



**2018-2019 State-Administered First-year Teacher Survey (Completer Satisfaction Survey) n=3**

Point values: 1= Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

InTASC -->	Learner and Learning						Content Knowledge				Instructional Practice							Professional Responsibility				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Survey Items																						
<b>Total EPP 4</b>	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.75	3.75	4.00	4.00	4.00	4.00	4.00
<b>Range</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	3-4	3-4	NA	NA	NA	NA	NA
<b>State-Wide Mean*</b>	3.19	3.24	3.08	3.20	3.24	3.27	3.12	3.10	3.09	3.19	3.16	3.13	3.07	3.09	3.14	3.10	3.03	3.23	3.48	3.17	3.16	3.12

Additional EPP Survey Items				
	Uses Research CAEP 1.2	Access to Std. CAEP 1.4	Models Tech. Stds. CAEP 1.5	Impacts Learning CAEP 4.1
Survey Items	1	2	3	4
<b>Total</b>	4.00	4.00	3.75	4.00

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Range	NA	NA	3—4	NA
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Survey Items	<b>23</b>
<b>Total</b>	<b>4.00</b>
<b>Range</b>	NA
<b>State-wide</b>	Na

\* \* State-wide average includes ALL first-year teachers including those non-traditionally certified. Data not available for 2018-2019.

**Summary**

Though limited, data indicate responding candidates are satisfied with their teacher preparation at OC as all scores are at or above target.

**2017-2018 State-Administered First-year Teacher Survey (Completer Satisfaction Survey) n=3**

Point values: 1= Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

InTASC -->	Learner and Learning						Content Knowledge				Instructional Practice						Professional Responsibility					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Survey Items																						
Early Child. 1	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
ELEM 2																						
	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.50	4.00	4.00	4.00	4.00	4.00	4.00	3.50	3.50	4.00	4.00	4.00	4.00	4.00
<b>Total EPP</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>3.33</b>	<b>3.67</b>	<b>4.00</b>	<b>4.00</b>	<b>3.67</b>	<b>3.67</b>	<b>3.67</b>	<b>3.33</b>	<b>3.33</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>
<b>Range</b>	NA	NA	NA	NA	NA	NA	NA	NA	3-4	3-4	NA	NA	3-4	3-4	3-4	3-4	3-4	NA	NA	NA	NA	NA
<b>State-Wide Mean*</b>	3.19	3.24	3.08	3.20	3.24	3.27	3.12	3.10	3.09	3.19	3.16	3.13	3.07	3.09	3.14	3.10	3.03	3.23	3.48	3.17	3.16	3.12

Additional EPP Survey Items				
	Uses Research CAEP 1.2	Access to Std. CAEP 1.4	Models Tech. Stds. CAEP 1.5	Impacts Learning CAEP 4.1
Survey Items	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>



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Elem. N=5	3.20	2.80	3.20	3.20	2.60	3.40	3.20	3.20	3.40	2.60	3.60	3.60	3.80	3.80	3.80	3.80	3.60	3.20	3.40	3.60	3.00
Music N=3	3.00	3.33	3.33	3.00	3.33	3.00	3.00	3.67	3.33	3.00	3.67	3.67	3.67	3.67	3.33	4.00	3.00	3.33	3.33	3.33	3.33
S.S. N=1	3.00	3.00	4.00	4.00	4.00	4.00	2.00	4.00	3.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	4.00	3.00
<b>Total N=10</b>	<b>3.20</b>	<b>3.10</b>	<b>3.40</b>	<b>3.30</b>	<b>3.10</b>	<b>3.40</b>	<b>3.10</b>	<b>3.50</b>	<b>3.30</b>	<b>2.90</b>	<b>3.70</b>	<b>3.70</b>	<b>3.80</b>	<b>3.80</b>	<b>3.70</b>	<b>3.90</b>	<b>3.50</b>	<b>3.30</b>	<b>3.40</b>	<b>3.60</b>	<b>3.20</b>
Range	2-4	2-4	3-4	3-4	2-4	3-4	2-4	3-4	3-4	2-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4	3-4

10 of 25 surveys returned = 36% return rate.

