

## Internship Final Evaluation Data

<b>What is it?</b>	<p>This evidence consists of two pieces of information: (1) The Evaluation Matrices for the Internship and (2) the Final Evaluation Data for cohorts 2017, 2018, and 2019.</p> <p>The final evaluation is administered by both cooperating teachers and university supervisors at the end of the internship. The final evaluation matrices provide a general framework and specific criteria used to evaluate intern performance. Data for cohorts 2017-2019 is included.</p>
<b>How are the data collected?</b>	<p>The final evaluation forms are completed by university supervisors and cooperating teachers for each intern at the end of the internship period. The Associate Director of Field Experience collects the hard copy forms from the supervisors and teachers and enters the scores into a spreadsheet for review.</p>
<b>Who collects, analyzes, and reports the data?</b>	<p>The Associate Director of Field Experience collects and analyzes the data. It is reported to the Director of Teacher Preparation and the Teacher Preparation Council.</p>
<b>What criteria have been established for successful performance and why?</b>	<p>The expectation is that interns will achieve the “Meets Expectation” rating across all elements of the rubric and matrix because these standards are critical for teachers. In terms of the percentage, the criterion is that 85% or more of candidates will achieve a “Meets” or “Exceeds Expectations” rating for the overall standard. When expressed as mean scores (1-10) the criteria is that the mean is 8.5 or above. Components with means below 8.5 are targeted for program improvement.</p>
<b>What do the reported results mean?</b>	<p>Results indicate the level at which the supervisor and cooperating teacher determine the intern is performing by the end of the internship.</p>

**How are results used for improvement?**

The number of candidates scoring at “Needs Improvement” or “Developing/emerging” levels in component areas are calculated, and those components totaling greater than 15% of the total number of interns in the cohort are targeted for discussion and examination for improvement. In addition, the final evaluations are examined for areas of strength and weakness and are used as part of the program annual report to the institution and to the partner school division.

## Evaluation Matrices

(Adapted from the Virginia Department of Education and Newport News Public Schools Teacher Evaluation Rubric)

<b>Performance Standard 1. Professional Knowledge</b>					
<i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i>					
<b>Component</b>	<b>Needs Improvement 6 pts</b>	<b>Developing/ Emerging 7.5 pts</b>	<b>Meets Expectations/ Effective 8.5 pts</b>	<b>Exceeds Expectations/ Exemplary 10 pts</b>	<b>Suggested Evidence</b>
<b>1.1 Demonstrates complete and accurate knowledge of the subject matter.</b>	Candidate inaccurately presents subject matter ideas and/or and skills.	Candidate inconsistently presents subject matter and/or skills accurately.	Candidate consistently presents subject matter and/or skills accurately.	ME+:  Candidate uses multiple representations and explanations of content that capture key subject matter ideas and/or skills.	SOL content is accurate in lesson plans/Instruction  Class discussion and questions/ teacher answers are focused, specific, and relevant and correct. Is able to spontaneously elaborate without seeking additional resources.
<b>1.2 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.</b>	Candidate does not provide developmentally age-appropriate learning experiences.	Candidate inconsistently provides learning experiences that are developmentally age-appropriate.	Candidate provides learning experiences that are developmentally age-appropriate.	ME+:  Candidate intentionally and consistently involves the learners in all areas of development (intellectual, social, emotional, and physical) in learning experiences.	Lesson plans appropriately to differentiate  When asked, can articulate developmental differences in specific students and how they will teach them accordingly.

**Performance Standard 2. Instructional Planning**

*The teacher plans using Virginia Standards of Learning, the division's curriculum, effective strategies, resources, and data to meet the needs of all students.*

Component	Needs Improvement- 6 pts	Developing/ Emerging-7.5 pts	Meets Expectations/ Effective-8.5 pts	Exceeds Expectations/ Exemplary-10 pts	Suggested Evidence
<b>2.1. Uses student learning data to guide planning</b>	Candidate fails to incorporate/utilize student learning data when planning  AND  Does not use learning data for long and/or short-term planning.	Candidate inconsistently incorporates/ utilizes student learning data when planning  AND  May not use data for long and/or short-term planning.	Candidate consistently incorporates/utilizes student learning data, obtained formally and informally, when planning  AND  Uses learning data for both long- and short-term planning.	ME+: Candidate utilizes formal and informal data to differentiate instruction, resources, and technology.	Assessments, checklists, conferencing with cooperating teacher, pretests, journal responses  Uses pre- and post-tests to develop lesson plans, Uses formal and informal assessment to guide instruction
<b>2.2. Develops plans that are clear, logical, sequential, and integrated across the curriculum</b>	Candidate fails to develop or articulate plans that align with state standards and that are clear, logical, and sequential  AND  Does not integrate content across the curriculum.	Candidate inconsistently develops and articulates plans that align with state standards and that are clear, logical, and sequential  AND  Only occasionally integrates content across the curriculum.	Candidate develops and articulates plans that align with state standards and are clear, logical, and sequential  AND  Consistently integrates content across the curriculum, but content may be mostly nonessential.	ME+: Candidate develops plans that demonstrate consistent integration of essential content across the curriculum.	Lesson plans  Conferencing with coop. teacher  Written feedback from coop. teacher
<b>2.3. Uses existing materials or creates new materials that are challenging and engaging.</b>	Candidate does not use existing materials or create new materials that are challenging and engaging  OR  Uses technology that is inappropriate for instruction or minimal.	Candidate uses existing materials or creates new materials that either challenge or engage, but not both  OR  Uses appropriate technology only minimally.	Candidate uses existing materials or creates a variety of new materials that challenge AND engage students  AND  Uses appropriate technology frequently for instruction.	ME+: Candidate creates and uses a variety of new and existing materials that motivate students to be active and self- directed learners.  AND  Ensures that technology is frequently and appropriately used by students.	Lesson plans and materials demonstrate they are teacher-created and go beyond the NNPS materials Incorporates technology such as smart board, clickers, etc. Conferencing with coop. teacher Written documentation from coop. teacher's notes  Written feedback from coops and supervisors

<p><b>2.4. Plans time realistically for pacing, content mastery, and transitions.</b></p>	<p>Candidate does not plan time realistically for pacing, content mastery, and transitions.</p>	<p>Candidate makes an effort to plan time realistically for pacing and content mastery</p> <p>OR</p> <p>Makes an effort to plan transitions that are relevant to content.</p>	<p>Candidate plans time realistically for pacing and content mastery.</p> <p>AND</p> <p>Plans for smooth transitions and connects them to content with little or no loss to instructional time.</p>	<p>ME+:</p> <p>Candidate plans pacing in lessons to include time for students to apply, extend, or remediate content knowledge.</p>	<p>Lesson plans show specific/adequate times for each component of the lesson and indicate clear transitions</p>
<p><b>2.5. Plans for differentiated instruction relevant to students' learning needs, including TAG, ELL, SPED, etc.</b></p>	<p>Candidate does not show understanding of individual differences</p> <p>OR</p> <p>Does not differentiate; all students are expected to do the same work</p> <p>OR</p> <p>Employs differentiation that is not relevant.</p>	<p>Candidate inconsistently shows an understanding of individual differences</p> <p>OR</p> <p>Differentiates for the learning needs of only some groups of students</p> <p>OR</p> <p>Employs differentiation that is inconsistently relevant.</p>	<p>Candidate plans for differentiated instruction relevant for all groups of students, including TAG, ELL, SPED, etc.</p>	<p>ME+:</p> <p>Candidate plans relevant differentiation for group and individual learning needs.</p>	<p>Lesson plans reflect a variety of strategies and/or student interests</p> <p>Conferencing with coop. teacher</p> <p>Written feedback from coop. teacher</p> <p>Accommodations/Modifications are made</p>
<p><b>2.6. Plans lessons that reflect high expectations for all learners.</b></p>	<p>Candidate includes only lower-level thinking skills in lesson planning and activities.</p>	<p>Candidate inconsistently plans lessons that reflect high expectations for all learners (e.g. problem solving, critical thinking).</p>	<p>Candidate plans lessons that reflect high expectations for all learners (e.g. problem solving, critical thinking).</p>	<p>ME+:</p> <p>Candidate plans experiences that engage learners in collaboration and creativity, as well as analysis</p> <p>AND</p> <p>Plans activities that encourage students to be responsible for directing their own learning.</p>	<p>Plans include higher level questions and activities</p> <p>SOLs and objectives are explicitly stated and aligned with assessment</p> <p>Written feedback on lessons from coop</p> <p>Creates extensions for all grouping levels</p>

