Mississippi Valley State University

Teacher Education Department

Annual Unit Assessment Report

2020-2021



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**Teacher Education Department Mission, Vision and Goals 2020-2021**

**Mission**

The mission of Mississippi Valley State University, known as the “Valley of Scholars”, is to provide accessible, relevant and quality academic, and public services programs to citizens of the Delta and beyond, with a particular focus on the educational needs of the south and east areas of the region. “Mississippi Valley State University will serve as the catalyst for an enhanced quality of life and increased educational opportunities for the citizens of a revitalized Mississippi Delta”.

The Teacher Education Department has as its primary mission the preparation of teachers for the public schools in Mississippi and other states. This mission is achieved by offering a well-balanced program of general education selected from the sciences and liberal arts, specialized education, and professional education.

The aim of teacher education programs at Mississippi Valley State University is to produce teachers who are Holistic Transformers: scholars, facilitators and reflective thinkers, and responsible professionals.

**Vision**

The vision for the College of Education is to become a key producer of classroom teachers-and therefore as a critical agent of economic growth, hope, and change-for the Mississippi Delta region. Ideally, MVSU envisions itself as being the key producer of classroom teachers who are capable of not only teaching all students, but also serving as change agents by helping children to grow and giving them hope.

**Department Goals 2021-2022**

* Continue to work on areas for improvement for CAEP.
* Continue to work on enrollment and retention of candidates in the program.
* Work on areas for improvement within the EPP

Previous and Continued Goals

|  |  |
| --- | --- |
| **2019-2020** | **Evidence of Success** |
| Complete the Council for the Accreditation of Educator Preparation (CAEP) accreditation process. | In progress completed. Submitted SSR February 2020 |
| Review SSR final feedback to determine continuous improvement and retention efforts | * EPP Met all standards and continued accreditation * Work on Standard 3.1 AFI Recruitment and retention |
| **2020-2021** | **Evidence of Success** |
| Review CAEP final report to determine continuous improvement and retention efforts | * EPP Met all standards and continued accreditation. |
| Work on Standard 3.1 AFI Recruitment and retention. | In progress. |
| Implement the updated Impact on Student Learning Assessment IOSL Assessment. | Review samples from EPPs who have piloted the ISOL during the 2020-2021 academic year. |

**Program Enrollments**

Data from the Institution of Effectiveness and Research provided the following enrollment data for the Teacher Education Department’s programs.

|  |  |  |
| --- | --- | --- |
| **Program** | **Fall 2020** | **Spring 2021** |
| Early Childhood-non licensure | 91 | 75 |
| Elementary Education | 63 | 50 |
| English Education | 3 | 7 |
| Health and Physical Education | 20 | 16 |
| Mathematics Education | 3 | 3 |
| Music Education | 14 | 14 |
| Science Education | 3 | 3 |
| Social Science Education | 1 | 0 |
| MAT Candidates ( combined) | 111 | 128 |

Note: The enrollment table above is of students who have declared education as a major and not of those who have been screened and admitted to the education program. The data was retrieved from Enrollment Profile Office of Institutional Effectiveness.

**Initial Enrollment**

The Teacher Education Department had a total of 154 candidates enrolled in its Early Childhood Education (ECE) non-licensure degree program and 111 candidates enrolled in its Education Licensure programs for Fall 2020. The EPP saw a decrease in enrollment in undergraduate programs during the Spring 2021 semester. The ECE, had 75 candidates in Spring which was a 18% decrease while the Education programs had 50 students enrolled, a 21% decrease in enrollment.

**Data Collection**

The data provided in this Assessment Plan for AY 2020-2021 focus on candidates in each Transition Points. The purpose is to analyze key assessment data that is used in addressing CAEP Standard Four: Program Impact. The Annual Report for this academic year will also focus on enrollment as the EPP use the data to focus on program improvement.

**Transition Point One: Admission to the Teacher Education Department**

The EPP had ten candidates admitted during Fall 2020. Four candidates were Elementary majors, one Music Education Major and five Health and physical Education majors. Due to COVID-19, The EPP was required by the Mississippi Department of Education to waive all license exams for admission through December 31, 2021; therefore, test data is not available for candidates this academic year.

In addition to ACT/Praxis data, candidates must have a GPA of 3.0 as well as a Cohort average of 3.0 or higher.

**Transition Point Two: Admission as a Candidate**

Candidates were screened by TED faculty virtually through zoom. Faculty who participated in virtual screening included: Dr. Harvey Jackson, Dr. Lorraine Wood, Dr. Billy Robinson, and Dr. Marikay Wilson. Data for candidate admissions is available in the Office of Advisement.

**CAEP Eight Annual measure number 6: Ability of Completers to meet licensure requirements**

**PRAXIS DATA**

The data below is from MVSU candidates who have taken the Praxis, Praxis Subject Assessment and/or PLT during the 2020-2021 Academic Year.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date taken** | **Candidate** | **Exam** | **Score** | **Required score** | **Met/ Not met** |
| 7/27/2021 | GRIFFIN, WILLEXIA | 5713 Core Academic Skills for Educators: Reading | 128 | 156 | Not Met |
| 07/08/2021 | KIMBLE, ALMEDA | 5018 Elem Ed: Content Knowledge | 130 | 163 | Not Met |
| 07/13/2021  07/09/2021 | SIMON, LAQWENIA | 5354 Special Ed: Core Knowledge and Applications  5354 Special Ed: Core Knowledge and Applications  5723 Core Academic Skills for Educators: Writing  5733 Core Academic Skills for Educators: Math | 144  144  128  108 | 152  156  162  103 |  |
| 06/01/2021 | PITTMAN, VONKEYSHA | 5162 Algebra I | 118 | 148 | Not met |
| 05/28/2021 | COOPER, SHARON (MAT candidate) | 5024 Education of Young Children | 126 | 160 | Not met |

**Fall 2020 Admit**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Program** | **Race/Gender** | **GPA** | **Praxis/ACT** |
| Atkins, Raven | Elementary Edu | B/F | 3.78 | N/A |
| Davis, Airyal | Elementary Edu | B/F | 3.24 | N/A |
| Fant, Xavier | Elementary Edu | B/M | 2.92 | N/A |
| Jackson, Melanie | Elementary Edu | B/F | 3.60 | N/A |
| Jones, Markayla | Physical Edu | F/B | 3.59 | N/A |
| Kimbrough, Forrest | Music Edu | M/B | 3.60 | N/A |
| Knighthen, LaMichael | Physical Edu | M/B | 2.90 | N/A |
| Moore, Thomas | Physical Edu | M/B | 2.85 | N/A |
| Price, Zabasjia | Physical Edu | F/B | 3.50 | N/A |
| Shugart, Larozzo | Physical Edu | M/B | 3.90 | N/A |

**Transition Point Three: Field Experience**

Candidates are required to show proof of background check, proof of liability insurance, student contract, conduct three-phases of field experiences (130 clock hours), and documentation of field experience completion. This information is provided in the Office of Field Experience and Clinical Studies.

**Foundations of Reading, Praxis Subject Assessment and PLT Exam Scores**

No data was received from candidates indicating a test submission. This was due in part to COVID-19 test waiver.

**Transition Point Four: Program Completion**

Candidates complete key assessments during transition four as culminating evidence of program preparation. Data for each key assessment is provided.

**CAEP Eight Annual Measure number 5: Graduation rates of completers**

**Completer Data**

**Undergraduate Programs 2020-2021**

|  |  |
| --- | --- |
| Undergraduate program | # completer 2020-2021 |
| Early Childhood non-licensure | 28(non-licensure) |
| Elementary Education | 10 |
| English Education | 0 |
| Mathematics Education | 0 |
| Health and Physical Education | 1 |
| Science Education | 1 |
| Social Science Education | 0 |
| Total | 28 Non-licensure and 12 (licensure)= 41 total |

The EPP had only two secondary Education majors (HPER) to complete the degree program for license during the 2020-2021 academic year.

**KEY ASSESSMENT (KA) DATA for 2020-2021**

**KA 1: Teacher Work Sample-Initial Candidate Fall 2020**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Aggregated Mean Scores for Seven Components of the  Teacher Work Sample (TWS)  Traditional Teacher Education – Initial/Undergraduate Program  Fall 2020 N=12 | | | | | | |
| **Criteria** | **Program** | **Gender/race** | **Score** | **Mean Score**  μ | **Variance**  σ2 | **Standard Deviation**  σ |
| **Teaching Process One- Contextual Factors** | | | | |  |  |
| 1. **Knowledge of community, schools and classroom factors.**   **CAEP K-6 1.b,3-e;CAEP 1.1; InTASC 3; ISTE 3.b;6.b** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  2  2  3  2  2 | 2.3 | .21 | .46 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| **2.Knowledge of characteristics of students.**  **CAEP K-6 1.q;CAEP 1.2; InTASC 7; ISTE 7.b** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  3  2  3  2  2  3  2  2 | 2.4 | .24 | .49 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| **3.Knowledge of Studentss varied approaches to learning.**  **CAEP K-6-4.q; CAEP1.5,1.3;InTASC 7; ISTE 5.c** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  2  2  2  3  2  2 | 2.1 | .09 | .3 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| **4. Implications for Instructional planning and assessment.**  **CAEP L-6 3.b; CAEP 1.2;InTASC 6;ISTE 7.b** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  3  2  2  3  2  2 | 2.3 | .21 | .46 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
|  | | | | **2.14** | **.025** | **.16** |
| **Teaching Process Two- Learning Goals** | | | | | | |
| **5. Significance, challenge and variety. CAEP K-6 1.a; CAEP 1.2;InTASC 7;ISTE 7.b** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  3  2  2  2  2  2  2 | 2.1 | .09 | .3 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| **6. Clarity**  **CAEP K-6 3.c, 4.c; CAEP 1.1,1.3;InTASC 4.7; ISTE 5.b** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  3  2  2  3  2  2  2 | 2.3 | .21 | .46 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| **7. Alignment with national, state or local standards.**  **CAEP K-6 3.c,4.c;CAEP 1.1,1.3;InTASC 4,7: ISTE 5.b** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  3  2  2  2  2  2  2 | 2.1 | .09 | .3 |
| Science Education  Physical Education | F/B  M/B | 3  2 | 2.0 | 0 | 0 |
|  | | | | **2.17** | **.032** | **.18** |
| **Teaching Process Three- Assessment Plan** | | | | | | |
| **8. Alignment with learning goals and instruction.**  **CAEP K-6 3.c;CAEP 1.1,1.3;InTASC 4,7; ISTE 5.b** | **Elementary Education**  **Elementary Education**  **Elementary Education**  **Elementary Education**  **Elementary Education**  **Elementary Education**  **Elementary Education**  **Elementary Education**  **Elementary Education**  **Elementary Education** | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  3  2  2  2  2  2  2 | 2.1 | .09 | .3 |
| **Science Education**  **Physical Education** | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| **9. Adaptation to assessment based instructional monitoring.**  **CAEP K-6 3.b;CAEP 1.2;InTASC 6; ISTE 7.b** | **Elementary Education**  **Elementary Education**  **Elementary Education**  **Elementary Education**  **Elementary Education**  **Elementary Education**  **Elementary Education**  **Elementary Education**  **Elementary Education**  **Elementary Education** | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  3  2  3  2  2  2  2 | 2.1 | .09 | .3 |
| **Science Education**  **Physical Education** | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| **10. Quality of Assessment instruments**  **CAEP K-6 3.a,3.b; CAEP 1.2,1.3; InTASC 6;ISTE 7.b** | **Elementary Education**  **Elementary Education**  **Elementary Education**  **Elementary Education**  **Elementary Education**  **Elementary Education**  **Elementary Education**  **Elementary Education**  **Elementary Education**  **Elementary Education** | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 3  2  3  2  3  2  3  2  2  2  3 | 2.5 | .25 | .5 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
|  | | | | **2.12** | **.031** | **.18** |
| **Teaching Process Four-Design for Instruction** | | | | | | |
| 11. Alignment with learning goals.  CAEP K-6 3.c, 4.c; CAEP 1.1,1.3;InTASC 4,7;ISTE 5.b | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  3  3  2  2  2  2  2 | 2.1 | .09 | .3 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| 12. Alignment with Assessment plan.  CAEP K-6 3.a,3.b; CAEP 1.2 1.3; InTASC 6; ISTE 7.b | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  3  3  3  2  2  2  2 | 2.1 | .09 | .3 |
| Science Education  Physical Education | F/B  M/B | 3  2 | 2.5 | .25 | .5 |
| 13. Lesson and unit structure.  CAEP K-6 3.c; CAEP 1.1; InTASC 7; ISTE 5.c | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  3  2  2  2  2  2 | 2.1 | .09 | .3 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| 14. Lesson Activities  CAEP K-6 3.c; CAEP 1.1; InTASC 7; ISTE 5.c | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 3  2 | 2.5 | .25 | .5 |
|  | | | | **2.16** | **.038** | **.20** |
| **Teaching Process Five- Instructional Decision Making** | | | | | | |
| **15. Modifications based on pre-assessment of student learning. CAEP K-6 3.a,3.b; CAEP 1.2,1.3; InTASC 6; ISTE 7.b** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  3  2  2  2  2  2 | 2.1 | .09 | .3 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| **16. Continuous monitoring of student learning.**  **CAEP K-6 3.a,3.b; CAEP 1.2,1.3; InTASC 6; ISTE 7.b** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  3  2  3  2  2  2 | 2.3 | .21 | .46 |
| Science Education  Physical Education | F/B  M/B | 3  2 | 2.5 | .25 | .5 |
| **17. Congruence between modifications and learning goals.**  **CAEP K-6 3.b; CAEP 1.2; InTASC 6; ISTE 7.b** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  3  2  2  2  2  2 | 2.1 | .09 | .3 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
|  | | | | **2.17** | **.032** | **.18** |
| **Teaching Process Six- Analysis of Student Learning** | | | | | | |
| **18. Accuracy and completeness of data collection.**  **CAEP K-6 3.a,3.b; CAEP1.2;InTASC 6; ISTE 7.b** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  3  2  2  2  2  3 | 2.1 | .09 | .3 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| **19. Graphic presentation of Data**  **CAEP K-6 3.a,3.b;CAEP 1.2;InTASC 6; ISTE 7.b** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  3  3  2  3  2  2  3 | 2.3 | .21 | .46 |
| Science Education  Physical Education | F/B  M/B | 3  2 | 2.5 | .25 | .5 |
| **20. Interpretation of Data**  **CAEP K-6 3.a,3.b; CAEP 1.2; InTASC 6;ISTE 7.b** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  3  2  2  2  2  3 | 2.1 | .09 | .3 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
|  | | | | **2.17** | **.32** | **.18** |
| **Teaching Process Seven- Reflection and Self-Evaluation** | | | | | | |
| **21. Reflection on learning goals.**  **CAEP K-6 5.a;CAEP 1.1; InTASC 10; ISTE 4.a** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  3  3 | 2.1 | .09 | .3 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| **22. Implications for future teaching K-6 5.a;CAEP 1.1 InTASC 10;ISTE 4.a** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  3  2  2  3  2  2  2  3 | 2.3 | .21 | .46 |
| Science Education  Physical Education | F/B  M/B | 3  2 | 2.5 | .25 | .5 |
| **23. Implications for professional development.**  **CAEP K-6 5.b;CAEP 1.1; InTASC 10; ISTE 4.a** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  3  2  2  2  2  2 | 2.1 | .09 | .3 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
|  | | | | **2.17** | **.032** | **.18** |

**Interpretation of the data**

The EPP had twelve candidates in its Fall 2020 cohort where ten where females and two were males. One male was an Elementary Education major and the either male was a Health and Physical Education and Recreation male. All candidates in the cohort were African Americans.

