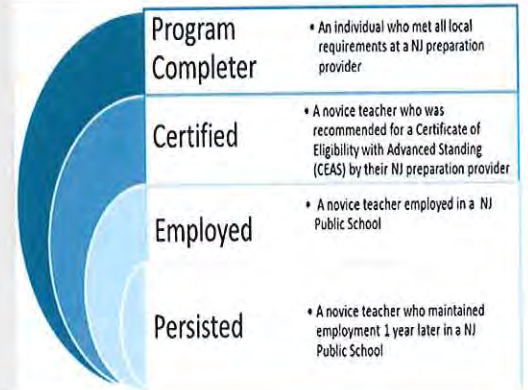
Closing how exciting it's been to be here for a year. Thinks Central Jersey most innovative innovators in the state. From the 1st day when he mentioned ideas he would hear "Let's try it" response. This was so helpful.

Monmouth University
Educator Preparation Program Performance Reports
2015-2017



Monmouth University Report

The goal of this report is to share the available state data on novice teachers that this Educator Preparation Provider (EPP) recommended for certification. The visual to the right describes the categories of information based upon data available. To create the report, the New Jersey Department of Education has synthesized data from multiple sources: NJSmart, TCIS, NJSure and other state data collections. The base of the report is a **1 year cohort of teachers who were certified in 2014-2015 with a CEAS and/or employed in the 2016-2017 school year (SY) in a New Jersey public school as of October 15, 2016.** Throughout the report, the graphics and tables reference their data source with a 1, 2, 3, or 4. For additional details see further explanation on the last page.



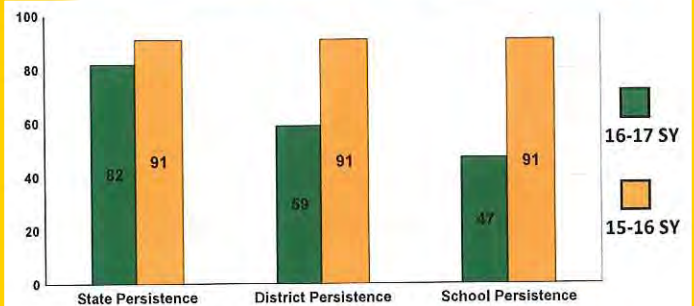
Hire Rate (1,2)

	2017	CEAS Statewide
Employed certified completer in 16-17 SY	111	68 % 65 %
CEAS certified completer in 14-15 SY	163	

	2016	CEAS Statewide
Employed certified completer in 15-16 SY	110	65 % 64 %
CEAS certified completer in 13-14 SY	169	

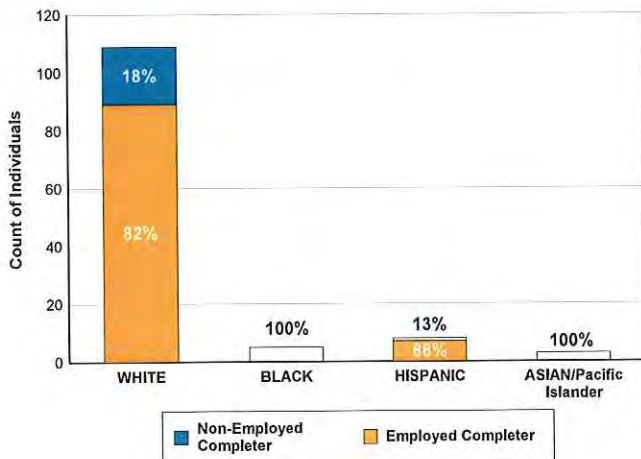
*The 1 year persistence count for the 16-17 SY is derived from the 14-15 SY certified completers

*Persistence (2)

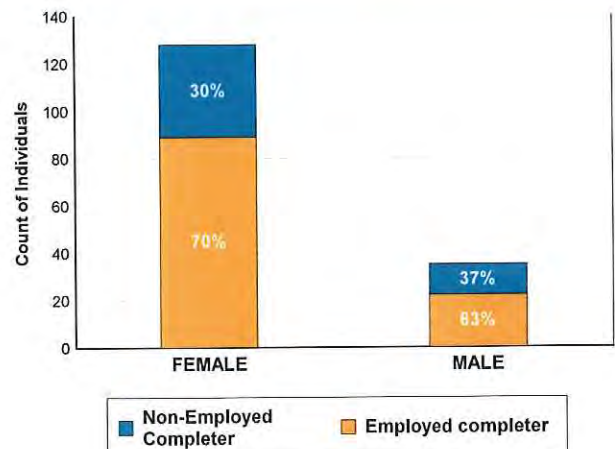


Persistence	Percent
Persisted In State in 16-17	90.1%
Persisted In District in 16-17	64.8 %
Persisted In School in 16-17	51.6 %

Race (2,3)



Gender (2,3)



1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



Novice New Jersey Public School Teachers Profile

The following tables capture information about where this EPP's New Jersey public school employed completers were hired as of October 15, 2016. The 'School Classification' table refers to our reward and priority schools. The 'Classroom Assignment: Teacher Shortage' table refers to individuals who obtained an endorsement in a teacher shortage area and are employed in a teacher shortage position. 'District Factor Group (DFG)' refers to the grouping of similar districts by socio-economic level. 'Compensation' refers to the average of all starting salaries of this EPP's public school employed completers by region.

School Classification (2)			
	Employed as of October 15, 2016	Percentage Employed as teachers	Percentage Employed Statewide
Priority Schools	2	2 %	2 %
Focus Schools	12	11 %	8 %
Reward Schools	0	0 %	0 %
Not Classified	97	87 %	89 %

Classroom Assignment: Teacher Shortage Area (1,2)			
	Individuals obtaining NJ CEAS	Employed as of October 15, 2016	Employed in Teacher Shortage Area
Teacher Shortage Area	97	77	36
Non-Teacher Shortage Area	66	34	

Both the School Classification Table and DFG table, may include multiple locations of employment.

District Factor Group (DFG) (2)			
	Employed as of October 15, 2016	Percentage Employed as teachers	Percentage Employed Statewide
A	5	5%	18%
B	12	12%	12%
CD	9	9%	9%
DE	21	20%	12%
FG	18	17%	10%
GH	21	20%	15%
I	12	12%	18%
J	4	4%	4%
Vocational	1	1%	1%

Compensation (2)		
	Median Salary	Number of Teachers
All Employed teachers in North region	\$ 51,818	17
All Employed teachers in Central region	\$ 52,962	68
All Employed teachers in South region	\$ 51,550	22

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



Novice New Jersey Public School Teachers Profile, cont'd

The following tables capture information about this EPP's certified completers. The 'Number of Endorsements' table shows the hire rates for completers with multiple endorsements. The 'Cumulative GPA' is the median GPA for all certified completers from an EPP. The 'EPP's Largest Programs' is a chart capturing the most prevalent endorsements earned by certified completers within this EPP and their hire rate.

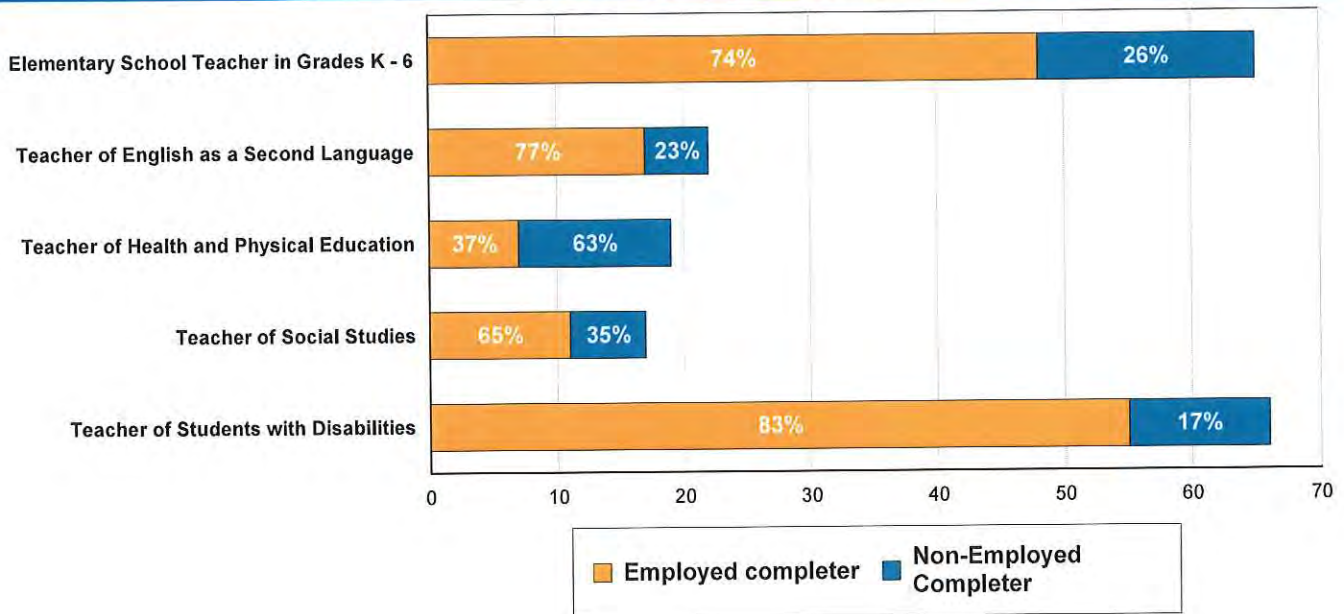
Number Of Endorsements Obtained and Employment (1,2)

	Individuals obtaining NJ CEAS	Employed as of October 15th, 2016	Percent employed as teachers
One Endorsement	89	53	60%
Two Endorsements	70	54	77%
Three or More Endorsements	4	4	100%

Cummulative GPA (4)

	Individuals obtaining NJ CEAS
Median GPA	

EPP's 5 Largest Programs (1,2)



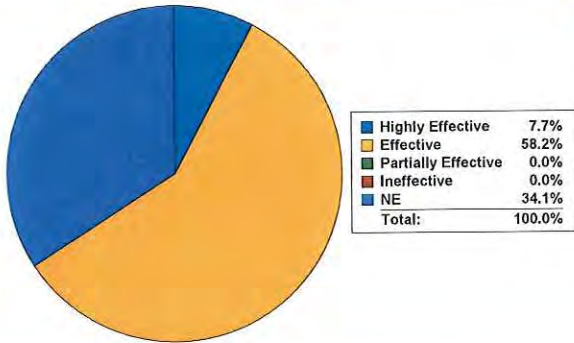
1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



Novice New Jersey Public School Teachers Profile, cont'd

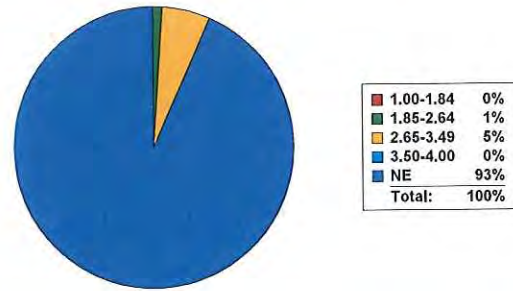
The charts and tables below capture **AchieveNJ** evaluation data for this EPP's 14-15 certified completers **employed and evaluated in a New Jersey Public School during the 15-16 SY**. The 'Evaluation' chart and table represents this EPP's employed completer's available summative evaluation rating. 'NE' means not evaluated. For further description about the evaluation tables, please see the last page.

Evaluation (2)



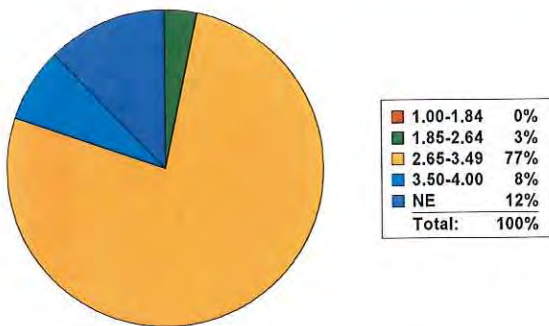
Summative Rating	Individuals evaluated in 15-16 SY
Highly Effective	7.00
Effective	53.00
Partially Effective	0.00
Ineffective	0.00
NE	31.00

Evaluation : Teacher SGP Score (2)



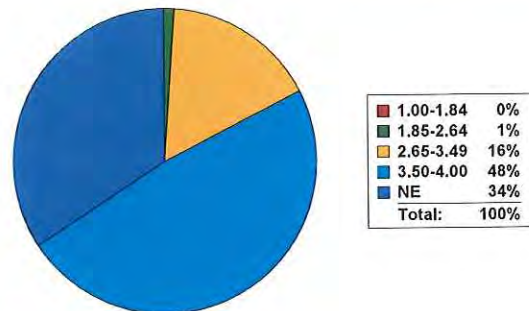
Summative Score	Individuals evaluated in 15-16 SY
1.00-1.84	0.00
1.85-2.64	1.00
2.65-3.49	5.00
3.50-4.00	0.00
NE	85.00

Evaluation : Teacher Practice Score (2)



Summative Score	Individuals evaluated in 15-16 SY
1.00-1.84	0.00
1.85-2.64	3.00
2.65-3.49	70.00
3.50-4.00	7.00
NE	11.00

Evaluation : Teacher SGO Score (2)



Summative Score	Individuals evaluated in 15-16 SY
1.00-1.84	0.00
1.85-2.64	1.00
2.65-3.49	15.00
3.50-4.00	44.00
NE	31.00

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



Novice New Jersey Public School Teachers Profile, cont'd

The tables on the remaining pages capture additional certification information about this EPP's certified completers and where applicable, employment data for those individuals that were hired as of October 15, 2016. The Praxis II table has a suppression of 10. If there are multiple tests listed, one is the old test (previous version) and one is the new test (current version).

Praxis II Results: Average Scaled Score (1)			
Praxis II Test	Test Cut Score	EPP Average Scaled Score	State Average Scaled Score
Elementary Education: Multiple Subjects Reading Language Arts Subtest (old)	165	175	177
Health and Physical Education: Content Knowledge (old)	151	165	160
Elementary Education: Multiple Subjects Science Subtest (new)	159	169	170
Mathematics: Content Knowledge	160	170	170
English Language Arts: Content Knowledge	167	175	177
Elementary Education: Multiple Subjects Social Studies Subtest (new)	155	164	166
Elementary Education: Multiple Subjects Mathematics (old)	164	173	174
Social Studies: Content Knowledge	157	163	166

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



Certification Endorsement Area and Employment (1,2)			
	Individuals obtaining NJ CEAS	Employed as of October 15th, 2016	Percent employed as teachers
Elementary School Teacher with Mathematics Specialization: in Grades 5 - 8	1	1	100%
Teacher of Chemistry	1	1	100%
Teacher of Spanish	3	3	100%
Teacher of Supplemental Instruction: Reading and Mathematics, Grades K-8	1	1	100%
Teacher of Preschool through Grade 3	7	6	86%
Teacher of Students with Disabilities	66	55	83%
Teacher of Mathematics	10	8	80%
Teacher of English as a Second Language	22	17	77%
Elementary School Teacher in Grades K - 6	65	48	74%
Teacher of English	13	9	69%
Teacher of Biological Science	3	2	67%
Teacher of Social Studies	17	11	65%
Teacher of Bilingual/Bicultural Education	2	1	50%
Teacher of Music	5	2	40%
Teacher of Health and Physical Education	19	7	37%
Teacher of Art	7	2	29%

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



New Jersey Department of Education
 Educator Preparation Provider Performance Report 2017
 Monmouth University

Transfer Student (4)			
	Individuals obtaining NJ CEAS	Employed as of October 15, 2016	Percent employed as teachers
Reported as transfered			%

State of Residence, Certification (4)			
	Individuals obtaining NJ CEAS	Employed as of October 15, 2016	Percent employed as teachers
Reported as Out of State while enrolled in program			%

Area of Study (4)			
	Individuals obtaining NJ CEAS	Employed as of October 15th, 2016	Percent employed as teachers
			%

Classroom Assignment: Content Area (1,2)		
	Employed as of October 15th, 2016	Percent employed as teachers
Health and Physical Education	5	4 %
English Language and Literacy	13	11 %
Fine and Performing Arts	4	3 %
Life and Physical Sciences	3	3 %
Math	14	12 %
Early Childhood Education(PK-K)	9	8 %
Social Sciences and History	6	5 %
ESL	8	7 %
Elementary Generalist	33	29 %
Foreign Language and Literature	3	3 %
Special Ed	17	15 %

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



New Jersey Department of Education
Educator Preparation Provider Performance Report 2017
Monmouth University

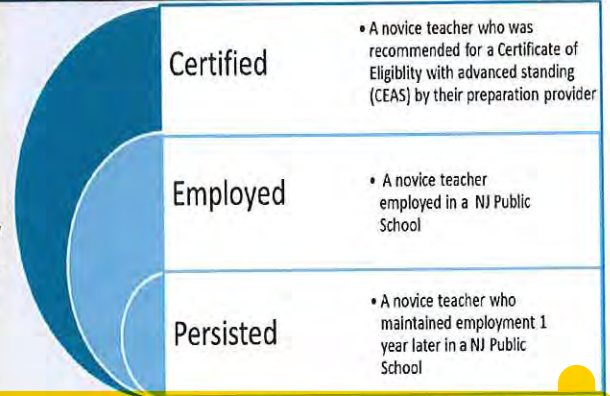
Data Source Notes: Certification data is submitted to the NJ Department of Education (NJDOE) by EPPs or individual candidates via the Teacher Certification Information System (TCIS) and is verified by the EPPs prior to publication of the EPP Performance Reports. Employment data is submitted to the NJDOE by school districts and gathered from New Jersey's student- and staff-level Standards Measurement and Resource for Teaching data system (NJS MART) data. Higher Education data is submitted to the NJDOE by Institutions of Higher Education and collected from the Office of the Secretary of Higher Education's Student Unit Record system (NJSURE). Not all Institutions of Higher Education are required to submit data to the NJSURE database. Non-submitters have been noted accordingly. For compensation data, North Region includes: Bergen, Essex, Hudson, Morris, Passaic, Sussex, and Warren Counties. Central Region includes: Hunterdon, Mercer, Middlesex, Monmouth, Somerset, and Union Counties. South Region includes: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean, and Salem Counties. The areas considered DFG A and geographic shortage areas are: Asbury Park City, Atlantic City, Bridgeton City, Buena Regional, Camden City, City Of Orange Twp, Commercial Twp, Dover Town, Downe Twp, East Newark Boro, East Orange, Egg Harbor City, Elizabeth City, Fairfield Twp, Fairview Boro, Irvington Township, Keansburg Boro, Lawrence Twp, Millville City, New Brunswick City, Newark City, North Wildwood City, Passaic City, Paterson City, Paulsboro Boro, Penns Grove-Carney's Pt Regional, Perth Amboy City, Pleasantville City, Quinton Twp, Salem City, Seaside Heights Boro, Trenton City, Union City, Vineland City, Washington Twp, Wildwood City, and Woodbine Boro. Suppression rules have been applied to Praxis II data. For the evaluation data, the 'Teacher Student Growth Percentile (SGP) Score' chart and table represents this EPP's employed completer's available SGP scores for teachers that were teaching in tested grades and subjects. 'Teacher Practice Score' chart and table represents this cohort's employed completer's available scores from local observations. The 'Teacher Student Growth Objective (SGO) Score' chart and table shows this cohort's employed completer's available SGO scores. Any questions or inquiries regarding the information contained in this report, please email rpr@doe.state.nj.us

- 1 TCIS
- 2 NJS MART
- 3 NJSURE
- 4 Non-submitter to NJSURE



Monmouth University Cohort Profile

The goal of this report is to share the available state data on novice teachers this Educator Preparation Provider (EPP) recommended for certification. The visual to the right describes the categories of information shared based upon data available. To create the report, the NJ Department of Education has synthesized the data from multiple sources: NJSmart, TCIS, NJSure and other state data collections. The base of the report is a 2 year cohort of teachers who were certified in 12-13 and 13-14 with a CEAS; employed in the 2015-2016 SY in a New Jersey public school as of October 15, 2015. Throughout the report, the graphics and tables reference their data source with a 1, 2, 3, or 4. For additional details see footnotes and a data explanation on the last page.



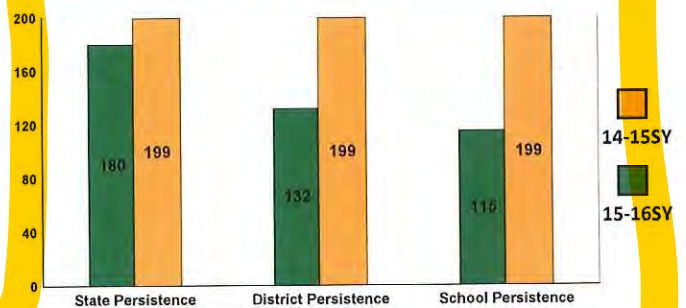
Hire Rate (1,2)

	2016	CEAS Statewide
Employed certified completer in 15-16 SY	232	65 %
CEAS certified completer in 12-13 and 13-14	357	

	2015	CEAS Statewide
Employed certified completer in 14-15SY	229	57 %
CEAS certified completer in 11-12 and 12-13	399	

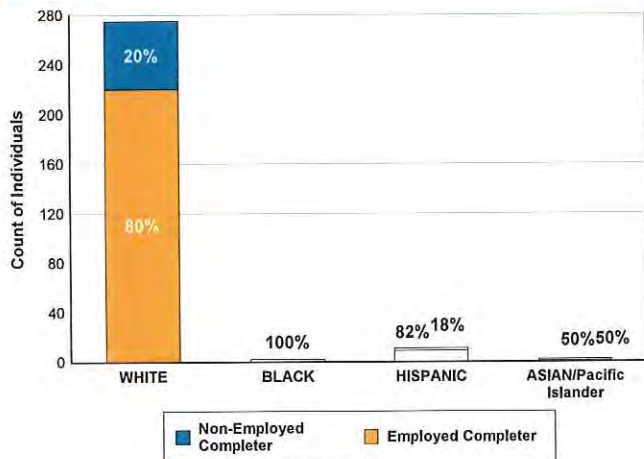
The 1 year persistence count for the 14-15 SY is derived from the 12-13 and 13-14 certified completers

Persistence (2)

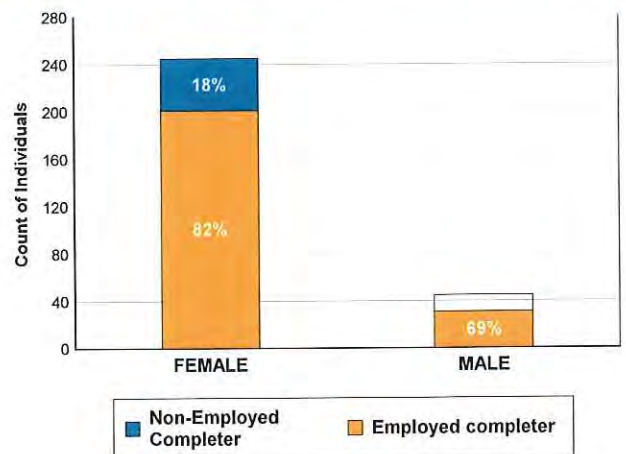


Persistence	Percent
Persisted In State in 15-16	90.5%
Persisted In District in 15-16	66.3 %
Persisted In School in 15-16	57.8 %

Race (2,3)



Gender (2,3)



1 TCIS
 2 NJS MART
 3 NJSURE
 4 Non-submitter to NJSURE



Novice New Jersey Public School Teachers Profile

The following tables capture information about where this EPP's New Jersey public school employed completers were hired as of October 15, 2015. The 'School Classification' table refers to our reward and priority schools. The 'Classroom Assignment: Teacher Shortage' table refers to individuals who obtained an endorsement in a teacher shortage area and are employed in a teacher shortage position. 'District Factor Group (DFG)' refers to the grouping of similar districts by socio-economic level. 'Compensation' refers to the average of all starting salaries of this EPP's public school employed completers by region.

School Classification (2)			
	Employed as of October 15, 2015	Percentage Employed as teachers	Percentage Employed Statewide
Priority Schools	2	1 %	2 %
Focus Schools	10	4 %	8 %
Reward Schools	9	4 %	2 %
Not Classified	212	91 %	88 %

Classroom Assignment: Teacher Shortage Area (1,2)			
	Individuals obtaining NJ CEAS	Employed as of October 15, 2015	Employed in Teacher Shortage Area
Teacher Shortage Area	218	169	98
Non-Teacher Shortage Area	139	63	

Both the School Classification Table and DFG table, may include multiple locations of employment.

District Factor Group (DFG) (2)			
	Employed as of October 15, 2015	Percentage Employed as teachers	Percentage Employed Statewide
A*	12	5%	11%
B	22	9%	9%
CD	18	8%	8%
DE	23	10%	11%
FG	30	13%	11%
GH	51	22%	13%
I	38	16%	16%
J	10	4%	4%
Charter	6	3%	5%
Vocational	23	10%	12%

Compensation (2)		
	Median Salary	Number of Teachers
All Employed teachers in North region	\$ 51,382	43
All Employed teachers in Central region	\$ 52,161	145
All Employed teachers in South region	\$ 50,215	33

*DFG A is a New Jersey geographic teacher shortage area

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



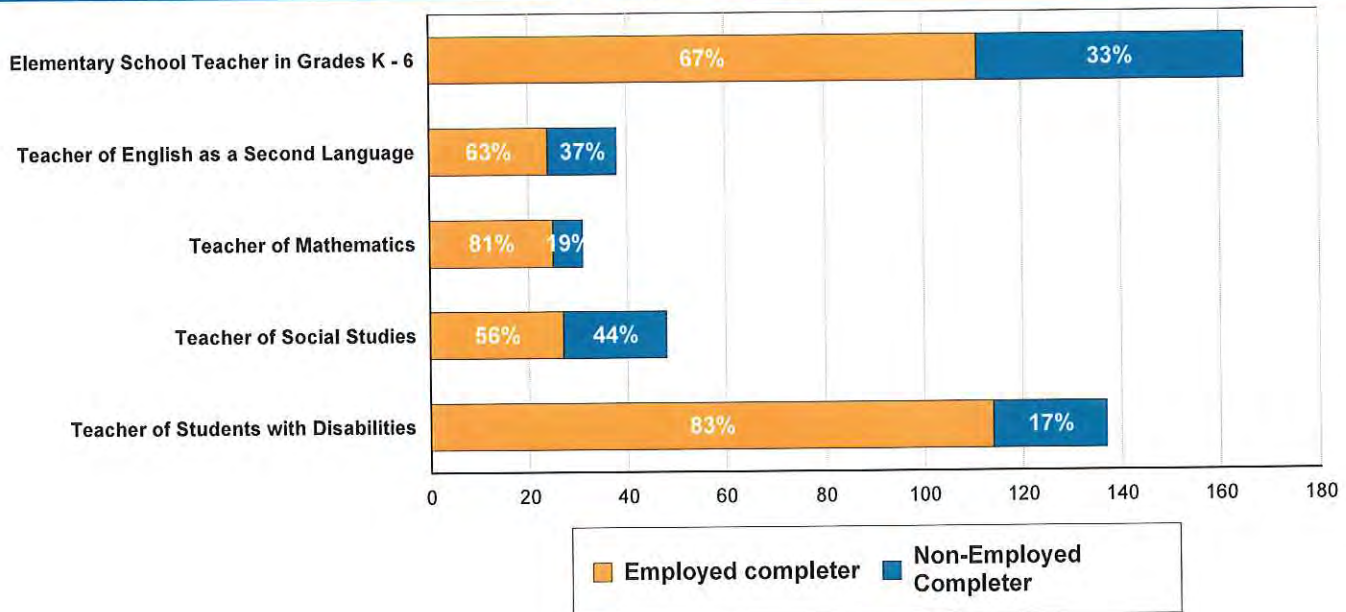
Novice New Jersey Public School Teachers Profile, cont'd

The following tables capture information about this EPP's certified completers. The 'Number of Endorsements' table shows the hire rates for completers with multiple endorsements. The 'Cumulative GPA' is the median GPA for all certified completers from an EPP. The 'EPP's largest programs' is a chart capturing the most prevalent endorsements earned by certified completers within this EPP and their hire rate.

Number Of Endorsements Obtained and Employment (1,2)			
	Individuals obtaining NJ CEAS	Employed as of October 15th, 2015	Percent employed as teachers
One Endorsement	168	86	51%
Two Endorsements	181	138	76%
Three or More Endorsements	8	8	100%

Cummulative GPA (4)	
	Individuals obtaining NJ CEAS
Median GPA	

EPP's Largest Programs (1,2)



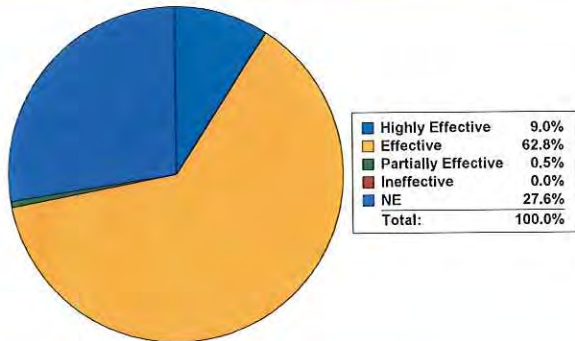
1 TCIS
 2 NJSMArt
 3 NJSURE
 4 Non-submitter to NJSURE



Novice New Jersey Public School Teachers Profile, cont'd

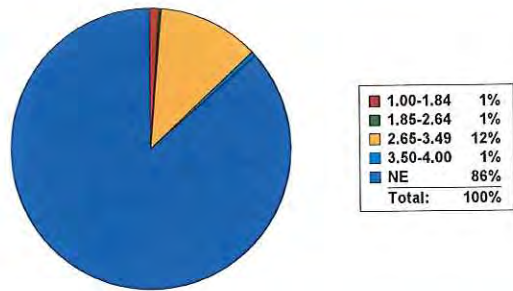
The charts and tables below capture AchieveNJ evaluation data for this EPP's employed completers evaluated in a New Jersey Public School during the 14-15 SY. **There were 199 individuals from this cohort** who were employed in the 14-15 SY and some individuals may have worked in multiple locations. The 'Evaluation' chart and table represents this EPP's employed completer's available summative evaluation rating. For further description about Evaluation tables please see the last page. NE means 'not evaluated'.

Evaluation (2)



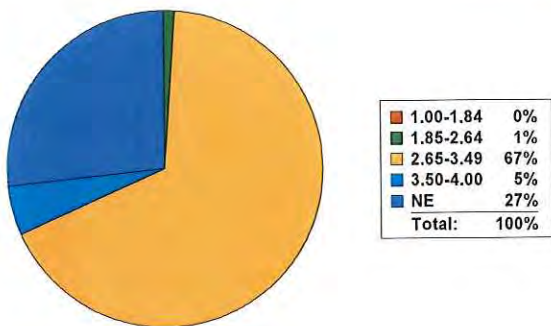
Summative Rating	Individuals evaluated in 14-15 SY
Highly Effective	18.00
Effective	125.00
Partially Effective	1.00
Ineffective	0.00
NE	55.00

Evaluation : Teacher SGP Score (2)



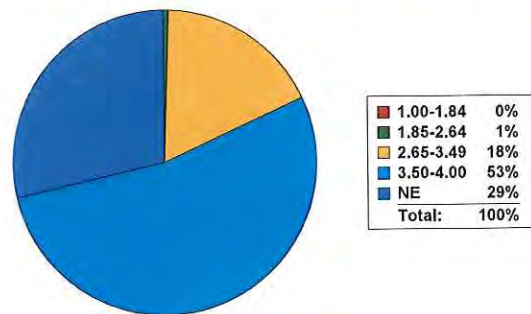
Summative Score	Individuals evaluated in 14-15 SY
1.00-1.84	2.00
1.85-2.64	1.00
2.65-3.49	23.00
3.50-4.00	1.00
NE	172.00

Evaluation : Teacher Practice Score (2)



Summative Score	Individuals evaluated in 14-15 SY
1.00-1.84	0.00
1.85-2.64	2.00
2.65-3.49	134.00
3.50-4.00	10.00
NE	53.00

Evaluation : Teacher SGO Score (2)



Summative Score	Individuals evaluated in 14-15 SY
1.00-1.84	0.00
1.85-2.64	1.00
2.65-3.49	35.00
3.50-4.00	106.00
NE	57.00

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



Novice New Jersey Public School Teachers Profile, cont'd

The tables on the remaining pages capture additional certification information about this EPP's certified completers and where applicable employment data for those individuals that were hired as of October 15, 2015. The Praxis II table has a suppression of 10.

Praxis II Results: Average Scaled Score (1)			
Praxis II Test	Test Cut Score	EPP Average Scaled Score	State Average Scaled Score
English Language, Literature, and Composition: Content Knowledge	162	170	173
Elementary Education: Multiple Subjects Mathematics	164	178	177
Elementary Education: Multiple Subjects Social Studies	155	170	169
Spanish: World Language	168	178	180
Health and Physical Education: Content Knowledge	151	159	161
Elementary Education: Content Knowledge	141	164	162
Elementary Education: Multiple Subjects Science	159	169	172
Early Childhood: Content Knowledge	159	174	174
Elementary Education: Multiple Subjects Reading Language Arts Subtest	165	180	181
Social Studies: Content Knowledge	157	164	167
Music: Content Knowledge	153	158	168

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



Certification Endorsement Area and Employment (1,2)

	Individuals obtaining NJ CEAS	Employed as of October 15th, 2015	Percent employed as teachers
Elementary School with Subject Matter Specialization: Social Studies in Grades 5 - 8	1	1	100%
Teacher of Chemistry	1	1	100%
Teacher of Chinese	1	1	100%
Elementary School Teacher with Mathematics Specialization: in Grades 5 - 8	8	7	88%
Teacher of Spanish	12	10	83%
Teacher of Students with Disabilities	137	114	83%
Teacher of Mathematics	31	25	81%
Teacher of Preschool through Grade 3	23	18	78%
Elementary School with Subject Matter Specialization: Science in Grades 5 - 8	4	3	75%
Elementary School Teacher in Grades K - 6	165	111	67%
Teacher of English as a Second Language	38	24	63%
Teacher of English	27	17	63%
Teacher of Biological Science	8	5	63%
Teacher of Art	14	8	57%
Teacher of Social Studies	48	27	56%
Teacher of Music	9	5	56%

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



New Jersey Department of Education
 Educator Preparation Provider Performance Report 2016
Monmouth University

Elementary School with Subject Matter Specialization: Language Arts/Literacy Specialization in Grades 5 - 8	2	1	50%
Teacher of Health and Physical Education	25	8	32%

Transfer Student (4)			
	Individuals obtaining NJ CEAS	Employed as of October 15, 2015	Percent employed as teachers
Reported as transfered			%

State of Residence, Certification (4)			
	Individuals obtaining NJ CEAS	Employed as of October 15, 2015	Percent employed as teachers
Reported as Out of State while enrolled in program			%

Area of Study (4)			
	Individuals obtaining NJ CEAS	Employed as of October 15th, 2015	Percent employed as teachers
Education	1	1	100 %

Classroom Assignment: Content Area (1,2)		
	Employed as of October 15th, 2015	Percent employed as teachers
Elementary Generalist	55	21 %
Fine and Performing Arts	12	5 %
Life and Physical Sciences	7	3 %
Special Ed	51	20 %
Health and Physical Education	4	2 %
Math	41	16 %
English Language and Literacy	37	14 %
Early Childhood Education(PK-K)	8	3 %
Social Sciences and History	15	6 %
Foreign Language and Literature	9	4 %
ESL	18	7 %

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



New Jersey Department of Education
Educator Preparation Provider Performance Report 2016
Monmouth University

Data Source Notes: Certification data is submitted to the NJDOE by EPPs and gathered from the NJ Department of Education's Teacher Certification Information System (TCIS) and is verified by the EPPs prior to publication of the EPPARs. Employment data is submitted to the NJDOE by school districts and gathered from New Jersey's student- and staff-level Standards Measurement and Resource for Teaching data system (NJSMART). Higher Education data is submitted to the NJDOE by Institutes of Higher Education and collected from the Office of the Secretary of Higher Education's Student Unit Record system (NJSURE). Not all Institutes of Higher Education are required to submit data to the NJSURE database. Non-submitters have been noted accordingly. For compensation data, North Region includes: Bergen, Essex, Hudson, Morris, Passaic, Sussex, and Warren Counties. Central Region includes: Hunterdon, Mercer, Middlesex, Monmouth, Somerset, and Union Counties. South Region includes: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean, and Salem Counties. These are the areas considered DFG A and geographic shortage areas: Asbury Park City, Atlantic City, Bridgeton City, Buena Regional, Camden City, City Of Orange Twp, Commercial Twp, Dover Town, Downe Twp, East Newark Boro, East Orange, Egg Harbor City, Elizabeth City, Fairfield Twp, Fairview Boro, Irvington Township, Keansburg Boro, Lawrence Twp, Millville City, New Brunswick City, Newark City, North Wildwood City, Passaic City, Paterson City, Paulsboro Boro, Penns Grove-Carney's Pt Regional, Perth Amboy City, Pleasantville City, Quinton Twp, Salem City, Seaside Heights Boro, Trenton City, Union City, Vineland City, Washington Twp, Wildwood City, Woodbine Boro. Suppression rules have been applied Praxis II data. For the evaluation data, The 'Teacher SGP Score' chart and table represents this EPP's employed completer's available SGP scores for teachers that were teaching in tested grades and subjects. 'Teacher Practice Score' chart and table represents this EPP's employed completer's available scores from local observations. The 'Teacher SGO Score' chart and table shows this EPP's employed completer's available student growth objective scores. Any questions or inquiries regarding the information contained in this report, please email rpr@doe.state.nj.us

- 1 TCIS
- 2 NJSMART
- 3 NJSURE
- 4 Non-submitter to NJSURE

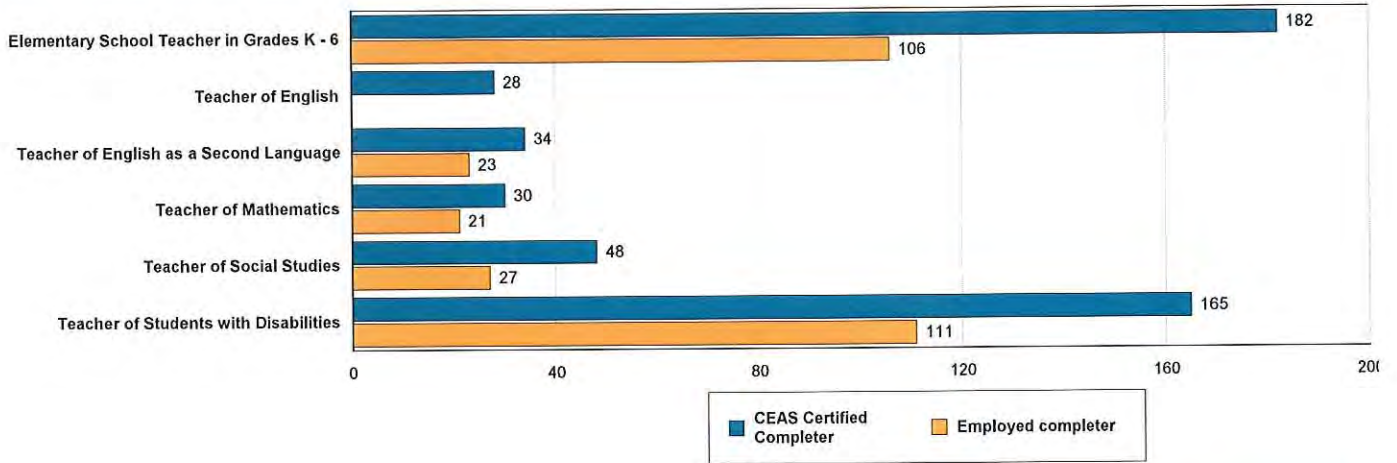


Monmouth University Cohort Profile

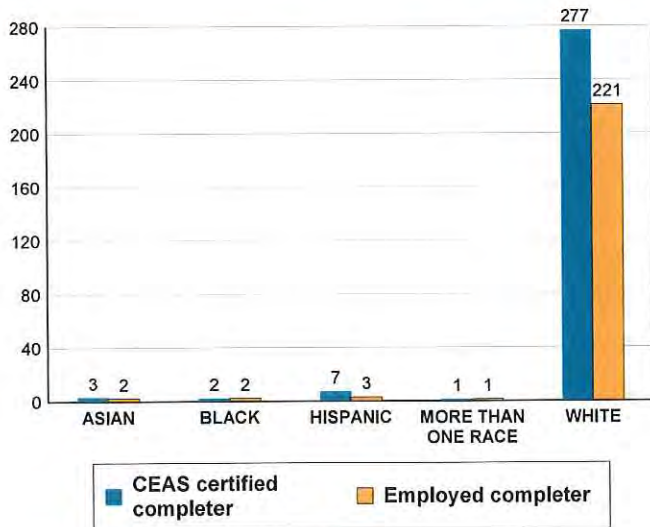
This report includes data that the Department of Education has synthesized from multiple sources: NJSmart, TCIS, NJSure and other existing data collections. The individuals identified in this report as 'CEAS certified completer' were certified in 11-12 and 12-13 with a certificate of eligibility with advanced standing (CEAS). The individuals identified in this report as 'Employed completer' were hired in a New Jersey Public School as of October 15, 2014. Each of the following graphics and tables reference their data source with a 1, 2, 3, or 4. For more details, see footnotes and an additional data explanation on the last page.

NJ public school employed completers in 14-15 SY	229	= 57 %
CEAS-certified completers in 11-12 and 12-13	399	

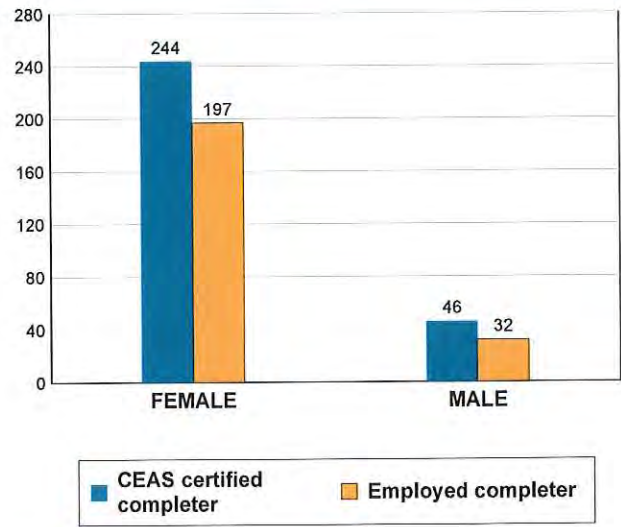
EPP's 5 Largest Programs (1,2)



Race (1,2)



Gender (1,2)



1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



Novice New Jersey Public School Teachers Profile

The following tables capture information about the public schools in New Jersey where this EPP's employed completers were hired as of October 15, 2014. The 'School Classification' table refers to our reward and priority schools. The 'Classroom Assignment: Teacher Shortage' table refers to individuals that obtained an endorsement in a teacher shortage area and are also employed in a teacher shortage position. 'District Factor Group (DFG)' refers to the grouping of similar school districts by socio-economic level. 'Compensation' refers to the average of all starting salaries of this EPP's employed completers in New Jersey Public Schools regionally.

DFG: <http://www.state.nj.us/education/finance/rda/dfg.shtml>

Priority/Focus: <http://www.state.nj.us/education/rac/schools/>

School Classification (2)			
	Employed as of October 15, 2014	Percentage Employed as teachers	Percentage Employed Statewide
Priority Schools	4	2 %	2 %
Focus Schools	14	6 %	11 %
Reward Schools	5	2 %	1 %
Not Classified	207	90 %	86 %

Classroom Assignment: Teacher Shortage Area (1,2)			
	Individuals obtaining NJ CEAS	Employed as of October 15, 2014	Employed in Teacher Shortage Area
Teacher Shortage Area	243	162	106
Non-Teacher Shortage Area	156	67	

District Factor Group (DFG) (2)			
	Employed as of October 15, 2014	Percentage Employed as teachers	Percentage Employed Statewide
A	17	7%	14%
B	11	5%	10%
CD	22	10%	8%
DE	36	16%	12%
FG	35	15%	12%
GH	45	20%	13%
I	46	20%	18%
J	5	2%	3%
Charter	4	2%	5%
Vocational	9	4%	4%

Compensation (2)		
	Median Salary	Number of Teachers
All Employed teachers in North region	\$ 51,400	42
All Employed teachers in Central region	\$ 52,665	152
All Employed teachers in South region	\$ 50,000	28
All Employed teachers	\$ 52,161	227

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



Novice New Jersey Public School Teachers Profile, cont'd

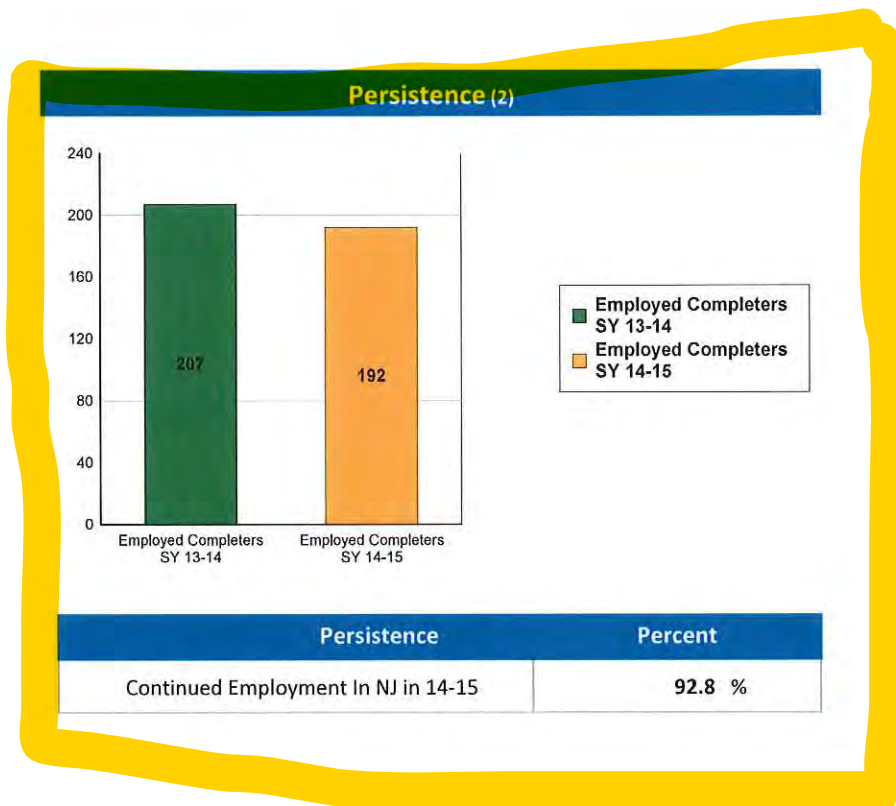
The 'Persistence' chart and table below shows how many employed completers were hired in New Jersey Public Schools in the 13-14 SY and were still working in a New Jersey Public School in the 14-15 SY. Additionally, the tables below capture endorsement information about this EPP's CEAS certified candidates that were hired in New Jersey public schools.

Number Of Endorsements Obtained and Employment (1,2)

	Individuals obtaining NJ CEAS	Employed as of October 15th, 2014	Percent employed as teachers
One Endorsement	196	94	48%
Two Endorsements	178	115	65%
Three or More Endorsements	25	20	80%

Cummulative GPA (4)

	Individuals obtaining NJ CEAS
Median GPA	



1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



New Jersey Department of Education
 Educator Preparation Provider Annual Report 2015
Monmouth University

The tables on the following pages capture additional endorsement information about this EPP's CEAS certified candidates
 and where applicable employment data for those that were hired as of October 15, 2014.

Praxis II Results: Average Scaled Score (1)			
	Praxis II Test	Average Scaled Score	State Average Scaled Score
Elementary School Teacher in Grades K - 6	Elementary Education Content Knowledge	163	176
Teacher of Art	Art Content Knowledge	165	178
Teacher of Biological Science	General Science: Content Knowledge	164	164
Teacher of Biological Science	Biology: Content Knowledge	164	166
Teacher of English	English Language, Literature and Composition Content Knowledge	171	184
Teacher of Health and Physical Education	Health & Physical Education: Content Knowledge	158	167
Teacher of Mathematics	Mathematics: Content Knowledge	147	153
Teacher of Preschool through Grade 3	Early Childhood: Content Knowledge	175	175
Teacher of Social Studies	Social Studies: Content Knowledge	166	172

1 TCIS
 2 NJSMArt
 3 NJSURE
 4 Non-submitter to NJSURE



New Jersey Department of Education
 Educator Preparation Provider Annual Report 2015
 Monmouth University

Certification Endorsement Area and Employment (1,2)			
	Individuals obtaining NJ CEAS	Employed as of October 15th, 2014	Percent employed as teachers
Elementary School Teacher in Grades K - 6	182	106	58%
Elementary School Teacher with Mathematics Specialization: in Grades 5 - 8	6	4	67%
Elementary School with Subject Matter Specialization: Science in Grades 5 - 8	7	6	86%
Elementary School with Subject Matter Specialization: Social Studies in Grades 5 - 8	2	1	50%
Teacher of Art	18	9	50%
Teacher of Biological Science	12	8	67%
Teacher of Chemistry	2	2	100%
Teacher of Chinese	2	1	50%
Teacher of English	28	17	61%
Teacher of English as a Second Language	34	23	68%
Teacher of Health and Physical Education	14	5	36%
Teacher of Mathematics	30	21	70%
Teacher of Music	9	4	44%
Teacher of Physical Science	1	1	100%
Teacher of Preschool through Grade 3	28	13	46%
Teacher of Social Studies	48	27	56%

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



New Jersey Department of Education
Educator Preparation Provider Annual Report 2015
Monmouth University

Teacher of Spanish	8	5	63%
Teacher of Students with Disabilities	165	111	67%

- 1 TCIS
- 2 NJSMART
- 3 NJSURE
- 4 Non-submitter to NJSURE



New Jersey Department of Education
 Educator Preparation Provider Annual Report 2015
 Monmouth University

Transfer Student (4)			
	Individuals obtaining NJ CEAS	Employed as of October 15, 2014	Percent employed as teachers
Reported as transferred			%

State of Residence, Certification (4)			
	Individuals obtaining NJ CEAS	Employed as of October 15, 2014	Percent employed as teachers
Reported as Out of State while enrolled in program			%

Area of Study (4)			
	Individuals obtaining NJ CEAS	Employed as of October 15th, 2014	Percent employed as teachers
			%

Classroom Assignment: Content Area (1,2)		
	Employed as of October 15th, 2014	Percent employed as teachers
English Language and Literacy	16	7 %
Health and Physical Education	6	3 %
Life and Physical Sciences	15	7 %
Fine and Performing Arts	11	5 %
Math	23	10 %
Social Sciences and History	20	9 %
Early Childhood Education(PK-K)	5	2 %
ESL	8	3 %
Elementary Generalist	60	26 %
Foreign Language and Literature	8	3 %
other	1	0 %
Special Ed	57	25 %

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



New Jersey Department of Education
Educator Preparation Provider Annual Report 2015
Monmouth University

Data Source Notes: Certification data is submitted to the NJDOE by EPPs and gathered from the NJ Department of Education's Teacher Certification Information System (TCIS) and is verified by the EPPs prior to publication of the EPPARs. Employment data is submitted to the NJDOE by school districts and gathered from New Jersey's student- and staff-level Standards Measurement and Resource for Teaching data system (NJSMART). Higher Education data is submitted to the NJDOE by Institutes of Higher Education and collected from the Office of the Secretary of Higher Education's Student Unit Record system (NJSURE). Not all Institutes of Higher Education are required to submit data to the NJSURE database. Non-submitters have been noted accordingly. For compensation data, North Region includes: Bergen, Essex, Hudson, Morris, Passaic, Sussex, and Warren Counties. Central Region includes: Hunterdon, Mercer, Middlesex, Monmouth, Somerset, and Union Counties. South Region includes: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean, and Salem Counties. Suppression rules have been applied Praxis II data.

Any questions or inquiries regarding the validity of the data contained in this report, please email rpr@doe.state.nj.us

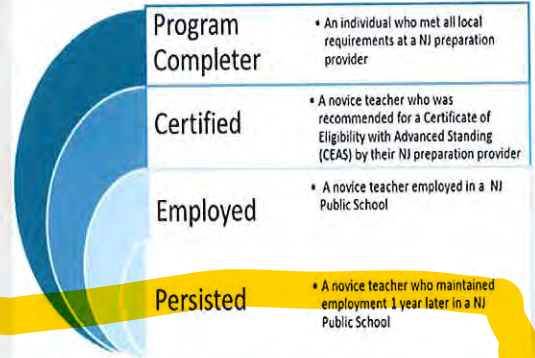
- 1 TCIS
- 2 NJSMART
- 3 NJSURE
- 4 Non-submitter to NJSURE

State of New Jersey
Educator Preparation Program Performance Reports
2015-2017



NJ CEAS-EPP Statewide Profile

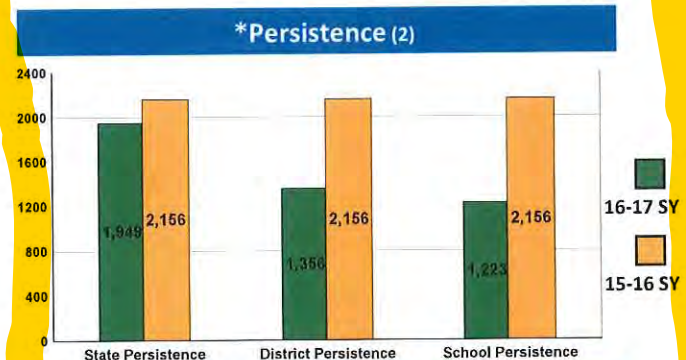
The goal of this report is to share the available state data on novice teachers that recently earned a New Jersey Instructional certificate. The visual to the right describes the categories of information based upon data available. To create the report, the NJ Department of Education has synthesized data from multiple sources: NJSmart, TCIS, NJSure and other state data collections. The base of the report is a **1 year cohort of teachers who were certified in 2014-2015 with a CEAS and/or employed in the 2016-2017 SY in a New Jersey public school as of October 15, 2016.** Throughout the report, the graphics and tables reference their data source with a 1, 2, 3, or 4. For additional details see further explanation on the last page.



	CEAS 2017		CE 2017
Employed Certified Completer in 16-17 SY	2,412	65 %	60%
CEAS certified completer in 14-15 SY	3,687		

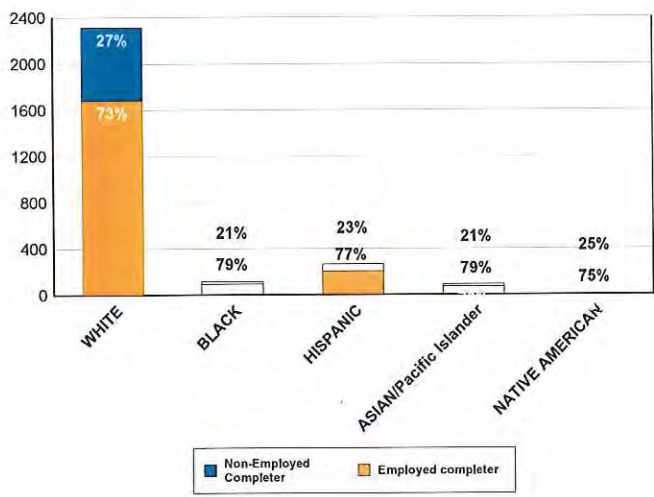
	CEAS 2016		CE 2016
Employed certified completer in 15-16 SY	2,416	64%	59 %
CEAS certified completer in 13-14 SY	3,763		

*The 1 year persistence data for the 16-17 SY is derived from the number of certified completers in the 14-15 SY

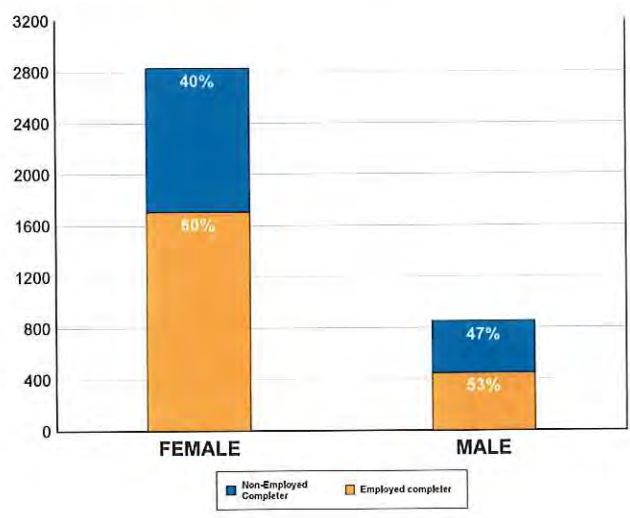


Persistence	Percent
Persisted In State in 16-17	90.4%
Persisted In District in 16-17	62.9 %
Persisted In School in 16-17	56.7 %

Race (2,3)



Gender (2,3)



1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



Novice New Jersey Public School Teachers Profile

The following tables capture information about where this cohort of New Jersey public school employed completers were hired as of October 15, 2016. The 'School Classification' table refers to our reward and priority schools. The 'Classroom Assignment: Teacher Shortage' table refers to individuals who obtained an endorsement in a teacher shortage area and are employed in a teacher shortage position. 'District Factor Group (DFG)' refers to the grouping of similar districts by socio-economic level. 'Compensation' refers to the average of all starting salaries of this cohort's public school employed completers by region.

School Classification (2)		
	Employed as of October 15, 2016	Percentage Employed as Teachers
Priority Schools	53	2 %
Focus Schools	205	8 %
Reward Schools	0	0 %
Not Classified	2,154	89 %

Classroom Assignment: Teacher Shortage Area (1,2)			
	Individuals obtaining NJ CEAS	Employed as of October 15, 2016	Employed in Teacher Shortage Area
Teacher Shortage Area	1,611	1,168	702
Non-Teacher Shortage Area	2,076	1,244	

District Factor Group (DFG) (2)		
	Employed as of October 15, 2016	Percentage Employed as Teachers
A	402	18 %
B	276	12 %
CD	204	9 %
DE	267	12 %
FG	233	10 %
GH	340	15 %
I	413	18 %
J	95	4 %
Vocational	28	1 %

Compensation (2)		
	Median Salary	Number of Teachers
All Employed teachers in North region	\$ 51,904	917
All Employed teachers in Central region	\$ 53,265	837
All Employed teachers in South region	\$ 51,550	452

1 TCIS
 2 NJSMArt
 3 NJSURE
 4 Non-submitter to NJSURE



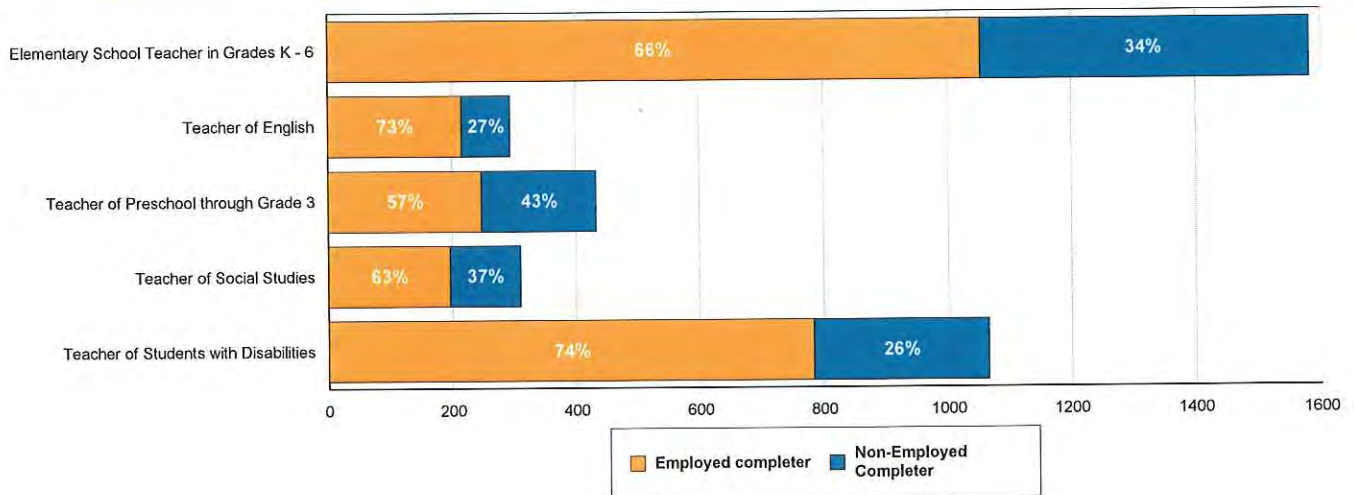
Novice New Jersey Public School Teachers Profile, cont'd

The following tables capture information about this cohort's certified completers. The 'Number of Endorsements' table shows the hire rates for completers with multiple endorsements. The 'Cumulative GPA' is the median GPA for all certified completers. The 'Largest Endorsements' is a chart capturing the most prevalent endorsements earned by certified completers within this cohort and their hire rate.

Number Of Endorsements Obtained and Employment (1,2)			
	Individuals obtaining NJ CEAS	Individuals employed as teachers	Percent employed as teachers
One Endorsement	2,394	1,494	62%
Two Endorsements	1,156	809	70%
Three or More Endorsements	137	109	80%

Cumulative GPA (3)	
	Individuals obtaining NJ CEAS
Median GPA	3.60

Largest Endorsements (1,2)



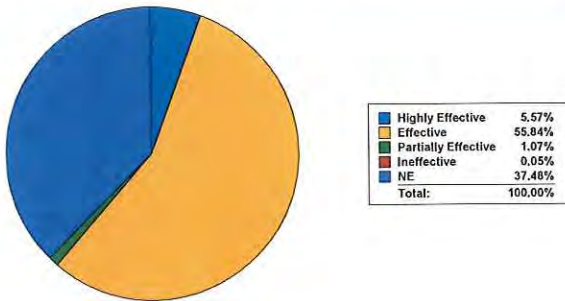
1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



Novice New Jersey Public School Teachers Profile, cont'd

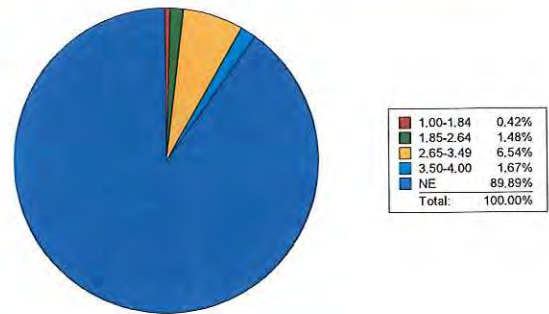
The charts and tables below capture AchieveNJ evaluation data for this cohort of employed certified completers evaluated in a New Jersey Public School during the 15-16 SY. There were 2,156 individuals from this cohort who were employed in the 15-16 SY. The 'Evaluation' chart and table represents this EPP's employed completer's available summative evaluation rating. 'NE' means not evaluated. For further description about the evaluation tables, please see the last page.

Evaluation : Summative Rating (2)



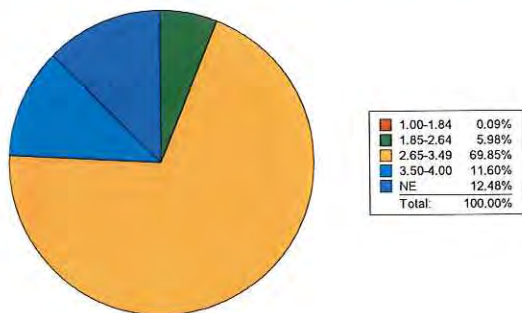
Summative Rating	Individuals evaluated in 15-16 SY
Highly Effective	120.00
Effective	1,204.00
Partially Effective	23.00
Ineffective	1.00
NE	808.00

Evaluation : Teacher SGP Score (2)



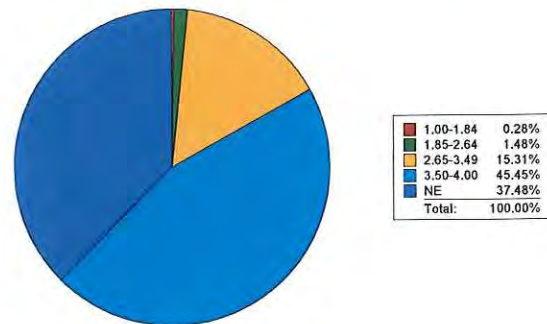
TeacherSGP Score	Individuals evaluated in 15-16 SY
1.00-1.84	9.00
1.85-2.64	32.00
2.65-3.49	141.00
3.50-4.00	36.00
NE	1,938.00

Evaluation : Teacher Practice Score (2)



Teacher Practice Score	Individuals evaluated in 15-16SY
1.00-1.84	2.00
1.85-2.64	129.00
2.65-3.49	1,506.00
3.50-4.00	250.00
NE	269.00

Evaluation : Teacher SGO Score (2)



TeacherSGO Score	Individuals evaluated in 15-16 SY
1.00-1.84	6.00
1.85-2.64	32.00
2.65-3.49	330.00
3.50-4.00	980.00
NE	808.00

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



Novice New Jersey Public School Teachers Profile, cont'd

The tables on the remaining pages capture additional certification information about this EPP's certified completers and where applicable, employment data for those individuals that were hired as of October 15, 2016. The Praxis II table has a suppression of 10. If there are multiple tests listed, one is the old test (previous version) and one is the new test (current version).

Praxis II Results: Average Scaled Score (1)

Praxis II Test	Test Cut Score	CEAS Average Scaled Score	CE Average Scaled Score
Art: Content Knowledge	158	168	169
Biology: Content Knowledge	152	164	168
Chemistry: Content Knowledge	152	168	172
Early Childhood: Content Knowledge (new)	159	171	170
Earth Science: Content Knowledge	153	162	-
Elementary Education: Content Knowledge	141	157	163
Elementary Education: Multiple Subjects Mathematics Subtest (new)	157	179	179
Elementary Education: Multiple Subjects Mathematics (old)	164	174	175
Elementary Education: Multiple Subjects Reading and Language Arts Subtest (new)	157	176	173
Elementary Education: Multiple Subjects Reading Language Arts Subtest (old)	165	177	178
Elementary Education: Multiple Subjects Science Subtest (new)	159	170	173
Elementary Education: Multiple Subjects Social Studies Subtest (new)	155	166	172
English Language Arts: Content Knowledge	167	177	179
English Language, Literature, and Composition: Content Knowledge	162	169	167
French: World Language	162	180	183
General Science: Content Knowledge	152	165	172
Health & Physical Education: Content Knowledge (new)	160	167	-
Health and Physical Education: Content Knowledge (old)	151	160	161

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



New Jersey Department of Education
 Educator Preparation Provider Performance Report 2017
 CEAS Statewide Profile

Introduction to the Teaching of Reading	159	174	-
Mathematics: Content Knowledge	160	170	171
Middle School English Language Arts	156	173	168
Middle School English Language Arts (new)	164	170	171
Middle School Mathematics (new)	165	177	175
Middle School Mathematics (old)	152	160	166
Middle School Science (new)	150	162	169
Middle School Science (old)	145	157	164
Middle School Social Studies	158	167	175
Music: Content Knowledge	153	169	169
Physical Education: Content Knowledge	148	155	158
Physics: Content Knowledge	141	157	159
Social Studies: Content Knowledge	157	166	171
Spanish: World Language	168	180	181

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



Certification Endorsement Area and Employment (1,2)			
	Individuals obtaining NJ CEAS	Individuals employed as teachers	Percent employed as teachers
English	1	1	100 %
Teacher of Comprehensive Business	2	2	100 %
Teacher of Psychology	1	1	100 %
Teacher of Supplemental Instruction: Reading and Mathematics, Grades K-8	1	1	100 %
Teacher of Technology Education	7	7	100 %
Teacher of Spanish	41	36	88 %
Teacher of Reading	15	13	87 %
Teacher of Biological Science	94	76	81 %
Teacher of Mathematics	179	144	80 %
Teacher of Bilingual/Bicultural Education	19	15	79 %
Elementary School with Subject Matter Specialization: Language Arts/Literacy Specialization in Grades 5 - 8	57	43	75 %
Elementary School Teacher with Mathematics Specialization: in Grades 5 - 8	92	69	75 %
Teacher of Students with Disabilities	1,065	784	74 %
Teacher of English	294	216	73 %
Teacher of Chemistry	22	16	73 %
Elementary School with Subject Matter Specialization: Science in Grades 5 - 8	40	29	73 %
Elementary School with Subject Matter Specialization: Social Studies in Grades 5 - 8	35	25	71 %

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



New Jersey Department of Education
 Educator Preparation Provider Performance Report 2017
 CEAS Statewide Profile

Elementary School with Subject Matter Specialization: World Language/Spanish in Grades 5 - 8	9	6	67 %
Teacher of Earth Science	15	10	67 %
Elementary School Teacher in Grades K - 6	1,582	1,052	66 %
Teacher of Social Studies	310	196	63 %
Teacher of Driver Education	73	46	63 %
Teacher of Art	90	56	62 %
Teacher of Physics	13	8	62 %
Teacher of English as a Second Language	123	74	60 %
Teacher of Theater	7	4	57 %
Teacher of Preschool through Grade 3	433	247	57 %
Teacher of Music	181	103	57 %
Teacher of Physical Education	9	5	56 %
Teacher of Health and Physical Education	279	151	54 %
Teacher of Chinese	6	3	50 %
Teacher of Deaf or Hard of Hearing: with Sign Language Communication	4	2	50 %
Teacher of French	10	5	50 %
Teacher of Italian	4	2	50 %
Dance	10	4	40 %
Teacher of Deaf or Hard of Hearing: with Oral/Aural Communication	6	2	33 %
Elementary School Teacher	1	0	0 %

- 1 TCIS
- 2 NJSMART
- 3 NJSURE
- 4 Non-submitter to NJSURE



New Jersey Department of Education
Educator Preparation Provider Performance Report 2017
CEAS Statewide Profile

Teacher of Health Education	1	0	0 %
Teacher of Latin	1	0	0 %

1 TCIS
2 NJSMART
3 NJSURE
4 Non-submitter to NJSURE



New Jersey Department of Education
 Educator Preparation Provider Performance Report 2017
 CEAS Statewide Profile

Transfer Student (3)			
	Individuals obtaining NJ CEAS	Employed as of October 15, 2016	Percent Employed as teachers
Reported as transferred	1,192	785	66 %

State of Residence, Certification (3)			
	Individuals obtaining NJ CEAS	Employed as of October 15, 2016	Percent Employed as teachers
Reported as Out of State while enrolled in program	138	30	22 %

Area of Study (3)			
	Individuals obtaining NJ CEAS	Individuals employed as teachers	Percent employed as teachers
Physical Sciences	18	16	89 %
Biological and Biomedical Sciences	33	27	82 %
Bussiness, Management, Marketing, and Related Support Services.	2	2	100 %
Education	2,134	1,396	65 %
English Language and Literature/Letters	173	117	68 %
Family and Consumer Sciences/Human Sciences	53	35	66 %
Foreign Languages, Literacy, and Linguistics	53	39	74 %
History.	171	112	65 %
Homeland Security, Law Enforcement, Firefighting and Related Protective Services	2	1	50 %
Liberal Arts and Sciences, General Studies and Humanities	20	16	80 %
Mathematics and Statistics	83	72	87 %
Multi/Interdisciplinary studies	21	16	76 %
Psychology	127	76	60 %
Social Sciences	32	17	53 %
Visual and Performing Arts	193	126	65 %

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



Classroom Assignment: Content Area (1,2)		
	Individuals employed as teachers	Percent employed as teachers
Fine and Performing Arts	136	5 %
Foreign Language and Literature	43	2 %
Early Childhood Education(PK-K)	96	4 %
other	15	1 %
Social Sciences and History	147	6 %
Health and Physical Education	131	5 %
English Language and Literacy	380	15 %
Elementary Generalist	623	25 %
ESL	121	5 %
Math	301	12 %
Life and Physical Sciences	127	5 %
Special Ed	356	14 %

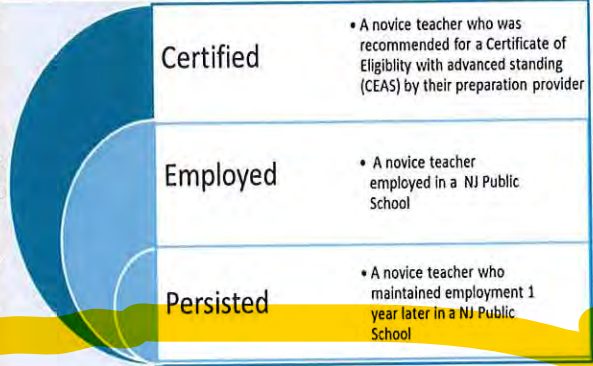
Data Source Notes: Certification data is submitted to the NJDOE by EPPs or individual candidates via the Teacher Certification Information System (TCIS) and is verified by the EPPs prior to publication of the EPPPRs. Employment data is submitted to the NJDOE by school districts and gathered from New Jersey’s student- and staff-level Standards Measurement and Resource for Teaching data system (NJSMART). Higher Education data is submitted to the NJDOE by Institutes of Higher Education and collected from the Office of the Secretary of Higher Education’s Student Unit Record system (NJSURE). Not all Institutes of Higher Education are required to submit data to the NJSURE database. Non-submitters have been noted accordingly. For compensation data, North Region includes: Bergen, Essex, Hudson, Morris, Passaic, Sussex, and Warren Counties. Central Region includes: Hunterdon, Mercer, Middlesex, Monmouth, Somerset, and Union Counties. South Region includes: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean, and Salem Counties. These are the areas considered DFG A and geographic shortage areas: Asbury Park City, Atlantic City, Bridgeton City, Buena Regional, Camden City, City Of Orange Twp, Commercial Twp, Dover Town, Downe Twp, East Newark Boro, East Orange, Egg Harbor City, Elizabeth City, Fairfield Twp, Fairview Boro, Irvington Township, Keansburg Boro, Lawrence Twp, Millville City, New Brunswick City, Newark City, North Wildwood City, Passaic City, Paterson City, Paulsboro Boro, Penns Grove-Carney’s Pt Regional, Perth Amboy City, Pleasantville City, Quinton Twp, Salem City, Seaside Heights Boro, Trenton City, Union City, Vineland City, Washington Twp, Wildwood City, Woodbine Boro. Suppression rules have been applied to Praxis II data. For the evaluation data, the ‘Teacher SGP Score’ chart and table represents this EPP’s employed completer’s available SGP scores for teachers that were teaching in tested grades and subjects. ‘Teacher Practice Score’ chart and table represents this cohort’s employed completer’s available scores from local observations. The ‘Teacher SGO Score’ chart and table shows this cohort’s employed completer’s available student growth objective scores. Any questions or inquiries regarding the information contained in this report, please email rpr@doe.state.nj.us

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



New Jersey CEAS Statewide Profile

The goal of this report is to share the available state data on novice teachers that recently earned a New Jersey instructional certificate. The visual to the right describes the categories of information shared based upon data available. To create the report, the NJ Department of Education has synthesized the data from multiple sources: NJSmart, TCIS, NJSure and other state data collections. The base of the report is a **2 year cohort of teachers who were certified in 12-13 and 13-14 with a CEAS; employed in the 2015-2016 SY in a New Jersey public school as of October 15, 2015.** Throughout the report, the graphics and tables reference their data source with a 1, 2, 3, or 4. For additional details see footnotes and a data explanation on the last page.