**Performance Standard 3. Instructional Delivery**

*The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual needs.*

Component	Needs Improvement- 6 pts	Developing/ Emerging-7.5 pts	Meets Expectations/ Effective-8.5 pts	Exceeds Expectations/ Exemplary-10 pts	Suggested Evidence
<b>3.1 Provides learning experiences that challenge, motivate, engage and maintain students' attention.</b>	Candidate does not provide learning experiences that challenge, motivate, engage, or maintain students' attention.	Candidate attempts to provide learning experiences that challenge, motivate, engage, or maintain students' attention, but students are mostly passive or disengaged  OR  Uses only one or two instructional strategies.	Candidate provides learning experiences that challenge, motivate, engage, and maintain students' attention  AND  Uses multiple instructional strategies that reflect a wide variety of learning needs.	ME+: Candidate develops personalized activities through student choice and/or pertinent current topics  OR  Follows student interest to delve deeper into topics.	Candidate presents learning experiences that regularly: <ul style="list-style-type: none"> <li>- address a variety of learning styles</li> <li>- incorporate awareness of student interests and abilities</li> <li>- push students into their Zone of Proximal Learning</li> <li>- allow students to work both collaboratively and individually</li> <li>- lead to both teacher to student conversations as well as student to student conversations</li> <li>- engages most of the students most of the time</li> </ul>
<b>3.2 Delivers directions, procedures and instructions that are clear, detailed and accurate.</b>	Candidate does not deliver verbal and/or written directions, procedures, and instructions that are clear, detailed, and accurate.	Candidate presents verbal and written directions, procedures and instructions that are inconsistently clear, detailed, or accurate.	Candidate presents verbal and written directions, procedures and instructions that are clear, detailed, and accurate.	ME+: Candidate anticipates student questions and addresses them during directions, procedures, and instructions.	Teacher is organized with materials readily available  Uses visual and auditory models for directions

					<p>Uses checks for understanding</p> <p>Students do not display a need for additional directions.</p> <p>Students can articulate what they are doing/why when asked.</p>
<p><b>3.3 Makes learning relevant by connecting to students' existing knowledge, skills, and strengths.</b></p>	<p>Candidate does not make learning relevant by connecting it to students' existing knowledge, skills, or strengths.</p>	<p>Candidate attempts to make learning relevant by connecting to students' existing knowledge OR skills OR strengths, but not all three.</p>	<p>Candidate makes learning relevant by connecting to students' existing knowledge AND skills, AND strengths</p> <p>AND</p> <p>Regularly includes examples relevant to prior learning, real world application, and student interest.</p>	<p>ME+:</p> <p>Candidate purposefully seeks to gain insight into student strengths, interests, and background knowledge to enhance future instruction.</p>	<p>Teacher reviews/elicits/makes reference to prior learning or knowledge</p> <p>Teacher incorporates students' personal strengths in lessons</p> <p>Scaffolding is evident</p> <p>Connects lesson to real life</p>
<p><b>3.4 Demonstrates the ability to pace instruction appropriately, including introduction, learning activities, and closure.</b></p>	<p>Candidate fails to pace instruction appropriately, does not provide a purpose for the lesson or activities, and does not deliver a cohesive lesson.</p>	<p>Candidate articulates the purpose of the lesson but does not state the purpose of the activities,</p> <p>AND/OR</p> <p>Does not engage students with a hook/introduction</p> <p>AND/OR</p> <p>Does not bring closure to the lesson.</p>	<p>Candidate delivers instruction in logical order according to the lesson content.</p> <p>AND</p> <p>Paces instruction and activities appropriately.</p> <p>AND</p> <p>Has a hook/introduction and closure.</p>	<p>ME +:</p> <p>Candidate engages in a variety of hooks/introductions that are designed to engage all students with the coming material</p> <p>AND</p> <p>Seeks opportunities to involve students in closure.</p>	<p>Observation records</p> <p>Lesson timing follows written plans or is adjusted as needed</p>

<p><b>3.5 Uses instructional technology, materials, and resources to enhance learning</b></p>	<p>Candidate does not use instructional materials and resources that enhance student learning.</p> <p>OR</p> <p>Makes no effort to seek, create, or integrate technology.</p>	<p>Candidate relies on three or fewer variations of instructional resources/materials</p> <p>OR</p> <p>Uses technology that has little relevance to learning enhancement opportunities.</p>	<p>Candidate uses relevant instructional resources/materials within the lesson that challenge students to think critically, make connections, and problem solve</p> <p>AND</p> <p>Smoothly integrates a variety of up-to-date technology resources.</p>	<p>ME+: Candidate creates engaging resources/materials for student use</p> <p>AND</p> <p>Provides students with opportunities to use technology to apply or investigate learning in authentic ways.</p>	<p>Resources, beyond those provided by NNPS are created, used and integrated appropriately.</p> <p>Technology enhances lesson (is not an add-on)</p> <p>Uses a variety of instructional technology</p>
<p><b>3.6. Delivers lessons that reflect high expectations for all learners.</b></p>	<p>Candidate does not deliver lessons that reflect high expectations for learners</p> <p>AND</p> <p>Passively involves learners.</p>	<p>Candidate delivers lessons that attempt to reflect high expectations for some learners.</p> <p>AND/OR</p> <p>Includes at least one activity that actively involves learners</p> <p>AND/OR</p> <p>Demonstrates low expectations for SOL-relevant learning during instruction.</p>	<p>Candidate delivers lessons that clearly define high expectations for all learners</p> <p>AND/OR</p> <p>Encourages deep understanding of lesson topics by all learners</p> <p>AND/OR</p> <p>Includes meaningful use of the SOLs and expects students to ask and answer relevant questions during the lesson.”</p>	<p>ME+: Candidate assists each student in generating personal academic goals</p> <p>AND</p> <p>Engages students in enrichment/extension activities.</p>	<p>SOLs and objectives are explicitly stated and aligned with assessment</p> <p>Written feedback on lessons from coop</p> <p>Creates extensions for all grouping levels</p> <p>Challenges students through questioning or other means</p>
<p><b>3.7 Integrates students’ use of higher-level thinking skills in instruction</b></p>	<p>Candidate does not integrate students’ use of higher-level thinking skills in instruction</p> <p>AND</p> <p>Does not engage learners in critical thinking, creativity, or collaborative problem solving, as seen through</p>	<p>Candidate attempts to integrate students’ use of higher-level thinking skills in instruction</p> <p>AND/OR</p> <p>Makes efforts to engage learners in critical thinking, creativity, and problem solving, as seen through</p>	<p>Candidate engages learners in critical thinking, creativity, and collaborative problem solving, as seen through objectives, activities, and/or questioning</p> <p>AND</p> <p>Connects concepts and addresses differing perspectives.</p>	<p>ME+: Candidate gives learners the knowledge and skill to independently think critically, creatively, and collaboratively</p> <p>AND</p> <p>Gives learners the knowledge and skill to independently make connections and</p>	<p>Levels of Bloom’s taxonomy in instruction (questioning, activities, etc.)</p> <p>Observation records</p>