**2016-2017 State-Administered First-year Teacher Survey (Completer Satisfaction Survey) n=2**

Point values: 0=Strongly Disagree, 1=Disagree, 2=Somewhat Disagree, 4=Somewhat Agree, 5=Agree, 6=Strongly Agree

InTASC →	Learner and Learning						Content Knowledge			Instructional Practice								Professional Responsibility			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Survey Items																					
E. Child 2	6.00	6.00	6.00	5.50	5.50	6.00	5.50	5.50	5.50	5.50	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00	5.50	5.50	
Range	NA	NA	NA	5-6	5-6	NA	5-6	5-6	5-6	5-6	NA	NA	NA	NA	NA	NA	NA	NA	5-6	5-6	
<b>Total EPP</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>	<b>5.50</b>	<b>5.50</b>	<b>6.00</b>	<b>5.50</b>	<b>5.50</b>	<b>5.50</b>	<b>5.50</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>	<b>6.00</b>	<b>5.50</b>	<b>5.50</b>	
<b>State- Wide*</b>	<b>4.91</b>	<b>4.99</b>	<b>4.74</b>	<b>4.83</b>	<b>4.96</b>	<b>4.99</b>	<b>4.78</b>	<b>4.77</b>	<b>4.69</b>	<b>4.83</b>	<b>4.78</b>	<b>4.76</b>	<b>4.67</b>	<b>4.64</b>	<b>4.78</b>	<b>4.66</b>	<b>4.95</b>	<b>4.92</b>	<b>4.81</b>	<b>4.80</b>	

Survey Items	<b>21</b>
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Early Child. 2	6.00
<b>Total EPP</b>	<b>6.00</b>
<b>Range</b>	NA
<b>State-wide*</b>	4.54

Both completers were Early Childhood majors. One taught in a Title 1 school.

\* State-wide average includes ALL first-year teachers including those non-traditionally certified.

<b>Additional EPP Survey Items</b>				
	Uses Research CAEP 1.2	Access to Stds. CAEP 1.4	Models Tech. Stds. CAEP 1.5	Impacts Learning CAEP 4.1
Survey Items	1	2	3	4
E. Child. 2	5.50	5.50	6.00	6.00
<b>Range</b>	<b>5-6</b>	<b>5-6</b>	<b>NA</b>	<b>NA</b>
<b>Total</b>	<b>5.50</b>	<b>5.50</b>	<b>6.00</b>	<b>6.00</b>

2015 EPP-created COMPLETER SATISFACTION SURVEY

## Scores by major and overall

Degree Major	1. Learner Development (INTASC 1 – EPP 1)	2. Learning Differences (INTASC 2 = EPP 2)	3. Learning Environment (INTASC 3 = EPP 3)	4. Content Knowledge (INTASC 4 = EPP 4)	5. Application of Content (INTASC 5 = EPP 5)	6. Assessment (INTASC 6 = EPP 6)	7. Planning for Instruction (INTASC 7 = EPP 7)	8. Instructional Strategies (INTASC 8 = EPP 8)	9. Prof. Learning and Ethical Prac. (INTASC 9 EPP 9)	10. Leadership and Collab. (INTASC 10 = EPP 10)	11. Positive & Enthusiastic Participation (EPP)	12. Meets Deadlines. Aims Toward Excellence (EPP)	13. Christian and Pro. Attitude (EPP)	14. Mature Behavior and Emotional Stability (EPP)	15. Punctual and Regular Attendance (EPP)	16. Appropriate Grooming and Dress (EPP)	17. Uses Rsch. & Evidence to Measure P- 12 Student Progress (CAEP 1.2)	18. Applies Content and Ped. Know. (CAEP 1.3)	19. Demonstrates Skills for Students Access to College Stds. (CAEP 1.4)	20. Models and Applies Technology Standards (CAEP 1.5)	21. Impacts Student Learning (CAEP 4.1)	
	Learner and Learning			Content Know.		Instructional Practice			Pro. Response.									CAEP	CAEP	CAEP	CAEP	
Early Child N=1	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Elem. N=5	3.20	2.80	3.20	3.20	2.60	3.40	3.20	3.20	3.40	2.60	3.60	3.60	3.80	3.80	3.80	3.80	3.60	3.20	3.40	3.60	3.00	
Music N=3	3.00	3.33	3.33	3.00	3.33	3.00	3.00	3.67	3.33	3.00	3.67	3.67	3.67	3.67	3.33	4.00	3.00	3.33	3.33	3.33	3.33	
S.S. N=1	3.00	3.00	4.00	4.00	4.00	4.00	2.00	4.00	3.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	4.00	3.00	
<b>Total N=10</b>	<b>3.20</b>	<b>3.10</b>	<b>3.40</b>	<b>3.30</b>	<b>3.10</b>	<b>3.40</b>	<b>3.10</b>	<b>3.50</b>	<b>3.30</b>	<b>2.90</b>	<b>3.70</b>	<b>3.70</b>	<b>3.80</b>	<b>3.80</b>	<b>3.70</b>	<b>3.90</b>	<b>3.50</b>	<b>3.30</b>	<b>3.40</b>	<b>3.60</b>	<b>3.20</b>	