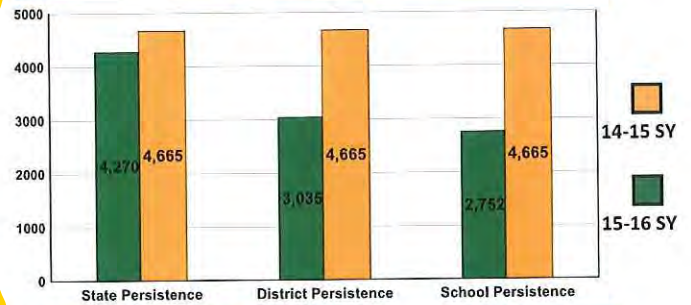


	CEAS 2016	CE 2016
Employed certified completer in 15-16 SY	5,293	59 %
CEAS certified completer in 12-13 and 13-14	8,099	65 %

	CEAS 2015	CE 2015
Employed certified completer in 14-15SY	5,160	37 %
CEAS certified completer in 11-12 and 12-13	9,284	56 %

**The 1 year persistence count for the 14-15 SY is derived from the 12-13 and 13-14 certified completers*

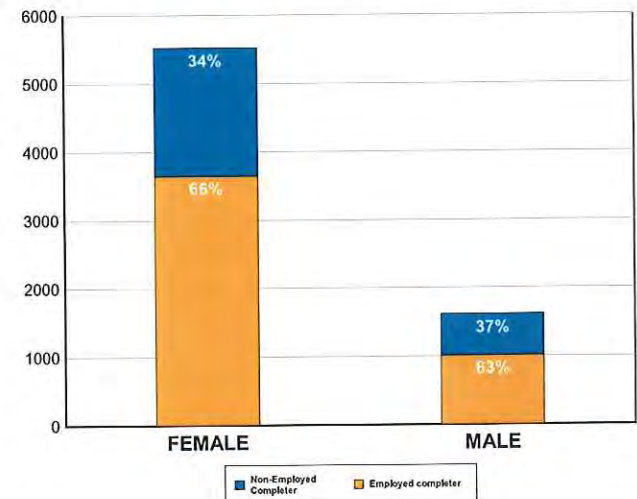
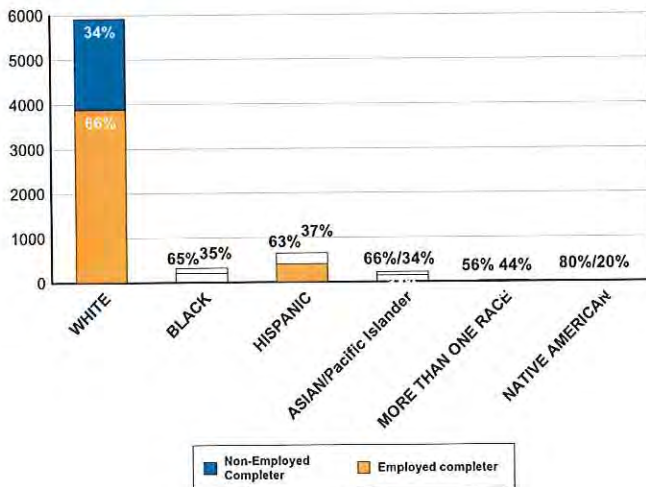
Persistence (2)



Persistence	Percent
Persisted In State in 15-16	91.5%
Persisted In District in 15-16	65.1 %
Persisted In School in 15-16	59.0 %

Gender (2,3)

Race (2,3)



1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



Novice New Jersey Public School Teachers Profile

The following tables capture information about where this cohort of New Jersey public school employed completers were hired as of October 15, 2015. The 'School Classification' table refers to our reward and priority schools. The 'Classroom Assignment: Teacher Shortage' table refers to individuals who obtained an endorsement in a teacher shortage area and are employed in a teacher shortage position. 'District Factor Group (DFG)' refers to the grouping of similar districts by socio-economic level. 'Compensation' refers to the average of all starting salaries of this cohort's public school employed completers by region.

School Classification (2)		
	Employed as of October 15, 2015	Percentage Employed as Teachers
Priority Schools	86	2 %
Focus Schools	455	8 %
Reward Schools	103	2 %
Not Classified	4,709	88 %

Classroom Assignment: Teacher Shortage Area (1,2)			
	Individuals obtaining NJ CEAS	Employed as of October 15, 2015	Employed in Teacher Shortage Area
Teacher Shortage Area	3,276	2,489	1,521
Non-Teacher Shortage Area	4,829	2,809	

Both the School Classification Table and DFG table, may include multiple locations of employment.

District Factor Group (DFG) (2)		
	Employed as of October 15, 2015	Percentage Employed as Teachers
A*	588	11 %
B	468	9 %
CD	453	8 %
DE	574	11 %
FG	573	11 %
GH	707	13 %
I	852	16 %
J	206	4 %
Charter	274	5 %
Vocational	648	12 %

Compensation (2)		
	Median Salary	Number of Teachers
All Employed teachers in North region	\$ 51,494	1,933
All Employed teachers in Central region	\$ 52,349	1,845
All Employed teachers in South region	\$ 51,792	1,034

*DFG A is a New Jersey geographic teacher shortage area

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



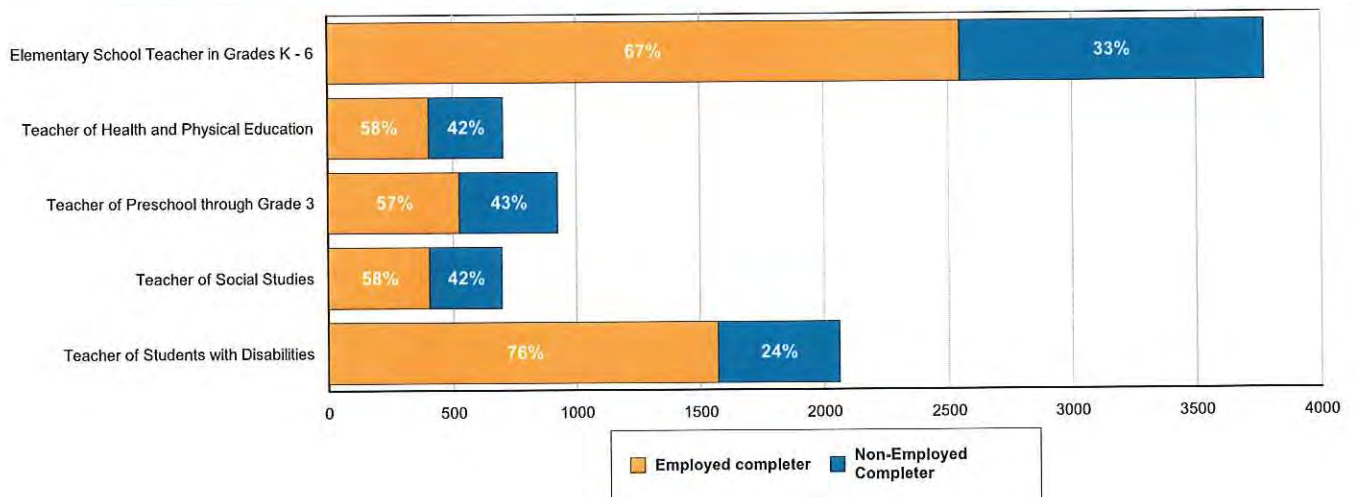
Novice New Jersey Public School Teachers Profile, cont'd

The following tables capture information about this cohort of certified completers. The 'Number of Endorsements' table shows the hire rates for completers with multiple endorsements. The 'Cumulative GPA' is the median GPA for all certified completers. The 'Largest Endorsements' is a chart capturing the most prevalent endorsements earned by certified completers within this cohort and their hire rate.

Number Of Endorsements Obtained and Employment (1,2)			
	Individuals obtaining NJ CEAS	Individuals employed as teachers	Percent employed as teachers
One Endorsement	5,178	3,178	61%
Two Endorsements	2,533	1,797	71%
Three or More Endorsements	395	324	82%

Cumulative GPA (3)	
	Individuals obtaining NJ CEAS
Median GPA	3.56

Largest Endorsements (1,2)



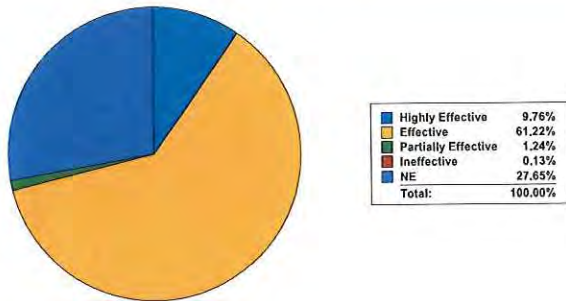
1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



Novice New Jersey Public School Teachers Profile, cont'd

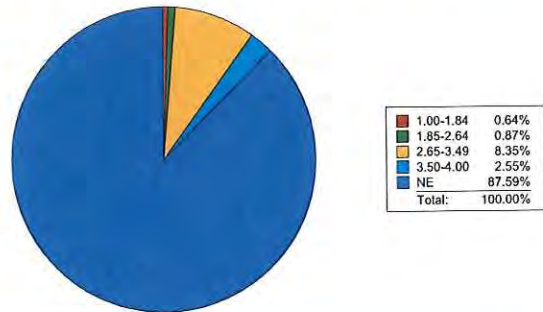
The charts and tables below capture AchieveNJ evaluation data for this cohort of employed completers evaluated in a New Jersey Public School during the 14-15 SY. **There were 4,661 individuals** from this cohort who were employed in the 14-15 SY and some individuals may have worked in multiple locations. The 'Evaluation' chart and table represents this cohort's employed completer's available summative evaluation rating. NE means 'not evaluated'. For further description about Evaluation tables please see the last page.

Evaluation : Summative Rating (2)



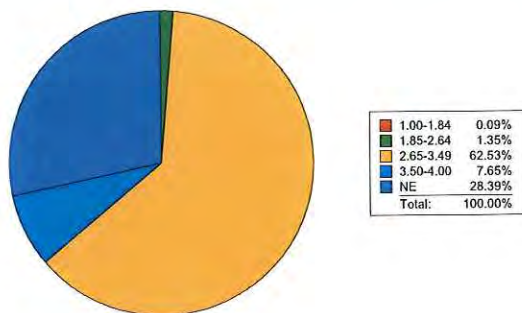
Summative Rating	Individuals evaluated in 14-15 SY
Highly Effective	457.00
Effective	2,865.00
Partially Effective	58.00
Ineffective	6.00
NE	1,294.00

Evaluation : Teacher SGP Score (2)



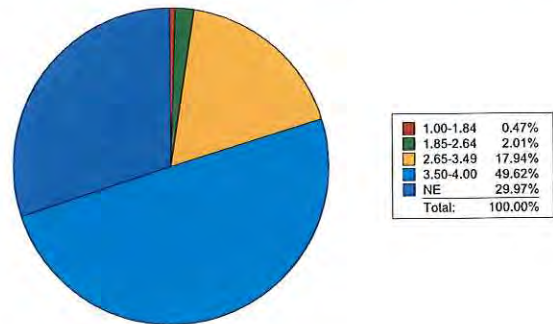
TeacherSGP Score	Individuals evaluated in 14-15 SY
1.00-1.84	33.00
1.85-2.64	45.00
2.65-3.49	430.00
3.50-4.00	131.00
NE	4,508.00

Evaluation : Teacher Practice Score (2)



Teacher Practice Score	Individuals evaluated in 14-15 SY
1.00-1.84	4.00
1.85-2.64	63.00
2.65-3.49	2,925.00
3.50-4.00	358.00
NE	1,328.00

Evaluation : Teacher SGO Score (2)



TeacherSGO Score	Individuals evaluated in 14-15 SY
1.00-1.84	22.00
1.85-2.64	94.00
2.65-3.49	839.00
3.50-4.00	2,321.00
NE	1,402.00

1 TCIS
 2 NJSMArt
 3 NJSURE
 4 Non-submitter to NJSURE



Novice New Jersey Public School Teachers Profile, cont'd

The tables on the remaining pages capture additional certification information about this cohort's certified completers and where applicable employment data for those individuals that were hired as of October 15, 2015. The Praxis II table has a suppression of 10. If there are multiple tests listed, that means there are 2 ways candidates may take the exam (paper or computer).

Praxis II Results: Average Scaled Score (1)			
Praxis II Test	Test Cut Score	CEAS Average Scaled Score	CE Average Scaled Score
Art: Content Knowledge	158	168	174
Biology: Content Knowledge	152	165	172
Business Education	154	179	177
Chemistry: Content Knowledge	152	167	179
Early Childhood: Content Knowledge	159	174	173
Early Childhood: Content Knowledge	159	174	173
Earth Science: Content Knowledge	153	163	-
Elementary Education: Content Knowledge	141	162	167
Elementary Education: Content Knowledge	141	163	167
Elementary Education: Multiple Subjects Mathematics	164	177	179
Elementary Education: Multiple Subjects Reading Language Arts Subtest	165	181	184
Elementary Education: Multiple Subjects Science	159	172	180
Elementary Education: Multiple Subjects Social Studies	155	169	178
English Language Arts: Content Knowledge	167	178	-
English Language, Literature, and Composition: Content Knowledge	162	173	184
French: World Language	162	175	189
General Science: Content Knowledge	152	166	176
Health and Physical Education: Content Knowledge	151	162	163

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



New Jersey Department of Education
 Educator Preparation Provider Performance Report 2016
 CEAS Statewide Report

Health and Physical Education: Content Knowledge	151	161	163
Introduction to the Teaching of Reading	159	174	-
Mathematics: Content Knowledge	160	171	-
Middle School English Language Arts	164	170	177
Middle School English Language Arts	164	175	177
Middle School Mathematics	165	176	171
Middle School Mathematics	165	170	171
Middle School Science	145	158	165
Middle School Social Studies	158	169	183
Music: Content Knowledge	153	168	166
Physical Education: Content Knowledge	148	154	-
Physics: Content Knowledge	141	155	177
Social Studies: Content Knowledge	157	167	173
Social Studies: Content Knowledge	157	172	173
Spanish: Content Knowledge	159	179	180
Spanish: World Language	168	180	183
Teaching Reading	159	190	-
Technology Education	159	190	-

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



Certification Endorsement Area and Employment (1,2)			
	Individuals obtaining NJ CEAS	Individuals employed as teachers	Percent employed as teachers
Elementary School Teacher	7	5	71 %
Elementary School Teacher in Grades K - 6	3,777	2,521	67 %
Teacher of Preschool through Grade 3	945	537	57 %
Elementary School Teacher with Mathematics Specialization: in Grades 5 - 8	236	192	81 %
Elementary School with Subject Matter Specialization: Science in Grades 5 - 8	144	116	81 %
Elementary School with Subject Matter Specialization: Social Studies in Grades 5 - 8	103	69	67 %
Elementary School with Subject Matter Specialization: Language Arts/Literacy Specialization in Grades 5 - 8	186	136	73 %
Elementary School with Subject Matter Specialization: World Language/Spanish in Grades 5 - 8	17	17	100 %
Teacher of Art	216	119	55 %
Teacher of Comprehensive Business	12	8	67 %
Teacher of English	661	483	73 %
Teacher of Reading	37	30	81 %
Teacher of Theater	7	3	43 %
Teacher of English as a Second Language	165	116	70 %
Teacher of Bilingual/Bicultural Education	32	30	94 %
Teacher of French	11	8	73 %
Teacher of German	2	1	50 %

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



New Jersey Department of Education
 Educator Preparation Provider Performance Report 2016
 CEAS Statewide Report

Teacher of Italian	5	4	80 %
Teacher of Spanish	99	81	82 %
Teacher of Chinese	8	5	63 %
Teacher of Health and Physical Education	702	400	57 %
Teacher of Driver Education	193	132	68 %
Teacher of Health Education	7	3	43 %
Teacher of Physical Education	15	13	87 %
Dance	15	5	33 %
Teacher of Technology Education	12	10	83 %
Teacher of Mathematics	461	367	80 %
Teacher of Music	310	154	50 %
Teacher of Biological Science	154	121	79 %
Teacher of Earth Science	24	14	58 %
Teacher of Physical Science	7	6	86 %
Teacher of Physics	27	26	96 %
Teacher of Chemistry	31	22	71 %
Teacher of Social Studies	690	395	57 %
Teacher of Psychology	5	5	100 %
Teacher of the Blind or Visually Impaired	2	2	100 %
Teacher of Deaf or Hard of Hearing: with Oral/Aural Communication	15	10	67 %

- 1 TCIS
- 2 NJSMART
- 3 NJSURE
- 4 Non-submitter to NJSURE



New Jersey Department of Education
Educator Preparation Provider Performance Report 2016
CEAS Statewide Report

Teacher of Deaf or Hard of Hearing: with Sign Language Communication	9	8	89 %
Teacher of Students with Disabilities	2,100	1,589	76 %
Teacher of Marketing Education	4	4	100 %
School Library Media Specialist	2	1	50 %

- 1 TCIS
- 2 NJSMART
- 3 NJSURE
- 4 Non-submitter to NJSURE



New Jersey Department of Education
 Educator Preparation Provider Performance Report 2016
 CEAS Statewide Report

Transfer Student (3)			
	Individuals obtaining NJ CEAS	Employed as of October 15, 2015	Percent Employed as teachers
Reported as transferred	2,645	1,711	65 %

State of Residence, Certification (3)			
	Individuals obtaining NJ CEAS	Employed as of October 15, 2015	Percent Employed as teachers
Reported as Out of State while enrolled in program	273	88	32 %

Area of Study (3)			
	Individuals obtaining NJ CEAS	Individuals employed as teachers	Percent employed as teachers
Physical Sciences	21	17	81 %
Area, Ethnic, Cultural, Gender, and Group studies	6	2	33 %
Biological and Biomedical Sciences	29	24	83 %
Business, Management, Marketing, and Related Support Services.	9	6	67 %
Communication, Journalism, and Related Programs	5	1	20 %
Education	2,402	1,586	66 %
English Language and Literature/Letters	224	165	74 %
Family and Consumer Sciences/Human Sciences	109	75	69 %
Foreign Languages, Literacy, and Linguistics	76	65	86 %
History.	223	142	64 %
Homeland Security, Law Enforcement, Firefighting and Related Protective Services	1	1	100 %
Liberal Arts and Sciences, General Studies and Humanities	19	11	58 %
Mathematics and Statistics	150	126	84 %
Multi/Interdisciplinary studies	10	8	80 %
Natural Resources and Conservation	5	2	40 %
Psychology	136	82	60 %
Social Sciences	29	19	66 %
Visual and Performing Arts	194	110	57 %

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



New Jersey Department of Education
 Educator Preparation Provider Performance Report 2016
 CEAS Statewide Report

Classroom Assignment: Content Area (1,2)		
	Individuals employed as teachers	Percent employed as teachers
Elementary Generalist	1,378	24 %
Special Ed	792	14 %
other	31	1 %
Life and Physical Sciences	266	5 %
Foreign Language and Literature	96	2 %
Health and Physical Education	351	6 %
ESL	283	5 %
Career and Technical Education	2	0 %
English Language and Literacy	981	17 %
Social Sciences and History	334	6 %
Fine and Performing Arts	261	5 %
Early Childhood Education(PK-K)	236	4 %
Math	787	14 %

Data Source Notes: Certification data is submitted to the NJDOE by EPPs and gathered from the NJ Department of Education’s Teacher Certification Information System (TCIS) and is verified by the EPPs prior to publication of the EPPPRs. Employment data is submitted to the NJDOE by school districts and gathered from New Jersey’s student- and staff-level Standards Measurement and Resource for Teaching data system (NJSMART). Higher Education data is submitted to the NJDOE by Institutes of Higher Education and collected from the Office of the Secretary of Higher Education’s Student Unit Record system (NJSURE). Not all Institutes of Higher Education are required to submit data to the NJSURE database. Non-submitters have been noted accordingly. For compensation data, North Region includes: Bergen, Essex, Hudson, Morris, Passaic, Sussex, and Warren Counties. Central Region includes: Hunterdon, Mercer, Middlesex, Monmouth, Somerset, and Union Counties. South Region includes: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean, and Salem Counties. These are the areas considered DFG A and geographic shortage areas: Asbury Park City, Atlantic City, Bridgeton City, Buena Regional, Camden City, City Of Orange Twp, Commercial Twp, Dover Town, Downe Twp, East Newark Boro, East Orange, Egg Harbor City, Elizabeth City, Fairfield Twp, Fairview Boro, Irvington Township, Keansburg Boro, Lawrence Twp, Millville City, New Brunswick City, Newark City, North Wildwood City, Passaic City, Paterson City, Paulsboro Boro, Penns Grove-Carney’s Pt Regional, Perth Amboy City, Pleasantville City, Quinton Twp, Salem City, Seaside Heights Boro, Trenton City, Union City, Vineland City, Washington Twp, Wildwood City, Woodbine Boro. Suppression rules have been applied to Praxis II data. For the evaluation data, The ‘Teacher SGP Score’ chart and table represents this EPP’s employed completer’s available SGP scores for teachers that were teaching in tested grades and subjects. ‘Teacher Practice Score’ chart and table represents this cohort’s employed completer’s available scores from local observations. The ‘Teacher SGO Score’ chart and table shows this cohort’s employed completer’s available student growth objective scores. Any questions or inquiries regarding the information contained in this report, please email rpr@doe.state.nj.us

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE

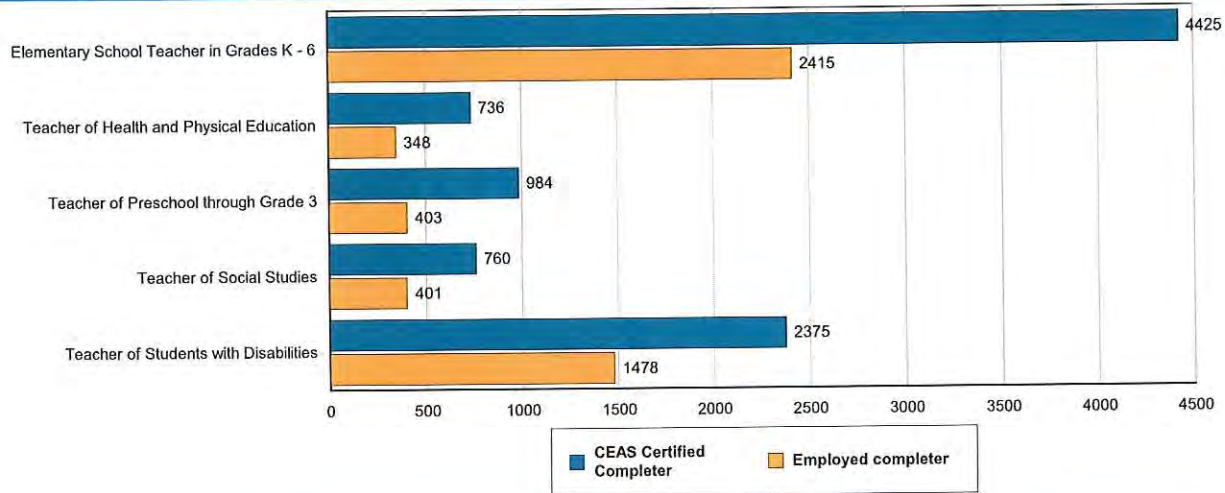


NJ CEAS-EPP Statewide Profile

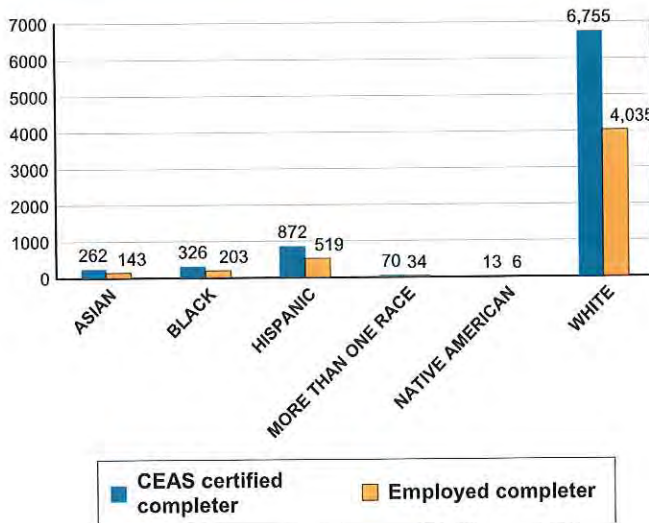
This report includes data that the Department of Education has synthesized from multiple sources: NJSmart, TCIS, NJSure and other existing data collections. The individuals identified in this report as 'CEAS certified completer' were certified in 11-12 and 12-13 with a certificate of eligibility with advanced standing (CEAS). The individuals identified in this report as 'Employed completer' were hired in a New Jersey Public School as of October 15, 2014. Each of the following graphics and tables reference their data source with a 1, 2, 3, or 4. For more details, see footnotes and an additional data

NJ public school employed completers in 14-15 SY	5,160	=	56 %
CEAS-certified completers in 11-12 and 12-13	9,284		

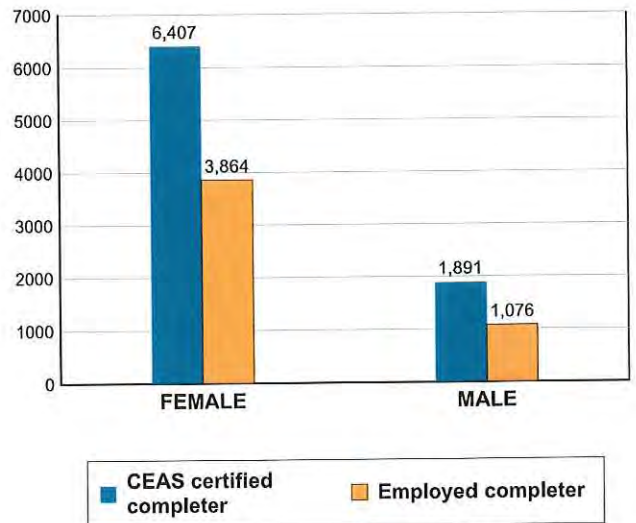
EPP's 5 Largest Programs (1,2)



Race (2,3)



Gender (2,3)



1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



Novice New Jersey Public School Teachers Profile

The following tables capture information about the public schools in New Jersey where this EPP's employed completers were hired as of October 15, 2014. The 'School Classification' table refers to our reward and priority schools. The 'Classroom Assignment: Teacher Shortage' table refers to individuals that obtained an endorsement in a teacher shortage area and are also employed in a teacher shortage position. 'District Factor Group (DFG)' refers to the grouping of similar school districts by socio-economic level. 'Compensation' refers to the average of all starting salaries of this EPP's employed completers in New Jersey Public Schools regionally.

DFG: <http://www.state.nj.us/education/finance/rda/dfg.shtml>

Priority/Focus: <http://www.state.nj.us/education/rac/schools/>

School Classification (2)		
	Employed as of October 15, 2014	Percentage Employed as Teachers
Priority Schools	107	2 %
Focus Schools	566	11 %
Reward Schools	77	1 %
Not Classified	4,446	86 %

Classroom Assignment: Teacher Shortage Area (1,2)			
	Individuals obtaining NJ CEAS	Employed as of October 15, 2014	Employed in Teacher Shortage Area
Teacher Shortage Area	3,726	2,452	1,628
Non-Teacher Shortage Area	5,563	2,712	

District Factor Group (DFG) (2)		
	Employed as of October 15, 2014	Percentage Employed as Teachers
A	753	14 %
B	509	10 %
CD	434	8 %
DE	622	12 %
FG	605	12 %
GH	699	13 %
I	929	18 %
J	177	3 %
Charter	276	5 %
Vocational	192	4 %

Compensation (2)		
	Median Salary	Number of Teachers
All Employed teachers in North region	\$ 51,400	1,884
All Employed teachers in Central region	\$ 52,564	1,896
All Employed teachers in South region	\$ 50,694	992
All Employed teachers	\$ 51,434	5,061

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



Novice New Jersey Public School Teachers Profile, cont'd

The 'Persistence' chart and table below shows how many employed completers were hired in New Jersey Public schools in the 13-14 SY and were still working in a New Jersey Public School in the 14-15 SY. Additionally, the tables below capture endorsement information about all CEAS certified candidates that were hired in New Jersey public schools.

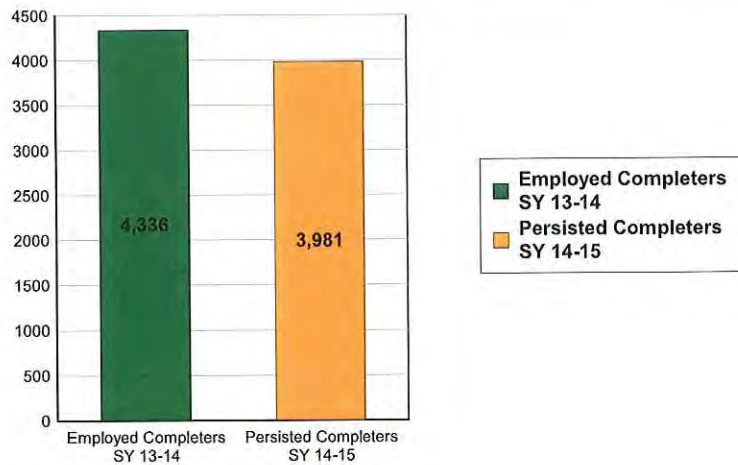
Number Of Endorsements Obtained and Employment (1,2)

	Individuals obtaining NJ CEAS	Individuals employed as teachers	Percent employed as teachers
One Endorsement	5,700	2,939	52%
Two Endorsements	2,838	1,703	60%
Three or More Endorsements	752	523	70%

Cummulative GPA (3)

	Individuals obtaining NJ CEAS
Median GPA	3.54

Persistence (2)



Persistence

Percent

Continued Employment In NJ in 14-15	91.8 %
-------------------------------------	--------

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



Novice New Jersey Public School Teachers Profile, cont'd

The tables on the following pages capture additional endorsement information about all CEAS certified candidates and where applicable employment data for those that were hired as of October 15, 2014.

Praxis II Results: Average Scaled Score (1)

	Praxis II Test	Average Scaled Score
Elementary School Teacher in Grades K - 6	Elem Educ: Reading & Lang Art Subtest	185
Elementary School Teacher in Grades K - 6	Elementary Education Content Knowledge	176
Elementary School Teacher in Grades K - 6	Elem Educ: Science Subtest	174
Elementary School Teacher in Grades K - 6	Elem Educ: Mathematics Subtest	179
Elementary School Teacher in Grades K - 6	Elem Educ: Social Studies Subtest	171
Elementary School Teacher with Mathematics Specialization: in Grades 5 - 8	Middle School Mathematics	169
Elementary School with Subject Matter Specialization: Language Arts/Literacy	Middle School English Language Arts	188
Elementary School with Subject Matter Specialization: Science in Grades 5 - 8	Middle School Science	158
Elementary School with Subject Matter Specialization: Social Studies in Grades 5 - 8	Middle School Social Studies	168
Teacher of Art	Art: Content Knowledge	169
Teacher of Art	Art Content Knowledge	178
Teacher of Biological Science	General Science: Content Knowledge	164
Teacher of Biological Science	Biology: Content Knowledge, Part 2	845
Teacher of Biological Science	No Description	162
Teacher of Biological Science	Biology: Content Knowledge	166

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



**New Jersey Department of Education
Educator Preparation Provider Annual Report 2015
CEAS Statewide Profile**

Teacher of Biological Science	General Science: Content Knowledge, Part I	837
Teacher of Chemistry	Chemistry: Content Knowledge	166
Teacher of Chemistry	General Science: Content Knowledge	169
Teacher of Comprehensive Business	Business Education	582
Teacher of Earth Science	Earth and Space Sciences: Content Knowledge	165
Teacher of Earth Science	General Science: Content Knowledge	162
Teacher of English	English Language, Literature and Composition Content Knowledge	184
Teacher of French	French: World Language	176
Teacher of Health and Physical Education	Health & Physical Education: Content Knowledge	167
Teacher of Health and Physical Education	Physical Education: Content Knowledge	153
Teacher of Mathematics	Mathematics: Content Knowledge	153
Teacher of Music	Music: Content Knowledge	174
Teacher of Physical Education	Physical Education: Content Knowledge	160
Teacher of Physical Science	General Science: Content Knowledge	176
Teacher of Physical Science	Chemistry: Content Knowledge	170
Teacher of Physical Science	Physics: Content Knowledge	160
Teacher of Physics	General Science: Content Knowledge	176
Teacher of Physics	Physics: Content Knowledge	163
Teacher of Preschool through Grade 3	Early Childhood: Content Knowledge	175
Teacher of Reading	Teaching Reading	208

- 1 TCIS
- 2 NJSMART
- 3 NJSURE
- 4 Non-submitter to NJSURE



New Jersey Department of Education
Educator Preparation Provider Annual Report 2015
CEAS Statewide Profile

Teacher of Social Studies	Social Studies: Content Knowledge	172
Teacher of Spanish	Spanish Content Knowledge	342
Teacher of Spanish	Spanish: World Language	181
Teacher of Technology Education	Technology Education	186
Teacher of Theater	Theatre	731

- 1 TCIS
- 2 NJSMART
- 3 NJSURE
- 4 Non-submitter to NJSURE



New Jersey Department of Education
 Educator Preparation Provider Annual Report 2015

CEAS Statewide Profile

Certification Endorsement Area and Employment (1,2)			
	Individuals obtaining NJ CEAS	Individuals employed as teachers	Percent employed as teachers
Elementary School Teacher	10	4	40 %
Elementary School Teacher in Grades K - 6	4,426	2,416	55 %
Teacher of Preschool through Grade 3	984	403	41 %
Elementary School Teacher with Mathematics Specialization: in Grades 5 - 8	266	188	71 %
Elementary School with Subject Matter Specialization: Science in Grades 5 - 8	168	114	68 %
Elementary School with Subject Matter Specialization: Social Studies in Grades 5 - 8	133	76	57 %
Elementary School with Subject Matter Specialization: Language Arts/Literacy Specialization in Grades 5 - 8	268	168	63 %
Elementary School with Subject Matter Specialization: World Language/Spanish in Grades 5 - 8	17	17	100 %
Teacher of Art	247	118	48 %
Teacher of Comprehensive Business	16	11	69 %
Teacher of Business: Finance/Economics/Law	1	1	100 %
Teacher of English	666	442	66 %
Teacher of Reading	37	27	73 %
Teacher of Theater	17	6	35 %
Teacher of English as a Second Language	179	112	63 %
Teacher of Bilingual/Bicultural Education	34	32	94 %
Teacher of French	14	9	64 %

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



**New Jersey Department of Education
Educator Preparation Provider Annual Report 2015**

CEAS Statewide Profile

Teacher of German	1	1	100 %
Teacher of Italian	10	9	90 %
Teacher of Spanish	109	84	77 %
Teacher of Chinese	11	6	55 %
Teacher of Health and Physical Education	736	348	47 %
Teacher of Driver Education	200	133	67 %
Teacher of Physical Education	20	13	65 %
Dance	20	7	35 %
Teacher of Technology Education	23	19	83 %
Teacher of Mathematics	495	384	78 %
Teacher of Music	322	156	48 %
Teacher of Biological Science	203	156	77 %
Teacher of Earth Science	27	18	67 %
Teacher of Physical Science	12	9	75 %
Teacher of Physics	27	24	89 %
Teacher of Chemistry	24	17	71 %
Teacher of Social Studies	760	401	53 %
Teacher of Psychology	7	4	57 %
Teacher of Deaf or Hard of Hearing: with Oral/Aural Communication	15	7	47 %
Teacher of Deaf or Hard of Hearing: with Sign Language Communication	15	7	47 %

- 1 TCIS
- 2 NJSMART
- 3 NJSURE
- 4 Non-submitter to NJSURE



New Jersey Department of Education
Educator Preparation Provider Annual Report 2015
CEAS Statewide Profile

Teacher of Students with Disabilities	2,375	1,478	62 %
Teacher of Marketing Education	2	1	50 %

1 TCIS
2 NJSMART
3 NJSURE
4 Non-submitter to NJSURE



New Jersey Department of Education
 Educator Preparation Provider Annual Report 2015
 CEAS Statewide Profile

Transfer Student (3)			
	Individuals obtaining NJ CEAS	Employed as of October 15, 2014	Percent Employed as teachers
Reported as transferred	3,135	1,637	52 %

State of Residence, Certification (3)			
	Individuals obtaining NJ CEAS	Employed as of October 15, 2014	Percent Employed as teachers
Reported as Out of State while enrolled in program	781	367	47 %

Area of Study (3)			
	Individuals obtaining NJ CEAS	Individuals employed as teachers	Percent employed as teachers
Physical Sciences	35	29	83 %
Area, Ethnic, Cultural, Gender, and Group studies	9	4	44 %
Biological and Biomedical Sciences	66	51	77 %
Business, Management, Marketing, and Related Support Services.	14	8	57 %
Communication, Journalism, and Related Programs	10	5	50 %
Computer and Information Sciences and Support Services	1	1	100 %
Education	4,947	2,806	57 %
English Language and Literature/Letters	420	270	64 %
Family and Consumer Sciences/Human Sciences	298	129	43 %
Foreign Languages, Literacy, and Linguistics	152	112	74 %
History.	423	221	52 %
Homeland Security, Law Enforcement, Firefighting and Related Protective Services	3	2	67 %
Liberal Arts and Sciences, General Studies and Humanities	30	12	40 %
Mathematics and Statistics	274	218	80 %
Multi/Interdisciplinary studies	30	19	63 %
Natural Resources and Conservation	9	5	56 %
Psychology	289	132	46 %
Social Sciences	65	35	54 %
Visual and Performing Arts	376	189	50 %

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE



New Jersey Department of Education
 Educator Preparation Provider Annual Report 2015
 CEAS Statewide Profile

Classroom Assignment: Content Area (3)		
	Individuals employed as teachers	Percent employed as teachers
Foreign Language and Literature	119	2 %
Early Childhood Education(PK-K)	255	5 %
other	52	1 %
Fine and Performing Arts	276	5 %
Social Sciences and History	341	7 %
Bilingual/Bicultural	42	1 %
Health and Physical Education	369	7 %
English Language and Literacy	506	10 %
Elementary Generalist	1,430	28 %
ESL	66	1 %
Math	512	10 %
Career and Technical Education	6	0 %
Special Ed	830	16 %
Life and Physical Sciences	283	6 %

Data Source Notes: Certification data is submitted to the NJDOE by EPPs and gathered from the NJ Department of Education’s Teacher Certification Information System (TCIS) and is verified by the EPPs prior to publication of the EPPARs. Employment data is submitted to the NJDOE by school districts and gathered from New Jersey’s student- and staff-level Standards Measurement and Resource for Teaching data system (NJSMART). Higher Education data is submitted to the NJDOE by Institutes of Higher Education and collected from the Office of the Secretary of Higher Education’s Student Unit Record system (NJSURE). Not all Institutes of Higher Education are required to submit data to the NJSURE database. Non-submitters have been noted accordingly. For compensation data, North Region includes: Bergen, Essex, Hudson, Morris, Passaic, Sussex, and Warren Counties. Central Region includes: Hunterdon, Mercer, Middlesex, Monmouth, Somerset, and Union Counties. South Region includes: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Ocean, and Salem Counties. All appropriate suppression rules have been applied. Any questions or inquiries regarding the validity of the data contained in this report, please email rpr@doe.state.nj.us

1 TCIS
 2 NJSMART
 3 NJSURE
 4 Non-submitter to NJSURE

Appendix 4.1c

2018 EPP Annual Reports

Monmouth University

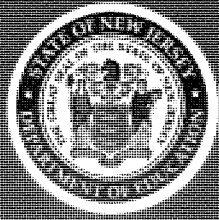
NJ Statewide Report

MU Persistence Data: Pages 8

NJ Persistence Data: Page 8b

MU % Employed by Certificate: Page 9

NJ % Employed by Certificate: Pages 9b-10b



The goal of this report is to share the available state data on novice teachers that this Educator Preparation Provider (EPP) recommended for certification. To create the report, the New Jersey Department of Education (NJDOE) has synthesized data from multiple sources. A list of these sources is available at the end of this report. Unless otherwise indicated, the data used in this report represents a one year cohort of teachers who earned a Certificate of Eligibility with Advanced Standing (CEAS) in the 2015-2016 school year who may have been employed in the 2017-2018 school year in a New Jersey public school. For additional details see further explanation in the glossary on the last page.

This report provides information in the following key areas:



Provider Profile

Information that applies to all teacher preparation programs at the institution such as mission and location.



Completer Demographics

Demographic information for candidates who completed a program at this institution and earned teacher certification in New Jersey.



Certification Assessments

Data about program completers performance on required licensure assessments.



Full Time Employment Outcomes

Data about program completers from this institution working in New Jersey public schools.

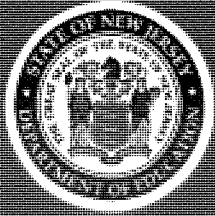


Evaluation Results

Evaluation data for certified program completers from the 2015-16 school year employed in the 2016-17 school year.



Glossary



Monmouth University

Both Graduate & Undergraduate
Certificate of Eligibility with Advanced Standing

2018



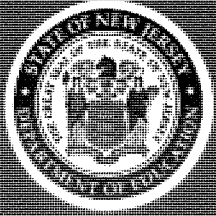
Provider Profile

Information that applies to all teacher preparation programs at the institution such as mission and location.

Mission¹:

The School of Education's mission is to be a leader in the preparation and professional development of highly competent, reflective teachers, speech-language pathologists, school counselors and administrators. We are committed to social justice initiatives that better all students and other persons from diverse backgrounds in terms of abilities, age, gender, culture, race, ethnicity, family, and socioeconomic status. Our candidates learn the exigencies of their profession by practicing and demonstrating their skills through clinical experiences in a wide range of local school and community settings. Our accredited programs link theory and practice, foster lifelong learning and reflection, and improve the quality of life for students and clients through innovation, research, and scholarship. School of Education graduates have the practical skills, the commitment to service, and the theoretical knowledge necessary to enhance living and learning in academic and professional settings.

¹ The mission statement was provided to the NJDOE by the institution through the application process to become an approved teacher preparation provider.



Monmouth University

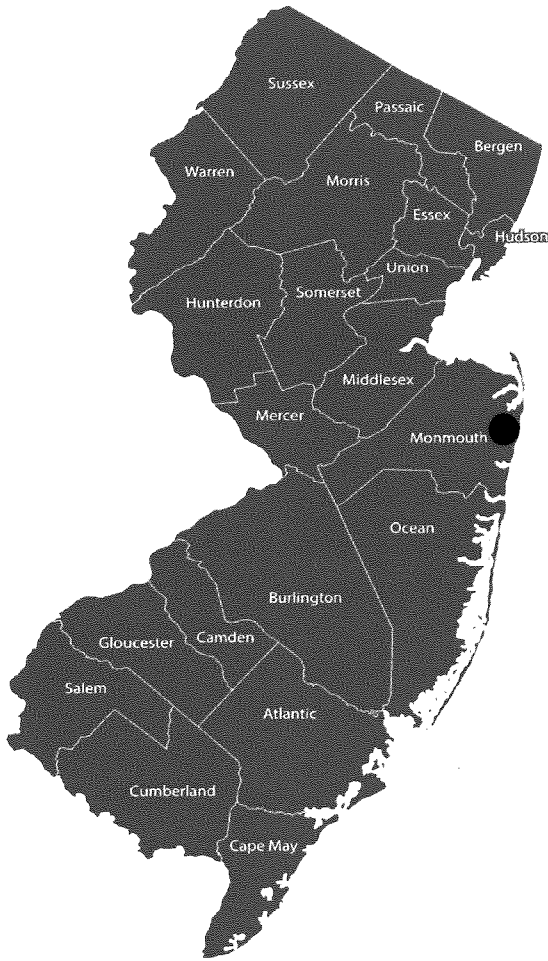
Both Graduate & Undergraduate
Certificate of Eligibility with Advanced Standing

2018



Provider Profile

Information that applies to all teacher preparation programs at the institution such as mission and location.



This Provider has 29 Partnerships² with NJ Schools or Districts and is accredited³ through the Council for the Accreditation of Educator Preparation.

Financial Aid⁴ Options:

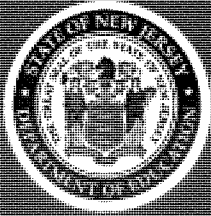
- ✓ AmeriCorps
- ✓ Federal Direct Loans
- ✓ Federal PELL Grants
- ✓ Federal Perkins
- ✓ Federal Work Study
- ✓ Law Enforcement Memorial Scholarship
- ✓ NJ Class Loans
- ✓ NJ Educational Opportunity Fund
- ✓ NJ Governors Industry
- ✓ NJ Governors Urban Scholarship
- ✓ NJ STARS
- ✓ NJ Survivor Tuition Benefits
- ✓ NJ Tuition Aid Grant (TAG)
- ✓ NJ WTC
- ✓ Teach Grant
- ✓ Title IV Financial Aid
- ✓ Other
- ⊗ Data Not Provided

Address: 400 Cedar Ave, West Long Branch, NJ 07764
Website: <https://www.monmouth.edu/>

² A partnership is a formal or informal agreement with a school or district where candidates can complete program requirements. Partnerships are provided by institution.

³ Teacher preparation programs are accredited at least every 7 years.

⁴ More information about financial aid options is available in the glossary at the end of this report.



Completer Demographics

Demographic information for candidates who completed a program at this institution and earned teacher certification in New Jersey.

178 Total Completers

108 Completers with Multiple Certificates

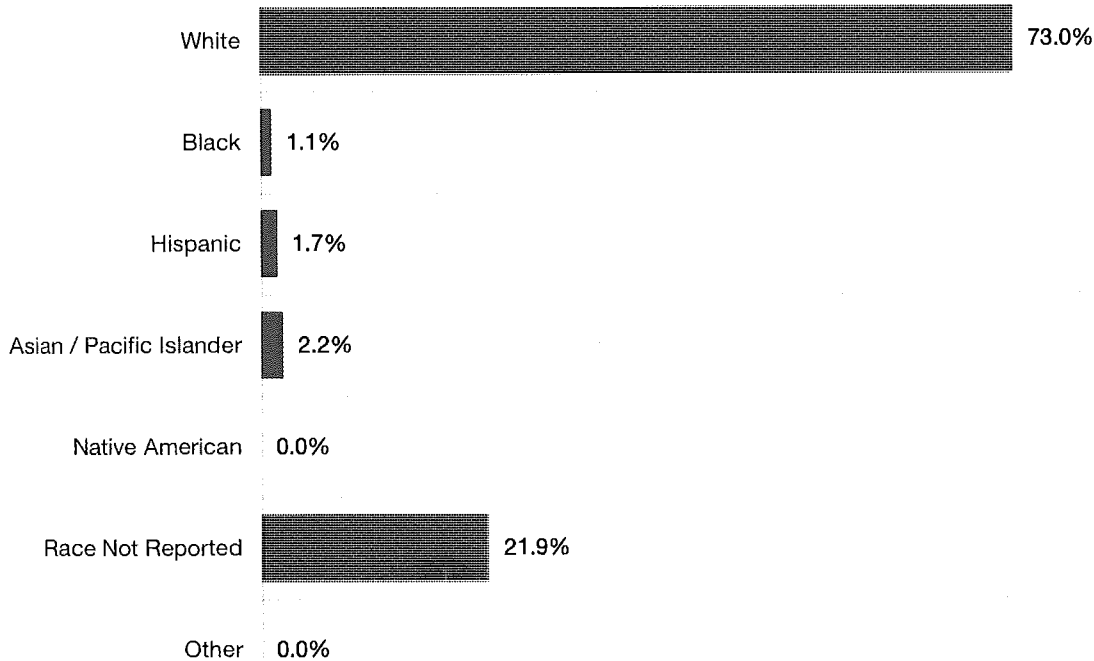
Completers by Gender:



Populations by Race:

Certified Completers:

Completers



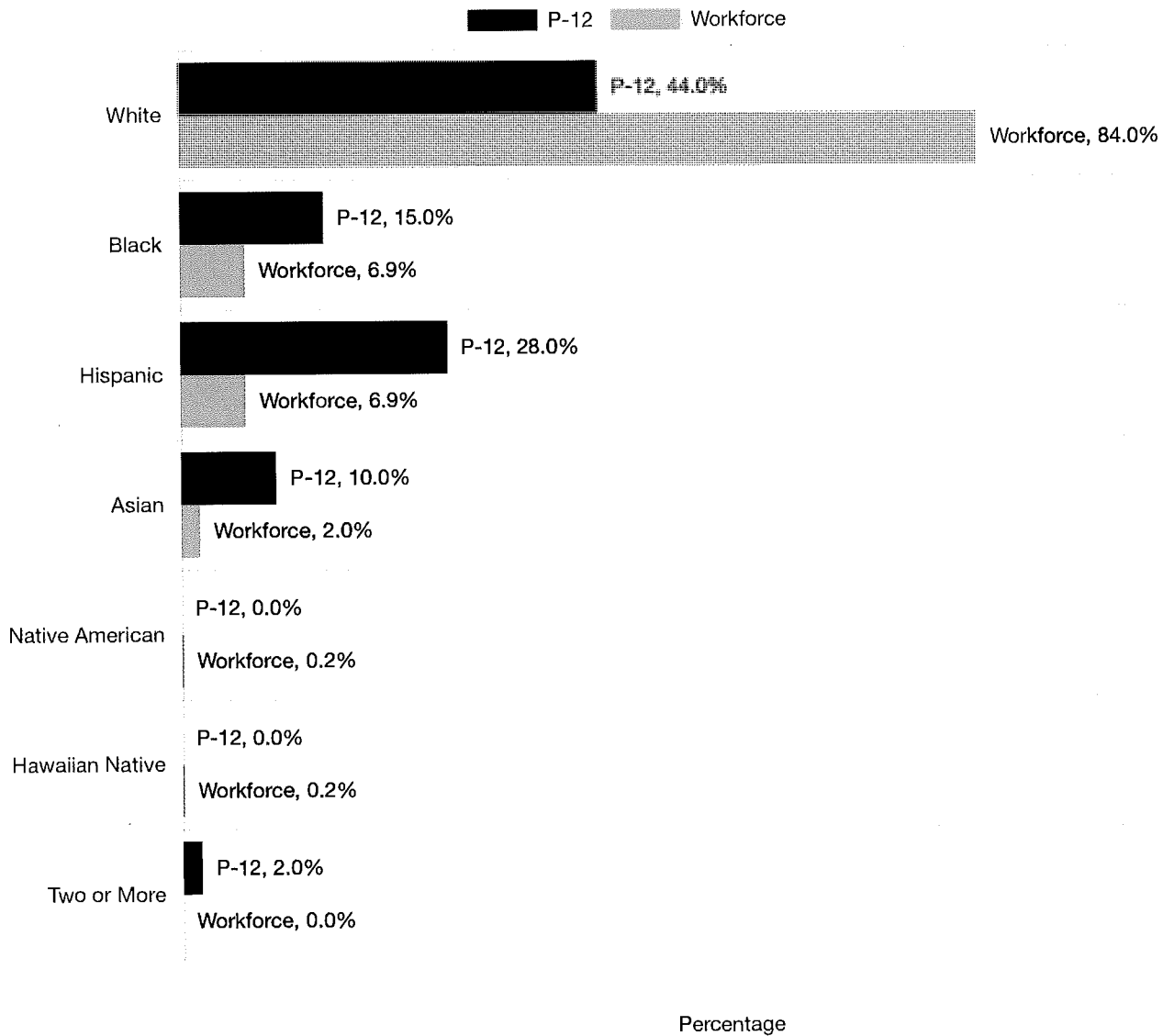


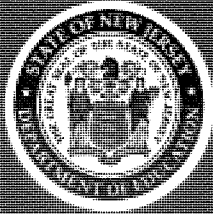
Completer Demographics

Demographic information for candidates who completed a program at this institution and earned teacher certification in New Jersey.

Populations by Race:

State 2016-2017 Student P – 12 and 2017-2018 Teacher Workforce Populations:





Certification Assessments

Data about program completer performance on required licensure assessments.

Content Assessment

Praxis II⁵ Results: Average Scaled Score

Praxis II Test	EPP Average Scaled Score	Test Cut Score	State Average Scaled Score
Art: Content Knowledge	*	158	169
Biology: Content Knowledge	*	152	168
Early Childhood: Content Knowledge	176	159	172
Early Childhood: Content Knowledge (expired)	*	156	171
Elementary Education: Content Knowledge	*	141	158
Elementary Education: Multiple Subjects Mathematics (expired)	168	164	170
Elementary Education: Multiple Subjects Mathematics Subtest	174	157	175
Elementary Education: Multiple Subjects Reading and Language Arts Subtest	170	157	170
Elementary Education: Multiple Subjects Reading Language Arts Subtest (expired)	173	165	175
Elementary Education: Multiple Subjects Science (expired)	168	159	166
Elementary Education: Multiple Subjects Science Subtest	169	159	170
Elementary Education: Multiple Subjects Social Studies (expired)	165	155	163
Elementary Education: Multiple Subjects Social Studies Subtest	167	155	167
English Language Arts: Content Knowledge	177	167	177
General Science: Content Knowledge	*	152	169
Health & Physical Education: Content Knowledge	166	160	168
Health and Physical Education: Content Knowledge (expired)	*	151	153
Mathematics: Content Knowledge	*	160	169
Middle School Science	*	150	160
Music: Content Knowledge	*	153	168
Social Studies: Content Knowledge	164	157	166

⁵ PRAXIS II is a content assessment required for certification. Future report iterations will include data on additional assessments required for certification and survey results from program completers and employers. For information about expired assessments, see the glossary at the end of this report. This data is suppressed if the count of valid scores is less than 10.



Certification Assessments

Data about program completer performance on required licensure assessments.

Basic Skills Assessment

Praxis Core Results:

This data is not yet available but may be included in future iterations.

Performance Assessments

Educative Teacher Performance Assessment (edTPA⁶) Timeline:

School Year	Requirement and Scoring
2017-2018	All CEAS candidates complete the assessment for certification but do not need to meet a specific cut score. All CE holders complete the assessment but do not need to meet a specific cut score if the assessment is taken during this school year
2018-2019	All CEAS candidates complete the assessment for certification but do not need to meet a specific cut score All CE holders complete the assessment but do not need to meet a specific cut score if the assessment is taken during this school year
2019-2020	Cut score set at one standard error of measurement below the national recommendation Note: 13-rubric handbooks (cut score of 32), 15-rubric handbooks (cut score of 37), 18-rubric handbooks (cut score of 44)
2020-2021	Cut score determined by New Jersey standard setting process

⁶ edTPA is the Commissioner-approved assessment measuring a candidate's ability to prepare a lesson, deliver instruction, and assess student learning.



Monmouth University

Both Graduate & Undergraduate
Certificate of Eligibility with Advanced Standing

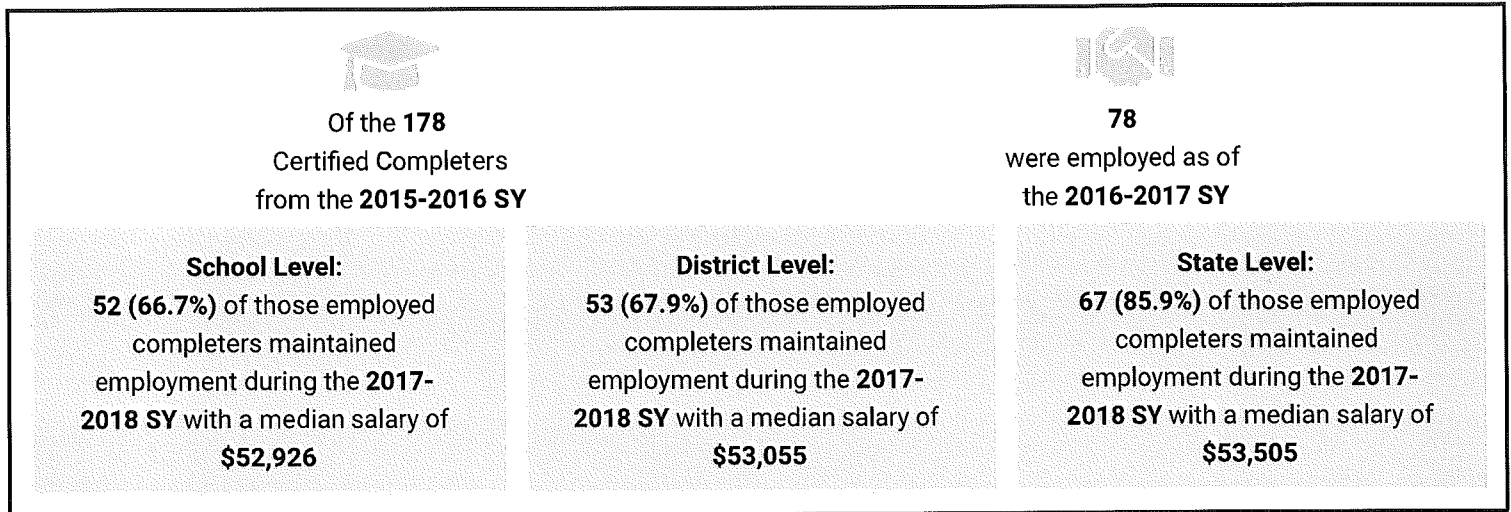
2018



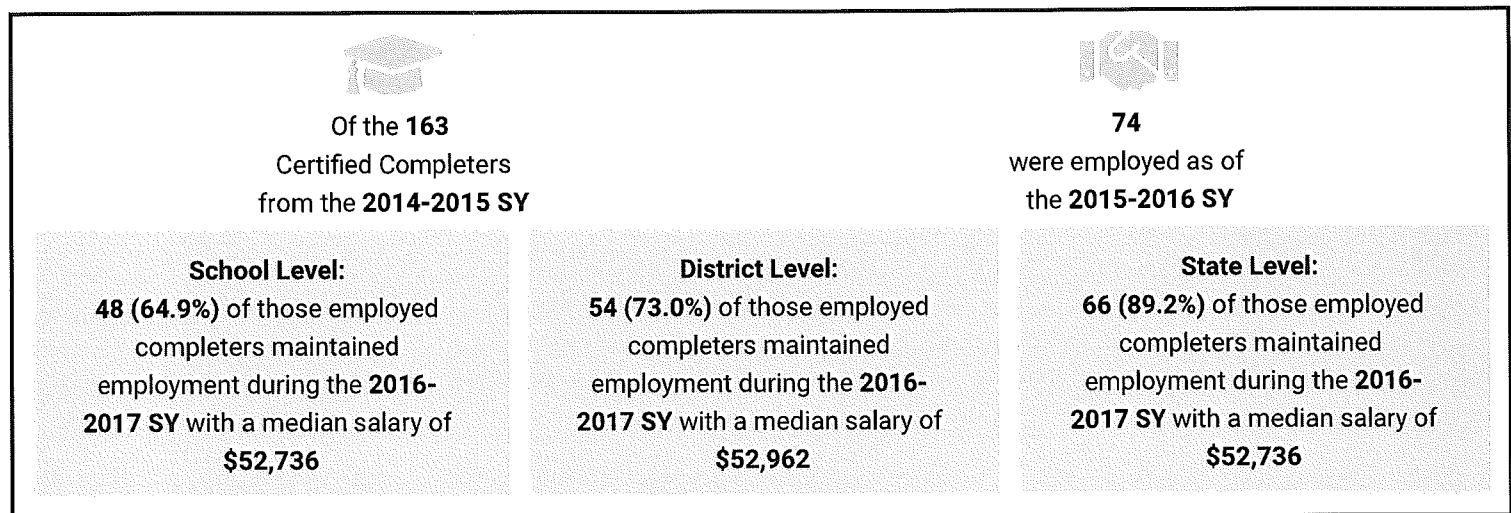
Full Time Employment Outcomes

Data about program completers from this institution working in New Jersey public schools.

2015-2016 Persistence⁷ Trend:

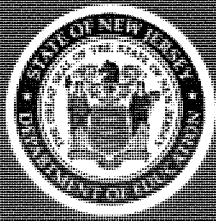


2014-2015 Persistence⁷ Trend:



⁷ Candidates who continued with their employment at the school, district, or state level from one year to the next.

* Note: The NJDOE collects demographic and salary data through NJSMART and TCIS. Salary data is suppressed if the average salary of Full Time Employed Teachers (FTE) in a region is less than \$30,000 and the count of FTE Teachers is greater than 0. If the count of FTE Teachers is 0, then N/A will appear in the cell. For more information see the glossary.



Full Time Employment Outcomes

Data about program completers from this institution working in New Jersey public schools.

Employment by Certification Count:

Category	Count of Certified Individuals	Employed as of October 15, 2017	Percent Employed as Teachers
One Endorsement	68	24	35.3%
Two or More Endorsements	110	64	58.2%

Employment by Certification Area:

Category	Count of Certified Individuals	Employed as of October 15, 2017	Percent Employed as Teachers
All Programs	178	88	49.4%
Elementary School	78	38	48.7%
Teacher of Bilingual-Bicultural Education	1	1	100.0%
Teacher of Biological Science	3	2	66.7%
Teacher of Dance, Art, Music, or Theater	7	3	42.9%
Teacher of English	19	8	42.1%
Teacher of English as a Second Language	19	14	73.7%
Teacher of Health, PE, or Driver Education	13	5	38.5%
Teacher of Mathematics	9	7	77.8%
Teacher of Preschool through Grade 3	20	9	45.0%
Teacher of Social Studies	11	5	45.5%
Teacher of Students with Disabilities	102	57	55.9%
Teacher of World Languages	4	4	100.0%

* Note: The NJDOE collects demographic and salary data through NJSMART and TCIS. A candidate may be included in multiple employment counts if they have earned more than one certificate.



Full Time Employment Outcomes

Data about program completers from this institution working in New Jersey public schools.

Compensation by Region:

Category	Number of Teachers	Median Salary (all teachers)	Median Salary (employed program completers)
Central Region	57	\$53,900	\$53,534
Northern Region	14	\$53,957	\$53,957
Southern Region	13	\$51,792	\$52,295
Undefined Region	4	\$45,500	\$47,000

Employment by School Classification:

Category	Employed as of October 15, 2017	Percent Employed as Teachers	Percentage Employed Statewide
Focus	4	4.5%	7.2%
Not Classified	78	88.6%	88.2%
Priority	3	3.4%	1.8%
Reward	3	3.4%	2.8%

* Note: The NJDOE collects demographic and salary data through NJSMART and TCIS. A candidate may be included in multiple employment counts if they have earned more than one certificate. Information about regions is available in the glossary and information about school classification is available on the NJDOE website.



Full Time Employment Outcomes

Data about program completers from this institution working in New Jersey public schools.

Employment by School Category:

Category	Employed as of October 15, 2017	Percent Employed as Teachers	Percentage Employed Statewide
Charter	3	3.4%	7.0%
District	82	93.2%	89.9%
Other	2	2.3%	0.9%
Vocational	1	1.1%	2.2%

* Note: The NJDOE collects demographic and salary data through NJSMART and TCIS. A candidate may be included in multiple employment counts if they have earned more than one certificate. Information about school categories is available on the NJDOE website.

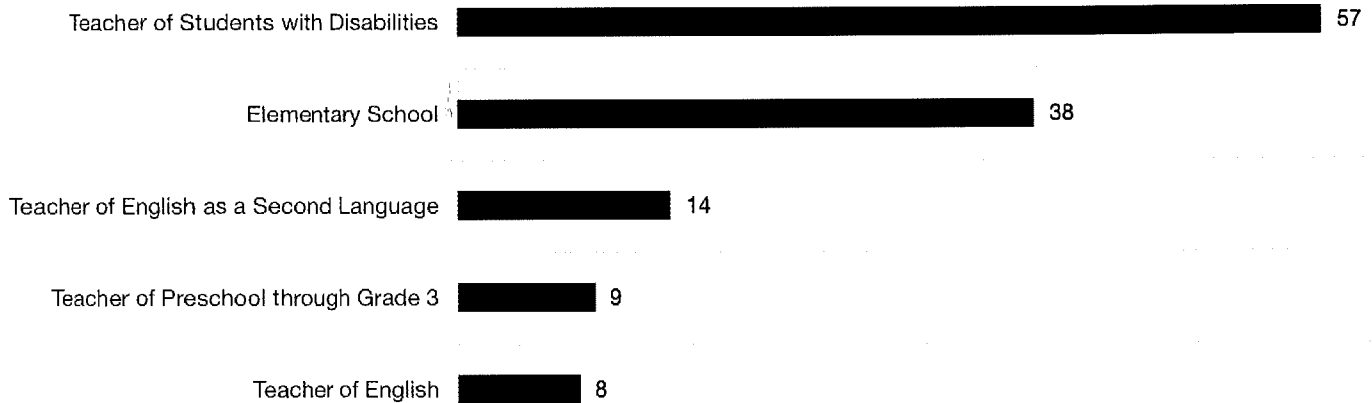


Full Time Employment Outcomes

Data about program completers from this institution working in New Jersey public schools.

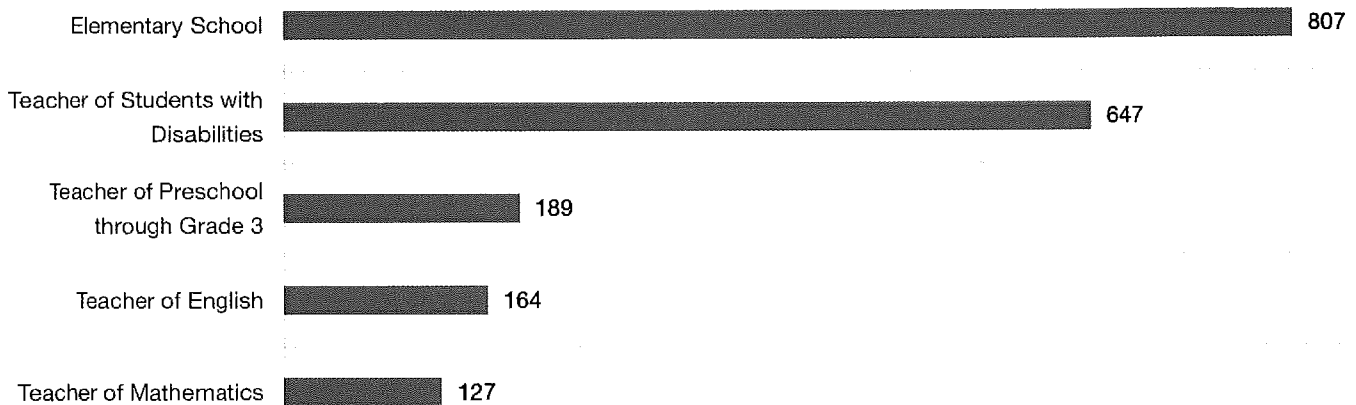
Employment for Largest Five Programs: Provider

Provider



Employment for Largest Five NJ CEAS Programs

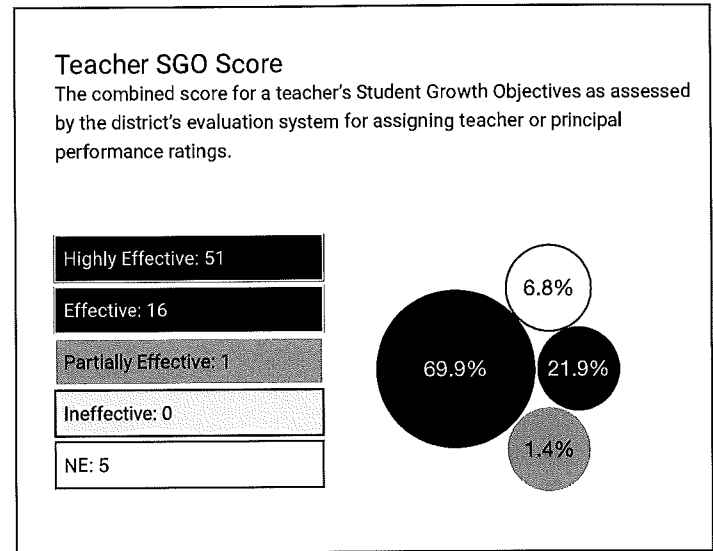
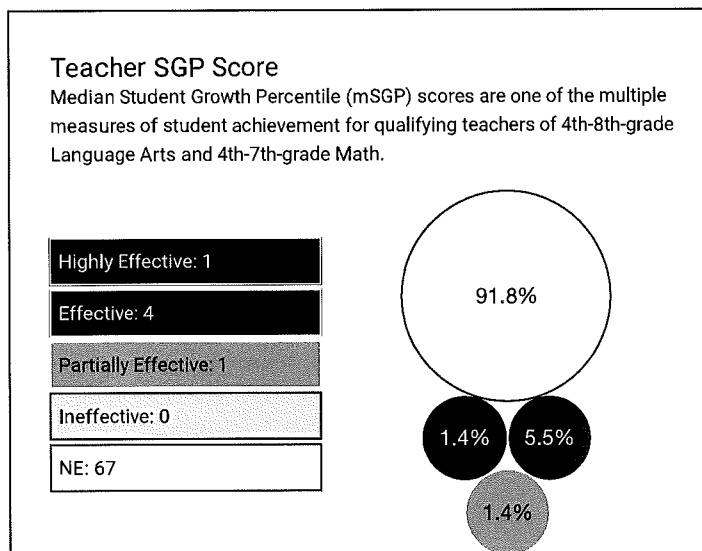
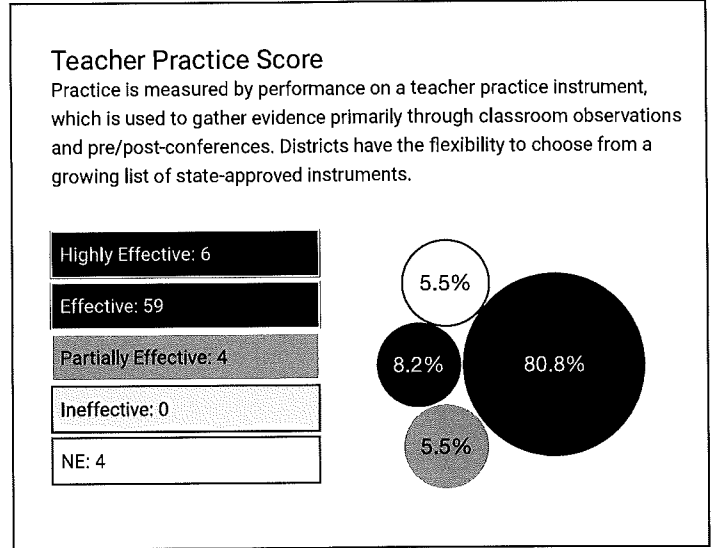
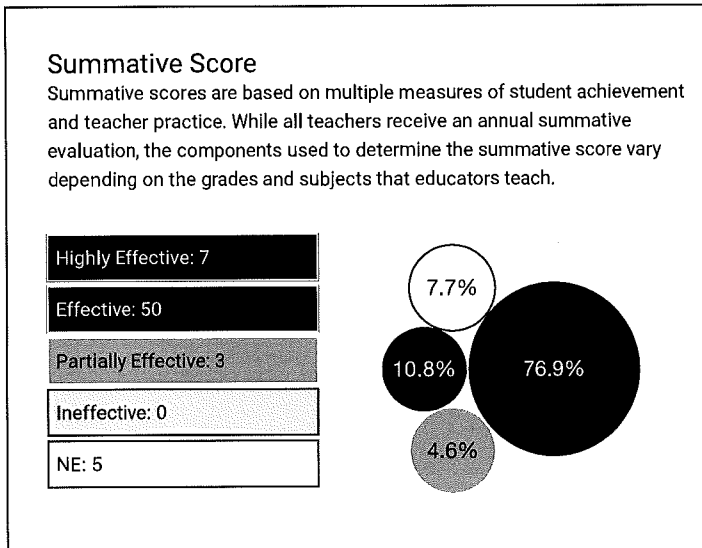
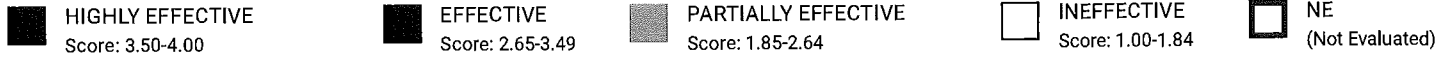
State





Evaluation Results

Evaluation data for certified program completers from the 2015-16 school year employed in the 2016-17 school year.



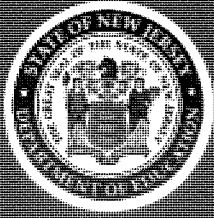
Note: Teachers classified as "NE (Not Evaluated)" are not included in the charts but are included in Counts.

Note: Data has been suppressed where the number of teachers is fewer than 10 to ensure the privacy of individual teachers.



