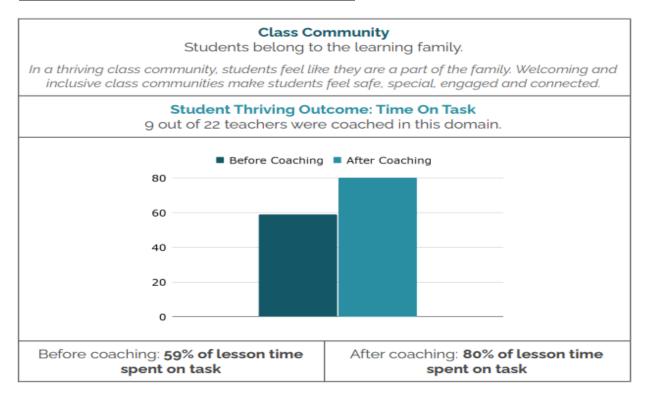
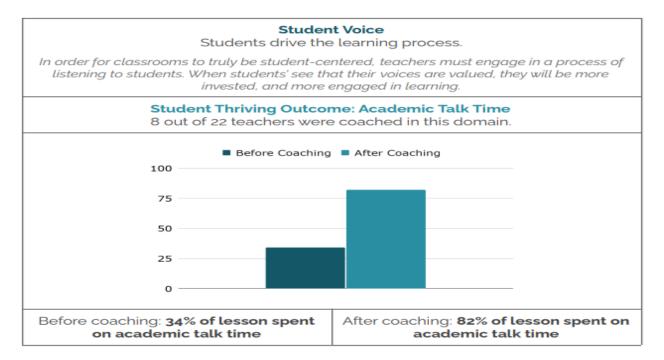
### Measure 1: R4.1 Completer Effectiveness and Impact on P-12 Learning and Development:

1. Data related to Impact on P-12 learning and development is currently not provided by the state and continues to be a challenge. The state is continuing to work towards providing EPP's impact and growth reporting data. One measure the EPP used to collect impact data was through Ed-Connective which is a virtual coaching service to aid UWA's completers in improving instruction. UWA had 22 completers from thirteen school districts participate. Student Thriving Outcomes (STO's) measured consisted of (4.1a-time on task, 4.b-academic talk, and 4.1c meaningful engagement). Overall, there was 34% average improvement seen in the Student Thrive Outcomes. Specific growth areas consisted of a 21% increase in the area of lesson time spent on task (59% to 80%). 48% growth in the area of academic talk time spent on lessons, and 37% growth in the area of lessons being dedicated to meaningful and rigorous engagement. Overall, completers have made a positive impact on student learning and development.

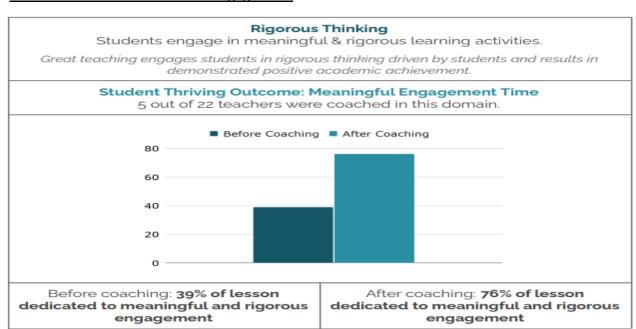
Figure 4.1a. Student Thrive Outcome: Time on Task



#### 4.1b. Student Thrive Outcome: Academic Talk Time



#### 4.1c. Student Thrive Outcome: Engagement



#### **Great Pedagogy Strategies Addressed During Partnerships**

Great Pedagogy Strategies (GPSs) are highly specific, actionable strategies that support Student Thriving Outcomes by giving teachers concrete tools to connect with, listen to, and challenge their students. In every coaching session, teachers discuss a "glow" GPS (the strategy they excelled in implementing over the past week) and a "grow" GPS (the strategy they will practice during their training session to move their student outcomes forward the following week).

In total, your teachers addressed 27 out of 33 Great Pedagogy Strategies during their partnerships.

#### **5 Most Common Glows**

Out of 33 total GPSs, these were most commonly identified as areas of proficiency.