Candidates are required to score a 2 “Meet Expectation” on the Teacher Work Sample (TWS) assessment. Overall μ for the TWS was 2.0 or higher on each Teaching Process. In looking at the data for each Teaching process, the mean for each was as follows: Teaching Process one μ= 2.14; Teaching Processes two, five, six and seven μ= 2.17; Teaching Process three μ= 2.12; and Teaching Process four μ= 2.16.

Although candidates are expected to score a 2 on the TWS assessment, the EPP did notice that some candidates scored a 3”exceed expectations” on each items. The EPP will work to increase growth within each Teaching process to increase the number of candidates scoring a 3 and to insure that candidates are meeting expectation (2) for this assessment.

**KA 2: Teacher Work Sample-Initial Candidate Spring 2021**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Aggregated Mean Scores for Seven Components of the  Teacher Work Sample (TWS)  Traditional Teacher Education – Initial/Undergraduate Program  **Spring 2021 N=13** | | | | | | |
| **Criteria** | **Program** | **Gender/race** | **Score** | **Mean Score**  μ | **Variance**  σ2 | **Standard Deviation**  σ |
|  | | | | |  |  |
| 1. **Student/District/ School Classroom Information & Instructional Implications** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  3  3  3  3 | 2.6 | .23 | .47 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  2  2  2  3 | 2.6 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 2  2 | 2.0 | 0 | 0 |
|  | | | | | | |
| **2.Lesson Plan Goals** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  3  3  3  2 | 2.6 | .23 | .47 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  3  3 | 2.5 | .25 | .5 |
| Music Education  Science Education | M/B  F/B | 2  2 | 2.0 | 0 | 0 |
|  | | | | | | |
| **3.Student Learning Experience/ history and description of behavior.** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  3  3  3 | 2.6 | .23 | .47 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  2  2  3  2 | 2.5 | .25 | .5 |
| Music Education  Science Education | M/B  F/B | 2  3 | 2.5 | .25 | .5 |
|  | | | | | | |
| **4. Identify and Prioritize problems.** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  2  3  3  2  3 | 2.5 | .25 | .5 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  2  2  2  2 | 2.8 | .16 | .4 |
| Music Education  Science Education | M/B  F/B | 3  3 | 3.0 | 0 | 0 |
|  | | | | | | |
| **5. Identify target behaviors and domains.** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  3  3  3  2 | 2.5 | .25 | .5 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  2  3  2 | 2.6 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 2  2 | 2.0 | 0 | 0 |
|  | | | | | | |
| **6. Intervention** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  3  2  2 | 2.34 | .23 | .47 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  2  2 | 2.6 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 2  3 | 2.5 | 0 | 0 |
|  | | | | | | |
| **7. Assessment and Assessment Results** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  3  3  2 | 2.5 | .25 | .5 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  3  3 | 3.0 | 0 | 0 |
| Music Education  Science Education | M/B  F/B | 2  3 | 2.5 | 0 | 0 |
|  | | | | | | |
| **8. Action plan including resources and materials and secondary assessment** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  3  3  2  3 | 2.6 | .23 | .47 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  2  3  3 | 2.8 | .16 | .4 |
| Music Education  Science Education | M/B  F/B | 2  3 | 2.5 | 0 | 0 |
|  | | | | | | |
| **9. Evaluation and Interpretation** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  2  3  3  3  3 | 2.6 | .23 | .47 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  3  3  2 | 2.6 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 2  2 | 2.0 | 0 | 0 |
|  | | | | | | |
| **10. Student Learning Outcomes** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  3  3  3  3 | 2.8 | .16 | .4 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  3  2 | 2.8 | .16 | .4 |
| Music Education  Science Education | M/B  F/B | 3  3 | 3.0 | 0 | 0 |

**Interpretation of the Data**

The EPP had thirteen (13) candidates during the Spring 2021 semester. Ten (10) were females and three (3) were males. This semester the EPP had six (6) Elementary Education candidates with five (5) females and one (1) male; five(5) Health Physical Education and Recreation with three (3) females and two(2) males and One (1) Music Education male and one (1) Science education Female. All candidates in the Spring cohort were African American.

In looking at the data for this cohort, the EPP observed that the Elementary Education candidates had a consistent mean μ =2.6, variance σ2 = .24, and SD σ= .49 for items 1, 2, 3, and 8 on the Teacher Work sample. Candidates in the HPER program had the highest mean for items 5, 6, 7, and 8. An additional observation was with the secondary Science and Music candidates whose data revealed low means of μ -2.0on items 1, 2, and 5 and had the highest mean in items 4 and 10.

Overall, all candidates scored a 2 “met” on all items of the TWS. The EPP will be transitioning to the new state developed ISOL assessment to measure items on this assessment beginning Fall 2021.

**CAEP EIGHT ANNUAL MEASURE number 2: Indicator of Teaching Effectiveness (TIAI)**

**KA 2: TEACHER INTERN ASSESSMENT INSTRUMENT (TIAI) Fall 2020**

**Description**

For the evaluation of the student teaching experience, the Teacher Intern Assessment Instrument (TIAI) is a state proprietary instrument used to evaluate all teacher candidates completing a licensure program. The TIAI evaluation rubric is aligned with the Mississippi Statewide Teacher Growth Rubric (TGR), which is used by MDE to assess practicing teachers in the classroom, and the InTASC Standards.

**Teacher Intern Assessment Instrument Criteria**

* Criteria 1=Select developmentally appropriate, performance based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards.
* Criteria 2- Incorporate diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.
* Criteria 3- Integrates core content knowledge from other subject areas in lessons.
* Criteria 4- Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures and that uses a variety of teaching materials and technology.
* Criteria 5- Prepares appropriate assessment and procedures (ex. Pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.
* Criteria 6- Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. - use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).
* Criteria 7- Communicates assessments criteria and performance standards to the students and provides timely feedback on students’ academic performance.
* Criteria 8- Incorporates a variety of informal and formal assessments (ex. –pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.
* Criteria 9- Uses acceptable written, oral, and nonverbal communication in planning and instruction.
* Criteria 10- Provides clear, complete written and/or oral directions for instructional activities.
* Criteria 11- Communicates high expectations for learning to all students.
* Criteria 12- Conveys enthusiasm for teaching and learning.
* Criteria 13- Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.
* Criteria 14- Demonstrates knowledge of content for the subject(s) taught.
* Criteria 15- Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.
* Criteria16- Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).
* Criteria 17- Engages students in analytics, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.
* Criteria 18- Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.
* Criteria 19- Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.
* Criteria 20- Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.
* Criteria 21- Attends to or delegates routine tasks.
* Criteria 22- Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.
* Criteria 23- Creates and maintains acclimate o fairness, safety, respect, and support for all students.
* Criteria 24- Maximizes time available for instruction (Uses instructional time effectively).
* Criteria 25- Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.)

**FALL 2020 N=12**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Rubric**  **Criteria** | **Program** | **Race& Gender** | **Mean score** | | **%**  **Scoring 2 or higher** | **Average group score =μ** | **Variance**  σ2 | **Standard Deviation**  σ |
| **Mentor Mean score** | **University Supervisor Mean score** |
| 1 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 2 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 3 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 4 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 5 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 20. | 0 | 0 |
| 6 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 7 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 8 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 9 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 10 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2 2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 11 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 12 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 13 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 14 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 15 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 16 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 17 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 18 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 19 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 20 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 21 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 22 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 23 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 24 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 25 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Science Education  Physical Education | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |

**Interpretation of the Data**

The EPP had twelve candidates in its Fall 2020 cohort. Ten candidates were Elementary Education majors and two were secondary candidates; one Science Education and one Health, Physical Education and Recreation major. Two candidates in this cohort were males and all candidates were African American.

Candidates are required to score a 2 on the Teacher Intern Assessment Instrument (TIAI) which represents “Meet Expectations”. All candidates scored a 2 on each item of the assessment with 100% performing at 2 or higher and an average mean μ= 2.0. Although a 2 is required for this assessment, the EPP would like to see candidates score 3 on this assessment. The EPP will devise a plan to provide more virtual support for candidates due to virtual learning and social distance due to COVID. This could have been a factor with scores of 2 for each item.

**KA3: Teacher Intern Assessment Instrument Criteria**

**Spring 2021 N=13**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Rubric**  **Criteria** | **Program** | **Race& Gender** | **Mean score** | | **%**  **Scoring 2 or higher** | **Average group score =μ** | **Variance**  σ2 | **Standard Deviation**  σ |
| **Mentor Mean score** | **University Supervisor Mean score** |
| 1 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 1  2  2  2  2  2 | 2  3  3  3  3  3 | 84% | 2.25 | .52 | .72 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  3 | 2  3  3  3  3 | 100% | 2.5 | .25 | .5 |
| Music Education  Science Education | M/B  F/B | 2  2 | 2  3 | 100% | 2.5 | .25 | .5 |
| 2 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 1  3  2  2  2  2 | 2  3  3  3  2  2 | 84% | 2.25 | .35 | .60 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  3 | 3  3  3  3  3 | 100% | 2.6 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 2  2 | 3  3 | 100% | 2.5 | .25 | .5 |
| 3 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 1  2  2  2  2  2 | 2  3  3  3  3  3 | 84% | 2.33 | .39 | .62 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  2 | 3  3  3  3  3 | 100% | 2.5 | .25 | .5 |
| Music Education  Science Education | M/B  F/B | 2  2 | 2  3 | 100% | 2.5 | .25 | .5 |
| 4 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2 | 2  3  3  3  3  2 | 100% | 2.33 | .22 | .47 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  2 | 2  2  3  3  3 | 100% | 2.2 | .16 | .4 |
| Music Education  Science Education | M/B  F/B | 2  2 | 3  2 | 100% | 2.5 | .25 | .5 |
| 5 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 1  3  2  2  2  2 | 2  3  3  3  3  2 | 84% | 2.25 | .52 | .72 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  3 | 3  3  3  3  3 | 100% | 2.6 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 2  2 | 3  3 | 100% | 2.5 | .25 | .5 |
| 6 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  2  2 | 2  3  3  3  3  2 | 100% | 2.42 | .24 | .49 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  3 | 2  3  3  3  3 | 100% | 2.5 | .25 | .5 |
| Music Education  Science Education | M/B  F/B | 2  2 | 2  3 | 100% | 2.5 | .25 | .5 |
| 7 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2 | 2  3  3  3  2  3 | 100% | 2.33 | .22 | .47 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  2 | 2  3  3  3  3 | 100% | 2.4 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 2  2 | 3  3 | 100% | 2.5 | .25 | .5 |
| 8 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 1  2  2  2  2  2 | 2  3  3  3  3  2 | 84% | 2.33 | .33 | .58 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  3 | 3  3  3  3  3 | 100% | 2.6 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 2  2 | 2  3 | 100% | 2.5 | .25 | .5 |
| 9 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2 | 2  3  3  3  3  3 | 100% | 2.42 | .24 | .49 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  3 | 3  3  3  3  3 | 100% | 2.6 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 2  2 | 2  3 | 100% | 2.5 | .25 | .5 |
| 10 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 1  3  2  2  2  2 | 2  3  3  3  2  3 | 84% | 2.25 | .35 | .60 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  2 | 3  3  3  3  3 | 100% | 2.5 | .25 | .5 |
| Music Education  Science Education | M/B  F/B | 1  2 | 2  3 | 50% | 2 | .5 | .71 |
| 11 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  2  2 | 2  3  3  3  3  3 | 100% | 2.5 | .25 | .5 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  2 | 3  3  3  3  3 | 100% | 2.5 | .25 | .5 |
| Music Education  Science Education | M/B  F/B | 2  2 | 3  3 | 100% | 2.5 | .25 | .5 |
| 12 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  2  2 | 2  3  3  2  3  3 | 100% | 2.42 | .24 | .49 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  2 | 2  3  3  3  3 | 100% | 2.4 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 1  2 | 2  3 | 50% | 2 | .5 | .71 |
| 13 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  2 | 2  3  3  3  3 | 100% | 2.5 | .25 | .5 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  3 | 2  3  3  3  3 | 100% | 2.5 | .25 | .5 |
| Music Education  Science Education | M/B  F/B | 1  2 | 2  3 | 50% | 2 | .5 | .71 |
| 14 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  2  2 | 2  3  3  3  3  2 | 100% | 2.42 | .24 | .49 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  2 | 3  3  3  3  3 | 100% | 2.5 | .25 | .5 |
| Music Education  Science Education | M/B  F/B | 1  2 | 2  3 | 50% | 2 | .5 | .71 |
| 15 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  2  2 | 2  3  3  2  3  3 | 100% | 2.42 | .24 | .49 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  3 | 2  3  3  3  3 | 100% | 2.5 | .25 | .5 |
| Music Education  Science Education | M/B  F/B | 2  2 | 3  3 | 100% | 2.5 | .25 | .5 |
| 16 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2 | 2  3  3  3  3  3 | 100% | 2.33 | .22 | .47 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  3 | 2  2  3  3  3 | 100% | 2.4 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 2  2 | 2  3 | 100% | 2.5 | .25 | .5 |
| 17 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  2  2 | 2  3  3  3  3  3 | 100% | 2.5 | .25 | .5 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  2 | 3  3  3  3  3 | 100% | 2.5 | .25 | .5 |
| Music Education  Science Education | M/B  F/B | 2  2 | 2  3 | 100% | 2.5 | .25 | .5 |
| 18 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 1  2  2  2  2  2 | 2  3  3  3  2  3 | 84% | 2.42 | .41 | .64 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  2 | 3  3  3  3  3 | 100% | 2.5 | .25 | .5 |
| Music Education  Science Education | M/B  F/B | 2  2 | 3  3 | 100% | 2.5 | .25 | .5 |
| 19 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  2  2 | 2  3  3  2  3  2 | 100% | 2.33 | .22 | .47 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  3 | 2  3  3  3  3 | 100% | 2.5 | .25 | .5 |
| Music Education  Science Education | M/B  F/B | 2  2 | 3  3 | 100% | 2.5 | .25 | .5 |
| 20 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2 | 2  3  3  3  3  2 | 100% | 2.24 | .20 | .45 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  2 | 2  3  3  3  3 | 100% | 2.4 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 2  2 | 3  3 | 100% | 2.5 | .25 | .5 |
| 21 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  2  2 | 2  3  3  3  2  3 | 100% | 2.42 | .24 | .49 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  2 | 2  3  3  3  3 | 100% | 2.4 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 2  2 | 2  3 | 100% | 2.5 | .25 | .5 |
| 22 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  2  2 | 2  3  3  3  3  3 | 100% | 2.5 | .25 | .5 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  3 | 3  3  3  3  3 | 100% | 2.4 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| 23 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 1  2  2  2  2  2 | 2  3  3  3  3  3 | 84% | 2.6 | .24 | .49 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  3 | 2  3  3  3  3 | 100% | 2.5 | .25 | .5 |
| Music Education  Science Education | M/B  F/B | 2  2 | 3  3 | 100% | 2.5 | .25 | .5 |
| 24 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  2  2 | 2  3  3  3  3  3 | 100% | 2.5 | .25 | .5 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  3  2 | 2  2  3  3  3 | 100% | 2.4 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 2  2 | 2  3 | 100% | 2.5 | .25 | .5 |
| 25 | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  2  2 | 2  3  3  3  3  3 | 100% | 2.5 | .25 | .5 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  2  2  2  2 | 2  3  3  3  3 | 100% | 2.4 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 2  2 | 2  3 | 100% | 2.5 | .25 | .5 |

**Interpretation of the Data**

The EPP had thirteen (13) candidates during the Spring 2021 semester. Ten (10) were females and three (3) were males. This semester the EPP had six (6) Elementary Education candidates with five (5) females and one (1) male; Five(5) Health Physical Education and Recreation with three ( 3) females and two(2) males and One (1) Music Education male and one (1) Science education Female. All candidates in the Spring cohort were African American.