10 of 25 surveys returned = 36% return rate. **3.0 is target.**

**2016-2017 State-Administered First-year Teacher Survey (Completer Satisfaction Survey) n=2**

Point values: 0=Strongly Disagree, 1=Disagree, 2=Somewhat Disagree, 4=Somewhat Agree, 5=Agree, 6=Strongly Agree

InTASC →	Learner and Learning						Content Knowledge			Instructional Practice							Professional Responsibility			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Survey Items																				
Range	NA	NA	NA	5-6	5-6	NA	5-6	5-6	5-6	5-6	NA	NA	NA	NA	NA	NA	NA	NA	5-6	5-6
Total	6.00	6.00	6.00	5.50	5.50	6.00	5.50	5.50	5.50	5.50	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00	5.50	5.50

Additional EPP Survey Items				
	Uses Research CAEP 1.2	Access to Stds. CAEP 1.4	Models Tech. Stds. CAEP 1.5	Impacts Learning CAEP 1.4
Survey Items	1	2	3	4
Range	5-6	5-6	NA	NA
Total	5.50	5.50	6.00	6.00

Both completers were Early Childhood majors. One taught in a Title 1 school.

**Questions from the State First-Year Teacher Survey.**

1. Understand how learners grow and develop.
2. Recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.
3. Design and implement developmentally appropriate and challenging learning experiences.
4. Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
5. Work with others to create environments that support individual and collaborative learning.
6. Encourage positive social interaction, active engagement in learning, and self-motivation.
7. Understand the central concepts, tools of inquiry, and structures of the discipline(s) I teach.
8. Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
9. Understand how to connect concepts to each other and to authentic local and global issues.
10. Know how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.
11. Understand and use multiple methods of assessment to engage learners in their own growth and guide learners' decision making.
12. Understand and use multiple methods of assessment to monitor learner progress and to guide my decision making.
13. Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.
14. Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of learners and the community context.

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15. Understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
16. Integrate technology effectively and appropriately into instruction.
17. Engage in ongoing professional learning and use evidence to continually evaluate my practice, particularly the effects of my choices and actions on others (learners, families, other professionals, and the community).
18. Engage in ongoing professional learning and use evidence to continually adapt practice to meet the needs of each learner.
19. Seek appropriate leadership roles and opportunities to take responsibility for student learning.
20. Seek appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

**Additional four questions from the EPP**

1. Use research and evidence to develop and understanding of the teaching profession and use both to measure P-12 students' progress and my own professional practice.
2. Demonstrate skills and commitment that afford all P-12 students access to rigorous college and career-ready standards.
3. Model and apply technology standards as I design, implement, and assess learning to engage students, improve learning, and enrich professional practice.
4. Positively impact student learning.

**APPENDIX**

**O.C. COMPLETER SATISFACTION SURVEY** – Reflect back on your first years of teaching and please mark the appropriate level (0-4) regarding how well O.C. prepared you to do each of the following. Thanks so much for your assistance! Data are used for program improvement.