	<p>objectives, activities, and/or questioning.</p> <p>AND</p> <p>Does not make connections between concepts or address differing perspectives.</p>	<p>objectives, activities, and/or questioning.</p> <p>AND/OR</p> <p>Makes some connections between concepts and sometimes addresses differing perspectives.</p>		<p>consider differing perspectives.</p>	
<p><b>3.8 Monitors and adjusts lessons to meet students' needs.</b></p>	<p>Candidate does not monitor the classroom to make appropriate adjustments to instruction as needed.</p>	<p>Candidate inconsistently monitors the classroom or misreads the classroom</p> <p>AND/OR</p> <p>Makes no or inappropriate adjustments to instruction.</p>	<p>Candidate monitors the classroom and makes appropriate adjustments as needed.</p>	<p>ME+:</p> <p>Candidate displays advanced degrees of classroom and student awareness and often anticipates making adjustments before they are needed.</p>	<p>Observation records</p> <p>Modifies instruction in the moment</p> <p>Self-reflections</p> <p>Self-Assessment</p> <p>Video</p>
<p><b>3.9 Provides consistent and timely feedback to students.</b></p>	<p>Candidate gives little or no feedback to learners about their work during instruction</p> <p>OR</p> <p>Fails to provide feedback in a timely manner during instruction.</p>	<p>Candidate gives non-specific feedback to learners during instruction</p> <p>AND/OR</p> <p>Gives generalized feedback focused on correctness or incorrectness rather than next steps for improvement or growth during instruction.</p> <p>AND/OR</p> <p>Inconsistently provides feedback in a timely manner during instruction.</p>	<p>Candidate gives specific feedback to students that informs them of their strengths and weaknesses AND gives ways to improve during instruction</p> <p>AND</p> <p>Consistently provides feedback in a timely manner during instruction.</p>	<p>ME+:</p> <p>Candidate gives opportunities to students to reflect on their own learning performance and ways to improve during instruction.</p>	<p>Observation records</p> <p>Teacher oral feedback and written comments on student work, including assessments</p> <p>Teacher conferences with students</p> <p>Teacher articulates and sticks to timeline for returning student work</p>



**Performance Standard 4. Assessment of/for Learning**

*The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instruction and delivery methods, and provide timely feedback to students and families throughout the school year.*

Component	Needs Improvement- 6 pts	Developing/ Emerging-7.5 pts	Meets Expectations/ Effective-8.5 pts	Exceeds Expectations/ Exemplary-10 pts	Suggested Evidence
<p><b>4.1. Uses assessment data to develop expectations for students, differentiate instruction, and document learning.</b></p>	<p>Candidate does not use assessment data to develop expectations for students, differentiate instruction, and document learning.</p>	<p>Candidate incorrectly uses assessment data to develop expectations for students</p> <p>OR</p> <p>Lacks differentiated instruction based on assessment.</p> <p>OR</p> <p>Sporadically documents student learning.</p>	<p>Candidate correctly uses assessment data to develop appropriate expectations for students, to differentiate instruction, and to document learning.</p>	<p>ME +: Candidate shares assessment data with students</p> <p>AND</p> <p>Collaborates with students to develop goals for learning</p> <p>AND</p> <p>Communicates assessment results to all stakeholders to improve student growth and success.</p>	<p>Pre-tests</p> <p>Post-tests</p> <p>Lesson plans</p> <p>differentiated based on student achievement</p> <p>Conversations about how data was used</p>
<p><b>4.2. Uses a variety of formative and summative assessments that are valid and appropriate for the content and students.</b></p>	<p>Candidate does not use a variety of formative and summative</p> <p>AND</p> <p>Uses assessments that are not valid or appropriate for the content and students.</p>	<p>Candidate relies on 3 or fewer varieties of formative and/or summative assessments</p> <p>AND/OR</p> <p>Uses assessments that are misaligned with SOLs or objectives taught</p> <p>AND/OR</p> <p>Uses assessments that are not appropriate for students.</p>	<p>Candidate uses a variety (4+) of formative and summative (both teacher-created and performance-based) assessments that are aligned and appropriate for the content and students.</p>	<p>ME+: Candidate provides opportunities for students to select the method by which they will demonstrate their learning.</p>	<p>Tests, quizzes, projects with rubrics, and other assignments</p> <p>Variety of formative/summative assessments</p>

<b>4.3 Uses grading practices that reflect mastery of content goals and objectives.</b>	<p>Candidate uses grading practices that are not related to content objectives/essential skills</p> <p>AND</p> <p>Uses grading practices that do not effectively assess student performance on objectives/essential skills.</p>	<p>Candidate uses grading practices that are not related to content objectives/essential skills</p> <p>OR</p> <p>Uses grading practices that do not effectively assess student performance on objectives/essential skills.</p>	<p>Candidate uses grading practices that are related to content objectives/essential skills</p> <p>AND</p> <p>Uses grading practices that appropriately reflect student mastery of content goals and objectives.</p>	<p>ME+: Candidate varies grading practices to address diverse ways of learning/ learning styles.</p> <p>AND</p> <p>Encourages learners to monitor and track their own performance and to self-assess.</p>	<p>Rubrics</p> <p>Written information regarding grading practices (syllabi, team/dept/ school practices)</p> <p>Unit plans showing correlation to objs and assessment</p> <p>Teacher references to rubrics prior to assessment</p>
<b>4.4 Provides ongoing, timely, and specific feedback to students on student progress.</b>	<p>Candidate does not provide ongoing, timely, and specific feedback to students on their progress.</p>	<p>Candidate gives sporadic feedback to students over time</p> <p>AND/OR</p> <p>Focuses more on correctness or incorrectness rather than next steps for improvement.</p>	<p>Candidate gives ongoing, timely feedback to students that informs them of their strengths and weaknesses AND suggests ways to improve.</p>	<p>ME+: Candidate effectively communicates assessment results to stakeholders (e.g., intern's instructional assessments are shared with parents or school colleagues also involved with students learning).</p>	<p>Written comments on assignments</p> <p>Short assignment return time</p>
<b>4.5 Provides evidence of timely and appropriate intervention strategies for students not making adequate progress</b>	<p>Candidate does not provide evidence of timely and appropriate intervention strategies for students not making adequate progress</p> <p>AND</p> <p>Implements assessments that are not compatible with IEPs, 504 plans, or with</p>	<p>Candidate provides evidence of intervention strategies that are either timely or appropriate, but not both</p> <p>OR</p> <p>Uses formative assessment data to inform instruction on an</p>	<p>Candidate provides evidence of timely and appropriate intervention strategies</p> <p>AND</p> <p>Implements assessments that are compatible with students' special learning needs, IEPs, and 504 plans.</p>	<p>ME+:  Candidate creates individualized intervention strategies that equip students with tools to progress on their own.</p>	<p>Differentiation/ remediation strategies</p> <p>Consultations with building specialists, coops, supervisors</p> <p>Evidence of RTI or other intervention</p>

	other individual student learning needs.	inconsistent basis.			strategy
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**Performance Standard 5. Learning Environment**

*The teacher uses resources, routines and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*