In looking at the data for this cohort, the EPP observed that the Elementary Education candidates had a consistent mean μ =2.33, variance σ2 = .22, and SD σ= .47 for five of the twenty-five items (20 %) on the TIAI. These were items included:

*Criteria 4- Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures and that uses a variety of teaching materials and technology*.

*Criteria 7- Communicates assessments criteria and performance standards to the students and provides timely feedback on students’ academic performance.*

*Criteria 8- Incorporates a variety of informal and formal assessments (ex. –pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.*

*Criteria16- Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).*

*Criteria 19- Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.*

An additional observation was with Mentor scores by one Elementary Education male candidate who scored a one on several items as well as the male Music Education candidate. The EPP also noticed that most candidates’ scores improved from the mentor observation and the Supervising Faculty observation.

Candidates are required to score a 2 on the Teacher Intern Assessment Instrument (TIAI) which represents “Meet Expectations”. All candidates scored a 2 on each item of the assessment with 100% performing at 2 or higher and an average mean μ= 2.0. Although a 2 is required for this assessment, the EPP would like to see candidates score 3 on this assessment. The EPP will devise a plan to provide more virtual support for candidates due to virtual learning and social distance due to COVID. This could have been a factor with scores less than two for some candidates on some items. Additionally, the EPP will review items listed above with μ= 2.33 to address these concerns with future candidates.

**KA 3: Professional Dispositions**

**Fall 2020**

**Purpose:** The purpose of the Professional Dispositions are to ensure the adherence to the Mississippi Educator Code of Ethics(MCoE), university, and district policies which support the habits of professional action and ethical commitments that underlie an educator’s performance(attitude and behavior). The Disposition instrument is administered at least three times: Domains I and II during pre-candidacy, and Domains I, II and II during candidacy by clinical educators (EPP-and/or P-12 school based: one formative and one summative). Success indicator of this instrument for each item is rated as the “Meets Standard” level which represents successful teaching practice by the candidate. Anything below “Meet Standard” will be considered as an area for improvement.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Fall 2020 N=12** | | | | | | | | | |
| **Domain I: Professionalism & Academic Integrity dispositions** | **Program** | **Gender &**  **Race** | **Score** | | **Average mean= μ** | | **Variance**  = **σ2** | | **Standard deviation = σ** |
| 1. The teacher candidate exhibits professional teacher behaviors concerning confidential and obeys privacy laws. (CAEP 3.3, InTaSC9, MCoE 9). | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  2  3  2  3  2  2 | | 2.3 | | .21 | | .46 |
| Science Education  Physical Education | F/B  M/B | 3  2 | | 2.5 | | .25 | | .5 |
|  | | | | | | | | | |
| 2. The teacher candidate exhibits professional behavior that demonstrates maturity and sound judgement in all interactions with peers, university and P-12 personnel, and parents. (CAEP 3.3, InTASC 9, MCoE 5) | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  2  3  2  3  2  2 | 2.3 | | | .21 | | .46 |
| Science Education  Physical Education | F/B  M/B | 3  2 | 2.5 | | | .25 | | .5 |
|  | | | | | | | | | |
| 3. The teacher candidate exhibits professional behaviors by following school policy demonstrating maturity, and sound judgment concerning alcohol, drug, tobacco, and social media use. (CAEP3.3, InTASC 9, MCoE 6) | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  2  3  2  3  2  2 | 2.3 | | | .21 | | .46 |
| Science Education  Physical Education | F/B  M/B | 3  2 | 2.5 | | | .25 | | .5 |
| **DOMAIN I: Statistical data** | | | | 2.4 | | | .001 | | 0.1 |
|  | | | | | | | | | |
| **Domain II: Character Dispositions** | | | | | | | | | |
|  | | | | | | | | | |
| 4. The teacher candidate exemplifies honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program. (CAEP3.3, InTASC 9, MCoE2) | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  3  2  3  2  3  2  2 | 2.4 | | .24 | | .49 | |
| Science Education  Physical Education | F/B  M/B | 3  2 | 2.5 | | .25 | | .5 | |
|  | | | | | | | | | |
| 5. The teacher candidate accepts constructive criticism in a positive manner. (CAEP3.3, InTASC 9, MCoE 1) | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  2  3  2  3  2  2 | 2.3 | | .21 | | .46 | |
| Science Education  Physical Education | F/B  M/B | 3  2 | 2.5 | | .25 | | .5 | |
| **Domain II Statistical Data** | | | | 2.43 | | .008 | | .08 | |
|  | | | | | | | | | |
| **Domain III: Clinical/Field Experiences Dispositions** | | | | | | | | | |
|  | | | | | | | | | |
| 6. The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner. (CAEP3.3, InTASC 9, MCoE 4) | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  2  3  2  3  2  2 | 2.3 | | .21 | | .46 | |
| Science Education  Physical Education | F/B  M/B | 3  2 | 2.5 | | .25 | | .5 | |
|  | | | | | | | | | |
| 7. The teacher candidate maintains a professional relationship with all students both inside and outside professional settings. (CAEP3.3, InTASC 9, MCoE 4) | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  2  3  2  3  2  2 | 2.3 | | .21 | | .46 | |
| Science Education  Physical Education | F/B  M/B | 3  2 | 2.5 | | .25 | | .5 | |
| **Domain III Statistical Data** | | | | 2.4 | | .01 | | 0.1 | |

**Interpretation of the Data**

The EPP has twelve (12) candidates during the Fall 2020 semester. Ten (10) were females and two (2) were males. This semester the EPP noticed an increase in Elementary Education candidates with nine (9) females and one (1) male. All candidates in the Fall 2020 cohort were African American.

In looking at the data for tis cohort, the EPP observed that the Elementary Education candidates had a consistent mean μ =2.3, variance σ2 = .21, and SD σ= .46 for six of the seven items on the disposition survey. An additional observation was with the secondary candidates whose data revealed a consistent mean μ =2.5, variance σ2= .25, and SD σ = .5for all items on the Disposition survey.

The EPP requires candidates to score 2 two on the Disposition survey. The results from the survey revealed that all candidates scored a two or higher on each item and that each of the three domains had a mean greater than 2.0. The EPP found that for items 1,2,34,6 and 7,candidates scored a 3, which is 33% (4/12) for these items; and 42%(5/12) scored a 3 on item 5. In looking at these scores, the EPP plans to focus on methods to continue to improve the percent of candidates scoring a 3 while insuring that no candidates score below a 2 on each item for a continue mean score greater than μ= 2.0.

**KA 4: Professional Dispositions**

**Spring 2021**

**Purpose:** The purpose of the Professional Dispositions are to ensure the adherence to the Mississippi Educator Code of Ethics(MCoE), university, and district policies which support the habits of professional action and ethical commitments that underlie an educator’s performance(attitude and behavior). The Disposition instrument is administered at least three times: Domains I and II during pre-candidacy, and Domains I, II and II during candidacy by clinical educators (EPP-and/or P-12 school based: one formative and one summative). Success indicator of this instrument for each item is rated as the “Meets Standard” level which represents successful teaching practice by the candidate. Anything below “Meet Standard” will be considered as an area for improvement.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Spring 2021 N=13** | | | | | | | | | |
| **Domain I: Professionalism & Academic Integrity dispositions** | **Program** | **Gender &**  **Race** | **Score** | | **Average mean= μ** | | **Variance**  = **σ2** | | **Standard deviation = σ** |
| 1. The teacher candidate exhibits professional teacher behaviors concerning confidential and obeys privacy laws. (CAEP 3.3, InTaSC9, MCoE 9). | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  3  3  3  3  3 | | 3.0 | | 0 | | 0 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  3  3 | | 3.0 | | 0 | | 0 |
| Music Education  Science Education | M/B  F/B | 3  3 | | 3.0 | | 0 | | 0 |
|  | | | | | | | | | |
| 2. The teacher candidate exhibits professional behavior that demonstrates maturity and sound judgement in all interactions with peers, university and P-12 personnel, and parents. (CAEP 3.3, InTASC 9, MCoE 5) | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  3  3  3  3  3 | 3.0 | | | 0 | | 0 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  3  3 | 3.0 | | | 0 | | 0 |
| Music Education  Science Education | M/B  F/B | 3  2 | 2.5 | | | .25 | | .5 |
|  | | | | | | | | | |
| 3. The teacher candidate exhibits professional behaviors by following school policy demonstrating maturity, and sound judgment concerning alcohol, drug, tobacco, and social media use. (CAEP3.3, InTASC 9, MCoE 6) | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  3  2  2  3  3 | 2.67 | | | .22 | | .47 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  2  3  3 | 2.8 | | | .16 | | .4 |
| Music Education  Science Education | M/B  F/B | 3  3 | 3.0 | | | 0 | | 0 |
| **DOMAIN I: Statistical data** | | | | **2.89** | | | **.031** | | **.18** |
|  | | | | | | | | | |
| **Domain II: Character Dispositions** | | | | | | | | | |
|  | | | | | | | | | |
| 4. The teacher candidate exemplifies honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program. (CAEP3.3, InTASC 9, MCoE2) | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  3  3  3  3  3 | 3.0 | | 0 | | 0 | |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  2  3 | 2.8 | | .16 | | .4 | |
| Music Education  Science Education | M/B  F/B | 2  3 | 2.5 | | .25 | | .5 | |
|  | | | | | | | | | |
| 5. The teacher candidate accepts constructive criticism in a positive manner. ( CAEP3.3, InTASC 9, MCoE 1) | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  2  3  3  2  3 | 2.5 | | .25 | | .5 | |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  3  3 | 3.0 | | 0 | | 0 | |
| Music Education  Science Education | M/B  F/B | 3  3 | 3.0 | | 0 | | 0 | |
| **Domain II Statistical Data** | | | | **2.8** | | **.05** | | **.22** | |
|  | | | | | | | | | |
| **Domain III: Clinical/Field Experiences Dispositions** | | | | | | | | | |
|  | | | | | | | | | |
| 6. The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner. (CAEP3.3, InTASC 9, MCoE 4) | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  3  2  2  3  3 | 2.67 | | .22 | | .47 | |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  2  3  3  2 | 2.6 | | .24 | | .49 | |
| Music Education  Science Education | M/B  F/B | 2  2 | 2.0 | | 0 | | 0 | |
|  | | | | | | | | | |
| 7. The teacher candidate maintains a professional relationship with all students both inside and outside professional settings. (CAEP3.3, InTASC 9, MCoE 4) | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  3  3  3  2  3 | 2.83 | | .14 | | .37 | |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  3  3  3 | 3.0 | | 0 | | 0 | |
| Music Education  Science Education | M/B  F/B | 2  3 | 2.5 | | .25 | | .5 | |
| **Domain III Statistical Data** | | | | **2.6** | | **.097** | | **.31** | |

**Interpretation of the Data**

The EPP had thirteen (13) candidates during the Spring 2021 semester. Ten (10) were females and three (3) were males. This semester the EPP had six (6) Elementary Education candidates with five (5) females and one (1) male; Five(5) Health Physical Education and Recreation with three ( 3) females and two(2) males and One (1) Music Education male and one (1) Science education Female. All candidates in the Spring cohort were African American.

In looking at the data for this cohort, the EPP observed that the Elementary Education candidates had a consistent mean μ =3.0, variance σ2 = 0, and SD σ= 0 for three of the seven items on the disposition survey. An additional observation was with the secondary candidates whose data revealed a consistent mean μ =3.0, variance σ2= 0, and SD σ = 0 for item five on the Disposition survey.

In looking at each domain of the disposition survey, for Domain I, the mean was μ =2.89, variance σ2= .031, and SD σ = .18. For Domain II, the mean was μ =2.8, variance σ2= .05, and SD σ = .22. Data for Domain II revealed that the mean was μ = 2.6, variance σ2= .097, and SD σ = .31.Candidates performed highest on Domain I, Professionalism & Academic Integrity as well as with Domain III; Character Disposition. Although, candidates scored above 2.5 (average mean) for Domain II: Clinical/Field experiences, the EPP will review candidate performances against current pandemic placement to discuss methods for improving candidates’’ experiences as they transition back to face-to face settings.

The EPP requires candidates to score a 2on the Disposition survey. The results from the survey revealed that all candidates scored a two or higher on each item and that each of the three domains had a mean greater than 2.5. The EPP found that for items 1, and 5, candidates scored a 3, which is 15% (2/13) for these items; and 84 %( 11/12) scored a 2 on item all other items. In looking at these scores, the EPP plans to focus on methods to continue to improve the percent of candidates scoring a 3 while insuring that no candidates score below a 2 on each item for a continue mean score greater than μ= 2.0.

**KA 4: Directed Teaching Portfolio- Initial candidates**

**Fall 2020**

The Directed Teaching Portfolio is an assessment of the candidate’s accomplishments and capabilities as a teacher. The measurement instrument (portfolio rubric) is composed of 29 items that are aligned with the ten INTASC Standards. Candidates are rated 1 (unacceptable), 2 (acceptable), or 3 (target). The portfolio is representative of the academic, professional, and personal characteristics of the candidate. The Portfolio is completed during the Directed Teaching internship. It is composed of artifacts demonstrating candidate growth beginning the first semester candidates of enrollment in teacher education and throughout the program. Candidates are encouraged to think creatively and innovatively as they prepare their Directed Teaching Portfolio using critical thinking skills to determine how to best display work that reflects mastery of teaching knowledge and skills gained throughout the entire undergraduate teacher preparation experience.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Portfolio Content** | | **Fall 2020 N= 12** | | | | | | | |
| **Major** | | | **Gender**  **Race** | **Score** | **Mean**  **Score** |  |  |
| Introduction | | Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed | | | F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B  F/B | 3  3  3  3  2  3  3  3  2  2 | 2.7 | .21 | .46 |
| Science Ed  Physical Ed | | | F/B  M/B | 3  3 | 3.0 | 0 | 0 |
| Philosophy Statement | | Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed | | | F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B  F/B | 3  3  3  3  2  3  2  3  2  2 | 2.6 | .24 | .49 |
| Science Ed  Physical Ed | | | F/B  M/B | 3  3 | 3.0 | 0 | 0 |
|  | | | | | | | | | |
| TIAI Evaluations and response | | Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed | | | F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B  F/B | 3  3  3  3  2  3  2  3  2  2 | 2.6 | .24 | .49 |
| Science Ed  Physical Ed | | | F/B  M/B | 3  3 | 3.0 | 0 | 0 |
|  | | | | | | | | | |
| **PART II- INTASC Standard** | |  | | | | | | | |
| Standard 1: Learner Development | | Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed | | | F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B  F/B | 3  2.75  3  2.5  2.5  2.75  2.75  3  3  2 | 2.83 | .038 | .20 |
| Science Ed  Physical Ed | | | F/B  M/B | 3  3 | 3.0 | 0 | 0 |
|  | | | | | | | | | |
| Standard 2: Adaption to Diverse Learners | | Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed | | | F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2.34  2  2  3  3  2 | 2.26 | .17 | .41 |
| Science Ed  Physical Ed | | | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
|  | | | | | | | | | |
| Standard 3: Learning Environment | | Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed | | | F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  3  3  2 | 2.1 | .09 | .3 |
| Science Ed  Physical Ed | | | F/B  M/B | 3  2 | 2.5 | .25 | .5 |
|  | | | | | | | | | |
| Standard 4: Content Knowledge | | Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed | | | F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  2  2  3  3  3  2 | 2.4 | .24 | .49 |
| Science Ed  Physical Ed | | | F/B  M/B | 3  2 | 2.5 | .25 | .5 |
|  | | | | | | | | | |
| Standard 5: Application of Content | | Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed | | | F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B  F/B | 2  3  3  2  2  2  2  3  2  2 | 2.3 | .21 | .46 |
| Science Ed  Physical Ed | | | F/B  M/B | 3  2 | 2.5 | .25 | .5 |
|  | | | | | | | | | |
| Standard 6: Assessment | | Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed | | F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B  F/B | | 2  2  2  2  2  2  2  3  2  2 | 2.1 | .09 | .3 |
| Science Ed  Physical Ed | | F/B  M/B | | 2  2 | 2.0 | 0 | 0 |
|  | | | | | | | | | |
| Standard 7: Planning for Instruction | | | Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed | | F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B  F/B | 2  3  3  2  2  3  3  3  2  2 | 2.5 | .25 | .5 |
| Science Ed  Physical Ed | | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
|  | | | | | | | | | |
| Standard 8: Instructional Strategies | Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed | | | | F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B  F/B | 2  3  3  2  2  2.5  2  3  2  2 | 2.35 | .20 | .45 |
| Science Ed  Physical Ed | | | | F/B  M/B | 3  2 | 2.5 | .25 | .5 |
|  | | | | | | | | | |
| Standard 9: Professional Learning and Ethical Practice | Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed | | | | F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B  F/B | 2  3  3  3  3  3  3  3  2  2 | 2.7 | .21 | .46 |
| Science Ed  Physical Ed | | | | F/B  M/B | 3  2 | 2.5 | .25 | .5 |
|  | | | | | | | | | |
| Standard 10: Leadership and Collaboration | Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed  Elem. Ed | | | | F/B  F/B  F/B  M/B  F/B  F/B  F/B  F/B  F/B  F/B | 2  3  3  2  2  3  3  3  2  2 | 2.5 | .25 | .5 |
| Science Ed  Physical Ed | | | | F/B  M/B | 3  2 | 2.5 | .25 | .5 |
|  | | | | | | | | | |

**Interpretation of the Data:**

During the Fall 2020 semester, the EPP had twelve (12) candidates that were assessed using the Directed Teaching Portfolio assessment. The EPP had ten (10) Elementary Education candidates and two (2) secondary education candidates; one Science and one Physical Education major. All candidates during this semester were African Americans. Ten (10) were females and two (2) were males.

