



Council for the Accreditation of Educator Preparation



Measure 1: Impact on P-12 Learning and Development and Indicators of Teaching Effectiveness

Completer classroom application of professional knowledge, skills, and dispositions are reported by classroom observations conducted during pre-student teaching and student teaching using the PDE-430. Additionally, P-12 student perception surveys are collected during student teaching and reported through the Teacher Work Sample.

Pre-student teachers are assessed twice by their University Supervisor during their pre-student teaching placement. Results are indicated in Table 1. For initial certification, each student teacher is formally observed at least three times to assess their preparedness for the classroom during their student teaching experience. Results for student teaching are presented in Table 2. Please note that candidates seeking dual early childhood/special education have two final evaluation scores, one in a PreK-4 placement and one in a special education placement. Written evaluations for both pre-student and student teachers are conducted by the University Supervisor using the [Statewide Evaluation Form for Student Professional Knowledge PDE 430](#). Program completers' ratings indicate that students demonstrate superior to exemplary performance in teaching effectiveness. Results are not disaggregated by program in this document to preserve confidentiality given the small sample sizes within programs.

Table 1. Pre-Student Teaching Cooperating Teacher Interim PDE-430 Ratings 2021-22
Early Childhood, Early Childhood/Special Education, Middle Level, BCIT, and Secondary Education
Undergraduate and Post-Baccalaureate

| PDE-430 | Academic Year | Total | Unsatisfactory (0) | | Satisfactory (1) | | Superior (2) | | Exemplary (3) | | M | SD |
|--------------------------------------|---------------|-------|--------------------|-----|------------------|------|--------------|------|---------------|------|------|-----|
| | | | n | % | n | % | n | % | n | % | | |
| Category I. Planning and Preparation | 2021-2022 | 28 | 0 | 0 | 2 | 7.1 | 5 | 17 | 21 | 75 | 2.68 | .6 |
| | 2020-2021 | 26 | 0 | 0 | 0 | 0 | 8 | 29.8 | 18 | 69.2 | 2.7 | .47 |
| | 2019-2020 | 29 | 0 | 0 | 1 | 3.4 | 10 | 3.4 | 18 | 6.2 | 2.6 | |
| | 2018-2019 | 18 | 0 | 0 | 1 | 5.6 | 4 | 2.2 | 13 | 7.2 | 2.7 | |
| | 2017-2018 | 18 | 1 | 5.6 | 3 | 16.7 | 5 | 27.8 | 9 | 50.0 | 2.2 | .94 |
| | 2021-2022 | 28 | 0 | 0 | 1 | 3 | 10 | 35 | 17 | 61 | 2.57 | .56 |

| | | | | | | | | | | | | |
|---------------------|------------------|-----------|----------|----------|----------|------------|----------|-------------|-----------|-------------|------------|------------|
| Category II. | 2020-2021 | 26 | 0 | 0 | 0 | 0 | 7 | 26.9 | 19 | 73.1 | 2.7 | .45 |
| | 2019-2020 | 29 | 0 | 0 | 2 | 6.9 | 9 | 31.0 | 18 | 62.1 | 2.6 | |

| | | | | | | | | | | | | |
|---|------------------|-----------|----------|------------|----------|-------------|-----------|-------------|-----------|-------------|-------------|------------|
| Classroom Environment | 2018-2019 | 18 | 0 | 0 | 2 | 1.1 | 6 | 3.3 | 10 | 5.6 | 2.4 | |
| | 2017-2018 | 18 | 0 | 0 | 1 | 5.6 | 9 | 50.0 | 8 | 44.4 | 2.4 | .60 |
| Category III. Instructional Delivery | 2021-2022 | 28 | 0 | 0 | 2 | 7 | 11 | 39 | 15 | 54 | 2.46 | .62 |
| | 2020-2021 | 26 | 0 | 0 | 0 | 0 | 14 | 53.8 | 12 | 46.2 | 2.5 | .50 |
| | 2019-2020 | 29 | 1 | 3.4 | 1 | 3.4 | 15 | 5.2 | 12 | 4.1 | 2.3 | |
| | 2018-2019 | 18 | 0 | 0 | 1 | 5.6 | 8 | 4.4 | 9 | 0.5 | 2.4 | |
| | 2017-2018 | 18 | 0 | 0 | 4 | 22.2 | 6 | 33.3 | 8 | 44.4 | 2.2 | .81 |
| Category IV. Professionalism | 2021-2022 | 28 | 0 | 0 | 2 | 7 | 2 | 7 | 24 | 86 | 2.79 | .55 |
| | 2020-2021 | 26 | 0 | 0 | 0 | 0 | 6 | 23.1 | 20 | 76.9 | 2.8 | .43 |
| | 2019-2020 | 29 | 0 | 0 | 2 | 06.9 | 4 | 13.8 | 23 | 79.3 | 2.7 | |
| | 2018-2019 | 18 | 0 | 0 | 0 | 0 | 3 | 16.7 | 15 | 83.3 | 2.8 | |
| | 2017-2018 | 18 | 0 | 0 | 4 | 22.2 | 2 | 11.1 | 12 | 66.7 | 2.4 | .85 |