Component	Needs Improvement- 6 pts	Developing/ Emerging-7.5 pts	Meets Expectations/ Effective-8.5 pts	Exceeds Expectations/ Exemplary-10 pts	Suggested Evidence
<p><b>5.1 Establishes and maintains relationships with students to promote rapport and engagement, and models courtesy, active listening, and enthusiasm for learning</b></p>	<p>Candidates does not establish and maintain relationships with students to promote rapport and engagement</p> <p>AND</p> <p>Does not model courtesy, active listening, and enthusiasm for learning.</p>	<p>Candidate is beginning to maintain an environment in which students feel respected and motivated by initiating interactions</p> <p>OR</p> <p>Is beginning to model courtesy, active listening, and enthusiasm for learning.</p>	<p>Candidate exhibits clear indication of relationships with students that promote rapport and engagement, as seen through personal interactions</p> <p>AND</p> <p>Models courtesy, active listening, and enthusiasm for learning and expects students to do the same.</p>	<p>ME+:</p> <p>Candidate uses multiple means to create a climate of trust, mutual respect, equality, and teamwork</p> <p>AND</p> <p>Has successfully involved students in modeling courtesy, active listening, and/or enthusiasm for learning.</p>	<p>Uses interest inventories/ student surveys</p> <p>Tone of voice/words are respectful– teacher and students</p> <p>Teacher listens to students</p> <p>Teacher uses the SOFTEN approach</p> <p>Class meetings are held to discuss issues</p> <p>Teacher uses student names</p> <p>Teacher refers content to student experiences, interests</p> <p>Teacher uses effective praise which is specific and genuine</p> <p>Students actively participate in the lesson.</p>
<p><b>5.2 Creates and maintains a physical setting that is appropriate for activities and allows for efficient, safe movement around the classroom.</b></p>	<p>Candidate does not create and maintain a physical setting that is appropriate for activities and efficient and safe for movement around classroom.</p>	<p>Candidate creates and maintains a physical setting that is appropriate for some activities</p> <p>OR</p> <p>Creates a setting that interferes with physical transitioning and movement around the classroom.</p>	<p>Candidate establishes a physical setting that is tailored to activities and promotes safe, efficient movement for all students, including those with disabilities.</p>	<p>ME+:</p> <p>Candidate has established routines for the physical setting that enable students to anticipate and prepare the physical setting appropriately and safely.</p>	<p>Physical setup changes with purpose of lessons</p> <p>Materials are ready for use and easily accessible</p> <p>Teacher moves quickly and easily about the room</p> <p>Students can easily move about the room</p> <p>Students can easily see main instructional area</p>

					<p>Efficient routines used when physically transitioning into a new arrangement</p> <p>Students with disabilities are purposely planned for in the room and for each lesson</p> <p>Blueprint of room/arrangement</p>
<p><b>5.3 Establishes and maintains clear expectations for classroom rules, routines, and procedures involving students as appropriate</b></p>	<p>Candidate does not establish and maintain expectations for classroom rules, routines, and procedures.</p>	<p>Candidate attempts to establish and maintain expectations for classroom rules, routines, and procedures, but does not adjust the management plan to maintain positive classroom behavior.</p> <p>AND/OR</p> <p>Does not involve students appropriately.</p>	<p>Candidate establishes and maintains clear expectations for classroom rules, routines, and procedures through a variety of means</p> <p>AND</p> <p>Involves students, as appropriate, in creating and maintaining classroom policies.</p>	<p>ME+: Candidate re-assesses rules, routines, and procedures based on students' changing needs and behavior.</p> <p>AND</p> <p>Creates expectations that are individualized, depending on student or class</p> <p>AND</p> <p>Systematically involves students in creation of classroom policies.</p>	<p>Clear rules, routines, and procedures are posted and communicated to students and parents</p> <p>New routines and rules are developed as necessary</p> <p>I Individualized rules are created as necessary</p> <p>Teachers and students practice rules/routines/procedures on a regular basis</p>
<p><b>5.4 Creates an atmosphere of respect for individual differences and cultural diversity.</b></p>	<p>Candidate does not demonstrate awareness of individual differences or cultural diversity</p> <p>OR</p> <p>Does not use this knowledge to promote an atmosphere of respect between and with students.</p>	<p>Candidate is aware of individual differences and/or cultural diversity</p> <p>AND</p> <p>Attempts to use this knowledge to develop an atmosphere of respect between and with students.</p>	<p>Candidate creates an atmosphere of respect that purposefully accounts for individual differences and/or cultural backgrounds</p> <p>AND</p> <p>Provides opportunities for students to share their individual and cultural differences with others.</p>	<p>ME +: Candidate creates a classroom environment that celebrates all kinds of diversity by using these differences and individual interests to promote engagement and/or understanding of content.</p>	<p>Teacher pronounces names correctly</p> <p>Teacher uses various cultural/gender examples in teaching</p> <p>Teacher demonstrates awareness and respect for students' cultural backgrounds.</p> <p>Teacher provides opportunities for sharing of various individual differences.</p>

					<p>Teacher equally engages students of differing gender, race, or culture.</p> <p>Teacher avoids negative behaviors such as stereotyping.</p>
<p><b>5.5 Provides opportunities for students to develop self-direction, self-discipline and conflict resolution skills</b></p>	<p>Candidate does not provide opportunities that encourage students to evaluate and resolve their own conflicts or behavior</p> <p>OR</p> <p>Does not provide opportunities for students to work and resolve problems independently.</p>	<p>Candidate provides opportunities for students to evaluate their own behavior but does not provide the tools they need for self- direction</p> <p>AND/OR</p> <p>Does not encourage students to work and resolve problems independently</p>	<p>Candidate models and provides opportunities to practice conflict resolution</p> <p>AND</p> <p>Equips students with tools they can use to evaluate and redirect their own behavior</p> <p>AND</p> <p>Provides opportunities for students to work independently or cooperatively to resolve problems with guidance from the teacher.</p>	<p>ME +:</p> <p>Candidate provides multiple tools to help students identify needs, set goals, and re-evaluate their own behavior and/or progress</p> <p>AND</p> <p>Allows students to work alone and/ or cooperatively to resolve problems with little or no help from the teacher.</p>	<p>Conflict resolution process is taught to students and used on a consistent basis</p> <p>Students are given opportunities to plan their own work, make choices, and correct themselves</p> <p>Opportunity for class meetings is provided as appropriate</p> <p>Student goal-setting is ongoing</p>
<p><b>5.6 Implements a clear cohesive plan for behavior management</b></p>	<p>Candidate does not have nor implements a clear cohesive plan for behavior management</p> <p>OR</p> <p>Ignores or does not address student behavior</p> <p>OR</p> <p>Often needs support from cooperating teacher to maintain positive behavior.</p> <p>OR</p>	<p>Candidate has a proactive positive behavior management plan in place</p> <p>AND/OR</p> <p>Needs help with individual student behavior.</p> <p>AND/OR</p> <p>Enforces consequences on an uneven basis.</p>	<p>Candidate has a proactive positive behavior management plan that includes appropriate consequences for misbehavior</p> <p>AND</p> <p>Clearly establishes, communicates, and enforces consequences for misbehavior on a consistent basis.</p> <p>AND</p> <p>Makes necessary adaptations to behavior</p>	<p>ME +:</p> <p>Candidate involves students in the creation, implementation, and enforcement of behavior management plans on both a class and an individual level.</p>	<p>Teacher articulates a behavior plan, with specific details on rewards and consequences</p> <p>Ongoing review of behavioral expectations is provided.</p> <p>Behavior chart or other system is in place</p> <p>Communication with parents is evident</p>



	Enforces consequences that are inappropriate.		management plan as needed.		
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## Performance Standard 6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for participating in professional growth that results in enhanced student learning.