In looking at the data, all candidates scored a 2 or higher on all content of the portfolio. Candidates are required to score a 2 overall for this assessment. Additional observations from the data were with the Introduction, Philosophy statement and Standard 1: Learner Development where the secondary candidates have a mean score of 3.0. An area for discussion and review was identified with Standard 6: Assessment where all candidates except one, scored a 2. As stated, candidates are required to score a 2; however, the EPP would like to see a percent of its candidates score a 3 on all components of the assessments as a mean for growth from each semester. This could have been the result of limitations with face-to-face placements due to COVID-19 social distancing regulations. An additional observation was that all mean four each area was 2.1 or higher on each item. Overall, candidate performed very well on the Portfolio Assessment.

**KA4: Directed Teaching Portfolio**

**AY 2020-2021**

The Directed Teaching Portfolio is an assessment of the candidate’s accomplishments and capabilities as a teacher. The measurement instrument (portfolio rubric) is composed of 29 items that are aligned with the ten InTASC Standards. Candidates are rated 1 (unacceptable), 2 (acceptable), or 3 (target). The portfolio is representative of the academic, professional, and personal characteristics of the candidate. The Portfolio is completed during the Directed Teaching internship. It is composed of artifacts demonstrating candidate growth beginning the first semester candidates of enrollment in teacher education and throughout the program. Candidates are encouraged to think creatively and innovatively as they prepare their Directed Teaching Portfolio using critical thinking skills to determine how to best display work that reflects mastery of teaching knowledge and skills gained throughout the entire undergraduate teacher preparation experience.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Portfolio Content** | **Academic Year 2020-2021 N=13** | | | | | |
| **Major** | **Gender**  **Race** | **Score** | **Group mean** | **Variance** | **Standard Deviation** |
| Introduction | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  2  3  2  3  2 | 2.5 | .25 | .5 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  3  2 | 2.8 | .016 | .4 |
| Music Education  Science Education | M/B  F/B | 2  3 | 2.5 | .25 | .05 |
| Philosophy | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  2  3  2  3  2 | 2.5 | .25 | .05 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  2  2  3 | 2.6 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 3  3 | 3.0 | 0 | 0 |
| TIAI/Evaluation Response | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  2  3  3  3  2 | 2.5 | .25 | .05 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  3  3 | 3.0 | 0 | 0 |
| Music Education  Science Education | M/B  F/B | 2  3 | 2.5 | .25 | .05 |
|  | | |  |  |  |  |
| **STANDARD I** | | | | | | |
| Standard I  *Learner Development*  Reflection | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  2  2  3  2  2 | 2.34 | .23 | .47 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  3  2 | 2.8 | .16 | .4 |
| Music Education  Science Education | M/B  F/B | 3  3 | 3.0 | 0 | 0 |
|  | | | | | | |
| Praxis, I,II and PLT scores | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  2  2  3  2  2 | 2.34 | .23 | .47 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  2  2  3 | 2.5 | .25 | .5 |
| Music Education  Science Education | M/B  F/B | 2  2 | 2.0 | 0 | 0 |
|  | | | | | | |
| Transcript | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  2  2  3  3  2 | 2.5 | .25 | .5 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  3  3 | 3.0 | 0 | 0 |
| Music Education  Science Education | M/B  F/B | 3  3 | 3.0 | 0 | 0 |
|  | | | | | | |
| Artifacts | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  3  3  3  2 | 2.6 | .23 | .47 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  2  2 | 2.6 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 2  3 | 2.5 | .25 | .5 |
|  | | |  |  |  |  |
| **STANDARD II** | | | | | | |
| Standard II  Learner Differences  Reflection | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  2  3  3  3  2 | 2.6 | .23 | .47 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  3  2 | 2.8 | .16 | .4 |
| Music Education  Science Education | M/B  F/B | 3  3 | 3.0 | 0 | 0 |
|  |  | | |  |  |  |
| Standard II  Learner Differences  Artifacts | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  2  3  3  3  2 | 2.6 | .23 | .47 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  3  3 | 3.0 | 0 | 0 |
| Music Education  Science Education | M/B  F/B | 2  3 | 2.5 | .25 | .5 |
|  | | |  |  |  |  |
| **STANDARD III** | | | | | | |
| Artifacts | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  2  3  3  3  2 | 2.6 | .23 | .47 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  2  2  3 | 2.6 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 3  3 | 3.0 | 0 | 0 |
|  | | |  |  |  |  |
| **STANDARD IV** | | | | | | |
| Standard IV  Content Knowledge Reflection | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  3  3  3  2 | 2.6 | .23 | .47 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  3  3 | 3.0 | 0 | 0 |
| Music Education  Science Education | M/B  F/B | 3  3 | 3.0 | 0 | 0 |
|  | | | | | | |
| Standard IV:  Content Knowledge Artifacts | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  2  3  3  3  2 | 2.5 | .25 | .5 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  2  3 | 2.8 | .16 | .4 |
| Music Education  Science Education | M/B  F/B | 3  2 | 2.5 | .25 | .5 |
|  | | |  |  |  |  |
| **STANDARD V** | | | | | | |
| Standard V:  Application of Content Reflection | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  2  3  3  3  2 | 2.6 | .23 | 47 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  3  3 | 3.0 | 0 | 0 |
| Music Education  Science Education | M/B  F/B | 2  3 | 2.5 | .25 | .5 |
| Standard V:  Application of Content Artifacts | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  3  3  3  2 | 2.6 | .23 | .47 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  2  3  2 | 2.6 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 3  3 | 3.0 | 0 | 0 |
|  | | |  |  |  |  |
| **STANDARD VI** | | | | | | |
| Standard VI:  Assessment Reflection | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  2  2  3  3  2 | 2.5 | .25 | .5 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  3  3 | 3.0 | 0 | 0 |
| Music Education  Science Education | M/B  F/B | 3  3 | 3.0 | 0 | 0 |
|  | | | | | | |
| Formative and Summative Assessment Samples | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  2  3  2  3  2 | 2.5 | .25 | .5 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 2  3  3  2  3 | 2.6 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 2  3 | 2.5 | .25 | .5 |
|  | | | | |  | |
| Standard VI:  Assessment Artifacts | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  2  3  3  3  2 | 2.5 | .25 | .5 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  2  3 | 2.8 | .16 | .04 |
| Music Education  Science Education | M/B  F/B | 2  3 | 2.5 | .25 | .5 |
|  | | |  |  |  |  |
| **STANDRAD VII** | | | | | | |
| Standard VII:  Planning for Instruction Reflection | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  2  2  3  2 | 2.5 | .25 | .5 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  2  3  2 | 2.5 | .25 | .5 |
| Music Education  Science Education | M/B  F/B | 3  3 | 3.0 | .0 | 0 |
|  | | | | |  | |
| Artifacts | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  3  2  3  3  2 | 2.6 | .23 | .47 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  2  3  2 | 2.6 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 3  3 | 3.0 | 0 | 0 |
|  | | |  |  |  |  |
| **STANDARD VIII** | | | | | | |
| Instructional Strategies Reflection | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  2  3  3  3  2 | 2.6 | .23 | .47 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  3  3 | 3.0 | 0 | 0 |
| Music Education  Science Education | M/B  F/B | 2  3 | 2.5 | .25 | .5 |
|  | | | | | | |
| Artifacts | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  3  3  2  3  2 | 2.6 | .23 | .47 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  2  2 | 2.6 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 3  3 | 3.0 | 0 | 0 |
|  | | |  |  |  |  |
| **STANDARD IX** | | | | | | |
| Standard IX:  Professional Learning and Ethical Practice Reflection | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  2  3  3  3  2 | 2.6 | .23 | .47 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  3  2 | 2.8 | .16 | .4 |
| Science Education  Physical Education | M/B  F/B | 2  3 | 2.5 | .25 | .5 |
|  | | | | | | |
| Reflection and learning log sample artifacts | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  2  3  3  3  2 | 2.6 | .23 | .47 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  2  3 | 2.8 | .16 | .4 |
| Music Education  Science Education | M/B  F/B | 3  3 | 3.0 | 0 | 0 |
|  | | | | | | |
| Standard IX: Professional Learning and Ethical Practice Artifacts | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  3  3  2  3  2 | 2.5 | .25 | .5 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  2  2  2 | 2.6 | .24 | .49 |
| Music Education  Science Education | M/B  F/B | 3  3 | 3.0 | 0 | 0 |
|  | | |  |  |  |  |
| **STANDARD X** | | | | | | |
| Standard X:  Leadership Collaboration Reflection | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  2  3  3  3  2 | 2.5 | .25 | .5 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  2  3  3 | 2.8 | .16 | .4 |
| Music Education  Science Education | M/B  F/B | 2  3 | 2.5 | .25 | .5 |
|  | | | | | | |
| Standard X:  Leadership and Collaboration | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  2  3  2  3  2 | 2.5 | .25 | .5 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  2  3  3 | 2.8 | .16 | .4 |
| Music Education  Science Education | M/B  F/B | 2  3 | 2.5 | .25 | .5 |
| Artifacts | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 3  2  3  3  3  2 | 2.5 | .25 | .5 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  3  3  3  3 | 3.0 | 0 | 0 |
| Music Education  Science Education | M/B  F/B | 3  3 | 3.0 | 0 | 0 |
|  | | |  |  |  |  |

**Interpretation of the Data**

The EPP had thirteen (13) candidates during the Spring 2021 semester. Ten (10) were females and three (3) were males. This semester the EPP had six (6) Elementary Education candidates with five (5) females and one (1) male; Five(5) Health Physical Education and Recreation with three (3) females and two(2) males and One (1) Music Education male and one (1) Science Education Female. All candidates in the Spring cohort were African American.

In looking at the data, candidates Mean score was μ 2.5 and higher on all standards for the portfolio assessment. Candidates are required to score a 2(met) overall for the assessment, it can be observed that all candidate exceeded expectations. The EPP secondary candidates seemed to have scored higher on all standards than those of Elementary candidates for this assessment.

As the EPP prepares to incorporate the new CAEP standards for future accreditation, the need to include national standards where possible to this assessment will be visited for revising.

**SPRING 2021 Initial Candidate Data**

**Spring 2021**

**KA 5: Lesson Plan Rubric and Score -Initial Candidate**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Aggregated Mean Scores for Seven Components of the  Lesson Plan  Traditional Teacher Education – Initial/Undergraduate Program  Spring 2021 N=13 | | | | | | | | | |
| **Criteria** | | **Program** | **Gender/race** | **Score**  **1st Evaluation** | | **Score**  **2nd Evaluation** | **Mean Score**  μ | **Variance**  σ2 | **Standard Deviation**  σ |
|  | | | | | | | |  |  |
| **1. Identifying Information** | | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  2  3  2  2  2 | | 3  3  3  2  2  2 | 2.33 | .22 | .47 |
| Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  2  2  2  2 | | 3  3  2  2  2 | 2.3 | .21 | .46 |
| Music Education  Science Education | M/B  F/B | 2  2 | | 2  2 | 2.0 | 0 | 0 |
|  | | | | | | | | | |
| **2. Purpose of the lesson** | | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  2  3  2  2  2 | | 3  3  3  2  2  3 | 2.42 | .24 | .49 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  2  2  2  2 | | 3  3  2  2  2 | 2.3 | .21 | .46 |
| Music Education  Science Education | M/B  F/B | 2  3 | | 2  3 | 2.5 | ..25 | .5 |
|  | | | | | | | | | |
| **3. Lesson objectives.** | | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  2  3  1  2  2 | | 3  3  3  2  2  3 | 2.3 | .41 | .64 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  2  2  2  2 | | 3  3  2  2  2 | 2.3 | .21 | .46 |
| Music Education  Science Education | M/B  F/B | 2  2 | | 2  3 | 2.25 | .19 | .43 |
|  | | | | | | | | | |
| **4. Materials** | | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  2  3  2  2  2 | | 3  3  3  2  2  2 | 2.33 | .22 | .47 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  2  2  2  2 | | 3  3  2  2  2 | 2.3 | .21 | .46 |
| Music Education  Science Education | M/B  F/B | 2  3 | | 2  3 | 2.5 | .25 | .5 |
|  | | | | | | | | | |
| **5. Procedures** | | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  2  3  2  2  2 | | 3  3  3  2  2  3 | 2.5 | .25 | .5 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  2  2  2  2 | | 3  3  2  2  2 | 2.3 | .21 | .46 |
| Music Education  Science Education | M/B  F/B | 2  2 | | 2  3 | 2.25 | .19 | .43 |
|  | | | | | | | | | |
| **6. Assessments** | | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  2  3  1  2  2 | | 3  3  3  2  2  2 | 2.25 | .35 | .60 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  2  2  2  2 | | 3  3  2  2  2 | 2.3 | .21 | .46 |
| Music Education  Science Education | M/B  F/B | 2  1 | | 2  2 | 1.88 | 1.75 | .43 |
|  | | | | | | | | | |
| **7. Extensions/adapting for developmental differences** | | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | 2  2  3  1  2  2 | | 3  3  3  2  2  2 | 2.25 | .35 | .60 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | 3  2  2  2  2 | | 3  3  2  2  2 | 2.3 | .21 | .46 |
| Music Education  Science Education | M/B  F/B | 2  2 | | 2  2 | 2.0 | 0 | 0 |
|  | | | | | | | | | |
| **8. Academic Standards/ State Benchmarks** | | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | M/B  F/B  F/B  F/B  F/B  F/B | | 2  2  3  2  2  2 | 3  3  3  2  2  3 | 2.5 | .25 | .5 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | M/B  F/B  M/B  B/M  F/B | | 3  2  2  2  2 | 3  3  2  2  2 | 2.3 | .21 | .46 |
| Music Education  Science Education | M/B  F/B | | 2  3 | 2  3 | 2.5 | .25 | .5 |
|  | | | | | | | | | |
| **9. Enrichment/ Remediation** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | | M/B  F/B  F/B  F/B  F/B  F/B | | 2  2  3  2  2  2 | 3  3  3  2  2  2 | 2.33 | .22 | .47 |
| Heath and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed  Health and Physical Ed | | M/B  F/B  M/B  B/M  F/B | | 3  2  2  2  2 | 3  3  2  2  2 | 2.3 | .21 | .46 |
| Music Education  Science Education | | M/B  F/B | | 2  2 | 2  3 | 2.25 | .19 | .43 |
|  | | | | | | | | | |

**Interpretation of the Data**

The EPP had thirteen (13) candidates during the Spring 2021 semester. Ten (10) were females and three (3) were males. This semester the EPP had six (6) Elementary Education candidates with five (5) females and one (1) male; five(5) Health Physical Education and Recreation with three (3) females and two(2) males and One (1) Music Education male and one (1) Science education Female. All candidates in the Spring cohort were African American.