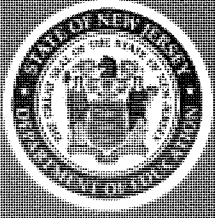
Glossary:

Term	Definition
Accreditation	Teacher preparation programs are accredited at least every 7 years. An institution that has a professional education unit and has completed successfully a review process by a national professional organization recognized by the Council on Higher Education Accreditation or approved by the Commissioner. The institution must meet State, professional, and institutional standards as determined by a review of its individual programs and overall capacity to prepare education professionals.
CEAS Educator Preparation Program	A program provided by an accredited higher education institution. This program primarily occurs prior to a candidate actively working under a provisional certificate.
Certificate of Eligibility with Advanced Standing (CEAS)	A certificate with lifetime validity issued to persons who have completed degree, academic study, applicable test requirements, and CEAS educator preparation programs for certification. The CEAS permits the applicant to seek and accept employment in positions requiring certification.
Data Collection and Reporting	<p>The New Jersey Department of Education (NJDOE) collects and aggregates the data used for this report from multiple sources. Suppression rules have been applied for the assessment, compensation, and evaluation data included in this report to prevent the identification of individuals and the disclosure of their personal information. The NJDOE collects:</p> <ul style="list-style-type: none"> • Certification data from EPPs and individuals through the Teacher Certification Information System (TCIS), which contains all information regarding the certification status of teachers who have applied for and/or hold a New Jersey certification. • Employment and Compensation data from school districts through the staff-level Standards Measurement and Resource for Teaching (NJSMArt) data system. • Higher Education data from the Office of the Secretary of Higher Education's (OSHE) Student Unit Record (NJSURE) system. OSHE collects data from Institutions of Higher Education (IHE's), but not all IHEs are required to submit data to the NJSURE database. Non-submitting institutions have been noted in the report. • Program level data from EPPs through the teacher preparation program approval process. • School level category data is calculated using growth and proficiency data. This data includes student assessment data, graduation rates, and student growth over time. • Student level demographic data from school districts through the student student-level Standards Measurement and Resource for Teaching (NJSMArt) data system.
edTPA	Educative Teacher Performance Assessment (edTPA) is the Commissioner-approved assessment measuring a candidate's ability to prepare a lesson, deliver instruction, and assess student learning.
Evaluation: Annual Summative Evaluation Rating	An annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in a teaching staff members evaluation rubric. The four summative performance categories are highly effective, effective, partially effective, and ineffective.
Evaluation: Student Growth Objective (SGO)	An academic goal that teachers and designated supervisors set for groups of students.
Evaluation: Student Growth Percentile (SGP)	A specific metric for measuring individual student progress on Statewide assessments by tracking how much a students test scores have changed relative to other students Statewide with similar scores in previous years.
Evaluation: Teacher Practice Score	Performance on a state-approved teacher practice Instrument (e.g., Danielson, Marzano, et al.), which is used to gather evidence primarily through classroom observations.
Evaluation	A combination of scores (Student Growth Percentile (mSGP), teacher practice, and student growth objective) that provide a look into teacher effectiveness.
Expired Assessments	When the State Board of Education adopts a resolution to replace a required PRAXIS II test, the replaced test becomes expired. In cases where an individual earns a passing score on the previously required test.



Glossary:

Term	Definition
Financial Aid	<ul style="list-style-type: none"> • TEACH Grant – The Teacher Education Assistance for College and Higher Education program provides grants to students who agree to teach for four years at an elementary, secondary, or educational service agency that serves students from low-income families. • AmeriCorps – A national network of national service programs, made up of three primary programs that each take a different approach to improving lives and fostering civic engagement. Members commit their time to address critical community needs like increasing academic achievement, mentoring youth, fighting poverty, sustaining national parks, preparing for disasters, and more. • Federal Title IV Financial Aid – Title IV is a term that refers to federal financial aid funds. • NJ Class Loans – The Higher Education Student Assistance Authority offers the NJ Class Family Loan for Higher Education to help students pay for college costs not already covered by other sources. • Federal PELL Grant – The federal Pell Grant Program provides need-based grants to low-income undergraduate and certain post baccalaureate students to promote access to post secondary education. • Federal Perkins – A Federal Perkins Loan is a low-interest loan for both undergraduate and graduate students in need that helps students finance the costs of postsecondary education. • Federal Direct – Formerly known as Stafford Loans, the William D. Ford Federal Direct Subsidized and Unsubsidized Loans are available to help pay for educational expenses. • NJ Tuition Aid Grant (TAG) – This is a need-based grant awarded to NJ residents. The award amount varies depending on financial need, cost of attendance, and available funding. • NJ Educational Opportunity Fund – The Educational Opportunity Fund provides financial assistance and support services to students from educationally and economically disadvantaged backgrounds who attend institutions of higher education in the State of NJ. • Federal Work-Study – Federal Work-Study provides part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study. • NJ STARS – NJ Student Tuition Assistance Reward Scholarship. This initiative exclusively provides NJ's highest achieving students with free tuition at their home community colleges. • NJ STARS II – NJ STARS students who earn their associate's degrees with a 3.25 grade point average or better are eligible for an annual NJ STARS II scholarship at any NJ public or independent NJ TAG-participating four-year college or university. • World Trade Center – The WTC scholarship benefits dependent children and surviving spouses of NJ residents who were killed or died as a result of injuries sustained by the terrorist attacks against the U.S. on September 11, 2001. The award also benefits the dependents of those who died as a result of illness caused by exposure to the attack sites. • NJ Survivor Tuition Benefits – Survivor Tuition Benefits Program (STB) helps eligible children and spouses of NJ firefighters, emergency service workers, and law enforcement officers killed in the line of duty to earn a bachelor's degree. • Law Enforcement Memorial Scholarship – The Law Enforcement Officer Memorial (LEOM) Scholarship benefits dependent children of NJ law enforcement officers killed in the line of duty. • NJ Governor's Urban Scholarship Program – The Governor's Urban Scholarship Program is a merit-based scholarship program that benefits students in NJ's economically-challenged communities. Recipients must rank within the top 5% of their class and have a cumulative grade point average of 3.0 or higher, plus be a permanent resident of one of the designated NJ communities who will enroll in an approved NJ college, university, or degree-granting proprietary school. • NJ Governor's Industry – The Governor's Industry Vocations Scholarship (NJ-GIVS) pays up to \$2,000 and year or up to the cost of tuition, less any federal, State, or institutional aid in an eligible certificate or degree program at one of NJ's eligible institutions. The scholarship is funded by the Schools Development Authority (SDA) and administered in partnership with the Higher Education Student Assistance Authority (HESAA) to benefit women and minority students pursuing a certificate or degree in a construction-related field.
Partnership	A formal or informal agreement with a school or district in New Jersey in which candidates may complete program requirements.
Praxis II	Subject-specific assessments that measure a teaching candidate's content knowledge for the endorsement(s) sought.
Program Completer	Individuals who have successfully completed an approved teacher preparation program to earn certification in New Jersey.
Program Provider	The hosting organization for an educator preparation program.



The goal of this report is to share the available state data on novice teachers that this Educator Preparation Provider (EPP) recommended for certification. To create the report, the New Jersey Department of Education (NJDOE) has synthesized data from multiple sources. A list of these sources is available at the end of this report. Unless otherwise indicated, the data used in this report represents a one year cohort of teachers who earned a Certificate of Eligibility with Advanced Standing (CEAS) in the 2015-2016 school year who may have been employed in the 2017-2018 school year in a New Jersey public school. For additional details see further explanation in the glossary on the last page.

This report provides information in the following key areas:



Provider Profile

Information that applies to all teacher preparation programs at the institution such as mission and location.



Completer Demographics

Demographic information for candidates who completed a program at this institution and earned teacher certification in New Jersey.



Certification Assessments

Data about program completer performance on required licensure assessments.



Full Time Employment Outcomes

Data about program completers from this institution working in New Jersey public schools.

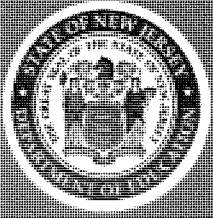


Evaluation Results

Evaluation data for certified program completers from the 2015-16 school year employed in the 2016-17 school year.



Glossary



NJ CEAS Providers

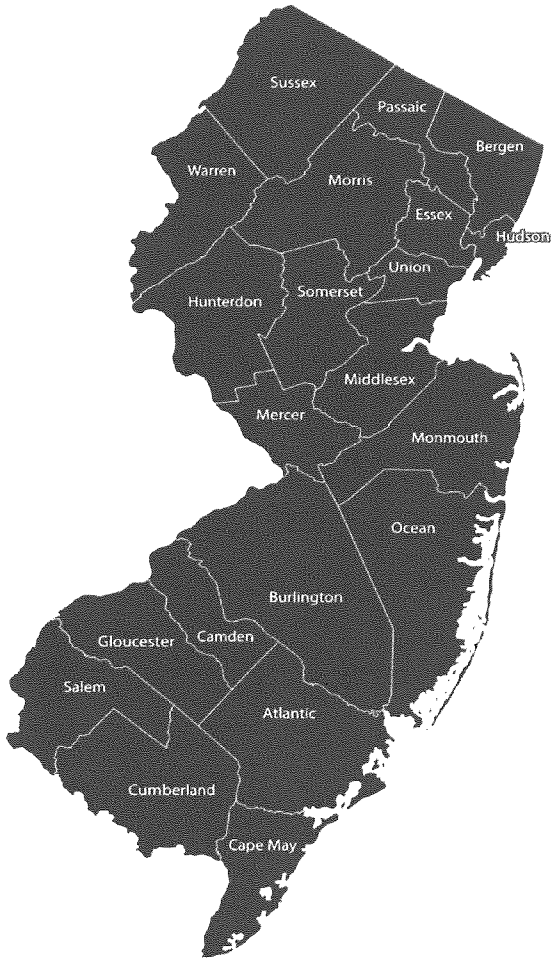
Other
Certificate of Eligibility with Advanced Standing

2018



Provider Profile

Information that applies to all teacher preparation programs at the institution such as mission and location.



This Provider has **NA Partnerships²** with NJ Schools or Districts and is accredited³ through the Council for the Accreditation of Educator Preparation.

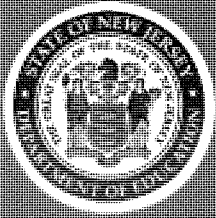
Financial Aid⁴ Options:

- ✓ AmeriCorps
- ✓ Federal Direct Loans
- ✓ Federal PELL Grants
- ✓ Federal Perkins
- ✓ Federal Work Study
- ✓ Law Enforcement Memorial Scholarship
- ✓ NJ Class Loans
- ✓ NJ Educational Opportunity Fund
- ✓ NJ Governors Industry
- ✓ NJ Governors Urban Scholarship
- ✓ NJ STARS
- ✓ NJ Survivor Tuition Benefits
- ✓ NJ Tuition Aid Grant (TAG)
- ✓ NJ WTC
- ✓ Teach Grant
- ✓ Title IV Financial Aid
- ✓ Other
- ✗ Data Not Provided

² A partnership is a formal or informal agreement with a school or district where candidates can complete program requirements. Partnerships are provided by institution.

³ Teacher preparation programs are accredited at least every 7 years.

⁴ More information about financial aid options is available in the glossary at the end of this report.



NJ CEAS Providers

Other
Certificate of Eligibility with Advanced Standing

2018



Completer Demographics

Demographic information for candidates who completed a program at this institution and earned teacher certification in New Jersey.

3277 Total Completers

1154 Completers with Multiple Certificates

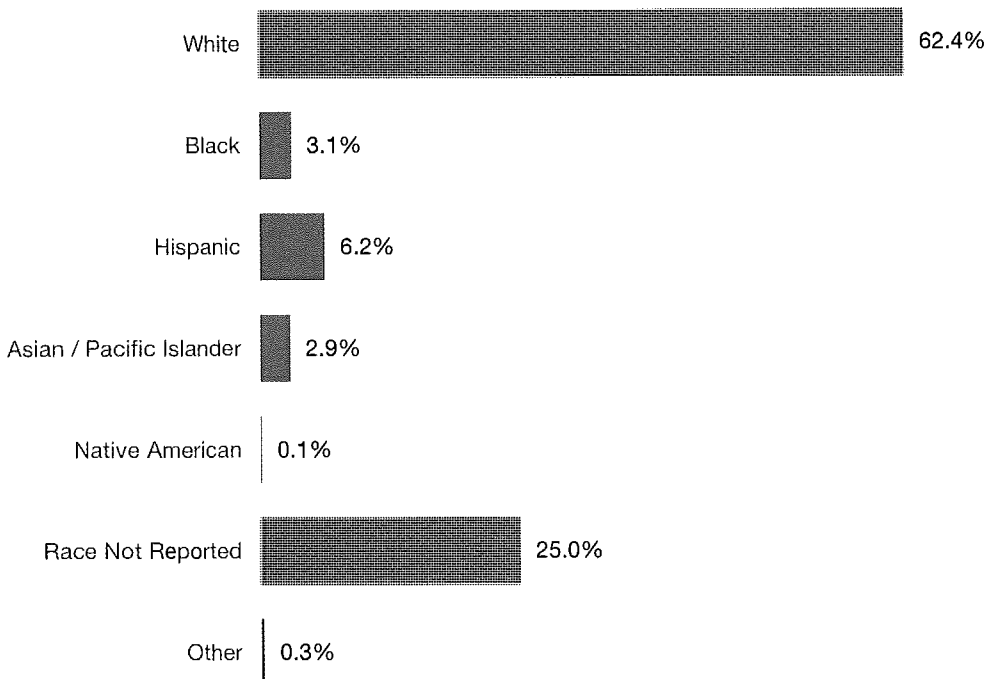
Completers by Gender:



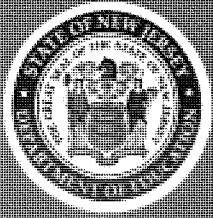
Populations by Race:

Certified Completers:

Completers



* Note: The NJDOE collects demographic data through NJSMART and TCIS. For more information see the glossary.

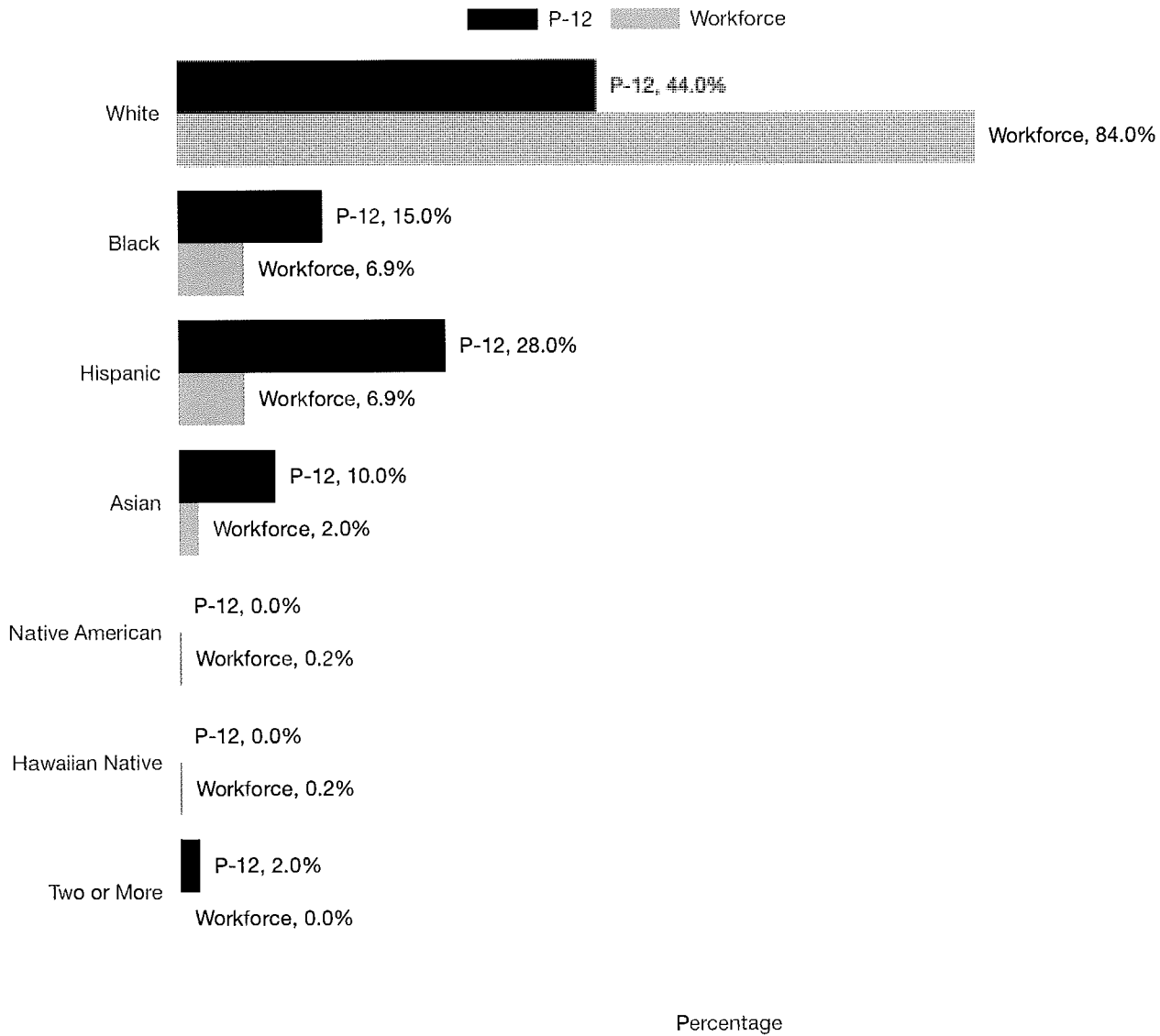


Completer Demographics

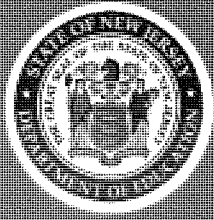
Demographic information for candidates who completed a program at this institution and earned teacher certification in New Jersey.

Populations by Race:

State 2016-2017 Student P – 12 and 2017-2018 Teacher Workforce Populations:



* Note: The NJDOE collects demographic data through NJSMART and TCIS. For more information see the glossary.



Certification Assessments

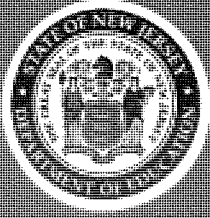
Data about program completer performance on required licensure assessments.

Content Assessment

Praxis II⁵ Results: Average Scaled Score

Praxis II Test	PPP Average Scaled Score	Test Cut Score	State Average Scaled Score
Art: Content Knowledge	169	158	169
Biology: Content Knowledge	168	152	168
Business Education	*	154	*
Chemistry: Content Knowledge	170	152	170
Early Childhood: Content Knowledge	172	159	172
Early Childhood: Content Knowledge (expired)	171	156	171
Earth Science: Content Knowledge	*	153	*
Elementary Education: Content Knowledge	158	141	158
Elementary Education: Multiple Subjects Mathematics (expired)	170	164	170
Elementary Education: Multiple Subjects Mathematics Subtest	175	157	175
Elementary Education: Multiple Subjects Reading and Language Arts Subtest	170	157	170
Elementary Education: Multiple Subjects Reading Language Arts Subtest (expired)	175	165	175
Elementary Education: Multiple Subjects Science (expired)	166	159	166
Elementary Education: Multiple Subjects Science Subtest	170	159	170
Elementary Education: Multiple Subjects Social Studies (expired)	163	155	163
Elementary Education: Multiple Subjects Social Studies Subtest	167	155	167
English Language Arts: Content Knowledge	177	167	177
English Language, Literature, and Composition: Content Knowledge	*	162	*
General Science: Content Knowledge	169	152	169
Health & Physical Education: Content Knowledge	168	160	168
Health and Physical Education: Content Knowledge (expired)	153	151	153
Introduction to the Teaching of Reading	173	159	173

⁵ PRAXIS II is a content assessment required for certification. Future report iterations will include data on additional assessments required for certification and survey results from program completers and employers. For information about expired assessments, see the glossary at the end of this report. This data is suppressed if the count of valid scores is less than 10.



Certification Assessments

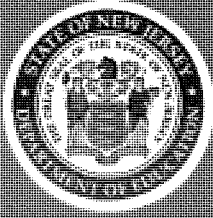
Data about program completer performance on required licensure assessments.

Content Assessment

Praxis II⁵ Results: Average Scaled Score

Praxis II Test	PPP Average Scaled Score	Test Cut Score	State Average Scaled Score
Mathematics: Content Knowledge	169	160	169
Middle School English Language Arts	170	164	170
Middle School Mathematics	174	165	174
Middle School Science	160	150	160
Middle School Social Studies	170	158	170
Music: Content Knowledge	168	153	168
Physical Education: Content Knowledge	*	148	*
Physics: Content Knowledge	*	141	*
Social Studies: Content Knowledge	166	157	166
Spanish: World Language	*	168	*
Theatre	*	153	*

⁵ PRAXIS II is a content assessment required for certification. Future report iterations will include data on additional assessments required for certification and survey results from program completers and employers. For information about expired assessments, see the glossary at the end of this report. This data is suppressed if the count of valid scores is less than 10.



Certification Assessments

Data about program completer performance on required licensure assessments.

Basic Skills Assessment

Praxis Core Results:

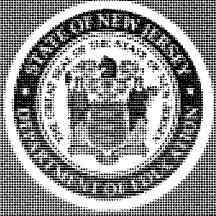
This data is not yet available but may be included in future iterations.

Performance Assessments

Educative Teacher Performance Assessment (edTPA⁶) Timeline:

School Year	Requirement and Scoring
	All CEAS candidates complete the assessment for certification but do not need to meet a specific cut score.
2017-2018	All CE holders complete the assessment but do not need to meet a specific cut score if the assessment is taken during this school year All CEAS candidates complete the assessment for certification but do not need to meet a specific cut score
2018-2019	All CE holders complete the assessment but do not need to meet a specific cut score if the assessment is taken during this school year Cut score set at one standard error of measurement below the national recommendation
2019-2020	Note: 13-rubric handbooks (cut score of 32), 15-rubric handbooks (cut score of 37), 18-rubric handbooks (cut score of 44)
2020-2021	Cut score determined by New Jersey standard setting process

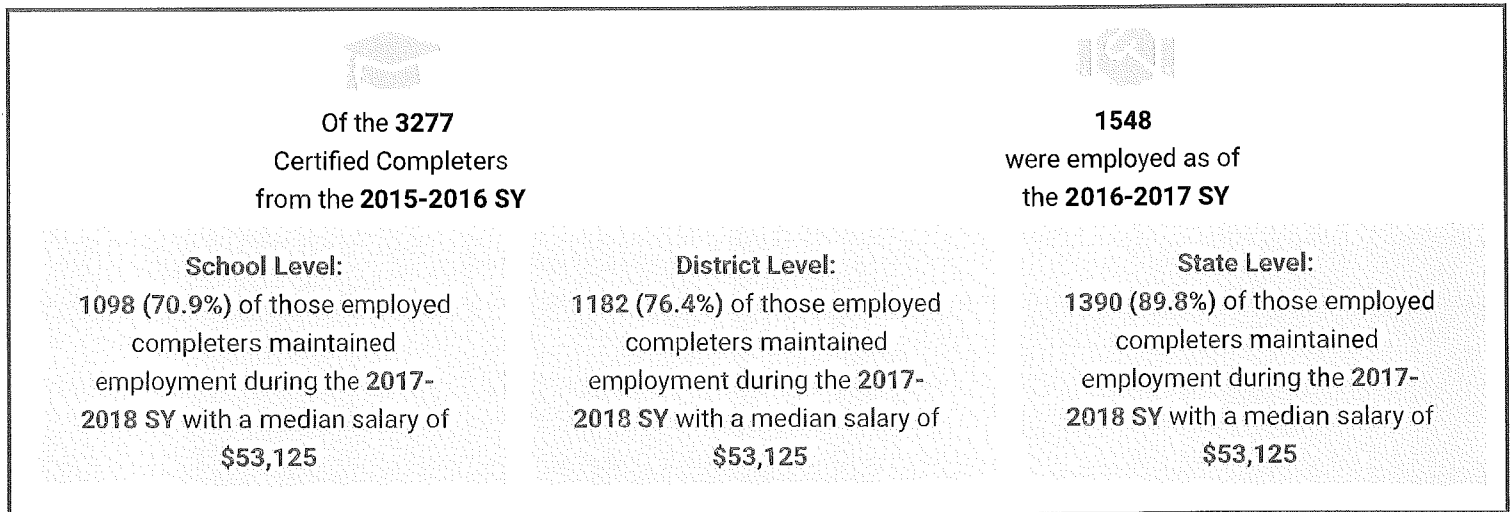
⁶ edTPA is the Commissioner-approved assessment measuring a candidate's ability to prepare a lesson, deliver instruction, and assess student learning.



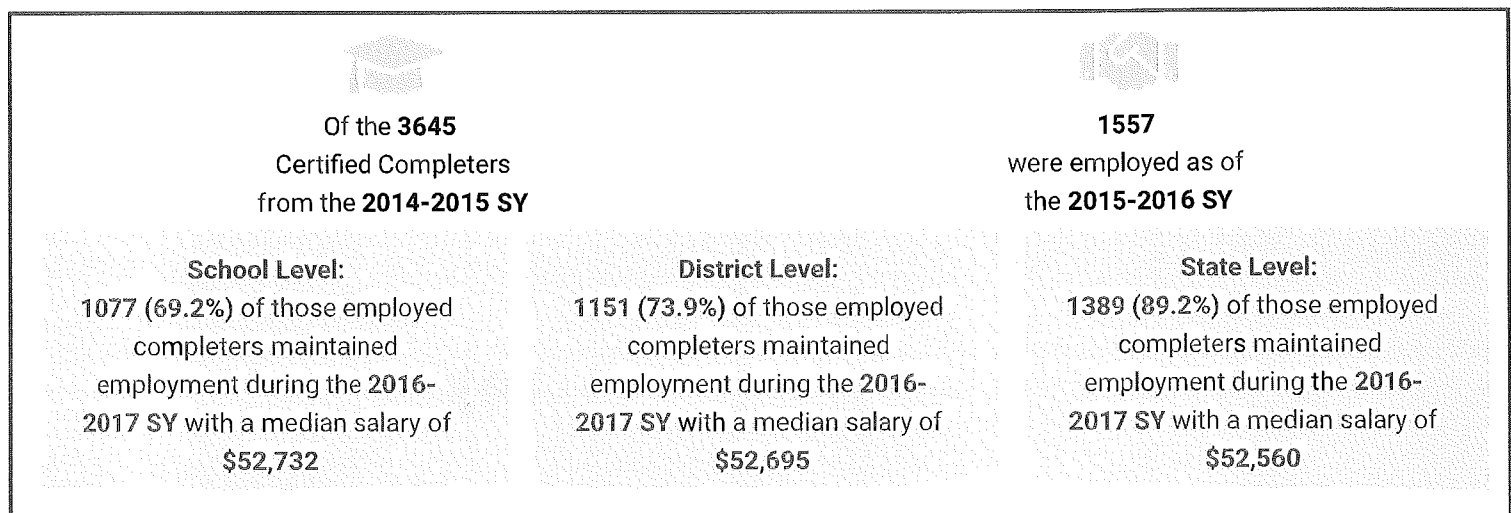
Full Time Employment Outcomes

Data about program completers from this institution working in New Jersey public schools.

2015-2016 Persistence⁷ Trend:

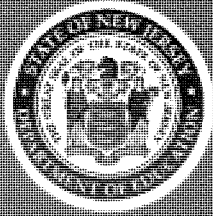


2014-2015 Persistence⁷ Trend:



⁷ Candidates who continued with their employment at the school, district, or state level from one year to the next.

* Note: The NJDOE collects demographic and salary data through NJSMART and TCIS. Salary data is suppressed if the average salary of Full Time Employed Teachers (FTE) in a region is less than \$30,000 and the count of FTE Teachers is greater than 0. If the count of FTE Teachers is 0, then N/A will appear in the cell. For more information see the glossary.



Full Time Employment Outcomes

Data about program completers from this institution working in New Jersey public schools.

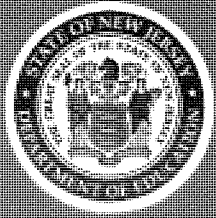
Employment by Certification Count:

Category	Count of Certified Individuals	Employed as of October 15, 2017	Percent Employed as Teachers
One Endorsement	2017	1013	50.2%
Two or More Endorsements	1260	778	61.7%

Employment by Certification Area:

Category	Count of Certified Individuals	Employed as of October 15, 2017	Percent Employed as Teachers
All Programs	3277	1791	54.7%
Elementary School	1451	807	55.6%
Elementary School Teacher with Mathematics Specialization: in Grades 5 - 8	80	46	57.5%
Elementary School with Subject Matter Specialization: Language Arts-Literacy Specialization in Grades 5 - 8	41	27	65.9%
Elementary School with Subject Matter Specialization: Science in Grades 5 - 8	33	19	57.6%
Middle School with Subject Matter Specialization: Social Studies in Grades 5 - 8	36	16	44.4%
Teacher of Bilingual-Bicultural Education	18	11	61.1%
Teacher of Biological Science	82	50	61.0%
Teacher of Chemistry	23	13	56.5%
Teacher of Comprehensive Business	7	5	71.4%
Teacher of Dance, Art, Music, or Theater	188	100	53.2%
Teacher of Earth Science	8	4	50.0%
Teacher of English	270	164	60.7%
Teacher of English as a Second Language	112	49	43.8%
Teacher of Health, PE, or Driver Education	178	89	50.0%
Teacher of Mathematics	176	127	72.2%

* Note: The NJDOE collects demographic and salary data through NJSMART and TCIS. A candidate may be included in multiple employment counts if they have earned more than one certificate.



NJ CEAS Providers

Other
Certificate of Eligibility with Advanced Standing

2018

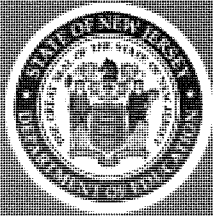


Full Time Employment Outcomes

Data about program completers from this institution working in New Jersey public schools.

Employment by Certification Area:

Category	Count of Certified Individuals	Employed as of October 15, 2017	Percent Employed as Teachers
Teacher of Physical Science	5	3	60.0%
Teacher of Physics	17	13	76.5%
Teacher of Preschool through Grade 3	440	189	43.0%
Teacher of Reading	31	20	64.5%
Teacher of Social Studies	239	115	48.1%
Teacher of Students with Disabilities	1036	647	62.5%
Teacher of Technology Education	14	13	92.9%
Teacher of World Languages	48	38	79.2%



NJ CEAS Providers

Other
 Certificate of Eligibility with Advanced Standing

2018



Full Time Employment Outcomes

Data about program completers from this institution working in New Jersey public schools.

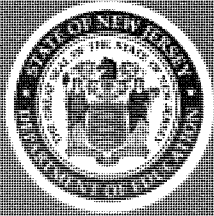
Compensation by Region:

Category	Number of Teachers	Median Salary (all teachers)	Median Salary (employed program completers)
Central Region	625	\$54,240	\$53,047
Northern Region	718	\$52,960	\$53,282
Southern Region	319	\$52,105	\$51,495
Undefined Region	132	\$49,920	\$47,000

Employment by School Classification:

Category	Employed as of October 15, 2017	Percent Employed as Teachers	Percentage Employed Statewide
Focus	129	7.2%	7.2%
Not Classified	1587	88.2%	88.2%
Priority	33	1.8%	1.8%
Reward	50	2.8%	2.8%

* Note: The NJDOE collects demographic and salary data through NJSMART and TCIS. A candidate may be included in multiple employment counts if they have earned more than one certificate. Information about regions is available in the glossary and information about school classification is available on the NJDOE website.

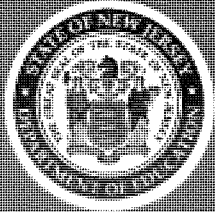


Full Time Employment Outcomes

Data about program completers from this institution working in New Jersey public schools.

Employment by School Category:

Category	Employed as of October 15, 2017	Percent Employed as Teachers	Percentage Employed Statewide
Charter	125	7.0%	7.0%
District	1612	89.9%	89.9%
Other	17	0.9%	0.9%
Vocational	40	2.2%	2.2%

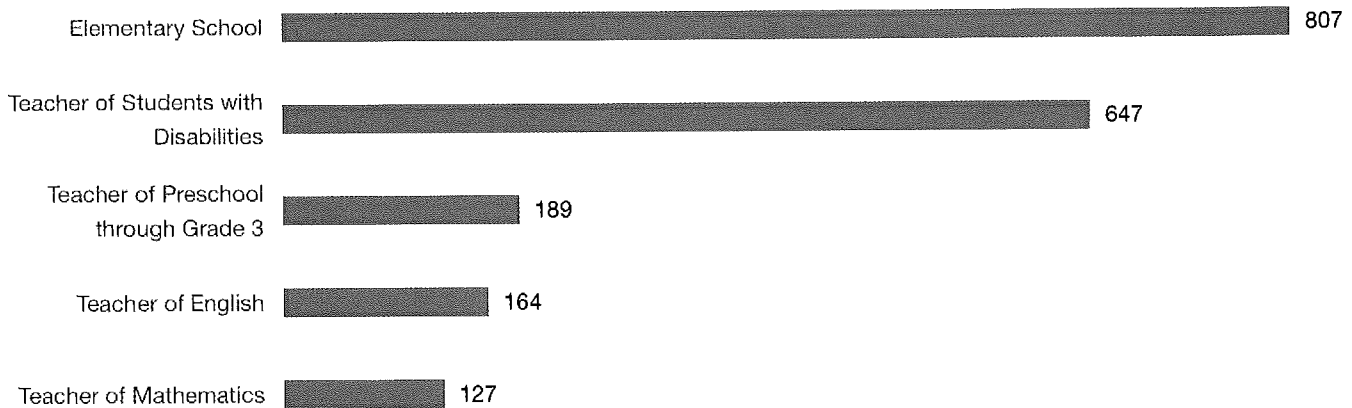


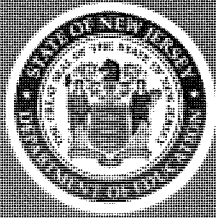
Full Time Employment Outcomes

Data about program completers from this institution working in New Jersey public schools.

Employment for Largest Five NJ CEAS Programs

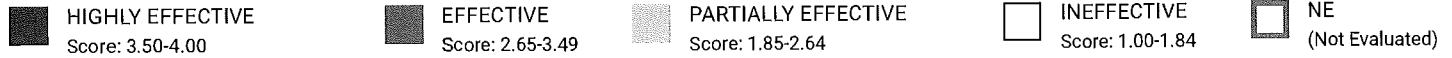
State





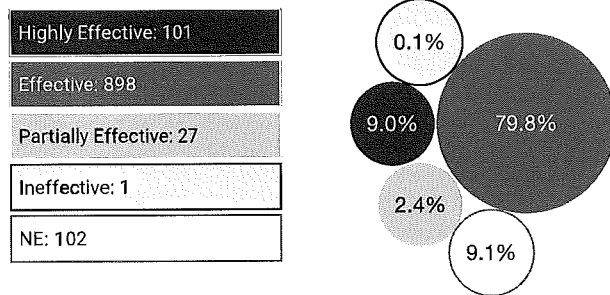
Evaluation Results

Evaluation data for certified program completers from the 2015-16 school year employed in the 2016-17 school year.



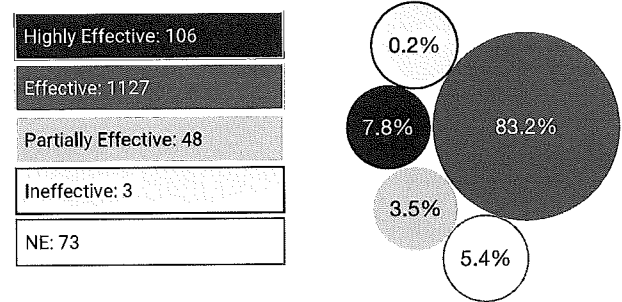
Summative Score

Summative scores are based on multiple measures of student achievement and teacher practice. While all teachers receive an annual summative evaluation, the components used to determine the summative score vary depending on the grades and subjects that educators teach.



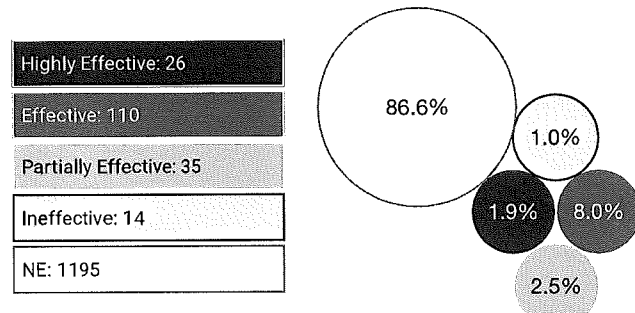
Teacher Practice Score

Practice is measured by performance on a teacher practice instrument, which is used to gather evidence primarily through classroom observations and pre/post-conferences. Districts have the flexibility to choose from a growing list of state-approved instruments.



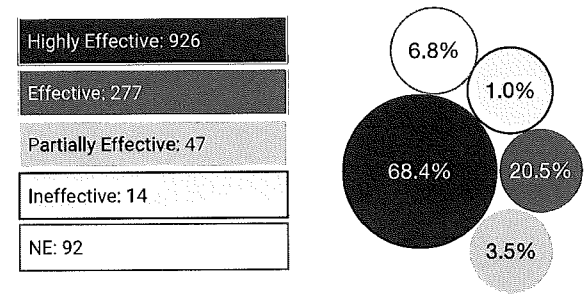
Teacher SGP Score

Median Student Growth Percentile (mSGP) scores are one of the multiple measures of student achievement for qualifying teachers of 4th-8th-grade Language Arts and 4th-7th-grade Math.



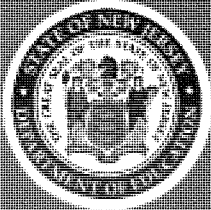
Teacher SGO Score

The combined score for a teacher's Student Growth Objectives as assessed by the district's evaluation system for assigning teacher or principal performance ratings.



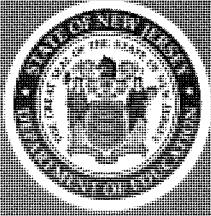
Note: Teachers classified as "NE (Not Evaluated)" are not included in the charts but are included in Counts.

Note: Data has been suppressed where the number of teachers is fewer than 10 to ensure the privacy of individual teachers.



Glossary:

Term	Definition
Accreditation	Teacher preparation programs are accredited at least every 7 years. An institution that has a professional education unit and has completed successfully a review process by a national professional organization recognized by the Council on Higher Education Accreditation or approved by the Commissioner. The institution must meet State, professional, and institutional standards as determined by a review of its individual programs and overall capacity to prepare education professionals.
CEAS Educator Preparation Program	A program provided by an accredited higher education institution. This program primarily occurs prior to a candidate actively working under a provisional certificate.
Certificate of Eligibility with Advanced Standing (CEAS)	A certificate with lifetime validity issued to persons who have completed degree, academic study, applicable test requirements, and CEAS educator preparation programs for certification. The CEAS permits the applicant to seek and accept employment in positions requiring certification.
Data Collection and Reporting	<p>The New Jersey Department of Education (NJDOE) collects and aggregates the data used for this report from multiple sources. Suppression rules have been applied for the assessment, compensation, and evaluation data included in this report to prevent the identification of individuals and the disclosure of their personal information. The NJDOE collects:</p> <ul style="list-style-type: none"> • Certification data from EPPs and individuals through the Teacher Certification Information System (TCIS), which contains all information regarding the certification status of teachers who have applied for and/or hold a New Jersey certification. • Employment and Compensation data from school districts through the staff-level Standards Measurement and Resource for Teaching (NJSMART) data system. • Higher Education data from the Office of the Secretary of Higher Education's (OSHE) Student Unit Record (NJSURE) system. OSHE collects data from Institutions of Higher Education (IHE's), but not all IHEs are required to submit data to the NJSURE database. Non-submitting institutions have been noted in the report. • Program level data from EPPs through the teacher preparation program approval process. • School level category data is calculated using growth and proficiency data. This data includes student assessment data, graduation rates, and student growth over time. • Student level demographic data from school districts through the student student-level Standards Measurement and Resource for Teaching (NJSMART) data system.
edTPA	Educative Teacher Performance Assessment (edTPA) is the Commissioner-approved assessment measuring a candidate's ability to prepare a lesson, deliver instruction, and assess student learning.
Evaluation: Annual Summative Evaluation Rating	An annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in a teaching staff members evaluation rubric. The four summative performance categories are highly effective, effective, partially effective, and ineffective.
Evaluation: Student Growth Objective (SGO)	An academic goal that teachers and designated supervisors set for groups of students.
Evaluation: Student Growth Percentile (SGP)	A specific metric for measuring individual student progress on Statewide assessments by tracking how much a students test scores have changed relative to other students Statewide with similar scores in previous years.
Evaluation: Teacher Practice Score	Performance on a state-approved teacher practice instrument (e.g., Danielson, Marzano, et al.), which is used to gather evidence primarily through classroom observations.
Evaluation	A combination of scores (Student Growth Percentile (mSGP), teacher practice, and student growth objective) that provide a look into teacher effectiveness.
Expired Assessments	When the State Board of Education adopts a resolution to replace a required PRAXIS II test, the replaced test becomes expired. In cases where an individual earns a passing score on the previously required test.



Glossary:

Term	Definition
Financial Aid	<ul style="list-style-type: none"> • TEACH Grant – The Teacher Education Assistance for College and Higher Education program provides grants to students who agree to teach for four years at an elementary, secondary, or educational service agency that serves students from low-income families. • AmeriCorps – A national network of national service programs, made up of three primary programs that each take a different approach to improving lives and fostering civic engagement. Members commit their time to address critical community needs like increasing academic achievement, mentoring youth, fighting poverty, sustaining national parks, preparing for disasters, and more. • Federal Title IV Financial Aid – Title IV is a term that refers to federal financial aid funds. • NJ Class Loans – The Higher Education Student Assistance Authority offers the NJ Class Family Loan for Higher Education to help students pay for college costs not already covered by other sources. • Federal PELL Grant – The federal Pell Grant Program provides need-based grants to low-income undergraduate and certain post baccalaureate students to promote access to post secondary education. • Federal Perkins Loan – A Federal Perkins Loan is a low-interest loan for both undergraduate and graduate students in need that helps students finance the costs of postsecondary education. • Federal Direct – Formerly known as Stafford Loans, the William D. Ford Federal Direct Subsidized and Unsubsidized Loans are available to help pay for educational expenses. • NJ Tuition Aid Grant (TAG) – This is a need-based grant awarded to NJ residents. The award amount varies depending on financial need, cost of attendance, and available funding. • NJ Educational Opportunity Fund – The Educational Opportunity Fund provides financial assistance and support services to students from educationally and economically disadvantaged backgrounds who attend institutions of higher education in the State of NJ. • Federal Work-Study – Federal Work-Study provides part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study. • NJ STARS – NJ Student Tuition Assistance Reward Scholarship. This initiative exclusively provides NJ's highest achieving students with free tuition at their home community colleges. • NJ STARS II – NJ STARS students who earn their associate's degrees with a 3.25 grade point average or better are eligible for an annual NJ STARS II scholarship at any NJ public or independent NJ TAG-participating four-year college or university. • World Trade Center – The WTC scholarship benefits dependent children and surviving spouses of NJ residents who were killed or died as a result of injuries sustained by the terrorist attacks against the U.S. on September 11, 2001. The award also benefits the dependents of those who died as a result of illness caused by exposure to the attack sites. • NJ Survivor Tuition Benefits – Survivor Tuition Benefits Program (STB) helps eligible children and spouses of NJ firefighters, emergency service workers, and law enforcement officers killed in the line of duty to earn a bachelor's degree. • Law Enforcement Memorial Scholarship – The Law Enforcement Officer Memorial (LEOM) Scholarship benefits dependent children of NJ law enforcement officers killed in the line of duty. • NJ Governor's Urban Scholarship Program – The Governor's Urban Scholarship Program is a merit-based scholarship program that benefits students in NJ's economically-challenged communities. Recipients must rank within the top 5% of their class and have a cumulative grade point average of 3.0 or higher, plus be a permanent resident of one of the designated NJ communities who will enroll in an approved NJ college, university, or degree-granting proprietary school. • NJ Governor's Industry – The Governor's Industry Vocations Scholarship (NJ-GIVS) pays up to \$2,000 and year or up to the cost of tuition, less any federal, State, or institutional aid in an eligible certificate or degree program at one of NJ's eligible institutions. The scholarship is funded by the Schools Development Authority (SDA) and administered in partnership with the Higher Education Student Assistance Authority (HESAA) to benefit women and minority students pursuing a certificate or degree in a construction-related field.
Partnership	A formal or informal agreement with a school or district in New Jersey in which candidates may complete program requirements.
Praxis II	Subject-specific assessments that measure a teaching candidate's content knowledge for the endorsement(s) sought.
Program Completer	Individuals who have successfully completed an approved teacher preparation program to earn certification in New Jersey.
Program Provider	The hosting organization for an educator preparation program.

CAEP Standards/Component: 4.4,5.1

InTASC Standards: 1,2,3,4,5,6,7,8,9,10

NJPST: 1,2,3,4,5,6,7,8,9,10

Purpose and Administration: The First Destination Survey is a proprietary assessment sent to graduates who have graduated within 6-9 months. The National Association of Colleges and Employers (NACE) are the proprietors of this assessment. The first administration of this assessment for Monmouth University was in 2017. The survey captures information regarding how new college graduates fare in their employment within their first six months of graduation. The survey is also designed to provide longitudinal trend data intended to inform discussions about the value of higher education. An older form of the survey was administered prior to 2017, with data points on employment. The survey was revised in 2017 to include numerous satisfaction data points. The survey administered in the 2017 school year had a low response rate (12 out of over 150 graduates); however all education majors are also graduates of another content, therefore their data may be included with the other content. This survey is only used to support the information gathered by the EPP Alumni Survey to provide data outside of InTASC standards on our graduates specific to employment, which is not covered under InTASC or the NJPST.

The assessment is administered each December to those who graduated the previous May. Students who are 6-9 months out of graduation report on employment and satisfaction outcomes. The

Use of Data: There are some measures that can be triangulated with the alumni surveys (overall satisfaction with program, level of preparedness), however the EPP intends to use this survey is to look at employment to determine where EPP graduates are getting jobs, starting salary range, level of satisfaction with the employer, and how long after graduation they were employed. This adds to the richness of data from our graduates. This information, along with Exit Survey Data and the Alumni Survey Data allows for a rich story of how our graduates perceive their preparation at Monmouth.

Instructions: All graduates assessed from the initial certification programs are asked to complete the attached survey to describe their employment or continuing education outcomes.

Scoring:

The proprietary assessment is scored and results are given to the institution and shared with schools and departments.

Validity and Reliability: The 2016 CAEP Accreditation Handbook (p 167) states surveys are not required to meet these assessment attributes.

Data Included in this Report:

Analysis and Interpretation: There were many interesting findings from this survey. 66.67% of graduates were employed within 6 months of graduation. This statistic is excellent because many students continue with the EPP's 5-year program in special education. Another interesting fact was 60% of respondents were making salaries over \$50,000 to start. Of those who responded, 91% were

“Very Satisfied” with their current career, and only 9% were somewhat unsatisfied. 89% were somewhat satisfied (22%) or Very Satisfied (67%) with their undergraduate education and support services, with 11% being unsure. The respondents believed they were prepared to be competitive from graduates from other institutions (89%). When asked about clinical experiences, graduates indicated they were “Very Satisfied” (66.7%) or “Somewhat Satisfied” (22%). Finally, 90% of graduates stated they were “Somewhat Satisfied” or “Very Satisfied” with support services (admissions, bursar’s office, career services, financial aid, bookstore, library, IT, campus safety). The EPP will continue to look at trends in this data over time.

Use for Continuous Improvement: The EPP discusses the results at faculty meetings, faculty retreats, Dean’s meetings, Deans Advisory Council, University Teacher Education Advisory Council, and the Dean’s Education Leadership Council. Reporting to these constituency groups on strengths further support the work the EPP is doing to fulfill its mission. The areas of relative weakness, including collaboration and assessment are ongoing discussions. The EPP has completely changed its clinical practice model, increasing hours in P-12 settings, which in turn provides candidates with more opportunities to overcome these relative areas of improvement. The EPP has implemented support for Praxis II and edTPA to address student perceptions in content knowledge. Data is continuously and systematically collected, disaggregated, and analyzed in an effort to improve programs.



National Association of Colleges and Employers

**Standards and Protocols for the
Collection and Dissemination of
Graduating Student Initial
Career Outcomes Information
For Undergraduates**

Developed by the NACE First-Destination Survey Task Force

Approved by the NACE Board of Directors, January 2014

Table of Contents

Introduction3

Guiding Principles5

Standards and Protocols6

- Defining the graduating class
- Targeted knowledge rates
- Career outcomes reporting categories
- Career outcomes rate
 - Timeline for summary data collection and reporting
 - Further assessments

Appendix: Sample Survey.....13

Sample spreadsheet

Each year, NACE will request summary data from all institutions to track and share broad trends in hiring and continuing education. Participation is voluntary. A sample spreadsheet that describes how outcomes data should be organized is available at

Introduction

The National Association of Colleges and Employers (NACE) is the preeminent national organization focused on the employment of the college educated. As such, it has a singular responsibility to the profession and the public to provide thought leadership on the relevant issues and trends affecting the college-educated work force.

In light of escalating higher education costs and perceived returns on the significant investment of time, effort, and resources expended by students and their families, NACE recognizes the critically important public discourse concerning the value and effectiveness of higher education as it relates to preparing the next generation work force. NACE further recognizes the growing importance of institutional outcomes

assessment efforts as they relate to improving higher education performance and achieving institutional and academic program accreditation standards.

Efforts to assess the employment- and career-related outcomes for college graduates are not new and, in fact, a great many institutions undertake these efforts in various ways, to differing degrees and at different points in time. There has been significantly growing interest, however, among career services professionals and other stakeholders, in the leadership role that NACE can, and should, play in providing greater direction and guidance in this specific form of assessment to ensure greater consistency and to advance best practices.

In response to the concerns and circumstances, NACE has established these national standards and protocols to guide higher education institutions in collecting and disseminating the vital information regarding the immediate career outcomes of their graduates. In doing so, NACE does not seek to supersede or take the place of other standards established for specific academic programs (e.g., M.B.A. and law) or efforts by various state entities and public higher education systems to assess graduating student career outcomes.

NACE recognizes the enormous diversity among higher education institutions in terms of mission and goals and the inherent difficulty of a simple one-size-fits-all approach. Consequently, the goal of this initiative is to establish some initial minimum standards and protocols which serve both to help institutions embark on this assessment process and lay the critical foundation for further development and advancement in this vital area of evaluation. Given this goal, the focus of this initial set of standards is on the first-destination career activities of students completing their undergraduate degrees. NACE will work with other organizations, including the Graduate School Council, to determine appropriate additional standards for assessing the initial career outcomes of master's and doctoral graduates.

Clearly, many institutions have already dedicated the necessary career services office and/or institutional resources to effectively undertake their assessment efforts in the area of graduating student initial career outcomes. Many institutions, for which these standards introduce new and expanded expectations, may struggle initially with allocating the necessary resources to meet these new standards. NACE recognizes that full implementation will take some time for these institutions. The association hopes in establishing these standards to raise greater awareness of the critical nature of these assessments and, in doing so, to help career services professionals in lobbying for the needed resources to effectively undertake them.

NACE also wishes to acknowledge the inherent limitations in focusing on first-destination outcomes. The positive impact of a college education cannot be measured in the simple terms of employment, earnings, or continued studies. The full benefits of the profoundly personal growth, enrichment, and increased knowledge evidenced by graduates cannot be adequately measured nor properly accounted for in the near-term. The most significant and substantive outcomes occur over the lifetime of the individual graduate.

Guiding Principles

The standards described in this document reflect the guiding principles regarding the collection of graduating student career outcomes established by the NACE Board of Directors in July of 2012. Those principles include, in part, the following:

- Helping students achieve postgraduation career success is a critical element of the mission of the entire higher education institution.
- Higher education institutions should be focused on obtaining career outcomes information from all institutional graduates each year.
- The institution's career services organization should have an integral role—in collaboration with other institutional entities (e.g., academic departments, alumni relations offices)—in collecting and disseminating career outcomes information.
- Data collection protocols should be consistent with institutional human subject requirements, and the institutional research office should be aware of and involved with data collection as appropriate.
- Data may be collected from various legitimate sources (e.g., student survey responses; employer-, parent-, or faculty-provided information).
- Data collection should be ongoing, with final summary analysis being completed by six months after the graduation date.
- Outcomes information reports should provide aggregate data maintaining the confidentiality of individuals in accordance with institutional protocols involving these types of data.

NACE further encourages higher education institutions to pursue longer-term studies of the career progression of their graduates to better assess career outcomes over time.

Standards and Protocols

Outlined below and organized by sub-section are the relevant standards and protocols established by NACE concerning the collection and dissemination of graduating student career outcomes.

1. Defining the graduating class

- a. Each year's graduating class includes those students who completed degrees between the periods of July 1 to June 30 each year, a time period consistent with degree completion reporting requirements established by the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) program. For example, for purposes of outcomes reporting, the Class of 2013 - 2014 would include all graduates who completed degrees between July 1, 2013, and June 30, 2014.

- b. The graduating class should include all students completing either an associate or baccalaureate degree, full or part time, including those with permanent work authorization and those without permanent work authorization.
- c. Career outcomes information about graduates should be sortable by degree program, degree level (i.e., associate, baccalaureate) and work authorization (i.e., permanent work authorization, non-permanent work authorization).

2. Targeted knowledge rates

- a. The term “knowledge rate” defines the percent of graduates for which the institution has reasonable and verifiable information concerning the graduates’ postgraduation career activities.
- b. This information may come directly from the graduates via, for example, a survey method. Relevant data, however, may also be provided by employers, or obtained through other sources (e.g., LinkedIn profiles, other online sources, fellow graduates, or parents). The institution should make good faith efforts to verify the information obtained by any source other than the graduate or in any case where there is some concern about the accuracy of the available information.
- c. The goal should be the highest possible rate, but institutions should strive for a minimum knowledge rate of 65 percent. The knowledge rate refers to basic information about the career outcomes of graduates (e.g., employed or continuing education). It is a given that in some instances certain information relative to the details of that status (e.g., salary for those employed) may not always be provided or may otherwise be difficult to obtain.
- d. A sample survey that addresses the specific data needs articulated in the standards is provided in the appendix of this document. The survey is not intended to be prescriptive but merely to represent a basic starting point for data collection. By necessity, the example is based on a paper-and-pencil-survey approach. If the institution uses an online survey approach, then certain data elements will not need to be provided by the respondent. Institutions are free to add whatever additional questions they desire to the sample survey or use a different survey format or style.

3. Career outcomes reporting categories

Outcomes data concerning individual graduates should be organized into standardized categories. Individual graduates should be included in the appropriate category that best represents their primary activity upon graduation. While in certain instances, graduates may be pursuing multiple activities (e.g., working part time and taking graduate courses), their status should only be reported once in their primary area of activity.

Reporting categories include the following:

Employed Full Time

Employed full time is generally defined as a position in which the graduate works for 30 hours or more per week.

In recognition of the diverse nature of employment, there are a number of important sub-categories that define employment and should be tracked for individual graduates. Graduates should be included in only one of the following categories:

- Employed as an entrepreneur
- Employed in a temporary/contract work assignment
- Employed freelance
- Employed in a postgraduate internship or fellowship
- Employed in all other work categories

Data to be collected include:

- Employing organization
- Position location—city, state, and country
- Job title
- If employed full time, annual base salary amount
- Guaranteed first-year bonus amount if appropriate (e.g., sign-on and/or year end).

Employed Part Time

Part-time employment is generally defined as a position in which the graduate works less than 30 hours per week.

Graduates should be included in only one of the following categories:

- Employed as an entrepreneur
- Employed in a temporary/contract work assignment
- Employed freelance
- Employed in a postgraduate internship or fellowship
- Employed in all other work categories

Data to be collected include:

- Employing organization
- Position location—city, state, and country
- Job title

Volunteer Service

This category is defined as those graduates who are participating in a volunteer or service program (e.g., Peace Corps, mission work).

Data to be collected include:

- Organization
- Assignment location—city, state, country
- Role or title

Military Service

This category is defined as those graduates serving in the U.S. Armed Forces.

Data to be collected include:

- Service branch
- Rank

Continuing Education

This category is defined as those who have been accepted to and plan to matriculate into a program of further study. This includes graduate school or other specialized training.

Data to be collected include:

- Name of institution
- Location of the institution—city, state, and country
- Program of study
- Degree to be earned

Seeking Employment

This category is defined as those graduates who have indicated that they are seeking employment or engaged in the job-search process.

Seeking Continuing Education

This category is defined as those graduates who have indicated that they are seeking and have not yet enrolled in a program of continuing education.

Not Seeking

This category is defined as those graduates who have indicated that they choose not to pursue either employment or continuing education at this time.

No Information Available

This category is defined as those graduates who, despite reasonable efforts on the part of the institution, have not responded to efforts to obtain information about their postgraduation career plans.

4. Career outcomes rate

In lieu of the term “placement rate,” these standards instead focus on the notion of a “career outcomes rate.” This is described as the percentage of graduates who fall into the following categories:

- Employed full time
- Employed part time
- Participating in a program of voluntary service
- Serving in the U.S. Armed Forces
- Enrolled in a program of continuing education

Details for calculating this percentage are provided in the spreadsheet that accompanies these standards/protocols. (See www.nacweb.org/knowledge/assessment/first-destination-surveystandards.aspx.)

5. Timeline for summary data collection and reporting

The target date for *gathering* all summary career outcomes data is December 31 of each year. For example, all career outcomes data collection for graduates from the Class of 2013 - 2014 (as defined in #1 above) would be completed by December 31, 2014. This common deadline provides a consistent metric to be used in reporting and comparing summary outcomes.

NACE recognizes that there are many reasons (e.g., *BusinessWeek* and *U.S. News & World Report* rankings) to collect and summarize outcomes data at other points in time (e.g., at graduation; three months following graduation). In addition to the December 31 deadline, institutions may continue to collect and report data subsequent to that period as suits their particular interests and circumstances.

Career outcomes data, in accordance with federal and various state regulations and policies, should be readily available to all appropriate parties. All information provided through public outlets should ensure the confidentiality of individual respondents, and individual respondents' information should only be provided in accordance with an institution's internal policies concerning private information. Institutions should use whatever means they believe are most effective in making this information available to their stakeholders or as required by some other agency or entity (e.g., state system reporting process).

Each year, NACE will request summary data from all institutions in order to track and share broad trends in hiring and continuing education. Participation in this process is voluntary. A

First-Destination Standards/Protocols NACE |

sample spreadsheet that describes how these data should be organized is included as part of these standards. (Note: Access the spreadsheet at www.nacweb.org/knowledge/assessment/first-destination-survey-standards.aspx). Institutions should track outcomes for those graduates with permanent work authorization and those without permanent work authorization; consequently separate summary analyses should be maintained. This same spreadsheet tool may be effective for individual institutions whether they choose to provide information to NACE or not.

Summary data will be requested by NACE no earlier than February 1 of each year to allow time for institutions time to analyze their data before submission.

6. Further assessments

The standards and protocols articulated here are intended to capture the core elements of career outcomes assessment deemed essential for the initial launch of these standards. It is expected that, as institutions become more familiar and comfortable with these initial standards and fully implement them, the standards will be expanded over time. As such, they do not cover every area of immediate or potential assessment interest to every institution. In fact, many institutions may already be including additional assessments beyond the minimums established in these standards. If so, they should continue that practice in anticipation of future development of the standards.

Recognizing the diverse interests in this area, NACE endorses and encourages supplemental efforts to gather and analyze other information as it relates to and influences career outcomes. Institutions are free to extend their efforts beyond these initial minimum standards, for example, to evaluate questions such as the following:

- What is the level of graduates' satisfaction with their initial career activity following graduation? A common practice would be to use a 5- or 7-point Likert scale to measure satisfaction along a continuum from "not satisfied" to "highly satisfied."
- What is the relationship between the graduates' first-destination activity and their degree program? While this may be of limited interest to certain academic disciplines (e.g., liberal arts), it may be of particular interest to others (e.g., engineering or business). Again, a common practice would be to use a 5- or 7-point Likert scale to measure the relationship along a continuum from "not at all related" to "directly related."
- What is the relationship between the graduate's initial career activity and the nature and extent of participation in the institution's experiential learning programs and activities (e.g., internships, cooperative education)? Common assessments in this area include asking questions about the extent of the graduate's participation in such activities and whether the first postgraduation position was taken with an employer for whom the graduate worked previously as part of an experiential learning program.
- What is the relationship between the graduate's career outcomes and use of the institution's career services? Common assessments in this area include asking graduates to rate services and prioritize their value in helping to achieve the postgraduate career activity. Increasingly, these assessments are being used to develop correlations between graduates' use of services and the likelihood of specific career outcomes.
- What numbers of job offers were received by graduates and/or what were the amounts of those salary offers?
- What were the hire dates for graduates? This is especially important for programs that, for ranking or other compliance purposes, are required to track outcomes during very specific time periods.

Of course, these questions, and several others, can be addressed in different ways and for different populations depending on the interests and goals of the institution

Appendix: Sample Survey

Data in this initial section may be prepopulated if using an online survey process. Certain of these data (e.g., name or ID number) may be suppressed if the institution desires confidential responses.

Your Name—First, Middle, Last _____

Academic Program _____

Degree Level _____

Graduation Date _____

Your ID number _____

Are you authorized to permanently work in the U.S.? Yes No

Which of the following BEST describes your PRIMARY status after graduation? Please select only ONE of the following categories:

- | | |
|---|---|
| Employed full time (on average 30 hours or more per week) | m |
| Employed part time (on average less than 30 hours per week) | m |
| Participating in a volunteer or service program (e.g., Peace Corps) | m |
| Serving in the U.S. military | m |
| Enrolled in a program of continuing education | m |
| Seeking employment | m |
| Planning to continue education but not yet enrolled | m |
| Not seeking employment or continuing education at this time | m |

If your PRIMARY status is employed full time OR employed part time please select the category which BEST describes your employment:

- | | |
|---|---|
| Employed as an entrepreneur | m |
| Employed in a temporary/contract work assignment | m |
| Employed freelance | m |
| Employed in a postgraduate internship or fellowship | m |
| Employed in all other work categories | m |

If employed, please provide the following information concerning your employment:

Employing organization _____

Position location—city, state, and country _____ Job

title _____

If employed full time, annual base salary amount in U.S. dollars: \$ _____

Guaranteed first-year bonus amount in U.S. dollars, if you are receiving one: \$ _____

If your PRIMARY status is participating in a volunteer or service program, please provide the following information about your assignment:

Organization _____

Assignment location—city, state, and country _____

Role or title _____

If your PRIMARY status is serving with the U.S. military, please provide the following information about your assignment:

Service Branch _____

Rank _____

If your PRIMARY status is enrolled in a program of continuing education, please provide the following information concerning your education:

Name of institution _____

Location of the institution—city, state, and country _____

Program of study _____

Degree you are pursuing _____

**First Destination Survey Outcomes:
2017 Graduates – Six to Nine Months Post-Graduation**

Undergraduate Major: Elementary



Prepared by:
The Office of Planning and Decision Support
Spring 2018



**Section I:
Education Career and Service Information**

Employment Status:

8 out of 12 (66.67%) - 2017 graduates who completed the survey are employed full-time

11 out of 12 (91.67%) – Did not have their current job prior to graduating from the program

How soon after graduation were graduates working full-time:

Duration	Less than a month	1-2 months	3-4 months	5-6 months	More than 6 months
% of Grads	0%	0%	40%	20%	30%

*2 graduates did not answer the question

How graduates obtained their current employment:

- 40% through their own personal connections/contacts
- 40% through an external source (i.e. online)
- 10% through collaboration with a faculty member
- 10% other

Employment Information:

Title	Employer	Employer Location
ESL Teacher	Englewood Cliffs School District	Englewood Cliffs, NJ
Assistant Teacher	Our Lady of the Lake	Verona, NJ
Teacher	Edgemont Union Free School District	Scarsdale, NY
Kindergarten Teacher	Perth Amboy School District	Perth Amboy, NJ
Teacher	Jefferson Schools	Jefferson Township, NJ
Teacher	Woodbridge Township	Woodbridge, NJ
ABA Preschool Teacher	Marlboro School District	Marlboro, NJ
Paraprofessional	Wall Township Board of Education	Wall, NJ
Supporting Staff Member	Jersey City Global Charter School	Jersey City, NJ
Replacement ESL Teacher (maternity leave)	Manalapan Englishtown School District	Manalapan, NJ

Starting Salary:

Salary	\$30,000 – \$39,999	\$40,000 – \$49,999	\$50,000 – \$59,999	\$60,000 – \$69,999	\$70,000 +
% of Grads	0%	10%	60%	0%	0%

*2 graduates did not answer the question

Level of Satisfaction with Current Career:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	82%	9%	9%	0%	0%

*1 graduate did not answer the question

What graduate degrees are graduates interested in pursuing/enrolled in:Graduate School Information:

Degree Program	College/University
Literacy	Monmouth University
Early Literacy	SUNY Oneonta
MSEd TSD	Monmouth University
MSEd	Monmouth University
Education Administration	Monmouth University
Masters of Education	Any institution with a full online Masters program for education which Monmouth does not have

Section II:
Evaluating Your Undergraduate Education

Level of Satisfaction with Undergraduate Education and Support Services:

Overall Level of Satisfaction:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	67%	22%	0%	0%	11%

*3 graduates did not answer the question

Level of Satisfaction with Academic Experiences/Services:

Academic Experiences/Services Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
The quality of instruction in your courses	78%	22%	0%	0%	0%
Availability of faculty members	67%	33%	0%	0%	0%
Availability of academic support services	44 %	56%	0%	0%	0%
Quality of academic support services	44%	33%	22. %	0%	0%
Quality of advising services	44%	22%	22%	11%	0%

*3 graduates did not answer portions of the question

Preparation of Program Graduates:Overall, how prepared do you feel a Monmouth education made you to be competitive with graduates from other institution:

Level of Preparedness	Very Prepared	Somewhat Prepared	Somewhat Unprepared	Very Unprepared	Not Sure
% of Grads	67%	22%	0%	0%	11%

*3 graduates did not answer the question

Level of Preparation in the Following Areas:

Academic Outcomes Level of Preparation	Very Well	Adequately	Less than Adequately	Very Poorly	Not Sure
Write clearly and effectively	63%	25%	12%	0%	0%
Communicate/present information well orally	75%	12.5%	12.5%	0%	0%
Think critically	50%	50%	0%	0%	0%
Locate, evaluate and use information effectively	62.5%	37.5%	0%	0%	0%
Work effectively as a member of a team	75%	25%	0%	0%	0%
Be an effective leader	62.5%	37.5%	0%	0%	0%
Identify ethical issues in your field	50%	37.5%	0%	0%	12.5%
Conduct research	75%	12.5%	0%	0%	12.5%
Acquire in-depth knowledge in your field of study	75%	25%	0%	0%	0%
Develop your career or work related knowledge and skills	87.5%	12.5%	0%	0%	0%
Use the skills, techniques and tools necessary for your profession/career	62.5%	37.5%	0%	0%	0%
Plan and execute complex projects.	50%	50%	0%	0%	0%

**Section III:
Engagement in Extracurricular Activities**

Internships:

9 - 2017 graduates identified that they participated in an internship

2 out of 9 (22.22%) – obtained the internship through collaboration with a faculty member

6 out of 9 (66.67%) – were “Very Satisfied” with their internship experience

Internship Placements
Twp. of Ocean many school districts
East Brunswick Board of Education
Woodbridge Township School District, Woodbridge NJ
Woodrow Wilson Elementary School, Neptune city
Lafayette Mills Elementary, student teaching at: Middle Road School
LOCAL SCHOOL DISTRICTS (Ocean, Long Branch, Rumson, Eatontown)
Manalapan-Englishtown Regional School District And Toms River Regional School District
Gregory Elementary School
Monmouth County Public Schools, Monmouth County, NJ (field work) Franklin Lakes School District, Franklin Lakes, NJ (student teaching)

Level of Satisfaction with Internship Placement:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	667%	22%	11%	0%	0%

Community Service:

5 - 2017 graduates identified that they participated in community service

Community Service Experiences
School of Education CEC ILA KDP
Big Event, Greek organized events, community walks

Big Event
Read aloud at Gutenberg Center at Monmouth Medical
Breast cancer awareness

Level of Satisfaction with Community Service Experiences:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	50%	33%	0%	0%	17%

Study Abroad:

2 - 2017 graduates identified that they participated in Study Abroad

Study Abroad Experiences
Regent's College in London, England
Australia

Level of Satisfaction with Study Abroad Experiences:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	67%	0%	0%	0%	33%

Research Experience:

0 - 2017 graduates identified that they participated in research

Research Conducted
N/A

Level of Satisfaction with Research Experience:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	%	%	%	%	%

Additional Extra Curricular Activities:

What Additional Extra Curricular Activities Should be Available: (Open-Ended)

KDP
OAK
Outdoors Club

Level of Satisfaction with Extra Curricular Activities:

Level of Satisfaction	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	50%	37.5%	12.5%	0%	0%

**Section IV:
Evaluating the Student Support Services at Monmouth**

Level of Satisfaction with Student Support Services

Overall Satisfaction with Student Support Services:

Level of Preparedness	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
% of Grads	33%	57%	0%	0%	11%

*3 graduates did not answer the question

Level of Satisfaction with the Following Areas:

Academic Outcomes Level of Preparation	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	Not Sure
Admissions Office	50%	50%	0%	0%	0%
Bursar's Office	29%	43%	0%	14 %	14%
Career Services	50%	33%	0%	0%	17%
Financial Aid Office	57%	29%	0%	0%	14%
Help Desk (IT Services)	50%	17%	17%	0%	17%
MU Police Department (Campus Safety)	43%	43%	14%	0%	0%

University Bookstore	55%	33%	11%	0%	0%
University Library	67%	33%	0%	0%	0%

Overall

Most Memorable Moment from Your Time at Monmouth: (Open-Ended)

Senior Week and Award Ceremonies
The friends that I made
Meeting my friends
Studying abroad in London; it was an incredible experience and Monmouth/Robyn Asaro provided an amazing amount of support throughout the entire process. I wish I could experience it all over again!

If you could change one thing about your time at Monmouth what would it be? (Open-Ended)

Bad advice from advisor and bad placements
Be more involved
Monmouth University did a great job preparing me to be in a classroom. However, Monmouth did a very poor job preparing me to get a job. The knowledge I acquired of how to be a teacher was useless without the knowledge of how to actually get the job (resume, interviews, etc.)
Participating more in campus life.

Would You Still Choose to Attend Monmouth:

Likelihood of Choosing MU, Again	Definitely Yes	Probably Yes	Probably Not	Definitely Not	Not Sure
% of Grads	75%	12.5%	0%	0%	12.5%

Additional Comments: (Open-Ended)

N/A

CAEP Standards/Components: 1.1, 1.2, 1.4, 1.5, 2.3, 3.1, 4.1, 4.2, 4.3, 5.2, 5.4
InTASC Standards: 1-10
NJPTS 1-10

Administration and Purpose: The Employer Survey is an EPP created assessment that measures employers perception of Monmouth University Graduates directly against Nine InTASC Standards. Also included in the survey are demographics surveyed to allow the EPP to disaggregate other important data for improvement. The Survey components are tagged to the InTASC, CAEP and the NJ Professional teaching Standards.

The 2017 Survey was revised with the input of partner administrators. The former survey was cumbersome and did not align directly with the revised NJ standards and InTASC. Administrators complained about its length and asked for the EPP to create a streamlined instrument. The result is the assessment below. The instrument asks a series of questions that are aligned to each InTASC/NJ standards.

The survey is taken online through a Qualtrics link that is emailed to participants (p-12 school and district level administrators in partnership schools).

The survey is administered anonymously. Individual responses are aggregated and kept confidential. The survey takes Approximately 10 minutes to complete.

Data: Survey data is shared with stakeholders at multiple constituency meetings in an effort to inform improvements. The data results from the survey are used to assess the perceived quality of graduates employed in their schools. The results are used to identify areas for improvement as perceived by administrators in partnership districts.

Content of the Instrument: The Employer Survey has four categories: The Learner and Learning, (8 items), Content Knowledge (5 items), Instructional practice (10 items), and Professional Responsibility (6 items). The statements are taken directly from the InTASC standards and components and align with the NJPST, CAEP and the EPP's mission. Each item allows the respondent one of four responses: Strongly Agree (4 pts), Agree (3 points), Disagree (2 points), Strongly Disagree (1 point).

Instructions: School Administrators are asked to rate Monmouth candidates on each of the components covered under the four InTASC Categories.

Scoring: When scoring the survey the following points are awarded: Strongly Agree=4 points, Agree=3 points, Disagree=2 points, Strongly Disagree=1 point. Percentages are calculated for each indicator and scores are reported in two ways: Overall and by Category. Overall scores compare means for the four categories over the three assessment cycles. Category scores display the % of scores in the Agree and Strongly Agree categories, along with the mean scores. An item considered for an area that needs improvement is one in which less than 80% score at agree or Strongly Agree.

Validity and Reliability: Measures of validity and reliability are not required as per CAEP Handbook p. 167.

Data: Data are presented for the three assessment cycles: 2017 (46 responses/ 153 sent=30% response); 2018 (10/31 =32%), and 2019 (13 responses/ 25 surveys=52% response rate).

Analysis and Interpretation: Data is reported for 2017, 2018 and 2019 (Feb). The newly designed survey was administered again in January of 2019 with results a reported in this exhibit. The likert scale items were developed in direct alignment to the InTASC/NJPST. Therefore, results are reported based on individual items as well as aggregated into the four InTASC Categories of: 1. The Learner and Learning; 2. Content Knowledge; 3. Instructional Practice; and 4. Professional responsibility.

The data revealed P-12 educational administrators believe Monmouth University graduates meet the 10 in TASC standards assessed. 100% of all items assessed were met the 80% requirement at the “strongly agree” and “agree” level for 2017, 2018, and 2019.