Component	Needs Improvement-6 pts	Developing/ Emerging-7.5 pts	Meets Expectations/ Effective-8.5 pts	Exceeds Expectations/ Exemplary-10 pts	Suggested Evidence
<b>6.1 Completes work in a timely fashion that accurately and thoroughly responds to assignments.</b>	<p>Candidate does not submit work on time</p> <p>OR</p> <p>Submits incomplete work.</p> <p>OR</p> <p>Submits incorrect or superficial work.</p>	<p>Candidate submits some but not all work on time</p> <p>AND/OR</p> <p>Submits works that is complete but still has weaknesses in accuracy or thoroughness.</p>	<p>Candidate submits all work on time.</p> <p>AND</p> <p>Submits work that is complete, accurate and thorough.</p>	<p>ME+: Candidate allows sufficient time for revision and feedback prior to deadlines</p> <p>AND</p> <p>Submits work that shows deep analysis and original ideas.</p>	<p>Internship assignments and classroom deadlines</p> <p>Accuracy of spelling/punctuation/grammar</p>
<b>6.2 Demonstrates willingness to reflect on personal strengths and weaknesses and seeks opportunities for professional development.</b>	<p>Candidate does not reflect on personal strengths or weaknesses</p> <p>OR</p> <p>Does not accept constructive feedback in a professional manner</p> <p>OR</p> <p>Does not seek opportunities for professional development.</p>	<p>Candidate superficially reflects on performance and/or requires prompting to do so</p> <p>AND/OR</p> <p>Is beginning to accept constructive feedback in a professional manner</p> <p>AND/OR</p> <p>Does not take full advantage of professional development opportunities.</p>	<p>Candidate actively reflects of strengths and weaknesses</p> <p>AND</p> <p>Solicits feedback for improvement and responds in a professional manner</p> <p>AND</p> <p>Attends appropriate and available professional development opportunities.</p>	<p>ME+: Candidate moves from reflection to changes in practice</p> <p>AND/OR</p> <p>Actively seeks opportunities to extend professional development.</p>	<p>Bottom of lesson plan reflection</p> <p>Weekly reflections</p> <p>Post-observation conferences</p> <p>Evidence of seeking and using student feedback</p>

<p><b>6.3 Keeps parents/guardians informed of classroom activities and student progress through ongoing communication.</b></p>	<p>Candidate does not communicate with parents or guardians.</p>	<p>Candidate superficially communicates with parents or guardians</p> <p>AND/OR</p> <p>Does not communicate regularly</p>	<p>Candidate communicates with parents or guardians regularly</p> <p>AND</p> <p>Focuses communication on student activities and academic progress.</p>	<p>ME+: Engages in two-sided, ongoing, communication with parents or guardians, with the intent of jointly supporting student success.</p>	<p>Emails</p> <p>Notes in agendas</p> <p>Parent contact log</p> <p>Flyers, newsletters</p> <p>Websites</p> <p>Notes on interims/ grades</p>
<p><b>6.4 Collaborates with colleagues and peers to develop skills and incorporate learning into instructional practice</b></p>	<p>Candidate does not collaborate with colleagues and peers to develop skills</p> <p>AND/OR</p> <p>Does not incorporate new skills or learning into instructional practice.</p>	<p>Candidate is beginning to collaborate with colleagues and peers to develop skills</p> <p>AND/OR</p> <p>Is beginning to incorporate new skills or learning into instructional practice.</p>	<p>Candidate collaborates with colleagues and peers to develop skills</p> <p>AND</p> <p>Incorporates new skills and learning into instructional practice.</p>	<p>ME+: Candidate initiates contact with colleagues and peers by sharing his/her own ideas and activities.</p>	<p>Calendar</p> <p>Agendas for meetings showing participation</p> <p>Written documentation (formal and informal) from coop</p> <p>Attends dept/grade level meetings</p> <p>Seeks input from school specialists</p>

**SUMMARY**  
**FINAL INTERN EVALUATIONS: SUPERVISOR & COOPERATING TEACHER**  
**COHORTS 2017 - 2019**

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**Cohort Data by Primary Endorsement Area**

Data in the table below represent final intern evaluations by supervisor and cooperating teacher by standard and component for Cohorts 2017 thru 2019, broken down by overall, elementary, and secondary categories.

***Overall Cohort Data: Means and (Standard Deviations) for Overall Standards and Component Levels***

		COMPONENT								
	Overall	1	2	3	4	5	6	7	8	9
<b>STANDARD I</b>										
<b>2017 Supervisor</b>	9.32 (.78)	9.41 (.81)	8.47 (.16)							
<b>2017 Co-op</b>	8.98 (.83)	9.05 (.83)	8.38 (.33)							
<b> Difference </b>	.34	.36	.09							
<b>2018 Supervisor</b>	9.33 (.75)	9.35 (.75)	9.16 (.85)							
<b>2018 Co-op</b>	9.11 (.79)	9.19 (.77)	9.04 (.79)							
<b> Difference </b>	.22	.16	.12							
<b>2019 Supervisor</b>	9.16 (.80)	9.07 (.76)	9.04 (.81)							
<b>2019 Co-op</b>	9.0 (.74)	9.00 (.74)	8.84 (.73)							
<b> Difference </b>	.16	.07	.2							

**Overall Cohort Data: Means and (Standard Deviations) for Overall Standards and Component Levels**

		COMPONENT								
	Overall	1	2	3	4	5	6	7	8	9
<b>STANDARD II</b>										
<b>2017 Supervisor</b>	9.33 (.85)	9.18 (.84)	9.39 (.82)	9.48 (.77)	9.05 (.87)	8.67 (.70)	9.24 (.87)			
<b>2017 Co-op</b>	9.27 (.88)	9.10 (.88)	9.15 (.89)	9.23 (.81)	8.90 (.90)	8.77 (.81)	9.13 (.82)			
<b> Difference </b>	.06	.08	.24	.25	.15	.10	.11			
<b>2018 Supervisor</b>	9.05 (.79)	8.88 (.82)	9.24 (.84)	9.29 (.82)	8.78 (.74)	8.78 (.86)	9.07 (.78)			
<b>2018 Co-op</b>	9.04 (.75)	8.94 (.82)	9.14 (.89)	9.23 (.80)	8.76 (.79)	8.77 (.75)	8.97 (.81)			
<b> Difference </b>	.01	.06	.10	.06	.02	.01	.10			
<b>2019 Supervisor</b>	9.0 (.74)	8.85 (.67)	9.16 (.8)	9.32 (.77)	8.71 (.75)	8.8 (.83)	8.94 (.78)			
<b>2019 Co-op</b>	9.05 (.76)	8.8 (.75)	9.17 (.78)	9.27 (.81)	8.92 (.76)	8.73 (.79)	8.93 (.74)			
<b> Difference </b>	.05	.05	.01	.05	.21	.07	.1			
<b>STANDARD III</b>										
<b>2017 Supervisor</b>	9.39 (.82)	9.36 (.89)	9.31 (.95)	9.48 (.81)	8.92 (.88)	9.52 (.70)	9.23 (.85)	8.99 (.90)	9.06 (.85)	9.54 (.75)
<b>2017 Co-op</b>	9.15 (.87)	9.05 (.86)	9.01 (.93)	9.18 (.88)	8.82 (.91)	9.27 (.76)	9.14 (.85)	8.83 (.84)	9.01 (.77)	9.16 (.83)
<b> Difference </b>	.24	.31	.30	.30	.10	.25	.09	.16	.05	.38
<b>2018 Supervisor</b>	9.25 (.82)	9.15 (.87)	8.95 (.86)	9.20 (.84)	8.91 (.83)	9.62 (.71)	8.97 (.80)	8.78 (.80)	9.15 (.81)	9.18 (.77)
<b>2018 Co-op</b>	9.04 (.75)	8.96 (.83)	9.04 (.93)	9.06 (.80)	8.73 (.81)	9.33 (.79)	8.87 (.75)	8.66 (.72)	9.10 (.81)	9.03 (.81)
<b> Difference </b>	.21	.19	.09	.14	.18	.29	.10	.12	.05	.15
<b>2019 Supervisor</b>	9.23 (.81)	9.24 (.83)	9.02 (.8)	9.38 (.8)	8.89 (.75)	9.46 (.73)	8.98 (.81)	8.81 (.76)	8.99 (.79)	9.23 (.81)
<b>2019 Co-op</b>	8.95 (.72)	8.89 (.72)	8.97 (.86)	8.89 (.75)	8.77 (.68)	9.09 (.74)	8.81 (.68)	8.68 (.73)	8.92 (.84)	9.00 (.84)
<b> Difference </b>	.28	.35	.05	.49	.12	.37	.17	.13	.07	.23