- → Active Student Responses. Teacher frequently engages all students in responding to a question or prompt by using partner talk, write/pair/share, white boards, polling, choral response, simultaneously writing, etc.
- → Increase Student Talk. Teacher plans for lessons that place the majority of thinking, talking and work on students.
- → Positive Presence. Teacher is kind and positive in speech and body language, (including by encouraging and praising students, acknowledging progress, smiling, culturally appropriate eye contact, high fives or handshakes, etc.) at a rate of at least 5:1 compared with redirections.
- → Relationships. Teacher works to build relationships and trust with all students and between students (including the uses of greeting students by name, accurately pronouncing student names, inquiring about life outside of school, use of humor, etc.)
- → Clear Directions. Teacher gives concise, clear directions that include the sound, length, activity and materials for all transitions and activities.

#### 4.1

2. The Alabama Association of Colleges for Teacher Education members developed a survey to be administered electronically to first-year teachers who, during the 2018-2019 school year, completed an Alabama State Board of Education approved undergraduate (Class B) or alternative master's degree program (Class A program leading to their first or initial Professional Educator Certificate). The purpose of the annually administered survey is to collect data on employers' satisfaction with first year teachers. The ALSDE does not provide to the EPP the number of completers being assessed, their programs of study, or the number of employer respondents. Thus the EPP continues to use multiple measures related to measuring completer effectiveness. Data provided in this report include summary of survey categories and the percentage of first-year teacher's employers who rated their first-year teachers as teacher leader, effective teacher, emerging teacher, or ineffective teacher. From the 2020-2021 data provided, the EPP was able to ascertain that overall UWA initial program completers were rated as "Effective or Emerging" on most items. Very few completers were rated as Ineffective.

Figure 4.1d. Employer Satisfaction Survey

Employer Satisfaction Survey
<b>Educator Preparation Institutional Report Card</b>
For University of West Alabama

Survey Item		2019 Report:	2020 Report:	2021 Report:
		data on UWA Employer Satisfaction (Alabama Statewide Employer Satisfaction)	2019/2020 data on UWA Employer Satisfaction (Alabama Statewide Employer Satisfaction)	2020/2021 data on UWA Employer Satisfaction (Alabama Statewide Employer Satisfaction)
	UWA%(AL%)	UWA%(AL%)	UWA%(AL%)	UWA%(AL%)
The teacher collaborates with	Teacher Leader	0% (11%)	0% (13%)	13% (12%)
others to build a positive	Effective	41% (54%)	35% (53%)	50% (64%)
learning climate marked by	Emerging	44% (32%)	50% (32%)	31% (22%)
respect, rigor, and responsibility. (The Learner and Learning – Learning Environments 3.1)	Ineffective	11%( 0%)	0% (0%)	0% (0%)
The teacher understands the	Teacher Leader	0% (10%)	0% (10%)	0% (0%)
central concepts, tools of	Effective	41% (54%)	30% (50%)	50% (58%)
inquiry and structures of the	Emerging	48% (33%)	55% (39%)	44% (36%)
discipline(s) he or she teachers. (Content Knowledge – Knowledge – Content Knowledge 4.1)	Ineffective	11% (0%)	10% (0%)	0% (0%)
The teacher engages learners	Teacher Leader	0% (11%)	0% (10%)	6% (0%)
in critical thinking, creativity,	Effective	37% (42%)	20% (47%)	34% (47%)
collaboration, and	Emerging	44% (44%)	70% (41%)	56% (46%)
communication to address authentic local and global issues, (Content Knowledge – Application of Content 5.2)	Ineffective	15% (0%)	0% (0%)	0% (0%)
The teacher implements assessments in an ethical manner and minimizes biases	Teacher Leader	0% (10%)	0% (11%)	9% (6%)
	Effective	37% (57%)	30% (59%)	31% (64%)
	Emerging	56% (31%)	60% (28%)	50% (28%)
to enable the learners to display the full extent of their learning. (Instructional Practice – Assessment 6.3)	Ineffective	0% (0%)	0% (0%)	0% (0%)
	Teacher Leader	0% (9%)	0% (9%)	9% (0%)