InTASC Category 1: The Learner and Learning

Monmouth Candidates are successful with understanding learner development, knowing individual differences (ability, gender, ethnicity, language) and ensuring an inclusive classroom environment. 100% of all items assessed under the category of *The Learner and Learning* met the requirement that 80% or more respondents scored the item as “agree” or “strongly agree”, thus meeting the standard. The category *means* for 2017, 2018, and 2019 were 3.40, 3.30, and 3.54 respectively on a four-point scale. The mean score for all 8 items in 2018 was 3.30. The means ranged from 3.3-3.52 on the 8 items in 2017. In 2019, the means ranged from 3.38-3.69 with 100% of all items meeting the “agree” or “strongly agree” marker. There were no significant areas of concern for ththree series of data. Data is shared with faculty (University Teacher Education Advisory Council and Faculty meetings), staff and stakeholders to look at trends that may develop with subsequent administrations of the survey.

InTASC Category 2: Content Knowledge

Monmouth graduates are regarded by administrators as having content knowledge and are skillful at applying content. 100% of all items assessed under the category of *Content Knowledge* met the requirement that 80% or more respondents scored the item as “agree” or “strongly agree”, thus meeting the standard. The mean scores for this category in 2017, 2018, and 2019 were 3.23, 3.52, and 3.55 respectively. The highest items were “*how to create learning experiences that make the content accessible* (2017, 2019)” and “*how to make the content meaningful to assure mastery* (2018).” The lowest two items scored in 2017 were “*how to connect concepts using different perspectives to engage learners in critical thinking*” and “*how to connect concepts to engage learners in collaborative problem solving related to authentic and local global issues.*” The 2017 percentage of responses for items 5 and 7 at the agree/strongly agree levels were 87.23% and 87.24% respectively. In 2018 100% of the responses were at the agree/strongly agree levels with mean scores for each category ranging from 3.5-3.6. There were no low data points in the 2019 administration. The lowest mean was 3.54, which is well above the “agree” point value level. This data has been and will continue to be used to inform changes that could better support candidates in the area of content knowledge.

InTASC category 3: Instructional Practice

Monmouth graduates are knowledgeable about assessment, know how to use the results of assessment to plan lessons for diverse learners, and are able to utilize a variety of instructional strategies to meet each child in meaningful ways. 100% of all items assessed under the category of *Instructional Practice* met the requirement that 80% or more respondents scored the item as “agree” or “strongly agree”, thus meeting the standard. The mean scores for this category were 3.33 (2017), 3.49 (2018) and 3.48 (2019). The means for the 10-item category ranged from 3.29-3.42 in 2017. In 2018 the means ranged from 3.30 to 3.60. While the 2018 scores were consistent for all items, there were definite strengths in 2017 including “*understands and uses a variety of instructional strategies*” ($m=3.42$). Conversely, “*provides instruction that encourages deep understanding of content,*” revealed the lowest mean in the category at 3.24 in 2017. In 2019, the means for

the six items ranged from 3.15-3.62. Again, the low end of the range still indicated 100% of those employers surveyed agreed or strongly agreed that EPP graduates were exhibiting strong instructional practice skills.

InTASC category 4: Professional Responsibility

Monmouth graduates engages in professional learning, ethical practice, leadership and collaboration on an ongoing basis. 100% of all items assessed under the category of *Professional Responsibility* met the requirement that 80% or more respondents scored the item as “agree” or “strongly agree”, thus meeting the standard. The mean scores for the overall category were 3.36 (2017), 3.35 (2018), and 3.62 (2019). In 2017, the highest scoring category was “*engages in ongoing professional learning*” ($m=3.48$). The lowest item scored had a mean of 3.28 , “*Seeks appropriate leadership roles.*” In 2018, the mean score for all categories ranged from 3.20-3.50. In 2019, the means for the six items ranged from 3.54-3.69.

Results of this survey are shared with constituency groups and improvements are made based on recommendations. This data is shared on the EPPs website along with alumni surveys, exit surveys, and data from the six key assessments



Default Question Block

Please take a few minutes to help us gain information on the success of the graduates of our initial teacher preparation programs and to identify areas of improvement. Responses are anonymous and your district will not be identified in any reports generated. Thank you in advance for your time, interest and support of Monmouth University's School of Education.

Your district is best described as:

- Rural
- Suburban
- Urban

Your current Position is

- Superintendent
- Assistant Superintendent
- Personnel Director
- Director of Special Services
- Director of Curriculum
- Principal
- Assistant Principal
- Recruiter
- Teacher
- Other

The number of years you have worked in education:

- 0-1
- 2-5
- 6-10
- 11-15
- More than 15

The number of years you have worked for your current district:

- 0-1
- 2-5
- 6-10
- 11-15
- More than 15

Over the next five years, the top three areas for new employees in your district will be:
Select all that apply

- P-3
- Elementary K-6
- Middle School 5-8
- Art
- English
- Mathematics
- Music
- Science
- Social Studies
- Spanish
- Teacher of Students with Disabilities (TSD)
-

- Principal
- Reading Specialist
- English as a Second Language (ESL)
- School Counselor
- Supervisor
- Student Assistance Coordinator
- Learning Disabilities Teacher Consultant (LDTC)
- Other

InTASC Category 1: The Learner and Learning
 The teacher.....

	Strongly Disagree	Disagree	Agree	Strongly Agree
(1) Understands how learners grow and develop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(1) recognizes patterns of learning and development vary across the cognitive, social, emotional and physical areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(1) designs and implements developmentally appropriate and challenging learning experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2) Uses understanding of individual differences to ensure inclusive environments to meet high standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(3) Collaborates to create environments that support individual and collaborative learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(3) Collaborates to create environments that encourage positive social interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Agree	Strongly Agree
(3) Collaborates to create environments that encourage active engagement in learning	☹	☹	☹	☹
(3) Collaborates to create environments that encourage self-motivation.	☹	☹	☹	☹

InTASC Category 2: Content Knowledge
The teacher understands.....

	Strongly Disagree	Disagree	Agree	Strongly agree
(4) the central concepts, tools of inquiry and structures of the discipline	☹	☹	☹	☹
(4) how to create learning experiences that make the content accessible	☹	☹	☹	☹
(4) how to make the content meaningful to assure mastery	☹	☹	☹	☹
(5) how to connect concepts using different perspectives to engage learners in critical thinking	☹	☹	☹	☹
(5) how to connect concepts to engage learners in collaborative problem solving related to authentic and local global issues	☹	☹	☹	☹

InTASC Category 3: Instructional Practice
The teacher

	Strongly Disagree	Disagree	Agree	Strongly agree
--	-------------------	----------	-------	----------------

	Strongly Disagree	Disagree	Agree	Strongly agree
(6) understands and uses multiple methods of assessment to engage learners in their growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(6) uses multiple methods of assessment to monitor learner progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(6) uses multiple methods of assessment to guide decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(7) plans instruction that supports every student in meeting rigorous learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(7) creates plans that draw upon knowledge of content areas and curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(7) creates plans that use appropriate pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(7) creates plans that include knowledge of learners and the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(8) understands and uses a variety of instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(8) provides instruction that encourages deep understanding of content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(8) uses strategies to apply knowledge in meaningful ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

InTASC Category #4: Professional Responsibility
The teacher.....

	Strongly Disagree	Disagree	Agree	Strongly Agree
(9) engages in ongoing professional learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Agree	Strongly Agree
(9) continually evaluates his/her practice	☹	☹	☹	☹
(9) adapts practice to meet the needs of each learner	☹	☹	☹	☹
(10) seeks appropriate leadership roles	☹	☹	☹	☹
(10) seeks opportunities to take responsibility for students learning	☹	☹	☹	☹
(10) collaborates with learners, families, colleagues, and other professionals to ensure learner growth	☹	☹	☹	☹

Comments :

Thank you for your cooperation in assisting our programs as we strive for excellence in teacher preparation.

Four Categories of InTASC
Overall *mean* Scores
CAEP 1.1

	2017 N=46	2018 N=10	2019 N=13
	<i>mean</i>	<i>mean</i>	<i>mean</i>
InTASC Category 1: The Learner and Learning	3.4	3.30	3.54
InTASC Category 2: Content Knowledge	3.23	3.52	3.55
InTASC Category 3: Instructional Practice	3.33	3.49	3.48
InTASC Category #4: Professional Responsibility	3.36	3.35	3.62

Strongly Agree= 4 Pts Agree=3 Pts Disagree= 2 Pts Strongly Disagree= 1 Pt

InTASC Category 1 The Learner and Learning

Q6 - InTASC Category 1: The Learner and Learning The teacher.....				2017 N=46		2018 N=10		2019 N=13	
CAEP	InTASC	NJPTS	Question	% agree or Strongly Agree	<i>mean</i>	% agree or Strongly Agree	<i>mean</i>	% agree or Strongly Agree	<i>mean</i>
1.1 3.3	1	1	(1) Understands how learners grow and develop	94%	3.36	90%	3.3	100%	3.38
1.1 3.3	1	1	(1) recognizes patterns of learning and development vary across the cognitive, social, emotional and physical areas	94%	3.30	90%	3.3	100%	3.38
1.1 3.3	1	1	(1) designs and implements developmentally appropriate and challenging learning experiences	94%	3.42	90%	3.3	100%	3.54
1.1 3.3	2	2	(2) Uses understanding of individual differences to ensure inclusive environments to meet high standards	96%	3.28	90%	3.3	100%	3.46
1.1	3	3	(3) Collaborates to create environments that support individual and collaborative learning	94%	3.42	90%	3.3	100%	3.62
1.1	3	3	(3) Collaborates to create environments that encourage positive social interaction	96%	3.52	90%	3.3	100%	3.62
1.1	3	3	(3)Collaborates to create environments that encourage active engagement in learning	96%	3.50	90%	3.3	100%	3.69
1.1	3	3	(3) Collaborates to create environments that encourage self-motivation.	96%	3.36	90%	3.3	100%	3.62
Overall Mean:					3.4		3.3		3.54

Strongly Agree= 4 Pts Agree=3 Pts Disagree= 2 Pts Strongly Disagree= 1 Pt

Q7 - InTASC Category 2: Content Knowledge The teacher understands.....				2017 N=46		2018 N=10		2019 N=13	
CAEP	InTASC	NJPTS	Question	% agree or Strongly Agree	mean	% agree or Strongly Agree	mean	% agree or Strongly Agree	mean
1.1	4	4	(4) the central concepts, tools of inquiry and structures of the discipline	93.61%	3.29	100%	3.5	100%	3.54
1.1	4	4	(4) how to create learning experiences that make the content accessible	95.74%	3.36	100%	3.5	100%	3.62
1.1	4	4	(4) "how to make the content meaningful to assure mastery	91.49%	3.26	100%	3.6	100%	3.54
1.1	5	5	(5) how to connect concepts using different perspectives to engage learners in critical thinking	87.23%	3.26	100%	3.5	100%	3.46
1.1	5	5	(5) how to connect concepts to engage learners in collaborative problem solving related to authentic and local global issues	87.24%	3	100%	3.5	100%	3.62
Overall Mean:					3.23		3.52		3.55

Strongly Agree= 4 Pts Agree=3 Pts Disagree= 2 Pts Strongly Disagree= 1 Pt

Q8 - InTASC Category 3: Instructional Practice The teacher				2017 N=46		2018 N=10		2019 N=13	
CAEP	InTASC	NJPTS	Question	% agree or Strongly Agree	mean	% agree or Strongly Agree	mean	% agree or Strongly Agree	mean
1.1	6	6	(6) understands and uses multiple methods of assessment to engage learners in their growth	91.11%	3.36	90%	3.5	100%	3.54
1.1	6	6	(6) uses multiple methods of assessment to monitor learner progress	88.88%	3.29	90%	3.5	92%	3.46
1.1	6	6	(6) uses multiple methods of assessment to guide decision making	88.89%	3.33	90%	3.5	100%	3.54
1.1	7	7	(7) plans instruction that supports every student in meeting rigorous learning goals	86.67%	3.36	100%	3.6	92%	3.15
1.1	7	7	(7) creates plans that draw upon knowledge of content areas and curriculum	95.56%	3.38	100%	3.5	100%	3.46
1.1,1.5	7	7	(7) creates plans that use appropriate pedagogy	98.33%	3.38	100%	3.6	92%	3.54
1.1,1.5	7	7	(7) creates plans that include knowledge of learners and the community	88.88%	3.29	90%	3.3	92%	3.54
1.1,1.5	8	8	(8) understands and uses a variety of instructional strategies	93.33%	3.42	100%	3.6	100%	3.62
1.1,1.5	8	8	(8) provides instruction that encourages deep understanding of content	86.66%	3.24	100%	3.5	92%	3.31
1.1,1.5	8	8	(8) uses strategies to apply knowledge in meaningful ways	95.56%	3.29	90%	3.3	100%	3.62
Overall Mean:					3.33		3.49		3.48

Strongly Agree= 4 Pts Agree=3 Pts Disagree= 2 Pts Strongly Disagree= 1 Pt

Q9 - InTASC Category #4: Professional Responsibility The teacher.....				2017 N=46		2018 N=10		2019 N=13	
CAEP	InTASC	NJPTS	Question	% agree or Strongly Agree	<i>mean</i>	% agree or Strongly Agree	<i>mean</i>	% agree or Strongly Agree	<i>mean</i>
1.1, 1.2	9	9	(9) engages in ongoing professional learning	95.65%	3.48	90%	3.2	100%	3.69
1.1, 1.2	9	9	(9) continually evaluates his/her practice	93.48%	3.39	90%	3.4	100%	3.69
1.1, 1.2	9	9	(9) adapts practice to meet the needs of each learner	89.13%	3.33	100%	3.5	100%	3.54
1.1, 1.2	10	10	(10) seeks appropriate leadership roles	93.33%	3.22	90%	3.4	100%	3.54
1.1, 1.2	10	10	(10) seeks opportunities to take responsibility for students learning	93.48%	3.37	90%	3.3	100%	3.54
1.1, 1.2	10	10	(10) collaborates with learners, families, colleagues, and other professionals to ensure learner growth	95.65%	3.39	90%	3.3	100%	3.69
Overall Mean:					3.36		3.35		3.62

Strongly Agree= 4 Pts Agree=3 Pts Disagree= 2 Pts Strongly Disagree= 1 Pt

Assessment

CAEP Standards: 1.1, 1.2, 1.3, 1.4, 2.3, 5.1,5.2

NJPST Standards: 1-10

INTasc Standards: 1-10

1. During which part of the candidate's experience is the assessment used? Is the assessment used just once or multiple times during the candidate's preparation?

The High Leverage Teaching Proficiency Rubrics are EPP created rubrics directly aligned to InTASC, CAEP, and the NJPST. Each Rubric covers an InTASC Standard. The assessment is administered towards the end of the 100 hour semester, which is the semester preceding full time clinical practice. Since implementing the yearlong clinical practice, the EPP recognized the need for a valid and reliable instrument to measure candidate early field experience, beyond a simple checklist. The instrument was developed using the InTASC rubrics looking at what is developmentally expected at this point in the candidate's clinical experience. It was piloted in the Spring of 2018. Two series of data will be included during the site visit.

2. Who uses the assessment and how are the individuals trained on the use of the assessment.

The candidate, university based clinical educator (university supervisor), and the school-based clinical educator (cooperating teacher) conduct a three way conference in which they review the rubric targets. The university based clinical educator completes the rubric based on the input from the three-way conference. All university based clinical educators are trained on the usage of the assessment in their training, which occurs each semester. Candidates are trained on the three way conference at the yearlong clinical practice orientation that occurs each semester. School based clinical educators are trained on the instruments during their orientation each semester, or through the mentor teacher academy, which occurs monthly through the semester. An online training module is being created to reach each clinical educator that may not attend the required orientation.

3. What is the intended use of the assessment and what is the assessment purported to measure?

The assessment is used to measure candidate skills, dispositions and knowledge of P-12 learning through the lens of the four InTASC categories in their semester prior to full time clinical

practice. The assessment is newly designed and was administered for the first time in the Spring 2018.

The following chart shows the alignment between the instrument and CAEP, NJPST, and InTASC.

Instac Cat	INTASC	CAEP	Criteria
1	1	1.1, 1.4	STANDARD 1: Learner Development
1	2	1.1, 1.3, 1.4	STANDARD 2: Learning Differences
1	3	1.1	STANDARD 3: Learning Environments
2	4,5	1.1,1.4	STANDARDS 4 and 5: Content Knowledge and Application of Content
3	6	1.1,1.2,1.3	STANDARD 6: Assessment
3	7	1.1,1.2,1.4	STANDARD 7: Planning for Instruction
3	8	1.1,1.3,1.4	STANDARD 8: Instructional Strategies
4	9	1.1	STANDARD 9: Professional Learning and Ethical Practice (NJPST 9 and 11)
4	10	1.1	STANDARD 10: Leadership and Collaboration

4. Please describe how validity/trustworthiness was established for the assessment.

Validity

Given that the High Leverage Teaching Practice Rubric was developed during the 17-18 academic year, the initial focus of the School of Education (in conjunction with the Office of Planning and Decision Support), was in establishing the content validity of the assessment tool. The validity of the rubric was established by gathering evidence based-feedback on each individual rubric trait (whether the trait is essential, useful or not necessary) from an evaluation

panel of 10 experts in the field. The data collected during the rubric evaluation process was then used in calculating the content validity ratio for each rubric trait.

High Leverage Teaching Practice Rubric Trait Content Validity Ratios (CVR)	
Standard/Trait	CVR
Standard 1: Learner Development	.80
Standard 2: Learning Differences	1.0
Standard 3: Learning Environments	.80
Standard 4 & 5: Content Knowledge and Application of Content	.80
Standard 6: Assessment	1.0
Standard 7: Planning for Instruction	1.0
Standard 8: Instructional Strategies	.80
Standard 9: Professional Learning and Ethical Practice	1.0
Standard 10: Leadership and Collaboration	.60

Referencing the CVR critical values table developed by Ayre and Scally (2014), it was determined (given the number of evaluation panel respondents) that the minimum number of respondents needed, who identified a trait as essential, for the trait to be valid is nine (9)(which would result in a CVR of .80). A review of the content validity ratios identified Traits/Standard 1-9 as valid measures while Standard 10: Leadership and Collaboration requires further review or elimination.

To determine the overall validity of the rubric the content validity index (CVI) was calculated using the CVR outcomes provided in the table above (CVI = overall mean score of item CVRs). When interpreting the CVI a value of .800 or greater was identified as an acceptable minimum for the determination of validity.

Overall Rubric Content Validity: Content Validity Index (CVI)
.867

Going forward, as the rubric is applied to future student cohorts and as existing student cohorts evaluated by tool persist in the TPP, the School of Education will continue to analyze the validity of the rubric and will seek to establish both construct and predictive validity when applicable. The processes of establishing the construct and predictive validity of the High Leverage Teaching Practice Rubric will include the comparison of rubric outcomes (by student) to other assessment outcomes within/outside of the program (including, but not limited to, CCAST outcomes, student teaching evaluations, employer evaluations, etc..)

5. Please describe how reliability/consistency was established for the assessment.

Overall Reliability

Given that each student was assessed by a different evaluator the use of Cohen's Kappa (the measure utilized to evaluate inter-rater reliability) is less applicable than the use of Cronbach's Alpha which is the most common measure of internal reliability.

Cronbach's Alpha	N of Items
0.886	9

The Cronbach's Alpha value ($\alpha = .886$) indicates a high level of internal consistency (good internal reliability)

Cronbach's Alpha Interpretation	
$\geq .900$	Excellent
.899 - .800	Good
.799 - .700	Acceptable
.699-.600	Questionable

The internal reliability of an assessment instrument is often impacted by the number of items/scales contained within the tool. Often the greater the number of reliable items included in the instrument results in a higher alpha value. In the case of the High Leverage Teaching Practice Rubric the main variable keeping the instrument from attaining an alpha value of greater than .900 is the number of items on the rubrics. (Even with a relatively low number of items (for the purposes of the analysis), the rubric still attains a high alpha value)

Individual Item Reliability

Rubric Scale Items	N	Mean	Std. Deviation	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Learner Development	18	2.89	0.58	0.777	0.862
Learning Differences	18	2.72	0.46	0.543	0.881
Learning Environment	18	2.83	0.62	0.608	0.876
Content Knowledge & Application	18	2.56	0.62	0.687	0.869
Assessment	18	2.39	0.70	0.736	0.864
Instruction	18	2.94	0.64	0.751	0.863
Instructional Strategies	18	2.83	0.51	0.659	0.873
Learning & Ethical Practice	18	2.61	0.85	0.705	0.871
Leadership & Collaboration	18	2.72	0.46	0.295	0.896

Two measures to focus on in the analysis include:

- a. Corrected Item-Total Correlation: identifies how well the item differentiates between students who performed well overall on the evaluation and those who did not. The higher the value (closer to 1.0) the better the item differentiates among high performing and low performing students.

Corrected Item-Total Correlation Interpretation	
$\geq .40$	Very Good
.39 - .30	Good
.29 - .20	Fair
$< .20$	Poor

- b. Cronbach's Alpha if Item Deleted: identifies the impact of the deletion of an individual item on the overall reliability of the instrument. If the overall alpha value decreases with the deletion of the item that identifies that the item is a good discriminator adds to the overall reliability of the instrument. If the overall alpha value increases with the deletion of the item that identifies that the item may not be a good discriminator and negatively impacts the overall reliability of the instrument.

An analysis of the individual items on the High Leverage Teaching Practice Rubric identifies that eight of the nine scales are very good discriminators and their inclusion in

The Corrected Item-Total Correlation value of one scale, “Leadership and Collaboration” (.295), identifies that it is a fair discriminator and in its inclusion in the rubric has a negative impact on its overall reliability. An analysis of the item’s mean and standard deviations suggests that there was little variation in the way that students were evaluated within this scale item, meaning that student who performed well overall and those score lower were rated the same relative to “Leadership and Collaboration”. (Although there was a great deal of variance in the other items 16 out of 18 students received a 3 in “Leadership and Collaboration” with the other two students receiving a 2.

Longitudinal Comparison of Assessment Instrument Outcomes CPAST & High Leverage Teaching Tasks Rubric Analysis

Following the early deployments of the High Leverage Teaching Tasks Rubric to assess candidate performance across 10 high leverage standards, the School of Education has continued its efforts to evaluate the validity and reliability of the instrument, as well as construct a more holistic view of candidates’ development/performance within key teaching competencies, through a longitudinal comparison of outcomes from multiple assessment instruments.

Mapping High Leverage Teaching Tasks Rubric Standards and CPAST Competencies

The initial step in the comparison of the rubric standards and CPAST competencies involved highlighting the relationships between the two instruments through the identification/reaffirmation of how the standards and competencies map to one another. The table below identifies the standard/competency mapping that was utilized as the foundation for the longitudinal assessment comparisons:

High Leverage Teaching Tasks Rubric Standards		CPAST Competency Area
1	Learner Development	M. Connections to Research & Theory
2	Learning Differences	D. Differentiated Methods
3	Learning Environment	I. Safe & Respectful Learning Environment
		J. Digital Tools and Resources
4	Content Knowledge	F. Critical Thinking
5	Application of Content	
6	Assessment	C. Assessment of P-12 Learning
		K. Feedback to Learners
7	Planning for Instructions	A. Focus for Learning
		B. Materials & Resources
		E. Learning Target & Directions
8	Instructional Strategies	G. Checking for Understanding & Adjusting Instruction
		H. Data-Guided Instruction
9	Professional Learning & Ethical Practice	N. Participates in Professional Development
		P. Demonstrates Punctuality
		O. Demonstrates Effective Communication w/ Parents or Legal Guardians
		Q. Meets Deadlines & Obligations
10	Leadership & Collaboration	U. Responds Positively to Criticism
		S. Collaboration
		T. Advocacy to Meet the Needs of Learners of for the Teaching Profession

Analysis of High Leverage Teaching Tasks Rubric and CPAST Candidate Outcomes

A preliminary, longitudinal comparison of assessment outcomes was completed in the spring of 2019 through the analysis of rubric and CPAST outcomes for 16 candidates. The data included in the analysis incorporated candidate outcomes from an application of the HLTT rubric during the Spring 2018 semester and the candidates' CPAST outcomes from the subsequent Fall 2018 semester.

An analysis of the outcomes from both instruments identified the following:

High Leverage Teaching Tasks Rubric Standards		CPAST Competency Area	% of candidates whose eval. improved from F18-SP18	% of candidates whose eval. remained consistent from F18-SP18	% of candidates whose eval. declined from F18-SP18	Total % of candidates whose eval improved or remained consistent
1	Learner Development	M	44%	37%	19%	81%
2	Learning Differences	D	56%	44%	0%	100%
3	Learning Environment	I	88%	12%	0%	100%
		J	50%	44%	6%	94%
4	Content Knowledge	F	63%	37%	0%	100%
5	Application of Content					
6	Assessment	C	81%	19%	0%	100%
		K	88%	12%	0%	100%
7	Planning for Instructions	A	81%	19%	0%	100%
		B	88%	12%	0%	100%
		E	81%	13%	6%	94%
8	Instructional Strategies	G	56%	44%	0%	100%
		H	75%	19%	6%	94%
9	Professional Learning & Ethical Practice	N.	88%	12%	0%	100%
		P	81%	19%	0%	100%
		O	88%	6%	6%	94%
		Q	94%	0%	6%	94%
		U	94%	6%	0%	100%
10	Leadership & Collaboration	S	100%	0%	0%	100%
		T	88%	12%	0%	100%

Key takeaways from the analysis include:

- In each of the candidate outcomes comparisons (HLTT rubric performance vs. CPAST performance) a vast majority of candidates either exhibited growth or their performance remained the same relative to the specific tasks/competencies assessed. In a majority (71%) of the task/competency comparisons 100% of the 16 candidates' performances either improved or remained the same from the rubric to CPAST assessments. (In four of the five cases in which the percentage of candidates whose performance improved/remained the same fell below 100%, the percentage of candidates whose performance declined could be attributed to one candidate in each of the cases).

- Given the total number of candidates (n=16) in this initial comparison a correlational analysis did not identify any statistically significant correlations at this time pertaining to the relationship between rubric and CPAST assessment outcomes, although a study of the candidates performance (in regards to the total percentage of candidates whose performance improved or remained consistent) does identify a level of consistency in the evaluation of student performance/growth within these specific competencies. The School will continue to map rubric and CPAST outcomes and as the total number of candidates whose outcomes are mapped increases additional correlational analysis will be completed in an effort to identify any statistically significant relationships amongst the assessment instruments.

6. Data Interpretation and Analysis

The High Leverage Teaching Proficiency Rubrics are based on the following four (4) weighted points:

- 1: Does not meet Expectation (pre-emergent)
- 2: Approaching Expectation (Novice)
- 3: Meets Expectation (Proficient)
- 4: Exceeds Expectation (Advanced)

Data was collected in the Spring 2018 and Fall 2019. There will be one more series of data collected before the April 2019 site visit. Based on the two applications of data, the EPP demonstrated a relative strength in Category 1: The Learner and Learning. The category in which the EPP scored lowest was in Category 2: Content Knowledge for both series of data. However, it was only slightly lower than the other categories. Additionally, TSD candidates are endorsements added to other programs, therefore there is some overlap in the scores where a student may be counted in two areas (if a candidate is in the P-3 TSD program their scores are counted in both). Secondary candidates were grouped together. When looking at individual standards, candidates in the Spring of 2018 scored highest on Standard 7 Planning for Instruction (m= 2.95) and Standard 1: Learner Development (m=2.85). In the Fall of 2018, the EPP scored highest in Standard 3: Learning Environments (m=2.88) and Standard 1 Learner Development (m=2.7). In the Spring of 2018, MATs outsourced Undergraduates (m=2.82 to 2.62). Elementary and TSD's (co-licensure program) scored highest, while P-3's (n=2) scored lowest. In the Fall of 2018, Undergraduates scored higher than MATs (m=2.72 to 2.48). English majors scored highest with a mean of 3.05 overall, while Math scored lowest with a mean of 2.43.

Category 1: The Learner and Learning

The EPP candidates are adept at InTASC category 1: The Learner and Learning. This category presented the highest mean scores of any of the four for the EPP (2.82). MAT students (2.94) scored slightly higher than the undergraduates (2.70). Elementary, Secondary and TSD candidates scored above the EPP mean. The P-3 program (n=2) had the lowest mean score of 2.50 in instructional practice. STANDARD 1 Learner Development was the rubric with the highest mean scores. In fact, 3 out of the 5 programs (Secondary , HEPE, TSD) scored a 3.0 or better. STANDARD 2: Learning Differences, was the lowest rubric for category 1, with only one out of five programs achieving a 3.0 mean score.

Category 2: Content Knowledge

The EPP candidates scored mean scores in all programs that were approaching the meets expectation category. The means in this category represented the lowest mean scores of the four categories. There was only one rubric for this standard. The EPP *mean* was 2.58. MAT students, once again, scored higher than the undergraduates did. The secondary student scored a mean of 3.0, the highest of any program. With an $n=1$. P-3 candidates ($n=2$) once again demonstrated the lowest mean (2.0), while the Elementary candidates scored in line with the EPP mean. TSD and HEPE candidates scored a 2.50 mean.

Category 3: Instructional Practice

EPP candidates scored well on the three rubrics ($m=2.74$) that made up the Instructional Practice category. MATs outscored undergraduates with a mean of 2.89 to the undergraduate $m=2.64$. Elementary, TSD and Secondary programs outscored the EPP mean. HEPE candidates ($n=2$) had the lowest mean at 2.33. Category 3 was a relative strength for the P-3 program. Candidates scored highest on STANDARD 7: Planning for Instruction, with 4/5 programs achieving a mean of 3.0 or better. STANDARD 6: Assessment was the rubric which had the lowest average mean scores across programs.

Category 4 Professional Responsibility

MU candidates demonstrate professional responsibility in their early field placement. The EPP mean of 2.74 was solid. This is the only category where undergraduates outscored MAT candidates. Secondary and TSD candidates scored above the EPP mean. Elementary candidates scored slightly below the EPP mean (one one-hundredth of a point). Candidates scored consistently on both rubrics which were combined to obtain scores for this category.

Implications of the data:

1. EPP candidates scored highest in Category 1 and Category 3. They are adept at understanding multi-facets of learners and are relatively strong in respect to assessment, planning for instruction and with selecting instructional strategies.
2. For most categories, MAT candidates outscored undergraduate candidates. There were over twice as many undergraduates which may have impacted that finding.
3. Although the n was low, P-3 candidates scored lowest in three of the four categories. This information was shared with the P-3 program director and will also be triangulated with other data to see trends.
4. This was the first application of data as the assessment is newly developed. Improvements will be made and are discussed below.

Use for Continuous Improvement

All data is shared at Deans meetings, Deans Educational Leadership Council meetings, faculty meetings, and partnership committee meetings. This data is the first application of data and based on the results, may require some revision to the assessment (e.g. adding a rubric to improve strength of category 2). Some other improvements that will be made to programs includes:

1. Improve training for University Based Clinical Educators on the assessment.

2. Professional Development on the developmental curriculum for faculty and University Based Clinical Educators.
3. The EPP will create an online training for clinical educators in the Summer of 2018.
4. Continue to improve implementation of the developmental curriculum into methods courses.
5. All EPP candidates are dual majors, therefore they receive full instruction in a content area outside of education. The lowest EPP mean was in Content Knowledge. This category had only one rubric. The team met after reviewing data and is planning to add another rubric to provide depth to the category.
6. Continue to review progress of P-3 candidates to ensure consistent growth of scores through subsequent applications of the rubric.

InTASC Standard 1 Learner Development

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
<p>Standard 1: Learner Development</p> <p>The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences</p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>has a limited awareness of individual differences in the classroom.</i> • <i>provides a learning environment that serves primarily to control learners' behavior and minimally supports the learning goals</i> <p style="text-align: center;"><i>OR</i></p> <p><i>Learners are observed in activities that are developmentally inappropriate</i></p> <p style="text-align: center;"><i>AND</i></p> <p><i>There is little or no evidence that the candidate links learners' development with new learning.</i></p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>demonstrates a growing awareness of individual differences in the classroom by addressing a limited range of developmental levels.</i> • <i>demonstrates responsiveness to learners' needs and is able to make some adjustments for learners' needs.</i> • <i>makes vague or superficial links between learners' development and new learning.</i> <p style="text-align: center;"><i>AND</i></p> <p><i>Learners participate in activities that focus solely on one modality for learning.</i></p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>regularly discusses the varying levels of student development with the candidate.</i> • <i>is flexible and confident in his or her relationships with students.</i> • <i>makes consistent connections between the plan for instruction and existing knowledge about child development.</i> • <i>creates accommodations for a variety of learners based on the candidate's knowledge of individual learners' development (cognitive, linguistic, social, emotional, and physical).</i> <p style="text-align: center;"><i>AND</i></p> <p><i>Learners are actively participating in learning experiences that occur in multiple modalities.</i></p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>designs and modifies instruction to meet each area of development (cognitive, linguistic, social, emotional, and physical).</i> • <i>consistently and explicitly uses multiple strategies (e.g. questions, materials, and facilitated responses) to elicit learners' thinking, actively facilitating the construction of their understanding of the lesson in a meaning based context.</i> • <i>links learners' development and prior academic learning to new learning.</i> <p style="text-align: center;"><i>AND</i></p> <p><i>Learners are consistently engaged in lessons that facilitate the active nature of their learning.</i></p>

InTASC Standard 2 Learning Differences

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
<p>Standard 2: Learning Differences</p> <p>The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards</p>	<p><i>The plan does not consider developmental differences among learners</i></p> <p><i>Materials reflect a one-size-fits-all approach that demonstrates little ability to adapt the lesson to fit individual learners.</i></p> <p><i>There is little evidence of differentiated instruction.</i></p> <p><i>The assessments reflect little differentiation for individual students, primarily target lower level thinking, and do not address higher order thinking.</i></p> <p><i>The candidate allows disruptive behavior to interfere with learners' learning.</i></p>	<p><i>The plan addresses a limited range of developmental levels and does not consider developmental differences among learners.</i></p> <p><i>The materials developed are accurate and reflect a growing awareness of student differences and capabilities.</i></p> <p><i>The assessments show evidence of differentiation and address some higher level thinking skills</i></p> <p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>demonstrates some capacity for adapting individual lessons to meet student needs and is beginning to see more approaches to differentiating instruction.</i> • <i>demonstrates respect for learners.</i> 	<p><i>The plan includes accommodations for learners based on the candidate's knowledge of individual learners' development (cognitive, linguistic, social, emotional, and physical).</i></p> <p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>uses data to plan lessons that are developmentally appropriate, enhance the delivery of instruction, and are relevant to the learning goals.</i> • <i>effectively differentiates instruction for a small group of students</i> • <i>provides students with multiple ways to demonstrate their learning at the higher levels of Blooms taxonomy.</i> • <i>demonstrates rapport with and respect for learners.</i> 	<p><i>The plan includes scaffolds intended to increase the learners' development.</i></p> <p><i>The candidate develops highly engaging materials to meet the learning needs of each individual.</i></p> <p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>makes instructional decisions based on each learner's cognitive, linguistic, social, emotional, and physical development.</i> • <i>uses assessment to maximize the development of knowledge, critical thinking skills, and problem solving and make inferences that lead to the development of new strategies.</i> • <i>is constantly building and nurturing relationships with students, who appear highly motivated and willing to explore the material beyond the learning goals.</i>

InTASC Standard 3 Learning Environments

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
<p>Standard 3: Learning Environments</p> <p>The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>fails to plan for, developmental differences in students.</i> • <i>provides a learning environment that serves primarily to control learners' behavior and minimally supports the learning goals.</i> • <i>engages students at a minimal level with questions asked at the low levels of Bloom's taxonomy</i> • <i>demonstrates limited knowledge of proactive classroom management strategies and does not anticipate student behaviors</i> 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>plans for transitions, but has limited effectiveness in leading them. . Sufficient material is planned to keep students fully engaged. Some attention is given to developmental differences.</i> • <i>provides a learning environment that enables students to reach some of the learning goals.</i> • <i>demonstrates some knowledge of proactive classroom management strategies and does not anticipate student behaviors</i> 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>consistently plans and leads effective and efficient transitions. The plan is flexible enough to account for unanticipated student needs and unexpected student behaviors.</i> • <i>developmental differences are consistently addressed by the plan.</i> • <i>creates relationships with students that consistently demonstrate knowledge of proactive classroom management strategies.</i> <p style="text-align: center;">AND</p> <p><i>Students appear motivated, ask numerous questions about the content and consistently engage with the content at higher levels of Bloom's taxonomy.</i></p>	<p><i>The candidate excels at</i></p> <ul style="list-style-type: none"> • <i>planning for regularly assessed individual and group performances in order to design and modify instruction to meet each area of development (cognitive, linguistic, social, emotional, and physical).</i> • <i>anticipating student behaviors and responding effectively to unanticipated and difficult student behaviors.</i> • <i>creating relationships with students that enable the effective use of proactive classroom management strategies.</i> <p><i>The plan includes scaffolds intended to increase the learners' development.</i></p> <p><i>The candidate has created a supportive, low-risk social environment that fosters mutual respect among learners. Learners demonstrate an exceptional level of engagement with learning.</i></p>

InTASC Standards 4 and 5 Content Knowledge and Application of Content

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
<p>Standards 4 and 5: Content Knowledge and Application of Content</p> <p>The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>demonstrates a limited knowledge of instructional strategies or an ability to use vocabulary and academic language that is specific to the discipline.</i> • <i>provides a limited number of content explanations.</i> • <i>demonstrates a limited knowledge of content specific resources for developing materials.</i> <p style="text-align: center;"><i>AND</i></p> <ul style="list-style-type: none"> • <i>Responses include content inaccuracies that will lead to learner misunderstandings.</i> 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>demonstrates an increasing awareness and ability to model appropriate, content specific vocabulary and academic language that is specific to the discipline.</i> • <i>uses some examples and makes minor adjustments in the explanations for the different interests and levels of students</i> <p style="text-align: center;"><i>AND</i></p> <p><i>Content responses are accurate, and the candidate uses a few instructional strategies that are specific to the discipline.</i></p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>demonstrates significant content knowledge and collaborates with the candidate to expand or deepen his or her content knowledge.</i> • <i>engages learners in generating and evaluating new ideas and novel approaches to content specific strategies.</i> • <i>models and provides opportunities for learners to understand academic language</i> • <i>makes interdisciplinary connections to promote language and literacy development.</i> • <i>effectively adjusts explanations to account for different developmental and interest levels</i> • <i>consistently creates clear graphics that are developmentally appropriate with a clear focus on content specific learning</i> 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>uses multiple representations and explanations of key ideas in order to connect them to varied learner backgrounds.</i> • <i>is skilled at recognizing content specific misconceptions, responding with content specific strategies, and developing new strategies for teaching content.</i> • <i>excels at creating opportunities for students to learn, practice, and master academic content knowledge</i> • <i>excels at accurately and effectively communicating concepts, processes, and knowledge in the content area</i> • <i>can represent content knowledge in multiple ways</i> • <i>excels at using supplementary resources and technologies effectively</i>

InTASC Standard 6 Assessment

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
<p>Standard 6: Assessment</p> <p>The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learner's decision making.</p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>uses a single, low level, summative assessment to formally evaluate student learning.</i> • <i>demonstrates little awareness of approaches to assess higher level thinking and demonstrates little expertise for assessing higher level thinking</i> • <i>demonstrates a limited ability to make inferences about learner performance based on assessment data</i> • <i>demonstrates little understanding of the connection between learning goals and assessment</i> <p style="text-align: center;">AND</p> <p><i>The students demonstrate limited achievement of the learning goals</i></p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>uses multiple assessments, including pretests and formative assessments, as a means of providing feedback to students.</i> • <i>demonstrates some proficiency at identifying higher level thinking skills</i> • <i>is able to make some inferences based on more than one assessment</i> • <i>demonstrates some proficiency at using learner performance data to make inferences about student thinking that lead to improved teaching or better strategies.</i> • <i>creates goals that are well aligned with the curriculum, although they are inconsistently achieved and primarily at lower levels of student thinking.</i> 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>engages learners in multiple ways of demonstrating knowledge and skill.</i> • <i>works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.</i> • <i>is able to use assessment data to create instructional strategies</i> • <i>consistently makes inferences about learner performance based on data from multiple assessments</i> <p style="text-align: center;">AND</p> <p><i>Students consistently demonstrate achievement of learning goals.</i></p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>engages learners in multiple ways using assessments of quality work.</i> • <i>excels at working independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.</i> • <i>is able to accurately assess higher level thinking</i> • <i>is consistently able to create instructional strategies that lead to observable changes in student thinking skills.</i> • <i>excels in inferring the development of thinking processes based on learner performance data and uses those inferences to implement or design new instructional strategies.</i>

InTASC Standard 7 Planning for Instruction

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
<p>Standard 7: Planning for Instruction</p> <p>The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learning and the community context.</p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • demonstrates little awareness of student interests or prior learning experiences. • creates a plan that offers learners limited opportunities to construct and share their own understanding. • creates a plan that offers limited opportunities to build relationships with students, create community among students, provide systematic feedback and reinforcement on performance, and foster student autonomy. 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • demonstrates some awareness of student interests and prior learning experiences. • creates a plan that fosters a limited opportunity for students to learn through constructivist teaching strategies, to analyze and interpret information, to engage in inquiry, and to foster analytical thinking • creates a plan that offers some opportunities to build relationships with students, create community among students, provide systematic feedback and reinforcement on performance, and foster student autonomy. . 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • demonstrates awareness of student interests and prior learning experiences. • creates a plan that consistently fosters opportunities to learn through constructivist teaching strategies, to analyze and interpret information, to engage in inquiry, and to foster analytical thinking. • creates a plan that offers consistent opportunities to build relationships with students, create community among students, provide systematic feedback and reinforcement on performance, and foster student autonomy. 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • excels at creating opportunities to build on existing student knowledge and student decision-making. • creates a plan that fosters exceptional opportunities to learn through constructivist teaching strategies, to analyze and interpret information, to engage in inquiry, and to foster analytical thinking. • creates a plan that offers frequent and exceptional opportunities to build relationships with students, create community among students, provide systematic feedback and reinforcement on performance, and foster student autonomy.

InTASC Standard 8 Instructional Strategies

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
<p>Standard 8: Instructional Strategies</p> <p>The 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.</p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> <i>demonstrates a limited ability to build rapport with students, elicit widespread student participation, demonstrate the relevance of the discussion matter, integrate student comments with the learning goals, and foster high levels of student thinking.</i> <i>Obtains limited insight into student thinking based primarily on a single assessment.</i> <p style="text-align: center;"><i>AND</i></p> <p><i>The students did not appear motivated, participation was limited or spotty, responses were typically brief and primarily located at lower levels of thinking, and students asked no questions about the content matter.</i></p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> <i>demonstrates some ability to build rapport with students, elicit widespread student participation, demonstrate the relevance of the discussion matter, integrate student comments with the learning goals, and foster high levels of student thinking.</i> <i>uses more than one assessment to interpret student thinking.</i> <p style="text-align: center;"><i>AND</i></p> <p><i>The students appeared somewhat motivated, participated widely, responses were brief but demonstrated some higher level thinking skills, and students asked some questions about the content matter.</i></p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> <i>demonstrates an ability to build rapport with students, elicit widespread student participation, demonstrate the relevance of the discussion matter, integrate student comments with the learning goals, and foster high levels of student thinking</i> <i>uses multiple assessments to better interpret student thinking by integrating different sources of evidence.</i> <p style="text-align: center;"><i>AND</i></p> <p><i>The students appeared motivated, participated widely, were able to give extended responses, demonstrated higher level thinking skills, and asked appropriate questions about the content matter</i></p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> <i>demonstrates an exceptional ability to build rapport with students, elicit widespread student participation, demonstrate the relevance of the discussion matter, integrate student comments with the learning goals, and foster high levels of student thinking</i> <i>demonstrates an exceptional ability to use multiple assessments to recognize common patterns of student thinking and develop new instructional strategies.</i> <p style="text-align: center;"><i>AND</i></p> <p><i>The students appeared exceptionally motivated, participated widely, were able to give extended responses, demonstrated higher level thinking skills, and asked appropriate questions about the content matter.</i></p>

InTASC Standard 9 Professional Learning and Ethical Practice

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
<p>Standard 9: Professional Learning and Ethical Practice (NJPST 9 and 11)</p> <p>The candidate engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practices to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.</p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>engages in limited meaningful and appropriate professional learning experiences</i> • <i>exercises limited professional judgement when attempting to promote students' well-being</i> • <i>does not maintain the confidentiality of information concerning students</i> • <i>relationships with students and colleagues does not uphold professional standards</i> <p style="text-align: center;"><i>AND</i></p> <p><i>There is limited or no evidence that the candidate seeks professional, community, and technological resources</i></p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>engages in meaningful and appropriate professional learning experiences independently OR in collaboration with colleagues</i> • <i>seeks professional, community, and technological resources from a singular source</i> • <i>shows some respect for students' well-being by exercising inconsistent professional judgement</i> • <i>sometimes maintains the confidentiality of information concerning students</i> • <i>maintains professional relationships with some students and/or colleagues</i> 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>engages in meaningful and appropriate professional learning experiences independently AND in collaboration with colleagues</i> • <i>actively seeks professional, community, and technological resources</i> • <i>promotes aspect of students' well-being by exercising professional judgement</i> • <i>maintains the confidentiality of information concerning students</i> • <i>maintains professional relationships with students and colleagues</i> 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>engages in meaningful and appropriate professional learning experiences independently and in collaboration with colleague aligned with their own needs and the needs of the learners, school and system.</i> • <i>actively seeks professional, community, and technological resources within and outside of the school with analysis, reflection and problem solving.</i> • <i>promotes aspect of students' well-being by exercising the highest level of professional judgement</i> • <i>maintains the confidentiality of information concerning students without exception</i> • <i>maintains professional relationships with students and colleagues at all times and all settings and events.</i>

InTASC Standard 10 Leadership and Collaboration

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
<p>Standard 10: Leadership and Collaboration</p> <p>The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth and to advance the profession.</p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>creates plans that do not address the diverse needs of learners</i> • <i>seldom exhibits high expectations for student learning</i> • <i>demonstrates limited initiative to grow and develop with colleagues. Has little interaction with colleagues to enhance practice and supports student learning</i> <p style="text-align: center;">AND</p> <p><i>There is little or no evidence that the candidate participates on the instructional team.</i></p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>takes a limited role on the instructional team and does not share responsibility for decision making or accountability for student learning</i> • <i>independently plans to meet the basic needs of learners without collaboration with other school professionals</i> • <i>Inconsistently supports high expectations for student learning</i> • <i>works with colleagues when prompted to grow and develop through interactions that enhance practice and supports student learning.</i> 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>takes a role on the instructional team and shares responsibility for decision making and accountability for student learning</i> • <i>works with other school professionals to meet the diverse needs of learners</i> • <i>supports high expectations for student learning in their individual classroom</i> • <i>takes initiative to grow and develop with colleagues through interactions that enhance practice and supports student learning</i> 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>takes an active role on the instructional team giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources and sharing responsibility for decision making and accountability for student learning.</i> • <i>works with other school professionals to plan and jointly facilitate learning on how to meet the diverse needs of learners</i> • <i>contributes to a common culture that supports high expectations for student learning</i> • <i>takes initiative to grow and develop with colleagues through interactions that enhance practice and supports student learning by attending professional growth activities both on and off school grounds.</i>

Spring 2018

Early Field High Leverage Teaching Practice Proficiency Rubrics

INTASC Cat	INTASC	CAEP	Criteria	EPP		UG		MAT		Elem		P-3		Secondary: Eng./Span		HEPE		TSD			
				Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
				N= 18		N= 13		N= 6		N= 12		N= 2		N= 1		N= 2		N= 12			
1	1	1.1, 1.4	STANDARD 1: Learner Development	2.89	0.55	2.76	0.69	3.00	2.25	2.92	0.51	2.50	0.71	3.00	0.00	3.00	1.41	3.00	0.60		
1	2	1.1, 1.3, 1.4	STANDARD 2: Learning Differences	2.74	0.44	2.62	0.51	3.00	0.00	2.75	0.45	2.50	0.71	3.00	0.00	2.50	0.71	2.67	0.49		
1	3	1.1	STANDARD 3: Learning Environments	2.84	0.59	2.73	0.69	2.83	0.00	2.83	0.58	2.50	0.71	3.00	0.00	2.50	0.71	2.83	0.72		
2	4,5	1.1, 1.4	STANDARDS 4 and 5: Content Knowledge and Application of Content	2.58	0.59	2.50	0.52	2.83	0.41	2.58	0.67	2.00	0.00	3.00	0.00	2.50	0.71	2.50	0.52		
3	6	1.1, 1.2, 1.3	STANDARD 6: Assessment	2.42	0.67	2.34	0.77	2.50	0.75	2.50	0.67	2.00	0.00	3.00	0.00	1.50	0.71	2.42	0.67		
3	7	1.1, 1.2, 1.4	STANDARD 7: Planning for Instruction	2.95	0.60	2.84	0.64	3.00	0.55	2.92	0.67	3.00	0.00	3.00	0.00	3.00	1.41	3.00	0.60		
3	8	1.1, 1.3, 1.4	STANDARD 8: Instructional Strategies	2.84	0.49	2.74	0.48	3.17	0.63	2.83	0.58	3.00	0.00	3.00	0.00	2.50	0.71	2.83	0.39		
4	9	1.1	STANDARD 9: Professional Learning and Ethical Practice (NJPST 9 and 11)	2.63	0.81	2.53	0.95	2.50	0.41	2.67	0.65	2.00	3.00	3.00	0.00	2.50	2.12	2.75	0.87		
4	10	1.1	STANDARD 10: Leadership and Collaboration	2.74	0.44	2.62	0.38	2.50	0.55	2.67	0.49	1.41	0.00	3.00	0.00	2.50	0.71	2.83	0.39		
Full Scale				24.68	3.93	25.33	2.25	23.60	4.55	24.67	3.73	22.50	0.71	27.00	0.00	22.50	9.19	24.83	3.71		
Mean Total:				2.74		2.63		2.81		2.74		2.32		3.00		2.50		2.76			
Std. Dev. Total:				0.12		0.17		0.67		0.08		0.97		0.00		0.51		0.16			

Fall 2018

Early Field High Leverage Teaching Practice Proficiency Rubrics

INTASC Cat	INTASC	CAEP	Criteria	EPP		UG		MAT		Elem		P-3		Secondary		HEPE		English		Music		Science		Math		History			
				Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
				N=77		N=52		N=25		N=41		N=1		N=32		N=3		N=7		N=3		N=6		N=7		N=9			
1	1	1.1, 1.4	STANDARD 1: Learner Development	2.70	0.72	2.75	0.68	2.60	0.80	2.71	0.74	2.00			2.66	0.69	3.33	0.47	3.14	0.64	2.67	0.47	2.67	0.47	2.29	0.88	2.56	0.50	
1	2	1.1, 1.3, 1.4	STANDARD 2: Learning Differences	2.68	0.73	2.75	0.70	2.52	0.75	2.66	0.75	2.00			2.66	0.69	3.33	0.47	2.86	0.64	3.00	0.82	2.50	0.50	2.29	0.70	2.78	0.63	
1	3	1.1	STANDARD 3: Learning Environments	2.88	0.74	2.94	0.63	2.76	0.91	2.80	0.86	2.00			3.00	0.56	3.00	0.00	3.14	0.64	3.33	0.47	2.50	0.50	3.00	0.53	3.11	0.31	
2	4,5	1.1,1.4	STANDARDS 4 and 5: Content Knowledge and Application of Content	2.52	0.70	2.62	0.65	2.32	0.73	2.44	0.73	2.00			2.63	0.65	2.67	0.47	3.00	0.53	3.00	0.00	2.33	0.75	2.57	0.73	2.44	0.50	
3	6	1.1,1.2,1.3	STANDARD 6: Assessment	2.36	0.79	2.44	0.74	2.20	0.85	2.24	0.88	3.00			2.50	0.66	2.33	0.47	2.86	0.64	2.00	0.00	2.50	0.76	2.43	0.73	2.44	0.50	
3	7	1.1,1.2,1.4	STANDARD 7: Planning for Instruction	2.69	0.79	2.69	0.72	2.68	0.93	2.71	0.86	2.00			2.66	0.73	3.00	0.00	3.14	0.64	2.33	0.47	2.50	0.76	2.14	0.64	2.89	0.57	
3	8	1.1,1.3,1.4	STANDARD 8: Instructional Strategies	2.65	0.68	2.77	0.70	2.40	0.57	2.51	0.70	3.00			2.78	0.65	3.00	0.00	3.14	0.83	2.67	0.47	2.67	0.47	2.86	0.64	2.56	0.50	
4	9	1.1	STANDARD 9: Professional Learning and Ethical Practice (NJPT 9 and 11)	2.69	0.78	2.79	0.72	2.48	0.85	2.73	0.80	3.00			2.59	0.78	3.00	0.00	3.00	0.53	1.67	0.94	2.17	0.90	2.43	0.49	3.00	0.47	
4	10	1.1	STANDARD 10: Leadership and Collaboration	2.62	0.81	2.73	0.79	2.40	0.80	2.61	0.85	2.00			2.63	0.74	3.00	0.82	3.14	0.64	3.33	0.47	2.50	0.50	1.86	0.64	2.67	0.47	
Mean Total:				2.64		2.72		2.48		2.60		2.33		2.68		2.96		3.05		2.67		2.48		2.43		2.72			
Std. Dev. Total:				0.05		0.70		0.80		0.80				0.68		0.30		0.64		0.46		0.62		0.66		0.49			
Overall Mean				2.65																									
Overall Std. Dev.				0.56																									

INTASC Category 1 Spring 2018

				EPP		UG		MAT		Elem		P-3		Secondary: Eng./Span		HEPE		TSD	
				Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
INSTASC Cat	INTASC	CAEP	Criteria	N = 18		N= 13		N= 6		N= 12		N= 2		N= 1		N= 2		N= 12	
1	1	1.1, 1.4	STANDARD 1: Learner Development	2.89	0.55	2.76	0.69	3.00	2.25	2.92	0.51	2.50	0.71	3.00	0.00	3.00	1.41	3.00	0.60
1	2	1.1, 1.3, 1.4	STANDARD 2: Learning Differences	2.74	0.44	2.62	0.51	3.00	0.00	2.75	0.45	2.50	0.71	3.00	0.00	2.50	0.71	2.67	0.49
1	3	1.1	STANDARD 3: Learning Environments	2.84	0.59	2.73	0.69	2.83	0.00	2.83	0.58	2.50	0.71	3.00	0.00	2.50	0.71	2.83	0.72
Mean				2.82		2.70		2.94		2.83		2.50		3.00		2.67		2.83	
Std. Dev.				0.08		0.11		1.30		0.06		0.00		0.00		0.41		0.11	

Fall 2018
Category 1

				EPP		UG		MAT		Elem		P-3		Secondary		HEPE		English		Music		Science		Math		History	
				Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
INSTASC Cat	INTASC	CAEP	Criteria	N = 77		N=52		N=25		N= 41		N=1		N=32		N=3		N=7		N=3		N=6		N=7		N=9	
1	1	1.1, 1.4	STANDARD 1: Learner Development	2.70	0.72	2.75	0.68	2.60	0.80	2.71	0.74	2.00		2.66	0.69	3.33	0.47	3.14	0.64	2.67	0.47	2.67	0.47	2.29	0.88	2.56	0.50
1	2	1.1, 1.3, 1.4	STANDARD 2: Learning Differences	2.68	0.73	2.75	0.70	2.52	0.75	2.66	0.75	2.00		2.66	0.69	3.33	0.47	2.86	0.64	3.00	0.82	2.50	0.50	2.29	0.70	2.78	0.63
1	3	1.1	STANDARD 3: Learning Environments	2.88	0.74	2.94	0.63	2.76	0.91	2.80	0.86	2.00		3.00	0.56	3.00	0.00	3.14	0.64	3.33	0.47	2.50	0.50	3.00	0.53	3.11	0.31
Mean				2.75		2.81		2.63		2.72		2.00		2.77		3.22		3.05		3.00		2.56		2.52		2.81	
Std. Dev.				0.73		0.67		0.82		0.78				0.65		0.31		0.64		0.59		0.49		0.71		0.48	
Overall Mean				2.74																							
Overall Std. Dev.				0.62																							

INTASC Category 2 Spring 2018

				EPP		UG		MAT		Elem		P-3		Secondary: Eng./Span		HEPE		TSD	
				Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
INSTASC Cat	INTASC	CAEP	Criteria	N = 18		N = 13		N = 6		N = 12		N = 2		N = 1		N = 2		N = 12	
2	4,5	1.1,1.4	STANDARDS 4 and 5: Content Knowledge and Application of Content	2.58	0.59	2.50	0.52	2.83	0.41	2.58	0.67	2.00	0.00	3.00	0.00	2.50	0.71	2.50	0.52
Mean				2.58		2.50		2.83		2.58		2.00		3.00		2.50		2.50	
Std. Dev.				0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	

Fall 2018
Category 2

				EPP		UG		MAT		Elem		P-3		Secondary		HEPE		English		Music		Science		Math		History	
				Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
INSTASC Cat	INTASC	CAEP	Criteria	N = 77		N = 52		N = 25		N = 41		N = 1		N = 32		N = 3		N = 7		N = 3		N = 6		N = 7		N = 9	
2	4,5	1.1,1.4	STANDARDS 4 and 5: Content Knowledge and Application of Content	2.52	0.70	2.62	0.65	2.32	0.73	2.44	0.73	2.00		2.63	0.65	2.67	0.47	3.00	0.53	3.00	0.00	2.33	0.75	2.57	0.73	2.44	0.50
Mean				2.52		2.62		2.32		2.44		2.00		2.63		2.67		3.00		3.00		2.33		2.57		2.44	
Std. Dev.				0.70		0.65		0.73		0.73				0.65		0.47		0.53		0.00		0.75		0.73		0.50	
Overall Mean				2.54																							
Overall Std. Dev.				0.59																							

INTASC Category 3 Spring 2018

				EPP		UG		MAT		Elem		P-3		Secondary: Eng./Span		HEPE		TSD	
				Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
INSTASC Cat	INTASC	CAEP	Criteria	N = 18		N = 13		N = 6		N = 12		N = 2		N = 1		N = 2		N = 12	
3	6	1.1,1.2,1.3	STANDARD 6: Assessment	2.42	0.67	2.34	0.77	2.50	0.75	2.50	0.67	2.00	0.00	3.00	0.00	1.50	0.71	2.42	0.67
3	7	1.1,1.2,1.4	STANDARD 7: Planning for Instruction	2.95	0.60	2.84	0.64	3.00	0.55	2.92	0.67	3.00	0.00	3.00	0.00	3.00	1.41	3.00	0.60
3	8	1.1,1.3,1.4	STANDARD 8: Instructional Strategies	2.84	0.49	2.74	0.48	3.17	0.63	2.83	0.58	3.00	0.00	3.00	0.00	2.50	0.71	2.83	0.39
Mean				2.74		2.64		2.89		2.75		2.67		3.00		2.33		2.75	
Std. Dev.				0.09		0.14		0.10		0.05		0.00		0.00		0.41		0.15	

Fall 2018

Category 3

				EPP		UG		MAT		Elem		P-3		Secondary		HEPE		English		Music		Science		Math		History	
				Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
INSTASC Cat	INTASC	CAEP	Criteria	N = 77		N = 52		N = 25		N = 41		N = 1		N = 32		N = 3		N = 7		N = 3		N = 6		N = 7		N = 9	
3	6	1.1,1.2,1.3	STANDARD 6: Assessment	2.36	0.79	2.44	0.74	2.20	0.85	2.24	0.88	3.00		2.50	0.66	2.33	0.47	2.86	0.64	2.00	0.00	2.50	0.76	2.43	0.73	2.44	0.50
3	7	1.1,1.2,1.4	STANDARD 7: Planning for Instruction	2.69	0.79	2.69	0.72	2.68	0.93	2.71	0.86	2.00		2.66	0.73	3.00	0.00	3.14	0.64	2.33	0.47	2.50	0.76	2.14	0.64	2.89	0.57
3	8	1.1,1.3,1.4	STANDARD 8: Instructional Strategies	2.65	0.68	2.77	0.70	2.40	0.57	2.51	0.70	3.00		2.78	0.65	3.00	0.00	3.14	0.83	2.67	0.47	2.67	0.47	2.86	0.64	2.56	0.50
Mean				2.57		2.63		2.43		2.49		3.00		2.65		2.78		3.05		2.33		2.56		2.48		2.63	
Std. Dev.				0.75		0.72		0.78		0.81				0.68		0.16		0.70		0.31		0.67		0.67		0.52	
Overall Mean				2.60																							
Overall Std. Dev.				0.62																							

INTASC Category 4: Spring 2018

				EPP		UG		MAT		Elem		P-3		Secondary: Eng./Span		HEPE		TSD	
				Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
INSTASC Cat	INTASC	CAEP	Criteria	N = 18		N= 13		N= 6		N= 12		N= 2		N= 1		N= 2		N= 12	
4	9	1.1	STANDARD 9: Professional Learning and Ethical Practice (NJPST 9 and 11)	2.63	0.81	2.53	0.95	2.50	0.41	2.67	0.65	2.00	3.00	3.00	0.00	2.50	2.12	2.75	0.87
4	10	1.1	STANDARD 10: Leadership and Collaboration	2.74	0.44	2.62	0.38	2.50	0.55	2.67	0.49	1.41	0.00	3.00	0.00	2.50	0.71	2.83	0.39
Mean				2.68		2.57		2.50		2.67		1.71		3.00		2.50		2.79	
Std. Dev.				0.26		0.40		0.10		0.11		2.12		0.00		1.00		0.34	

Fall 2018
Category 4

				EPP		UG		MAT		Elem		P-3		Secondary		HEPE		English		Music		Science		Math		History	
				Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
INSTASC Cat	INTASC	CAEP	Criteria	N = 77		N=52		N=25		N= 41		N=1		N=32		N=3		N=7		N=3		N=6		N=7		N=9	
4	9	1.1	STANDARD 9: Professional Learning and Ethical Practice (NJPST 9 and 11)	2.69	0.78	2.79	0.72	2.48	0.85	2.73	0.80	3.00		2.59	0.78	3.00	0.00	3.00	0.53	1.67	0.94	2.17	0.90	2.43	0.49	3.00	0.47
4	10	1.1	STANDARD 10: Leadership and Collaboration	2.62	0.81	2.73	0.79	2.40	0.80	2.61	0.85	2.00		2.63	0.74	3.00	0.82	3.14	0.64	3.33	0.47	2.50	0.50	1.86	0.64	2.67	0.47
Mean				2.66		2.76		2.44		2.67		2.50		2.61		3.00		3.07		2.50		2.33		2.14		2.83	
Std. Dev.				0.79		0.75		0.83		0.82				0.76		0.41		0.59		0.71		0.70		0.57		0.47	
Overall Mean				2.63																							
Overall Std. Dev.				0.67																							

**Monmouth University
School of Education
Department of Education
Program Advisory Council
UG Early Childhood
Summation of Minutes**

Members:

Kerry Rizzuto (Program Director)

Ruth Morris (Chair and P3 Instructor)

Sara Bresky (Former student) via conference call

- **November 17, 2018**
 - EDL 363 as an independent study. The committee discussed the advantage and disadvantages of creating 363 (Early Childhood Curriculum)
 - Ongoing assessment of amount of real-teaching that candidates are receiving: is equitable? How can we assure that all student receives similar/congruent amount of teaching and classroom management experiences?
- **December 12, 2018**
 - What can we implement quantitatively and qualitatively to maximize student achievement in full-time teaching experiences as well as prepare for upcoming cohort of preservice teachers?
 - We spoke about the high leverage assessment data, such as CCAST, High Leverage Teaching Practice Rubrics, and the edTPA. We noted that two of the candidates' data was inconsistent with their edTPA results. The two identified candidates who did not rate as well on the CCAST yet did very well on the edTPA. Due to this finding, it was determined that more communication between faculty and the students during their 100-hour placement was warranted.
- **January 30, 2019**
 - Poll former and current students to receive anecdotal feedback regarding course texts, clinical practices and supervisors.
 - Send email to current students in order to express support and faculty support during 100-hour placements.

Data has also been discussed at UTEAC meetings, department meetings and Deans advisory meetings.

	Initial		Intermediate		Continuous
Standard # 1 Learner Development	Talk with every student Learn names Help students make up work Observe/note different developmental stages of learners in a classroom Collect data on individual student behavior Collect data on learning preferences	Examine and compare student work for individual differences Visit another class at a different level and compare the level of work Identify and discuss individual differences within a developmental stage of a student in at least two areas (cognitive, linguistic, social, emotional, and physical)	Design developmentally appropriate instruction Develop motivational strategies Analyze a small group of students over time noting changes in developmental stages in at least three areas (cognitive, linguistic, social, emotional, and physical)	Plan appropriate activities for a group of learners that have varied needs within a developmental level Implement instruction that is developmentally appropriate for a large group	Differentiate instruction according to students' developmental levels Create developmentally appropriate lesson and unit plans Implement instruction that is flexible enough to accommodate learners across varied developmental levels within a large group
Standard # 2 Learning Differences	Sit near student with behavioral needs Deliver predetermined behavioral support plan Build relationships with individual students Observe and discuss how a teacher differentiates instruction for students of varied cultural and linguistic needs in a classroom setting	Observe and discuss special needs of individual students within a classroom setting Observe and discuss how a teacher differentiates instruction for students who vary culturally/linguistically or have a special need Create individualized materials for students who vary culturally/linguistically or have a special need	Design and deliver differentiated instruction for an individual student who varies culturally/linguistically or has a special need Create alternative assessments for students who vary culturally/linguistically or have a special need	Plan adaptations for a unit of instruction Create individualized materials Evaluate some students individually Adapt a lesson for a small group of students who vary culturally/linguistically or have a special need Provide individualized feedback to students who vary culturally/linguistically or have a special need	Differentiate instruction for students in a large group who vary culturally/linguistically or have a special need Teach a large group lesson that includes a discussion of student differences Explain various special needs of students in a classroom setting
Standard # 3 Learning Environments	Talk with every student Learn names Help students make up work Take attendance; stuff mailboxes Collect lunch count Organize or file Pass out papers or assignments Create/construct a bulletin board	Observe and discuss the characteristics of a learning environment in a classroom setting (including emergency procedures, school discipline policies, classroom rules) Explain the reason for a rule or policy	Practice proactive classroom management strategies Practice reactive management strategies Give clear instructions—both verbal and written Teach a routine part of a lesson to whole group	Organize effective grouping arrangements Create a variety of scaffolds to support independent learning Plan and execute effective classroom transitions Establish a learning environment for a large group that supports individual and collaborative learning	Foster a learning environment that supports individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation Reflect and compare how various environments affect learning, social interaction, and self-motivation
Standard # 4 Content Knowledge	Become familiar with course curriculum and related textbooks, materials, references, etc. Explore available inquiry tools in the classroom Model appropriate level of content-specific vocabulary	Choose appropriate and accurate representations of the content to share with students Provide accurate explanations of the content to individuals/small groups Formulate content-specific questions	Find content information quickly Model the use of technology for accessing content references Explain content accurately in single lessons	Understand the content at all levels of Bloom's taxonomy Employ content-specific instructional strategies Represent the content in multiple ways Use content standards to identify content-specific academic language	Demonstrate a process for rapidly accessing content information when designing a unit Include content-specific inquiry methods into unit planning and instruction
Standard # 5 Application of Content	Find information to answer student questions Provide students with assistance in finding resources and information Assist individual students with technology	Develop and use real life examples Provide students with assistance in finding information Develop questions that lead students from their previous knowledge to new content	Use content standards to determine the progression of content learning Engage students in thinking about the content at the application level of Bloom's taxonomy	Incorporate a variety of content sources for student use Engage students in thinking about the content at the analysis and synthesis levels of Bloom's taxonomy Connect formative assessment to content	Support the students in making appropriate research choices Design learning opportunities that encourage students to integrate information from multiple content sources

Developmental Curriculum

Standard # 6 Assessment	Check or grade papers with a key Record grades Develop a student interview or survey Complete a checklist of observed student behaviors and understandings Identify selected response assessments Record participation patterns State the uses of assessment data at the state, the district, the building, and the classroom levels	Develop selected response (T/F, multiple choice, matching, etc.) test questions Create a checklist for student understanding Co-assess with the mentor teacher Select response assessments to determine patterns of understanding Know and apply the school's grading policy	Explain the purposes of formative assessment Design and implement formative assessments Develop a pre-assessment for a lesson or a short unit Apply rubric criteria to score student work Develop essay questions Provide feedback on selected response assessments	Develop unit instructional goals Use pre and post assessments Design, collect, and analyze summative assessment data Co-assess authentic or performance work with the mentor teacher Provide feedback that encourages students to think for themselves	Develop a classroom grading policy Develop and implement multiple formative assessments within a lesson or unit Use formative assessment data to explain adjustments to learning outcomes and instructional strategies and choices Develop a rubric to assess a large assignment or major project
Standard # 7 Planning for Instruction	Create materials with mentor teacher Plan a lesson for an individual student Review the school's policy for lesson planning Discuss the planning process with mentor teacher	Create and implement a lesson for a small group Plan a series of questions to engage students on all levels of Bloom's Taxonomy	Create and lead classroom activities Design a single lesson plan Choose, appraise, and modify tools, texts, and materials to optimize learning goals Design new strategies based on formative assessment	Co-plan unit instruction with mentor teacher Plan multiple lessons based on formative assessment data Design new strategies based on formative assessment data	Design unit with multiple instructional strategies (e.g., discussion, inquiry, project-based learning) Use summative assessment data to adjust or design new unit teaching strategies
Standard # 8 Instructional Strategies	Write notes on chalkboard or whiteboard Operate technology Model appropriate language and share a personal interest or skill Introduce a lesson Lead a motivational activity	Create a new learning center Supervise students during group times Review assignments with small groups Facilitate small group discussions Assume leadership of the class for short periods of time	Teach a single lesson to a large group Work with a small group of peers to effectively instruct a group of students Review assignments with small groups	Use varied teaching strategies over multiple days Teach a series of lessons that utilize collaboration among students Model discipline-specific thinking strategies (e.g., mathematical thinking, scientific thinking)	Teach independently for an extended period of time Use a variety of instructional strategies and groupings Enact a series of lessons on a topic central to the discipline
Standard # 9 Professional Learning and Ethical Practice	Model appropriate language and behavior Dress professionally Be punctual Call in absence Be respectful of mentor and colleagues	Collaborate with mentor teacher to improve instruction Write reflective journal entries Reflect on instructions with students Accurately and objectively describe student performance	Reflect on individual lessons Objectively describe student behavior Develop new strategies based on reflection	Reflect on multiple lessons Adjust teaching strategies based on an analysis of data Provide a rationale for new strategies Collect and analyze teaching video	Develop resumes and portfolios in preparation for professional life Develop a teaching philosophy Complete teacher performance assessment
Standard # 10 Leadership and Collaboration	Speak clearly and project voice Give directions to individual students Give concise communications to students Assist with managing classroom transitions	Attend faculty meetings Attend in-service meetings Attend data assessment meetings Observe parent/teacher conferences Collaborate with mentor teacher	Develop materials to support student learning at home Visit local community agencies Interact with professional staff	Attend athletic events/extracurricular activities Observe and participate in parent/ teacher conferences Develop a communication to parents and administrators about student performance	Plan and conduct a meeting with a parent or guardian Conduct home visits Attend community events

Designing a Curriculum for Clinical Experiences

The purpose of this paper is to describe a collaborative effort among five teacher preparation programs to create a clinical curriculum, a conceptual tool designed to put clinical experiences at the center of their teacher education programs. The clinical curriculum describes a developmental sequence of clinical experiences that move from simpler to more complex teaching skills, from working with fewer to larger numbers of students, and from requiring less to more planning and decision-making. In this paper, the authors will explicate the process used for the development of a clinical curriculum, describe the resulting product and its elements, and show how a clinical curriculum can be used as a catalyst agent for designing and implementing a clinically-based teacher preparation program.

Designing a Curriculum for Clinical Experiences

Introduction

In recent decades, teacher education programs around the world have placed an increasing emphasis on the role of practice in learning to teach. This global trend in teacher education is exemplified by the use of practice-based methods in France, the emphasis on partnerships and school-based learning experiences in the Netherlands and Great Britain, and the worldwide expansion of student teaching experiences (Maandag, Deinum, Hoffman, & Buitnk, 2007; Ronfeldt & Reiningger, 2012; Villegas-Reimers, 2003). In the United States, the movement in this direction has received further impetus by the recent Blue Ribbon Panel Report calling for “clinically-based teacher education” (NCATE, 2010). A primary purpose of the Blue Ribbon Panel report was to set a national reform agenda by putting “practice at the center of teaching preparation” (p.3).

In the wake of the recent NCATE Blue Ribbon Panel report, five teacher preparation programs in Southeastern Ohio are responding to the call to “turn teacher education upside down,” a challenge that we find compelling (NCATE, 2010). We agree with the Panel’s report that learning through practice should be the foundation of a teacher preparation program, and each of our five programs is committed to that goal. We also recognize that learning to teach is an individualized, situated, and contextualized activity; consequently, we believe the very core of a teacher preparation program should consist of quality experiences in clinical settings (Lave & Wenger, 1991; Korthagen, 2010).

Like many other teacher preparation programs, we have already implemented a number of the recommendations outlined in the Blue Ribbon Panel report. For example, all five of our teacher preparation programs have created and supported partnerships, strengthened candidate selection, implemented rigorous accountability systems, and revamped our curriculums based on data (NCATE, 2010). Nevertheless, our group felt that we had not yet satisfactorily conceptualized what is meant by “clinically-based teacher education,” nor that we had taken the necessary steps to operationalize the phrase turning “teacher education upside down.” Thus, we felt compelled to ask ourselves: what distinguishes clinically based teacher education from our current programs and how can we implement the necessary changes to move to clinically based teacher education?

The purpose of this paper is to describe a collaborative effort among five teacher preparation programs to create a conceptual tool designed to put clinical experiences at the center of our programs. We refer to the resulting product as a clinical curriculum. The clinical curriculum describes a developmental sequence of clinical experiences that move from simpler to more complex teaching skills, from working with fewer to larger numbers of students, and from requiring less to more planning and decision-making. In this paper, the authors will explicate the process used for the development of a clinical curriculum, describe the resulting product and its elements, and show how a clinical curriculum can be used as an catalyzing agent for designing and implementing a clinically-based teacher preparation program.