| | | | | | | | | | | | | |
|--------------|------------------|-----------|----------|------------|-----------|-------------|-----------|-------------|-----------|-------------|-------------|------------|
| Total | 2021-2022 | 28 | 0 | 0 | 3 | 11 | 13 | 46 | 12 | 43 | 2.26 | .6 |
| | 2020-2021 | 26 | 0 | 0 | 0 | 0 | 16 | 61.5 | 10 | 38.5 | 2.38 | .50 |
| | 2019-2020 | 29 | 1 | 0.9 | 6 | 5.2 | 38 | 32.8 | 71 | 61.2 | 2.5 | |
| | 2018-2019 | 18 | 0 | 0 | 4 | 05.6 | 21 | 29.2 | 47 | 65.3 | 2.9 | |
| | 2017-2018 | 18 | 1 | 1.4 | 12 | 16.7 | 22 | 30.6 | 37 | 51.4 | 2.3 | .80 |

Table 2
Student Teaching PDE-430 Ratings
Fall 2017–Spring 2022
Early Childhood, Early Childhood/Special Education, Middle Level, BCIT, and Secondary Education
Undergraduate and Post-Baccalaureate

| PDE-430 | Academic Year | Total | Unsatisfactory (0) | | Satisfactory (1) | | Superior (2) | | Exemplary (3) | | M |
|--|----------------|-------|--------------------|---|------------------|------|--------------|------|---------------|-------|------|
| | | n | n | % | n | % | n | % | n | % | |
| Category I. Planning and Preparation | 2021-22 | 36 | 0 | 0 | 1 | 2 | 6 | 16 | 29 | 81 | 2.77 |
| | 2020-21 | 24 | 0 | 0 | 0 | 0 | 4 | 16.7 | 20 | 83.3 | 2.83 |
| | 2019-20 | 27 | 0 | 0 | 1 | 3.7 | 2 | 7.4 | 24 | 88.9 | 2.85 |
| | 2018-19 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 100.0 | 3.0 |
| | 2017–18 | 17 | 0 | 0 | 1 | 5.88 | 0 | 0 | 16 | 94.12 | 2.88 |
| | 2016–17 | 35 | 0 | 0 | 0 | 0 | 2 | 5.71 | 33 | 94.29 | 2.94 |
| | 2015–16 | 41 | 0 | 0 | 0 | 0 | 3 | 7.32 | 38 | 92.68 | 2.93 |
| Category II. Classroom Environment | 2021-22 | 36 | 0 | 0 | 0 | 0 | 6 | 17 | 30 | 83 | 2.83 |
| | 2020-21 | 24 | 0 | 0 | 0 | 0 | 3 | 12.5 | 21 | 87.5 | 2.88 |
| | 2019-20 | 27 | 0 | 0 | 0 | 0 | 4 | 14.8 | 23 | 85.2 | 2.85 |
| | 2018-19 | 17 | 0 | 0 | 0 | 0 | 2 | 11.8 | 15 | 88.2 | 2.88 |
| | 2017–18 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 100.0 | 3.0 |
| | 2016–17 | 35 | 0 | 0 | 1 | 2.86 | 1 | 2.86 | 33 | 94.29 | 2.91 |

| | | | | | | | | | | | |
|--|----------------|----|---|---|---|------|----|------|----|-------|------|
| | 2015-16 | 41 | 0 | 0 | 1 | 2.44 | 1 | 2.44 | 39 | 95.12 | 2.93 |
| Category III. Instructional Delivery | 2021-22 | 36 | 0 | 0 | 0 | 0 | 10 | 28 | 26 | 72 | 2.71 |
| | 2020-21 | 24 | 0 | 0 | 0 | 0 | 2 | 8.33 | 22 | 91.67 | 2.92 |

| | | | | | | | | | | | |
|--------------------------------------|---------|----|---|---|---|------|---|-------|----|-------|------|
| | 2019-20 | 27 | 0 | 0 | 0 | 0 | 7 | 25.9 | 20 | 74.1 | 2.74 |
| | 2018-19 | 17 | 0 | 0 | 0 | 0 | 3 | 17.6 | 14 | 82.4 | 2.82 |
| | 2017-18 | 17 | 0 | 0 | 0 | 0 | 5 | 29.41 | 12 | 70.59 | 2.71 |
| | 2016-17 | 35 | 0 | 0 | 1 | 2.86 | 1 | 2.86 | 33 | 94.3 | 2.91 |
| | 2015-16 | 41 | 0 | 0 | 1 | 2.44 | 1 | 2.44 | 39 | 95.12 | 2.93 |
| Category IV. Professional- ism | 2021-22 | 36 | 0 | 0 | 0 | 0 | 3 | 8 | 33 | 92 | 2.9 |
| | 2020-21 | 24 | 0 | 0 | 1 | 4.17 | 1 | 4.17 | 22 | 91.67 | 2.88 |
| | 2019-20 | 27 | 0 | 0 | 0 | 0 | 2 | 7.4 | 25 | 92.6 | 2.93 |
| | 2018-19 | 17 | 0 | 0 | 0 | 0 | 1 | 5.9 | 16 | 94.1 | 2.94 |
| | 2017-18 | 17 | 0 | 0 | 0 | 0 | 2 | 11.76 | 15 | 88.24 | 2.72 |
| | 2016-17 | 35 | 0 | 0 | 1 | 2.86 | 1 | 2.86 | 33 | 94.29 | 2.88 |
| | 2015-16 | 41 | 0 | 0 | 1 | 2.44 | 2 | 4.88 | 38 | 92.68 | 2.90 |