**Overall Cohort Data: Means and (Standard Deviations) for Overall Standards and Component Levels**

		COMPONENT								
	Overall	1	2	3	4	5	6	7	8	9
<b>STANDARD IV</b>										
<b>2017 Supervisor</b>	8.99 (.76)	8.41 (.29)	9.47 (.77)	9.14 (.84)	8.44 (.24)	9.05 (.87)				
<b>2017 Co-op</b>	8.93 (.77)	8.39 (.36)	9.00 (.84)	9.06 (.83)	8.42 (.27)	8.89 (.90)				
<b> Difference </b>	.06	.02	.47	.08	.02	.16				
<b>2018 Supervisor</b>	8.89 (.71)	8.70 (.75)	9.00 (.78)	8.88 (.73)	9.06 (.80)	8.71 (.76)				
<b>2018 Co-op</b>	8.91 (.75)	8.81 (.78)	8.99 (.86)	8.79 (.74)	8.96 (.83)	8.83 (.87)				
<b> Difference </b>	.02	.11	.01	.09	.10	.12				
<b>2019 Supervisor</b>	8.83 (.66)	8.76 (.64)	8.91 (.73)	8.73 (.58)	8.97 (.81)	8.70 (.74)				
<b>2019 Co-op</b>	8.81 (.68)	8.77 (.68)	8.8 (0.7)	8.74 (0.62)	8.92 (.79)	8.56 (.81)				
<b> Difference </b>	.02	.01	.11	.01	.05	.14				
<b>STANDARD V</b>										
<b>2017 Supervisor</b>	9.30 (.78)	9.77 (.54)	8.50 (.00)	9.21 (.85)	9.70 (.60)	8.98 (.81)	9.02 (.87)			
<b>2017 Co-op</b>	9.20 (.76)	9.49 (.74)	8.50 (.00)	9.05 (.83)	9.33 (.78)	8.98 (.84)	8.69 (.85)			
<b> Difference </b>	.10	.28	.00	.16	.37	.00	.33			
<b>2018 Supervisor</b>	9.27 (.82)	9.65 (.73)	9.32 (.77)	8.86 (.90)	9.49 (.74)	8.90 (.82)	8.84 (.93)			
<b>2018 Co-op</b>	9.09 (.83)	9.41 (.90)	9.28 (.75)	8.91 (.89)	9.15 (.83)	8.71 (.74)	8.62 (.90)			
<b> Difference </b>	.18	.24	.04	.05	.34	.19	.22			
<b>2019 Supervisor</b>	9.28 (.81)	9.61 (.69)	9.24 (.76)	8.92 (.76)	9.42 (.76)	9.02 (.83)	8.65 (.67)			
<b>2019 Co-op</b>	8.98 (.87)	9.25 (.81)	9.02 (.75)	8.85 (.91)	9.03 (.87)	8.82 (.71)	8.67 (.86)			
<b> Difference </b>	.30	.36	.22	.07	.39	.2	-.02			

**Overall Cohort Data: Means and (Standard Deviations) for Overall Standards and Component Levels**

		COMPONENT								
	Overall	1	2	3	4	5	6	7	8	9
<b>STANDARD VI</b>										
<b>2017 Supervisor</b>	9.51 (.74)	8.39 (.31)	9.80 (.55)	9.20 (.89)	8.47 (.17)	8.48 (.12)				
<b>2017 Co-op</b>	9.39 (.79)	8.39 (.36)	9.59 (.70)	8.95 (.80)	8.47 (.18)	8.48 (.13)				
<b> Difference </b>	.12	.00	.21	.25	.00	.00				
<b>2018 Supervisor</b>	9.48 (.79)	9.24 (.98)	9.51 (.80)	9.01 (.84)	9.43 (.80)					
<b>2018 Co-op</b>	9.37 (.77)	9.18 (.89)	9.40 (.87)	8.85 (.79)	9.41 (.78)					
<b> Difference </b>	.11	.06	.11	.16	.02					
<b>2019 Supervisor</b>	9.52 (.74)	9.24 (1.02)	9.62 (.72)	8.72 (.64)	9.40 (.79)					
<b>2019 Co-op</b>	9.30 (.81)	9.11 (.91)	9.33 (.81)	8.53 (.73)	9.26 (.83)					
<b> Difference </b>	.22	.13	.29	.19	.14					

**Cohort Data by Primary Endorsement Area**

Data in the table below represent final intern evaluations by supervisor and cooperating teacher by standard and component for Cohorts 2017 thru 2019, broken down by overall, elementary, and secondary categories.

***Elementary Education: Means and (Standard Deviations) for Overall Standards and Component Levels***

		COMPONENT								
	Overall	1	2	3	4	5	6	7	8	9
<b>STANDARD I</b>										
<b>2017 Supervisor</b>	9.32 (.78)	9.16 (.87)	8.48 (.16)							
<b>2017 Co-op</b>	8.98 (.83)	8.98 (.83)	8.40 (.30)							
<b> Difference </b>	.34	.18	.08							
<b>2018 Supervisor</b>	9.33 (.75)	9.20 (.76)	9.20 (.76)							
<b>2017 Co-op</b>	9.11 (.79)	9.11 (.78)	9.02 (.80)							
<b> Difference </b>	.22	.09	.18							
<b>2019 Supervisor</b>	9.07 (.78)	8.97 (.71)	8.96 (.79)							
<b>2019 Co-op</b>	8.97 (.71)	9.01 (.72)	8.76 (.69)							
<b> Difference </b>	.10	.04	.2							