In looking at the data for this cohort, the EPP observed that the Elementary Education candidates had a consistent mean μ =2.6, variance σ2 = .24, and SD σ= .49 for items 1, 2, 3, and 8 on the Teacher Work sample. Candidates in the HPER program had the highest mean for items 5, 6, 7, and 8. An additional observation was with the secondary Science and Music candidates whose data revealed low means of μ -2.0on items 1, 2, and 5 and had the highest mean in items 4 and 10.

Teacher Education Department

Master of Arts in Teaching

**MAT Enrollment**

The MAT has also had an increase in admission due to COVID 19. Candidates were able to be admitted to the MAT program without having the required licensure exams passed as a result of the Mississippi Department of Education mandate to waive licensure exams through December31, 2021.

|  |  |  |
| --- | --- | --- |
| **Program** | **Fall 2020** | **Spring 2021** |
| Early Childhood-non licensure | 91 | 75 |
| Elementary Education | 63 | 50 |
| English Education | 3 | 7 |
| Health and Physical Education | 20 | 16 |
| Mathematics Education | 3 | 3 |
| Music Education | 14 | 14 |
| Science Education | 3 | 3 |
| Social Science Education | 1 | 0 |
| **MAT Candidates ( combined)** | **111** | **128** |

**Transition Point One: Admission**

**Fall 2020 Admit**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Program** | **Race/Gender** | **GPA** | **Praxis/ACT** |
| Adams, Martina | Physical Ed | F/B | 2.80 | N/A |
| Anderson, Mary | Social Studies | F/B | 3.15 | N/A |
| Berry, Dorothy | Physical Ed | F/B | 3.80 | N/A |
| Broughton,Vandella | Social Studies | F/B | 2.91 | N/A |
| Burnside, Cherlissa | Social Studies | F/B | 3.60 | N/A |
| Bush, Tasha | Social Studies | F/B | 3.46 | N/A |
| Campbell, Christine | Physical Education | F/B | 3.70 | N/A |
| Campbell, Fantasia | Social Studies | F/B | 3.65 | N/A |
| Campbell, Zacchaeus | Physical Education | M/B | 2.85 | N/A |
| Coats, Jasmine | Physical Education | F/B | 2.80 | N/A |
| Cowan, Bertron | Musical –Instrumental | M/B | 3.08 | N/A |
| Easley, Latrisia | Social Studies | F/B | 2.80 | N/A |
| Fair, Tamela | Social Studies | F/B | 3.46 | N/A |
| Freeman, Sheman | Physical Education | M/B | 3.41 | N/A |
| Seals, Dennard | Social Studies | M/B | 3.15 | N/A |
| Gary, Vyvyan | Social Studies | F/B | 3.23 | N/A |
| Holman, Kasey | Mathematics | M/B | 2.96 | N/A |
| Holmes, Lucilla | Social Studies | F/B | 3.01 | N/A |
| Hopkins, Rosie | Biology | F/B | 2.78 | N/A |
| Howard, Demarius | Physical Education | M/B | 3.31 | N/A |
| Hudson, Allishia | Mathematics | F/B | 3.15 | N/A |
| Jackson, James | Physical Education | M/B | 3.56 | N/A |
| Jackson, Raquel | Biology | F/B | 3.55 | N/A |
| Jefferson, Larry | Social Studies | M/B | 3.38 | N/A |
| Johnson, Barbara | English | F/B | 3.05 | N/A |
| Kinds, Larry | Social Studies | M/B | 3.60 | N/A |
| King, Kenyatta | Social Studies | F/B | 3.15 | N/A |
| Lee, Chiquita | Mathematics | F/B | 3.43 | N/A |
| Lewis-Malone, Meshonda | Social Studies | F/B | 3.75 | N/A |
| Lindsey, Shanarius | English | F/B | 2.76 | N/A |
| Littleton, Jacqueline | English | F/B | 3.0 | N/A |
| McGee, Jeana | Social Studies | F/B | 3.13 | N/A |
| McNeal, Fiderika | Social Studies | F/B | 3.18 | N/A |
| Martin, Aneka | English | F/B | 3.71 | N/A |
| Milton, Felita | English | F/B | 3.11 | N/A |
| Milton, Ebony | Physical Education | F/B | 3.63 | N/A |
| Murry, Cassandra | Social Studies | F/B | 2.80 | N/A |
| Pickens, Amyleng | Social Studies | F/B | 2.95 | N/A |
| Porter, Undrea | Biology | F/B | 2.98 | N/A |
| Pulicheru, Samantha | English | F/Asian | 3.47 | N/A |
| Sharma, Anamika | Biology | F/Asian | 3.90 | N/A |
| Sherrod, Sherry | Social Studies | F/B | 2.90 | N/A |
| Spivey, LeCheronda | Biology | F/B | 3.05 | N/A |
| Spurlock, Allen | Physical Education | M/B | 3.35 | N/A |
| Stanley, Reginald | Social Studies | M/B | 2.78 | N/A |
| Taylor, Rachel | Social Studies | F/B | 2.80 | N/A |
| Thomas, Mattye | Social Studies | F/B | 3.21 | N/A |
| Thomas, Tekoah | Social Studies | F/B | 2.83 | N/A |
| Townes, Tamisha | Social Studies | F/B | 3.00 | N/A |
| Ward, Wendy | Social Studies | F/B | 2.85 | N/A |
| Ware, Latrissia | Biology | F/B | 2.75 | N/A |
| Waters, Mary | Social Studies | F/B | 3.20 | N/A |
| Webb, Cecilia | English | F/B | 3.10 | N/A |
| Williams, Jamiese | Social Studies | F/B | 2.81 | N/A |
| Wilson, Burma | Social Studies | F/B | 3.01 | N/A |
| Yates, Ashley | English | F/B | 3.65 | N/A |

The EPP admitted fifty-six (56) candidates to the Master of Arts in Teaching (MAT) program during summer 2020. Fifty-four candidates were African Americans and two were Asians. Eleven candidates were males and forty-four were females. The EPP notices an increase in the secondary Social Studies program which previously had less than three admit. 27 (48%) candidates were secondary Social Studies majors, 8 (14%) were English Education majors, 6 (11%) were Biology majors and 15 (27%) were Health, Physical Education and Recreation majors.

**CAEP EIGHT ANNUAL MEASURE number 6: Ability of completers to pass licensure exams**

**PRAXIS DATA**

The data below is from MVSU candidates who have taken the Praxis, Praxis Subject Assessment and/or PLT during the 2020-2021 Academic Year.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date taken** | **Candidate** | **Exam** | **Score** | **Required score** | **Met/ Not met** |
| 7/27/2021 | GRIFFIN, WILLEXIA | 5713 Core Academic Skills for Educators: Reading | 128 | 156 | Not Met |
| 07/08/2021 | KIMBLE, ALMEDA | 5018 Elem Ed: Content Knowledge | 130 | 163 | Not Met |
| 07/13/2021  07/09/2021 | SIMON, LAQWENIA | 5354 Special Ed: Core Knowledge and Applications  5354 Special Ed: Core Knowledge and Applications  5723 Core Academic Skills for Educators: Writing  5733 Core Academic Skills for Educators: Math | 144  144  128  108 | 152  156  162  103 |  |
| 06/01/2021 | PITTMAN, VONKEYSHA | 5162 Algebra I | 118 | 148 | Not met |
| **05/28/2021** | **COOPER, SHARON (MAT candidate)** | **5024 Education of Young Children** | **126** | **160** | **Not met** |
|  |  |  |  |  |  |

**Transition Point Two: Three Year Renewal**

Data provided from Key Assessments are used for continuous improvement efforts for Transition points II- IV.

**KA1: Teacher Work Sample Data**

**MAT candidates Summer II 2020**

**N= 26**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Skill** | **Program** | **Gender/Race** | **Score** | **Mean score** | **variance** | **Standard Deviation** |
| 1. **Student/District/ School Classroom Information & Instructional Implications** | Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED | Female/Black  Male/Black  Male/Black  Male/Black  Male/Black  Male/Black  Male/Black  Female/Black  Female/Black | 3  3  2  2  2  2  2  2  2 | 2.22 | .17 | .42 |
| Mathematics  Music | Female/Black  Male/Black | 2  2 | 2.0 | 0 | 0 |
| English  English | Female/Black  Female/Black | 2  2 | 2.0 | 0 | 0 |
| Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies | Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Male/Black  Female/Black | 2  2  2  3  2  3  3  2  2  3  2  2  3 | 2.38 | .24 | .49 |
| Overall statistical data | | | | 2.15 | .026 | .16 |
| 1. **Lesson Plan Goals** | Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED | Female/Black  Male/Black  Male/Black  Male/Black  Male/Black  Male/Black  Male/Black  Female/Black  Female/Black | 2  3  2  3  2  3  3  3  2 | 2.5 | .25 | .5 |
| Mathematics  Music | Female/Black  Male/Black | 3  2 | 2.5 | .25 | .5 |
| English  English | Female/Black  Female/Black | 3  2 | 2.5 | .25 | .5 |
| Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies | Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Male/Black  Female/Black | 2  2  3  2  3  2  3  3  2  3  3  3  3 | 2.38 | .24 | .49 |
| Overall statistical data | | | | 2.47 | .0027 | .052 |
| 1. **Student Learning Experience/history and description of behaviors** | Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED | Female/Black  Male/Black  Male/Black  Male/Black  Male/Black  Male/Black  Male/Black  Female/Black  Female/Black | 3  2  2  2  2  2  3  3  2 | 2.33 | .22 | .47 |
| Mathematics  Music | Female/Black  Male/Black | 3  2 | 2.5 | .25 | .5 |
| English  English | Female/Black  Female/Black | 3  2 | 2.5 | .25 | .5 |
| Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies | Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Male/Black  Female/Black | 2  2  3  2  2  2  3  2  3  3  2  2  2 | 2.31 | .21 | .462.41 |
| Overall statistical data | | | | 2.41 | .0082 | .090 |
| 1. **Identify and prioritize problems** | Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED | Female/Black  Male/Black  Male/Black  Male/Black  Male/Black  Male/Black  Male/Black  Female/Black  Female/Black | 3  3  2  2  2  3  3  3  2 | 2.56 | .50 | .25 |
| Mathematics  Music | Female/Black  Male/ Black | 2  2 | 2.0 | 0 | 0 |
| English  English | Female/Black  Female/Black | 2  2 | 2.0 | 0 | 0 |
| Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies | Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Male/Black  Female/Black | 2  2  2  2  2  3  2  2  2  2  2  3  2 | 2.08 | .07 | .27 |
| Overall statistical data | | | | 2.16 | .054 | .23 |
| 1. **Identify target behaviors and domains** | Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED | Female/Black  Male/Black  Male/Black  Male/Black  Male/Black  Male/Black  Male/Black  Female/Black  Female/Black | 3  3  2  2  2  2  3  2  2 | 2.33 | .22 | .47 |
| Mathematics  Music | Female/Black  Male/Black | 2  2 | 2.0 | 0 | 0 |
| English  English | Female/Black  Female/Black | 2  2 | 2.0 | 0 | 0 |
| Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies | Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Male/Black  Female/Black | 2  2  3  2  2  3  3  2  3  2  2  2  3 | 2.38 | .24 | .49 |
| Overall statistical data | | | | 2.18 | .032 | .18 |
| 1. **Intervention** | Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED | Female/Black  Male/Black  Male/Black  Male/Black  Male/Black  Male/Black  Male/Black  Female/Black  Female/Black | 2  3  2  3  2  2  2  3  2 | 2.33 | .22 | .47 |
| Mathematics  Music | Female/Black  Male/Black | 2  2 | 2.0 | 0 | 0 |
| English  English | Female/Black  Female/Black | 3  2 | 2.5 | .25 | .5 |
| Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies | Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Male/Black  Female/Black | 2  2  2  3  2  3  3  2  3  2  3  3  2  2 | 2.38 | .24 | .49 |
| Overall statistical data | | | | 2.30 | .034 | .19 |
| 1. **Assessment and Assessment Results** | Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED | Female/Black  Male/Black  Male/Black  Male/Black  Male/Black  Male/Black  Male/Black  Female/Black  Female/Black | 2  2  2  3  2  2  2  3  2 | 2.22 | .17 | .42 |
| Mathematics  Music | Female/Black  Male/Black | 3  2 | 2.5 | .25 | .5 |
| English  English | Female/Black  Female/Black | 3  2 | 2.5 | .25 | .5 |
| Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies | Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Male/Black  Female/Black | 2  2  2  2  2  2  3  3  3  2  3  3  3 | 2.46 | .25 | .50 |
| Overall statistical data | | | | 2.42 | .014 | .12 |
| 1. **Action plan including resources and materials and secondary assessment** | Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED  Physical ED | Female/Black  Male/Black  Male/Black  Male/Black  Male/Black  Male/Black  Male/Black  Female/Black  Female/Black | 3  2  2  2  2  3  2  2  2 | 2.22 | .17 | .42 |
| Mathematics  Music | Female/Black  Male/Black | 3  2 | 2.5 | .25 | .5 |
| English  English | Female/Black  Female/Black | 3  2 | 2.5 | .25 | .5 |
| Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies | Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Female/Black  Male/Black  Female/Black | 2  2  3  2  2  2  3  2  2  2  3  3  3 | 2.38 | .24 | .49 |
| Overall statistical data | | | | 2.4 | .032 | .11 |

**Interpretation of the Data**

This year, the EPP observed an increase in secondary candidate admit in the Health, Physical Education and Recreation (HPER) and Social Studies MAT content area. The EPP had twenty (26) completer, all were African Americans. Eighteen (18) were females and eight (8) were males. Social Studies had the highest candidate enrolled during Fall 2020 with fifteen (15) candidates; fourteen (14) females and one (1) male. An additional observation is with HPER where the EPP has seen an increase in females with this program area.

In looking at the data, the EPP observed that the English, Mathematics and Music candidates performed the lowest with a mean score of 2.0 on items one: Student/district/school classroom information & instructional implications; item four: Identify and prioritize problems; item five: Identify target behaviors and domains; item nine: Evaluation and interpretation; and item ten: Student learning outcomes. The EPP observed that these groups had the highest mean score for items two: Lesson plan goals; item three: student learning experience/history and description of behavior; item seven: Assessment and assessment results; and item eight: action plan including resources and materials and secondary assessment. Additionally, the EPP observed that candidates overall group mean was highest with item two: Lesson plan goals with a mean score μ= 2.47, variance-σ²= .0027 and standard deviation- σ= .052.