<b>Item</b>	<b>0</b>	<b>1 Basic</b>	<b>2 Emerging</b>	<b>3 Target</b>	<b>4 Exemplary</b>	<b>N/A</b>
<p><b>1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (INTASC 1)</b></p>	<p><i>Creates and implements instruction that is developmentally inappropriate. Evidence that few students are learning.</i></p>	<p><i>Creates and implements instruction that includes some learning activities that are obviously developmentally inappropriate. Evidence that some students are learning.</i></p>	<p><i>Creates and implements developmentally appropriate instruction that takes into account individual learner’s needs. Evidence that most students are learning.</i></p>	<p><i>Creates and implements developmentally appropriate instruction that takes into account individual learners’ strengths and needs and enables each learner to advance and accelerate his/her learning. Evidence that students are being challenged.</i></p>	<p><i>Creates and implements developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and enables each learner to advance and accelerate his/her learning. Evidence that students are being challenged.</i></p>	
<p><b>2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (INTASC 2)</b></p>	<p><i>Evidence of relating instruction to build on learners’ prior knowledge.</i></p>	<p><i>Evidence of connecting learning activities to culture, but not the culture of students in the classroom. Evidence of relating instruction to build on learners’ prior knowledge.</i></p>	<p><i>Evidence of connecting learning activities to culture, but not the culture of students in the classroom. The teacher designs instruction to build on learners’ prior knowledge. Includes a strategy for making content accessible to English language learners</i></p>	<p><i>Learning activities connect to learners’ culture. The teacher designs instruction to build on learners’ prior knowledge. Includes strategies for making content accessible to English language learners</i></p>	<p><i>Brings multiple perspectives to the learning of content, including attention to learners’ personal, family, community experiences and culture. The teacher designs instruction to build on learners’ prior knowledge and experiences. Includes strategies for making content accessible to English language learners</i></p>	
<p><b>3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (INTASC 3)</b></p>	<p><i>Attempts to establish a learning climate of openness and mutual respect but does not seek input from others for guidance. Learning experiences are always non-collaborative.</i></p>	<p><i>Attempts to establish a learning climate of openness and mutual respect but does not seek input from others for guidance. Develops learning experiences that engage learners in collaborative learning</i></p>	<p><i>Collaborates with learners to build a safe, positive learning climate of openness and mutual respect. Develops learning experiences that engage learners in collaborative learning</i></p>	<p><i>Collaborates with learners and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. Develops learning experiences that engage learners in collaborative learning</i></p>	<p><i>Collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. Develops learning experiences that engage learners in collaborative and self-directed learning</i></p>	

Item	0	1 Basic	2 Emerging	3 Target	4 Exemplary	N/A
<p><b>4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (INTASC 4).</b></p>	<p><i>Incorporates limited representations or explanations. Relies on textbook instead of using supplementary resources. No connection to prior knowledge.</i></p>	<p><i>Incorporates limited representations or explanations. Connects content to prior knowledge. Relies on textbook instead of using supplementary resources.</i></p>	<p><i>Incorporates multiple representations or explanations. Connects content to prior knowledge. Uses supplementary resources and technologies effectively.</i></p>	<p><i>Effectively uses multiple representations and explanations. Engages learners in applying methods of inquiry. Connects content to prior knowledge. Uses supplementary resources and technologies effectively.</i></p>	<p><i>Effectively uses multiple representations and explanations. Engages students in learning experiences that encourage learners to understand, question, and analyze ideas from diverse perspectives. Engages learners in applying methods of inquiry. Connects content to prior knowledge. Uses supplementary resources and technologies effectively.</i></p>	
<p><b>5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues. (INTASC 5)</b></p>	<p><i>Uses lower-level thinking activities. Evidence of relating content to other disciplines.</i></p>	<p><i>Evidence of engaging learners in applying content knowledge in higher-level thinking activities.</i></p>	<p><i>Engages learners in applying content knowledge in higher-level thinking activities. Engages learners in questioning and challenging assumptions.</i></p>	<p><i>Engages learners in applying content knowledge to real-world problems and viewing content from others' perspective. Engages learners in questioning and challenging assumptions in order to foster problem solving in local and global contexts.</i></p>	<p><i>Develops and implements learning activities that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines. Engages learners in applying content knowledge to real world problems. Engages learners in questioning and challenging assumptions in order to foster problem solving in local and global contexts.</i></p>	
<p><b>6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (INTASC 6)</b></p>	<p><i>Monitors students' progress with the same basic type of assessment.</i></p>	<p><i>Monitors students' progress via basic assessment strategies. Data are analyzed</i></p>	<p><i>Monitors students' progress via a variety of assessment strategies. Data are analyzed and used to change instruction and lesson plans.</i></p>	<p><i>Monitors students via a variety of assessment strategies (both formative and summative). Attempts to engage learners in their own growth and self-monitoring. Data are analyzed and used to change instruction and lesson plans. Discusses assessment data with students.</i></p>	<p><i>Monitors students via a variety of assessment strategies (both formative and summative). Effectively engages learners in their own growth and self-monitoring. Data are analyzed and used to change lesson plans and teaching styles to meet the needs of students and enhance learning. Discusses assessment data with students.</i></p>	