**Elementary Education: Means and (Standard Deviations) for Overall Standards and Component Levels**

		COMPONENT								
	Overall	1	2	3	4	5	6	7	8	9
<b>STANDARD II</b>										
<b>2017 Supervisor</b>	9.33 (.85)	9.16 (.90)	9.30 (.87)	9.50 (.76)	9.07 (.93)	8.72 (.81)	9.32 (.91)			
<b>2017 Co-op</b>	9.27 (.88)	9.02 (.91)	9.20 (.90)	9.29 (.84)	8.90 (.91)	8.79 (.86)	9.09 (.86)			
<b> Difference </b>	.06	.14	.10	.21	.17	.07	.23			
<b>2018 Supervisor</b>	9.05 (.79)	8.99 (.79)	9.26 (.83)	9.34 (.79)	8.83 (.75)	8.96 (.77)	9.18 (.79)			
<b>2018 Co-op</b>	9.04 (.75)	9.10 (.85)	9.23 (.86)	9.41 (.78)	8.80 (.84)	8.92 (.76)	9.02 (.80)			
<b> Difference </b>	.01	.11	.03	.07	.03	.04	.16			
<b>2019 Supervisor</b>	9.09 (.74)	8.97 (.71)	9.25 (.76)	9.46 (.77)	8.67 (.71)	8.71 (.74)	8.97 (.84)			
<b>2019 Co-op</b>	9.09 (.74)	8.91 (.72)	9.29 (.76)	9.32 (.84)	8.89 (.67)	8.82 (.77)	8.91 (.72)			
<b> Difference </b>	.00	.06	.04	.14	.22	.11	.06			
<b>STANDARD III</b>										
<b>2017 Supervisor</b>	9.39 (.82)	9.46 (.88)	9.28 (1.03)	9.48 (.81)	8.93 (.88)	9.52 (.71)	9.28 (.91)	8.99 (.97)	9.15 (.83)	9.61 (.71)
<b>2017 Co-op</b>	9.15 (.87)	9.05 (.85)	9.05 (.98)	9.23 (.91)	8.88 (.93)	9.23 (.76)	9.13 (.90)	8.74 (.87)	9.00 (.80)	9.18 (.83)
<b> Difference </b>	.24	.41	.23	.25	.05	.29	.15	.25	.15	.43
<b>2018 Supervisor</b>	9.25 (.82)	9.23 (.86)	9.10 (.85)	9.38 (.78)	9.03 (.80)	9.64 (.69)	9.11 (.78)	8.77 (.71)	9.34 (.79)	9.31 (.79)
<b>2018 Co-op</b>	9.04 (.75)	8.98 (.85)	9.01 (.86)	9.18 (.79)	8.79 (.80)	9.34 (.79)	8.98 (.75)	8.62 (.68)	9.28 (.79)	9.16 (.82)
<b> Difference </b>	.21	.25	.09	.20	.24	.30	.13	.15	.06	.15
<b>2019 Supervisor</b>	9.34 (.80)	9.40 (.83)	8.99 (.76)	9.36 (.84)	8.84 (.74)	9.45 (.73)	9.05 (.86)	8.91 (.85)	8.91 (.72)	9.29 (.76)
<b>2019 Co-op</b>	8.89 (.67)	8.91 (.73)	8.86 (.79)	8.91 (.73)	8.67 (.55)	9.09 (.74)	8.75 (.62)	8.59 (.64)	8.93 (.82)	9.01 (.72)
<b> Difference </b>	.45	.49	.13	.45	.17	.36	.3	.32	-.02	.28

**Elementary Education: Means and (Standard Deviations) for Overall Standards and Component Levels**

		COMPONENT								
	Overall	1	2	3	4	5	6	7	8	9
<b>STANDARD IV</b>										
<b>2017 Supervisor</b>	8.99 (.76)	8.43 (.26)	9.55 (.78)	9.15 (.83)	8.45 (.22)	9.15 (.83)				
<b>2017 Co-op</b>	8.93 (.77)	8.38 (.40)	9.01 (.87)	9.04 (.81)	8.43 (.26)	8.89 (.84)				
<b> Difference </b>	.06	.05	.54	.11	.02	.26				
<b>2018 Supervisor</b>	8.89 (.71)	8.80 (.69)	9.09 (.78)	8.85 (.69)	9.06 (.77)	8.68 (.72)				
<b>2018 Co-op</b>	8.91 (.75)	8.86 (.73)	9.12 (.82)	8.81 (.66)	9.06 (.81)	8.79 (.83)				
<b> Difference </b>	.02	.06	.03	.04	.00	.11				
<b>2019 Supervisor</b>	8.86 (.65)	8.89 (.67)	8.93 (.69)	8.798 (.59)	9.05 (.73)	8.72 (.65)				
<b>2019 Co-op</b>	8.78 (.59)	8.79 (.65)	8.82 (.62)	8.70 (.51)	8.93 (.69)	8.55 (.74)				
<b> Difference </b>	.08	.10	.11	.098	.12	.17				
<b>STANDARD V</b>										
<b>2017 Supervisor</b>	9.30 (.78)	9.93 (.33)	8.50 (.00)	9.12 (.86)	9.74 (.57)	9.11 (.83)	9.02 (.88)			
<b>2017 Co-op</b>	9.20 (.76)	9.52 (.71)	8.50 (.00)	9.05 (.85)	9.45 (.73)	9.06 (.89)	8.83 (.88)			
<b> Difference </b>	.10	.41	.00	.07	.29	.05	.19			
<b>2018 Supervisor</b>	9.27 (.82)	9.71 (.64)	9.38 (.78)	9.04 (.87)	9.58 (.72)	9.19 (.83)	9.10 (.85)			
<b>2018 Co-op</b>	9.09 (.83)	9.47 (.84)	9.30 (.76)	9.14 (.89)	9.29 (.83)	8.83 (.75)	8.84 (.92)			
<b> Difference </b>	.18	.24	.08	.10	.29	.36	.26			
<b>2019 Supervisor</b>	9.26 (.80)	9.62 (.71)	9.13 (.75)	8.92 (.78)	9.22 (.80)	9.16 (.84)	8.63 (.67)			
<b>2019 Co-op</b>	8.97 (.84)	9.26 (.80)	9.03 (.77)	8.82 (.89)	8.91 (.72)	8.87 (.71)	8.67 (.84)			
<b> Difference </b>	0.29	.36	.10	.10	.31	.29	.04			

**Elementary Education: Means and (Standard Deviations) for Overall Standards and Component Levels**

		COMPONENT								
	Overall	1	2	3	4	5	6	7	8	9
<b>STANDARD VI</b>										
<b>2017 Supervisor</b>	9.51 (.74)	8.38 (.33)	9.79 (.58)	9.27 (.87)	8.45 (.22)	8.48 (.16)				
<b>2017 Co-op</b>	9.39 (.79)	8.38 (.40)	9.57 (.73)	8.93 (.85)	8.45 (.22)	8.48 (.16)				
<b> Difference </b>	.12	.00	.22	.34	.00	.00				
<b>2018 Supervisor</b>	9.48 (.79)	9.34 (.89)	9.58 (.72)	9.16 (.82)	9.48 (.76)					
<b>2018 Co-op</b>	9.37 (.77)	9.20 (.86)	9.49 (.79)	8.90 (.75)	9.44 (.77)					
<b> Difference </b>	.11	.14	.09	.26	.04					
<b>2019 Supervisor</b>	9.68 (.62)	9.53 (.87)	9.67 (.73)	8.76 (.69)	9.53 (.71)					
<b>2019 Co-op</b>	9.34 (.80)	9.16 (.84)	9.38 (.79)	8.50 (.64)	9.38 (.79)					
<b> Difference </b>	.34	.37	.29	.26	.15					

**Cohort Data by Primary Endorsement Area**

Data in the table below represent final intern evaluations by supervisor and cooperating teacher by standard and component for Cohorts 2017 thru 2019, broken down by overall, elementary, and secondary categories. Note: Secondary component-level co-op data not available for 2015.