Theoretical Framework

Traditional teacher education programs are organized around a series of courses that are often accompanied by early field experiences and that eventually culminate with

student teaching. Teacher educators introduce new concepts through coursework, which teacher candidates are expected to apply and internalize through practice in field settings. Historically, however, a number of problems have been associated with this traditional course-based approach to teacher preparation, chief of which is a lack of coordination between clinical experiences and coursework (Darling-Hammond, 2006; NCATE, 2010).

The NCATE Blue Ribbon Panel Report is a call to reverse the theory-to-practice approach to teacher education. Such a reversal would involve changing from a course-based, field applied traditional model to a clinically based, course-supported model of teacher education. In the new paradigm, practice constitutes the core of teacher preparation and serves as a basis for developing new concepts through reflection and exposure to theoretical knowledge (e.g., Ball & Cohen, 1999; Ball & Forzani, 2009; Cochran-Smith & Lytle, 1999; Korthagen & Kessels, 1999).

This reversal is theoretically supported by Korthagen's (2010) description of a three-tiered model of teacher learning. At the first level, teaching experiences coalesce into gestalts, which consist of "momentarily triggered images, feelings, notions, values, needs or behavioral inclinations" that may remain an instinctive level of teaching (p. 101). By engaging in systematic reflection, the relationships in a gestalt can be refined and made explicit in the form of a cognitive schema, a "network of concepts, characteristics, and principles, and so on, helpful in describing practice" (p. 102). Schemas can rise to the level of theories at the third level of Korthagen's model, if they are organized and articulated in a way that is logically consistent with accepted theoretical knowledge. In summary, learning occurs through experience, which can be enhanced by reflection and exposure to theoretical ideas.

Korthagen's three tiers of teacher learning align well with Cochran-Smith and Lytle's (1999) description of three domains of teacher knowledge: knowledge-in-practice, knowledge-of-practice, and knowledge-for-practice. Knowledge-in-practice refers to learning acquired through the experience of teaching; knowledge-of-practice is developed through reflection on experience; and knowledge-for-practice is associated with theoretical knowing that can be acquired through coursework or reading. Each of these domains should be addressed in a teacher preparation program: for example, knowledge-in-practice through clinical experiences, knowledge-of-practice through mentoring and seminar discussions, and knowledge-for-practice through more formal learning in content courses, methods courses and other college coursework.

The acquisition of knowledge-in-practice is essential to ensure teacher candidates acquire the foundational experiences needed to foster reflection and theoretical development. Thus, articulating a developmental sequence of clinical experiences is a first step in designing a clinically based teacher education program. These experiences should be arranged in a sequence of increasingly more complex K-12 classroom experiences, beginning with activities that are appropriate on the very first day of clinical experience and continuing through successive experiences to the completion of student teaching.

The Process

The process for developing the clinical curriculum occurred through collaboration among representatives from five teacher preparation programs. Together these institutions constitute the Southeast Ohio Teacher Development Collaborative (SEOTDC, for more information, see <<http://www.coras.org/seotdc/index.html>>), a partnership

dedicated to improving teacher preparation. In this section, we describe the similarities and differences among the participants, the design principles used to create the clinical curriculum, and the process employed to create the final product.

Participants

All participants were members of the Southeastern Ohio Teacher Development Collaborative (SEOTDC), a partnership among five teacher preparation programs, including Ohio University, Shawnee State University, Muskingum University, Marietta College, and the University of Rio Grande. SEOTDC was organized in 2006 in Southeastern Ohio, a primarily rural region located in Appalachia. Although the five programs share a geographical region, they vary in their size, the types of teacher candidates they serve, and their partnership arrangements, as described below.

1. *Ohio University* is a public university that serves approximately 1200 teacher candidates in the following programs: Early Childhood (from birth to age 8), Middle Childhood (grades 4-9), Adolescent to Young Adult (grades 7-12), Special Education/Intervention Specialist, and Multi-Age (Music, Physical Education, Modern Languages). Because Ohio University is a residential campus, most teacher candidates are from urban or suburban areas in other parts of Ohio and are therefore unfamiliar with rural settings. The university has strong partnership relationships with Athens City schools and several other local districts, as well as making placements in over 130 other districts to accommodate larger numbers of teacher candidates in a primarily rural setting. Partner schools are distributed over a wide area so driving distances to clinical placements can be 30 to 60 minutes and sometimes farther.

2. *Shawnee State University* is a regional state university for southern Ohio that

graduates approximately 50 teacher candidates in five areas of licensure each year: Early Childhood, Middle Childhood, Adolescent to Young Adult, Intervention Specialist, and Deaf Studies (certificate). Teacher candidates at Shawnee State are primarily from the eight rural counties in both Ohio and Kentucky. Most partner districts are classified as rural or small town and are located within a 60 minute radius from campus.

3. *Muskingum University* is a privately funded university that offers teacher licensure to approximately 500 candidates in nine areas, including Early Childhood, Middle Childhood, Adolescent to Young Adult, Special Education and Multi-Age (Music, Physical Education, Health, World Languages, and Visual Arts). Six foreign countries and 23 states are represented in the student population of approximately 1700 undergraduate students and 1400 graduate students. Muskingum University offers diverse clinical experiences in rural, urban, and suburban settings within a 60-mile radius.

4. *Marietta College* is a private, nonsectarian, residential, contemporary liberal arts college that serves serve approximately 200 undergraduate candidates located in Early and Middle childhood, Adolescent to Young Adult, and Special Education. The teacher preparation programs in Marietta maintain clinical partnerships with K-12 schools within a 20-mile radius in both Ohio and West Virginia. Clinical sites serve students from low to middle to upper-middle class socioeconomic levels, with a large percentage of students from Appalachian backgrounds.

5. *The University of Rio Grande/Rio Grande Community College* is a unique institution that consists of both a two year community college and a four year private college. The university serves approximately 250 teacher candidates Early Childhood,

Middle Childhood, Adolescent to Young Adult, Intervention Specialist, Multiage (Health Music, Physical Education, Visual Arts), Early Childhood Associate and Career

Technical. Many teacher candidates are non-traditional students from the Appalachian region of Southern Ohio. Due to the rural location of the university, the majority of field and clinical placements sites are 30-60 minutes from the campus.

Process

To develop the clinical curriculum, a single representative of the five teacher preparation programs (the authors) met three times and also communicated further via email. Each of the representatives served in some type of leadership capacity in their respective institution; three were department chairs and two were responsible for program coordination. Our collaboration on this project was facilitated by previous shared initiatives during the past seven years, many of them concerned with the implementation of clinically based teacher education, a SEOTDC priority. Some examples include offering an online workshop on mentoring for cooperating teachers, online workshops on standards-based teaching, and sponsoring the annual the Appalachian Assets Conference on rural education, the most recent of which featured the implementation of clinically-based teacher preparation. Thus, the participants have become increasingly familiar with the shared issues relevant to our respective teacher preparation programs. So we began our collaboration on the Developmental Curriculum for Clinical Experiences with a number of previously shared experiences and conversations related to the implementation of clinically based teacher education.

The five representatives began their discussions by reviewing their institution's respective institutional documents, procedures, and initiatives related to clinical practice.

These included but were not limited to field experience handbooks, field experience hours and requirements, and initiatives related to extending and supporting clinical experiences. Each representative spoke of different course numbers and titles, all of which served a broad spectrum of different purposes. These differences in the organization of the respective programs made communication during this initial phase of the discussion somewhat challenging.

Part of the problem was our initial orientation to a more traditional perspective of teacher education. From this perspective, teacher preparation programs are organized around courses, each course serves a different purpose, and field experiences serve as applications of the concepts learned in the course. In order to create a clinical curriculum, representatives had to reverse their perspective by imagining clinical experiences to constitute the center of a teacher preparation program. From this perspective, clinical experiences are organized and sequenced independently of courses and coursework. The clinical curriculum is intended to describe a developmental progression of clinical experiences that is organized independently of course sequence.

Design Principles for a Clinical Curriculum

Second, we created a shared vision of clinically based teacher education by developing a set of design principles for establishing a developmental curriculum for clinical experiences. These design principles were intended to serve as a guide to our thinking so that the final product would be:

- 1) standards-based
- 2) organized in a developmental sequence
- 3) simple and easily communicable

- 4). stated in language universally familiar to practitioners

Refining the Clinical Curriculum

Third, we shared the initial draft of the clinical curriculum widely. The initial draft was presented at SEOTDC and other partnership meetings, the five representatives presented it at the state conference for teacher education, and each representative shared it with the faculty from their institution. Feedback from these various groups enabled many productive revisions, fostered a sense of collective ownership, a shared vision of clinically based teacher preparation, and the creation of a broadly based document with appeal across multiple teacher preparation institutions. Now in our second year of implementation, the document has been well received by stakeholders, and to date, the final version has seemingly proved flexible enough to apply to a wide variety of contexts.

The Product

The result of our collaboration was a concise document entitled the *Developmental Curriculum for Clinical Experiences*. The document is fully displayed in Tables 1 and 2. The horizontal axis of the document is defined by the Ohio Standards for the Teaching Profession (Ohio Educator Standards Board, 2010). Because these are the standards used for inservice teachers, the developmental continuum creates an unbroken sequence of activities for teacher candidates from preparation to inservice. The vertical axis moves provides a description of three levels of development in a teacher preparation program. The bottom row, which is entitled “Exploring,” consists of the most introductory experiences in clinical settings, such as learning names, recording grades, and taking the lunch count. The second level is entitled “Engaging” and is located at the midpoint of the vertical axis. Associated with the Engaging level are activities consonant

with teaching single lesson plan, such as creating a formative assessment tool, creating scaffolds to support learning, and reflecting on an individual lesson. The top row of the chart, which is entitled “Emerging,” describes activities associated with designing and implementing teaching units, such as developing an evaluation plan, designing activities that encourages students to integrate information from multiple sources, and designing and implementing multiple formative assessment strategies for the purpose of adjusting instruction.

INSERT TABLES 1 AND 2 ABOUT HERE.

(The tables should be placed on opposing pages so they can be viewed simultaneously)

These experiences are in alignment with the Ohio Continuum of Teacher Development, which describes teacher development as it occurs over the course of a career. The “Emerging” level is the last level of the Developmental Curriculum for Clinical Experiences and the first level of the Ohio Continuum of Teacher Development. Thus, the last level of our clinical curriculum is consistent with the description of the skills a beginning teacher should have upon graduation from a teacher preparation program. Four other levels follow on the Ohio Continuum of Teacher Development, including “Developing,” “Proficient,” “Accomplished,” and “Distinguished.” When combined, both documents provide a continuous description of teacher development from a teacher’s very first clinical experience until they are accomplished enough in their career to reach the “Distinguished” level of teaching.

Redesigning Teacher Preparation

Clinical experiences are central for learning in a clinically based teacher education program. That is why the word “curriculum” is used in the title of the

Developmental Curriculum for Clinical Experiences. The experiences described on this document constitute the foundation for teacher candidate learning and are therefore an essential part of the teacher preparation curriculum.

Accordingly, the *Developmental Curriculum for Clinical Experiences* has become a catalyst for implementing clinically based teacher education in the five SEOTDC institutions that developed it. Although all five institutions are at different places with their implementation of clinically based teacher education, all are using an approach to design that places the clinical curriculum at the center of their teacher education program. Below we describe how the clinical curriculum can be used to facilitate partnership arrangements, to strengthen clinical practices, to develop mentoring programs, create clinical seminars, reform assessment practices, reorganize coursework, and to promote research.

Partnerships

The *Developmental Curriculum for Clinical Experiences* supports partnerships by facilitating communication and collaboration. Two features of the design have made it especially helpful for communication: first, it is an explicit statement of expectations for clinical experiences across the entire teacher preparation program, and second, it is a concise statement that uses commonly recognized practitioner language rather than terminology that is specific to a teacher preparation program. Rather than sorting through multiple syllabi for descriptions of field experiences that pertain only to individual courses, stakeholders can refer to one concise document that summarizes program expectations and is expressed in practitioner language.

Because communication is not hindered by differences in course sequences, titles, and numbers, it is easier to enact changes across a particular region. For schools that partner with multiple teacher preparation programs, a clinical curriculum that is common across teacher preparation institutions lessens the confusion caused by competing expectations. It also facilitates communication across programs within individual teacher preparation institutions by helping teachers and professors better understand their role within the larger activities of the teacher candidate and the larger goals of the program.

Clinical Experiences

The Developmental Curriculum for Clinical Experiences elevates the importance of development in clinical settings in a way that suggests that teacher candidates cannot progress in their programs unless they are developing performance-based skills in a clinical setting. Thus, the clinical curriculum graphically illustrates the need for continuous clinical experiences and provides a stimulus for expanding clinical experiences and associated requirements. The resulting awareness has stimulated our efforts to extend the length and increase the continuity of our clinical experiences.

Currently, the five institutions are piloting year long experiences that include 10-15 hours of clinical experience per week in the semester immediately preceding the full time professional internship (student teaching) that occurs during the second semester. Teacher candidates are encouraged to begin their year long experience on the first day of school and to follow the school calendar as closely as possible. Throughout the experience, their progress is guided by *The Developmental Curriculum for Clinical Experiences*. Feedback about the year long experience has been very positive. Teacher candidates report they have better relationships with their students, fewer discipline

problems, a smoother transition to the professional internship, and increased confidence and preparation.

Mentoring Program

The *Developmental Clinical Curriculum* can also serve as a useful guide for developing a mentoring program to support teacher candidate learning during their clinical experiences. For each of the three levels on the Developmental Curriculum for Clinical Experiences, we have identified corresponding mentoring strategies that include the coaching and co-teaching strategies that mentors can use at the Exploring, Engaging, and Emerging levels. At the Exploring level, teacher candidates should engage in fairly simple, low risk activities that are limited to individuals or small groups of students. At this stage, the coaching strategies used by mentor teachers should be more directive, as teacher candidates need strong guidance at the Exploring level of learning. Co-teaching strategies could include One Teach, One Assist; One Teach, One Observe; and Station Teaching. For the most part, the teacher leads the classroom while the teacher candidate assists.

At the Engaging level, mentoring strategies should support teacher candidates' ability to develop and teach a whole class lesson. The mentor teacher should continue to provide more directive coaching strategies, much as she did during the Exploring stage. As the teacher candidate's relationship with the mentor teacher becomes stronger and she becomes more capable, co-teaching strategies could be expanded to include parallel teaching and alternative teaching.

At the Emerging level, teacher candidates should be given opportunities for more sustained engagement with students, such as teaching successive lessons during

consecutive days or teaching an entire unit of instruction in multiple classes. At the Emerging level, mentor teachers can be less directive in their strategies for coaching teacher candidates by asking questions and encouraging teacher candidates to reach their own conclusions through reflection. When co-teaching, the teacher candidate and the mentor teacher should reverse roles. The teacher candidate should now be leading during One Teach, One Observe; One Teach, One Assist; and Team Teaching. The mentor teacher's role is to make observations, provide individual assistance, lead small groups, and partner during co-teaching.

Clinical Seminars

The *Developmental Curriculum for Clinical Experiences* can serve as a guide for facilitating teacher candidate reflection during clinical seminars. Clinical seminars are process oriented courses devoted to helping teacher candidates connect practice to theory by providing time and space for reflection. Organizing teacher candidate reflection around the clinical curriculum ensures teacher candidates an opportunity to reflect on every aspect of their experience. At the Exploring level, the reflection of teacher candidates could be encouraged to describe and interpret their experiences, a process intended to help them develop their schemas for teaching. At the Engaging level, they could be asked to connect their experiences in the classroom to concepts they are learning in their methods courses. At the Emerging level, they could be asked to design new strategies and justify them by citing best practice or theories of pedagogy (Korthagen, 2010).

The clinical curriculum also provides teacher candidates with a conceptual map of their development as a teacher. Consequently, they can use the clinical curriculum as a

tool for setting goals, measuring progress, and monitoring their learning in clinical settings, thus enabling them to be more deliberate in shaping their own experiences, more systematic about developing their craft, and more accurate in charting their development across their courses.

Assessment

Because the *Developmental Curriculum for Clinical Experiences* provides a ready reference to the expected skill level of teacher candidates at various points in the program, it makes a useful tool for assessing teacher candidates' progress as they move through the program. Work has begun to reform the assessment systems of the five programs so they are aligned with the development of the dispositions and skills at the Exploring, Engaging, and Emerging levels. For example, performance assessment at the Exploring level should focus on how successfully the teacher candidate engages with her students and the fundamental attitudes that are critical for professional success, such as attendance, punctuality, responsibility, initiative, and appropriate dress. At the Engaging level should focus on the skills needed to plan and teach an individual lesson and a somewhat more advanced set of dispositions, such as responsiveness to constructive feedback, effective and appropriate communication, commitment to reflection, and their willingness to collaborate with other professionals. At the Emerging level, teacher candidates should be able to demonstrate their acquisition of a complex integration of multiple skills and higher level dispositions, such as an appreciation that knowledge includes multiple perspectives, that students' have a fundamental need to develop a sense of self worth, a deep belief that all children can learn, and a willingness to examine personal prejudices and biases.

Coursework

The *Developmental Curriculum for Clinical Experiences* can be used as a guide for reorganizing both courses and their content around the clinical experiences of teacher candidates. Instead of regarding a field experience as an application of specific course concepts, blocks of courses can be organized around clinical experiences that are designed independently of the coursework and serve as the central feature and foundation of the program. Instead of teaching a concept in campus based course and then asking teacher candidates to apply it in their field experiences, instructors can use the clinical curriculum to connect the course content to their students' practice knowledge.

Research and Development

Extended placements provides a new opportunity for research that carefully observes and documents the thinking, growth, and development of teacher candidates in clinical settings. The descriptions of teacher candidate development in the previous sections are derived from ongoing research projects associated with our implementation of clinically based teacher education. Such research is closely related to investigations that attempted to establish the appropriate sequence of experiential learning, the conditions that speed or impede its development, and the process that best serves both the skill development and reflection of emerging teachers.

Conclusion

The purpose of this article was to describe a process for creating a clinical curriculum, to share the resulting product, and then demonstrate how it could be used to design and implement a clinically based teacher education program by facilitating partnership arrangements, strengthening clinical practices, developing mentoring

programs, creating clinical seminars, reforming assessment practices, reorganizing coursework, and promoting research (NCATE, 2010). Our intent was to show how defining and articulating the sequence of clinical experiences provides the basis for developing a more unified, cohesive teacher education program.

The *Developmental Curriculum for Clinical Experiences* described in this article was presented only as a single example for the purpose of illustrating the concept of a clinical curriculum. In light of the situated nature of teacher learning, the variations in state standards, and the different missions of teacher preparation programs, the *Developmental Curriculum for Clinical Experiences* presented in this article may need be modified or completely revised to fit other programs. Even within programs, the clinical curriculum may need be adapted to serve to serve specific sites and purposes, although adjustments should be well aligned with the framework of experiences outlined in the original. The SEOTDC partner institutions do permit and encourage faculty to adapt the clinical curriculum to their settings as they see fit. For example, Ohio University is currently pilot testing online clinical experiences for their undergraduate students. A design team consisting of teachers, administrators and professors has recently developed a draft of a clinical curriculum that enhance and better express the expectations for an online environment originally expressed in the *Developmental Curriculum for Clinical Experiences*.

We acknowledge the efficacy of this particular clinical curriculum has not yet been demonstrated. Currently, we are collecting data from both mentor teachers and teacher candidates to stimulate further discussions and revisions as we work though full implementation in our respective programs. Though much work needs to be done as we

continue to move forward, we are excited by the possibilities of this conceptual tool as we move into this new paradigm of clinically based teacher education.

References

- Ball, D. L., & Cohen, D. K. (1999). Developing practice, developing practitioners: Toward a practice-based theory of professional education. In L. Darling-Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 3-32). San Francisco, CA: Josey Bass.
- Ball, D.L., Forzani, F. (2009). The work of teaching and the challenge for teacher education. *Journal of Teacher Education*, 60(5), 497-511.
- Cochran-Smith, M., & Lytle, S. L. (1999). Relationships of knowledge and practice: Teacher learning in communities. *Review of Research in Education*, 24, 249-305.
- Darling-Hammond, L. (2006). *Powerful teacher education: Lessons from exemplary programs*. San Francisco, CA: John Wiley & Sons.
- Korthagen, F. A. J. (2010). Situated learning theory and the pedagogy of teacher education: Towards an integrated view of teacher behavior and teacher learning. *Teaching and Teacher Education*, 26, 98-106.
- Korthagen, F. A. J., & Kessels, J. P. A. M. (1999). Linking theory and practice: Changing the pedagogy of teacher education. *Educational Researcher*, 28(4), 4-17.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.
- Maandag, D. W., Folkert Deinum, J., Adriaan Hofman, W. H., & Buitink, J. (2007). Teacher education in schools: an international comparison. *European Journal of Teacher Education*, 30(2), 151-173.
- National Council for Accreditation of Teacher Education. (2010). *Transforming*

teacher education through clinical practice: A national strategy to prepare effective teachers. Report of blue ribbon panel on clinical preparation and partnerships for improved student learning. Washington, D.C.: NCATE.

Ohio Educator Standards Board. (2010). Ohio standards for the teaching profession.

Retrieved from

http://esb.ode.state.oh.us/PDF/Rev_TeachingProfession_aug10.pdf

Ronfeldt, M., & Reininger, M. (2012). More or better student teaching? *Teaching and Teacher Education*, 28, 1090 – 1106.

Villegas-Reimers, E. (2003). *Teacher professional development: An international review of the literature*. Paris: UNESCO: International Institute for Educational Planning.

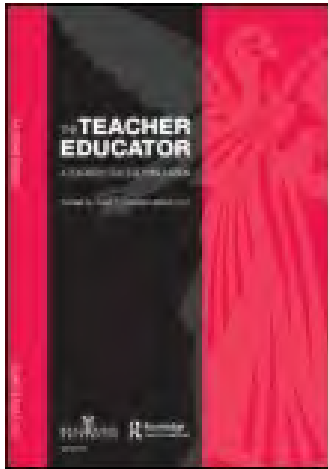
Table 1. Developmental Curriculum for Clinical Experiences: Ohio Standards for Teaching 1-3

	Standard 1 Students	Standard 2 Content Knowledge	Standard 3 Assessment
Emerging	Differentiate instruction according to all students' needs Develop plan for building relationships during the first week of school Create culturally relevant lesson and unit plans	Students use a variety of sources Design activities that encourage students to integrate information from multiple content sources Engage students in thinking at all levels of Bloom's taxonomy	Use summative assessment data to adjust unit teaching strategies Develop, implement, and evaluate multiple formative assessments. Develop a nine weeks grading plan
	Plan adaptations for a unit of instruction Adapt lesson for a few students Create individualized materials Provide individualized feedback Create alternative assessments Evaluate some students individually	Use a variety of content sources Use Ohio content standards to develop unit plans Engage students in thinking about the content at the analysis and synthesis levels of Bloom's taxonomy	Develop unit instructional goals Use pre and post assessments Design new strategies based on formative assessment data Design, collect, and analyze summative assessment data
Engaging	Design a developmentally appropriate instruction Develop motivational strategies Design and deliver differentiated instruction for an individual student	Use content standards Engage students in thinking about the content at the application level of Bloom's taxonomy Use content specific instructional strategies	Design implements & evaluate a formative assessment consistent with Ohio standards Develop a pre assessment Co-assess student work with the mentor teacher
	Collect data on individual student behavior Collect data on learning preferences Examine and compare student work for individual differences Provide environment for small groups	Develop and use real life examples Become familiar with curriculum and instructional plan for the class Develop questions that lead students from their previous knowledge to new content	Develop objective test questions Develop essay questions Create a checklist Grade essays Develop a rubric Know school grading policies
Exploring	Talk with every student Learn names Help students make up work Sit near student with behavioral needs Deliver predetermined behavioral support plan	Find information to answer student questions Provide students w/ assistance in finding information Answer individual questions Assist individual students with technology Assist with finding resources	Check or grade papers with a key Record grades Record and comment on student writing Develop a student interview or survey Make objective observations Record participation patterns

Table 2. Developmental Curriculum for Clinical Experiences: Ohio Standards for Teaching 4-7

Standard 4 Instruction	Standard 5 Learning Environment	Standard 6 Communications	Standard 7 Professional Development
Design new strategies based on formative summative assessment Design unit with multiple instructional strategies (e.g. discussion, inquiry, project-based learning)	Design a classroom management plan Develop a plan for establishing routines/ classroom procedures Develop proactive and reactive classroom management plans	Communicate with parents and administrators about student performance Conduct home visits Attend community events	Develop resumes and portfolios in preparation for professional life Develop a teaching philosophy Complete Teacher Performance Assessment
Co-plan unit instruction with mentor teacher Plan multiple lessons based on formative assessment data Integrate technology into instruction Co-teach with mentor teacher	Organize effective grouping arrangements Create a variety of scaffolds to support independent learning Plan and execute effective classroom transitions	Interact with professional staff Attend data assessment meetings Attend parent teacher conferences Attend athletic events/extracurricular activities	Reflect on multiple lessons Adjust teaching strategies based on an analysis of data Provide a rationale for new strategies Analyze teaching video
Create and implement a single lesson plan Assume leadership of the class for short periods of time Create and lead classroom activities	Create supporting materials Use appropriate classroom management (e.g. proximity control) Explain a new classroom routine	Give clear instructions both verbal and written Develop materials to support student learning at home Visit local community agencies	Reflect on individual lessons Objectively describe student behavior Develop new strategies based on reflection
Create new learning center Supervise students during group times Review assignments w/ small groups Facilitate small group discussions Create and implement a lesson for a small group	Become familiar with emergency Procedures Know school discipline policies Give directions and explain procedures Explain the reason for rule or policy	Attend faculty meetings Attend in-service meetings Attend parent/ teacher conferences Collaborate with mentor teacher	Collaborate or improving Write reflective journal entries Reflect on instructions with students Accurately and objectively describe student performance
Write notes on whiteboard Operate technology Create materials with teacher Model appropriate language & share a personal interest or skill Teach a routine part of lesson to whole group	Take attendance /stuff mailboxes Collect lunch count Organize or file Pass out papers or assignments Create/ Construct a bulletin board	Speak clearly & project voice Give directions to individual students Give concise communications to students Take lunch count	Model appropriate language & behavior Dress professionally Be punctual Call in absence Be respectful of mentor and colleagues

This article was downloaded by: [Ohio University Libraries], [John E. Henning] On: 26 April 2015, At: 15:41 Publisher: Routledge
 Informa Ltd Registered in England and Wales Registered Number: 1072954 Registered office: Mortimer House, 37-41 Mortimer Street, London W1T 3JH, UK



The Teacher Educator

Publication details, including instructions for authors and subscription information: <http://www.tandfonline.com/loi/utte20>

Designing and Implementing a Mentoring Program to Support Clinically-Based Teacher Education

John E. Henning^a, Dianne Gut^a & Pamela Beam^a

^a Teacher Education, Ohio University

Published online: 07 Apr 2015.



CrossMark

[Click for updates](#)

To cite this article: John E. Henning, Dianne Gut & Pamela Beam (2015) Designing and Implementing a Mentoring Program to Support Clinically-Based Teacher Education, *The Teacher Educator*, 50:2, 145-162, DOI: [10.1080/08878730.2015.1011046](https://doi.org/10.1080/08878730.2015.1011046)

To link to this article: <http://dx.doi.org/10.1080/08878730.2015.1011046>

PLEASE SCROLL DOWN FOR ARTICLE

Taylor & Francis makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications on our platform. However, Taylor & Francis, our agents, and our licensors make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors, and are not the views of or endorsed by Taylor & Francis. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Taylor and Francis shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to or arising out of the use of the Content.

This article may be used for research, teaching, and private study purposes. Any substantial or systematic reproduction, redistribution, reselling, loan, sub-licensing,

systematic supply, or distribution in any form to anyone is expressly forbidden. Terms & Conditions of access and use can be found at

<http://www.tandfonline.com/page/termsand-conditions>

The Teacher Educator, 50:145–162, 2015
Copyright © Taylor & Francis Group, LLC
ISSN: 0887-8730 print/1938-8101 online
DOI: 10.1080/08878730.2015.1011046



PROMISING PRACTICE

DESIGNING AND IMPLEMENTING A MENTORING PROGRAM TO SUPPORT CLINICALLY-BASED TEACHER EDUCATION

JOHN E. HENNING, DIANNE GUT, and PAMELA BEAM
Teacher Education, Ohio University

This article describes one teacher preparation program's approach to designing and implementing a mentoring program to support clinically-based teacher education. The design for the program is based on an interview study that compared the mentoring experiences of 18 teachers across three different contexts: student teaching, early field experiences, and entry year teaching. The findings were used to extend field experiences, to develop a clinical curriculum that clearly articulated university expectations, and to create a series of three mentoring workshops. In the description of the mentoring workshops, we show how we developed a curriculum for professional development of mentor teachers that includes a clear articulation of teacher candidate activities, co-teaching approaches, and mentoring strategies needed at different levels of teacher candidate development.

The National Research Council identified clinical experiences as one of the three "aspects of teacher preparation that are likely to have the highest potential for effects on outcomes for students" (2010, p. 180). The increased importance given to learning through practice has resulted in a worldwide expansion of school-based experiences during preservice teacher education (Maandag, Deinum, Hofman, & Buitink, 2007; National Council for Accreditation of Teacher Education [NCATE], 2010; Ronfeldt & Reiningger, 2012; VillegasReimers, 2003). In the United States, the most notable of several recent calls to place more emphasis on clinical experience, was the Blue Ribbon Panel Report, NCATE's (2010) recent call for clinically-based teacher preparation.

Clinically-based teacher education places practice at the center of teacher preparation, thus increasing the importance of mentoring. The term "mentor" teacher is intended to broadly encompass a continuum of teachers who serve as the mentors, including teachers who mentor beginning teacher candidates during early field experiences, teacher candidates engaged in their professional internship (student teaching), and teachers who mentor new teachers in their initial years of teaching. Mentor teachers have the responsibility of introducing preservice and newly inducted teachers to the practical and intellectual work of teaching by providing sustained, critical feedback to field experience students (Feiman-Nemser & Buchmann, 1987; Zeichner, 1996). Various studies have suggested that a carefully designed mentoring program can increase the effectiveness of mentors by:

Address correspondence to Dr. John E. Henning, Teacher Education, Ohio University, 133 McCracken Hall, Athens, OH 45701, USA. E-mail: henningj@ohio.edu

first, supporting communication between university faculty and public school teachers; second, helping mentor teachers develop the skills to work with preservice teachers; and third, helping mentor teachers in other aspects of their everyday practice; for example, in collaborative coaching with their peers (Dever, Hager, & Klein, 2003; Evertson & Smithey, 2000).

The purpose of this article is to describe one teacher preparation program's approach to designing and implementing a mentoring program to support clinically-based teacher education. The design for the program is based on an interview study that compared the mentoring experiences of 18 teachers across three different contexts: student teaching, early field experiences, and entry year teaching. The findings were used to extend field experiences, to develop a clinical curriculum that clearly articulated university expectations, and to create a series of three mentoring workshops. In the description of the mentoring workshops, we show how we developed a curriculum for professional development of mentor teachers that includes a clear articulation of teacher candidate activities, co-teaching approaches, and mentoring strategies needed at different levels of teacher candidate development.

Literature Review

Little has been written on the role of mentoring during early field experiences, and few comparisons have been made between differences in mentoring at the student teaching and entry year levels. Instead, the emphasis in the research literature has been on investigating a wide variety of mentoring approaches independently of their context, such as attributing a mentor's use of strategies to a style preference (Hawkey, 1997; Hennissen, Crasborn, Brouwer, Korthagen, & Bergen, 2008). Hennissen and colleagues' (2008) extensive review of the literature found that mentoring styles can vary along two continuums, from active to reactive and directive to nondirective. Mentors with an active style are more assertive about introducing discussion topics than reactive mentors, and directive mentors provide more guidance and fewer choices for than nondirective mentors.

The mentor's choice of strategies also depends on whether the relationship with the mentee is more collegial or personal (Kram, 1983; Martin, 1994). Mentors comfortable with a collegial relationship are direct, formal, and informative when giving feedback: the primary means of communication may be through "showing" and "telling" (Hawkey, 1997; Le Cornu & Ewing, 2008). In contrast, a personal relationship is often characterized by an open dialogue that enables the mentee to ask questions more assertively and to express their concerns more directly. Kram (1983) described mentoring relationships as evolving through three stages: formal, cordial, and friendship. As mentors and mentees move through the three stages, the mentee's increasing proficiency in the classroom coupled with their growing trust in each other gradually leads to an increasingly friendly relationship, characterized by a strong sense of confidence and autonomy in the mentee (Martin, 1994).

Mentoring Strategies Across Contexts

The lack of previous literature precludes a discussion of the influence of context on mentoring. Therefore, we will direct our remarks to brief characterizations of the three clinical settings in this study. Each offers different opportunities for learning to teach and occurs at a different time in the development of a teacher. The authors were interested in exploring potential differences in the mentors' expectations for their mentees' development as a teacher across clinical settings. By

examining these distinctions among mentor expectations, we intend to provide a basis for developing mentoring strategies at different places of teacher development.

Early Field Experiences

During early field experiences, teacher candidates spend a limited number of hours in the school setting, engaging in classroom interactions of lesser complexity, such as observing the teacher, assisting individual students, leading small groups, or teaching single lessons (Darling-Hammond & Cobb, 1995; Ronfeldt & Reininger, 2012; Seiforth & Samuel, 1979). Early field experiences offer several advantages, including a more gradual socialization to the profession that translates into increased retention, better decision making, a greater willingness to take risks, and better use of technology (Fleener, 1999; Reinhartz & Stetson, 1999; Schulle & Dembele, 2007). However, early field experiences have also been characterized as brief, fragmented, disconnected, and lacking in coherence (Applegate & Lashley, 1982; Darling-Hammond, 2006; Lashley & Applegate, 1985; Smith, 1992).

Student Teaching

Because student teachers are engaged for longer, more sustained periods with their mentor, establishing a relationship is key to effective mentoring (Moffett & Zhou, 2009; Parker-Katz & Bay, 2008). This can be challenging when placements are determined by convenience factors, such as the availability of the teacher and the proximity of the school (Bradbury & Koballa, 2008). Typically, student teachers must develop a new relationship based on a complex interaction of two personalities, their respective psychosocial development, and their background in education (Fletcher, 1998; Turner, 1993; Wildman, Magliero, Niles, & Niles, 1992). Successful experiences depend on using interpersonal skills to achieve a high level of trust (Brooks, 1996; Pitton, 2006; Stanulis & Russell, 2000). Mentees report that negative experiences can be attributed to poor mentor relationships, a lack of feedback and encouragement, and a general sense of inhibition when making teaching decisions (Rhoads, Radu, & Weber, 2011).

Entry Year Teaching

The level and quality of mentoring during the entry year of teaching can improve the retention rate of entry year teachers, who face multiple challenges (Joiner & Edwards, 2008). In addition to their lack of experience, entry year teachers also struggle with a new school culture, curriculum, policies, procedures, and an administration with which they are unfamiliar. Entry year teachers are often hired in lower achieving schools and classrooms with a high proportion of students with disabilities, limited English proficiency, and families with low socioeconomic status (Fletcher & Barrett, 2004; Hargreaves & Fullan, 2000). The stress of these challenges can be alleviated by providing professional development that improves entry year teachers' abilities to reflect on and solve problems, reduces their feelings of isolation from other teachers, and fosters positive attitudes toward their first year of teaching (Fantilli & McDougall, 2009; McIntyre & Hagger, 1996).

Methods

The design for our program was based on an interview study that examined differences in mentoring at various points in teacher education. Our interest in the study was in discovering

differences in mentor teachers' approach to mentoring across different contexts. We believed that examining these differences would yield helpful information for providing support to mentor teachers. Accordingly, the authors interviewed 18 teachers with experience across three contexts of mentoring: early field experiences, student teaching, and entry year teaching. The research question for this study was: Do mentor teachers report differences in their mentoring interactions with teacher candidates based on differences in the clinical setting?

Participants

The 18 participants in this study were selected from multiple school districts from both urban (n = 6) and rural settings (n = 12), were representative of teachers from kindergarten through secondary school, and had at least three years teaching experience. Seven participants taught at the elementary level, eight in the middle grades (4th–8th), two at the high school level, and one was a multi-age special education teacher. Each of the participants had multiple experiences with mentoring student teachers, teacher candidates in early field experiences, and entry year teachers.

Interview and Data Collection Procedures

The semi-structured interview protocol consisted of 107 open-ended questions on their mentees' teacher development, their relationships with mentees, and their mentoring strategies. The interviews most often occurred at the participants' school over a two-hour period. The interviews were conducted by five teacher education faculty members.

Data Analysis

All interviews were audio recorded and transcribed, and this multicase study was analyzed using a grounded theory approach. Two of the researchers used an open-coding approach to independently code the first transcript (Glaser & Strauss, 1967). They agreed on 63 (68%) of the 93 codes produced. The remaining codes were reconciled through discussion before analyzing the other 17 interview transcripts. The individual codes were grouped through axial coding into 11 sub-themes and four themes: Teacher Development, Context for Mentoring, Mentoring Relationship, and Mentoring Approach (Corbin & Strauss, 2008, see Table 1).

A member check was conducted by convening seven of the original interview participants into two focus groups of three and four participants. The coding scheme was shared with both groups, and the participants were asked to respond on their validity. Typical responses included "I felt your findings were right in my opinion" and "Right on. That's just the way it works." The participants' stated that the coding reflected their understanding of mentoring across contexts and demonstrated their support of the themes by providing additional examples (Gut, Beam, Henning, Cochran, & Knight, 2014).

TABLE 1 Summary of Coding Categories

	Non-traditional
I. Teacher Development Theme	Openness to Mentoring
Personal Characteristics Sub-theme	Concerns Confidence
Prior Experience	Professional Behavior
Misconceptions Commitment	Flexibility

Initiative	School Environment Sub-theme
Content Knowledge Sub-theme	School/teaching procedures
Content Knowledge	School politics/policies
Differentiation/Diversity	III. Mentoring Relationship Theme
Pedagogy Sub-theme	Time Sub-theme
Assessment	Collaboration
Behavior Management	Relationship Building
Connection with Students	Prior Mentoring Experience Sub-theme
Data Collection	Positive Experiences
Candidate Development	Negative Experiences
Lesson Planning	IV. Mentoring Approach Theme
Preparation	Confidence Sub-theme
Time Management	Risk Taking
II. Context for Mentoring Theme	Experience
Relationship Influences Sub-theme	V. Mentoring Approach Theme
Interaction Time	Mentor's Perceived Role Sub-theme
Mentor/Mentee Match	Guide
Mentor Expectations Sub-theme	Support
Expectations for the Specific Clinical Setting	Specific Mentoring Strategies Sub-theme
Students as a Priority	Co-teaching
Standards-based Instruction	Guiding
Candidate Progress	Modeling
	Providing resources

Bolded categories showed differences in mentor's expectations based on the clinical setting.

Building Mentoring Capacity

Three key findings from the interview study guided our efforts to build mentoring capacity in our teacher preparation program. First, limited interaction time during early field experiences and entry year teaching constrained opportunities for mentoring. Second, mentors had the least understanding of university expectations during early field experiences. Third, mentor teachers perceived their roles to differ across early field experiences, the professional internship, and entry year teaching. These findings led to three initiatives in our teacher preparation program: (a) the extension of clinical experiences, (b) the development of a clinical curriculum, and (c) the creation of three mentoring workshops to address differences in role expectations. In the following sections, the authors describe these initiatives and the study findings on which they are based.

Extending Clinical Experiences

The first key finding from the interview study of mentor teachers indicated there were limited opportunities for mentors and mentees to interact. To address this problem, we extended our early field experiences, an initiative that aligned well with our goal of moving to clinically-based teacher education. The abbreviated nature of early field experiences made it difficult for mentor

teachers to find time to converse with teacher candidates, thus limiting the development of their relationship.

I don't have a lot of time when they come into a classroom to chit-chat and get to know them or me, but I'll always invite them if you have questions you can write them down and leave them on my desk. I'll be glad to take care of those questions or answering them the next time we meet. But I'm not going to stop my class and have a conversation, you know, that would have to happen outside of class. (4th Grade Teacher, Urban; Gut et al., 2014)

Our clinical experiences were extended by starting multiple, small initiatives. Each of these initiatives featured a yearlong clinical experience consisting of coursework and field experience during the first semester and full time professional internship during the second semester. Starting small afforded us opportunities to address problems when they were more manageable, generate momentum by creating small successes that built to larger ones, and gradually expose faculty to new approaches to teacher education. Eventually, these initiatives have expanded into sustainable and permanent program features.

At the graduate level our first pilot project began with the SciMath Teaching Fellows program in fall 2010 and the Woodrow Wilson Teaching Fellows program, which began after receiving external funding in the fall of 2012. Both were 15-month graduate programs that required Science, Technology, Engineering, and Mathematics (STEM) candidates for initial licensure to spend a year with a mentor teacher in his/her classroom. During fall semester, teacher candidates spent three full days in the classroom, and in the spring semester, teacher candidates completed their professional internship in the same classroom. Coursework was completed during the summer, fall, and following summer semester. These programs led to the creation of the Clinical Master's program, which utilized the same design features to serve master's students from English Language Arts Education and Social Studies Education at the middle and secondary levels.

A similar initiative was begun at the undergraduate level during fall semester 2011 and expanded from 15 to 50 teacher candidates over a three-year period. In this program, undergraduates complete a yearlong experience by spending 10–15 hours per week in a school setting during the fall semester and completing their professional internship in the same school during the spring semester. The program began by soliciting volunteers; however, a yearlong experience or its equivalent was required of all teacher candidates in 2014–15.

These initiatives were implemented in a teacher preparation program that serves approximately 1100 undergraduate students and 50 graduate students enrolled in four teacher preparation programs: Early Childhood Education (age 0–8 including grades 1 and 2), Middle Childhood Education (grades 4–9), Special Education, and Adolescent-to-Young Adult (AYA) (grades 7–12 and ages 12–21), and Multiage programs. During the junior year, the Early Childhood, Middle Childhood, and Special Education programs partner with local schools to create a yearlong experience that includes two full days a week in schools for Early Childhood majors, 240 hours per year for Special Education majors, 160 hours per year for Middle Childhood majors, and 80 hours in schools for Adolescent-to-Young Adult majors. AYA and Middle Childhood majors can engage in additional clinical experiences through their methods courses or by choosing to participate in the Creating Active and Reflective Educators (CARE) program. The latter offers 120 hours in schools during the sophomore year and 160 hours during the junior year.

Extending the clinical experiences led to immediate changes in the experience of professional interns. Teacher interviews indicated they are more committed, form deeper relationships with

children, attempt more complex teaching strategies, and have a bigger impact on student learning (Henning, Sickel, Taylor, & Ahmadhi, 2014). Mentor teachers were generally pleased, but expressed concern should there be a poor match between mentor and mentee or if the professional intern did not perform well. In response, we began placing teacher candidates earlier to allow time for the mentor and mentee to meet each other before beginning the clinical experience. Such meetings offer an opportunity to form a more harmonious relationship that ultimately leads to better mentoring.

Developing the Clinical Curriculum

The second key finding from the interview study indicated that mentor teachers were not clear about the expectations for teacher candidates, especially during early field experiences and to a lesser degree during entry year teaching. The need for clarifying expectations was further heightened by the pilot projects that extended the time teacher candidates spent in the field. In addition, there have been several recent calls by leaders in the field to provide more explicit, systematic instruction in the core practices of teaching (Ball & Forzani, 2009, 2011; Grossman et al., 2009).

All three of these influences served as a catalyst for creating the Developmental Curriculum for Clinical Experiences. The Developmental Curriculum describes a sequence of clinical experiences that progress from simpler to more complex teaching skills, from working with fewer to larger numbers of students, and from requiring less to more planning and decision making. (For a more thorough explanation, see Henning, Erb, Randles, Fults, & Webb, in press). This description of clinical experiences can serve as the foundation for a clinically-based curriculum and as a guide for moving teacher preparation programs in that direction.

The Developmental Curriculum was developed by representatives from five teacher preparation programs across the state, all of whom were leaders interested in moving their respective institutions to clinically-based teacher education. The group established the following four design principles for the clinical curriculum: standards-based, organized in a developmental sequence, simple and easily communicable, and stated in language universally familiar to practitioners. After creating the Developmental Curriculum for Clinical Experience, the representatives shared it with their faculty, revised it, and then presented it at state and national conferences (Henning, Erb, Webb, Fults, & Randles, 2012, 2013). Now in its third year of implementation, the document has been well received by stakeholders, and to date, the final version proved flexible enough to be applied to a wide variety of contexts (see Table 2).

TABLE 2 Developmental Curriculum for Clinical Experiences in Teacher Education

	Standards Exploring/Engaging Emerging	Engaging Emerging	Emerging
Standard 1 Students	Talk with every student Learn names Help students make up work Sit near student with behavioral needs Deliver predetermined behavioral support plan	Collect data on individual student behavior Collect data on learning preferences Examine and compare student work for individual differences Provide environment for small groups	Design developmentally appropriate instructional strategies Develop motivational strategies Design and deliver differentiated instruction for an individual student
Standard 2 Content Knowledge	Find information to answer student questions Provide students/assistance in finding information Answer individual questions Assist individual students with technology Assist with finding resources	Develop and use real life examples Become familiar with curriculum and instructional plan for the class Develop questions that lead students from their previous knowledge to new content	Differentiate instruction according to all students' needs Develop plan for building relationships during the first week of school Create culturally relevant lesson and unit plans Plan adaptations for a unit of instruction Adapt lessons for a few students Create individualized materials Provide individualized feedback Create alternative assessments Evaluate some students individually Use a variety of content sources Use Ohio content standards to develop unit plans Engage students in thinking about the content at the analysis level of Bloom's taxonomy

Continued

(

)

TABLE 2 Continued

	Standards Exploring/Engaging Engaging Engaging	Engaging	Emerging
Standard 3 Assessment	Check or grade papers with key Record grades Record and comment on student writing Develop a student interview survey Make objective observations Record participation patterns	Develop objective test questions Develop essay questions Create a checklist Grade essays Develop a rubric Know school grading policies	Design, implement, & evaluate a formative assessment consistent with Ohio standards Develop a pre-assessment Co-assess student work with the mentor teacher
Standard 4 Instruction	Write notes on chalkboard whiteboard Operate technology Create materials with teacher Model appropriate language & share personal interest or skill Teach a routine part of lesson to whole group	Develop unit instructional goals Use pre- and post-assessments Design new strategies based on formative assessment data Design, collect, and analyze summative assessment data	Use summative assessment data to adjust unit teaching strategies Develop, implement, and evaluate multiple formative assessments Develop in new weeks grading plan
		Design new strategies based on formative summative assessment Design unit with multiple instructional strategies e.g. discussion, inquiry, project-based learning	Design new strategies based on formative summative assessment Design unit with multiple instructional strategies e.g. discussion, inquiry, project-based learning

Continued

(

)

TABLE 2 Continued

Standards Exploring/Engaging		Engaging		Emerging	
Standard 5 Learning Environment	Take attendance/stuff mailboxes Collect lunch count Organize office Pass out papers or assignments Create/Construct a bulletin board	Become familiar with emergency procedures Know school discipline policies Give directions and explain procedures Explain the reason for a rule or policy	Creates supporting materials Use appropriate classroom management (e.g., proximity control) Explain a new classroom routine	Organize effective grouping arrangements Create a variety of scaffolds to support independent learning Plan and execute effective classroom transitions	Design a classroom management plan Develop a plan for establishing routines/classroom procedures Develop proactive and reactive classroom management plans Communicate with parents and administrators about student performance Conduct home visits Attend community events
Standard 6 Communications	Speak clearly & project voice Give directions to individual students Give concise communication to students Take lunch count	Attend faculty meetings Attend in-service meetings Observe parent/teacher conferences Collaborate with mentor teacher	Give clear instructions both verbal and written Develop materials to support student learning at home Visit local community agencies	Interact with professional staff Attend data assessment meetings Participate in parent teacher conferences Attend athletic events/extracurricular activities	Communicate with parents and administrators about student performance Conduct home visits Attend community events
Standard 7 Professional Development	Model appropriate language & behavior Dress professionally Be punctual Call in absence Be respectful of mentor and colleagues	Write reflective journal entries Reflect on instructions with students Accurately and objectively describe student performance	Reflect on individual lessons Objectively describe student behavior Develop new strategies based on reflection	Reflect on multiple lessons Adjust teaching strategies based on analysis of data Provide rationale for new strategies Analyze teaching video	Develop resumes and portfolios in preparation for professional life Develop a teaching philosophy Complete Teacher Performance Assessment

The vertical axis of the “Developmental Curriculum for Clinical Experiences” lists The State Standards for the Teaching Profession, and the horizontal axis describes three developmental levels: Exploring, Engaging, and Emerging. The Exploring level is the least complex, consisting of introductory experiences, such as learning names, recording grades, and taking the lunch count. The Engaging level is located at the midpoint of the horizontal axis and is associated with activities related to teaching a single lesson plan, such as creating a formative assessment tool, creating scaffolds to support learning, and reflecting on an individual lesson. The Emerging level describes activities associated with designing and implementing teaching units, such as developing an evaluation plan, designing activities that encourage students to integrate information from multiple sources, and designing and implementing multiple formative assessment strategies for the purpose of adjusting instruction.

Mentoring Workshops

The third key finding from the interview study indicated that mentor teachers had different role expectations across early field experiences, student teaching, and entry year teaching. Accordingly, three mentoring workshops were developed as part of a sustained effort to prepare mentor teachers to address different levels of teacher and teacher candidate development. Beginning in the winter of 2010, several small grants were used to fund a series of workshops designed to provide professional development for mentor teachers. The first focused on mentoring during early field experiences at the Exploring and Engaging levels of the Developmental Curriculum. The second was developed to address mentoring student teachers and entry year teachers at the Emerging level of the Developmental Curriculum. The third was developed during the spring of 2012 to foster co-teaching across all three levels of teacher candidate development in the Developmental Curriculum.

The design of each workshop offered teachers the opportunity for participation and professional development. Gathering teachers and professors together for professional development sessions maximizes the mutual exposure to the expertise of partners within teacher education programs, provides time for communication and developing shared understandings, and creates an opportunity to brainstorm further improvements to the program. From such conversations, it was determined that teachers must see the mentoring strategies as practicable and doable, and the professors must see the curriculum for mentoring as grounded in research, theory, and best practice. By eliciting examples from a wide variety of constituents concerning their current practices, we were able to develop mentoring strategies, clearly articulate them, and communicate them through websites, written materials, workshops, and online courses.

The curriculum of the workshops consisted of mentoring strategies based on the findings of the interview study and developed in alignment with the three levels of the Developmental Curriculum for Clinical Experiences. Each set of strategies included the types of activities mentees should be doing with P–12 students and the related coaching, coteaching, and assessment strategies that mentors can use at each level: Exploring, Engaging, and Emerging. Further, Emerging was divided into two levels—one for the Professional Internship and one for the Entry Year.

Exploring

The interview study findings indicated that mentors had the least understanding of university expectations at the Exploring and Engaging levels of the Developmental Curriculum and subsequently expressed less confidence in their mentoring compared to the Emerging and Entry

Year levels. The lack of time to interact with teacher candidates, coupled with a lack of clearly articulated university expectations, caused mentor teachers to adopt very simple, low level goals, such as encouraging professionalism and helping mentees confirm education as a career choice. In the absence of explicit expectations, teacher candidate development varied considerably across settings. When the teacher candidate was required to teach a lesson, mentors would provide feedback, usually verbally and very directive in nature. Mentors answered questions when asked, but teacher candidates were hindered by their inability to conceptualize meaningful questions.

The creation of the Developmental Curriculum provided a much sounder and more ambitious basis for mentoring by clearly defining a set of teacher candidate activities in the classroom that are fairly simple, low risk, and limited to individuals or small groups of students. Strategies were developed for involving teacher candidates at the Exploring and Engaging levels to create the mentoring workshop for early field experiences. Mentors are shown how to engage teacher candidates in the classroom by assigning them to one-on-one tutoring, working with small groups of students, or assisting with whole class instruction. Activities include helping individual students with make up work, sitting near a student with behavioral issues, assisting individual students with technology, collecting the lunch count, and providing directions to individuals or the whole class.

The most appropriate co-teaching strategies at the Exploring level recognize that the mentor teacher still assumes the largest share of the responsibility for instruction. Thus, the mentor teacher retains the lead role while the teacher candidate observes or assists individual or small groups of students while using strategies such as One Teach, One Observe; One Teach, One Assist; and Station Teaching. During One Teach, One Observe the teacher candidate makes observations of student or teacher behaviors or performance for the purpose of collecting data to answer a particular question, thus providing the mentor with information he/she would not have otherwise had. During One Teach, One Assist, the teacher candidate walks around the room, providing assistance to individual or small groups of students. When engaged with Station Teaching, the teacher candidate works with a small group of students as they complete a specified task. Station Teaching is used most often in elementary settings, and the presence of a teacher candidate can often assist in its smooth functioning.

Professional development for mentoring at the Exploring level should focus on ways teachers can engage teacher candidates with P–12 students. At this early stage, mentor teachers should not hesitate to use coaching strategies that are more directive, as teacher candidates will need strong guidance. To facilitate the assessment of teacher candidate performance, mentor teachers should have a repertoire of quick, easy to administer, formative, and summative evaluation tools that can be used to provide feedback when faced with the time constraints that are a hallmark of the early field experiences. Mentor observations should focus on candidates' level of engagement in the classroom, and observation of teacher candidate dispositions should focus on fundamental attitudes and behaviors that are critical for professional success, such as attendance, punctuality, responsibility, initiative, appropriate professional dress, and responsiveness to constructive feedback.

Engaging

Similarly, the Developmental Curriculum for Clinical Experiences clarified expectations at the Engaging level. At this level, mentors should engage teacher candidates in activities related to developing and teaching a whole class lesson. The primary goal of the mentor teacher should be to involve teacher candidates as fully as possible, foster their continued development, and provide opportunities to practice complex teaching behaviors. Examples include creating and leading classroom activities, delivering single lesson plans, and designing and executing formative

assessments. Teacher candidates might also explain a new classroom routine, design and deliver differentiated instruction, and assume leadership of the class for short periods of time.

During co-teaching at the Engaging level, the mentor teacher is still taking the lead. Two co-teaching strategies that enable the teacher candidate to work with a subset of the class are Alternative Teaching and Parallel Teaching. When engaged in Alternative Teaching, the teacher candidate manages a single group within the class. Examples of alternative teaching include reviewing a quiz or test with students who needed extra assistance, re-teaching the previous day's lesson for a group of students who were absent, providing remediation with the previous day's homework or lesson for a group of students who struggled, or pre-teaching the day's lesson to a group of students. During Parallel Teaching, the teacher candidate is responsible for teaching half of the class. This arrangement provides an opportunity to offer more attention and more feedback to individual students.

As part of their professional development at the Engaging level, mentor teachers should learn how to design a sequence of experiences for their teacher candidates by applying the Developmental Curriculum for Clinical Experiences to their specific setting. When coaching teacher candidates or giving feedback at the Engaging level, mentor teachers should be encouraged to continue providing strong direction. Assessment at this level should focus on teacher candidates' set of emerging skills and a somewhat more advanced set of dispositions. Examples include effective and appropriate communication, commitment to reflection, their investment in relationship building, and their willingness to collaborate with other professionals.

Emerging—Student Teaching

The study findings indicated that mentors conversed with their student teachers throughout the day, providing them with frequent and ongoing feedback. As a result, mentors and mentees enjoyed much deeper relationships during student teaching than early field experiences. Consequently, mentors made a greater commitment to mentoring their student teachers.

We're always talking. "Did you see this over here? This totally didn't work. What about you? You know::: Did you see that? Did you catch that?" So we have a lot of just that spur of the moment, whatever is going on talk. And then, in between classes we can kind of sit down and say, okay, these guys are coming in, this is what I'm planning on doing. So you know you get the time during the lesson, which is probably the most valuable. Because that spur of the minute questions when you can talk and interact are the most valuable stuff because it just comes up and you're like, "how are we gonna deal with this?" And if you have the good ones, you know, we always talk after school. There's about a good 15 minutes you can just kind of sit and kind of debrief and decompress afterwards. (Middle School Physical Education, Rural; Gut et al., 2014)

Further, mentor teachers were more familiar with the university's expectations for the student teaching experience than entry year teaching or early field experiences. The strategies for mentoring during student teaching varied, but generally included modeling, questioning, and directed reflection. Mentors became more directive when handling problems that required immediate attention, such as inappropriate professional dress, subject matter errors, or potentially hazardous situations.

At the Emerging level, teacher candidates will have an opportunity for more sustained engagement with students. Examples of teacher candidate activities at the Emerging level include creating culturally relevant lesson plans and units; designing a unit with multiple instructional

strategies; and using summative assessment data to plan new instruction. Mentor teachers should provide teacher candidates with opportunities to teach several lessons in one class during consecutive days or an entire unit of instruction in several different classes.

When co-teaching at the Emerging level, the mentor teacher and the teacher candidate reverse roles. The teacher candidate should now be leading during One Teach, One Observe; One Teach, One Assist; and Team Teaching. The mentor teacher will make observations, provide individual assistance, and lead small groups. In addition, all of the other co-teaching strategies are available and can be employed to best serve the needs of the lesson and the students. The most complex of these is Team Teaching. Implementation of this co-teaching strategy depends on whether the mentor teacher and the teacher candidate have developed enough rapport and familiarity with each other to effectively co-plan, coteach, and co-assess during an entire unit. Doing that well requires the mentor and teacher candidate have developed a good relationship and have a good understanding of each other's teaching approaches.

At the Emerging level, teacher candidates are developing a distinctive style and approach to teaching, so coaching and feedback is often less directive. Mentors should ask questions that encourage the teacher candidates to both reflect on and draw conclusions from their thought processes. Performance assessment should focus on the complex integration of multiple skills and higher-level dispositions, and there should be an expectation for higher-level dispositions. Examples include an appreciation that knowledge includes multiple perspectives, a recognition of students' fundamental need to develop a sense of self-worth, the belief that all children can learn, a commitment to differentiating instruction, and a willingness to examine personal biases and prejudices.

Emerging—Entry Year

Interaction time and expectations were also a challenge at the entry year level of mentoring. Because mentors and entry year teachers do not share a classroom, they spend less time together than mentors and student teachers. As a result, mentors rarely modeled their teaching or observed the entry year teacher unless it was a requirement of the prescribed mentoring program or requested by the entry year teacher. Furthermore, the entry year teachers in the study did not have the opportunity to co-teach with their mentor teachers.

Often, mentors were not as familiar with the expectations for entry year teachers as student teachers, and subsequently, reported less confidence in their mentoring. As a result, they tended to let entry year teacher take the initiative in regards to requesting a meeting or introducing topics for conversation. Typically, they focused on listening, offering support, and making suggestions; taking care not to interfere with the entry year teacher's plans. When advising mentees, mentors generally took a non-directive, tentative approach except when responding to specific questions regarding school policies and procedures.

I think for the entry year, in my two experiences, it was more encouragement and not giving up, and helping them in the directions they needed help. I'm not as forward with an entry year teacher as I may be with the professional intern. With [entry year teachers], I step back and even though I'd like to say, well, here's what I think, you know. I still may question the same thing :: would you do something differently next time? Or what did you notice about so-and-so (student)? How do you know they were able to grasp the concept? What did they do that led you to believe it was successful or mastery? (4th grade, Urban; Gut et al., 2014)

Mentors perceived their role as helping first year teachers to manage the myriad responsibilities associated with teaching and yearlong curricular planning, to establish relationships with other professionals, and to become familiar with the school policies, practices, and procedures. In addition, mentors often let induction year teachers take the initiative with regard to scheduling meetings or introducing topics for conversation, hesitated to provide feedback that could be perceived as evaluative, and subsequently limited their feedback to providing emotional support and making noncritical observations. These behaviors can be problematic if the entry year teacher is struggling but unwilling or afraid to bring attention to him/herself. Consequently, interaction time between the mentor teacher and the entry year teacher can be severely limited.

Therefore, professional development for entry year teachers should incorporate interaction time into their mentoring programs and show mentor teachers how they can create time for interacting with the entry year teacher. Further, professional development should provide strategies for establishing a collegial, long-term relationship with new teachers and the opportunity to practice having “difficult” or challenging conversations with entry year teachers in a non-threatening way.

Since mentor teachers are often unclear about expectations for mentoring entry year teachers, professional development should also focus on strategies to support entry year teachers with both classroom-related and school-wide issues. At the Emerging level during the entry year, new teachers will still be learning about classroom-related issues, such as facilitating student motivation and classroom management strategies. Examples include designing a multi-unit curriculum, creating a classroom management plan, and developing a system for calculating and recording grades. Simultaneously, they should be exposed to school-wide issues related to the school’s politics, policies, and initiatives. Examples would include keeping records for the main office, becoming familiar with online grading systems, learning the school’s approach to discipline, and increasing student achievement.

Discussion

To maximize the learning that occurs in the clinical settings, teacher preparation programs need to support teachers by providing a professional development program that fully recognizes the vitally important role of mentoring. This is especially true for teacher preparation programs moving to clinically-based teacher education. The purpose of this article was to describe one teacher preparation program’s approach to designing and implementing a mentoring program to support clinically-based teacher education. The case study presented in this article was intended to serve as a guide for other teacher preparation programs interested in enhancing their support for mentor teachers.

To further enhance the design of such programs, additional research is needed. For example, we are currently engaged in three waves of research on mentoring. The first wave is a series of additional interview studies that examine mentoring specific to the individual standards of the teaching profession, such as classroom management and assessment. As the implementation of extended clinical experiences and professional development in mentoring stabilizes, conceptually rich studies become more feasible. A second wave of studies takes advantage of the implementation of extended clinical experiences by examining teacher development in more detail through studies on instructional decision making, classroom discourse, classroom management, and assessment. A third wave of studies examine the impact of increased professional development in mentoring by evaluating the impact of the mentoring workshops, and examining

interventions or program enhancements associated with teacher development, co-teaching, and mentoring.

In addition to research, a vigorous approach to design is needed to create innovative programs for supporting mentoring. Conversations around the design of professional development programs can promote creative approaches to supporting teachers and enhancing learning in clinical settings. Currently, we are working with our school partners to review our mentoring curriculum and provide guidance in linking it to the State Resident Educator program, the four year induction program for new teachers in the state. We expect the feedback we receive during this process to lead to further changes in our mentoring curriculum. For example, we anticipate that the Developmental Curriculum for Clinical Experiences will continue to evolve and related mentoring strategies will be adjusted accordingly. As we continue to explore mentoring in the context of a clinicallybased model of teacher education, we expect our awareness of teacher learning and mentoring to grow exponentially over time and our guidance of teacher learning in clinical settings to become far more precise and informed than we can now imagine.















References

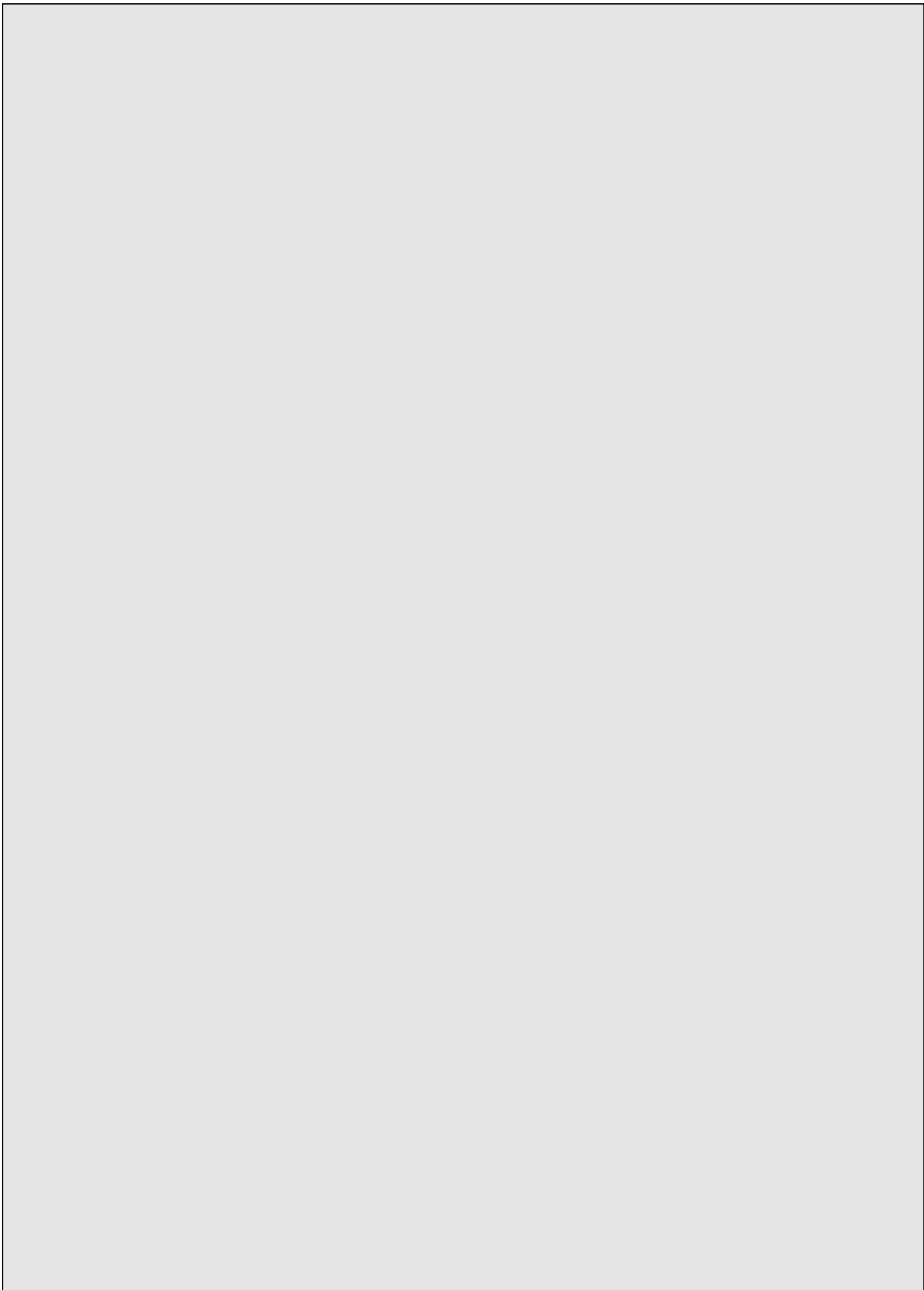
- Applegate, J. H., & Lashley, T. J. (1982). Cooperating teachers' problems with preservice field experiences. *The Journal of Teacher Education*, 33(2), 15–18.
- Ball, D. L., & Forzani, F. (2009). The work of teaching and the challenge for teacher education. *Journal of Teacher Education*, 60(5), 497–511.
- Ball, D. L., & Forzani, F. M. (2011). Building a common core for learning to teach: And connecting professional learning to practice. *American Educator*, 35(2), 17–39.
- Bradbury, L. U., & Koballa, T. R., Jr. (2008). Borders to cross: Identifying sources of tension in mentor-intern relationships. *Teaching and Teacher Education*, 24, 2132–2145. doi:10.1016/j.tate.2008.03.002
- Brooks, V. (1996). Mentoring: The interpersonal dimension. *Teacher Development*, 5, 5–10.
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Darling-Hammond, L. (2006). *Powerful teacher education: Lessons from exemplary programs*. San Francisco, CA: Jossey-Bass.
- Darling-Hammond, L., & Cobb, V. L. (1995). *Teacher preparation and professional development in APEC members: A comparative study*. Washington, DC: U.S. Department of Education.
- Dever, M. T., Hager, K. D., & Klein, K. (2003). Building the university/public school partnership: A workshop for mentor teachers. *The Teacher Educator*, 38(4), 245–255.
- Evertson, C. M., & Smithey, M. W. (2000). Mentoring effects on protégés' classroom practice: An experimental field study. *The Journal of Educational Research*, 93(5), 294–304.
- Fantilli, R. D., & McDougall, D. E. (2009). A study of novice teachers: Challenges and supports in the first years. *Teaching and Teacher Education*, 25, 814–825. doi:10.1016/j.tate.2009.02.021
- Feiman-Nemser, S., & Buchmann, M. (1987). When is student teaching teacher education? *Teaching and Teacher Education*, 3, 255–273.
- Fleener, C. (1999, February). Teacher attrition: Do PDS programmes make a difference? Paper presented at the Distinguished Dissertation in Education Award Winner, Association of Teacher Educators Annual Conference, Chicago, IL.
- Fletcher, S. (1998). Attaining self-actualisation through mentoring. *European Journal of Teacher Education*, 21(1), 109–118. doi:10.1080/0261976980210110
- Fletcher, S. H., & Barrett, A. (2004). Developing effective beginning teachers through mentor-based induction. *Mentoring and Tutoring*, 12(3), 321–333. doi:10.1080/030910042000275936

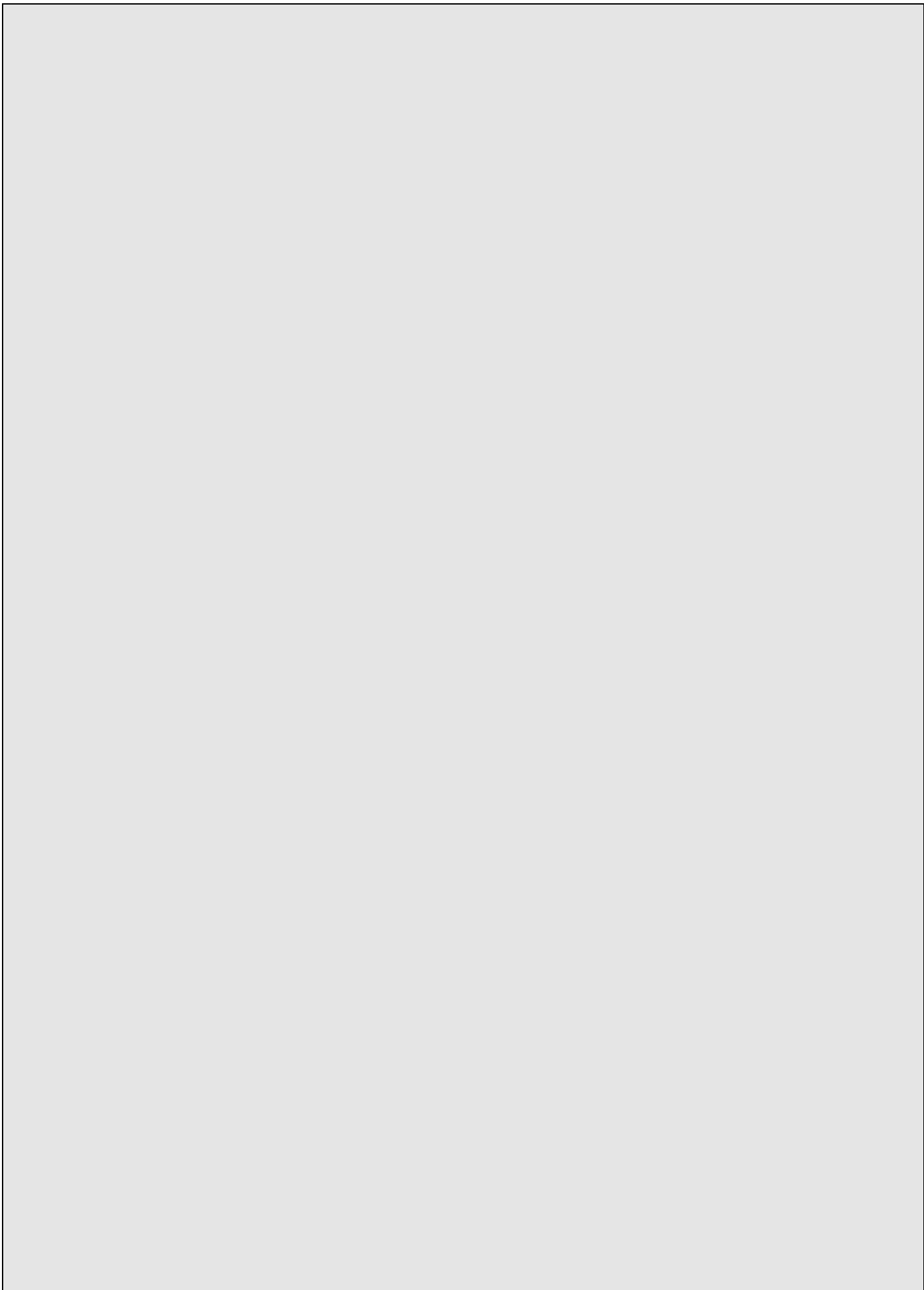
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago, IL: Aldine Publishing.
- Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., & Williamson, P. W. (2009). Teaching practice: A cross-professional perspective. *Teachers College Record*, 111(9), 2055–2100.
- Gut, D., Beam, P., Henning, J. E., Cochran, D., & Knight, R. (2014). Teachers' perceptions of their mentoring role in three different clinical settings: Student teaching, early field experiences, and entry year teaching. *Mentoring & Tutoring: A Partnership in Learning*, 22(3), 240–263. doi:10.1080/13611267.2014.926664
- Hargreaves, A., & Fullan, M. (2000). Mentoring in the new millennium. *Theory into Practice*, 39, 50–56. doi:10.1207/s15430421tip3901_8
- Hawkey, K. (1997). Roles, responsibilities, and relationships in mentoring: A literature review and agenda for research. *Journal of Teacher Education*, 48(5), 325–335. doi:10.1177/0022487197048005002
- Henning, J. E., Erb, D., Randles, H. S., Fults, N., & Webb, K. (in press). Designing a curriculum for clinical experiences. *Issues in Teacher Education*.
- Henning, J. E., Erb, D., Webb, K., Fults, N., & Randles, H. S. (2012, March). Designing a curriculum for a clinically-based model of teacher education. Paper presented at the Ohio Confederation of Teacher Educator Organizations, Dublin, OH.
- Henning, J. E., Erb, D., Webb, K., Fults, N., & Randles, H. S. (2013, March). The clinical curriculum: The foundation for a clinically based model of teacher education. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Orlando, FL.
- Henning, J. E., Sickel, A., Taylor, J., & Ahmadhi, S. (2014, February). Designing the clinical seminar: Promoting reflection and research in practice-centered teacher education. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Indianapolis, IN.
- Hennissen, P., Crasborn, F., Brouwer, N., Korthagen, F., & Bergen, T. (2008). Mapping mentor teachers' roles in mentoring dialogues. *Educational Research Review*, 3, 168–186. doi:10.1016/j.edurev.2008.01.001
- Joiner, S., & Edwards, J. (2008). Novice teachers: Where are they going and why don't they stay? *Journal of Cross Disciplinary Perspectives in Education*, 1(1) 36–43.
- Kram, K. E. (1983). Phases of the mentoring relationship. *Academy of Management Journal*, 26(4), 608–625.
- Lashley, T. J., & Applegate, J. H. (1985). Problems of early field experience students of teaching. *Teaching and Teacher Education*, 1(3), 221–227. doi:10.1016/0742-051X(85)90005-8
- Le Cornu, R., & Ewing, R. (2008). Reconceptualising professional experiences in preservice teacher education::: Reconstructing the past to embrace the future. *Teaching and Teacher Education*, 24(7), 1799–1812. doi:10.1016/j.tate.2008.02.008
- Maandag, D. W., Deinum, J. F., Hofman, W. H. A., & Buitink, J. (2007). Teacher education in schools: An international comparison. *European Journal of Teacher Education*, 30(2), 151–173. doi:10.1080/02619760701275552
- Martin, S. (1994). The mentoring process in pre-service teacher education. *School Organization*, 14, 269–277. doi:10.1080/0260136940140304
- McIntyre, D., & Hagger, H. (Eds.). (1996). *Mentors in schools: Developing the profession of teaching*. London, UK: David Fulton.
- Moffett, D., & Zhou, Y. (2009, October). Cooperating teacher evaluation of mentees in clinical practice and field experiences. Paper presented at the annual meeting of the Georgia Educational Research Association, Savannah, Georgia. Retrieved from http://eric.ed.gov:80/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED506982&ERICExtSearch_SearchType_0=no&accno=ED506982
- National Council for Accreditation of Teacher Education (NCATE). (2010). *Transforming teacher education through clinical practice: A national strategy to prepare effective teachers (Report of Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning)*. Washington, DC: NCATE.