Overall, all skill area had a μ= 2.0 or higher; however, no skill area had a μ= 3.0.Therefore, the EPP will find more innovative means to provide instructions to students through virtual learning to increase performance on this assessment. To assess each item, the EPP found that 27% (7/26) of the candidates scored a three on skills one, four and ten. Item two had 28% (12/26) of candidates to who scored a three. Skills three and eight had 35% (9/26) to score a three. Skill four had 27% (7/26). Skill five had 31% (8/26) candidates to score a three. Skills six, seven, and nine had 38% (10/26) of candidates to score a three. As stated in the instructions, candidates are required to score a two (2) on this assessment, all candidates did. The EPP will use the data from candidates who scored a three (3) as a guide for strengthening candidates to continue to score higher in these areas.

**KA 2: Professional Dispositions**

**Summer II 2020**

**Purpose:** The purpose of the Professional Dispositions are to ensure the adherence to the Mississippi Educator Code of Ethics(MCoE), university, and district policies which support the habits of professional action and ethical commitments that underlie an educator’s performance(attitude and behavior). The Disposition instrument is administered at least three times: Domains I and II during pre-candidacy, and Domains I, II and II during candidacy by clinical educators (EPP-and/or P-12 school based: one formative and one summative). Success indicator of this instrument for each item is rated as the “Meets Standard” level which represents successful teaching practice by the candidate. Anything below “Meet Standard” will be considered as an area for improvement.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MAT N= 26 Summer II 2020** | | | | | | | | | |
| **Domain I: Professionalism & Academic Integrity dispositions** | **Program** | | | **Gender &**  **Race** | | **Summative**  **score** | **Average mean** | **Variance** | **Standard deviation** |
| 1. The teacher candidate protects confidential information concerning students and/or colleagues unless the law requires disclosures. (MCoE 9). | Physical Ed  Physical Ed  Physical Ed  Physical Ed  Physical Ed  Physical Ed  Physical Ed Physical Ed | | | F/B  M/B  M/B  M/B  M/B  M/B  F/B  F/B | | 2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Mathematics  Music Education | | | F/B  M/B | | 2  2 | 2.0 | 0 | 0 |
| English  English | | | F/B  F/B | | 2  2 | 2.0 | 0 | 0 |
| Social Studies  Social Studies  Social Studies Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies | | | F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  M/B  F/B | | 2  2  2  2  2  2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
|  | | | | | | | | | |
| 2. The teacher candidate demonstrates maturity and sound judgement in all interactions with peers, university and P-12 personnel, and parents.  ( MCoE 5) | Physical Ed  Physical Ed  Physical Ed  Physical Ed  Physical Ed  Physical Ed  Physical Ed Physical Ed | | | F/B  M/B  M/B  M/B  M/B  M/B  F/B  F/B | | 2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Mathematics  Music Education | | | F/B  M/B | | 2  2 | 2.0 | 0 | 0 |
| English  English | | | F/B  F/B | | 2  2 | 2.0 | 0 | 0 |
| Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies | | | F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  M/B  F/B | | 2  2  2  2  2  2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
|  | | | | | | | | | |
| 3. The teacher candidate follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use. (MCoE 6) | Physical Ed  Physical Ed  Physical Ed  Physical Ed  Physical Ed  Physical Ed  Physical Ed Physical Ed | | | F/B  M/B  M/B  M/B  M/B  M/B  F/B  F/B | | 2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Mathematics  Music Education | | | F/B  M/B | | 2  2 | 2.0 | 0 | 0 |
| English  English | | | F/B  F/B | | 2  2 | 2.0 | 0 | 0 |
| Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies | | | F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  M/B  F/B | | 2  2  2  2  2  2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
|  | | | | | | | | | |
| **Domain II: Character Dispositions** | | | | | | | | | |
| 4. The teacher candidate exemplifies honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program. (MCoE2) | Physical Ed  Physical Ed  Physical Ed  Physical Ed  Physical Ed  Physical Ed  Physical Ed Physical Ed | | | F/B  M/B  M/B  M/B  M/B  M/B  F/B  F/B | | 2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Mathematics  Music Education | | | F/B  M/B | | 2  2 | 2.0 | 0 | 0 |
| English  English | | | F/B  F/B | | 2  2 | 2.0 | 0 | 0 |
| Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies | | | F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  M/B  F/B | | 2  2  2  2  2  2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
|  | | | | | | | | | |
| 5. The teacher candidate accepts constructive criticism in a positive manner. ( MCoE 1) | | | Physical Ed  Physical Ed  Physical Ed  Physical Ed  Physical Ed  Physical Ed  Physical Ed Physical Ed | | F/B  M/B  M/B  M/B  M/B  M/B  F/B  F/B | 2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Mathematics  Music Education | | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| English  English | | F/B  F/B | 2  2 | 2.0 | 0 | 0 |
| Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies | | F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  M/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
|  | | | | | | | | | |
| **Domain III: Clinical/Field Experiences Dispositions** | | | | | | | | | |
| 6. The teacher candidate provides fair and equitable opportunities for all P-12 students in anon-discriminatory manner. ( MCoE 4) | | Physical Ed  Physical Ed  Physical Ed  Physical Ed  Physical Ed  Physical Ed  Physical Ed Physical Ed | | F/B  M/B  M/B  M/B  M/B  M/B  F/B  F/B | | 2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Mathematics  Music Education | | F/B  M/B | | 2  2 | 2.0 | 0 | 0 |
| English  English | | F/B  F/B | | 2  2 | 2.0 | 0 | 0 |
| Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies | | F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  M/B  F/B | | 2  2  2  2  2  2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
|  | | | | | | | | | |
| 7. The teacher candidate maintains a professional relationship with all students both inside and outside professional settings. ( MCoE 4) | | Physical Ed  Physical Ed  Physical Ed  Physical Ed  Physical Ed  Physical Ed  Physical Ed Physical Ed | | F/B  M/B  M/B  M/B  M/B  M/B  F/B  F/B | | 2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Mathematics  Music Education | | F/B  M/B | | 2  2 | 2.0 | 0 | 0 |
| English  English | | F/B  F/B | | 2  2 | 2.0 | 0 | 0 |
| Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies  Social Studies | | F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B  M/B  F/B | | 2  2  2  2  2  2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
|  | | | | | | | | | |

**Interpretation of the Data**

This year, the EPP observed an increase in secondary candidate admit in the Health, Physical Education and Recreation (HPER) and Social Studies MAT content area. The EPP had twenty (26) completer, all were African Americans. Eighteen (18) were females and eight (8) were males. Social Studies had the highest candidate enrolled during Fall 2020 with fifteen (15) candidates; fourteen (14) females and one (1) male. An additional observation is with HPER where the EPP has seen an increase in females with this program area.

In looking at the data, the EPP noticed that all candidates scored a 2.0 on all domains and items for this assessment. Candidates are required to score a 2 or higher. The EPP will plan to help candidates grow in the areas of the disposition moving forward. Some concerns with the scores could be due in part to social distance and virtual learning as a result of COVID 19.

**Fall 2020**

**Teacher Work Sample-Initial Candidate**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Aggregated Mean Scores for Seven Components of the  Teacher Work Sample (TWS)  Traditional Teacher Education – Initial/Undergraduate Program  **Fall MAT N=15** | | | | | | |
| **Skill** | **Program** | **Gender/race** | **Score** | **Mean Score**  μ | **Variance**  σ2 | **Standard Deviation**  σ |
| **1. Student Information** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Physical Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| Social Studies Education Social Studies Education  Social Studies Education  Social Studies Education  Social Studies Education  Social Studies Education | F/B  F/B  F/B  F/B  F/B  M/B | 2  2  2  2  2  2 | 2.0 | 0 | 0 |
| **2.Lesson Plan Guide** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Physical Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| Social Studies Education Social Studies Education  Social Studies Education  Social Studies Education  Social Studies Education  Social Studies Education | F/B  F/B  F/B  F/B  F/B  M/B | 2  2  2  2  2  2 | 2.0 | 0 | 0 |
| **3. Student Learning Experience/history and description of behaviors.** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Physical Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| Social Studies Education Social Studies Education  Social Studies Education  Social Studies Education  Social Studies Education  Social Studies Education | F/B  F/B  F/B  F/B  F/B  M/B | 2  2  2  2  2  2 | 2.0 | 0 | 0 |
| **4. Identify and prioritize problems** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Physical Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| Social Studies Education Social Studies Education  Social Studies Education  Social Studies Education  Social Studies Education  Social Studies Education | F/B  F/B  F/B  F/B  F/B  M/B | 2  2  2  2  2  2 | 2.0 | 0 | 0 |
| **5. Identify and target behaviors and domains** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  F/W  F/B  F/B  F/B | 2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Physical Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| Social Studies Education Social Studies Education  Social Studies Education  Social Studies Education  Social Studies Education  Social Studies Education | F/B  F/B  F/B  F/B  F/B  M/B | 2  2  2  2  2  2 | 2.0 | 0 | 0 |
| **6. Intervention** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  F/W  F/B  F/B  F/B | 2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Physical Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| Social Studies Education Social Studies Education  Social Studies Education  Social Studies Education  Social Studies Education  Social Studies Education | F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2 | 2.0 | 0 | 0 |
| **7. Assessment and assessment results** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  F/W  F/B  F/B  F/B | 2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Physical Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| Social Studies Education Social Studies Education  Social Studies Education  Social Studies Education  Social Studies Education  Social Studies Education | F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2 | 2.0 | 0 | 0 |
| **8. Action plan including resources and materials and secondary assessment** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  F/W  F/B  F/B  F/B | 2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Physical Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| Social Studies Education Social Studies Education  Social Studies Education  Social Studies Education  Social Studies Education  Social Studies Education | F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2 | 2.0 | 0 | 0 |
| **9. Evaluation and interpretation** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  F/W  F/B  F/B  F/B | 2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Physical Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| Social Studies Education Social Studies Education  Social Studies Education  Social Studies Education  Social Studies Education  Social Studies Education | F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2 | 2.0 | 0 | 0 |
| **10. Student Learning Outcomes** | Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education  Elementary Education | F/B  F/B  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  3  3  2  2 | 2.0 | 0 | 0 |
| Physical Education  Physical Education | F/B  M/B | 2  2 | 2.0 | 0 | 0 |
| Social Studies Education Social Studies Education  Social Studies Education  Social Studies Education  Social Studies Education  Social Studies Education | F/B  F/B  F/B  F/B  F/B  M/B | 2  2  2  2  2  2 | 2.0 | 0 | 0 |

**Interpretation of the Data**

The EPP collected data on fifteen candidates during Fall 2020 using the Teacher Work Sample (TWS) key assessment. All candidates were African Americans. Thirteen were females and two were male. The EPP noticed that all candidates scored 2 “Acceptable” on each item of the TWS. It was observed that a consistent mean of 2.0 on all ten items of the assessment. The TWS will be replaced with the new state proprietary assessment Impact on Student Learning (ISOL) during the 2021-202

**Spring 2021 Teacher Work Sample (TWS)**

**MAT Candidates Spring 2021 N=64**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Skill** | **Program** | **Race/Gender** | | **Score** | **Mean** | **Variance** | **Standard Deviation** |
| **1.Student Information** | Elementary Edu | B/F  B/F  B/F  B/F  B/F | | 2  2  2  2  3 | 2.0 | 0 | 0 |
| Mathematic Edu | B/F  B/M  B/M | | 2  2  2 | 2.0 | 0 | 0 |
| English Edu | B/F  B/F  B/F  B/F | | 2  2  2  2 | 2.0 | 0 | 0 |
| Biology Edu | B/F  B/F  B/F  B/F | | 2  2  2  2 | 2.0 | 0 | 0 |
| Physical Edu | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | | 2  2  2  2  2  3  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F | | 2  2  2  2  3  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  3  3  3  3  3 | 2.17 | .14 | .37 |
|  | | | | | | | |
| **2. Lesson Plan Goals** | Elementary Edu | B/F  B/F  B/F  B/F  B/F | | 2  2  2  2  3 |  |  |  |
| Mathematic Edu | B/F  B/M  B/M | | 2  2  2 | 2.0 | 0 | 0 |
| English Edu | B/F  B/F  B/F  B/F | | 2  2  2  2 | 2.0 | 0 | 0 |
| Biology Edu | B/F  B/F  B/F  B/F | | 2  2  2  2 | 2.0 | 0 | 0 |
| Physical Edu | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | | 2  2  2  2  2  3  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F | | 2  2  2  2  3  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  3  3  3  3  3 | 2.17 | .14 | .37 |
|  | | | | | | | |
| **3. Student Learning Experience/ history and description of behavior** | Elementary Edu | B/F  B/F  B/F  B/F  B/F | | 2  2  2  2  2 | 2.0 | 0 | 0 |
| Mathematic Edu | B/F  B/M  B/M | | 2  2  2 | 2.0 | 0 | 0 |
| English Edu | B/F  B/F  B/F  B/F | | 2  2  2  2 | 2.0 | 0 | 0 |
| Biology Edu | B/F  B/F  B/F  B/F | | 2  2  2  2 | 2.0 | 0 | 0 |
| Physical Edu | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | | 2  2  2  2  2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F | | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  3  2  3  2  3 | 2.08 | .08 | .28 |
|  | | | | | | | |
| **4. Identify and prioritize problems** | Elementary Edu | B/F  B/F  B/F  B/F  B/F | | 2  2  2  2  2 | 2.0 | 0 | 0 |
| Mathematic Edu | B/F  B/M  B/M | | 2  2  2 | 2.0 | 0 | 0 |
| English Edu | B/F  B/F  B/F  B/F | | 2  2  2  2 | 2.0 | 0 | 0 |
| Biology Edu | B/F  B/F  B/F  B/F | | 2  2  2  2 | 2.0 | 0 | 0 |
| Physical Edu | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | | 2  2  2  2  2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F | | 2  2  2  2  3  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2.03 | .27 | .16 |
|  | | | | | | | |
| **5. Identify Target behaviors and domains** | Elementary Edu | B/F  B/F  B/F  B/F  B/F | | 2  2  2  2  2 | 2.0 | 0 | 0 |
| Mathematic Edu | B/F  B/M  B/M | | 2  2  2 | 2.0 | 0 | 0 |
| English Edu | B/F  B/F  B/F  B/F | | 2  2  2  2 | 2.0 | 0 | 0 |
| Biology Edu | B/F  B/F  B/F  B/F | | 2  2  2  2 | 2.0 | 0 | 0 |
| Physical Edu | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | | 2  2  2  2  2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F | | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
|  | | | | | | | |
| **6. Intervention** | Elementary Edu | B/F  B/F  B/F  B/F  B/F | | 2  2  2  2  2 | 2.0 | 0 | 0 |
| Mathematic Edu | B/F  B/M  B/M | | 2  2  2 | 2.0 | 0 | 0 |
| English Edu | B/F  B/F  B/F  B/F | | 2  2  2  2 | 2.0 | 0 | 0 |
| Biology Edu | B/F  B/F  B/F  B/F | | 2  2  2  2 | 2.0 | 0 | 0 |
| Physical Edu | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | | 2  2  2  2  2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F | | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
|  | | | | | | | |
| **7. Assessment and assessment results** | Elementary Edu | B/F  B/F  B/F  B/F  B/F | | 2  2  2  2  2 | 2.0 | 0 | 0 |
| Mathematic Edu | B/F  B/M  B/M | | 2  2  2 |  |  |  |
| English Edu | B/F  B/F  B/F  B/F | | 2  2  2  2 | 2.0 | 0 | 0 |
| Biology Edu | B/F  B/F  B/F  B/F | | 2  2  2  2 | 2.0 | 0 | 0 |
| Physical Edu | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | | 2  2  2  2  2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F | | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
|  | | | | | | | |
| **8. Action plan including resources and materials and secondary assessment** | Elementary Edu | B/F  B/F  B/F  B/F  B/F | | 2  2  2  2  2 | 2.0 | 0 | 0 |
| Mathematic Edu | B/F  B/M  B/M | | 2  2  2 | 2.0 | 0 | 0 |
| English Edu | B/F  B/F  B/F  B/F | | 2  2  2  2 | 2.0 | 0 | 0 |
| Biology Edu | B/F  B/F  B/F  B/F | | 2  2  2  2 | 2.0 | 0 | 0 |
| Physical Edu | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | | 2  2  2  2  2  2  2  2  2  2  2  2 | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F | | 2  2  2  2  3  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  3  2  3  2  3 | 2.11 | .09 | .31 |
|  | | | | | | | |
| **9. Evaluation and Interpretation** | Elementary Edu | B/F  B/F  B/F  B/F  B/F | 2  2  2  2  2 | | 2.0 | 0 | 0 |
| Mathematic Edu | B/F  B/M  B/M | 2  2  2 | | 2.0 | 0 | 0 |
| English Edu | B/F  B/F  B/F  B/F | 2  2  2  2 | | 2.0 | 0 | 0 |
| Biology Edu | B/F  B/F  B/F  B/F | 2  2  2  2 | | 2.0 | 0 | 0 |
| Physical Edu | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F | 2  2  2  2  3  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  3  3  2  2  3 | | 2.11 | .09 | .31 |
|  | | | | | | | |
| **10. Student Learning Outcomes** | Elementary Edu | B/F  B/F  B/F  B/F  B/F | | 2  2  2  2  3 | 2.0 | 0 | 0 |
| Mathematic Edu | B/F  B/M  B/M | | 2  2  2 | 2.0 | 0 | 0 |
| English Edu | B/F  B/F  B/F  B/F | | 2  2  2  2 | 2.0 | 0 | 0 |
| Biology Edu | B/F  B/F  B/F  B/F | | 2  2  2  2 | 2.0 | 0 | 0 |
| Physical Edu | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | | 2  2  2  2  2  3  2  2  2  2  2  2 | 2.08 | .08 | .28 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F | | 2  2  2  2  3  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  3  2  3  3  3 | 2.06 | .05 | .23 |