***Secondary Education: Means and (Standard Deviations) for Overall Standards and Component Levels***

		COMPONENT								
	Overall	1	2	3	4	5	6	7	8	9
<b>STANDARD I</b>										
<b>2017 Supervisor</b>	9.32 (.78)	9.82 (.50)	8.46 (.20)							
<b>2017 Co-op</b>	8.98 (.83)	9.15 (.75)	8.32 (.39)							
<b> Difference </b>	.34	.67	.14							
<b>2018 Supervisor</b>	9.33 (.75)	9.56 (.69)	9.11 (.99)							
<b>2018 Co-op</b>	9.11 (.79)	9.30 (.76)	9.07 (.80)							
<b> Difference </b>	.22	.26	.04							
<b>2019 Supervisor</b>	9.30 (.84)	9.24 (.84)	9.17 (.83)							
<b>2019 Co-op</b>	8.97 (.71)	8.98 (.79)	8.98 (.79)							
<b> Difference </b>	.33	.26	.19							

**Secondary Education: Means and (Standard Deviations) for Overall Standards and Component Levels**

		COMPONENT								
	Overall	1	2	3	4	5	6	7	8	9
<b>STANDARD II</b>										
<b>2017 Supervisor</b>	9.33 (.85)	9.22 (.76)	9.52 (.71)	9.48 (.80)	9.00 (.79)	8.58 (.47)	9.12 (.82)			
<b>2017 Co-op</b>	9.27 (.88)	9.24 (.84)	9.07 (.88)	9.11 (.75)	8.90 (.90)	8.74 (.74)	9.14 (.76)			
<b> Difference </b>	.06	.02	.45	.37	.10	.16	.02			
<b>2018 Supervisor</b>	9.05 (.79)	8.73 (.84)	9.21 (.86)	9.21 (.86)	8.69 (.72)	8.52 (.93)	8.90 (.74)			
<b>2018 Co-op</b>	9.04 (.75)	8.70 (.73)	9.00 (.92)	8.97 (.76)	8.70 (.73)	8.53 (.69)	8.90 (.84)			
<b> Difference </b>	.01	.03	.21	.24	.01	.01	.00			
<b>2019 Supervisor</b>	8.85 (.73)	8.65 (.57)	9.00 (.87)	9.09 (.75)	8.76 (.82)	8.96 (.96)	8.89 (.67)			
<b>2019 Co-op</b>	9.09 (.74)	8.63 (.79)	8.98 (.79)	9.18 (.92)	8.96 (.92)	8.59 (.82)	8.98 (.79)			
<b> Difference </b>	.24	.02	.02	.09	.20	.37	.09			
<b>STANDARD III</b>										
<b>2017 Supervisor</b>	9.39 (.82)	9.20 (.89)	9.36 (.82)	9.48 (.80)	8.92 (.89)	9.52 (.71)	9.16 (.76)	9.00 (.79)	8.92 (.89)	9.42 (.81)
<b>2017 Co-op</b>	9.15 (.87)	9.07 (.88)	8.93 (.84)	9.11 (.83)	8.72 (.86)	9.35 (.76)	9.15 (.76)	8.98 (.79)	9.02 (.73)	9.11 (.83)
<b> Difference </b>	.24	.13	.43	.37	.20	.17	.01	.02	.10	.31
<b>2018 Supervisor</b>	9.25 (.82)	9.03 (.88)	8.73 (.84)	8.94 (.85)	8.73 (.84)	9.58 (.74)	8.76 (.82)	8.79 (.93)	8.87 (.77)	8.98 (.71)
<b>2018 Co-op</b>	9.04 (.75)	8.93 (.81)	9.08 (1.03)	8.88 (.78)	8.63 (.83)	9.32 (.81)	8.70 (.73)	8.72 (.80)	8.83 (.76)	8.83 (.76)
<b> Difference </b>	.21	.10	.35	.06	.10	.26	.06	.07	.04	.15
<b>2019 Supervisor</b>	9.04 (.81)	8.98 (.79)	9.07 (.88)	9.41 (.75)	8.98 (.79)	9.48 (.73)	8.85 (.73)	8.65 (.57)	9.13 (.89)	9.13 (.89)
<b>2019 Co-op</b>	8.89 (.67)	8.85 (.73)	9.15 (.96)	8.87 (.81)	8.93 (.84)	9.09 (.75)	8.91 (.76)	8.83 (.86)	8.89 (.89)	8.98 (1.03)
<b> Difference </b>	.15	.13	.08	.54	.05	.39	.06	.18	.24	.15

**Secondary Education: Means and (Standard Deviations) for Overall Standards and Component Levels**

		COMPONENT								
	Overall	1	2	3	4	5	6	7	8	9
<b>STANDARD IV</b>										
<b>2017 Supervisor</b>	8.99 (.76)	8.38 (.33)	9.34 (.76)	9.14 (.88)	8.42 (.28)	8.88 (.93)				
<b>2017 Co-op</b>	8.93 (.77)	8.41 (.29)	8.98 (.79)	9.09 (.89)	8.41 (.29)	8.89 (1.02)				
<b> Difference </b>	.06	.03	.36	.05	.01	.01				
<b>2018 Supervisor</b>	8.89 (.71)	8.56 (.82)	8.87 (.77)	8.92 (.80)	9.06 (.84)	8.76 (.82)				
<b>2018 Co-op</b>	8.91 (.75)	8.73 (.86)	8.78 (.89)	8.77 (.87)	8.82 (.86)	8.88 (.93)				
<b> Difference </b>	.02	.17	.09	.15	.24	.12				
<b>2019 Supervisor</b>	8.78 (.69)	8.54 (.54)	8.87 (.81)	8.65 (.57)	8.83 (.91)	8.65 (.87)				
<b>2019 Co-op</b>	8.78 (.59)	8.74 (.74)	8.76 (.82)	8.80 (.78)	8.89 (.94)	8.57 (.93)				
<b> Difference </b>	0.00	.2	.11	.15	.06	.08				
<b>STANDARD V</b>										
<b>2017 Supervisor</b>	9.30 (.71)	9.52 (.71)	8.50 (.00)	9.36 (.82)	9.64 (.65)	8.78 (.75)	9.02 (.86)			
<b>2017 Co-op</b>	9.20 (.76)	9.43 (.82)	8.50 (.00)	9.04 (.81)	9.11 (.83)	8.85 (.73)	8.43 (.76)			
<b> Difference </b>	.10	.09	.00	.32	.53	.07	.59			
<b>2018 Supervisor</b>	9.27 (.82)	9.56 (.85)	9.23 (.76)	8.58 (.89)	9.37 (.75)	8.48 (.63)	8.47 (.92)			
<b>2018 Co-op</b>	9.09 (.83)	9.32 (1.00)	9.25 (.76)	8.55 (.77)	8.93 (.81)	8.53 (.69)	8.28 (.75)			
<b> Difference </b>	.18	.24	.02	.03	.44	.05	.19			
<b>2019 Supervisor</b>	9.30 (.84)	9.61 (.67)	9.41 (.75)	8.91 (.76)	9.74 (.58)	8.80 (.78)	8.67 (.68)			
<b>2019 Co-op</b>	8.97 (.84)	9.24 (.84)	9.02 (.73)	8.91 (.96)	9.24 (.84)	8.74 (.74)	8.67 (.90)			
<b> Difference </b>	.33	.37	.38	0	.50	.14	0			

**Secondary Education: Means and (Standard Deviations) for Overall Standards and Component Levels**

	COMPONENT									
	Overall	1	2	3	4	5	6	7	8	9
<b>STANDARD VI</b>										
<b>2017 Supervisor</b>	9.51 (.74)	8.42 (.28)	9.82 (.50)	9.10 (.94)	8.50 (.00)	8.50 (.00)				
<b>2017 Co-op</b>	9.39 (.79)	8.41 (.29)	9.61 (.67)	9.00 (.72)	8.50 (.00)	8.50 (.00)				
<b> Difference </b>	.12	.01	.21	.10	.00	.00				
<b>2018 Supervisor</b>	9.48 (.79)	9.10 (1.10)	9.42 (.90)	8.81 (.84)	9.35 (.86)					
<b>2018 Co-op</b>	9.37 (.77)	9.15 (.95)	9.27 (.96)	8.79 (.85)	9.37 (.81)					
<b> Difference </b>	.11	.05	.15	.02	.02					
<b>2019 Supervisor</b>	9.24 (.84)	8.76 (1.1)	9.54 (.71)	8.65 (.57)	9.20 (.9)					
<b>2019 Co-op</b>	9.34 (.80)	9.04 (1.04)	9.24 (.84)	8.59 (.87)	9.07 (.88)					
<b> Difference </b>	.10	.28	.30	.26	.13					