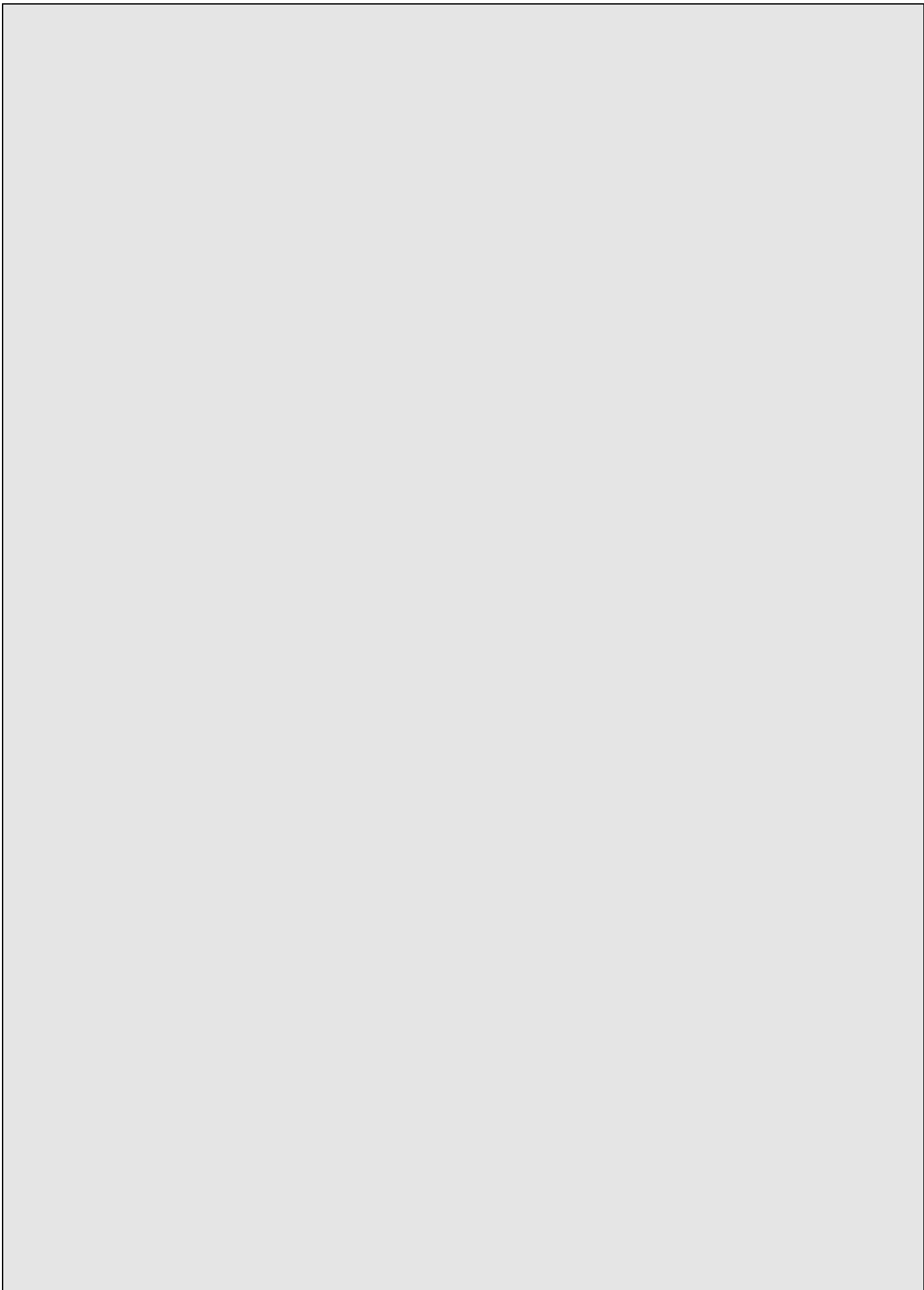
- National Research Council. (2010). *Preparing teachers: Building evidence for sound policy*. Washington, DC: Author.
- Parker-Katz, M., & Bay, M. (2008). Conceptualizing mentor knowledge: Learning from the insiders. *Teaching and Teacher Education*, 24(5), 1259–1269. doi:10.1016/j.tate.2007.05.006
- Pitton, D. E. (2006). *Mentoring novice teachers: Fostering a dialogue process* (2nd ed.) Thousand Oaks, CA: Corwin Press.
- Reinhartz, J., & Stetson, R. (1999). Teachers as leaders: A question or an expectation? In D. M. Byrd & D. J. McIntyre (Eds.), *Research on professional development schools* (Teacher education yearbook Vol. VII; pp. 157–172). Thousand Oaks, CA: Corwin Press.
- Rhoads, K., Radu, I., & Weber, K. (2011). The teacher internship experiences of prospective high school mathematics teachers. *International Journal of Science and Mathematics Education*, 9, 999–1022. doi:10.1007/s10763-010-9267-7
- Ronfeldt, M., & Reininger, M. (2012). More or better student teaching? *Teaching and Teacher Education*, 28, 1090–1106. doi:10.1016/j.tate.2012.06.003
- Schwille, J., & Dembele, M. (2007). *Global perspective on teacher learning: Improving policy and practice*. Paris, France: UNESCO, International Institute for Educational Planning.
- Seiforth, B., & Samuel, M. (1979). The emergence of early field experiences. *Peabody Journal of Education*, 5(1), 10–16. doi:10.1080/01619567909538261
- Smith, S. D. (1992). Professional partnerships and education change: Effective collaboration over time. *Journal of Teacher Education*, 43(4), 243–256. doi:10.1177/0022487192043004002
- Stanulis, R. N., & Russell, D. (2000). “Jumping in”: Trust and communication in mentoring student teachers. *Teaching and Teacher Education*, 16, 65–80. doi:10.1016/S0742-051X(99)00041-4
- Turner, M. (1993). The role of mentors and teacher tutors in school-based teacher education and induction. *British Journal of In-service Education*, 19, 36–45. doi:10.1080/0305763930190107
- Villegas-Reimers, E. (2003). *Teacher professional development: An international review of the literature*. Paris, France: UNESCO, International Institute for Educational Planning.
- Wildman, T. M., Magliero, S. G., Niles, R. A., & Niles, J. A. (1992). Teacher mentoring: An analysis of roles, activities, and conditions. *Journal of Teacher Education*, 43, 205–213. doi:10.1177/0022487192043003007
- Zeichner, K. (1996). Designing educative practicum experiences for prospective teachers. In K. Zeichner, S. Melnick, & M. L. Gomez (Eds.), *Currents of reform in preservice teacher education* (pp. 215–234). New York, NY: Teachers College Press.

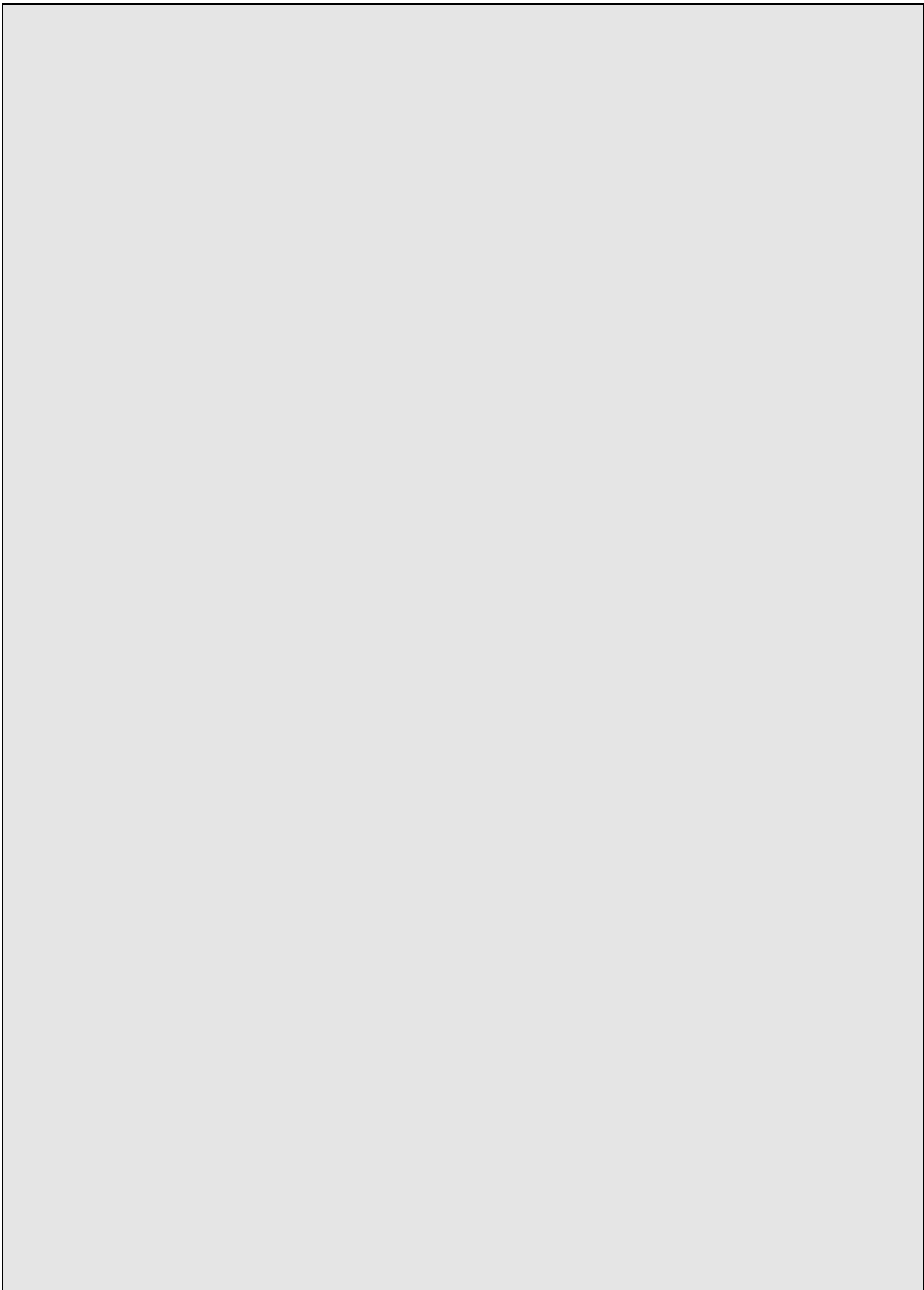
Clinical Educator
Fall 2018 Midterm Meeting

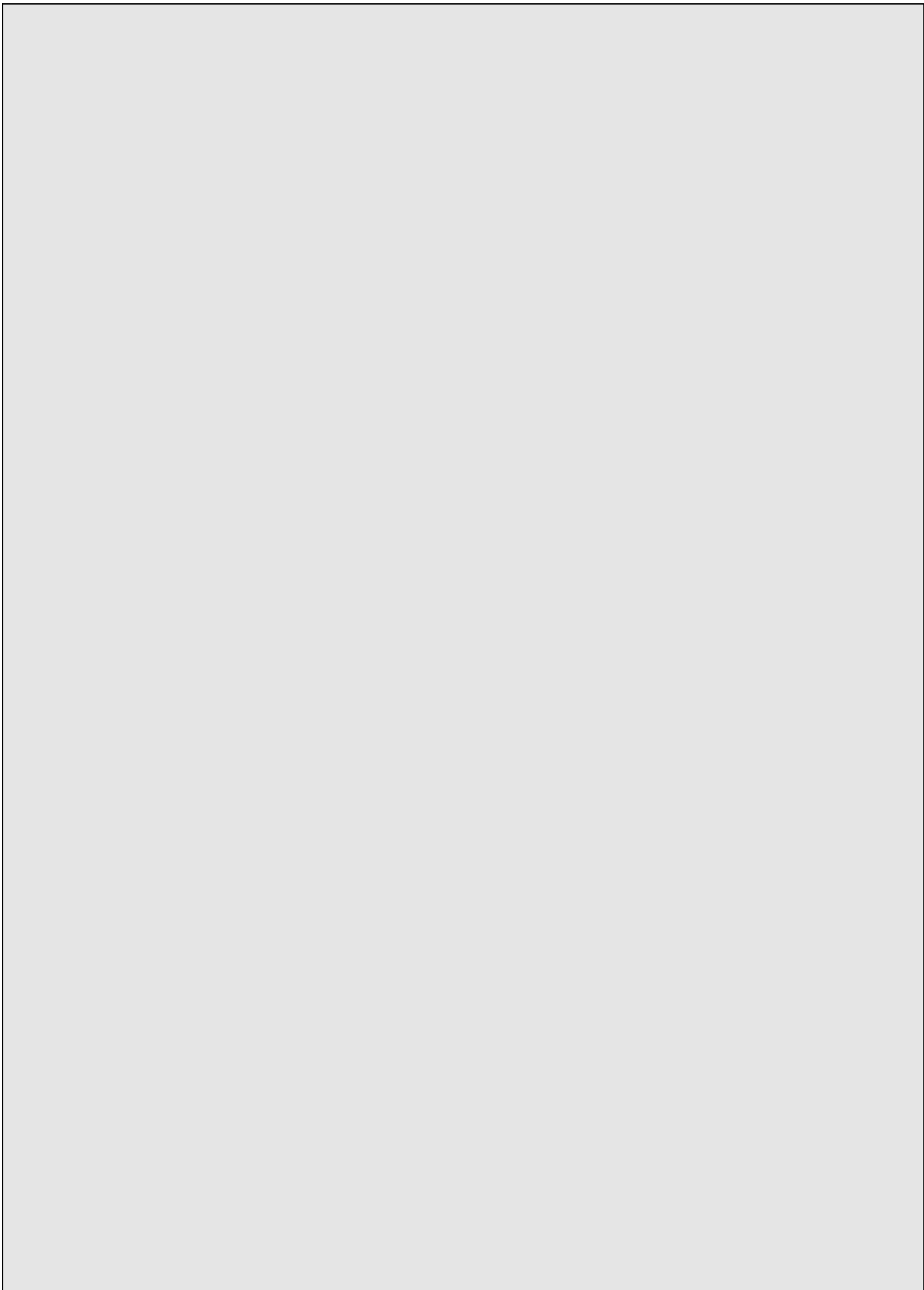
Wednesday, October 17, 2018 – 9:30 am		Magill Commons (Room 107 & 108)
Agenda		
	 Welcome	
	 Student Survey of MU Teacher Candidates	
	 Data Sharing	Candidate Survey of MU Clinical Educators CPAST evaluations
	 Minimum 100 Hour Assessment	High Level Teaching Tasks Proficiency training by Dr. Mulvaney
	 On-line Training	Update
	 edTPA	Seminar 4 (upload to Pearson) – Monday October 22, 2018
	 Revised Clinical Practice Handbook	
	 Literacy Symposium	Friday, October 19, 2018 – registration 8:45 am Wilson Hall Auditorium
	 2018 – 2019 Clinical Faculty Intent Form	
	 Calendar & Semester Schedule	Split Placements & Cooperating Teacher Information
	 Seminars	Friday, November 16, 2018 edTPA Re-take meeting – Required , if necessary Friday, December 14, 2018 Fall 2018 Certification Meeting - Required
	 Supervision Models	
	 Early Field Placements	
	 Other Topics/ Questions/concerns	

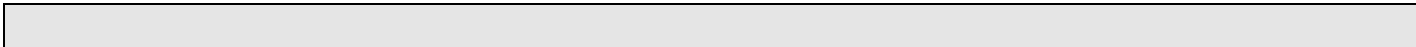












CLINICAL PRACTICE HANDBOOK



MONMOUTH UNIVERSITY

SCHOOL OF EDUCATION

McAllan Hall
400 Cedar Avenue
West Long Branch, NJ 07764

MONMOUTH UNIVERSITY SCHOOL OF EDUCATION

Dr. John Henning, Dean
jhenning@monmouth.edu

Dr. Wendy Harriott, Associate Dean
wharriot@monmouth.edu

Dr. Tracy Mulvaney, Assistant Dean
tmulvane@monmouth.edu

Kathleen O'Donnell, Assistant to the Dean
kodonnell@monmouth.edu
(732) 571-7518

Certification, Field Placements and School Partnerships

Patricia Heaney, Director of Field Placements
pheaney@monmouth.edu (732) 263-5431

Corina Earle, Field Placement Coordinator
cearle@monmouth.edu (732) 263-5798

Christine Borlan, Credential Officer
cborlan@monmouth.edu (732) 571-7558

Dr. Linda Foster, Professional Development Coordinator
lfoster@monmouth.edu (732) 263-5168

Secretary
(732) 263-5473

Curriculum and Instruction (C&I)

Dr. Ruth Morris, Chair
ckmorris@monmouth.edu

Colleen Finnigan, Office Coordinator
cfinniga@monmouth.edu (732) 571-4417

Special Education

Mary Brennan, Chair
mbrennan@monmouth.edu

School of Education Advisors

Sarah Moore, Graduate Advising Coordinator
smoore@monmouth.edu

Carrie Digironimo, Advising Liaison
cdigiron@monmouth.edu

Jenifer Joyce, Program Advisor
jjoyce@monmouth.edu

Janis Marcus, Advising Liaison
jmarcus@monmouth.edu

Table of Contents

MISSION STATEMENT	7
SYLLABUS	8
Course Description	8
Prerequisites:	8
Co-requisite: ED-EDTPA	9
Course Objectives	9
Assessable Learning Outcomes	10
Experiential Education Learning Outcomes	11
Instructional Procedures	11
Course Requirements	11
edTPA Portfolio	11
Required Submissions	12
Classroom Lesson Planning and Teaching	12
Additional Requirements	13
Attendance	13
Withdrawal	13
Mandatory Seminars	14
Mandatory Focus Group Meetings	14
Clinical Practice Notebook	14
Electronic Professional Portfolio - Foliotek	15
Professional Disposition	15
Online Dialoguing on eCampus	16
Course Evaluation	16
Academic Honesty Policy	16
Special Accommodations	17
Clinical Practice Policies and Procedures	17
Chain of Command for Difficulties	17
Substitute Teaching	17
Absence of P-12 Clinical Educator	17
Thank You Letters	17
Graduation	18
State of New Jersey Requirements for Educators	18
Mantoux Test	18

Anti-bullying	18
Reporting Child Abuse in New Jersey	18
Criminal History Background Check	19
Information on Disqualifying Events.....	19
Substitute – Transfer Request	19
Bibliography.....	20
TIMELINES	22
Pre-Clinical to Week 2	23
Weeks 3 and 4.....	24
Weeks 5 and 6.....	25
Weeks 7 and 8.....	26
Weeks 9 and 10.....	27
Weeks 11 and 12.....	28
Weeks 13 and 14.....	29
Weeks 15 and 16 (full time clinical practice).....	30
Weeks 17 and 18.....	31
Weeks 19 and 20.....	32
Weeks 21 and 22.....	33
Weeks 23 and 24.....	34
Weeks 25 and 26.....	35
Weeks 27 and 28.....	36
TEACHER CANDIDATE	37
Guidelines for clinical practice:.....	37
P-12 CLINICAL EDUCATOR	39
P-12 Clinical Educator’s Roles and Responsibilities	40
Professional Development Hours	43
Honarium for P-12 Clinical Educators	43
MU CLINICAL EDUCATOR	44
Responsibilities of the Clinical Educator.....	44
edTPA PORTFOLIO	47
edTPA Additional Resources	47
edTPA FOCUS GROUPS.....	48
FOLIOTEK and edTPA PORTFOLIO	48
P12 CLINICAL EDUCATORS:.....	49

SUPPORT GUIDELINES FOR MU CLINICAL EDUCATORS AND P12	
CLINICAL EDUCATORS:	51
GUIDANCE FOR P-12 ADMINISTRATORS AND LEADERS:.....	53
RESOURCES	55
Co-Teaching Strategies.....	55
Six Formats of Co-Teaching	55
Co-Teaching Activities.....	56
Suggestions for Initial Activities	57
High-Leverage Practices (HLPs).....	59
High Level Teaching Tasks Proficiency Rubrics.....	64
Developmental Curriculum for Clinical Experiences in Teacher Education	
Checklist.....	73
CALENDAR FINAL SEMESTER – FALL 2018.....	77
CALENDAR FINAL SEMESTER – SPRING 2019	78
NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS (NJPST)..	79
InTASC: Interstate Teacher Assessment and Support Consortium.....	90
NEW JERSEY STUDENT LEARNING STANDARDS	92
SPECIALTY PROFESSIONAL ASSOCIATION (SPA) STANDARDS	93
APPENDICES.....	94
SPA FINAL ADDENDUMS	94
Appendix A: Schedule for Clinical Educator	
Appendix A1: CFAST Supervisor Checklist	
Appendix B: NJ Administrative Code 6A:9A-4.4	
Appendix C: Lesson Plan	
Appendix D: Clinical Educator Classroom Observation	
Appendix D1: Clinical Educator Effectiveness Guidelines	
Appendix E: CFAST Midterm (submit to Foliotek)	
Appendix F: CFAST Final (submit to Foliotek)	
Appendix G: CFAST Consensus Sheet	
Appendix G1: CFAST Look Fors	
Appendix H: Clinical Practice Yearlong (first semester) - Attendance	
Appendix I: Final Semester: Clinical Practice Attendance Record	
Appendix J: Payment for Contracted and Professional Services	
Appendix M: Teacher Candidate Confidentiality Agreement	
Appendix N: Parent/Guardian/Student Release Form	

Appendix O:	edTPA Policies and Procedures for Retakes
Appendix S:	Conference Signature Page
Appendix 1:	Elementary Education
Appendix 2:	Elementary and Middle School Education
Appendix 3:	Elementary, Middle School, and Special Education
Appendix 4:	Elementary and Special Education
Appendix 5:	Special Education
Appendix 6:	Foreign Language
Appendix 7:	Foreign Language and Special Education
Appendix 8:	Mathematics
Appendix 9:	Mathematics and Special Education
Appendix 10:	P-3 and Elementary Education
Appendix 11:	P-3 and Special Education
Appendix 12:	P-3, Elementary, and Special Education
Appendix 13:	Science
Appendix 14:	Science and Special Education
Appendix 15:	Social Studies
Appendix 16:	Social Studies and Special Education

MISSION STATEMENT

The School of Education's mission is to be a leader in the preparation and professional development of highly competent, reflective teachers, speech-language pathologists, school counselors and administrators. We are committed to social justice initiatives that better all students and other persons from diverse backgrounds in terms of abilities, age, gender, culture, race, ethnicity, family, and socioeconomic status. Our candidates learn the exigencies of their profession by practicing and demonstrating their skills through clinical experiences in a wide range of local school and community settings. Our accredited programs link theory and practice, foster lifelong learning and reflection, and improve the quality of life for students and clients through innovation, research, and scholarship. School of Education graduates have the practical skills, the commitment to service, and the theoretical knowledge necessary to enhance living and learning in academic and professional settings.

SYLLABUS

Course: Clinical Practice: ED 416, ED416S/ED 593
9 Credits

Semesters: Fall 2018 - Spring 2019

Instructor: Patricia Heaney, Director of Field Placements: MH 123G

Course Description

Clinical practice is a collaborative learning experience facilitated by local school districts and Monmouth University that provides teacher candidates with an opportunity to practice and refine their pedagogical knowledge and skills under the supervision and guidance of exceptional master teachers (P-12 clinical educators) and highly qualified Monmouth University clinical educators. This yearlong internship in a school setting requires teacher candidates to plan, instruct, and assess P-12 students and to analyze student learning and propose changes to teacher practice to address student learning needs.

Candidates are required to complete a performance-based assessment of teaching skills and practices shown to have a positive effect on student learning (edTPA). In addition, candidates participate in on-campus seminars and focus group meetings and fulfill online requirements. The components of this course are linked to the INTASC Model Core Teaching Standards, New Jersey Student Learning Standards (NJSLS), the New Jersey Professional Standards for Teachers (NJPST), and national Specialty Professional Association (SPA) standards for each subject area (see Resources tab). The course focuses on research-based pedagogical strategies for teaching linguistically diverse students and those with diverse learning needs, incorporating instructional technology into the classroom, and utilizing data to inform instruction.

During the first 14 weeks of clinical practice, teacher candidates spend a minimum of 10 hours per week in their placement classrooms assisting and co-teaching with an experienced P-12 clinical educator. During the following 14 weeks, teacher candidates are immersed in their placements full time, gradually assuming greater responsibility for the activities of the learners in their placement classroom(s).

This course is limited to education majors.

Prerequisites:

- Senior standing
- Approval of the department
- Minimum GPA of 3.0 prior to full time clinical practice semester
- Passing score on the appropriate PRAXIS test prior to full time clinical practice semester. All Monmouth University students must provide official

documentation to begin clinical practice, be recommended for graduation, and for state licensure.

- Other test requirements as applicable

Co-requisite: ED-EDTPA

Course Objectives

The teacher candidate will:

- Understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implement developmentally appropriate and challenging learning experiences.
- Understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation
- Understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues
- Understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Understand and use 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.
- Engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner.
- Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues,

other school professionals, and community members to ensure learner growth, and to advance the profession.

- Act in accordance with legal and ethical responsibilities and use integrity and fairness to promote the success of all students.

Assessable Learning Outcomes

As a result of this course teacher candidates will:

- Observe, reflect, and analyze lessons that focus on effective teaching strategies, differentiated instruction, the use of appropriate assessment to gauge student achievement, motivation and engagement, classroom environment, and the use of technology. *(InTASC:2,3,5,6,7,8 - NJPST:2,3,5,6,7,8) This will be assessed through the required classroom observations.*
- Develop, select and implement instructional content, resources, and instructional strategies that are linked to the NJSLs. *(InTASC:4,5,7,8 - NJPST:4,5,7,8). This will be assessed through lesson plans, MU clinical educator observations, the edTPA portfolio, and the clinical practice notebook.*
- Use strategies that promote successful, seamless transitions for all students including those with exceptional and diverse learning needs. *(InTASC:1,2,7,8 - NJPST:1,2,7,8). This will be assessed through lesson plans, MU clinical educator observations, the edTPA portfolio, and the clinical practice notebook.*
- Develop a unit that uses formative and summative assessment linked to instruction that includes reflection, analysis of student learning, and recommendations for future teaching. *(InTASC:6 - NJPST:6) This will be assessed via the edTPA portfolio and MU clinical educator observations.*
- Create and maintain records, report assessment results to all stakeholders using effective communication skills, evaluate instruction and monitor progress of all students including those with exceptional learning needs. *(InTASC:1,2,6,9,10 - NJPST:1,2,6,9,10). This will be assessed through lesson plans, MU clinical educator observations, the edTPA portfolio, and the clinical practice notebook.*
- Integrate technology into the instructional process. *(InTASC:7,8 - NJPST:7,8) This will be assessed through lesson plans, MU clinical educator observations, the edTPA portfolio, and the clinical practice notebook.*
- Use a variety of effective motivational, behavior management, social problem solving, and conflict resolution strategies consistent with the needs of the individual learners to create a classroom environment conducive to active engagement, social collaboration, and student self-reflection. *(InTASC:1,2,3 – NJPST0:1,2,3) This will be assessed through MU clinical educator observations.*

- Analyze the effectiveness of teaching on student achievement and future goal setting. (*InTASC:6,7,9 - NJPST:6,7,9*)
This will be assessed by MU clinical educator observations, lesson plans, and the clinical practice notebook.
- Demonstrate a high level of professionalism during all aspects of the school day. (*InTASC:9,10 - NJPST:9,10,11*)
This will be assessed via MU clinical educator observations.

Experiential Education Learning Outcomes - As a result of this course teacher candidates will:

- Apply their knowledge within the professional environment of their experiential education placement.
This will be assessed through lesson plans, MU clinical educator observations, the edTPA portfolio, and the clinical practice notebook.
- Fulfill the responsibilities associated with the professional environment of their experiential education placement.
This will be assessed through post-observation and CPAST conferencing.
- Articulate the role of their coursework in helping them to perform the work associated with their experiential education placement.
This will be assessed through reflective practice and focus group discussions.
- Describe careers related to their experiential education experience.
This will be assessed through professional development seminars and focus group discussions.
- Discuss the broader context in which their experiential education experience took place.
This will be assessed through conferencing with P-12 clinical educators, MU clinical educators and professional development seminars.

Instructional Procedures

Procedures will include observation, planning, teaching, reflection, and seminars.

Course Requirements

edTPA Portfolio

Teacher candidates will document classroom work by preparing and submitting a portfolio in Foliotek that includes lesson plans designed to support learners' strengths and needs, unedited video clips of teaching, assessments, student work samples, an analysis of student learning, and reflective commentary on adjusting instruction to meet student needs (see edTPA tab for additional information).

Materials to support you in preparing your portfolio can be accessed through the myMU portal under Office of Certification, Field Placements, and School Partnerships. Individual edTPA handbooks are available on Foliotek.

Required Submissions

- The Schedule for MU Clinical Educator form (Appendix A) must be submitted to your MU clinical educator at the beginning of the semester.
- A signed Teacher Candidate Confidentiality Agreement (Appendix M) and the Parent/Guardian/Student Release form (Appendix N) must be submitted to the Certification, Field Placements and School Partnerships Office prior to starting the edTPA and any videotaping.

Classroom Lesson Planning and Teaching

You will be required to develop full lesson plans for the lessons that you teach. Each lesson plan must include all specified components and end with your reflections (completed after instruction). Reflections should include: strengths and weaknesses of the lesson; your analysis of your teaching; the effect your teaching had on student learning; what changes you would make for the next lesson; which NJPST dispositions you should target and why, and what goals you set for your own professional development.

Lesson plans must be submitted to your P-12 clinical educator prior to instruction. After instruction, complete the Analysis of Teaching section. Keep each completed plan in your clinical practice notebook for review by your MU clinical educator.

The Monmouth University Lesson Plan format must be used for both clinical practice and the edTPA portfolio. After you have completed the edTPA portfolio and uploaded it to your Foliotek account, your P-12 clinical educator and MU clinical educator will determine if you should continue to use the MU lesson plan format or begin using the placement school lesson plan format.

Your assigned MU clinical educator will observe you a minimum of five times. The schedule of observations will be determined by you, the P-12 clinical educator, and the MU clinical educator. One of the lessons observed must include the use of technology.

Each observation will focus on the essential elements of effective practice and offer constructive criticism of your teaching. You will be evaluated on the following: learner outcomes linked to local, state, and national standards; procedures (instruction and assessment linked to learner outcomes); modifications and accommodations for all learners including those with cultural diversity and disabilities; use of appropriate materials; and integration of technology (see Appendix D).

Parental permission must be obtained before video recording. Permission can be documented using either the MU Parent/Guardian/Student Release Form ([Appendix N](#)) or the school district's own release form.

You are required to complete online CFAST training to prepare for the midterm and final evaluation consensus meetings. Use the following link:
https://osu.az1.qualtrics.com/jfe/form/SV_bCKDQCqeo1si3uR

Additional Requirements

Attendance

During weeks 1-14, you will attend your placement a minimum of 10 hours per week.

During weeks 15-28, you are required to follow the placement district calendar and attend each day school is in session.

In case of an emergency, always notify the P-12 clinical educator, the school office, and the MU clinical educator the prior day or by 7:30 a.m. the day of the absence.

During the final semester of clinical practice, absence of more than one day may require medical diagnosis/explanation and absence of three (3) or more days will require documentation from your medical doctor. This documentation must be attached to your attendance sheet for your MU clinical educator's review.

You are required to make up any absence in excess of three (3) days at the end of clinical practice. Permission will not be granted to leave the assignment early. No exceptions will be made to this state administrative code mandate. **Your final grade will be lowered if you do not adhere to the attendance policy.**

You are required to maintain an attendance record for both semesters:

- Appendix H for teacher candidates completing the first semester of clinical practice.
- Appendix I for teacher candidates completing the final semester of clinical practice. Appendix I must be initialed each week by the P-12 clinical educator and signed by both the MU clinical educator and P-12 clinical educator at the end of clinical practice. You will be required to bring the signed Attendance forms with you to the **Certification meeting** at the end of your final clinical practice semester.

Withdrawal

See the MU calendar for the last date to withdraw from clinical practice with a **W** grade.

If, for some reason, you are unable to meet the performance standards of clinical practice or realize that you do not wish to pursue a career in teaching, it may be in your best interest to withdraw from clinical practice.

A decision to discontinue or terminate the clinical practice experience has consequences and should be discussed in a joint conference with the MU clinical educator, the Director of Field Placements, and the School of Education advisor.

A candidate may initiate a withdrawal from the clinical practice experience and may be permitted to reapply for clinical practice in the future. If the teacher

candidate decides to withdraw, he/she must follow University procedures for withdrawal within the specified timelines.

In the event that a teacher candidate is removed from a placement, the teacher candidate may be assigned to a second placement during the same semester, assigned to a second placement during a future term, or referred to other University personnel to discuss possible options. In some individual cases, dismissal from the program may be necessary. This will be decided on a case-by-case basis.

All written communications from a teacher candidate are subject to review by the P-12 clinical educator, MU clinical educator, placement administration, university faculty and university administration.

Mandatory Seminars (refer to calendar in Resources):

1. Orientation
 - a. Clinical practice requirements will be explained.
 - b. An edTPA overview will be provided.
 - c. Teacher candidates will meet with a MU clinical educator.
2. Anti-bullying session
3. Interviewing seminar
4. Certification meeting

Mandatory Focus Group Meetings (four): You have MU School of Education permission to leave your placement school to attend the mandatory focus groups. Please notify your P-12 clinical educator of these dates well in advance. Allow yourself ample time to arrive safely and on time.

The focus group meetings will serve as edTPA work sessions. These meetings will be held on campus from 9 a.m. to 4 p.m. Refer to the calendar under Resources for dates and location.

Clinical Practice Notebook

You are required to keep a notebook during your clinical practice experience that will be reviewed at each formal observation by your MU clinical educator. Your final grade will be lowered if you do not complete your clinical practice notebook.

Many of the components of the notebook can also be uploaded to your electronic portfolio to assist with job interviews and future lesson planning.

Notebook Guidelines: The notebook should be a three inch, three-ringed binder large enough to secure standard notebook paper. The notebook must include dividers that are clearly labeled, using the following headings and organized in the following order:

- SCHOOL CALENDAR AND CLASS SCHEDULES
- LESSON PLANS WITH SELF-EVALUATIONS (Include copies of materials developed and used)

- MU CLINICAL EDUCATOR OBSERVATION REPORTS AND CONFERENCE SIGNATURE PAGE
- PHOTO SECTION ~ follow school district permission guidelines

Other materials may be included in the notebook. They should be placed behind the above sections.

Electronic Professional Portfolio - Foliotek

The School of Education requires that all undergraduate and graduate students develop an electronic portfolio. **You are required to upload core assessments (passing Praxis score report(s), edTPA portfolio, and CFAST Final Evaluation) for your program during clinical practice.**

Professional Disposition

All Monmouth University School of Education students must maintain a mature, professional attitude and appearance which includes dressing appropriately and professionally at all times. Your final grade will be lowered if your MU clinical educator, P-12 clinical educator and Director of Field Placements determine you are unprofessional at any time. **Please refer to the NJPST (the third column labeled Critical Dispositions).**

You need to be aware of the safeguards we must all take when using social media/networking/voicemails/emails. Make certain that your page is totally private. Even with the privacy settings on you should not have any pictures that an administrator, P-12 clinical educator, staff member, parent, or student might find inappropriate. You also must be careful in the postings you make to others, being sure that they can't be misconstrued as unsuitable for a public servant.

You must maintain a professional, collaborative demeanor in all matters pertaining to your students, P-12 clinical educator(s), MU clinical educator, parents, and members of the district administration and staff. You are a guest in the school setting. You must avoid criticism of the P-12 clinical educator, other teachers, pupils, the school, or community. Do not discuss school matters outside of the school context.

You must meet expectations regarding attendance, punctuality, assumption of responsibility, and initiative. It is imperative that you are supervised by professional staff while at your placement site. This applies to all before and after school hours.

You must be willing to accept constructive criticism and suggestions to assist you in your professional growth and demonstrate an ability to respond in a mature and professional manner. District equipment (copier, laminators, computers, etc.) paper (copy, color, etc.) and supplies are not to be used for personal use at any time.

Clinical practice requires a great deal of time and must be every teacher candidate's first and foremost priority. You must insure that personal obligations

will not interfere with your commitment to the successful completion of the clinical practice experience.

Online Dialoguing on eCampus

You are required to check eCampus throughout the semester. Important announcements will be listed on the homepage.

Quick start steps:

1. Access the Internet
2. Open your browser
3. <http://ecampus.monmouth.edu> Press enter
4. Login with your Username (student ID #) and password (email password)
5. Click on the course
6. Logout when done

Forgot your password?

Email your request to ecampus.support@monmouth.edu or call the Monmouth University Help Desk at 732-571-3539.

Course Evaluation

Teacher candidates will be evaluated on the following:

- The edTPA portfolio. successful completion of the edTPA is a requirement for clinical practice and graduation.
- Classroom lesson planning, instruction, assessment, analysis, and reflection.
- Professional dispositions, attendance, the clinical practice notebook, Foliotek submissions, and seminar and focus group participation.

MU clinical educators will submit the following evaluation reports:

1. Five classroom observation reports (Appendix D).
2. A midterm Candidate Preservice Assessment of Student Teaching (CPAST) (Appendix E). The MU clinical educator, P-12 clinical educator, and teacher candidate will collaborate to determine the grade. If successful completion of clinical practice appears in jeopardy at mid-point, the Director of Field Placements must be informed by the MU clinical educator.
3. A final CPAST evaluation (Appendix F). The MU clinical educator, P-12 clinical educator, and teacher candidate will collaborate to determine the grade.

Academic Honesty Policy

Plagiarism is the use of another's words or ideas without acknowledgment. It is the equivalent of theft. Some plagiarism is extreme and willful, i.e. buying term papers. Other forms of plagiarism may arise from carelessness or ignorance, i.e.

misusing quotation marks or citations. Plagiarism of any kind is not acceptable and will not be tolerated.

Special Accommodations

Students with disabilities who need special accommodations for this class are encouraged to meet with the Director of Field Placements and the appropriate disability service provider on campus as soon as possible. In order to receive accommodations, students must be registered with the appropriate disability service provider on campus as set forth in the student handbook and must follow the University procedure for self-disclosure, which is stated in the University *Guide to Services and Accommodations for Students with Disabilities*. Students will not be afforded any special accommodations for academic work completed prior to the completion of the documentation process with the appropriate disability service office.

Clinical Practice Policies and Procedures

Chain of Command for Difficulties

If you experience any difficulties during your clinical practice placement, you should consult the following personnel for assistance and resolution of problems or concerns:

1. P-12 clinical educator and MU clinical educator
2. If any problems arise that the teacher candidate and the P-12 clinical educator cannot resolve, the MU clinical educator must be contacted; a site visitation will be arranged
3. School of Education Director of Field Placements
4. School of Education Advisor
5. School of Education Department Chair
6. School of Education Assistant Dean
7. School of Education Associate Dean
8. School of Education Dean

Substitute Teaching

Monmouth University does not permit a teacher candidate to be used as a substitute teacher while completing his/her clinical practice experience. When a P-12 clinical educator is absent, it is expected that the school/district will hire a substitute teacher.

Absence of P-12 Clinical Educator

In the event the P-12 clinical educator is unable to perform the supervisory function, the teacher candidate may be reassigned. The building principal, MU clinical educator, and the Director of Field Placements will determine whether the teacher candidate will be reassigned in the same school or moved to another setting in accordance with N.J.A.C. 6A:9A-4.4 (Appendix B).

Thank You Letters

Your P-12 clinical educator has been your mentor during your clinical practice experience. Please make sure you send a thank you letter to him/her and any other staff members that have helped make your experience a positive one.

Graduation

It is the teacher candidate's responsibility to see that all requirements for graduation are met. Graduation applications are available online through the myMU portal under "I NEED TO", and then "Apply for Graduation".

You **MUST APPLY FOR GRADUATION**, regardless of whether or not you plan to participate in Commencement. If you do not apply, you will not graduate, and your application for certification to the New Jersey Department of Education cannot be processed.

State of New Jersey Requirements for Educators

Mantoux Test

A teacher candidate is required to have a negative test result for the Mantoux (Tuberculin) Test before entering the assigned school. The results must be no more than six (6) months old and be submitted to the school nurse on the first day of school. A teacher candidate with a positive reaction to the Mantoux test must comply with the State's follow-up procedures (including chest x-ray and medical evaluation) by submitting a physician's report.

Anti-bullying

New Jersey has been a leader in the establishment of a strong statutory, regulatory, policy and program framework to support the prevention, remediation and reporting of harassment, intimidation and bullying (HIB) in schools. Use the following link for information and resources on the establishment of HIB policies, the adoption of HIB program strategies, the implementation of proactive responses to HIB, and the adoption of HIB reporting procedures:

www.state.nj.us/education/students/safety/behavior/hib/#si

Reporting Child Abuse in New Jersey

A teacher candidate should check with his/her P-12 clinical educator or school principal to learn the reporting procedures of the school district to which he/she is assigned.

Child Protection and Permanency, CP&P (formerly the Division of Youth and Family Services), is New Jersey's child protection and child welfare agency within the Department of Children and Families. Its mission is to ensure the safety, permanency and well-being of children and to support families. CP&P is responsible for investigating allegations of child abuse and neglect and, if necessary, arranging for the child's protection and the family's treatment. The Child Abuse Hotline (State Central Registry) receives all reports of child abuse and neglect 24 hours a day, 7 days a week. Reports requiring a field response are forwarded to the CP&P Local Office for investigation. Find contact information for CP&P Local Offices using the following link:

<https://www.state.nj.us/dcf/about/divisions/dcpp/>

After normal business hours, the hotline is linked with a statewide network of Special Response Units charged with the responsibility of responding to reports. For more information about reporting child abuse, using the following link:

<http://www.nj.gov/dcf/reporting/how/>

Criminal History Background Check

The New Jersey State Department of Education requires all new employees to be fingerprinted and undergo a criminal history background check. A teacher candidate is not an employee of the school district where he/she completes the clinical practice experience; however, a district may require a teacher candidate to provide assurance that he/she has not been convicted of a disqualifying offense since his/her eighteenth birthday.

Local school districts, in order to ensure themselves and the public that a teacher candidate has not been convicted of a disqualifying offense, may require the intern to submit, have notarized, and keep in their records the second part of the Application Authorization and Certification Form which provides this assurance.

Information on Disqualifying Events

For specific questions contact the Criminal History Unit: 609-376-3999

Frequently Asked Questions (FAQs):

http://www.state.nj.us/education/genfo/faq/faq_crimhist.htm

Substitute – Transfer Request

Effective January 18, 2011, individuals serving in substitute positions, who transfer from one employer to another, must submit a Transfer Request online at the department (NJDOE) website, to the Criminal History Review Unit. Please visit the NJDOE website and select 'File Authorization and make Electronic Payment for Criminal History Check' then select 'Transfer Request'. To complete this task, use the following link: www.nj.gov/education/educators/crimhist. There is currently a small fee (\$6.00: \$5.00 plus a \$1.00 convenience fee) charged by the private vendor) for filing a Transfer Request.

Bibliography

- Allen, J.B. (2007). *Creating welcoming schools: A practical guide to home-school partnerships with diverse families*. New York: Teachers College Press.
- Campbell, D., Cignetti, P.B., Melenyzer, B.J., Nettles, D.H., & Wyman, R.M. (2007). *How to Develop a Professional Portfolio: A manual for teachers* (revised edition). 4th ed. New York, NY: Pearson.
- Chapman, C., & King, R. (2005). *Differentiated assessment strategies: One tool doesn't fit all*. Thousand Oaks, CA: Corwin Press.
- Danielson, C. (2013). *The framework for teaching evaluation instrument*. 2013 ed. Princeton, NJ. The Danielson Group.
- Danielson, C. (2007). *Enhancing professional practice a framework for teaching*. 2nd ed. Alexandria, VA. Association for Supervision and Curriculum Development.
- Emmer, E.T., & Evertson, C.M. (2009) *Classroom management for middle and high school teachers*. 8th ed. Upper Saddle River, New Jersey: Pearson Education, Inc.
- Evertson, C. M., & Emmer, E.T (2009). *Classroom management for elementary teachers*. 8th ed. Upper Saddle River, New Jersey: Pearson Education, Inc.
- Friend, M. (2014). *Co-Teaching: Strategies to Improve Student Outcomes*. Portchester, NY: National Professional Resources, Inc.
- Friend, M. (2013). *Co-Teach!: A handbook for Creating and Sustaining Effective Classroom Partnerships in Inclusive Schools*. 2nd ed. Portchester, NY: National Professional Resources, Inc.
- Friend, M. & Cook L. (2012). *Interactions: Collaboration Skills for School Professionals*. 7th ed. Saddle River, NJ: Pearson.
- Goodlad, J. (2004). *A place called school* (20th anniversary edition). 2nd ed. New York, NY: McGraw-Hill.
- Gronlund, N. E. (2004). *Writing instructional objectives for teaching and assessment*. Upper Saddle River, NJ: Pearson.
- Henning, J. E., Gut, & D., Beam, (2019) *Building mentoring capacity in teacher education: A guide to clinically-based practice*. New York: Routledge.
- Henning, J.E., & Duffy, G. (2017). *Design features for a yearlong clinical experience: Measuring student learning and using performance-based assessments*. PDS Partners, 12(3), 1, 3-5.

- Henning, J.E., Erb, D., Randles, H.S., Shoener, H. Fults, N., & Webb, K. (2016). Designing a curriculum for clinical experiences. *Issues in Teacher Education* 25 (1), 23-38. Henning, J.E., Gut, D., & Beam, P. (2015). Designing and implementing a mentoring program to serve a clinically based model of teacher preparation. *The Teacher Educator* 150, 145-162. doi.org/10.1080/08878730.2015.1011046
- Hendrickson, K., Henning, J.E., & Spinell, A. (2013). Co-teaching with professional interns: A collaborative approach to improving student learning. *Education in a Democracy: A Journal of the NNER*, (5), 126-140.
- Kronowitz, E. L. (2004). *Your first year of teaching and beyond*. 4th ed. New York, NY: Pearson.
- Lemke, C. & Coughlin, E. (2009). "The Change Agents" *Educational Leadership*, 67 (1) 4-59.
- Marchesani, R.J. (2007). *A field guide to teaching: A handbook for new teachers*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Martinez, M.E. (2006). *What is metacognition?* *Phi Delta Kappan*, 87(9), 696-699.
- Marzano, R. J. (2007). *The art and science of teaching*. Alexandria, VA: Association for Supervision and Curriculum Development
- Nettles, D.H. (2007). *Toolkit for teachers of literacy*. New York, NY: Pearson.
- Posner, G.J. (2005). *Field experience: A guide to reflective teaching*. New York, NY: Pearson.
- Prater, M. (2007). *Teaching strategies for students with mild to moderate disabilities*. New York, NY: Pearson.
- Provenzo, E.F., & Blanton, W.E. (2006). *Observing in schools: A guide for students in teacher education*. New York, NY: Pearson.
- Roehrig, A.D., Pressley, M., & Talotta, D.A. (eds.). (2002). *Stories of beginning teachers*. Notre Dame, IN: Notre Dame Press.
- Sprenger, M. (2009). "Focusing the Digital Brain" *Educational Leadership*, 67 (1) 34-39.
- Wiltz, N. W., Watson-Thompson, O., Cawley, H. S., & Skelley, H. A. (2008). *Developing and presenting a professional portfolio in early childhood education*. Upper Saddle River, New Jersey: Pearson Education, Inc.
- Witherell, N.L. (2007). *The guided reading classroom*. Portsmouth, NH: Heinemann.
- York-Barr, J., Sommers, W.A., Ghere, G.S, & Montie, J. (2006). *Reflective practice to improve schools: An action guide for educators*. 2nd ed. Thousand Oaks, CA: Corwin Press.
- Zukergood, D., & Bettencourt. A.M. (2009). *Teaching in the real world: Strategies to survive and thrive*. Upper Saddle River, New Jersey: Pearson Education, Inc.

TIMELINES

The following suggested schedule represents a progression in which the teacher candidate gradually assumes responsibility in the classroom. The schedule is meant to show the sequence of progress only. Some candidates and situations allow a faster progression initially, while others begin at a slower rate and accelerate as their level of confidence grows. The exact schedule must be flexible and agreed upon by the P-12 clinical educator, the assigned MU clinical educator, and the teacher candidate.

- **Clinical Practice** (weeks 1-14): Candidates spend approximately 10 hours per week in their placement classrooms assisting and co-teaching with an experienced P-12 clinical educator while completing ancillary coursework.
- **Clinical Practice** (weeks 15-28): Candidates are immersed in their placements full time, assuming increasing responsibility for the activities of the classroom.

A suggested timeline of activities based on readiness, ability, and experience level is provided below. As the activities are completed, you should mark them off using the checkboxes on the left. The timelines are organized in two-week increments. Activities aligned with the Developmental Curriculum and InTASC standards are indicated on the right.

Pre-Clinical to Week 2

Clinical Practice Tasks	Developmental Curriculum Activities
<p><input type="checkbox"/> Meet with your P-12 clinical educator (CE) before clinical practice begins. Offer to help with organizational activities (setting up the classroom, putting up bulletin boards, creating materials).</p> <p><input type="checkbox"/> Become acquainted with administration, staff, and other teachers.</p> <p><input type="checkbox"/> Note CE standards for planning, teaching, organizing, motivating students, and managing the classroom.</p> <p><input type="checkbox"/> Review the curriculum/course plan and content-area materials (textbook, ancillaries).</p> <p><input type="checkbox"/> Familiarize yourself with the building, schedule, library and technology resources, policies and procedures. Obtain a copy of the Student Handbook and staff/employee handbooks.</p> <p><input type="checkbox"/> Review the district web site and State Report Card. Familiarize yourself with the community demographics.</p> <p><input type="checkbox"/> Begin compiling information on your placement to complete the contextual prompts in your edTPA handbook.</p> <p><input type="checkbox"/> Ask your CE if you can create ice-breaker activities to help you get to know the students (and help them get to know one another if starting a new school term).</p> <p><input type="checkbox"/> Develop a plan with your CE on how you will assist him/her and the students during your first weeks of clinical practice. (See co-teaching activities for guidance).</p> <p><input type="checkbox"/> Draft a letter to parents and students introducing yourself. Include a brief explanation of your background and philosophy of education.</p>	<p><input type="checkbox"/> <u>Standard 1: Learner Development</u></p> <ul style="list-style-type: none"> • Talk with every student; learn names • Help students make up work • Collect data on individual student behavior • Collect data on learning preferences <p><input type="checkbox"/> <u>Standard 2: Learning Differences</u></p> <ul style="list-style-type: none"> • Build relationships with individual students • Sit near student with behavioral needs • Deliver predetermined support plan <p><input type="checkbox"/> <u>Standard 3: Learning Environments</u></p> <ul style="list-style-type: none"> • Pass out papers or assignments • Take attendance/collect lunch count • Organize or file • Create/construct a bulletin board <p><input type="checkbox"/> <u>Standard 4: Content Knowledge</u></p> <ul style="list-style-type: none"> • Become familiar with curriculum, resources, and instructional plan for the class • Explore available inquiry tools in the classroom <p><input type="checkbox"/> <u>Standard 5: Application of Content</u></p> <ul style="list-style-type: none"> • Find information to answer student questions • Provide students with assistance in finding resources and information • Assist individual students with technology <p><input type="checkbox"/> <u>Standard 6: Assessment</u></p> <ul style="list-style-type: none"> • Know school grading policies • Check/grade papers with a key; record grades • Develop a student inventory or survey <p><input type="checkbox"/> <u>Standard 7: Planning for Instruction</u></p> <ul style="list-style-type: none"> • Review the school policy for lesson planning • Discuss the planning process with your CE <p><input type="checkbox"/> <u>Standard 8: Instructional Strategies</u></p> <ul style="list-style-type: none"> • Write notes on chalkboard or whiteboard • Operate technology • Model appropriate content language and share a personal interest or skill <p><input type="checkbox"/> <u>Standard 9: Professional Learning/Ethical Practice</u></p> <ul style="list-style-type: none"> • Model appropriate language and behavior • Dress professionally • Be punctual • Call in absence • Be respectful of mentors and colleagues <p><input type="checkbox"/> <u>Standard 10: Leadership and Collaboration</u></p> <ul style="list-style-type: none"> • Speak clearly and project voice • Give directions to individual students • Give concise communications to students • Assist with managing classroom transitions

Weeks 3 and 4

Clinical Practice Tasks	Developmental Curriculum Activities
<p><input type="checkbox"/> Analyze the information you have gathered on students in your class. Knowledge of students' current understanding, language development, social/emotional development, family/cultural background, and experiences is crucial for developing lessons and engaging your students.</p> <p><input type="checkbox"/> Assist students (individual and small group) with activities, assignments, and organization. Review/clarify instructions for assignments and activities.</p> <p><input type="checkbox"/> Based on in-class observations and coursework, develop/adapt a classroom management plan that fosters engagement and learning.</p> <p><input type="checkbox"/> Discuss Student Growth Objectives (SGOs) with your P-12 clinical educator (see NJDOE site for examples). If possible, participate in SGO planning.</p> <p><input type="checkbox"/> Assist teacher with instruction. (See co-teaching activities for guidance).</p> <p><input type="checkbox"/> Become familiar with attendance and grading programs/systems. Check and/or grade papers; record grades.</p> <p><input type="checkbox"/> Complete InTASC Standards 4-5 Rubric (Engage with Content during a Unit of Instruction).</p> <p><input type="checkbox"/> Use the Self-Directed Learning Guide for InTASC Standard 4-5 Rubric to gather feedback from your clinical educator.</p> <p><input type="checkbox"/> Assist with class duties (taking attendance, lunch count, passing out papers).</p> <p><input type="checkbox"/> Accompany your clinical educator to all "duties" (monitoring hall, lunch duty, parking lot duty, faculty and in-service meetings, parent/teacher conferences), taking responsibility as directed.</p>	<p><input type="checkbox"/> Standard 1: Learner Development</p> <ul style="list-style-type: none"> • Observe/note different developmental stages of learners in a classroom • Examine and compare student work for individual differences <p><input type="checkbox"/> Standard 2: Learning Differences</p> <ul style="list-style-type: none"> • Observe and discuss special needs of individual students • Observe and discuss how a teacher differentiates instruction for students of varied cultural and linguistic needs in a classroom <p><input type="checkbox"/> Standard 3: Learning Environments</p> <ul style="list-style-type: none"> • Observe and discuss the characteristics of a learning environment in a classroom setting (including emergency procedures, school discipline policies, classroom rules) • Explain the reason for a rule or policy <p><input type="checkbox"/> Standard 4: Content Knowledge</p> <ul style="list-style-type: none"> • Model appropriate level of content specific vocabulary • Provide accurate explanations of the content to individuals/small groups <p><input type="checkbox"/> Standard 5: Application of Content</p> <ul style="list-style-type: none"> • Continue to provide students with assistance in finding resources and information • Develop and use real world examples <p><input type="checkbox"/> Standard 6: Assessment</p> <ul style="list-style-type: none"> • Complete a checklist of observed student behaviors and understandings • Identify selected response assessments • Record participation patterns <p><input type="checkbox"/> Standard 7: Planning for Instruction</p> <ul style="list-style-type: none"> • Create materials with clinical educator <p><input type="checkbox"/> Standard 8: Instructional Strategies</p> <ul style="list-style-type: none"> • Introduce a lesson • Lead a motivational activity <p><input type="checkbox"/> Standard 9: Professional Learning/Ethical Practice</p> <ul style="list-style-type: none"> • Write reflective journal entries • Reflect on instruction with students <p><input type="checkbox"/> Standard 10: Leadership and Collaboration</p> <ul style="list-style-type: none"> • Attend faculty and in-service meetings • Attend data assessment meetings • Observe parent/ teacher conferences (if possible)

Weeks 5 and 6

Clinical Practice Tasks	Developmental Curriculum Activities
<p><input type="checkbox"/> With your clinical educator, determine daily tasks that you can take on for the remainder of the term/year (taking attendance, warm-up/bell-ringers, assisting students who were absent, daily paperwork requirements, participation points).</p> <p><input type="checkbox"/> Identify possible focus students for your edTPA portfolio.</p> <p><input type="checkbox"/> Create/adapt activities and/or learning centers.</p> <p><input type="checkbox"/> Mirror teach lessons as possible. (Your CE will teach a lesson and you will teach the same lesson.) After the lessons, reflect and discuss strengths and challenges with your CE.</p> <p><input type="checkbox"/> Review the edTPA academic language handout for your subject area (in SOE portal).</p> <p><input type="checkbox"/> Identify methods of assessment that engage learners in examining their own growth.</p> <p><input type="checkbox"/> Identify an upcoming learning segment (3-5 consecutive lessons) to plan, teach, and analyze. Review the curriculum with your CE (see edTPA tab).</p> <p><input type="checkbox"/> Determine a central focus for your upcoming learning segment and an essential strategy or strategies to help students comprehend the content.</p> <p><input type="checkbox"/> Identify the content standards and objectives for student learning in the learning segment that the strategies and related skills will address.</p> <p><input type="checkbox"/> Seek opportunities to take responsibility for student learning.</p>	<p><input type="checkbox"/> Standard 1: Learner Development</p> <ul style="list-style-type: none"> • Visit another class at a different level and compare the level of work • Identify and discuss individual differences within a developmental stage of a student in at least two areas (cognitive, linguistic, social, emotional, and physical) <p><input type="checkbox"/> Standard 2: Learning Differences</p> <ul style="list-style-type: none"> • Create individualized materials for students who vary culturally/linguistically or have a special need <p><input type="checkbox"/> Standard 3: Learning Environments</p> <ul style="list-style-type: none"> • Practice proactive classroom management strategies • Practice reactive management strategies • Give clear instructions—verbal and written <p><input type="checkbox"/> Standard 4: Content Knowledge</p> <ul style="list-style-type: none"> • Choose appropriate and accurate representations of the content to share with students • Formulate content-specific questions <p><input type="checkbox"/> Standard 5: Application of Content</p> <ul style="list-style-type: none"> • Develop questions that lead students from their previous knowledge to new content <p><input type="checkbox"/> Standard 6: Assessment</p> <ul style="list-style-type: none"> • Develop selected response (T/F, multiple choice, matching, etc.) test questions • Create a checklist for student understanding <p><input type="checkbox"/> Standard 7: Planning for Instruction</p> <ul style="list-style-type: none"> • Plan a lesson for an individual student • Plan a series of questions to engage students on all levels of Bloom’s Taxonomy <p><input type="checkbox"/> Standard 8: Instructional Strategies</p> <ul style="list-style-type: none"> • Create a new learning center • Supervise students during group times • Review assignments with small groups <p><input type="checkbox"/> Standard 9: Professional Learning/Ethical Practice</p> <ul style="list-style-type: none"> • Accurately and objectively describe student performance <p><input type="checkbox"/> Standard 10: Leadership and Collaboration</p> <ul style="list-style-type: none"> • Collaborate with your P-12 clinical educator to improve instruction

Weeks 7 and 8

Clinical Practice Tasks	Developmental Curriculum Activities
<p><input type="checkbox"/> With your CE, identify students who are struggling with the material and/or falling behind. Develop lessons/activities with adaptations to assist those students specifically. Seek the assistance of the special educator, if possible.</p> <p><input type="checkbox"/> Under the guidance of your clinical educator, conduct a lesson for a student who is struggling with content.</p> <p><input type="checkbox"/> Introduce a new classroom routine.</p> <p><input type="checkbox"/> Co-teach with your clinical educator using methods listed in the co-teaching guide. You may decide to assist one period and lead another.</p> <p><input type="checkbox"/> Expand your repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.</p> <p><input type="checkbox"/> Assist with grading homework, quizzes, and tests. Take note of the ways student work differs from one student to another.</p> <p><input type="checkbox"/> Identify and plan how you will support language demands in your upcoming edTPA learning segment.</p> <p><input type="checkbox"/> Complete InTASC Standard 3 Rubric (Teaching a Repeated Activity).</p> <p><input type="checkbox"/> Use the Self-Directed Learning Guide for InTASC Standard 3 Rubric to gather feedback from your P-12 clinical educator.</p> <p><input type="checkbox"/> Collaborate with learners, families, colleagues, and other school professionals to ensure learner growth.</p>	<p><input type="checkbox"/> <u>Standard 1: Learner Development</u></p> <ul style="list-style-type: none"> • Design developmentally appropriate instruction • Develop motivational strategies • Analyze a small group of students over time noting changes in developmental stages in at least three areas (cognitive, linguistic, social, emotional, and physical) <p><input type="checkbox"/> <u>Standard 2: Learning Differences</u></p> <ul style="list-style-type: none"> • Design and deliver differentiated instruction for an individual student who varies culturally/linguistically or has a special need <p><input type="checkbox"/> <u>Standard 3: Learning Environments</u></p> <ul style="list-style-type: none"> • Explain a new classroom routine • Teach a routine part of a lesson to whole group <p><input type="checkbox"/> <u>Standard 4: Content Knowledge</u></p> <ul style="list-style-type: none"> • Find content information quickly • Model the use of technology for accessing content references • Explain content accurately in single lessons <p><input type="checkbox"/> <u>Standard 5: Application of Content</u></p> <ul style="list-style-type: none"> • Use content standards to determine the progression of content learning • Engage students in thinking about the content at the application level of Bloom's taxonomy <p><input type="checkbox"/> <u>Standard 6: Assessment</u></p> <ul style="list-style-type: none"> • Co-assess with the P-12 clinical educator selected response assessments to determine patterns of understanding • Know and apply the school's grading policy <p><input type="checkbox"/> <u>Standard 7: Planning for Instruction</u></p> <ul style="list-style-type: none"> • Plan a lesson for an individual student • Create and lead classroom activities • Design a single lesson plan <p><input type="checkbox"/> <u>Standard 8: Instructional Strategies</u></p> <ul style="list-style-type: none"> • Facilitate small group discussions • Assume leadership of the class for short periods of time <p><input type="checkbox"/> <u>Standard 9: Professional Learning/Ethical Practice</u></p> <ul style="list-style-type: none"> • Reflect on individual lessons • Objectively describe student behavior • Develop new strategies based on reflection <p><input type="checkbox"/> <u>Standard 10: Leadership and Collaboration</u></p> <ul style="list-style-type: none"> • Develop materials to support student learning at home • Visit local community agencies • Interact with professional staff.