Item	0	1 Basic	2 Emerging	3 Target	4 Exemplary	N/A
<p><b>7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (INTASC 7)</b></p>	<p><i>Creates learning experiences that are aligned to standards.</i></p>	<p><i>Creates learning experiences that are aligned to standards. Plans include accommodations or modifications.</i></p>	<p><i>Creates learning experiences that are aligned to standards. Plans include appropriate strategies and accommodations, and resources. Develops appropriate sequencing of learning experiences.</i></p>	<p><i>Creates learning experiences that are aligned to standards. Plans include appropriate strategies and accommodations, and resources. Develops appropriate sequencing of learning experiences. Plans based on assessment data and prior knowledge.</i></p>	<p><i>Creates learning experiences that are aligned to standards. Plans to achieve each student's learning goals, choosing appropriate strategies and accommodations, and resources to differentiate instruction. Develops appropriate sequencing of learning experiences. Plans based on assessment data, prior knowledge, and learner interest. Evaluates plans in relation to short- and long-range goals and adjusts plans to meet each student's learning needs.</i></p>	
<p><b>8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (INTASC 8)</b></p>	<p><i>Presents material the same way every day. Lessons are teacher-centered with minimal student interaction.</i></p>	<p><i>Evidence of using technology and a limited instructional strategies. Questions are generally close-ended.</i></p>	<p><i>Uses appropriate strategies and resources, including technology, in learning activities. Uses a variety of instructional strategies. Asks questions to stimulate discussion</i></p>	<p><i>Uses appropriate strategies and resources, including technology, to adapt instruction to the needs of learners. Provides multiple models and representations of concepts and uses a variety of instructional strategies. Asks questions to stimulate discussion</i></p>	<p><i>Uses appropriate strategies and resources, including technology, to adapt instruction to the needs of individuals and groups of learners. Appropriately varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience). Provides multiple models and representations of concepts and uses a variety of instructional strategies. Asks questions to stimulate discussion</i></p>	
<p><b>9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (INTASC 9)</b></p>	<p><i>Reflects on teaching only when in conference with university supervisor or cooperating teacher. Candidate has not participated in professional learning.</i></p>	<p><i>Adapts practice, but changes are not necessarily based on evidence, rather on personal preference. Candidate has not participated in professional learning.</i></p>	<p><i>Limited participation in professional learning. No evidence of seeking additional training. Reflects on choices and actions with school stakeholders. Uses evidence to adapt practice to meet the needs of some learners.</i></p>	<p><i>Engages in professional learning at the required level. Reflects on and evaluates choices and actions with school stakeholders. Uses evidence to adapt practice to meet the needs of each learner.</i></p>	<p><i>Pursues professional learning beyond the requirements. Continually reflects on and evaluates choices and actions with all school stake-holders. Uses all relevant evidence to adapt practice to meet the needs of each learner.</i></p>	