| | | | | | | | | | | | |
|--|---------|---|---|----|---|-------|---|-------|---|-----|-----|
| | 2018-19 | 1 | * | * | * | * | * | * | * | * | * |
| | 2017-18 | 1 | * | * | * | * | * | * | * | * | * |
| | 2016-17 | 6 | 0 | 0% | 1 | 16.7% | 2 | 33.3% | 3 | 50% | 2.3 |

| | | | | | | | | | | | |
|---|---------|---|---|----|---|-------|---|-------|---|-------|-----|
| | 2015-16 | 7 | 0 | 0% | 0 | 0% | 0 | 0% | 7 | 100% | 3.0 |
| Category III. Instructional Delivery | 2021-22 | 0 | * | * | * | * | * | * | * | * | * |
| | 2020-21 | 0 | * | * | * | * | * | * | * | * | * |
| | 2019-20 | 0 | * | * | * | * | * | * | * | * | * |
| | 2018-19 | 1 | * | * | * | * | * | * | * | * | * |
| | 2017-18 | 1 | * | * | * | * | * | * | * | * | * |
| | 2016-17 | 6 | 0 | 0% | 1 | 16.7% | 3 | 50.0% | 2 | 33.3% | 2.2 |
| | 2015-16 | 7 | 0 | 0% | 0 | 0% | 0 | 0% | 7 | 100% | 3.0 |
| Category IV. Professional- ism | 2021-22 | 0 | * | * | * | * | * | * | * | * | * |
| | 2020-21 | 0 | * | * | * | * | * | * | * | * | * |
| | 2019-20 | 0 | * | * | * | * | * | * | * | * | * |
| | 2018-19 | 1 | * | * | * | * | * | * | * | * | * |
| | 2017-18 | 1 | * | * | * | * | * | * | * | * | * |
| | 2016-17 | 6 | 0 | 0% | 1 | 16.7% | 3 | 50.0% | 2 | 33.3% | 2.2 |
| | 2015-16 | 7 | 0 | 0% | 0 | 0% | 0 | 0% | 7 | 100% | 3.0 |

* due to small n, data not presented to external constituents

Note: Masters of Special Education program discontinued as of Fall 2021

Reading Specialist Program

Students enrolled in the reading specialist program conduct their practicum on site at the RMU Reading Clinic. During this experience they are observed by a faculty member who completes a Summative Evaluation Rubric. The assessment is based on the International Reading Association Standards. Results of the Practicum Summative Evaluation Rubric are presented below and indicate that all students meet expectations.

Table 5. Summative Evaluation Rubric Reading Specialist Certification Program (2017–2021)

| | Fall 17–Spring 18 (n=1) | | Fall 18-Spring 19 (n=6) | | Fall 19-Spring 20 (n=4) | | Fall 20-Spring 21 (n=12) | |
|---|----------------------------|---------------------------------|----------------------------|---------------------------------|----------------------------|---------------------------------|-----------------------------|---------------------------------|
| | Meets Expectation | Does Not Meet Expectation | Meets Expectation | Does Not Meet Expectation | Meets Expectation | Does Not Meet Expectation | Meets Expectation | Does Not Meet Expectation |
| Outcome 1 Candidates understand major theories and empirical research | * | * | 100% | | 100% | | 100% | |
| Outcome 2 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum | * | * | 100% | | 100% | | 100% | |
| Outcome 3 Candidates understand the types of assessment and their purposes, strengths, and limitations | * | * | 100% | | 100% | | 100% | |
| Outcome 4 Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. | * | * | 100% | | 100% | | 100% | |
| Outcome 5 Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction | * | * | 100% | | 100% | | 100% | |

* due to small n, data not presented to external constituents

Principal Program

The university liaison evaluates the principal candidate on their clinical experiences using a summative Rubric and scores for 2019-2021 are presented below.

Table 5 . *Scores on the Final Evaluation of Intern's Experiences and Achievements for Principal Residents*

| | 2019-2020 (n=8) | 2020-2021 (n=3) |
|--|----------------------------|----------------------------|
| I.Strategic/ Cultural Leadership (Domains: Organizational Leadership and Instruction & Assessment) | 3.0 | 3.0 |
| II.Systems Leadership (Domains: Teacher Evaluation, School Law, and Budgets) | 3.0 | 3.0 |
| III.Leadership for Learning (Domain: Standards Aligned Systems) | 3.0 | 3.0 |
| IV. Professional and Community Leadership (Domains: Collaboration & Communication and School Community Relations) | 3.0 | 3.0 |
| Leadership Observation & Practice Rating (Rating in each domain x 25%, totaled) | 3.0 | 3.0 |