Weeks 9 and 10

Clinical Practice Tasks	Developmental Curriculum Activities
<p><input type="checkbox"/> Continue to conduct group lessons for students who are struggling with content.</p> <p><input type="checkbox"/> If a student(s) continues to struggle, identify alternative adaptations with the assistance of the CE and the special educator.</p> <p><input type="checkbox"/> Develop strategies to engage and motivate all students, but especially those who are struggling. Co-plan lessons/activities with the special educator, if possible.</p> <p><input type="checkbox"/> Explain how the central concepts of a lesson you have developed relate to the NJSLs.</p> <p><input type="checkbox"/> Lead activities/lessons that you have created or adapted. Integrate innovative teaching strategies, collaboration, and/or technology. Focus on fully engaging students in an interactive lesson.</p> <p><input type="checkbox"/> Continue to assist with grading. Look for examples of both formative and summative assessments.</p> <p><input type="checkbox"/> Assist with developing a variety of test questions—objective and essay-based.</p> <p><input type="checkbox"/> Begin recording lessons to practice for Task 2 of the edTPA. With your CE, review the lessons and take note of strengths and challenges. Make changes accordingly.</p> <p><input type="checkbox"/> Assist with compiling performance reports and work samples.</p> <p><input type="checkbox"/> Help prepare materials for parent-teacher conferences.</p>	<p><input type="checkbox"/> <u>Standard 1: Learner Development</u></p> <ul style="list-style-type: none"> Plan appropriate activities for a group of learners that have varied needs within a developmental level <p><input type="checkbox"/> <u>Standard 2: Learning Differences</u></p> <ul style="list-style-type: none"> Adapt a lesson for a small group of students who vary culturally/linguistically or have a special need <p><input type="checkbox"/> <u>Standard 3: Learning Environments</u></p> <ul style="list-style-type: none"> Organize effective grouping arrangements Create a variety of scaffolds to support independent learning <p><input type="checkbox"/> <u>Standard 4: Content Knowledge</u></p> <ul style="list-style-type: none"> Understand the content at all levels of Bloom's taxonomy Employ content-specific instructional strategies <p><input type="checkbox"/> <u>Standard 5: Application of Content</u></p> <ul style="list-style-type: none"> Incorporate a variety of content sources for student use <p><input type="checkbox"/> <u>Standard 6: Assessment</u></p> <ul style="list-style-type: none"> Design and implement formative assessments <p><input type="checkbox"/> <u>Standard 7: Planning for Instruction</u></p> <ul style="list-style-type: none"> Choose, appraise, and modify tools, texts, and materials to optimize learning goals <p><input type="checkbox"/> <u>Standard 8: Instructional Strategies</u></p> <ul style="list-style-type: none"> Continue to facilitate small group discussions Assume leadership of the class for longer periods of time <p><input type="checkbox"/> <u>Standard 9: Professional Learning/Ethical Practice</u></p> <ul style="list-style-type: none"> Reflect on multiple lessons Develop new strategies based on reflection <p><input type="checkbox"/> <u>Standard 10: Leadership and Collaboration</u></p> <ul style="list-style-type: none"> Participate in parent/ teacher conferences (if possible)

Weeks 11 and 12

Clinical Practice Tasks	Developmental Curriculum Activities
<p><input type="checkbox"/> Create/adapt an essential literacy strategy for comprehending text (e.g., summarizing content).</p> <p><input type="checkbox"/> Create/adapt targeted supports that address language demands, including language function in a learning segment.</p> <p><input type="checkbox"/> Create/adapt/implement transition strategies.</p> <p><input type="checkbox"/> Explain how the central concepts of a lesson you have developed relate to the content area SPA standards.</p> <p><input type="checkbox"/> Incorporate principles from developmental theory and/or research to engage students in collaborative problem solving related to authentic issues.</p> <p><input type="checkbox"/> Identify formal and informal assessments that can be used during co-teaching. Analyze assessments to inform planning.</p> <p><input type="checkbox"/> Plan a one-on-one or small group intervention for a student or small group of students who vary culturally/linguistically or have special needs (InTASC Standard 2 Rubric).</p> <p><input type="checkbox"/> Video record your small group lesson (InTASC Standard 2 Rubric).</p> <p><input type="checkbox"/> Analyze the video recording to determine what changes you would make to your instruction to better support students' learning related to the central focus (for all students including those in need of support or greater challenge).</p> <p><input type="checkbox"/> Use the Video Commentary form to reflect on how you promoted a positive learning environment, engaged students in learning, and deepened students' learning during instruction.</p>	<p><input type="checkbox"/> <u>Standard 1: Learner Development</u></p> <ul style="list-style-type: none"> Continue to plan appropriate activities for a group of learners that have varied needs within a developmental level <p><input type="checkbox"/> <u>Standard 2: Learning Differences</u></p> <ul style="list-style-type: none"> Create alternative assessments for students who vary culturally/linguistically or have a special need <p><input type="checkbox"/> <u>Standard 3: Learning Environments</u></p> <ul style="list-style-type: none"> Plan and execute effective classroom transitions <p><input type="checkbox"/> <u>Standard 4: Content Knowledge</u></p> <ul style="list-style-type: none"> Represent the content in multiple ways <p><input type="checkbox"/> <u>Standard 5: Application of Content</u></p> <ul style="list-style-type: none"> Engage students in thinking about the content at the analysis and synthesis levels of Bloom's taxonomy <p><input type="checkbox"/> <u>Standard 6: Assessment</u></p> <ul style="list-style-type: none"> Develop a pre-assessment for a lesson or a short unit <p><input type="checkbox"/> <u>Standard 7: Planning for Instruction</u></p> <ul style="list-style-type: none"> Design new strategies based on formative assessment <p><input type="checkbox"/> <u>Standard 8: Instructional Strategies</u></p> <ul style="list-style-type: none"> Model discipline-specific thinking strategies (e.g., mathematical thinking, scientific thinking) <p><input type="checkbox"/> <u>Standard 9: Professional Learning/Ethical Practice</u></p> <ul style="list-style-type: none"> Collect and analyze teaching video Adjust teaching strategies based on an analysis of data Provide a rationale for new strategies <p><input type="checkbox"/> <u>Standard 10: Leadership and Collaboration</u></p> <ul style="list-style-type: none"> Develop materials to support student learning at home

Weeks 13 and 14

Clinical Practice Tasks	Developmental Curriculum Activities
<p><input type="checkbox"/> Use a developmentally appropriate instructional strategy that supports students in constructing meaning, interpreting, or responding.</p> <p><input type="checkbox"/> Provide varied opportunities for students to practice using this strategy. Offer individualized feedback and support students in using that feedback.</p> <p><input type="checkbox"/> Create/adapt classroom strategies that facilitate individual and collaborative learning.</p> <p><input type="checkbox"/> Explain how the central concepts of a lesson you have developed relate to the NJPST.</p> <p><input type="checkbox"/> Continue to incorporate principles from developmental theory and/or research to engage students in collaborative problem solving related to authentic issues.</p> <p><input type="checkbox"/> Ask your P-12 clinical educator to administer My Student Survey to your students (grades 3-12 only).</p> <p><input type="checkbox"/> Plan a developmentally appropriate lesson for a large group of students (InTASC Standard 1 Rubric).</p> <p><input type="checkbox"/> Video record your large group lesson (InTASC Standard 1 Rubric).</p> <p><input type="checkbox"/> Use the Video Commentary form to reflect on how you promoted a positive learning environment, engaged students in learning, and deepened students' learning during instruction.</p> <p><input type="checkbox"/> Analyze the video recording to determine what changes you would make to your instruction to better support students' learning related to the central focus (for all students including those in need of support or greater challenge).</p>	<p><input type="checkbox"/> <u>Standard 1: Learner Development</u></p> <ul style="list-style-type: none"> • Implement instruction that is developmentally appropriate for a large group <p><input type="checkbox"/> <u>Standard 2: Learning Differences</u></p> <ul style="list-style-type: none"> • Provide individualized feedback to students who vary culturally/linguistically or have a special need <p><input type="checkbox"/> <u>Standard 3: Learning Environments</u></p> <ul style="list-style-type: none"> • Establish a learning environment for a large group that supports individual and collaborative learning <p><input type="checkbox"/> <u>Standard 4: Content Knowledge</u></p> <ul style="list-style-type: none"> • Continue to represent the content in multiple ways <p><input type="checkbox"/> <u>Standard 5: Application of Content</u></p> <ul style="list-style-type: none"> • Continue to engage students in thinking about the content at the analysis and synthesis levels of Bloom's taxonomy <p><input type="checkbox"/> <u>Standard 6: Assessment</u></p> <ul style="list-style-type: none"> • Apply rubric criteria to score student work • Develop essay questions • Provide feedback on selected response assessments <p><input type="checkbox"/> <u>Standard 7: Planning for Instruction</u></p> <ul style="list-style-type: none"> • Continue to design new strategies based on formative assessment <p><input type="checkbox"/> <u>Standard 8: Instructional Strategies</u></p> <ul style="list-style-type: none"> • Work with a small group of peers to effectively instruct a group of students <p><input type="checkbox"/> <u>Standard 9: Professional Learning/Ethical Practice</u></p> <ul style="list-style-type: none"> • Adjust teaching strategies based on an analysis of data • Provide a rationale for new strategies • Collect and analyze teaching video <p><input type="checkbox"/> <u>Standard 10: Leadership and Collaboration</u></p> <ul style="list-style-type: none"> • Develop a communication to parents and administrators about student performance

Weeks 15 and 16 (full time clinical practice)

Clinical Practice Tasks	Developmental Curriculum Alignment
<p><input type="checkbox"/> Make a table/graph showing what your students know, what they can do, and what they are learning to do.</p> <p><input type="checkbox"/> Determine how your knowledge of your students' assets will inform your lesson planning.</p> <p><input type="checkbox"/> Create/adapt classroom strategies that encourage positive social interaction.</p> <p><input type="checkbox"/> Identify and explain the important understandings and core concepts you want your students to learn in your upcoming edTPA learning segment.</p> <p><input type="checkbox"/> State how the instruction you propose will support student understanding.</p> <p><input type="checkbox"/> Plan assessment that provides authentic feedback. Describe how you will support students in using that feedback.</p> <p><input type="checkbox"/> Plan a series of connected lessons (edTPA learning segment) that support every student in meeting rigorous learning goals</p> <p><input type="checkbox"/> Interact with students as you support them to independently apply essential content-related strategies and skills.</p> <p><input type="checkbox"/> Determine a strategy for analyzing student learning to plan for next steps in instruction.</p> <p><input type="checkbox"/> Preview your proposed edTPA learning segment with all stakeholders.</p>	<p><u>Standard 1: Learner Development</u></p> <ul style="list-style-type: none"> • Differentiate instruction according to students' developmental levels <p><u>Standard 2: Learning Differences</u></p> <ul style="list-style-type: none"> • Plan adaptations for your unit of instruction <p><u>Standard 3: Learning Environments</u></p> <ul style="list-style-type: none"> • Foster a learning environment that supports individual and collaborative learning and encourages positive social interaction <p><u>Standard 4: Content Knowledge</u></p> <ul style="list-style-type: none"> • Use content standards to identify content-specific academic language <p><u>Standard 5: Application of Content</u></p> <ul style="list-style-type: none"> • Connect formative assessment to content <p><u>Standard 6: Assessment</u></p> <ul style="list-style-type: none"> • Develop unit instructional goals <p><u>Standard 7: Planning for Instruction</u></p> <ul style="list-style-type: none"> • Co-plan unit of instruction with your P-12 clinical educator (see Guidelines for Support in edTPA tab) <p><u>Standard 8: Instructional Strategies</u></p> <ul style="list-style-type: none"> • Use varied teaching strategies over multiple days <p><u>Standard 9: Professional Learning/Ethical Practice</u></p> <ul style="list-style-type: none"> • Adjust teaching strategies based on an analysis of data • Provide a rationale for new strategies <p><u>Standard 10: Leadership and Collaboration</u></p> <ul style="list-style-type: none"> • Attend athletic events/extracurricular activities

Weeks 17 and 18

Clinical Practice Tasks	Developmental Curriculum Alignment
<p><input type="checkbox"/> Use your understanding of learner development to inform your edTPA unit plan.</p> <p><input type="checkbox"/> Use your understanding of learner differences to plan differentiated instruction for your edTPA unit plan.</p> <p><input type="checkbox"/> Create/adapt management strategies that encourage positive active engagement in learning.</p> <p><input type="checkbox"/> Use your understanding of the core concepts you want your students to learn in your upcoming edTPA unit to determine inquiry methods.</p> <p><input type="checkbox"/> Explain how the instruction you propose will support student understanding.</p> <p><input type="checkbox"/> Create assessments for your unit that provide authentic feedback. Describe how you will support students in using that feedback.</p> <p><input type="checkbox"/> Refer to Understanding Rubric Level Progressions (in SOE Portal) to inform your planning.</p> <p><input type="checkbox"/> Use the Making Good Choices guide (in SOE Portal) to inform unit planning.</p> <p><input type="checkbox"/> Complete the Thinking Guide (in SOE Portal) for your content area to efficiently construct your edTPA.</p> <p><input type="checkbox"/> Solicit feedback on your unit plan from your P-12 and MU clinical educators as allowed (see Guidelines for Support in edTPA tab)</p>	<p><u>Standard 1: Learner Development</u></p> <ul style="list-style-type: none"> • Create developmentally appropriate lesson and unit plans <p><u>Standard 2: Learning Differences</u></p> <ul style="list-style-type: none"> • Differentiate instruction for students in a large group who vary culturally/linguistically or have a special need <p><u>Standard 3: Learning Environments</u></p> <ul style="list-style-type: none"> • Foster a learning environment that supports individual and collaborative learning and encourages positive social interaction and active engagement in learning <p><u>Standard 4: Content Knowledge</u></p> <ul style="list-style-type: none"> • Include content-specific inquiry methods into unit planning and instruction <p><u>Standard 5: Application of Content</u></p> <ul style="list-style-type: none"> • Continue to engage students in thinking about the content at the analysis and synthesis levels of Bloom's taxonomy <p><u>Standard 6: Assessment</u></p> <ul style="list-style-type: none"> • Use pre and post assessments <p><u>Standard 7: Planning for Instruction</u></p> <ul style="list-style-type: none"> • Plan multiple lessons based on formative assessment data <p><u>Standard 8: Instructional Strategies</u></p> <ul style="list-style-type: none"> • Teach a series of lessons that utilize collaboration among students <p><u>Standard 9: Professional Learning/Ethical Practice</u></p> <ul style="list-style-type: none"> • Reflect on multiple lessons <p><u>Standard 10: Leadership and Collaboration</u></p> <ul style="list-style-type: none"> • Collaborate with P-12 and MU clinical educators to improve instruction

Weeks 19 and 20

Clinical Practice Tasks	Developmental Curriculum Alignment
<p><input type="checkbox"/> Teach and video record your edTPA unit of instruction. (See Video Planning and Analysis Tool in SOE portal)</p> <p><input type="checkbox"/> Complete the CFAST midterm evaluation form in collaboration with your P-12 and MU clinical educators.</p>	<p><u>Standard 1: Learner Development</u></p> <ul style="list-style-type: none"> • Create developmentally appropriate lesson and unit plans <p><u>Standard 2: Learning Differences</u></p> <ul style="list-style-type: none"> • Differentiate instruction for students in a large group who vary culturally/linguistically or have a special need <p><u>Standard 3: Learning Environments</u></p> <ul style="list-style-type: none"> • Foster a learning environment that supports individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation <p><u>Standard 4: Content Knowledge</u></p> <ul style="list-style-type: none"> • Include content-specific inquiry methods into unit planning and instruction <p><u>Standard 5: Application of Content</u></p> <ul style="list-style-type: none"> • Continue to engage students in thinking about the content at the analysis and synthesis levels of Bloom's taxonomy <p><u>Standard 6: Assessment</u></p> <ul style="list-style-type: none"> • Use pre and post assessments • Design, collect, and analyze summative assessment data <p><u>Standard 7: Planning for Instruction</u></p> <ul style="list-style-type: none"> • Plan multiple lessons based on formative assessment data <p><u>Standard 8: Instructional Strategies</u></p> <ul style="list-style-type: none"> • Teach a series of lessons that utilize collaboration among students <p><u>Standard 9: Professional Learning/Ethical Practice</u></p> <ul style="list-style-type: none"> • Reflect on multiple lessons <p><u>Standard 10: Leadership and Collaboration</u></p> <ul style="list-style-type: none"> • Collaborate with P-12 and MU clinical educators to improve instruction

Weeks 21 and 22

Clinical Practice Tasks	Developmental Curriculum Alignment
<p><input type="checkbox"/> Complete all tasks for the edTPA.</p> <p><input type="checkbox"/> Submit your completed edTPA to Foliotek</p>	<p><u>Standard 1: Learner Development</u></p> <ul style="list-style-type: none">• Implement instruction that is flexible enough to accommodate learners across varied developmental levels within a large group <p><u>Standard 2: Learning Differences</u></p> <ul style="list-style-type: none">• Differentiate instruction for students in a large group who vary culturally/linguistically or have a special need <p><u>Standard 3: Learning Environments</u></p> <ul style="list-style-type: none">• Foster a learning environment that supports individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation <p><u>Standard 4: Content Knowledge</u></p> <ul style="list-style-type: none">• Include content-specific inquiry methods into unit planning and instruction <p><u>Standard 5: Application of Content</u></p> <ul style="list-style-type: none">• Continue to engage students in thinking about the content at the analysis and synthesis levels of Bloom's taxonomy <p><u>Standard 6: Assessment</u></p> <ul style="list-style-type: none">• Develop and implement multiple formative assessments within a lesson or unit• Use formative assessment data to explain adjustments to learning outcomes and instructional strategies and choices <p><u>Standard 7: Planning for Instruction</u></p> <ul style="list-style-type: none">• Plan multiple lessons based on formative assessment data <p><u>Standard 8: Instructional Strategies</u></p> <ul style="list-style-type: none">• Teach a series of lessons that utilize collaboration among students <p><u>Standard 9: Professional Learning/Ethical Practice</u></p> <ul style="list-style-type: none">• Complete teacher performance assessment <p><u>Standard 10: Leadership and Collaboration</u></p> <ul style="list-style-type: none">• Collaborate with P-12 and MU clinical educators to improve instruction

Weeks 23 and 24

Clinical Practice Tasks	Developmental Curriculum Alignment
<p><input type="checkbox"/> Continue to take the lead role in planning, instruction, and assessment.</p>	<p><u>Standard 1: Learner Development</u></p> <ul style="list-style-type: none"> • Implement instruction that is flexible enough to accommodate learners across varied developmental levels within a large group <p><u>Standard 2: Learning Differences</u></p> <ul style="list-style-type: none"> • Teach a large group lesson that includes a discussion <p><u>Standard 3: Learning Environments</u></p> <ul style="list-style-type: none"> • Foster a learning environment that supports individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation <p><u>Standard 4: Content Knowledge</u></p> <ul style="list-style-type: none"> • Include content-specific inquiry methods into unit planning and instruction <p><u>Standard 5: Application of Content</u></p> <ul style="list-style-type: none"> • Support students in making appropriate research choices <p><u>Standard 6: Assessment</u></p> <ul style="list-style-type: none"> • Co-assess authentic or performance work with the mentor teacher • Provide feedback that encourages students to think for themselves <p><u>Standard 7: Planning for Instruction</u></p> <ul style="list-style-type: none"> • Design new strategies based on formative assessment data <p><u>Standard 8: Instructional Strategies</u></p> <ul style="list-style-type: none"> • Teach independently for an extended period of time <p><u>Standard 9: Professional Learning/Ethical Practice</u></p> <ul style="list-style-type: none"> • Develop a teaching philosophy <p><u>Standard 10: Leadership and Collaboration</u></p> <ul style="list-style-type: none"> • Collaborate with P-12 and MU clinical educators to improve instruction

Weeks 25 and 26

Clinical Practice Tasks	Developmental Curriculum Alignment
<p><input type="checkbox"/> Continue to take the lead role in planning, instruction, and assessment.</p>	<p><u>Standard 1: Learner Development</u></p> <ul style="list-style-type: none"> Implement instruction that is flexible enough to accommodate learners across varied developmental levels within a large group <p><u>Standard 2: Learning Differences</u></p> <ul style="list-style-type: none"> Teach a large group lesson that includes a discussion <p><u>Standard 3: Learning Environments</u></p> <ul style="list-style-type: none"> Foster a learning environment that supports individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation <p><u>Standard 4: Content Knowledge</u></p> <ul style="list-style-type: none"> Include content-specific inquiry methods into unit planning and instruction <p><u>Standard 5: Application of Content</u></p> <ul style="list-style-type: none"> Design learning opportunities that encourage students to integrate information from multiple content sources <p><u>Standard 6: Assessment</u></p> <ul style="list-style-type: none"> Develop a rubric to assess a large assignment or major project <p><u>Standard 7: Planning for Instruction</u></p> <ul style="list-style-type: none"> Design a unit with multiple instructional strategies (e.g., discussion, inquiry, project-based learning) <p><u>Standard 8: Instructional Strategies</u></p> <ul style="list-style-type: none"> Use a variety of instructional strategies and groupings <p><u>Standard 9: Professional Learning/Ethical Practice</u></p> <ul style="list-style-type: none"> Develop resumes and portfolios in preparation for professional life <p><u>Standard 10: Leadership and Collaboration</u></p> <ul style="list-style-type: none"> Plan and conduct a meeting with a parent or guardian

Weeks 27 and 28

Clinical Practice Tasks	Developmental Curriculum Alignment
<p><input type="checkbox"/> Discuss your understanding of learner development as a result of clinical practice with your P-12 and MU clinical educators.</p> <p><input type="checkbox"/> Review the differentiated instructional practices you have been using to support diverse learners with your P-12 clinical educator.</p> <p><input type="checkbox"/> Reflect on how the classroom environment you have created supports student engagement and learning.</p> <p><input type="checkbox"/> Review your understanding of the central concepts, tools of inquiry, and structures of the discipline(s) you teach with your P-12 and MU clinical educators.</p> <p><input type="checkbox"/> Return all texts and other instructional materials.</p> <p><input type="checkbox"/> Record all grades and complete all record keeping. Review all records with your P-12 clinical educator.</p> <p><input type="checkbox"/> Discuss your ability to plan lessons that support every student in meeting rigorous learning goals with your P-12 and MU clinical educators.</p> <p><input type="checkbox"/> Discuss the effectiveness of various instructional strategies for deepening understanding and developing skills with your P-12 and MU clinical educators.</p> <p><input type="checkbox"/> Complete the CFAST final evaluation form in collaboration with your P-12 and MU clinical educators.</p> <p><input type="checkbox"/> Attend the Certification Meeting.</p>	<p><u>Standard 1: Learner Development</u></p> <ul style="list-style-type: none"> Implement instruction that is flexible enough to accommodate learners across varied developmental levels within a large group <p><u>Standard 2: Learning Differences</u></p> <ul style="list-style-type: none"> Explain various special needs of students in a classroom setting <p><u>Standard 3: Learning Environments</u></p> <ul style="list-style-type: none"> Reflect and compare how various environments affect learning, social interaction, and self-motivation <p><u>Standard 4: Content Knowledge</u></p> <ul style="list-style-type: none"> Demonstrate a process for rapidly accessing content information when designing a unit <p><u>Standard 5: Application of Content</u></p> <ul style="list-style-type: none"> Design learning opportunities that encourage students to integrate information from multiple content sources <p><u>Standard 6: Assessment</u></p> <ul style="list-style-type: none"> Develop a classroom grading policy <p><u>Standard 7: Planning for Instruction</u></p> <ul style="list-style-type: none"> Choose, appraise, and modify tools, texts, and materials to optimize learning goals <p><u>Standard 8: Instructional Strategies</u></p> <ul style="list-style-type: none"> Enact a series of lessons on a topic central to the discipline <p><u>Standard 9: Professional Learning/Ethical Practice</u></p> <ul style="list-style-type: none"> Develop resumes and portfolios in preparation for professional life <p><u>Standard 10: Leadership and Collaboration</u></p> <ul style="list-style-type: none"> Attend community events

TEACHER CANDIDATE

Clinical practice is a full year experience that connects the research and theory-based instruction of the university educator preparation program to the world of pedagogical decision-making and classroom implementation. This comprehensive internship requires additional time outside of the placement classroom to prepare lessons, locate materials, assess student work, etc.

It is important for all teacher candidates to be aware that your P-12 clinical educator is responsible for the welfare of the class and will continue to work with the learners after your clinical practice experience has ended. As a guest of the district, you must adjust to the philosophy and practices of the school and the P-12 clinical educator.

A suggested timeline of activities based on readiness, ability, and experience level is provided for you in the Timeline tab. The timeline outlines a progression in which the teacher candidate gradually assumes responsibility in the classroom. The timeline is meant to show the sequence of progress only. The exact schedule must be flexible and agreed upon by the P-12 clinical educator, the assigned MU clinical educator, and the candidate.

Guidelines for clinical practice:

- Read all sections of the clinical practice handbook.
- Conduct yourself as a professional, conforming to the rules and customs of the school/program/district including appropriate professional attire and good personal hygiene.
- Participate in all activities assigned to the P-12 clinical educator when present (e.g., staff meetings, professional development opportunities, parent conferences, preparing instructional materials, duties).
- Maintain confidentiality.
- Introduce yourself to the instructional staff members and school personnel in your building, the principal/administrator, administrative assistant, custodians, cooks, etc.
- Learn the names of students as quickly as possible.
- Familiarize yourself with the curriculum implemented in the classroom.
- Take the initiative to discuss questions or concerns with your P-12 and MU clinical educators. Set aside a specific time to go over questions and concerns.
- Continuously evaluate your work and strive for improvement.
- Show readiness to assume increasing responsibility as the internship progresses.

- Meet all responsibilities promptly and effectively. If at any time you are unable to be present in your placement setting according to the schedule you have prearranged with your P-12 clinical educator, please notify your P-12 clinical educator, MU clinical educator, and the school in advance.
 - Adhere to national, state and local laws as well as the policies and procedures of the host school/district/program.
 - Comply with your responsibilities regarding reporting child abuse and neglect. Training: Reporting Child Abuse and Neglect, What School Personnel Need to do:
<https://www.state.nj.us/education/students/safety/socservices/abuse/training/>
 - Review the New Jersey Professional Standards for Teachers (www.state.nj.us/education/profdev/profstand/); NJSLS (<https://www.nj.gov/education/cccs/>) and relevant SPA standards (see tab).
 - Attend seminars and focus group meetings as required (you will receive a focus group schedule by email during the second semester of clinical practice).
 - Adhere to all deadlines listed in this handbook and those set by your P-12 clinical educator and MU clinical educator.
 - Effectively fulfill all course requirements.
- * *Candidates with split placements should discuss their teaching responsibilities with all associated P-12 clinical educators and their assigned MU clinical educator.*

P-12 CLINICAL EDUCATOR

The faculty, administrators, and staff of the School of Education at Monmouth University thank you for committing to one of the most important and meaningful roles in the preparation of future teachers. Classroom-based mentoring is a critical component of teacher preparation; prospective teachers need to build their professional knowledge through practice.

As a P-12 clinical educator, you will serve as both a model and guide for your yearlong teacher candidate during this experiential induction into the teaching profession. You should create ongoing opportunities for your teacher candidate to develop the High-Leverage Teaching competencies (see tab) that are necessary to successfully promote positive student outcomes and achievement in the classroom, provide support, and offer constructive feedback. To help your candidate master these important instructional capabilities, a suggested sequence of clinical experiences is articulated in the Developmental Curriculum Checklist (see Resources tab). The goal is for each candidate to successfully engage in the clinical experiences outlined at each level in order to advance across the curriculum from initial toward continuous professional practice.

As part of our commitment to clinically-based teacher preparation, Monmouth University has adopted the co-teaching model (see tab) of professional internship. In the co-teaching approach, the P-12 clinical educator remains in the classroom with the professional intern and continues to play a vital role in facilitating student learning while mentoring the teacher candidate.

A suggested Timeline of activities (see tab) based on teacher candidate readiness, ability, and experience level is provided. The activities are aligned with the Developmental Curriculum and InTASC/NJPST standards. This suggested schedule represents a progression in which the teacher candidate gradually assumes responsibility in the classroom. The schedule is meant to show the sequence of progress only. Some candidates and situations allow a faster progression initially, while others begin at a slower rate and accelerate as their level of confidence grows. The exact schedule needs to be flexible and agreed upon by the P-12 clinical educator, the assigned MU clinical educator, and the candidate.

Each teacher candidate is required to complete an edTPA Teacher Performance Assessment portfolio (see edTPA tab). This is a subject-specific assessment that focuses on three tasks: planning, instruction, and assessment. Please support your teacher candidate as he/she develops and implements the edTPA portfolio (see edTPA tab: Teachers Who Support Teacher Candidates and edTPA Guidelines for Acceptable Candidate Support).

Thank you, again, for offering to share your expertise with a Monmouth University teacher candidate. This guided immersion in the classroom has proven to be one of the most valuable learning experiences for candidates in our teacher preparation program. In recognition of your essential contribution to teacher preparation, you will receive a certificate for professional development hours and a monetary stipend from the Monmouth University Office of Certification, Field Placements, and School Partnerships at the end of the clinical experience. If you choose to attend our mentor teacher academy, you may receive an additional monetary stipend.

To view orientation and course information, please refer to the Monmouth University eCampus site: https://ecampus.monmouth.edu/login_guest.php
Log in.

User Name: P-12 clinical educator

Password: teaching18

Select course: Clinical Practice (this is a view only site)

P-12 Clinical Educator's Roles and Responsibilities

The P-12 clinical educator is required to be an appropriately certified professional educator with a minimum of three years teaching experience. The P-12 clinical educator serves as both a model and guide for the yearlong teacher candidate and is expected to have the professional skills and dispositions to create and maintain an appropriate learning environment. The P-12 clinical educator and MU clinical educator share responsibility for helping the teacher candidate develop and practice the knowledge, skills, and dispositions necessary to become a successful professional who has a positive impact on student learning. In accordance with N.J.A.C. 6A:9A-4.4, P-12 clinical educators shall provide continuous guidance and direction to assist candidates in professional development (see Appendix B). Clinical Educator Guidelines:

- Become familiar with the teacher candidate's background: knowledge of previous experiences, perceived strengths and weaknesses, and family information.
- Prepare your class/classes for the teacher candidate. Be clear and consistent about the teacher candidate's duties and authority within the classroom.
- Orient the teacher candidate to the school/program by sharing schedules, emergency plans, the location of instructional facilities and supplies, the general rules of the school/program (such as dress code) and the school/program culture.
- Introduce the teacher candidate to staff members, administration, and other support personnel.

- Have a set of textbooks available for the teacher candidate. Provide helpful materials such as schedules, class roles, school handbooks, curriculum guides, pertinent district/school policies, etc.
- Find a location where the teacher candidate can work and keep personal and professional materials in the classroom.
- Develop a cooperative partnership with the teacher candidate.
- Find ways for the teacher candidate to become actively involved in the classroom and with the students as soon as possible.
- Refer to the teacher candidate as another teacher when giving directions. (As you work in small groups, Ms. Smith and I will walk around and provide feedback. Feel free to ask either one of us a question during your project work time.)
- Work with your teacher candidate and assigned MU clinical educator to outline a schedule using the suggested Timelines (see Timelines section) as a guide. Discuss how you and your teacher candidate will co-teach during the clinical experience.
- Specify what units of work are to be covered during the time you and the teacher candidate are co-teaching your class/classes. Reach a clear understanding of who will take the lead instructional role for each learning segment and what you would like your students to accomplish during the teacher candidate's internship.
- Orient the teacher candidate to the New Jersey Student Learning Standards and the New Jersey Professional Standards for Teaching (see Resources tab). Discuss how the standards are applied in the program or curriculum for your subject/grade and the resources that are available.
- Explain the modifications and adaptations you make for students with special needs.
- Explain record keeping procedures: attendance reports, report cards, grade books, cumulative folders.
- Provide information on school policies and practices (criteria for grading and testing, discipline, etc.).
- Establish an understanding regarding the form and due dates for lesson plans and unit plans. (While your district may require only condensed lesson plans for each subject/class, the university requires that the teacher candidate keep detailed unit and lesson plans.)
- Assist in the selection of materials, use of instructional teaching techniques, and the development of a classroom environment that promotes student engagement and time on task.
- After the candidate teaches a lesson, discuss the strengths of the lesson, presentation, and areas needing improvement. Be straightforward,

detailed, and clear in the evaluation. Encourage reflection by the teacher candidate.

- Gradually allow the teacher candidate to assume greater responsibility for the activities of the classroom and to assume some or all of your duties including homeroom, hall duty, cafeteria, clubs, and playground to the degree permitted by your school administrator.
- Communicate frequently so the teacher candidate is aware of strengths and weaknesses. Set aside a specific time to sit down and conference.
- Support the teacher candidate as he/she develops and completes an edTPA portfolio. This portfolio documents the candidate's classroom work and includes lesson plans, unedited video clips of group instruction, student work samples, assessment of student learning, and reflective commentary on instruction (see edTPA tab: Teachers Who Support Teacher Candidates and edTPA Guidelines for Acceptable Candidate Support). The completed edTPA portfolio must be uploaded to Foliotek (refer to calendar in Resources).
- Explain how you assess the students in your classroom and how you determine the effect of your teaching on student learning.
- Review current Student Growth Objectives with the teacher candidate and explain development and implementation. Include the candidate in the planning process if possible.
- Make pupil data available to the teacher candidate as appropriate and according to district/school policy. Explain how this data is analyzed to determine student growth.
- Discuss the progress of the classroom students with the teacher candidate often during the clinical experience.
- Encourage and assist the teacher candidate in observing other classes and attending faculty meetings, PTA meetings, and other appropriate professional meetings or school events.
- Explain how you inform and involve families to promote effective home/school partnerships.
- Discuss the importance of professional development and explain your professional development activities.
- Collaborate with the assigned MU clinical educator and share your evaluation of the teacher candidate. Be candid in your assessment of strengths and weaknesses and report problems promptly. Please do not withhold criticisms or problems until the end.
- Complete online CPAST training (required for evaluating your teacher candidate) using the following link:
https://osu.az1.qualtrics.com/jfe/form/SV_bCKDQCqeo1si3uR

- Collaborate with both the MU clinical educator and teacher candidate to complete the scheduled midterm CFAST (Appendix E) and final CFAST (Appendix F) evaluations.
- Inform the MU clinical educator and building principal immediately if the teacher candidate encounters serious difficulties. Please also feel free to contact the Monmouth University Director of Field Placements (pheaney@monmouth.edu).

Teacher candidates with split placements should discuss their teaching responsibilities with all P-12 clinical educators and the assigned MU clinical educator.

Professional Development Hours

P-12 clinical educators are eligible to receive professional development hours for mentoring a teacher candidate. A mentor or clinical educator may accrue one hour of professional development credit for each week of supervision. This activity may be included in the clinical educator's Professional Improvement Plan (PIP) as approved by a district administrator. Monmouth University will issue a certificate to the P-12 clinical educator at the end of each semester of clinical internship for professional development documentation.

Honorarium for P-12 Clinical Educators

An honorarium will be paid to the P-12 Clinical Educator upon fulfillment of all duties at the end of the fulltime clinical internship. The honorarium will be shared if more than one teacher serves in this capacity. Professional Development certificates will be mailed at the end of each semester to your placement school address.

P-12 clinical educators are required to complete the **Payment for Contracted and Professional Services** form (Appendix J). Please return it to the Office of Certification, Field Placements, and School Partnerships by **November 1 for fulltime P-12 clinical educators for Fall semester** or **March 14 for fulltime P-12 clinical educators for Spring semester** in order to receive the honorarium as well as the certificate for professional development documentation. Honorariums will be mailed separately at the end of the clinical practice semester to your home address.

Please mail to:

Monmouth University
School of Education ~ Office of Certification, Field Placements, and School
Partnerships
400 Cedar Ave.
West Long Branch, NJ 07764-1898

Or fax to: 732-263-5277

MU CLINICAL EDUCATOR

The clinical educator is responsible for the on-site mentoring/supervision of teacher candidates assigned to the public and private schools or agencies of New Jersey. Their primary responsibility is to guide the student and ensure that this rigorous, full-time experience is based on educational research and linked to local, state, and national standards.

As an official representative of Monmouth University, the clinical educator acts as a liaison between the university and the participants in the host school - the teacher candidate, the P-12 clinical educator, and the school administration - and serves as a resource person for these individuals. The clinical educator looks for observable growth in the teacher candidate's instructional competence, confidence, disposition, comprehension of the teaching-learning process, and effect on P-12 student learning.

The School of Education wants our teacher candidates to view their relationship with the clinical educator as one in which they can discuss problems openly and frankly. Mutual analysis and collaboration should result in procedures for solving problems.

The clinical educator visits the teacher candidate throughout the semester. Although most clinical educators inform the teacher candidate of an impending visit in advance, notification is not required. Each clinical educator completes a minimum of six visits (see Appendix B). As an instructional leader, you will offer professional guidance, feedback and support for excellent teaching.

Responsibilities of the Clinical Educator

1. Use the Candidate Preservice Assessment of Student Teaching (CPAST) Supervisor Checklist (Appendix A1).
2. Complete online CPAST training using the following link:
https://osu.az1.qualtrics.com/jfe/form/SV_bCKDQCqeo1si3uR
3. Have each candidate complete a Schedule for Clinical Educator form for your convenience (Appendix A).
4. Visit a minimum of six (6) times, five (5) times to observe the teacher candidate in accordance with N.J.A.C. 6A:9A-4.4 (b). Complete five Clinical Educator Observation Reports (one for each formal observation based on the scoring guide found in the syllabus). Observations to include at least one technology lesson.

5. It may be necessary to visit a teacher candidate more frequently if they are having difficulty in their placement. **It is required that teacher candidates be observed throughout the entire semester** (see Appendix B).
6. Arrange visits to the school so that the same subjects/classes are not observed each time.
7. Notify the principal's office of your presence in the school on each visit; try to confer with the principal at least once. Give the principal a copy of the Clinical Practice Handbook. In accordance with N.J.A.C. 6A:9A:4.4, it is required that teacher candidates be under the direct and continuous personal supervision of an appropriately certified cooperating teacher (see Appendix B).
8. Review the teacher candidate's notebook at each formal observation. Check lesson plans, instructional materials, assessments, attendance sheet, etc. and provide guidance and comments as appropriate.
9. Confer with the teacher candidate and the P-12 clinical educator during visits.
10. Plan a conference with the teacher candidate and P-12 clinical educator.
11. Complete a Clinical Educator Observation Report that is shared with the teacher candidate after each observation. Give guidance to the prospective educator so she/he can reflect and self-evaluate. Submit the original report to the Office of Certification, Field Placements, and School Partnerships after each observation. The report must be emailed to teaching@monmouth.edu. Suggestions should be offered and areas needing improvement noted. Please contact the Director of Field Placements if there are any concerns or problems.
12. Support candidates who are required to complete an edTPA portfolio. As an instructional leader, you will continue to offer instructional leadership and support for excellent teaching (see edTPA tab/section: Guidelines for Acceptable Candidate Support (Revised April 2014)).
13. If a clinical educator supervisor becomes aware of any serious problem that may require altering or changing a teacher candidate's placement, the Director of Field Placements should be informed immediately. The clinical educator should initiate an on-site conference with the candidate and P12 clinical educator. The problem(s) should be defined and an immediate plan drafted to

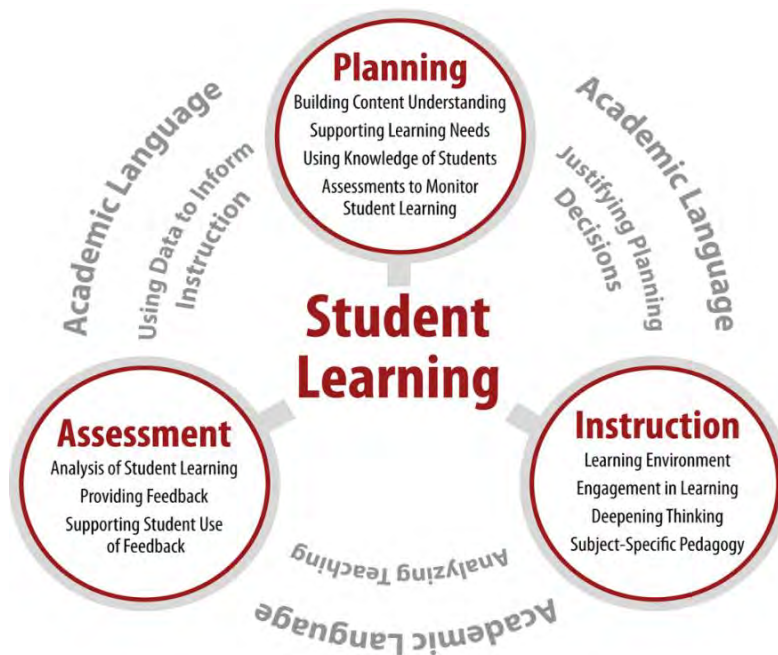
resolve the issue(s). The plan should describe expected teacher candidate activities and establish performance evaluation criteria for the remainder of the clinical practice experience.

14. Schedule an appointment to complete the midterm CPAST (Appendix E) in collaboration with the P-12 clinical educator and teacher candidate. The written identification of strengths and needs should help the candidate direct his/her efforts during the remainder of the clinical practice semester. Please document (in writing) any weaknesses and issues that have been identified and immediately contact the Director of Field Placements. Submit the midterm CPAST to the Office of Certification, Field Placements, and School Partnerships through Foliotek.
15. Schedule a consultation with the P-12 clinical educator and teacher candidate to complete a final CPAST (Appendix F). Submit the final CPAST to the Office of Certification, Field Placements, and School Partnerships through Foliotek.
16. In addition to the CPAST final, complete applicable Specialty Professional Association (SPA) final. Select the appropriate SPA Addendum under Appendices that matches the teacher candidates licensing areas.

edTPA PORTFOLIO

The edTPA is a performance-based assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure, and support the skills and knowledge that all teachers need in the classroom. The edTPA assessment builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning. It is a subject-specific assessments that includes versions for 27 teaching fields. The assessment features a common architecture focused on three tasks: planning, instruction, and assessment.

Teacher candidates must prepare a portfolio of materials during their clinical experience that demonstrates their readiness to teach through lesson plans designed to support their students' strengths and needs and provides evidence that they can engage real students in ambitious learning, analyze whether their students are learning, and adjust instruction to be more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of this portfolio.



edTPA Additional Resources:

Pearson Assessment: <http://www.pearsonassessments.com/teacherlicensure/edtpa.html>

Stanford Center for Assessment, Learning and Equity (SCALE):
<https://scale.stanford.edu/teaching/edtpa>

TEACHER CANDIDATES:

All teacher candidates (student teachers) will complete an edTPA portfolio during their final Clinical Practice semester. Candidates must use the state-approved edTPA handbook to complete the portfolio and submit it through Foliotek. Candidates will

document their classroom work that includes lesson plans, student assignments, assessments, unedited video clips of teaching, and commentaries on student learning and how instruction was adjusted to meet student needs.

During the 2018-2019 school year, teacher candidates must receive a completed score by Pearson to be recommended for NJ licensure and to successfully complete clinical practice and graduate. Teacher candidates whose edTPA submission does not satisfy the score requirement will have the opportunity to attempt additional edTPA submissions. The School of Education has set up an Advisory Committee and process to support these candidates. See Appendix O for SOE edTPA Policies & Procedures for Retakes.

edTPA FOCUS GROUPS: You have MU School of Education permission to leave your placement school to attend the focus groups. Please notify your P-12 clinical educator well in advance of these mandatory focus groups. Allow yourself ample time to arrive safely and on-time.

- The edTPA focus group meetings are mandatory and will be held from 9 a.m. to 4 p.m. **Bring your fully charged laptop to each session.**

Refer to the calendar in Resources.

FOLIOTEK and edTPA PORTFOLIO

Foliotek is an integrated edTPA Platform and has a pre-built edTPA portfolio structure for each edTPA endorsement area (i.e., Elementary, Visual Arts, Secondary History/Social Studies, etc.).

The edTPA portfolio that you will be required to complete in the final semester of clinical practice has been administratively added to your Foliotek account.

Sign-in to your Foliotek account, select: Change/Add Portfolio and select your assigned edTPA portfolio to begin. There is a tutorial on the Foliotek site that will answer any questions you might have titled: Presentation Portfolio Builder

Completed edTPA portfolios MUST BE UPLOADED to Foliotek by midnight (refer to calendar for deadline)

DO NOT register or transfer your completed edTPA Portfolio with Pearson until you are directed to do so by the office of Certification, Field Placements and School Partnerships.

P12 CLINICAL EDUCATORS:

COLLABORATING TO PROMOTE EFFECTIVE INSTRUCTION

Teachers Who Support Teacher Candidates

edTPA® thanks cooperating teachers for the essential role they play to support and mentor teacher candidates. These teachers are helping to ensure that all beginning teachers are prepared to teach effectively. In many states this work includes edTPA®, an assessment and support system that requires candidates to demonstrate what they can and will do in the classroom to help all students learn.

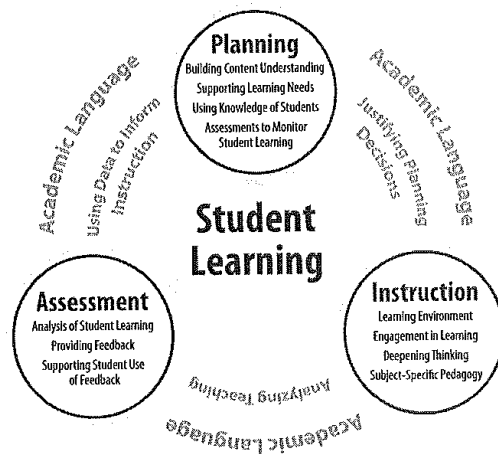
edTPA® is intended to be used at the end of an educator preparation program for program completion or teacher licensure and to support state or national program accreditation.

P-12 teachers who supervise or support teacher candidates in their clinical experiences will see how the edTPA® process encourages feedback and self-reflection that nurtures professional growth and preparation for classroom instruction. edTPA® also supports the school in which candidates teach. Teacher candidates will develop lesson plans to engage students in learning consistent with the host school's standards and curricula.

Evidence of Effective Practice

Teacher candidates preparing for edTPA® will document their classroom work by submitting a portfolio that includes lesson plans, student assignments, assessments, unedited video clips of the candidate teaching, and commentaries on student learning and how the candidate adjusted instruction to meet student needs.

The edTPA® Teaching Cycle is Focused on Student Learning



“I love the fact that they video record and analyze what they are doing. The commentaries require them to think about their work. They are forced to teach in every sense of the word.”

– Cooperating Teacher LaSaundra Colson Wade
Science Department Chair
A. E. Beach High School, Savannah, GA

edTPA®

SCALE
Stanford Center for Assessment, Learning, & Equity

What You Can Expect

As a supervising teacher, your role will be the same as always—offering support for excellent teaching. Teacher candidates going through edTPA®, however, may need your input about the context and background of the students in your classroom early in the process so that they can learn to plan instruction based on specific student strengths and needs. Also, you may find that candidates want to spend more time reflecting on their instruction and lessons in preparation for the written commentaries they must submit.

Video recording may be a new requirement for teacher candidates. Candidates are expected to follow the cooperating school's policies and protocols for obtaining the necessary parental/guardian permission or to place those students without permission off-camera. Teacher candidates are instructed to submit video clips that do not include the candidate's name, the names of the cooperating teacher, school, district or the last names of students. During the edTPA® registration and submission process, candidates acknowledge and agree that the video can only be used according to the parameters of the release forms obtained for children and/or adults who appear in the video, and that public posting or sharing of videos is prohibited unless expressed permission has been received from those individuals appearing in the video.

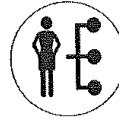
Candidate Supports within the edTPA® Process

Acceptable Supports

Cooperating teachers working with candidates going through edTPA® are encouraged to support candidates as they always would, though edTPA® offers unique opportunities for support:



Discuss edTPA® tasks and scoring rubrics



Use rubric constructs or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process



Discuss samples of previously completed edTPA® portfolio materials (with permissions granted)



Ask probing questions about candidates' draft edTPA® responses or video recordings, without directly editing the writing or providing specific answers to edTPA® prompts



Discuss support documents (such as Making Good Choices) about lessons or examples to use within the assessment



Arrange technical assistance for the video portion of the assessment

Unacceptable Supports

Because edTPA® is a summative assessment typically tied to licensure or program completion, certain forms of support are not allowed, such as:



Don't edit a candidate's official materials prior to submission



Don't instruct candidates on which video clips to select for submission



Don't offer critiques of candidate responses that provide specific, alternative responses, prior to submission for official scoring



Don't upload candidate edTPA® responses (written responses or videotape entries) on public access social media websites

SUPPORT GUIDELINES FOR MU CLINICAL EDUCATORS AND P12 CLINICAL EDUCATORS:



edTPA Guidelines for Acceptable Candidate Support Revised April 2014

edTPA is a summative, subject-specific portfolio-based assessment of teaching performance, completed during a preparation program within a clinical field experience. edTPA is designed to assess a teaching candidates' readiness to teach.

Given the placement of edTPA within an educational program, professional conversations about teaching and learning associated with the outcomes assessed in edTPA are expected and encouraged. Consistent with research on student learning,¹ programs are encouraged to help candidates examine expectations for performance evaluated by edTPA in meaningful ways and discuss how they will demonstrate their performance in relation to those expectations. One highly effective way to clarify what edTPA requires AND prepare candidates to teach well is to closely examine the rubrics. Faculty, supervisors and cooperating teachers should take time to examine the language, structure and progression of the edTPA rubrics during formative experiences throughout the program.

Candidates receive a variety of support during their coursework and fieldwork to help prepare for and respond to the tasks of edTPA. For example, within their coursework and key program assignments and activities, candidates receive feedback from instructors and fellow candidates. A methodology class could include assignments related to curriculum and lesson design, and an educational psychology class could include assignments related to analyzing student assessment data: both activities could help support the candidate's thinking about how to design lessons and understand assessment in relationship to the expectations identified in edTPA. Instructors typically also provide feedback to candidates relative to the teaching standards of their field and any state standards for teaching performance addressed within the coursework and assignments.

During field experiences, candidates are trying out what they have learned, and they receive feedback on their performance from supervisors, cooperating teachers, and other support providers. These activities and formative experiences provide opportunities for candidates to "practice the activities of edTPA" and to synthesize their learning from the program. Preparation for edTPA offers many collegial opportunities for candidates to share and discuss their experiences as well as to share and discuss responses to practice activities.

Although many program activities and experiences provide acceptable forms of support for candidates within the edTPA process, other activities are not acceptable within a summative assessment process that is intended to determine whether each candidate individually demonstrates mastery of state/program standards and should be recommended for an initial license.

This document clarifies what are acceptable forms of support for candidates during the edTPA process and what are unacceptable forms of support. It replaces earlier versions posted at <http://edtpa.aacte.org/> and <https://www.edtpa.com/>.

¹ Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*. Retrieved from <https://www.measuredprogress.org/documents/10157/15653/InsideBlackBox.pdf>



Acceptable Forms of Support for Candidates within the edTPA Process

The following are examples of acceptable types of support for candidates within the edTPA process:

- Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment
- Explaining edTPA tasks and scoring rubrics and guiding discussions about them
- Providing and discussing support documents such as *Making Good Choices* about what lessons or examples to use within the assessment responses
- Discussing samples of previously completed edTPA portfolio materials (where appropriate permissions have been granted)
- Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Explaining scoring rubrics, and using these rubrics in formative exercises or assignments²
- Using rubric constructs or rubric language to evaluate and debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process
- Offering candidate seminars focusing on the skills and abilities identified in edTPA, such as an Academic Language seminar
- Asking probing questions about candidates' draft edTPA responses or videorecordings, without providing direct edits of the candidate's writing or providing candidates with specific answers to edTPA prompts
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses
- Arranging technical assistance for the video portion of the assessment

Unacceptable Forms of Candidate Support during the Assessment

The following provides examples of unacceptable types of support for candidates within the edTPA process:

- Editing a candidate's official materials prior to submission
- Offering critique of candidate responses that provides specific, alternative responses, prior to submission for official scoring
- Telling candidates which video clips to select for submission
- Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites.

² Note: If candidates, peers, or instructors use rubrics in formative exercises or assignments, they must be aware that such local scoring cannot be assumed to be comparable to the scoring conducted by trained evaluators who have met calibrated scoring standards.

GUIDANCE FOR P-12 ADMINISTRATORS AND LEADERS:

edTPA®

edTPA® GUIDANCE FOR P-12 ADMINISTRATORS AND LEADERS



Developed for educators by educators, edTPA® is the first nationally available, performance-based assessment for beginning teachers. This brochure provides P-12 administrators and leaders with guidance for using edTPA® evidence to support new teachers during induction, implement teacher evaluation and discuss best teaching practices. edTPA® lays the foundation for this work by requiring candidates to demonstrate the knowledge and skills necessary to help all students learn in real classrooms.

As a school district leader or P-12 building level administrator, you will see how edTPA® supports a rigorous and meaningful experience for aspiring teachers and students. More importantly, edTPA® promotes positive learning outcomes for your students.

Supporting edTPA® Teacher Candidates in your School

- ✓ As an instructional leader, you will continue to offer instructional leadership and support for excellent teaching.
- ✓ Cooperating teachers will assist teacher candidates with documenting school context, demographics and academic strength and needs of their students.
- ✓ Candidates will tailor their teaching to your school context and reflect on their planning, instruction and assessment practices in preparation for the written commentaries they must submit.

Acceptable Forms of Support

Candidates can and should be supported during their edTPA® clinical experiences as usual. Supports include:



**Modeling
best teaching
practices**



**Discussing
students' learning
strengths/needs**



**Observing
and providing
feedback**

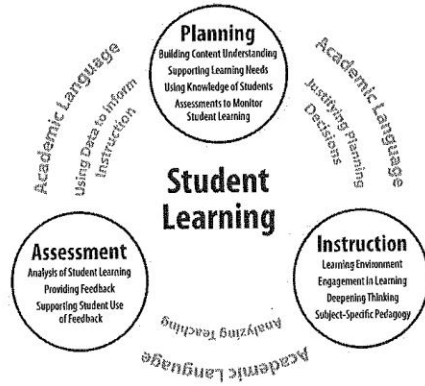
The document [Teachers Who Support Teacher Candidates](#) clarifies acceptable and unacceptable forms of support for candidates during the summative edTPA® process.

edTPA® has been developed as a support and assessment system for licensure and national and state accreditation by the Stanford Center for Assessment, Learning and Equity (SCALE) in partnership with the American Association of Colleges for Teacher Education (AACTE).
Download Using edTPA®

SCALE

A Focus on Student Learning

Teacher candidates will develop lesson plans and engage students in learning consistent with your school's mission, standards and curricula. edTPA's® common architecture consists of three interconnected tasks embedded in clinical practice and highlighted in the chart below.



- edTPA's® 15 rubrics (five for each task) evaluate high-leverage teaching behaviors.
- edTPA® rubrics have points of alignment with InTASC, Marzano and Danielson Frameworks, CCSS, NGSS and CAEP/SPA standards.
- Administrators can contact their preparation program partners for access to subject-specific edTPA® handbooks.

Formative Use of edTPA® Results for Professional Development

edTPA® is intended to be used as a summative assessment given at the end of an educator preparation program for program completion or teacher licensure and to support state and national program accreditation. However, edTPA® score results can be used formatively to assist administrators and in-service teachers with the reflective goal-setting process required for professional development.

Candidates, and those who support them, are encouraged to use edTPA's® subject-specific rubrics and their five level progressions as a guide to professional development planning. The five-level scale used for edTPA® rubrics represents a continuum of practice from not quite ready to teach to advanced beginning teacher. Each rubric progression shows an expanding repertoire of skills and strategies for teaching and a deepening rationale.

Candidates are encouraged to complete the edTPA® Professional Development Plan® with guidance from cooperating teachers and program clinical supervisors, and to use varied sources of evidence to reflect on and analyze their teaching effectiveness. The optional follow-up plan can be used throughout the early years of teaching in conjunction with district/state induction requirements or observation/evaluation systems, and perhaps, as initial preparation for pursuit of National Board Certification.

Confidentiality and Security

For candidates who submit edTPA® portfolios for official scoring, policies and procedures have been developed for the handling of materials and data for each phase of the submission and scoring process. To review the guidance information provided to candidates, please view the document [Confidentiality and Security of edTPA® Candidate Materials and Assessment Data](#).

For More Information

To learn more about edTPA® and become a member of the edTPA® community, visit www.edTPA.AACTE.org. The edTPA® trademarks are owned by The Board of Trustees of the Leland Stanford Junior University. Use of the edTPA® trademarks is permitted only pursuant to the terms of a written license agreement.

RESOURCES

Co-Teaching Strategies

Co-teaching is generally described as two trained teachers jointly delivering instruction in a single physical space. The teaching format selected for a particular lesson is based on the lesson content, the individual strengths of each teacher for delivering the content, and the needs of the students in the class. When a certified teacher collaborates with a teacher candidate, accountability for the class remains with the mentor teacher, so leadership often starts with the classroom teacher and is slowly shifted to the teacher candidate.

Six Formats of Co-Teaching

(adapted from the strategies articulated by Marilyn Friend)

1. One teach, one observe:

- One teacher leads instruction while the other is actively engaged in observation and data collection.
- Co-teachers decide in advance what types of specific observational information to gather during instruction and agree on a system for gathering the data.
- Afterwards, the teachers analyze the information together.

2. One teach, one support:

- Both teachers know what role they are carrying out in the lesson.
- One teacher is leading instruction while the other is providing support to students who need additional help.

3. Station teaching:

- Each teacher works with a small group of children who rotate among various stations to complete different tasks.
- Teachers must communicate well with each other to plan the coordination of the different stations.

4. Alternative teaching:

- One teacher instructs a large group while the other works with a smaller group on related but different content/tasks.
- Teachers work together to determine the groups and then coordinate the lesson objectives and expected outcomes, activities, and assessment for the content they are teaching to their individual group.

5. Parallel teaching:

- The class is split into two groups with each teacher responsible for implementing the same lesson to one of the smaller groups.

- Communication and planning must be done together to develop the parallel structure and to assure that both groups receive the same quality instruction.

6. Team teaching:

- Teachers "play off" each other, sharing the instructional role.
- The teachers plan together in order to integrate roles within the lesson.

Co-Teaching Activities

These tips and strategies are based on the experiences of mentors and interns in yearlong clinical internships.

1. Provide feedback to one another and/or learn new strategies by having one teach and the other observe (one teach, one observe).
2. While one teaches, the other can assist students, ensuring that they remain on task and that they receive prompt attention when they need help (one teach, one support).
3. Have the intern conduct the bell-ringer or warm-up activity at the beginning of the period (one teach, one support).
4. Have the intern review materials prior to a new lesson or to prepare for a test/quiz (one teach, one support).
5. Have the intern update a lesson and/or activity using new technology and/or updated information (one teach, one support).
6. Have the intern either write, underline, or reiterate information visually while the teacher is presenting information verbally (one teach, one support).
7. Help the intern facilitate learning centers or small group work (station teaching).
8. Teach a lesson and then have your intern teach the same lesson to another group. This allows the intern to focus on instruction rather than content, which can be a focus area as the student becomes more comfortable in the classroom (parallel teaching).
9. Split students into groups based on interests or ability (alternative teaching). This approach works well when teaching specific information/skills and also when preparing students for a debate.
10. Give students who need additional challenges one-on-one attention and/or plan a special unit or activity to help meet their needs (alternative teaching).
11. Use the intern to model activities and behaviors. For example, have the intern show effective ways of participating in a Socratic Seminar or

- demonstrate what to do and not to do during a speech or presentation (team teaching).
12. Create, lead, and participate in a review game together (team teaching).
 13. Alternate reading a story and/or act out a scene of a story or event together to provide context and add interest (team teaching).
 14. Have the intern ask questions (guiding questions or questions students may not want to ask) during lessons. They may ask questions of the teacher based on what they are hearing/ seeing as they circulate the room (team teaching).
 15. Create a lesson or unit that you can teach together (team teaching).

Suggestions for Initial Activities

Individual

- Reinforce/review skills with a student.
- Assist a student in finishing incomplete work for class.
- Sit near a student to deliver a predetermined behavior support plan.
- Listen to a child read aloud.
- Read out loud with a child, small group, or large group.
- Read aloud/with a student or conduct reading fluency probes.
- Identify characteristics of students in the classroom before information is disclosed (learning style, social skills, etc.).
- Be a partner for someone in the class.
- Provide one-on-one help during classroom activities.
- Partner with a struggling student, participating as a fellow student.

Small Group

- Collect materials for a learning center.
- Set up a learning center from given materials.
- Be in charge of a center.
- Escort children to and from places in the school (nurse, guidance, rest room, recess, etc.).
- Use proximity of control as the classroom teacher explains directions or divides students into partners or small groups.
- Work in small groups to revise or proofread written assignments.
- Work in small in groups to facilitate activities.
- Work with a small group to brainstorm strategies used in a game situation.
- Participate with students in team-building challenges.
- Play on a team or coach a team.

Whole Class

- Sit with students and listen to instructions by the classroom teacher (become part of the class to understand clarity in directions).
- Sit or stand up in front of the class so that students begin to see both the intern and mentor as teachers in the classroom.

- Greet students at the door as mentor teacher has done and initiate conversation to learn more about each student.
- Invite students to ask questions about the intern and his or her background and interests.
- Create a survey or interview to collect information about students' habits, interests, and understandings.
- Tally student participation or the number of blurts.
- Assist the mentor teacher in the opening activities of the day.
- Take attendance. Take roll or lunch count.
- Take over classroom routine before the lesson starts.
- Take over a routine part of class instruction such as calendar time or warm up skills activity.
- Ask the question of the day. This could be content related or basic trivia.
- Do a review of content before the lesson.
- Use flash cards with students (math facts, color associations, letter recognition, spelling words).
- Conduct a vocabulary review.
- Give a spelling pretest to the class.
- Check/collect homework.
- Keep score during a game.
- Correct papers with clear right-wrong answers.
- Check papers and provide instant feedback to the students (comments or star on the paper).
- Enter grades into records.
- File materials.
- Write notes on the board as the mentor teacher instructs.
- Draw graphic organizers for the class.
- Convert teacher-created materials to new technology.
- Authentically incorporate technology in a lesson.
- Set up labs or equipment before the class arrives. Help students put away equipment after a lesson.
- Assist with a cooking lab or experiment and ask questions related to the project.
- Design a cooperative game that the students can play where there are no winners or losers.
- Design a game to enhance the learning of a skill. (For example, if a student is struggling with colors or math problems the intern may design a matching game for the student to use to help with the recall of colors or math facts. The intern can play the game with the student.)
- Design a bulletin board.
- Order supplies.
- Create a new learning center for the classroom.
- Assist with assessments.
- Record a lesson and watch the lesson. Discuss the lesson, instructional techniques, and behavior management.
- Observe part of a lesson and teach that same mini lesson to another class.

High-Leverage Practices (HLPs)

High-leverage practices are the basic fundamentals of teaching. These practices are used constantly and are critical to helping students learn important content. The high-leverage practices are also central to supporting students' social and emotional development. These high-leverage practices are used across subject areas, grade levels, and contexts. They are "high-leverage" not only because they matter to student learning but because they are basic for advancing skill in teaching.

1. Leading a group discussion

In a group discussion, the teacher and all of the students work on specific content together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. The teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.

2. Explaining and modeling content, practices, and strategies

Explaining and modeling are practices for making a wide variety of content, academic practices, and strategies explicit to students. Depending on the topic and the instructional purpose, teachers might rely on simple verbal explanations, sometimes with accompanying examples or representations. In teaching more complex academic practices and strategies, such as an algorithm for carrying out a mathematical operation or the use of metacognition to improve reading comprehension, teachers might choose a more elaborate kind of explanation that we are calling "modeling." Modeling includes verbal explanation, but also thinking aloud and demonstrating.

3. Eliciting and interpreting individual students' thinking

Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to evaluate student understanding, guide instructional decisions, and surface ideas that will benefit other students. To do this effectively, a teacher draws out a student's thinking through carefully-chosen questions and tasks and considers and checks alternative interpretations of the student's ideas and methods.

4. Diagnosing particular common patterns of student thinking and development in a subject-matter domain

Although there are important individual and cultural differences among students, there are also common patterns in the ways in which students think about and develop understanding and skill in relation to particular topics and problems. Teachers who are

familiar with common patterns of student thinking and development and who are fluent in anticipating or identifying them are able to work more effectively and efficiently as they plan and implement instruction and evaluate student learning.

5. Implementing norms and routines for classroom discourse and work

Each discipline has norms and routines that reflect the ways in which people in the field construct and share knowledge. These norms and routines vary across subjects but often include establishing hypotheses, providing evidence for claims, and showing one's thinking in detail. Teaching students what they are, why they are important, and how to use them is crucial to building understanding and capability in a given subject. Teachers may use explicit explanation, modeling, and repeated practice to do this.

6. Coordinating and adjusting instruction during a lesson

Teachers must take care to coordinate and adjust instruction during a lesson in order to maintain coherence, ensure that the lesson is responsive to students' needs, and use time efficiently. This includes explicitly connecting parts of the lesson, managing transitions carefully, and making changes to the plan in response to student progress.

7. Specifying and reinforcing productive student behavior

Clear expectations for student behavior and careful work on the teacher's part to teach productive behavior to students, reward it, and strategically redirect off-task behavior help create classrooms that are productive learning environments for all. This practice includes not only skills for laying out classroom rules and managing truly disruptive behavior, but for recognizing the many ways that children might act when they actually are engaged and for teaching students how to interact with each other and the teacher while in class.

8. Implementing organizational routines

Teachers implement routine ways of carrying out classroom tasks in order to maximize the time available for learning and minimize disruptions and distractions. They organize time, space, materials, and students strategically and deliberately teach students how to complete tasks such as lining up at the door, passing out papers, and asking to participate in class discussion. This can include demonstrating and rehearsing routines and maintaining them consistently.

9. Setting up and managing small group work

Teachers use small group work when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively, teachers choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms

for holding students accountable for both collective and individual learning. They use their own time strategically, deliberately choosing which groups to work with, when, and on what.

10. Building respectful relationships with students

Teachers increase the likelihood that students will engage and persist in school when they establish positive, individual relationships with them. Techniques for doing this include greeting students positively every day, having frequent, brief, “check in” conversations with students to demonstrate care and interest, and following up with students who are experiencing difficult or special personal situations.

11. Talking about a student with parents or other caregivers

Regular communication between teachers and parents/guardians supports student learning. Teachers communicate with parents to provide information about students’ academic progress, behavior, or development; to seek information and help; and to request parental involvement in school. These communications may take place in person, in writing, or over the phone. Productive communications are attentive to considerations of language and culture and designed to support parents and guardians in fostering their child’s success in and out of school.

12. Learning about students’ cultural, religious, family, intellectual, and personal experiences and resources for use in instruction

Teachers must actively learn about their particular students in order to design instruction that will meet their needs. This includes being deliberate about trying to understand the cultural norms for communicating and collaborating that prevail in particular communities, how certain cultural and religious views affect what is considered appropriate in school, and the topics and issues that interest individual students and groups of students. It also means keeping track of what is happening in students’ personal lives so as to be able to respond appropriately when an out-of-school experience affects what is happening in school.

13. Setting long- and short-term learning goals for students

Clear goals referenced to external standards help teachers ensure that all students learn expected content. Explicit goals help teachers to maintain coherent, purposeful, and equitable instruction over time. Setting effective goals involves analysis of student knowledge and skills in relation to established standards and careful efforts to establish and sequence interim benchmarks that will help ensure steady progress toward larger goals.

14. Designing single lessons and sequences of lessons

Carefully-sequenced lessons help students develop deep understanding of content and sophisticated skills and practices. Teachers design and sequence lessons with an eye toward providing opportunities for student inquiry and discovery and include opportunities for students to practice and master foundational concepts and skills before moving on to more advanced ones. Effectively-sequenced lessons maintain a coherent focus while keeping students engaged; they also help students achieve appreciation of what they have learned.

15. Checking student understanding during and at the conclusion of lessons

Teachers use a variety of informal but deliberate methods to assess what students are learning during and between lessons. These frequent checks provide information about students' current level of competence and help the teacher adjust instruction during a single lesson or from one lesson to the next. They may include, for example, simple questioning, short performance tasks, or journal or notebook entries.

16. Selecting and designing formal assessments of student learning

Effective summative assessments provide teachers with rich information about what students have learned and where they are struggling in relation to specific learning goals. In composing and selecting assessments, teachers consider validity, fairness, and efficiency. Effective summative assessments provide both students and teachers with useful information and help teachers evaluate and design further instruction.

17. Interpreting the results of student work, including routine assignments, quizzes, tests, projects, and standardized assessments

Student work is the most important source of information about the effectiveness of instruction. Teachers must analyze student productions, including assessments of all kinds, looking for patterns that will guide their efforts to assist specific students and the class as a whole and inform future instruction.

18. Providing oral and written feedback to students

Effective feedback helps focus students' attention on specific qualities of their work; it highlights areas needing improvement; and delineates ways to improve. Good feedback is specific, not overwhelming in scope, and focused on the academic task, and supports students' perceptions of their own capability. Giving skillful feedback requires the teacher to make strategic choices about the frequency, method, and content of feedback and to communicate in ways that are understandable by students.

19. Analyzing instruction for the purpose of improving it

Learning to teach is an ongoing process that requires regular analysis of instruction and its effectiveness. Teachers study their own teaching and that of their colleagues in order to improve their understanding of the complex interactions between teachers, students, and content and of the impact of particular instructional approaches. Analyzing instruction may take place individually or collectively and involves identifying salient features of the instruction and making reasoned hypotheses for how to improve.

- See more at <http://www.teachingworks.org/work-of-teaching/high-leverage-practices#sthash.PzNIPaj5.dpuf>

High Level Teaching Tasks Proficiency Rubrics

InTASC Standard 1 Learner Development

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
<p>Standard 1: Learner Development</p> <p>The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences</p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • has a limited awareness of individual differences in the classroom. • provides a learning environment that serves primarily to control learners' behavior and minimally supports the learning goals <p style="text-align: center;">OR</p> <p><i>Learners are observed in activities that are developmentally inappropriate</i></p> <p style="text-align: center;">AND</p> <p><i>There is little or no evidence that the candidate links learners' development with new learning.</i></p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • demonstrates a growing awareness of individual differences in the classroom by addressing a limited range of developmental levels. • demonstrates responsiveness to learners' needs and is able to make some adjustments for learners' needs. • makes vague or superficial links between learners' development and new learning. <p style="text-align: center;">AND</p> <p><i>Learners participate in activities that focus solely on one modality for learning.</i></p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • regularly discusses the varying levels of student development with the candidate. • is flexible and confident in his or her relationships with students. • makes consistent connections between the plan for instruction and existing knowledge about child development. • creates accommodations for a variety of learners based on the candidate's knowledge of individual learners' development (cognitive, linguistic, social, emotional, and physical). <p style="text-align: center;">AND</p> <p><i>Learners are actively participating in learning experiences that occur in multiple modalities.</i></p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • designs and modifies instruction to meet each area of development (cognitive, linguistic, social, emotional, and physical). • consistently and explicitly uses multiple strategies (e.g. questions, materials, and facilitated responses) to elicit learners' thinking, actively facilitating the construction of their understanding of the lesson in a meaning based context. • links learners' development and prior academic learning to new learning. <p style="text-align: center;">AND</p> <p><i>Learners are consistently engaged in lessons that facilitate the active nature of their learning.</i></p>

InTASC Standard 2 Learning Differences

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
<p>Standard 2: Learning Differences</p> <p>The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards</p>	<p><i>The plan does not consider developmental differences among learners</i></p> <p><i>Materials reflect a one-size-fits-all approach that demonstrates little ability to adapt the lesson to fit individual learners.</i></p> <p><i>There is little evidence of differentiated instruction.</i></p> <p><i>The assessments reflect little differentiation for individual students, primarily target lower level thinking, and do not address higher order thinking.</i></p> <p><i>The candidate allows disruptive behavior to interfere with learners' learning.</i></p>	<p><i>The plan addresses a limited range of developmental levels and does not consider developmental differences among learners.</i></p> <p><i>The materials developed are accurate and reflect a growing awareness of student differences and capabilities.</i></p> <p><i>The assessments show evidence of differentiation and address some higher level thinking skills</i></p> <p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>demonstrates some capacity for adapting individual lessons to meet student needs and is beginning to see more approaches to differentiating instruction.</i> • <i>demonstrates respect for learners.</i> 	<p><i>The plan includes accommodations for learners based on the candidate's knowledge of individual learners' development (cognitive, linguistic, social, emotional, and physical).</i></p> <p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>uses data to plan lessons that are developmentally appropriate, enhance the delivery of instruction, and are relevant to the learning goals.</i> • <i>effectively differentiates instruction for a small group of students</i> • <i>provides students with multiple ways to demonstrate their learning at the higher levels of Blooms taxonomy.</i> • <i>demonstrates rapport with and respect for learners.</i> 	<p><i>The plan includes scaffolds intended to increase the learners' development.</i></p> <p><i>The candidate develops highly engaging materials to meet the learning needs of each individual.</i></p> <p><i>The candidate</i></p> <ul style="list-style-type: none"> • <i>makes instructional decisions based on each learner's cognitive, linguistic, social, emotional, and physical development.</i> • <i>uses assessment to maximize the development of knowledge, critical thinking skills, and problem solving and make inferences that lead to the development of new strategies.</i> • <i>is constantly building and nurturing relationships with students, who appear highly motivated and willing to explore the material beyond the learning goals.</i>

InTASC Standard 3 Learning Environments

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
<p>Standard 3: Learning Environments</p> <p>The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • fails to plan for, developmental differences in students. • provides a learning environment that serves primarily to control learners' behavior and minimally supports the learning goals. • engages students at a minimal level with questions asked at the low levels of Bloom's taxonomy • demonstrates limited knowledge of proactive classroom management strategies and does not anticipate student behaviors 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • plans for transitions, but has limited effectiveness in leading them. . Sufficient material is planned to keep students fully engaged. Some attention is given to developmental differences. • provides a learning environment that enables students to reach some of the learning goals. • demonstrates some knowledge of proactive classroom management strategies and does not anticipate student behaviors 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • consistently plans and leads effective and efficient transitions. The plan is flexible enough to account for unanticipated student needs and unexpected student behaviors. • developmental differences are consistently addressed by the plan. • creates relationships with students that consistently demonstrate knowledge of proactive classroom management strategies. <p>AND</p> <p>Students appear motivated, ask numerous questions about the content and consistently engage with the content at higher levels of Bloom's taxonomy.</p>	<p><i>The candidate excels at</i></p> <ul style="list-style-type: none"> • planning for regularly assessed individual and group performances in order to design and modify instruction to meet each area of development (cognitive, linguistic, social, emotional, and physical). • anticipating student behaviors and responding effectively to unanticipated and difficult student behaviors. • creating relationships with students that enable the effective use of proactive classroom management strategies. <p>The plan includes scaffolds intended to increase the learners' development.</p> <p>The candidate has created a supportive, low-risk social environment that fosters mutual respect among learners. Learners demonstrate an exceptional level of engagement with learning.</p>

InTASC Standards 4 and 5 Content Knowledge and Application of Content

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
<p>Standards 4 and 5: Content Knowledge and Application of Content</p> <p>The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p>The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • demonstrates a limited knowledge of instructional strategies or an ability to use vocabulary and academic language that is specific to the discipline. • provides a limited number of content explanations. • demonstrates a limited knowledge of content specific resources for developing materials. <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Responses include content inaccuracies that will lead to learner misunderstandings. 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • demonstrates an increasing awareness and ability to model appropriate, content specific vocabulary and academic language that is specific to the discipline. • uses some examples and makes minor adjustments in the explanations for the different interests and levels of students <p style="text-align: center;">AND</p> <p>Content responses are accurate, and the candidate uses a few instructional strategies that are specific to the discipline.</p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • demonstrates significant content knowledge and collaborates with the candidate to expand or deepen his or her content knowledge. • engages learners in generating and evaluating new ideas and novel approaches to content specific strategies. • models and provides opportunities for learners to understand academic language • makes interdisciplinary connections to promote language and literacy development. • effectively adjusts explanations to account for different developmental and interest levels • consistently creates clear graphics that are developmentally appropriate with a clear focus on content specific learning 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • uses multiple representations and explanations of key ideas in order to connect them to varied learner backgrounds. • is skilled at recognizing content specific misconceptions, responding with content specific strategies, and developing new strategies for teaching content. • excels at creating opportunities for students to learn, practice, and master academic content knowledge • excels at accurately and effectively communicating concepts, processes, and knowledge in the content area • can represent content knowledge in multiple ways • excels at using supplementary resources and technologies effectively

InTASC Standard 6 Assessment

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
<p>Standard 6: Assessment</p> <p>The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learner's decision making.</p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> uses a single, low level, summative assessment to formally evaluate student learning. demonstrates little awareness of approaches to assess higher level thinking and demonstrates little expertise for assessing higher level thinking demonstrates a limited ability to make inferences about learner performance based on assessment data demonstrates little understanding of the connection between learning goals and assessment <p style="text-align: center;">AND</p> <p><i>The students demonstrate limited achievement of the learning goals</i></p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> uses multiple assessments, including pretests and formative assessments, as a means of providing feedback to students. demonstrates some proficiency at identifying higher level thinking skills is able to make some inferences based on more than one assessment demonstrates some proficiency at using learner performance data to make inferences about student thinking that lead to improved teaching or better strategies. creates goals that are well aligned with the curriculum, although they are inconsistently achieved and primarily at lower levels of student thinking. 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> engages learners in multiple ways of demonstrating knowledge and skill. works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning. is able to use assessment data to create instructional strategies consistently makes inferences about learner performance based on data from multiple assessments <p style="text-align: center;">AND</p> <p><i>Students consistently demonstrate achievement of learning goals.</i></p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> engages learners in multiple ways using assessments of quality work. excels at working independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning. is able to accurately assess higher level thinking is consistently able to create instructional strategies that lead to observable changes in student thinking skills. excels in inferring the development of thinking processes based on learner performance data and uses those inferences to implement or design new instructional strategies.

InTASC Standard 7 Planning for Instruction

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
<p>Standard 7: Planning for Instruction</p> <p>The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learning and the community context.</p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • demonstrates little awareness of student interests or prior learning experiences. • creates a plan that offers learners limited opportunities to construct and share their own understanding. • creates a plan that offers limited opportunities to build relationships with students, create community among students, provide systematic feedback and reinforcement on performance, and foster student autonomy. 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • demonstrates some awareness of student interests and prior learning experiences. • creates a plan that fosters a limited opportunity for students to learn through constructivist teaching strategies, to analyze and interpret information, to engage in inquiry, and to foster analytical thinking • creates a plan that offers some opportunities to build relationships with students, create community among students, provide systematic feedback and reinforcement on performance, and foster student autonomy. 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • demonstrates awareness of student interests and prior learning experiences. • creates a plan that consistently fosters opportunities to learn through constructivist teaching strategies, to analyze and interpret information, to engage in inquiry, and to foster analytical thinking. • creates a plan that offers consistent opportunities to build relationships with students, create community among students, provide systematic feedback and reinforcement on performance, and foster student autonomy. 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • excels at creating opportunities to build on existing student knowledge and student decision-making. • creates a plan that fosters exceptional opportunities to learn through constructivist teaching strategies, to analyze and interpret information, to engage in inquiry, and to foster analytical thinking. • creates a plan that offers frequent and exceptional opportunities to build relationships with students, create community among students, provide systematic feedback and reinforcement on performance, and foster student autonomy.

InTASC Standard 8 Instructional Strategies

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
<p>Standard 8: Instructional Strategies</p> <p>The 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.</p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> <i>demonstrates a limited ability to build rapport with students, elicit widespread student participation, demonstrate the relevance of the discussion matter, integrate student comments with the learning goals, and foster high levels of student thinking.</i> <i>Obtains limited insight into student thinking based primarily on a single assessment.</i> <p>AND</p> <p><i>The students did not appear motivated, participation was limited or spotty, responses were typically brief and primarily located at lower levels of thinking, and students asked no questions about the content matter.</i></p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> <i>demonstrates some ability to build rapport with students, elicit widespread student participation, demonstrate the relevance of the discussion matter, integrate student comments with the learning goals, and foster high levels of student thinking.</i> <i>uses more than one assessment to interpret student thinking.</i> <p>AND</p> <p><i>The students appeared somewhat motivated, participated widely, responses were brief but demonstrated some higher level thinking skills, and students asked some questions about the content matter.</i></p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> <i>demonstrates an ability to build rapport with students, elicit widespread student participation, demonstrate the relevance of the discussion matter, integrate student comments with the learning goals, and foster high levels of student thinking</i> <i>uses multiple assessments to better interpret student thinking by integrating different sources of evidence.</i> <p>AND</p> <p><i>The students appeared motivated, participated widely, were able to give extended responses, demonstrated higher level thinking skills, and asked appropriate questions about the content matter</i></p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> <i>demonstrates an exceptional ability to build rapport with students, elicit widespread student participation, demonstrate the relevance of the discussion matter, integrate student comments with the learning goals, and foster high levels of student thinking</i> <i>demonstrates an exceptional ability to use multiple assessments to recognize common patterns of student thinking and develop new instructional strategies.</i> <p>AND</p> <p><i>The students appeared exceptionally motivated, participated widely, were able to give extended responses, demonstrated higher level thinking skills, and asked appropriate questions about the content matter.</i></p>

InTASC Standard 9 Professional Learning and Ethical Practice

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
<p>Standard 9: Professional Learning and Ethical Practice (NJPST 9 and 11)</p> <p>The candidate engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practices to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.</p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • engages in limited meaningful and appropriate professional learning experiences • exercises limited professional judgement when attempting to promote students' well-being • does not maintain the confidentiality of information concerning students • relationships with students and colleagues does not uphold professional standards <p style="text-align: center;">AND</p> <p><i>There is limited or no evidence that the candidate seeks professional, community, and technological resources</i></p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • engages in meaningful and appropriate professional learning experiences independently OR in collaboration with colleagues • seeks professional, community, and technological resources from a singular source • shows some respect for students' well-being by exercising inconsistent professional judgement • sometimes maintains the confidentiality of information concerning students • maintains professional relationships with some students and/or colleagues 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • engages in meaningful and appropriate professional learning experiences independently AND in collaboration with colleagues • actively seeks professional, community, and technological resources • promotes aspect of students' well-being by exercising professional judgement • maintains the confidentiality of information concerning students • maintains professional relationships with students and colleagues 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> • engages in meaningful and appropriate professional learning experiences independently and in collaboration with colleague aligned with their own needs and the needs of the learners, school and system. • actively seeks professional, community, and technological resources within and outside of the school with analysis, reflection and problem solving. • promotes aspect of students' well-being by exercising the highest level of professional judgement • maintains the confidentiality of information concerning students without exception • maintains professional relationships with students and colleagues at all times and all settings and events.

InTASC Standard 10 Leadership and Collaboration

Criteria	Does Not Meet Expectations (Pre-Emergent) 1 Pt	Approaching Expectations (Novice) 2 Pts.	Meets Expectations (Proficient) 3 Pts.	Exceeds Expectations (Advanced) 4 Pts.
<p>Standard 10: Leadership and Collaboration</p> <p>The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth and to advance the profession.</p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> creates plans that do not address the diverse needs of learners seldom exhibits high expectations for student learning demonstrates limited initiative to grow and develop with colleagues. Has little interaction with colleagues to enhance practice and supports student learning <p>AND</p> <p><i>There is little or no evidence that the candidate participates on the instructional team.</i></p>	<p><i>The candidate</i></p> <ul style="list-style-type: none"> takes a limited role on the instructional team and does not share responsibility for decision making or accountability for student learning independently plans to meet the basic needs of learners without collaboration with other school professionals Inconsistently supports high expectations for student learning works with colleagues when prompted to grow and develop through interactions that enhance practice and supports student learning. 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> takes a role on the instructional team and shares responsibility for decision making and accountability for student learning works with other school professionals to meet the diverse needs of learners supports high expectations for student learning in their individual classroom takes initiative to grow and develop with colleagues through interactions that enhance practice and supports student learning 	<p><i>The candidate</i></p> <ul style="list-style-type: none"> takes an active role on the instructional team giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources and sharing responsibility for decision making and accountability for student learning. works with other school professionals to plan and jointly facilitate learning on how to meet the diverse needs of learners contributes to a common culture that supports high expectations for student learning takes initiative to grow and develop with colleagues through interactions that enhance practice and supports student learning by attending professional growth activities both on and off school grounds.