Item	0	1 Basic	2 Emerging	3 Target	4 Exemplary	N/A
<b>10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (INTASC 10)</b>	<i>Sporadic attendance at team and parent meetings.</i>	<i>Attends instructional team meetings and parent meetings.</i>	<i>Attends instructional team meetings and offers ideas to enhance learning. During parent meetings, offers input related to the student as allowed.</i>	<i>Takes an active role on the instructional team. Works with other school professionals to plan learning on how to meet diverse needs of learners. During parent meetings, offers input related to the student as allowed.</i>	<i>Takes an active role on the instructional team. Works with other school professionals to plan and facilitate learning on how to meet diverse needs of learners. Works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development</i>	
<b>11. The teacher approaches teaching with positive and enthusiastic participation (OC PACE)</b>	<i>Candidate's attitude is negative and thus promotes a negative view of teaching.</i>	<i>Evidence of candidate complaining about teaching or workload.</i>	<i>Candidate is positive. No evidence of being excited about teaching</i>	<i>Candidate is positive and excited about teaching.</i>	<i>Candidate's attitude promotes a positive classroom atmosphere. The teacher is positive and excited to be teaching.</i>	
<b>12. The teacher meets deadlines and aims toward excellence (OC PACE)</b>	<i>The teacher demonstrates poor effort and does not meet deadlines.</i>	<i>The teacher rarely meets deadlines. Effort is marginal.</i>	<i>Evidence of not meeting all deadlines but generally tries to do a good job.</i>	<i>The teacher meets all deadlines and generally aims toward excellence.</i>	<i>The teacher meets all deadlines, is dependable, and aims toward excellence in all facets of teaching.</i>	
<b>13. The teacher demonstrates a Christian and professional attitude with stakeholders and university supervisors (OC PACE)</b>	<i>Observers would not recognize a Christian attitude. Evidence of disrespect or generally behaving unprofessionally</i>	<i>The teacher demonstrates a Christian attitude to others but often makes poor professional decisions</i>	<i>The teacher demonstrates a Christian attitude. Treats others with respect. Instances of poor professional decision making.</i>	<i>The teacher demonstrates a Christian attitude. Treats others with respect. Displays professionalism.</i>	<i>The teacher demonstrates a Christian attitude in all circumstances. Treats others with respect. Evidence of serving others beyond the classroom. Displays professionalism.</i>	
<b>14. Maintains punctual and regular attendance (PACE OC)</b>	<i>Late to school most days and often leaves early. Evidence of being absent for reasons other than family emergency or illness.</i>	<i>Evidence of arriving late to school and leaving early, <u>or</u> evidence of absences for reasons other than illness or family emergency.</i>	<i>No absences other than illness or family emergency. Evidence of arriving late to school or leaving early.</i>	<i>No absences other than for illness or family emergency. Punctual and on site for required time.</i>	<i>Punctual or early arrival and remains on site beyond time required. No absences other than illness or family emergency.</i>	
<b>15. Exemplifies mature behavior and emotional stability (PACE OC)</b>	<i>Displays consistent immature behavior. Not stable.</i>	<i>Frequent instances of emotional instability or immaturity.</i>	<i>Evidence of immature behavior or emotional instability.</i>	<i>Behavior shows appropriate maturity. No indication of emotional instability.</i>	<i>Behavior shows maturity beyond his/her years. No indication of emotional instability.</i>	