**Interpretation of the Data**

During the Spring 2021, The EPP had 64 candidates to complete the Teacher Work Sample (TWS) key assessment. All 64 candidates were African American, 13 were males and 53 were females. The EPP has noticed a strong increase in candidates in the Social Studies Education program, 36 of the 64 (56%) of the Spring candidate were concentrating in Social Studies, 12 of 63(19%) had a Mat concentration in Health, Physical Education and Recreation (HPER). The EPP also observed that fewer candidates declared Elementary Education as an MAT concentration. What was impressive is the representation of candidate enrollment for all programs. An additional observation is with HPER, the EPP notice that 50% of Spring candidates were females. This has become a growing trend for the EPP with more females concentrating in HPER program.

In looking at the data, most candidates scored a 2 “Meet Expectation” for each item of the TWS. The average mean for each item was 2.0, which is acceptable. Data revealed that four of the Social Studies female candidates scored 3 on items 1-3 and 8-10 on the TWS, which exceeds expectation for this key assessment. The Teacher Work Sample will be replaced during the 2021-2022 Academic year with the new state proprietary assessment, Impact on Student Learning (IOSL).

**Academic Year 2020-2021**

**Teacher Intern Assessment Instrument - MAT**

**Spring 2021 N=53**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Rubric**  **Criteria** | **Program** | **Race& Gender** | **Mean score** | | **%**  **Scoring 2 or higher** | **Average group score =μ** | **Variance**  σ2 | **Standard Deviation**  σ |
| **Mentor Mean score** | **University Supervisor Mean score** |
| **1** | Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  3  3  2  2  2  2  2  2  2 | 100% | 2.17 | .029 | .17 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  3  2 | 2  2  3  2 | 100% | 2.0 | 0 | 0 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 3  2 | 100% | 2.25 | .063 | .25 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  3  2  2  2  3  2  2  2  2  2  2  2  2  2  2 | 100% | 2.07 | .0049 | .07 |
|  | | | | | | | | |
| **2** | Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  3  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education | F/B  F/B | 2  2 | 2  2 | 100% | 1.75 | .063 | .25 |
| Music Edu  Music Edu | F/B  M/B | 3  2 | 3  2 | 100% | 2.50 | .25 | .5 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  3  2  2  2  2  2  2  2  3  2  2  2  2  2  2  2  2  2  2 | 100% | 2.17 | .029 | .17 |
|  | | | | | | | | |
| **3** | Elementary Edu  Elementary Edu Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  3  2  2  2  2  2  2  2  2 | 2  2  2  3  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  3 | 100% | 2.0 | 0 | 0 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  3  2  2 | 100% | 2.0 | 0 | 0 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  3  2  2  2  3  2  2  2  3  2  3  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
|  | | | | | | | | |
| **4** | Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  3 | 2  2  2  2  3 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  3 | 100% | 2.17 | .029 | .17 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  3  2  2  2  3  2  2  2  3  2  2  2  2  2  2  2  2  2  2 | 100% | 2.03 | .0012 | .035 |
|  | | | | | | | | |
| **5** | Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  3  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  3  2  2  2  2  2  2  3  3 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  3  2  2 | 100% | 2.25 | .063 | .25 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 3  2 | 100% | 2.25 | .063 | .25 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2  3  3  2  3  2  2  2  2  2  2  3 | 100% | 2.07 | .0049 | .07 |
|  | | | | | | | | |
| **6** | Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  3 | 100% | 2.17 | .029 | .17 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  3  2  2  2  3  2  2  2  2  2  2  2  2  2  2 | 100% | 2.07 | .0049 | .07 |
|  | | | | | | | | |
| **7** | Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  3  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  3 | 100% | 2.17 | .029 | .17 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  3  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  3  3 | 100% | 2.0 | 0 | 0 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  3  3  2  2 | 2  2  2  3  3  2  2  2  2  2  2  2  3  2  2  2  2  2  3  3  2  2  2 | 100% | 2.07 | .0049 | .07 |
|  | | | | | | | | |
| **8** | Elementary Edu  Elementary Edu Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  3  3  2 | 100% | 2.25 | .063 | .25 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2  3  2  2  2  2  2  3  3  3  2  2 | 100% | 2.03 | .0012 | .035 |
|  | | | | | | | | |
| **9** | Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  3  2  2  2  2  2  2  2  2 | 2  2  2  2  3  2  3  3  2  2  2  2 | 100% | 2.17 | .029 | .07 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  3 | 100% | 2.17 | .029 | .07 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.5 | .25 | .5 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  3  2  2  2  3  2  2  2  2  2  3  3  2  2  2  2  2  2  2 | 100% | 2.17 | .029 | .07 |
|  | | | | | | | | |
| **10** | Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  3  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.03 | .0012 | .035 |
|  | | | | | | | | |
| **11** | Elementary Edu  Elementary Edu Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  3  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  3  2  2 | 100% | 2.25 | .063 | .25 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  3  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.03 | .0012 | .035 |
|  | | | | | | | | |
| 12 | Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  3  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  3  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  3 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  3  3  2 | 100% | 2.25 | .063 | .25 |
| Music Edu  Music Edu | F/B  M/B | 3  2 | 3  2 | 100 | 2.50 | .25 | .5 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  3  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 92.8% | 1.97 | .001 | .035 |
|  | | | | | | | | |
| **13** | Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  3  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education | F/B  F/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
|  | | | | | | | | |
| **14** | Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  3  2  2 | 100% | 2.25 | .036 | .25 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  3  2  2  2  2  2  3  2  2  2  2  2  2  2  2 | 100% | 2.03 | .0012 | .035 |
|  | | | | | | | | |
| **15** | Elementary Edu  Elementary Edu Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
|  | | | | | | | | |
| **16** | Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
|  | | | | | | | | |
| **17** | Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education | F/B  F/B  F/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  3 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  3  2 | 100% | 2.0 | 0 | 0 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
|  | | | | | | | | |
| **18** | Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 3  2 | 100% | 2.25 | .063 | .25 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
|  | | | | | | | | |
| **19** | Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 2  2 |  |  |  |  |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
|  | | | | | | | | |
| **20** | Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  3  2 | 100% | 2.0 | 0 | 0 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  3  3  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
|  | | | | | | | | |
| **21** | Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 3  2 | 100% | 2.25 | .063 | .25 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  3  2  2  2  2  2  2  2  2  2  3  2  2  2  2  2  2  2  2 | 100% | 2.07 | .0049 | .07 |
|  | | | | | | | | |
| **22** | Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 3  3 | 100% | 2.25 | .063 | .25 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  3  2  2  2  2  2  2  2  2 | 100% | 2.17 | .029 | .17 |
|  | | | | | | | | |
| **23** | Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 3  2 | 100% | 2.25 | .063 | .25 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
|  | | | | | | | | |
| **24** | Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| English Education  English Education  English Education  English Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  3  2  2  2  2  2  2  2  2  2  3  2  2  2  2  2  2  3  2 | 100% | 2.03 | .0012 | .035 |
|  | | | | | | | | |
| **25** | Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu  Elementary Edu | F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2 | 2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education  Physical Education | B/M  B/M  B/M  B/M  B/M  B/M  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Mathematics Edu  Mathematics Edu  Mathematics Edu | F/B  M/B  M/B | 2  2  2 | 2  2  2 | 100% | 2.0 | 0 | 0 |
| English Education  English Education  English Education English Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Biology Education  Biology Education  Biology Education  Biology Education | F/B  F/B  F/B  F/B | 2  2  2  2 | 2  2  2  2 | 100% | 2.0 | 0 | 0 |
| Music Edu  Music Edu | F/B  M/B | 2  2 | 2  2 | 100% | 2.0 | 0 | 0 |
| Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu  Social Studies Edu | B/M  B/M  B/M  B/M  B/M  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  B/F  F/B  F/B  F/B  F/B  F/B  F/B | 2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 2  2  2  2  3  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2  2 | 100% | 2.0 | 0 | 0 |

Interpretation of the Data:

The EPP had fifty-four candidates to complete the TIAI key assessment in the MAT program during Spring 2021. All candidates were African American. Fourteen were males and thirty-nine were females. Twenty –three candidates were Social Studies majors (43%). The EPP has seen an increase in Social Studies majors in the MAT program which is welcoming number within the past year. Before COVID, this program had less than five candidates per academic year. An additional observation among Social Studies major was with scoring, although all candidates scored 2 on each item, the EPP noticed that for several items, our male candidates scored 3 “ Exceeds Expectation” which is very good for non-traditional candidates.

All candidates are required to score a minimum of 2 “Meet Expectation” overall on the TIAI assessment. Based on the data, all candidates had a mean score of 2.0 and higher. This was also, evidenced for each of the twenty-five items of the TIAI.

**Transition Point Three: 5-Year Renewal**

**Transition Point Four: AA Degree**

**CAEP EIGHT ANNUAL MESAURES Number 5: Graduation Rates**

Completer data as provided by the Registrar’s Office for AY 2020-2021 MAT candidate completers.

**Graduate/Initial MAT 2020-2021**

|  |  |
| --- | --- |
| Undergraduate program | # completer 2020-2021 |
| Elementary Education | 16 |
| English Education | 0 |
| Mathematics Education | 0 |
| Health and Physical Education | 0 |
| Science Education | 0 |
| Social Science Education | 0 |
| Total | 16 data presented was not disaggregated by programs |

**CAEP EIGHT ANNUAL MEASURES DATA**

**CAEP Eight Annual Measure Number 4: Satisfaction of completers**

**Graduate** Survey Report

Graduates of an Educator Preparation Program in Mississippi - (All Year)

**Mississippi Valley State University 2021 (3 year cycle)**

* Teacher Submissions:**4**
* Number of Teacher submissions by Program:

**Elementary Education and Teaching => 3**

**Secondary Education and Teaching => 1**

* Area(s) of Endorsements Submitted by Teachers:

181 Biology Education => 1

119 English => 2

No Endorsements => 1

192 Social Studies => 1

* Masters Enrollment submitted by Teachers:

Yes => 1

No => 3

* Current Teaching Assignments by Teachers:

Grades 4-6 => 1

Science => 2

Grades 7-9 => 1 English => 1

Grades K-12 => 1

Physical Education => 1

Grades K-3 => 1

Social Studies/History/Geography/ Government/Economics => 1

Mathematics => 1

Language Arts/Spelling/Writing => 1

Health => 1

**Survey Results for Teachers:**

**content**

| **The Learner and Learning** |
| --- |
| ***My Educator Preparation Program prepared me to:*** | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| ***use knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., multicultural perspectives, pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful to diverse learners and positively impact K-12 student learning. (CAEP 1.1, InTASC 2, TGR 2, TIAI 2)*** | **0 (0%)** | **0 (0%)** | **3 (75%)** | **1 (25%)** |
| ***analyze multiple sources of growth data (e.g., pre/post assessments,surveys, inventories, remediation and enrichment activities) to provide differentiated learning experiences to accommodate developmental and individual needs of diverse learners and positively impact K-12 student learning. (CAEP 1.1, InTASC 6, TGR 3, TIAI 8)*** | **0 (0%)** | **0 (0%)** | **4 (100%)** | **0 (0%)** |
| ***monitor and adjust the classroom environment to enhance social relationships, individual motivation, and student learning outcomes. (CAEP 1.1, InTASC 3, TGR 5, TIAI 20)*** | **0 (0%)** | **0 (0%)** | **4 (100%)** | **0 (0%)** |
| ***use a variety of strategies to effectively manage student behavior to create and maintain a classroom climate of fairness, safety, respect, and support for all students. (CAEP 1.1, InTASC 3, TGR 7, TIAI 23)*** | **0 (0%)** | **0 (0%)** | **3 (75%)** | **1 (25%)** |

|  | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| ***My Educator Preparation Program prepared me to:*** | | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| ***demonstrate in-depth knowledge of content for the subject(s) taught. (CAEP 1.1, InTASC 4, TGR 4, TIAI 14)*** | | **0 (0%)** | **2 (50%)** | **2 (50%)** | **0 (0%)** |
| ***integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)*** | | **1 (25%)** | **0 (0%)** | **3 (75%)** | **0 (0%)** |
| ***use higher-order questioning to engage students in analytical, creative, and critical thinking, providing opportunities for students to apply these skills in problem solving and critical thinking activities. (CAEP 1.1, InTASC 5, TGR 4, TIAI 17)*** | | **0 (0%)** | **1 (25%)** | **2 (50%)** | **1 (25%)** |
| **Instructional Practices** | | | | | | |
| ***My Educator Preparation Program prepared me to:*** | | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** | |
| ***select developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on State and National Standards. (CAEP 1.1, InTASC 7, TGR 1, TIAI 1)*** | | **0 (0%)** | **0 (0%)** | **3 (75%)** | **1 (25%)** | |
| ***plan lessons based on rigorous standards and best practices in the use of innovative and interesting methodologies, a variety of relevant teaching materials and current technology. (CAEP 1.1, InTASC 8, TGR 2, TIAI 4)*** | | **0 (0%)** | **0 (0%)** | **2 (50%)** | **1 (25%)** | |
| ***use a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, interactive learning, simulation, etc.) to enhance student learning outcomes. (CAEP 1.1, InTASC 8, TGR 4, TIAI 15)*** | | **0 (0%)** | **0 (0%)** | **3 (75%)** | **1 (25%)** | |
| ***use available technology to design, implement, and assess learning experiences to engage students, improve learning, and enrich professional practice. (CAEP 1.5, InTASC 7, TGR 6, TIAI 6)*** | | **0 (0%)** | **0 (0%)** | **3 (75%)** | **1 (25%)** | |
| ***elicit student input during lessons and allow sufficient wait time for students to expand and support their responses, making adjustments to lessons according to student input, cues, and individual/group responses. (CAEP 1.1, InTASC 8, TGR 4, TIAI 18)*** | | **0 (0%)** | **0 (0%)** | **2 (50%)** | **2 (50%)** | |
| ***incorporate a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation and enrichment activities) to differentiate learning experiences that accommodate individual differences in developmental and/or educational needs. (CAEP 1.1, InTASC 6, TGR 3, TIAI 5)*** | | **0 (0%)** | **0 (0%)** | **2 (50%)** | **2 (50%)** | |
| ***prepare appropriate assessments (e.g., pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (CAEP 1.2, InTASC 6, TGR 3, TIAI 7)*** | **0 (0%)** | **0 (0%)** | **2 (50%)** | **2 (50%)** | |
| ***provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP 1.1, InTASC 3, TGR 5, TIAI 13)*** | | **1 (25%)** | **2 (50%)** | **1 (25%)** | **0 (0%)** | |

| **Professional Responsibility** | | | | |
| --- | --- | --- | --- | --- |
| ***My Educator Preparation Program prepared me to:*** | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| ***establish opportunities for communication with parents and/or guardians, professional colleagues, and community members (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.) to enhance resources, learning, and the learning environment. (CAEP 1.1, InTASC 10, TGR 9, TIAI 25)*** | **0 (0%)** | **0 (0%)** | **2 (50%)** | **2 (50%)** |
| ***demonstrate a spirit of inquiry and appreciation for research that promotes continuous improvement in my abilities to increase student learning outcomes. (CAEP 1.1, InTASC 9, TGR 8)*** | **0 (0%)** | **0 (0%)** | **2 (50%)** | **2 (50%)** |
| ***Recognize the importance of the Mississippi Educator Code of Ethical Conduct, professional dispositions, and my influence as an adult role model for students. (CAEP 1.1, InTASC 9, TGR 8)*** | **0 (0%)** | **0 (0%)** | **1 (25%)** | **3 (75%)** |