Developmental Curriculum for Clinical Experiences in Teacher Education Checklist

		INITIAL	INTERMEDIATE		CONTINUOUS
Standard 1: Learner Development	<input type="checkbox"/> Talk with every student; learn names	<input type="checkbox"/> Examine and compare student work for individual differences	<input type="checkbox"/> Design developmentally appropriate instruction	<input type="checkbox"/> Plan appropriate activities for a group of learners having varied needs within a developmental level	<input type="checkbox"/> Differentiate instruction according to students' developmental levels
	<input type="checkbox"/> Observe/note different developmental stages of learners in a classroom	<input type="checkbox"/> Visit another class at a different level; compare the level of work	<input type="checkbox"/> Develop motivational strategies	<input type="checkbox"/> Implement instruction that is developmentally appropriate for a large group	<input type="checkbox"/> Create developmentally appropriate lesson and unit plans
	<input type="checkbox"/> Help students make up work	<input type="checkbox"/> Identify and discuss individual differences within a developmental stage of a student in at least two areas (cognitive, linguistic, social, emotional, and physical)	<input type="checkbox"/> Analyze a small group of students over time noting changes in developmental stages in at least three areas (cognitive, linguistic, social, emotional, and physical)		
	<input type="checkbox"/> Collect data on individual student behavior				
	<input type="checkbox"/> Collect data on learning preferences				
Standard 2: Learning Differences	<input type="checkbox"/> Build relationships with individual students	<input type="checkbox"/> Observe and discuss special needs of individual students	<input type="checkbox"/> Design and deliver differentiated instruction for an individual student who varies culturally/linguistically or has a special need	<input type="checkbox"/> Plan adaptations for a unit of instruction	<input type="checkbox"/> Differentiate instruction for students in a large group who vary culturally/linguistically or have a special need
	<input type="checkbox"/> Sit near student with behavioral needs	<input type="checkbox"/> Observe and discuss how a teacher differentiates instruction for students who vary culturally/linguistically or have a special need	<input type="checkbox"/> Create alternative assessments for students who vary culturally/linguistically or have a special need	<input type="checkbox"/> Create individualized materials	<input type="checkbox"/> Teach a large group lesson that includes a discussion
	<input type="checkbox"/> Deliver predetermined behavioral support plan	<input type="checkbox"/> Create individualized materials for students who vary culturally/linguistically or have a special need		<input type="checkbox"/> Evaluate some students individually	<input type="checkbox"/> Explain various special needs of students in a classroom setting
	<input type="checkbox"/> Observe and discuss how a teacher differentiates instruction for students of varied cultural and linguistic needs in a classroom setting			<input type="checkbox"/> Adapt a lesson for a small group of students who vary culturally/linguistically or have a special need	
				<input type="checkbox"/> Provide individualized feedback to students who vary culturally/linguistically or have a special need	

	INITIAL		INTERMEDIATE		CONTINUOUS
Standard 3: Learning Environments	<input type="checkbox"/> Take attendance	<input type="checkbox"/> Observe and discuss the characteristics of a learning environment in a classroom setting (including emergency procedures, school discipline policies, classroom rules)	<input type="checkbox"/> Practice proactive classroom management strategies	<input type="checkbox"/> Organize effective grouping arrangements	<input type="checkbox"/> Foster a learning environment that supports individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation
	<input type="checkbox"/> Collect lunch count	<input type="checkbox"/> Explain the reason for a rule or policy	<input type="checkbox"/> Practice reactive management strategies	<input type="checkbox"/> Create a variety of scaffolds to support independent learning	<input type="checkbox"/> Reflect and compare how various environments affect learning, social interaction, and self-motivation
	<input type="checkbox"/> Pass out papers or assignments		<input type="checkbox"/> Give clear instructions—both verbal and written	<input type="checkbox"/> Plan and execute effective classroom transitions	
	<input type="checkbox"/> Organize or file		<input type="checkbox"/> Explain a new classroom routine	<input type="checkbox"/> Establish a learning environment for a large group that supports individual and collaborative learning	
	<input type="checkbox"/> Create/construct a bulletin board		<input type="checkbox"/> Explain the reason for a rule or policy		
		<input type="checkbox"/> Teach a routine part of a lesson to whole group (High-Leverage Teaching Task Standard 3)			
Standard 4: Content Knowledge	<input type="checkbox"/> Become familiar with course curriculum and related textbooks, materials, references, etc.	<input type="checkbox"/> Choose appropriate and accurate representations of the content to share with students	<input type="checkbox"/> Find content information quickly	<input type="checkbox"/> Understand the content at all levels of Bloom's taxonomy	<input type="checkbox"/> Demonstrate a process for rapidly accessing content information when designing a unit
	<input type="checkbox"/> Explore available inquiry tools in the classroom	<input type="checkbox"/> Provide accurate explanations of the content to individuals/small groups	<input type="checkbox"/> Model the use of technology for accessing content references	<input type="checkbox"/> Employ content-specific instructional strategies	<input type="checkbox"/> Include content-specific inquiry methods into unit planning and instruction
	<input type="checkbox"/> Model appropriate level of content-specific vocabulary	<input type="checkbox"/> Formulate content-specific questions	<input type="checkbox"/> Explain content accurately in single lessons	<input type="checkbox"/> Represent the content in multiple ways	
			<input type="checkbox"/> Use content standards to identify content-specific academic language		
Standard 5: Application of Content	<input type="checkbox"/> Find information to answer student questions	<input type="checkbox"/> Develop and use real world examples	<input type="checkbox"/> Use content standards to determine the progression of content learning	<input type="checkbox"/> Incorporate a variety of content sources for student use	<input type="checkbox"/> Support the students in making appropriate research choices
	<input type="checkbox"/> Provide students with assistance in finding resources and information	<input type="checkbox"/> Develop questions that lead students from their previous knowledge to new content	<input type="checkbox"/> Engage students in thinking about the content at the application level of Bloom's taxonomy	<input type="checkbox"/> Engage students in thinking about the content at the analysis and synthesis levels of Bloom's taxonomy	<input type="checkbox"/> Design learning opportunities that encourage students to integrate information from multiple content sources
	<input type="checkbox"/> Assist individual students with technology			<input type="checkbox"/> Connect formative assessment to content	

		INITIAL		INTERMEDIATE		CONTINUOUS				
Standard 6: Assessment	<input type="checkbox"/>	Know school grading policies	<input type="checkbox"/>	Know and apply the school's grading policy	<input type="checkbox"/>	Explain the purposes of formative assessment	<input type="checkbox"/>	Develop unit instructional goals	<input type="checkbox"/>	Develop a classroom grading policy
	<input type="checkbox"/>	Check or grade papers with a key; record grades	<input type="checkbox"/>	Co-assess with mentor teacher selected response assessments to determine patterns of understanding	<input type="checkbox"/>	Design and implement formative assessments	<input type="checkbox"/>	Use pre and post assessments	<input type="checkbox"/>	Develop and implement multiple formative assessments within a lesson or unit
	<input type="checkbox"/>	Develop a student interview or survey	<input type="checkbox"/>	Create a checklist for student understanding	<input type="checkbox"/>	Develop a pre-assessment for a lesson or a short unit	<input type="checkbox"/>	Design, collect, and analyze summative assessment data	<input type="checkbox"/>	Use formative assessment data to explain adjustments to learning outcomes and instructional strategies and choices
	<input type="checkbox"/>	Complete a checklist of observed student behaviors and understandings	<input type="checkbox"/>	Develop selected response (T/F, multiple choice, matching, etc.) test questions	<input type="checkbox"/>	Apply rubric criteria to score student work	<input type="checkbox"/>	Co-assess authentic or performance work with the mentor teacher	<input type="checkbox"/>	Develop a rubric to assess a large assignment or major project
	<input type="checkbox"/>	State the uses of assessment data at the state, district, building, and classroom levels			<input type="checkbox"/>	Provide feedback on selected response assessments	<input type="checkbox"/>	Provide feedback that encourages students to think for themselves		
	<input type="checkbox"/>	Identify selected response assessments			<input type="checkbox"/>	Develop essay questions				
	<input type="checkbox"/>	Record participation patterns								

		INITIAL		INTERMEDIATE		CONTINUOUS				
Standard 7: Planning for Instruction	<input type="checkbox"/>	Review the school's policy for lesson planning	<input type="checkbox"/>	Use a variety of content sources	<input type="checkbox"/>	Create and lead classroom activities	<input type="checkbox"/>	Co-plan a unit of instruction with mentor teacher	<input type="checkbox"/>	Design unit with multiple instructional strategies (e.g., discussion, inquiry, project-based learning)
	<input type="checkbox"/>	Discuss the planning process with mentor teacher	<input type="checkbox"/>	Create and implement a lesson for a small group	<input type="checkbox"/>	Design a single lesson plan	<input type="checkbox"/>	Plan multiple lessons based on formative assessment data	<input type="checkbox"/>	Use summative assessment data to adjust or design new unit teaching strategies
	<input type="checkbox"/>	Create materials with mentor teacher	<input type="checkbox"/>	Plan a series of questions to engage students on all levels of Bloom's Taxonomy	<input type="checkbox"/>	Choose, appraise, and modify tools, texts, and materials to optimize learning goals	<input type="checkbox"/>	Design new strategies based on formative assessment data		
	<input type="checkbox"/>	Plan a lesson for an individual student			<input type="checkbox"/>	Design new strategies based on formative assessment	<input type="checkbox"/>			

		INITIAL		INTERMEDIATE		CONTINUOUS				
Standard 8: Instructional Strategies	<input type="checkbox"/>	Write notes on chalkboard or whiteboard	<input type="checkbox"/>	Review assignments with small groups	<input type="checkbox"/>	Teach a single lesson to a large group	<input type="checkbox"/>	Use varied teaching strategies over multiple days	<input type="checkbox"/>	Teach independently for an extended period of time
	<input type="checkbox"/>	Operate technology	<input type="checkbox"/>	Supervise students during group times	<input type="checkbox"/>	Work with a small group of peers to effectively instruct a group of students	<input type="checkbox"/>	Teach a series of lessons that utilize collaboration among students	<input type="checkbox"/>	Use a variety of instructional strategies and groupings
	<input type="checkbox"/>	Model appropriate language and share a personal interest or skill	<input type="checkbox"/>	Facilitate small group discussions			<input type="checkbox"/>	Model discipline-specific thinking strategies (e.g., mathematical thinking, scientific thinking)	<input type="checkbox"/>	Enact a series of lessons on a topic central to the discipline
	<input type="checkbox"/>	Introduce a lesson	<input type="checkbox"/>	Assume leadership of the class for short periods of time						
	<input type="checkbox"/>	Lead a motivational activity	<input type="checkbox"/>	Create a new learning center						

		INITIAL	INTERMEDIATE	CONTINUOUS						
Standard 9: Professional Learning and Ethical Practice	<input type="checkbox"/>	Model appropriate language and behavior	<input type="checkbox"/>	Collaborate with mentor teacher to improve instruction	<input type="checkbox"/>	Reflect on individual lessons	<input type="checkbox"/>	Reflect on multiple lessons	<input type="checkbox"/>	Develop resumes and portfolios in preparation for professional life
	<input type="checkbox"/>	Dress professionally	<input type="checkbox"/>	Write reflective journal entries	<input type="checkbox"/>	Objectively describe student behavior	<input type="checkbox"/>	Adjust teaching strategies based on an analysis of data	<input type="checkbox"/>	Develop a teaching philosophy
	<input type="checkbox"/>	Be punctual	<input type="checkbox"/>	Reflect on instructions with students	<input type="checkbox"/>	Develop new strategies based on reflection	<input type="checkbox"/>	Provide a rationale for new strategies	<input type="checkbox"/>	Complete teacher performance assessment
	<input type="checkbox"/>	Call in absence	<input type="checkbox"/>	Accurately and objectively describe student performance			<input type="checkbox"/>	Collect and analyze teaching video (High-Leverage Teaching Task Standard 2 and Standard 1)		
	<input type="checkbox"/>	Be respectful of mentor and colleagues								

Standard 10: Leadership and Collaboration	<input type="checkbox"/>	Speak clearly and project voice	<input type="checkbox"/>	Attend faculty meetings	<input type="checkbox"/>	Develop materials to support student learning at home	<input type="checkbox"/>	Observe and participate in parent/ teacher conferences	<input type="checkbox"/>	Plan and conduct a meeting with a parent or guardian
	<input type="checkbox"/>	Give directions to individual students	<input type="checkbox"/>	Attend in-service meetings	<input type="checkbox"/>	Visit local community agencies	<input type="checkbox"/>	Develop a communication to parents and administrators about student performance	<input type="checkbox"/>	Attend community events
	<input type="checkbox"/>	Give concise communications to students	<input type="checkbox"/>	Attend data assessment meetings	<input type="checkbox"/>	Interact with professional staff	<input type="checkbox"/>	Attend athletic events/extracurricular activities		
	<input type="checkbox"/>	Assist with managing classroom transitions	<input type="checkbox"/>	Observe parent/teacher conferences						
			<input type="checkbox"/>	Collaborate with mentor teacher to improve instruction (High-Leverage Teaching Task Standards 4-5)						

Intern Signature: _____

Mentor Teacher Signature: _____

MU CLINICAL PRACTICE CALENDAR FINAL SEMESTER – FALL 2018

August 2018		
Clinical Practice Orientation	Tuesday	August 28, 2018
September 2018		
Clinical Practice Begins	Tuesday	September 4, 2018
CP Signed Forms Due:	Friday	September 7, 2018
edTPA Focus Group	Friday	September 14, 2018
edTPA Focus Group	Friday	September 28, 2018
October 2018		
edTPA Focus Group	Friday	October 12, 2018
Literacy Symposium	Friday	October 19, 2018
edTPA Portfolio MUST BE UPLOADED TO FOLIOTEK	Sunday – Midnight	October 21, 2018
edTPA Final Focus Group	Monday	October 22, 2018
Split Placements (if applicable)	Monday	October 22, 2018
November 2018		
edTPA Scores Reported	Thursday (evening)	November 15, 2018
edTPA Retake Review Meeting (if necessary)	Friday	November 16, 2018
edTPA Retake Submission	Monday	November 19, 2018
December 2018		
edTPA Retake Scores Reported	Thursday (evening)	December 13, 2018
Clinical Practice Ends	Thursday	December 13, 2018
Certification Meeting	Friday	December 14, 2018
January 2019		
Graduation	Tuesday	January 15, 2019
March 2019		
Educators Career Day	Wednesday	March 20, 2019

- Follow your placement school district calendar for this semester.
- You will be notified via email if any additional professional development seminars are scheduled this semester.

**MU CLINICAL PRACTICE
CALENDAR FINAL SEMESTER – SPRING 2019**

September 2018		
CP Signed Forms Due:	Friday	September 7, 2018
January 2019		
Clinical Practice Orientation	Thursday	January 17, 2019
Clinical Practice Begins	Tuesday	January 22, 2019
February 2019		
edTPA Focus Group	Friday	February 1, 2019
edTPA Focus Group	Friday	February 15, 2019
March 2019		
edTPA Focus Group	Friday	March 1, 2019
edTPA Portfolio MUST BE UPLOADED TO FOLIOTEK	Sunday – Midnight	March 10, 2019
edTPA Final Focus Group	Monday	March 11, 2019
Split Placements (if applicable)	Monday	March 11, 2019
Educators Career Day	Wednesday	March 20, 2019
April 2019		
edTPA Scores Reported	Thursday (evening)	April 4, 2019
edTPA Retake Review Meeting (if necessary)	Friday	April 5, 2019
edTPA Retake Submission	Monday	April 8, 2019
Clinical Practice Ends	Friday	April 26, 2019
Certification Meeting	Monday	April 29, 2019
May 2019		
edTPA Retake Scores Reported	Thursday (evening)	May 2, 2019
Graduation		TBD

- Follow your placement school district calendar for this semester.
- You will be notified via email if any additional professional development seminars are scheduled this semester.

NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS (NJPST)

The Professional Standards for Teacher identify the knowledge, skills, and dispositions that teachers need to practice responsibly. Teacher candidates must demonstrate competence on the NJPST to be eligible for teacher certification.

Standards
Standard One – Learner Development – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard Two – Learning Differences – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard Three – Learning Environments – The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard Four – Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Standard Five – Application of Content – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard Six – Assessment – The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision-making.
Standard Seven – Planning for Instruction – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard Eight – Instructional Strategies – The teacher 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.
Standard Nine – Professional Learning – The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.
Standard Ten – Leadership and Collaboration – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Standard Eleven – Ethical Practice – The teacher acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

NJ Administrative Code: <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>
6A:9-3.3 Professional standards for teachers

Standard One – Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
<p>1.i.1 The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development;</p> <p>1.i.2 The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his or her learning; and</p> <p>1.i.3 The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</p>	<p>1.ii.1 The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning;</p> <p>1.ii.2 The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs;</p> <p>1.ii.3 The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others; and</p> <p>1.ii.4 The teacher understands the role and impact of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p>	<p>1.iii.1 The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development;</p> <p>1.iii.2 The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning;</p> <p>1.iii.3 The teacher takes responsibility for promoting learners' growth and development; and</p> <p>1.iii.4 The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.</p>

Standard Two – Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
<p>2.i.1 The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways;</p> <p>2.i.2 The teacher makes appropriate and timely provisions (for example, pacing for individual rates of growth, task demands, communication, assessment,</p>	<p>2.ii.1 The teacher utilizes resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with autism and other developmental disabilities;</p> <p>2.ii.2 The teacher understands and identifies differences in approaches to</p>	<p>2.iii.1 The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;</p> <p>2.iii.2 The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;</p> <p>2.iii.3 The teacher makes learners feel valued and helps them learn to value each other; and</p>

<p>and response modes) for individual students with particular learning differences or needs;</p> <p>2.i.3 The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings;</p> <p>2.i.4 The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms;</p> <p>2.i.5 The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency; and</p> <p>2.i.6 The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs and participates in the design and implementation of the IEP, where appropriate, through curriculum planning and curricular and instructional modifications, adaptations, and specialized strategies and techniques, including the use of assistive technology.</p>	<p>learning and performance and knows how to design instruction that uses each learner's strengths to promote growth;</p> <p>2.ii.3 The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs;</p> <p>2.ii.4 The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition;</p> <p>2.ii.5 The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values; and</p> <p>2.ii.6 The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.</p>	<p>2.iii.4 The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his or her instructional practice to engage students in learning.</p>
---	--	---

Standard Three - Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
<p>3.i.1 The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry;</p> <p>3.i.2 The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally;</p> <p>3.i.3 The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic</p>	<p>3.ii.1 The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning;</p> <p>3.ii.2 The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals;</p> <p>3.ii.3 The teacher knows how to collaborate with learners to establish</p>	<p>3.iii.1 The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments;</p> <p>3.iii.2 The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning;</p> <p>3.iii.3 The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and</p>

<p>discussions, and individual and group responsibility for quality work;</p> <p>3.i.4 The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention;</p> <p>3.i.5 The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments;</p> <p>3.i.6 The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment;</p> <p>3.i.7 The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally; and</p> <p>3.i.8 The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.</p>	<p>and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures;</p> <p>3.ii.4 The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments;</p> <p>3.ii.5 The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways; and</p> <p>3.ii.6 The teacher understands the relationship among harassment, intimidation, bullying, violence, and suicide and knows how and when to intervene.</p>	<p>3.iii.4 The teacher seeks to foster respectful communication among all members of the learning community.</p>
---	---	---

Standard Four – Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
<p>4.i.1 The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards;</p> <p>4.i.2 The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content;</p> <p>4.i.3 The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline;</p>	<p>4.ii.1 The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he or she teaches;</p> <p>4.ii.2 The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding;</p> <p>4.ii.3 The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners;</p>	<p>4.iii.1 The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field;</p> <p>4.iii.2 The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives;</p> <p>4.iii.3 The teacher recognizes the potential of bias in his or her representation of the discipline and seeks to appropriately address problems of bias;</p> <p>4.iii.4 The teacher is committed to work toward each learner's mastery of disciplinary content and skills; and</p>

<p>4.i.4 The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences;</p> <p>4.i.5 The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding;</p> <p>4.i.6 The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his or her learners;</p> <p>4.i.7 The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners;</p> <p>4.i.8 The teacher creates opportunities for students to learn, practice, and master academic language in their content; and</p> <p>4.i.9 The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge.</p>	<p>4.ii.4 The teacher knows how to integrate culturally relevant content to build on learners' background knowledge;</p> <p>4.ii.5 The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) he or she teaches;</p> <p>4.ii.6 The teacher understands that literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills, and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking, and viewing; and</p> <p>4.ii.7 The teacher understands the concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.</p>	<p>4.iii.5 The teacher shows enthusiasm for the discipline(s) they teach and is committed to making connections to everyday life.</p>
--	--	--

Standard Five – Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
<p>5.i.1 The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (for example, a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications);</p> <p>5.i.2 The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (for example, financial literacy and environmental literacy);</p> <p>5.i.3 The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts;</p>	<p>5.ii.1 The teacher understands the ways of knowing in his or her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.</p> <p>5.ii.2 The teacher understands how current interdisciplinary themes (for example, civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences;</p> <p>5.ii.3 The teacher understands the demands of accessing and managing</p>	<p>5.iii.1 The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues;</p> <p>5.iii.2 The teacher values knowledge outside his or her own content area and how such knowledge enhances student learning; and</p> <p>5.iii.3 The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</p>

<p>5.i.4 The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts;</p> <p>5.i.5 The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes;</p> <p>5.i.6 The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work;</p> <p>5.i.7 The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems; and</p> <p>5.i.8 The teacher develops and implements supports for learner literacy development across content areas.</p>	<p>information as well as how to evaluate issues of ethics and quality related to information and its use;</p> <p>5.ii.4 The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals;</p> <p>5.ii.5 The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning;</p> <p>5.ii.6 The teacher understands communication modes and skills as vehicles for learning (for example, information gathering and processing) across disciplines as well as vehicles for expressing learning;</p> <p>5.ii.7 The teacher understands creative thinking processes and how to engage learners in producing original work; and</p> <p>5.ii.8 The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.</p>	
--	--	--

Standard Six - Assessment

The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
<p>6.i.1 The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning;</p> <p>6.i.2 The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results;</p> <p>6.i.3 The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning;</p> <p>6.i.4 The teacher engages learners in understanding and identifying quality work and provides them with</p>	<p>6.ii.1 The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each;</p> <p>6.ii.2 The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias;</p> <p>6.ii.3 The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning</p>	<p>6.iii.1 The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning;</p> <p>6.iii.2 The teacher takes responsibility for aligning instruction and assessment with learning goals;</p> <p>6.iii.3 The teacher is committed to providing timely and effective descriptive feedback to learners on their progress;</p> <p>6.iii.4 The teacher is committed to using multiple types of assessment processes to support, verify, and document learning;</p> <p>6.iii.5 The teacher is committed to making accommodations in assessments and testing</p>

<p>effective descriptive feedback to guide their progress toward that work;</p> <p>6.i.5 The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process;</p> <p>6.i.6 The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others;</p> <p>6.i.7 The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences;</p> <p>6.i.8 The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs; and</p> <p>6.i.9 The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</p>	<p>and instruction, and to provide meaningful feedback to all learners;</p> <p>6.ii.4 The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning;</p> <p>6.ii.5 The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback;</p> <p>6.ii.6 The teacher knows when and how to evaluate and report learner progress against standards; and</p> <p>6.ii.7 The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs</p>	<p>conditions, especially for learners with disabilities and language learning needs; and</p> <p>6.iii.6 The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.</p>
---	---	---

Standard Seven – Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
<p>7.i.1 The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners;</p> <p>7.i.2 The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners;</p> <p>7.i.3 The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill;</p> <p>7.i.4 The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest;</p>	<p>7.ii.1 The teacher understands content and content standards and how these are organized in the curriculum;</p> <p>7.ii.2 The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge;</p> <p>7.ii.3 The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning;</p> <p>7.ii.4 The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs;</p>	<p>7.iii.1 The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction;</p> <p>7.iii.2 The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community;</p> <p>7.iii.3 The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning; and</p> <p>7.iii.4 The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</p>

7.i.5 The teacher plans collaboratively with professionals who have specialized expertise (for example, special educators, related service providers, language learning specialists, librarians, and media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs; and

7.i.6 The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

7.ii.5 The teacher knows a range of evidence-based instructional strategies, resources, and technological tools, including assistive technologies, and how to use them effectively to plan instruction that meets diverse learning needs;

7.ii.6 The teacher knows when and how to adjust plans based on assessment information and learner responses; and

7.ii.7 The teacher knows when and how to access resources and collaborate with others to support student learning (for example, special educators, related service providers, language learner specialists, librarians, media specialists, and community organizations).

Standard Eight Instructional Strategies

The teacher 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.

PERFORMANCES:

8.i.1 The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners;

8.i.2 The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs;

8.i.3 The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest;

8.i.4 The teacher varies his or her role in the instructional process (for example, instructor, facilitator, coach, and audience) in relation to the content and purposes of instruction and the needs of learners;

8.i.5 The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances;

ESSENTIAL KNOWLEDGE:

8.ii.1 The teacher understands the cognitive processes associated with various kinds of learning (for example, critical and creative thinking, problem framing and problem solving, invention, and memorization and recall) and how these processes can be stimulated;

8.ii.2 The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals;

8.ii.3 The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks;

8.ii.4 The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self-expression, and build relationships;

8.ii.5 The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning; and

CRITICAL DISPOSITIONS:

8.iii.1 The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction;

8.iii.2 The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication;

8.iii.3 The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning; and

8.iii.4 The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

<p>8.i.6 The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes;</p> <p>8.i.7 The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information;</p> <p>8.i.8 The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes; and</p> <p>8.i.9 The teacher asks questions to stimulate discussion that serves different purposes (for example, probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p>	<p>8.ii.6 The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.</p>	
---	---	--

Standard Nine – Professional Learning

The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
<p>9.i.1 The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and State standards;</p> <p>9.i.2 The teacher engages in meaningful and appropriate professional learning experiences aligned with his or her own needs and the needs of the learners, school, and system;</p> <p>9.i.3 Independently and in collaboration with colleagues, the teacher uses a variety of data (for example, systematic observation, information about learners, and research) to evaluate the outcomes of teaching and learning and to adapt planning and practice; and</p> <p>9.i.4 The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.</p>	<p>9.ii.1 The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his or her practice and to plan for adaptations/adjustments;</p> <p>9.ii.2 The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly; and</p> <p>9.ii.3 The teacher knows how to build and implement a plan for professional growth directly aligned with his or her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.</p>	<p>9.iii.1 The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice;</p> <p>9.iii.2 The teacher is committed to deepening understanding of his or her own frames of reference (for example, culture, gender, language, abilities, and ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families;</p> <p>9.iii.3 The teacher sees himself or herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice; and</p> <p>9.iii.4 The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.</p>

Standard Ten – Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
<p>10.i.1 The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision-making and accountability for each student's learning;</p> <p>10.i.2 The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners;</p> <p>10.i.3 The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals;</p> <p>10.i.4 The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement;</p> <p>10.i.5 Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being;</p> <p>10.i.6 The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice;</p> <p>10.i.7 The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues;</p> <p>10.i.8 The teacher uses and generates meaningful research on education issues and policies;</p> <p>10.i.9 The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles;</p> <p>10.i.10 The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change; and</p> <p>10.i.11 The teacher takes on leadership roles at the school, district, State, and/or national level and</p>	<p>10.ii.1 The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners;</p> <p>10.ii.2 The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning;</p> <p>10.ii.3 The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts; and</p> <p>10.ii.4 The teacher knows how to contribute to a common culture that supports high expectations for student learning.</p>	<p>10.iii.1 The teacher actively shares responsibility for shaping and supporting the mission of his or her school as one of advocacy for learners and accountability for their success;</p> <p>10.iii.2 The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals;</p> <p>10.iii.3 The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning;</p> <p>10.iii.4 The teacher takes responsibility for contributing to and advancing the profession; and</p> <p>10.iii.5 The teacher embraces the challenge of continuous improvement and change.</p>

advocates for learners, the school, the community, and the profession.

Standard Eleven – Ethical Practice

The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
<p>11.i.1 The teacher reflects on his or her personal biases and accesses resources to deepen his or her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences;</p> <p>11.i.2 The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media;</p> <p>11.i.3 The teacher promotes aspects of students' well-being by exercising the highest level of professional judgment, and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment;</p> <p>11.i.4 The teacher maintains the confidentiality of information concerning students obtained in the proper course of the educational process and dispenses such information only when prescribed or directed by Federal and/or State statutes or accepted professional practice;</p> <p>11.i.5 The teacher maintains professional relationships with students and colleagues;</p> <p>11.i.6 The teacher provides access to various points of view without deliberate distortion of subject matter; and</p> <p>11.i.7 The teacher fosters and maintains a school environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by recognizing, understanding, and conducting themselves in a sound and professionally responsible manner.</p>	<p>11.ii.1 he teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others;</p> <p>11.ii.2 The teacher understands laws related to learners' rights and teacher responsibilities (for example, for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse, and responding to harassment, intimidation, bullying, and suicide);</p> <p>11.ii.3 The teacher understands his or her professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations agreements; and</p> <p>11.ii.4 The teacher knows and understands strategies to foster professional and productive relationships with students and colleagues.</p>	<p>11.iii.1 The teacher recognizes that an educator's actions reflect on the status and substance of the profession;</p> <p>11.iii.2 The teacher upholds the highest standards of professional conduct both as a practitioner in the classroom and as an employee vested with the public trust;</p> <p>11.iii.3 The teacher recognizes, respects, and upholds the dignity and worth of students as individual human beings, and therefore deals with them justly and considerately; and</p> <p>11.iii.4 The teacher recognizes his or her obligation to the profession of teaching and does not engage in any conduct contrary to sound professional practice and/or applicable statutes, regulations, and policy.</p>

InTASC: Interstate Teacher Assessment and Support Consortium

InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0:

<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher 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.

Standard #9: Professional Learning and Ethical Practice

The teacher 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, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards (NJSLS) describe what students should know and be able to do upon completion of a thirteen-year public school education. These standards are the foundation for the local district curricula used by teachers in their daily lesson planning.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a “Thorough and Efficient Education” as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow’s world.

The New Jersey Student Learning Standards (NJSLS) include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas:

21st Century Life and Careers: <http://www.state.nj.us/education/aps/cccs/career/>

Comprehensive Health and Physical Education: <http://www.state.nj.us/education/aps/cccs/chpe/>

Language Arts Literacy: <http://www.state.nj.us/education/aps/cccs/lal/>

Mathematics: <http://www.state.nj.us/education/aps/cccs/math/>

Science: <http://www.state.nj.us/education/aps/cccs/science/>

Social Studies: <http://www.state.nj.us/education/aps/cccs/ss/>

Technology: <http://www.state.nj.us/education/aps/cccs/tech/>

Visual and Performing Arts: <http://www.state.nj.us/education/aps/cccs/arts/>

World Languages: <http://www.state.nj.us/education/aps/cccs/wl/>

SPECIALTY PROFESSIONAL ASSOCIATION (SPA) STANDARDS

The Specialty Professional Association (SPA) standards are professional teaching standards by content area as established by official national organizations. If you have not already done so, please become familiar with the national standards in your subject area. These standards serve as the cornerstone for the national education reform initiative. Each organization has placed a strong emphasis on developing performance benchmarks for grades P-12 that reflect a national perspective on student achievement. You will need to refer to these when planning lessons and units.

The SPA standards are grounded in research and best teaching practices. They delineate the theoretical and pedagogical knowledge, skills, and dispositions that teacher candidates should be demonstrating when teaching and collaborating with parents and colleagues.

Provided below are the web links for professional teaching standards by content area as established by official national organizations. Some of the web sites have a specific link to the standards; for others, you will have to enter the word "standards" and/or "advanced search".

Art - NCCAS: National Core Arts Standards: <http://www.nationalartsstandards.org/>

Elementary - ACEI: Association for Childhood Education International www.acei.org

English - NCTE: National Council of Teachers of English <http://www.ncte.org>

ESL - TESOL: Teachers of English to Speakers of Other Languages <http://www.tesol.org>

Foreign Languages - ACTFL: American Council on the Teaching of Foreign Languages <http://www.actfl.org>

Health - AAHPERD, AAHE: American Alliance for Health, Physical Education, Recreation and Dance, American Association for Health Education <http://www.aahperd.org>

Math - NCTM: National Council of Teachers of Mathematics <http://www.nctm.org>

Middle School - Association for Middle Level Education www.amle.org

Music - NCCAS: National Core Arts Standards: <http://www.nationalartsstandards.org/>

Physical Education - AAHPERD, NASPE: American Alliance for Health, Physical Education, Recreation and Dance, National Association for Sport and Physical Education <http://www.shapeamerica.org/standards/pe/>

P-3 – NAEYC: National Association for the Education of Young Children www.naeyc.org

Reading - IRA: International Reading Association <http://www.reading.org>

Science - NSTA: National Science Teachers Association <http://www.nsta.org>

Social Studies - NCSS: National Council for the Social Studies <http://www.ncss.org>

Special Education - CEC: Council for Exceptional Children <http://www.cec.sped.org>

APPENDICES

Appendix A:	Schedule for Clinical Educator
Appendix A1:	CPAST Supervisor Checklist
Appendix B:	NJ Administrative Code 6A:9A-4.4
Appendix C:	Lesson Plan
Appendix D:	Clinical Educator Observation Report
Appendix D1:	Clinical Educator Effectiveness Guidelines
Appendix E:	CPAST Midterm (submit to Foliotek)
Appendix F:	CPAST Final (submit to Foliotek)
Appendix G:	CPAST Consensus Sheet
Appendix G1:	CPAST Look Fors
Appendix H:	Clinical Practice Yearlong (first semester) - Attendance
Appendix I:	Final Semester: Clinical Practice Attendance Record
Appendix J:	Payment for Contracted and Professional Services
Appendix M:	Teacher Candidate Confidentiality Agreement
Appendix N:	Parent/Guardian/Student Release Form
Appendix O:	edTPA Policies and Procedures for Retakes
Appendix S:	Conference Signature Page

SPA FINAL ADDENDUMS

Appendix 1:	Elementary Education
Appendix 2:	Elementary and Middle School Education
Appendix 3:	Elementary, Middle School, and Special Education
Appendix 4:	Elementary and Special Education
Appendix 5:	Special Education
Appendix 6:	Foreign Language
Appendix 7:	Foreign Language and Special Education
Appendix 8:	Mathematics
Appendix 9:	Mathematics and Special Education
Appendix 10:	P-3 and Elementary Education
Appendix 11:	P-3 and Special Education
Appendix 12:	P-3, Elementary, and Special Education
Appendix 13:	Science
Appendix 14:	Science and Special Education
Appendix 15:	Social Studies
Appendix 16:	Social Studies and Special Education

Student Perceptions Survey

CAEP Standards: 5**Overview**

THE EPP IS NOT USING THIS AS A KEY ASSESSMENT. however, is using the assessment template to guide the response and give comprehensive information to the site team.

The EPP is piloting a survey to assess grade 3-12 perception of the teacher candidate. The Student Perceptions Survey is a likert assessment that was created by the Colorado Education Initiative and is free to the public (<https://www.coloradoedinitiative.org/studentsurvey/>). Developed in 2012, the survey aims to provide teachers with actionable feedback from their students. To ensure students are able to respond fairly, there are two forms of the survey, one for grades 3-5 and another for grades 6-12. Due to the factors of survey design, cost and method of administration, the EPP decided to replace the MyStudent Survey with SPS. This survey is being piloted in the 18-19 SY and the EPP intends to continue to give candidates the feedback from their students. The survey cannot be used as a common assessment because it is only used for grades 3 and above. One series of data is included to give CAEP evaluators an idea of tools that we use to give teacher alternative methods of valuable feedback. It is our intent to continue to use this survey so that the voice of the grades 3-12 students is heard.

1. During which part of the candidate's experience is the assessment used? Is the assessment used just once or multiple times during the candidate's preparation?

The SPS is used at multiple times through the candidates clinical practice. During the 18-19 Pilot year, candidates are given the assessment at the conclusion of their first semester of yearlong clinical practice, and the end of their second semester (full time) clinical practice. The form is available in Spanish as well as English

2. Who uses the assessment and how are the individuals trained on the use of the assessment.

Students in grades 3 through 12 use the assessment to provide actionable feedback on their teacher candidate. To ensure students are able to respond fairly, there are two forms of the survey, one for grades 3-5 and another for grades 6-12. The students are given the appropriate survey by pencil and paper, or online if they have access to one to one computing in the candidate's classroom. The survey is given by the cooperative teacher who reads instructions with the students and answers questions are needed.

3. What is the intended use of the assessment and what is the assessment purported to measure?

Historically, direct feedback from students has been not been included in the data available to improve instructional practice. In an effort to create an effective and reliable tool that makes it safe for teachers to experience relevant and actionable feedback from students, The Colorado Education Initiative (CEI) created Colorado's Student Perception Survey (SPS). The survey was developed with input from over 1,400 teachers throughout Colorado and is grounded in best practices for fair and equitable evaluation. Colorado's SPS is a 34-question instrument for grades **3-5** and **6-12** that asks students about their classroom experience. The SPS is intended as a formative tool to reflect on candidate practice, complete self-reflection, and create goals. In addition, the EPP can look at survey data trends to determine strategies to address them.

4. Please describe how validity/trustworthiness was established for the assessment.

Survey pilot results

Pilot results confirmed that each item is performing well and related to the other items on the survey, and that the structure of the survey (e.g., clustering of items into categories) is statistically defensible. For more information about pilot results, see the complete [technical report](#) and explore our interactive tools that show how the questions are related to each other for grades [3-5](#) and [6-12](#) surveys.

Correlation with other measures of educator effectiveness

Another way to look at validity is to examine whether the results of the survey are correlated to other reputable measures that get at a similar construct — in other words, taking a known measure of educator effectiveness and examining whether student survey results are related to that measure. To test the SPS, CEI looked at the correlation between

two widely used educator evaluation measures: teacher ratings on the [Rubric for Evaluating Colorado Teachers](#) and their students’ Transitional Colorado Assessment Program (TCAP) results. CEI anticipated that higher-scoring teachers would also score higher on the state rubric and would have students scoring higher on measures of their achievement and growth. The results are quite positive, with statistically significant correlations seen between teachers’ SPS scores, their performance ratings, and their students' growth on TCAP reading, writing, and mathematics, as shown in the following tables.

Relationships between SPS Scores and Teacher Performance Ratings: Grades 3-5

	Standard I – Know Content	Standard II – Establish Environment	Standard III – Facilitate Learning	Combined Overall Rating
Overall SPS				
Student Learning				
Student-centered Environment				
Classroom Community				
Classroom Management				

Indicates a statistically significant relationship at the .001 level



Relationships between SPS Scores and Teacher Performance Ratings: Grades 6-12

	Standard I – Know Content	Standard II – Establish Environment	Standard III – Facilitate Learning	Com Overall
Overall SPS				
Student Learning				
Student-centered Environment				
Classroom Community				
Classroom Management				

Indicates a statistically significant relationship at the .001 level
 Indicates a statistically significant relationship at the .01 level
 Indicates a statistically significant relationship at the .05 level

Relationships between SPS Scores and Students' TCAP Growth

	Grade 3-5 Median Growth Percentiles			Grade 6-12 Median Growth Percentiles		
	TCAP Math	TCAP Reading	TCAP Writing	TCAP Math	TCAP Reading	TCAP Writing
Overall SPS						
Student Learning						
Student-centered Environment						
Classroom Community						
Classroom Management						
Indicates a statistically significant relationship at the .001 level				Indicates a statistically significant relationship at the .05 level		
Indicates a statistically significant relationship at the .01 level				Indicates a statistically significant relationship at the .01 level		

As the tables reveal, SPS results correlate to teacher ratings on the state evaluation system and TCAP results. In reviewing these results, two interesting themes emerge. First, the grades 3-5 survey is generally more strongly correlated to both teacher evaluation ratings and measures of student growth and achievement (although the secondary survey still shows positive relationships). This indicates that the ratings of elementary students are more positively associated with those from principals and evaluators and with overall student growth and achievement than ratings from students in grades 6-12. This finding seems to contradict fears expressed by many teachers and some scholars that student surveys may be developmentally inappropriate for elementary students. Second, overall student survey results seem to be most strongly correlated with one facet of teaching, [Teacher Quality Standard II](#) (learning environment), which is certainly an area in which students are particularly qualified to provide feedback.

Together, these results suggest that teachers who score higher on the SPS also achieve higher performance ratings in the Colorado State Model Evaluation System. Their students also score higher and attain higher growth on the TCAP — a desirable result that indicates the SPS is capturing teacher quality in a meaningful way, consistent with other measures of teacher effectiveness.

Open-ended survey results

During the spring Colorado (national) pilot, more than 14,500 students shared open-ended responses to the question, “Do you have any other thoughts or feedback for your teacher?” These results were analyzed to further ensure that students were interpreting the survey items and providing actionable feedback to their teachers. The majority of student responses to this question were actionable, demonstrating that students take the survey seriously and provide substantive feedback about their instructional experiences. See CEI’s [full report on the open-ended analysis](#) for more information.

5. Please describe how reliability/consistency was established for the assessment.

Cronbach’s alpha

A well-established measure of reliability used in psychology and education is Cronbach’s alpha (α). The higher the α , the more internal consistency among survey questions and the more reliable the results.

Reliability at the student and teacher levels

To test the reliability of the SPS, CEI used results from the spring 2013 validation pilot, which collected over 40,000 student surveys.

There are two approaches to examining the reliability of the SPS. One approach is to examine the internal consistency of individual student responses across questions (student level). Another approach is to aggregate student responses to the teacher level and examine the internal consistency of the SPS based on the average response of a teacher’s cohort of students.

Using both approaches provides a way to cross-check the evaluation and evaluate the survey’s reliability. Generally, for high-stakes assessments such as the TCAP, researchers recommend $\alpha > 0.9$; for other purposes, $\alpha > 0.7$ is considered defensible. The following table represents α at both the student and teacher levels.

	Student-Level Reliability (α)		Teacher-Level Reliability (α)	
	Grades 3-5	Grades 6-12	Grades 3-5	Grades 6-12
Overall Reliability (All Items)	0.94	0.96	0.97	0.98
Student Learning	0.90	0.94	0.95	0.97
Student-Centered Environment	0.86	0.90	0.94	0.96
Classroom Community	0.80	0.86	0.90	0.94
Classroom Management	0.75	0.80	0.90	0.91

At the student level, strong evidence suggests a high level of internal consistency among the questions included in the SPS ($\alpha > 0.9$). Similarly, a high level of internal consistency for each of the four elements at the student level ($\alpha > 0.8$) indicates that each of the questions associated with the four elements is measuring a similar construct. When we examine results aggregated to the teacher level,

it is even higher for the overall SPS (> 0.95) and for each of the four elements (> 0.90), providing further evidence of strong internal consistency at levels consistent with high-stakes assessments.

Data Analysis and Interpretation

In the pilot year of implementation, 17 candidates submitted class sets of completed survey (Fall 2018). The Range of scores across the 17 candidates on the thirty-four statements rated was 2.70 (In this class, I feel like I fit in) to 3.75 (My teacher would notice if something was bothering me). The data is summarized in exhibit 5.6c. Some trends to note include:

1. Candidates performed at 3.6 or higher on the following six items:
 - a. When my work is hard, my teacher helps me keep trying (m=3.62)
 - b. In this class, it is more important to understand the lesson than to memorize the answers. (m=3.65)
 - c. In this class, we learn to correct mistakes (m= 3.65)
 - d. My teacher wants us to share what we think (m=3.63)
 - e. If I am sad or angry, my teacher helps me feel better (m=3.66)
 - f. My teacher would notice if something was bothering me (m=3.75)
2. The three items in which the mean scores across the 17 candidates were slightly below 3 (most of the time) are:
 - a. My teacher knows what my life is like outside of school (m=2.92)
 - b. My teacher knows what is important to me (m=2.72)
 - c. In this class, I feel like I fit in (m=2.70)

Individual Candidate data was shared with the candidates and their clinical educators. They were provided the Reflection Guide (Appendix 5.6b) and the A Teachers Guide to using Student Perceptions

Survey Results (Appendix 5.6c). Looking at Individual candidate data the following trends were revealed:

1. 100% (17/17) candidates had a total mean score of all items that was above 3.0.
2. The range of total candidate score was 3.01 (Candidate 11) to 3.71 (candidate 1)
3. The Overall mean considering the 34 items and 17 candidates was 3.39.
4. Three candidates had a score of 3 (most of the time) or better on 34/34 items (100%)
5. Ten (10/17) candidates had a score of 3(most of the time) or better on 29-33/34 items.

Each candidate's action plan is tailored to them through data review with their clinical educators.

6. Survey Instrument

Student Perception Survey

Grades 3-5

Survey Directions

You will be completing a survey that will provide important information about your teacher. A survey is different from a test. On a survey, you are asked for your opinion or point of view; there are **no right or wrong answers**, and you will not be graded. The reason you are taking this survey is to share how you feel about your teacher and what happens in your class. Participation in this survey is **voluntary**. Please read each question carefully and answer it based on **what you really think or feel**.

While answering the questions on the survey, it is important to **only** think about the teacher and class you have been asked to respond about, and **not** other teachers. Your responses to the survey will be **private**. Your teacher and your principal will not know how you answered the questions. If you come to any question in the survey that you do not want to answer, you can leave it blank and move to the next question. If you come to a question you don't understand or a word you don't know, please raise your hand and wait for help.

For each question, choose just one answer that best fits what you think or feel, then fill in the circle for that answer. Don't pick an answer just because you think that's what someone wants you to say.

Thank you for your honest feedback! You may begin.

Instrucciones de la encuesta

Estarás llenando una encuesta que proveerá información importante sobre tu maestro/a. Una encuesta es diferente a un examen. En una encuesta, se te pregunta sobre tu opinión o punto de vista; **no** existen respuestas **correctas ni incorrectas** y no será calificada. El propósito de esta encuesta es compartir tus sentimientos sobre tu maestro/a y sobre lo que sucede en tu clase. La participación en esta encuesta es **voluntaria**. Favor de leer cada pregunta cuidadosamente y contesta basado en lo que **realmente piensas o sientes**.

Cuando contestes las preguntas en la encuesta, es importante que **solamente** te enfoques en el/la maestro/a y clase de la cual te estamos preguntando, y **no** en otros maestros/as. Tus respuestas en la encuesta se mantendrán **privadas**. Tu maestro/a y director/a no sabrán como contestaste las preguntas. Si encuentras alguna pregunta que no quieres contestar, puedes dejar esa respuesta en blanco y seguir a la siguiente pregunta. Si hay una pregunta que no entiendes o una palabra que no sabes, favor de levantar la mano y esperar por ayuda.

Para cada pregunta, elije solamente una respuesta que corresponde con lo que sientes o piensas, y llena el círculo adecuado para esa respuesta. No elijas ninguna respuesta solamente porque piensas que es lo que alguien quiere que digas.

¡Gracias por tus honestas respuestas! Puedes empezar.

Pre-survey Question

1. How often do you have class with this teacher?

¿Con qué frecuencia tienes clase con este/a maestro/a?

- Everyday**
Cada día
- 2-3 times a week**
2-3 veces cada semana
- Once a week**
Una vez cada semana
- Less than once a week**
Menos de una vez cada semana
- I do not have this teacher**
Yo no tengo este/a maestro/a

Survey Questions

	Never <i>Nunca</i>	Some of the time <i>A veces</i>	Most of the time <i>Casi siempre</i>	Always <i>Siempre</i>
1. The schoolwork we do helps me learn. <i>El trabajo escolar que hacemos en clase me ayuda a aprender.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The schoolwork we do is interesting. <i>El trabajo escolar que hacemos es interesante.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. What I learn in this class is useful to me in my real life. <i>Lo que aprendo en esta clase es útil en mi vida diaria.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My teacher knows what makes me excited about learning. <i>Mi maestro/a sabe que es lo que me emociona sobre aprender.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. In this class, we learn a lot almost every day. <i>En esta clase, aprendemos bastante casi todos los días.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My teacher makes sure that we think hard about things we read and write. <i>Mi maestro/a se asegura que nosotros pensemos sobre las cosas que leemos y escribimos.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. When the work is too hard, my teacher helps me keep trying. <i>Cuando el trabajo es muy difícil, mi maestro/a me ayuda a seguir intentando.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. In this class, it is more important to understand the lesson than to memorize the answers. <i>En esta clase, es más importante entender la lección que memorizarse las respuestas.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My teacher uses a lot of different ways to explain things. <i>Mi maestro/a usa diferentes maneras para explicar las cosas.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My teacher knows when we understand the lesson and when we do not. <i>Mi maestro/a sabe cuándo nosotros entendemos la lección y cuando no la entendemos.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Our classroom materials and supplies have a special place and things are easy to find. <i>Los materiales y útiles escolares se mantienen en su lugar y las cosas son fáciles de encontrar.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. In this class, we learn to correct our mistakes. <i>En esta clase, aprendemos como corregir nuestros errores.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never <i>Nunca</i>	Some of the time <i>A veces</i>	Most of the time <i>Casi siempre</i>	Always <i>Siempre</i>
--	-----------------------	---------------------------------------	--	--------------------------

13. My teacher tells us what we are learning and why. <i>Mi maestro/a nos dice lo que estamos aprendiendo y por qué.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My teacher wants us to share what we think. <i>Mi maestro/a quiere que nosotros compartamos lo que pensamos.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My teacher asks questions to be sure we are following along. <i>Mi maestro/a nos pregunta para asegurar que entendemos la información.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Students feel comfortable sharing their ideas in this class. <i>Los estudiantes se sienten cómodos compartiendo sus ideas en esta clase.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My teacher talks to me about my work to help me understand my mistakes. <i>Mi maestro/a habla conmigo sobre mi trabajo para ayudarme a entender mis errores.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My teacher writes notes on my work that help me do better next time. <i>Mi maestro/a escribe comentarios en mi trabajo que me ayudan a mejorar para la próxima vez.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My teacher talks about things we learn in other classes, subjects, and years. <i>Mi maestro/a habla sobre las cosas que hemos aprendido en otras clases, materias y años escolares.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. My teacher cares about me. <i>Le importo a mi maestro/a.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. If I am sad or angry, my teacher helps me feel better. <i>Si estoy enojado/a o triste, mi maestro/a me ayuda a sentirme mejor.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. My teacher would notice if something was bothering me. <i>Mi maestro/a notaría si algo me estuviera molestando.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Our class stays busy and does not waste time. <i>Nuestra clase se mantiene ocupada y no pierde tiempo.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Students in my class are respectful to our teacher. <i>Los estudiantes en esta clase son respetuosos hacia nuestro maestro/a.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. My classmates behave the way my teacher wants them to. <i>Mis compañeros se comportan como mi maestro/a quiere.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never <i>Nunca</i>	Some of the time <i>A veces</i>	Most of the time <i>Casi siempre</i>	Always <i>Siempre</i>
26. All of the kids in my class know what they are supposed to be doing and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>Todos los niños en esta clase saben lo que tienen que estar haciendo y aprendiendo.</i>				
27. The people we learn and read about in this class are like me. <i>Las personas de las cuales aprendemos y leemos en esta clase son como yo.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. My teacher teaches us to respect people's differences. <i>Mi maestro/a nos enseña a respetar las diferencias de otras personas.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. In this class, I feel like I fit in. <i>Me siento parte de esta clase.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. I feel like an important part of my classroom community. <i>Me siento como una parte importante de la comunidad de mi clase.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. My teacher knows what my life is like outside of school. <i>Mi maestro/a sabe como es mi vida fuera de la escuela.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. My teacher knows what is important to me. <i>Mi maestro/a sabe lo que es importante para mí.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I ask for help when I need it. <i>Yo pido ayuda cuando la necesito.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. I feel like I do a good job in this class. <i>Yo creo que hago un buen trabajo en esta clase.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Perception Survey Grades 6-12

Survey Directions

You will be completing a survey that will provide important information about your teacher. A survey is different from a test. On a survey, you are asked for your opinion or point of view; there are **no right or wrong answers**, and you will not be graded. The reason you are taking this survey is to share how you feel about your teacher and what happens in your class. Participation in this survey is **voluntary**. Please read each question carefully and answer it based on **what you really think or feel**.

While answering the questions on the survey, it is important to **only** think about the teacher and class you have been asked to respond about, and **not** other teachers. Your responses to the survey will be **private**. Your teacher and your principal will not know how you answered the questions. If you come to any question in the survey that you do not want to answer, you can leave it blank and move to the next question. If you come to a question you don't understand or a word you don't know, please raise your hand and wait for help.

For each question, choose just one answer that best fits what you think or feel, then fill in the circle for that answer. Don't pick an answer just because you think that's what someone wants you to say.

Thank you for your honest feedback! You may begin.

Instrucciones de la encuesta

Estarás llenando una encuesta que proveerá información importante sobre tu maestro/a. Una encuesta es diferente a un examen. En una encuesta, se te pregunta sobre tu opinión o punto de vista; **no** existen respuestas **correctas ni incorrectas** y no será calificada. El propósito de esta encuesta es compartir tus sentimientos sobre tu maestro/a y sobre lo que sucede en tu clase. La participación en esta encuesta es **voluntaria**. Favor de leer cada pregunta cuidadosamente y contesta basado en lo que **realmente piensas o sientes**.

Cuando contestes las preguntas en la encuesta, es importante que **solamente** te enfoques en el/la maestro/a y clase de la cual te estamos preguntando, y **no** en otros maestros/as. Tus respuestas en la encuesta se mantendrán **privadas**. Tu maestro/a y director/a no sabrán como contestaste las preguntas. Si encuentras alguna pregunta que no quieres contestar, puedes dejar esa respuesta en blanco y seguir a la siguiente pregunta. Si hay una pregunta que no entiendes o una palabra que no sabes, favor de levantar la mano y esperar por ayuda.

Para cada pregunta, elije solamente una respuesta que corresponde con lo que sientes o piensas, y llena el círculo adecuado para esa respuesta. No elijas ninguna respuesta solamente porque piensas que es lo que alguien quiere que digas.

¡Gracias por tus honestas respuestas! Puedes empezar.

Pre-survey Questions

1. How long have you had this teacher?

¿Por cuánto tiempo has tenido este/a maestro/a?

- I have had this teacher all year.**
He tenido este/a maestro/a todo el año.
- I have had this teacher all semester.**
He tenido este/a maestro/a todo el trimestre/semestre.
- I have had this teacher for less than 1 month.**
He tenido este/a maestro/a por menos de un mes.
- I do not have this teacher.**
No tengo este/a maestro/a.

2. Which of the following best describes the class that you have with this teacher?

¿Cuál frase de la lista describe la clase que tienes con este/a maestro/a?

- I have this teacher for a core academic class, such as math, English/language arts, science, social studies, or foreign language.**
Este/a maestro/a me enseña una asignatura común, como matemáticas, inglés/artes y letras, ciencias, estudios sociales, o lenguas extranjeras.
- I have this teacher for an elective class, such as PE, art, music, career/technical education, or theater.**
Este/a maestro/a me enseña un curso electivo, como educación física (PE), arte, música, formación profesional, o teatro.
- I have this teacher for a non-academic class, such as homeroom, advisory period, or office assistant.**
Yo tengo este/a maestro/a para una clase no académico, como aula general, asesoramiento periodo o asistente de oficina.

3. How often do you have class with this teacher?

¿Con qué frecuencia tienes clase con este/a maestro/a?

- More than once a day**
Más de una vez cada día
 - Once a day**
Una vez cada día
 - 2-3 times a week**
2-3 veces cada semana
 - Once a week**
Una vez cada semana
 - Less than once a week**
Menos de una vez cada semana
 - Other (please explain)**
Otro (Por favor explica)
-

Survey Questions

	Never <i>Nunca</i>	Some of the time <i>A veces</i>	Most of the time <i>Casi siempre</i>	Always <i>Siempre</i>
1. My teacher makes learning enjoyable. <i>Mi maestro/a me hace disfrutar el aprendizaje.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. What I learn in this class is useful to me in my real life. <i>Lo que aprendo en esta clase es útil en mi vida diaria.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My teacher teaches things that are important to me. <i>Mi maestro/a enseña cosas que son importantes para mí.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My teacher knows the things that make me excited about learning. <i>Mi maestro/a sabe las cosas que me emocionan del aprendizaje.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. In this class, we learn a lot every day. <i>En esta clase, aprendemos mucho todos los días.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. In this class, it is more important to understand the lesson than to memorize the answers. <i>En esta clase, es más importante entender la lección que memorizar las respuestas.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. When the work is too hard, my teacher helps me keep trying. <i>Cuando el trabajo es muy difícil, mi maestro/a me ayuda a seguir intentando.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My teacher accepts nothing less than my best effort. <i>Mi maestro/a solamente acepta mi mejor esfuerzo.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My teacher knows when we understand the lesson and when we do not. <i>Mi maestro/a sabe cuando entendemos la lección y cuando no.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. If I don't understand something, my teacher explains it a different way. <i>Si no entiendo algo, mi maestro/a lo explica de otra manera.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My teacher explains difficult things clearly. <i>Mi maestro/a explica claramente cosas que son difíciles de entender</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My classroom is organized and I know where to find what I need. <i>Mi salón de clase está organizado y sé donde encontrar lo que necesito.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Students feel comfortable sharing their ideas in this class. <i>Los estudiantes se sienten cómodos compartiendo sus ideas en esta clase.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My teacher respects my opinions and suggestions. <i>Mi maestro/a respeta mis opiniones y sugerencias.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. In this class, we have a say in what we learn and do. <i>En esta clase, tenemos voz y voto en lo que aprendemos y hacemos.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. My teacher talks to me about my work to help me understand my mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mi maestro/a habla conmigo sobre mi trabajo para ayudarme a entender mis errores.

17.

18. My teacher writes notes on my work that help me improve.

Mi maestro/a escribe comentarios en mi trabajo que me ayudan a mejorar.

Never
Nunca

Some of
the time
A veces

Most of
the time
Casi
siempre

Always
Siempre

19. When we study a topic, my teacher makes connections to other subjects or classes.

Cuando estudiamos un tema, mi maestro/a lo conecta con otros temas o clases.

20. My teacher cares about me.

Mi maestro/a se preocupa por mí.

21. My teacher pays attention to what all students are thinking and feeling.

Mi maestro/a presta atención a los pensamientos y sentimientos de todos los estudiantes.

22. My teacher would notice if something was bothering me.

Mi maestro/a se daría cuenta si algo me estuviera molestando.

23. Our class stays busy and does not waste time.

Nuestra clase se mantiene ocupada y no pierde tiempo.

24. Students in this class treat the teacher with respect.

Los estudiantes en esta clase tratan al maestro/a con respeto.

25. The students behave the way my teacher wants them to.

Los estudiantes se comportan de la manera que el maestro/a quiere.

26. Our classroom materials (books, articles, videos, art, music, posters, etc.) reflect my cultural background.

Nuestras cosas en el salón de clase (libros artículos, videos, arte, música, etc.) reflexionan mi historia cultural.

27. My teacher respects my cultural background.

Mi maestro/a respeta mi historia cultural.

28. My teacher respects me as an individual.

Mi maestro/a me respeta a mí como un individuo.

29. Students in this class respect each other's differences.

Los estudiantes en esta clase respetan las diferencias de cada quien.

30. In this class, I feel like I fit in.

Me siento parte de esta clase.

31. I feel like an important part of this classroom community.

Me siento como una parte importante de la comunidad de esta clase.

32. My teacher knows what my life is like outside of school.

Mi maestro/a sabe como es mi vida fuera de la escuela.

33. My teacher knows what is important to me.

Mi maestro/a sabe lo que es importante para mí.

34. I ask for help when I need it. <i>Yo pido ayuda cuando la necesito.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. I feel like I do a good job in this class. <i>Yo creo que hago un buen trabajo en esta clase.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Data

Appendix 5.6a

Student Teacher Evaluations

Fall 2018

Read the following statements and rate how often they happen:	Candidate 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Overall Average
	N=13	N=11	N= 48 (24 each term)	N=36	N=26	N=17	N=24	N=12	N=16	N=16	N=4	N= 48 (24 each term)	N=16	N=22	N=1	N=15	N=16	N=341
The schoolwork we do helps me learn.	3.92	3.45	3.49	3.50	3.15	3.35	3.75	4.00	3.44	2.88	3.75	3.84	3.31	3.82	4.00	3.20	3.50	3.55
What I learn in this class is useful to me in my real life.	3.46	2.73	3.28	2.81	3.58	3.06	3.13	3.75	3.06	3.25	2.50	3.35	3.13	3.55	3.00	3.27	3.06	3.17
In this class, we learn a lot almost every day.	3.46	3.58	3.77	3.19	3.35	3.18	3.13	4.00	3.25	3.00	3.00	3.78	3.25	3.82	3.00	3.73	3.53	3.41
My teacher makes sure that we think hard about things we read and write.	3.31	2.92	3.87	2.75	2.54	2.76	3.21	3.92	2.94	2.31	2.75	3.84	2.63	3.41	3.00	3.47	3.69	3.14
When the work is too hard, my teacher helps me keep trying.	3.54	3.17	3.60	3.83	3.62	3.47	3.67	3.83	3.44	3.69	3.50	3.82	3.56	3.73	4.00	3.47	3.69	3.62
In this class, it is more important to understand the lesson than to memorize the answers.	3.62	3.25	3.79	3.83	3.50	3.65	3.63	4.00	3.50	3.69	3.00	3.47	3.69	3.82	4.00	3.73	3.94	3.65
My teacher uses a lot of different ways to explain things.	3.92	3.00	3.53	3.69	3.50	3.18	3.75	3.92	3.38	3.69	3.75	3.47	3.50	3.86	4.00	2.67	3.31	3.54
My teacher knows when we understand the lesson and when we do not.	3.69	2.91	3.38	3.61	3.54	3.88	3.79	4.00	3.31	3.50	3.50	3.78	3.56	3.77	4.00	3.07	3.25	3.56
Our classroom materials and supplies have a special place and things are easy to find.	3.77	3.09	3.45	3.39	3.27	3.29	3.68	4.00	3.38	3.31	3.50	3.63	3.44	3.64	4.00	3.73	3.94	3.56
In this class, we learn to correct our mistakes.	3.85	3.36	3.77	3.47	3.31	3.59	3.79	3.83	3.56	3.25	3.75	3.89	3.56	3.76	4.00	3.47	3.81	3.65
My teacher tells us what we are learning and why.	3.92	2.82	3.64	3.31	3.65	3.47	3.67	4.00	3.44	3.06	3.50	3.37	3.19	3.68	4.00	3.00	3.56	3.49
My teacher asks questions to be sure we are following along.	3.62	3.50	3.93	2.58	2.81	2.88	3.22	3.83	2.63	2.25	1.50	3.65	2.69	3.05	4.00	3.13	3.56	3.11
My teacher talks to me about my work to help me understand my mistakes.	3.92	2.80	3.55	3.33	3.19	3.47	3.42	4.00	3.00	3.31	2.50	3.90	3.44	3.59	4.00	3.20	3.38	3.41
My teacher writes notes on my work that help me do better next time.	3.77	2.70	3.30	2.31	2.15	3.00	3.33	3.92	2.94	3.63	2.50	3.25	3.75	3.36	3.00	2.60	3.69	3.13
The schoolwork we do is interesting.	3.62	2.73	3.23	2.81	2.80	3.53	3.50	4.00	3.06	2.56	1.75	3.27	3.69	3.14	3.00	3.33	3.00	3.12
My teacher wants us to share what we think.	3.77	3.09	3.32	3.81	3.58	3.76	3.86	4.00	3.63	3.69	3.33	3.49	3.75	3.91	4.00	3.33	3.31	3.63
My teacher teaches us to respect people's differences.	3.85	3.30	3.60	3.39	3.42	3.47	3.68	4.00	3.31	3.06	3.00	3.85	3.13	3.73	4.00	2.87	3.57	3.48
My teacher knows what makes me excited about learning.	3.92	2.80	3.25	3.75	3.73	3.71	3.91	4.00	3.69	3.63	3.67	3.45	3.63	3.68	4.00	2.27	2.81	3.52
My teacher talks about things we learn in other classes, subjects, and years.	3.92	2.70	3.53	3.64	3.73	3.71	3.95	4.00	3.88	3.81	3.67	2.98	3.56	3.91	4.00	2.86	2.27	3.54
If I am sad or angry, my teacher helps me feel better.	3.85	3.33	3.48	3.67	3.77	3.71	3.86	4.00	3.81	3.56	3.67	3.35	3.63	3.82	4.00	3.00	3.73	3.66
My teacher would notice if something was bothering me.	3.92	3.20	3.39	4.00	3.92	3.82	3.86	4.00	3.94	3.94	4.00	3.61	4.00	3.82	4.00	2.80	3.56	3.75
The people we learn and read about in this class are like me.	3.92	2.10	2.81	3.97	3.92	3.76	3.91	4.00	3.88	3.94	4.00	2.30	3.81	4.00	4.00	1.87	2.00	3.42
My teacher knows what my life is like outside of school.	3.69	2.20	2.62	3.00	3.12	2.94	3.50	3.92	3.00	2.88	2.67	2.19	2.67	3.45	4.00	1.33	2.53	2.92
My teacher knows what is important to me.	3.31	2.60	3.06	2.56	2.77	2.50	3.18	4.00	3.06	2.88	1.00	3.36	2.50	3.41	1.00	2.00	3.13	2.72
Students feel comfortable sharing their ideas in this class.	3.54	2.90	3.47	3.46	3.46	3.06	3.73	4.00	3.56	3.44	3.33	3.51	3.40	3.91	4.00	3.36	3.69	3.52
My teacher cares about me.	3.69	3.56	3.91	3.23	3.46	3.00	3.50	3.83	3.40	3.00	2.67	4.00	3.40	3.64	4.00	3.47	4.00	3.51
In this class, I feel like I fit in.	3.38	3.20	3.57	2.17	2.08	1.94	2.71	3.75	2.44	2.19	2.00	3.67	2.53	2.59	1.00	3.47	3.19	2.70
I feel like an important part of my classroom community.	3.46	3.11	3.30	2.66	2.69	2.76	2.95	3.83	2.81	2.63	1.67	3.54	3.00	3.36	3.00	3.20	3.13	3.01
I ask for help when I need it.	3.54	3.56	3.57	3.37	3.42	3.06	3.64	3.92	3.25	3.63	2.33	3.83	3.53	3.81	4.00	3.60	3.31	3.49
I feel like I do a good job in this class.	3.77	3.50	3.48	3.26	3.54	3.29	3.73	4.00	3.56	3.38	2.67	3.71	3.47	3.68	4.00	3.47	3.56	3.53
Our class stays busy and does not waste time.	3.54	3.00	3.00	3.49	3.15	3.29	3.36	4.00	3.25	3.44	3.00	3.04	3.13	3.77	4.00	3.07	3.06	3.33
Students in my class are respectful to our teacher.	3.92	3.00	3.55	3.77	3.08	3.59	3.59	4.00	3.69	3.88	3.67	3.42	2.81	3.86	4.00	3.20	3.63	3.57
My classmates behave the way my teacher wants them to.	3.85	2.60	3.36	3.54	2.96	3.41	3.38	4.00	3.44	3.63	3.67	3.00	2.81	3.55	4.00	2.73	3.13	3.36
All of the kids in my class know what they are supposed to be doing and learning.	3.85	2.90	3.55	3.71	3.58	3.59	3.55	4.00	3.69	3.69	3.67	3.50	3.31	3.95	4.00	3.40	3.69	3.62
TOTAL mean per candidate	3.71	3.02	3.45	3.32	3.27	3.30	3.54	3.95	3.34	3.28	3.01	3.47	3.31	3.64	3.65	3.07	3.36	3.39

Scale: Always= 4, Most of the Time= 3, Some of the Time= 2, Never= 1

Student Perception Survey Reflection Guide

Your Student Perception Survey (SPS) results give you a powerful tool for understanding your students' experience. These results will likely confirm information about your students, surprise you with details that you didn't know, and open up new questions about areas you want to explore further. This data is a unique source of actionable feedback on your instructional practice that you can apply to build upon your strengths and accelerate your professional development. The survey is aligned to Colorado's Teacher Quality Standards and includes items¹ that research has found to be strongly correlated with student learning outcomes.

Make sure to set aside sufficient time to review and reflect on the results. With 34 items and multiple ways to look at the data, survey results provide a lot of information to process. This resource will guide you through each step of the process to analyze your results and use the data to inform your professional growth. This guide can be used by teachers, students, or district level staff to analyze any level of results.

START WITH INITIAL REACTIONS

- What are your initial thoughts about these results?
- Does anything surprise you?
- What are you most proud of?
- What questions do you have?

IDENTIFY STRENGTHS AND AREAS OF NEED

Start with each survey category and identify strengths and areas of need. Keep the following in mind when you are reviewing the data:

¹A number of items on the Colorado SPS were adapted from items made available for noncommercial use through the Measures of Effective Teaching (MET) project, funded by the Bill & Melinda Gates Foundation.

- **Always consider comparison groups:** Questions should be compared against the school, district, state, or content area comparison groups.
- **Look at the distribution of responses:** Two questions may have the same percent favorable score but one could have many more “never” responses than “most of the time.”
- **Disaggregate to understand subgroups:** Responses to some questions may look very different for different groups of students (e.g., boys vs. girls, different periods or grade levels, etc.).

Survey Element	Areas of Strength Consider questions that: <ul style="list-style-type: none"> • Are higher than the comparison groups • Are better than predictions • Have a lot of “always” responses • Have consistent responses across subgroups 	Areas of Need Consider questions that: <ul style="list-style-type: none"> • Are lower than the comparison groups • Don’t live up to predictions • Have a lot of “never” responses • Look very different for student subgroups
Student Learning		
Student-Centered Environment		
Classroom Management		
Classroom Community		

REFLECT ON YOUR ANALYSIS

SPS results are just one source of information about your practice. Now that you have identified several strengths and areas of need, use additional data and context to think about how these results fit into the broader context of your school/class/practice? Consider the following:

- Observation data
- Student growth data
- Programs and initiatives
- Curriculum

PLAN NEXT STEPS

There are several ways that you can use SPS results as part of a broader plan to improve your practice.

- Collaborate with a trusted colleague to help you think about how to use the results. Use the Student Perception Survey Coaching Conversations Guide to review results with a peer, administrator, coach, or evaluator.
- Use team or professional development time to explore school-wide summary results and identify trends, strengths, and opportunities for all-staff professional development.
- Use SPS results to inform your self-assessment and reflection, goal setting, and feedback conversations.

A Teacher's Guide to Using Student Perception Survey Results

Your Student Perception Survey (SPS) results will give you a powerful tool for understanding your students' experience in your classroom. These results will likely confirm some things that you knew about your classroom, surprise you with some things that you didn't know, and open up new questions about things you want to explore further.

This data is a unique source of actionable feedback on your instructional practice that you can apply immediately to build upon your strengths and accelerate your professional development. The survey is aligned to Colorado's Teacher Quality Standards and includes items¹ that research has found to be strongly correlated with student learning outcomes.

HOW TO USE YOUR RESULTS

The following are recommendations for how to make the most of your SPS results:

- Set aside sufficient time to review and reflect on the results. With 34 survey items, there is a lot of information to process. This review could take anywhere from a few hours to a couple of days, depending on the approach you take.
- Collaborate with a trusted colleague to help you think about how to use the results. You might consider consulting with a team teacher, instructional coach, administrator, master/mentor teacher, or friend.
- When reflecting on your results individually or as a group, ask the following questions:²
 - What observations do you have about these results?
 - Does anything surprise you?
 - What are you most proud of?

THINGS TO KEEP IN MIND

- Your students were asked to give their honest responses to the survey, and there is a lot of evidence that by and large, students answer truthfully and do not give dishonest answers for the purposes of attacking their teachers.
- The survey gives you data on how your students perceive their learning experiences in your classroom, but it might not give you much insight into WHY they feel that way. Apply what you know about the context of your classroom and your students to better understand the data, pinpoint strengths to build upon, and identify ways to improve areas in which your students may have responded less positively.
- This survey provides powerful data on your instructional practice, but it's just one data source. As you reflect on your results, pull in other sources of data about your strengths and areas of growth so you can build a holistic picture of your performance that resonates with you as authentic and meaningful.

¹A number of items on the Colorado SPS were adapted from items made available for noncommercial use through the Measures of Effective Teaching (MET) project, funded by the Bill & Melinda Gates Foundation.

²Kanold, T.D. *The Five Disciplines of PLC Leaders*. Bloomington, IN: Solution Tree Press, 2011.

- What can you learn from the results?
 - How can you improve on this data next year?
 - Are you making progress on your vision for your students/school?
 - What interventions or support do you need in order to improve?
- Use the data to reflect on your strengths as a teacher and your greatest opportunities for growth. To do this, pull in survey data and other data points, such as observation data from an evaluator or coach, your self-assessment of your professional practice, and data about your students' learning outcomes. There are many possible approaches to analyzing your SPS data, including:
 - Focus on one survey item in each element.
 - Focus on all the survey items in a single element.
 - Focus on the three or four items with the lowest scores and three or four items with the highest scores.
 - Identify two or three immediate next steps that you can take to improve in your development areas, and infuse what you learn from the survey into other activities in which you reflect on your performance and how to improve.
 - Use team time or professional development time to explore school-wide summary results and identify trends, strengths, and opportunities for all-staff professional development.
 - Use SPS results as a tool to inform your self-assessment and reflection, goal setting, and feedback conversations.