Item	0	1 Basic	2 Emerging	3 Target	4 Exemplary	N/A
<b>16. Maintains appropriate grooming/dress (OC)</b>	<i>Inappropriate dress and grooming. Detracts from professionalism. Distracting to students</i>	<i>Grooming and dress do not meet school and university expectations - not appropriate for level or content area</i>	<i>Grooming or dress do not meet school and university expectations – not appropriate for level or content area</i>	<i>Professional grooming and dress that meets school and university expectations</i>	<i>Professional grooming and dress that meets school and university expectations. Appropriate for level and content area</i>	
<b>17. Uses research &amp; evidence to develop an understanding of the teaching profession and uses both to measure their P-12 students' progress and their own professional practice. (CAEP 1.2)</b>	<i>Accesses student data or research but has not demonstrated any professional growth based on this information.</i>	<i>Accesses and comprehends evidence from student and teacher assessments <u>or</u> research.</i>	<i>Accesses and comprehends evidence from student and teacher assessments <u>or</u> research. Demonstrates greater pro. knowledge based on this information.</i>	<i>Accesses and comprehends evidence from student and teacher assessments and research. Demonstrates greater pro. knowledge based on this information.</i>	<i>Appropriately changes classroom instruction based on evidence from student and teacher assessments and research. Gains teaching insights based on data and research.</i>	
<b>18. Applies content and pedagogical knowledge appropriate for the level and content taught (early childhood, elementary, music, or secondary content area) (CAEP 1.3)</b>	<i>Teacher routinely applies content <u>and</u> pedagogy inappropriately for the level of the students.</i>	<i>Teacher routinely applies content or pedagogy inappropriately for the level of the students.</i>	<i>Evidence of the teacher applying content knowledge or pedagogical knowledge inappropriately for the level of the students.</i>	<i>All facets of teaching align to students' developmental levels. Students appropriately engaged every day.</i>	<i>All facets of teaching align to students' developmental levels. Students appropriately engaged every day. Could serve as a model-teacher in this area</i>	
<b>19. Demonstrates skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (CAEP 1.4)</b>	<i>Plans generally not aligned to the state standards. Instruction is often based on teacher preference, not the standards</i>	<i>Plans generally not aligned to the state standards.</i>	<i>Evidence of plans straying from the state standards.</i>	<i>Daily lesson plans align to the state standards.</i>	<i>Consistently plans lessons with the state standards as a guide – not the textbook. Serves as a proponent of the standards among the faculty.</i>	
<b>20. Models and applies technology standards as he/she designs, implements, and assesses learning to engage students and improve learning, &amp; enrich professional practice (CAEP 1.5)</b>	<i>Attempts to use technology to enhance instruction are generally ineffective. No attempt to seek professional growth in this area.</i>	<i>Realizes own limitations with tech. &amp; instruction. In doing so, rarely uses tech. to enhance instruction and rarely seeks professional growth in this area</i>	<i>Uses technology to enhance instruction.</i>	<i>Uses technology to enhance instruction on a daily basis. Uses technology appropriately for student assessment.</i>	<i>Technology is an everyday integral part of planning, instruction, and assessment. Students gain significantly from the teacher's inclusion of technology in and out of the classroom.</i>	

Item	0	1 Basic	2 Emerging	3 Target	4 Exemplary	N/A
<b>21. Impacts student learning (CAEP 4.1)</b>	<i>Data show that the majority of students in this teacher's class(es) regressed academically.</i>	<i>Data show that the majority of students in this teacher's class(es) did not make academic gains.</i>	<i>Data show that the majority of students in this teacher's class(es) made minimal academic gains.</i>	<i>Data show that the majority of students in this teacher's class(es) made adequate academic gains.</i>	<i>Data show that the majority of students in this teacher's class(es) made significant academic gains.</i>	
<b>22. Satisfaction of Completers: Preparation relevant to job responsibilities (CAEP 4.4)</b>	<i>I am always overwhelmed in my job because my preparation at the OC School of Ed. was very poor.</i>	<i>My preparation at the OC School of Ed. prepared me in such a way that, more often than not, I am not confident in handling my job responsibilities.</i>	<i>My preparation at the OC School of Ed. prepared me in such a way that I generally feel confident in handling my job responsibilities, with a few exceptions.</i>	<i>OC School of Ed. prepared me to meet all the requirements of my teaching position.</i>	<i>OC School of Ed. prepared me to meet all my job requirements &amp; I am often seen as a faculty leader and am confident as a professional teacher.</i>	
<b>23. Satisfaction of Completers: Preparation was effective (CAEP 4.4)</b>	<i>I am completely unsatisfied with my preparation in the OC School of Education.</i>	<i>I am mostly unsatisfied with my preparation in the OC School of Education. I often wish I could have had more and/or better training in multiple areas.</i>	<i>I am mostly satisfied with my preparation in the OC School of Education. Occasionally, I wish I could have had more training in one area.</i>	<i>Overall, I am satisfied with all the professional and pedagogical training I received at the OC School of Education.</i>	<i>My preparation at the OC School of Education exceeded my expectations to prepare me to be an effective teacher and professional colleague.</i>	