**Interpretation of the Data**

The EPP had four completers to submit responses to the Graduate survey within the three year cycle. Race and gender of completers are not provided or known. Three completers were Elementary Education and one was Secondary. Three were initial and one completer was Master’s level. Overall, completers score the EPP very well with most responses being “Agree” or “Strongly Agree”.

The EPP will use the information provided to continue to prepare candidates in content specific areas using technology to prepare completers to be effective teachers.

**CAEP Eight Annual Measure number 3: Satisfaction of Employers and Employment**

Employer Survey Report

Graduates of an Educator Preparation Program in Mississippi - (All Year)

**Mississippi Valley State University 2021 Principal Response (3 years)**

* Principal Submissions:

6

* Number of Principal submissions by Program:

Elementary Education and Teaching => 3

Middle Level Alternate Route => 2

Secondary Education and Teaching => 1

* Area(s) of Endorsement Submitted by Principals:

Unknown => 2

154 Mathematics => 2

910 Special Education Fundamental Subjects => 1

143 Health Education => 1

181 Biology Education => 1

* Masters Enrollment submitted by Principals:

Yes => 1

No => 4

Unknown => 1

* Current Teaching Assignments by Principals:

Grades 7-9 => 4

Science => 1

Grades 4-6 => 1

Language Arts/Spelling/Writing => 1

Mathematics => 3

Grades K-12 => 1

Special Education => 1

| **The Learner and Learning** | | | | | |
| --- | --- | --- | --- | --- | --- |
| ***The teacher was prepared to:*** | **Not Applicable** | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| ***use knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., multicultural perspectives, pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful to diverse learners and positively impact K-12 student learning. (CAEP 1.1, InTASC 2, TGR 2, TIAI 2)*** | **0 (0%)** | **0 (0%)** | **0 (0%)** | **3 (50%)** | **3 (50%)** |
| ***analyze multiple sources of growth data (e.g., pre/post assessments,surveys, inventories, remediation and enrichment activities) to provide differentiated learning experiences to accommodate developmental and individual needs of diverse learners and positively impact K-12 student learning. (CAEP 1.1, InTASC 6, TGR 3, TIAI 8)*** | **0 (0%)** | **0 (0%)** | **1 (16.67%)** | **4 (66.67%)** | **1 (16.67%)** |
| ***monitor and adjust the classroom environment to enhance social relationships, individual motivation, and student learning outcomes. (CAEP 1.1, InTASC 3, TGR 5, TIAI 20)*** | **0 (0%)** | **0 (0%)** | **0 (0%)** | **3 (50%)** | **3 (50%)** |
| | **Instructional Practices** | | | | | | | --- | --- | --- | --- | --- | --- | | ***The teacher was prepared to:*** | **Not Applicable** | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** | | ***select developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on State and National Standards. (CAEP 1.1, InTASC 7, TGR 1, TIAI 1)*** | **0 (0%)** | **0 (0%)** | **0 (0%)** | **4 (66.67%)** | **2 (33.33%)** | | ***plan lessons based on rigorous standards and best practices in the use of innovative and interesting methodologies, a variety of relevant teaching materials and current technology. (CAEP 1.1, InTASC 8, TGR 2, TIAI 4)*** | **0 (0%)** | **0 (0%)** | **0 (0%)** | **4 (66.67%)** | **2 (33.33%)** | | ***use a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, interactive learning, simulation, etc.) to enhance student learning outcomes. (CAEP 1.1, InTASC 8, TGR 4, TIAI 15)*** | **0 (0%)** | **0 (0%)** | **0 (0%)** | **3 (50%)** | **3 (50%)** | | ***use available technology to design, implement, and assess learning experiences to engage students, improve learning, and enrich professional practice. (CAEP 1.5, InTASC 7, TGR 6, TIAI 6)*** | **0 (0%)** | **0 (0%)** | **0 (0%)** | **4 (66.67%)** | **2 (33.33%)** | | ***elicit student input during lessons and allow sufficient wait time for students to expand and support their responses, making adjustments to lessons according to student input, cues, and individual/group responses. (CAEP 1.1, InTASC 8, TGR 4, TIAI 18)*** | **0 (0%)** | **0 (0%)** | **0 (0%)** | **5 (83.33%)** | **1 (16.67%)** | | ***incorporate a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation and enrichment activities) to differentiate learning experiences that accommodate individual differences in developmental and/or educational needs. (CAEP 1.1, InTASC 6, TGR 3, TIAI 5)*** | **0 (0%)** | **0 (0%)** | **0 (0%)** | **5 (83.33%)** | **1 (16.67%)** | | ***prepare appropriate assessments (e.g., pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (CAEP 1.2, InTASC 6, TGR 3, TIAI 7)*** | **0 (0%)** | **0 (0%)** | **1 (16.67%)** | **3 (50%)** | **2 (33.33%)** | | ***provide an inclusion classroom setting that addresses the full spectrum of student needs (severe learning disabilities to gifted). (CAEP 1.1, InTASC 3, TGR 5, TIAI 13)*** | **0 (0%)** | **0 (0%)** | **0 (0%)** | **5 (83.33%)** | **1 (16.67%)** |   ***use a variety of strategies to effectively manage student behavior to create and maintain a classroom climate of fairness, safety, respect, and support for all students. (CAEP 1.1, InTASC 3, TGR 7, TIAI 23)*** | **0 (0%)** | **0 (0%)** | **0 (0%)** | **3 (50%)** | **3 (50%)** |

| **Content** | | | | | |
| --- | --- | --- | --- | --- | --- |
| ***The teacher was prepared to:*** | **Not Applicable** | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| ***demonstrate in-depth knowledge of content for the subject(s) taught. (CAEP 1.1, InTASC 4, TGR 4, TIAI 14)*** | **0 (0%)** | **0 (0%)** | **0 (0%)** | **4 (66.67%)** | **2 (33.33%)** |
| ***integrate core content knowledge from other subject areas in lessons. (CAEP 1.1, InTASC 4, TGR 4, TIAI 3)*** | **0 (0%)** | **0 (0%)** | **1 (16.67%)** | **3 (50%)** | **2 (33.33%)** |
| ***use higher-order questioning to engage students in analytical, creative, and critical thinking, providing opportunities for students to apply these skills in problem solving and critical thinking activities. (CAEP 1.1, InTASC 5, TGR 4, TIAI 17)*** | **0 (0%)** | **0 (0%)** | **2 (33.33%)** | **2 (33.33%)** | **2 (33.33%)** |

| **Professional Responsibility** | | | | | |
| --- | --- | --- | --- | --- | --- |
| ***The teacher was prepared to:*** | **Not Applicable** | **Strongly Disagree** | **Disagree** | **Agree** | **Strongly Agree** |
| ***establish opportunities for communication with parents and/or guardians, professional colleagues, and community members (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.) to enhance resources, learning, and the learning environment. (CAEP 1.1, InTASC 10, TGR 9, TIAI 25)*** | **0 (0%)** | **0 (0%)** | **1 (16.67%)** | **3 (50%)** | **2 (33.33%)** |
| ***demonstrate a spirit of inquiry and appreciation for research that promotes continuous improvement in my abilities to increase student learning outcomes. (CAEP 1.1, InTASC 9, TGR 8)*** | **0 (0%)** | **0 (0%)** | **0 (0%)** | **4 (66.67%)** | **2 (33.33%)** |
| ***recognize the importance of the Mississippi Educator Code of Ethical Conduct, professional dispositions, and my influence as an adult role model for students. (CAEP 1.1, InTASC 9, TGR 8)*** | **0 (0%)** | **0 (0%)** | **0 (0%)** | **4 (66.67%)** | **2 (33.33%)** |

**Interpretation of the Data**

The EPP had six employers to reply to the Employer Survey. Three Principals were Elementary level, two were Middle level and one was secondary. Gender and race of Employer was unknown. Data retrieved was for a three year period. The Employer survey has four components used for evaluation of the EPP completers. They include 1) the Learner and Learning, 2) Instructional Practices, 3) content and 4) Professional Responsibility. In looking at the data, the EPP noticed for component one: **The Learner and Learning**, that the Employers rated items 1 and 3 “agree” or “Strongly agree” which was very good. Item 2 of the posed some concern with one employer rating this item as ***(analyze multiple sources of growth data (e.g., pre/post assessments, surveys, inventories, remediation and enrichment activities) to provide differentiated learning experiences to accommodate developmental and individual needs of diverse learners and positively impact K-12 student learning. (CAEP 1.1, InTASC 6, TGR 3, TIAI 8)***) “Disagree”: however five employers rated the item as “Agree” or “Strongly Agree”.

In looking at Component II: **Instructional Practice**, All employers rate each items as “agree” or “Strongly Agree” which was very impressive for the EPP. This shows that the EPP is properly preparing its completers to develop effective lesson plans and use instructional practices that are developmentally appropriate for the age and grade level assigned. For component three: **Content,** item three was a concern for the EPP where two of the six employers scored this item as “ Disagree” ***use higher-order questioning to engage students in analytical, creative, and critical thinking, providing opportunities for students to apply these skills in problem solving and critical thinking activities. (CAEP 1.1, InTASC 5, TGR 4, TIAI 17).***  This could have been due to COVID virtual learning. The EPP will work to insure candidates are improving in this area regardless of teaching platform. For component four: **Professional Practice:** all items were satisfactory for the EPP despite the fact that one employer scored item one as “Disagree”. The EPP is aware that communication with parents was limited due to COVID.

Overall, employers seemed to be satisfied with completers of the EPP. Regardless of the current satisfactory data, the EPP will continue to improve teaching strategies to keep candidates abreast with current trends in teaching.

**CAEP Eight Annual Measure number 8: Student Loan Default Rates and Other Consumer Information**

**STUDENT LOAN DEFAULT RATE**

**This data is used for CAEP Eight Annual Measures which is required for Standards 4 and 5.4.**

**Mississippi Valley State University**

**The FY 2017 national cohort default rate is 9.7 percent**

|  |  |  |  |
| --- | --- | --- | --- |
| **MVSU Fiscal Year**  **School code: 002424** | **Cohort Default Rate** | **U.S. Department of Education** | **Default Rate** |
| 2017 | 25.8 | 2017 | 9.1 |
| 2018 | 23.1 | 2018 | Not available on site |

**Historically Black Colleges and Universities**

**Fact Sheet  
FY 2017 Cohort Default Rates  
September 2020 (published)**

Section 435(a)(2) of the Higher Education Act of 1965, as amended (the HEA) provides that institutions lose eligibility to participate in the Federal Direct Loan and Federal Pell Grant programs when the institution’s federal student loan Cohort Default Rate exceeds 30 percent for each of the three most recently completed federal fiscal years beginning with federal fiscal year 2017. Under Section 435(a)(7) of the HEA, an institution that has a Cohort Default Rate of 30 percent or greater for any one federal fiscal year is required to establish a Default Prevention Task Force to reduce defaults and prevent the loss of institutional eligibility.

As of September 2020, 90 eligible HBCUs have official FY 2017 cohort default rates that fall below regulatory thresholds. For the FY 2017 official CDR cycle, only one HBCU is subject to cohort default rate sanctions or the consequent loss of Title IV student financial assistance program eligibility.

Mississippi Valley State University default rate did not exceed the 30% that would affect financial aid for candidates. The university cohort default rate was 16.8 % higher than the U.S. Department of Education during the 2017 school year.

<https://www2.ed.gov/offices/OSFAP/defaultmanagement/dmd002.html>

**CONCLUSION/FINDINGS**

The EPP will use the Annual Assessment Plan data to help learn of its program and grow from what is learned for program improvement. Data is collected and will be used during the Fall Assessment Professional Development to analyze data. The data is one of the major inputs in making program decisions. Along with data, a strong and stable administrative team will provide leadership and support for all programs. The EPP embraces its mission, vision, and goals. The EPP is confident that the enrollment concerns and will improve and will plan for more recruitment efforts.

Candidates Knowledge, Skills and Dispositions are evaluated through a comprehensive Quality Assurance System (QAS). The QAS for candidates involves check at different transition points. Data is collected within each transition point. All completers are highly qualified in regard to content knowledge as measured by Praxis Subject Assessments, State Proprietary Key Assessments and Student Teaching Evaluations.

From the data, the following were identified.

**Strengths:**

* The EPP has increased in the number of candidates admitted to both program, initial and initial MAT.
* Candidates are performing well from key assessment data for both programs.
* Employers and completers are overall satisfied with the program based on data from each survey.
* The EPP has data available for all CAEP Eight annual measures with the exception of measure 1.

**Weakness:**

* The EPP needs to improve on the turnaround time for assessing data. Begin to follow schedule with dates provided.
* Low licensure exam for candidates taken during the 2020-2021 AY.

**Opportunity:**

* The EPP should begin devising a plan or calendar to assist current and prospective candidates with licensure exams as the state waiver draws to an end December 31. This would help sustain current enrollment to avoid stipulations provided by the state.
* Committees should be developed within the EPP to meet bi-annually to discuss areas of concerns and improvements.
* Begin networking with P-12 community to broadcast program for continued enrollment.
* Review what is working and what can be improved on in courses to strength the program.

**Threats:**

* This could be an opportunity but did not acted upon can be a threat. The EPP should use this opportunity to work on recruitment efforts which was an AFI during CAEP.
* Use Annual Report as Assessment retreat or Assessment data session in the Fall of following Academic year.

**SUBMISSION DATE:**

* **Fall Key assessment data: Submit to Assessment Coordinator in December**
* **Spring Key Assessment data: Submit to Assessment Coordinator in May**
* **Fall and Summer Admit Data: Submit to Assessment Coordinator in July/August**
* **Spring Admit data: Submit in December/ January**