The teacher selects, creates,	Effective	41% (47%)	10% (46%)	28% (46%)
and sequences learning	Emerging	41% (40%)	75% (42%)	59% (48%)
experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and crossdisciplinary skills.  (Instructional Practice – Planning for Instruction 7.1)	Ineffective	14% (0%)	10% (0%)	0% (0%)
The teacher plans instruction	Teacher Leader	0% (10%)	0% (9%)	13% (0%)
based on information from	Effective	37% (33%)	10% (49%)	25% (49%)
formative and summative	Emerging	56% (53%)	75% (39%)	50% (44%)
assessments as well as other sources and systematically adjusts plans to meet each student's learning needs (Insrtuctional Practice – Planning for Instruction 7.2)	Ineffective	7% (0%)	10% (0%)	13% (0%)
The teacher understands and	Teacher Leader	0% (12%)	0% (9%)	6% (0%)
uses a variety of instructional	Effective	44% (48%)	35% (51%)	47% (55%)
strategies and makes learning	Emerging	48% (37%)	50% (35%)	38% (37%)
accessible to all learners. (Instructional Practice – Instructional Strategies 8.1)	Ineffective	7% (3%)	8% (0%)	9% (0%)
The teacher engages in	Teacher Leader	0% (9%)	0% (10%)	9% (0%)
continuous professional	Effective	52% (54%)	35% (56%)	41% (58%)
learning to more effectively	Emerging	44% (34%)	55% (32%)	47% (36%)
meet the needs of each learner. (Professional Responsibility – Professional Learning and Ethical Practice 9.1)	Ineffective	0% (0%)	0% (0%	0% (0%
The teacher uses evidence to	Tanahan I andan	00/ (00/ )	00/ (00/)	00/ (00/)
	Teacher Leader	0% (9%)	0% (9%)	9% (9%)
continually evaluate the effects of his/her decisions on others	Effective	30% (45%)	20% (51%)	34% (49%)
and adapts professional	Emerging Ineffective	59% (43%) 7% (0%)	70% (37%) 0% (0%)	47% (43%) 9% (0%)
practices to better meet learners' needs. (Professional Responsibility – Professional Learning and Ethical Practice 9.2)	metrecuve	7% (0%)	0% (0%)	9% (0%)
The teacher practices the	Teacher Leader	0% (18%)	0% (17%)	13% (16%)
profession in an ethical	Effective	41% (66%)	50% (64%)	63% (69%)
manner. Professional	Emerging	48% (14%)	45% (18%)	19% (14%)
Responsibility – Professional Learning and Ethical Practice 9.3)	Ineffective	7% (0%)	0% (0%)	0% (0%)
The teacher	Toocher I 1	00/ (00/)	00/ (00/ )	60/ (00/)
The teacher uses understadinging of how	Teacher Leader	0% (9%)	0% (9%)	6% (0%)
understadlighig of now	Effective	48% (41%)	10% (45%)	44% (50%)

Emerging	41% (46%)	80% (44%)	44% (44%)
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			44% (33%)
Ineffective	/% (0%)	0% (0%)	9% (0%)
Teacher Leader	7% (8%)	0% (9%)	13% (6%)
Effective	56% (47%)	25% (52%)	34% (54%)
Emerging			50% (37%)
Ineffective	0% (0%)	0% (0%)	0% (0%)
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			50% (46%)
Ineffective	7% (0%)	10% (0%)	9% (0%)
Teacher Leader	0% (9%)	0% (8%)	6% (0%)
			44% (49%)
			44% (45%)
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Emerging	48% (37%)	55% (29%)	47% (35%)
Ineffective	0% (0%)	0% (0%)	0% (0%)
	Teacher Leader Effective Emerging Ineffective  Teacher Leader Effective Emerging Ineffective  Teacher Leader Effective Emerging Ineffective Emerging Ineffective  Teacher Leader Effective Emerging Ineffective  Teacher Leader Effective Emerging Ineffective Emerging Ineffective	Teacher Leader   0% (13%)     Effective   33% (46%)     Emerging   56% (36%)     Ineffective   7% (0%)      Teacher Leader   7% (8%)     Effective   56% (47%)     Emerging   33% (41%)     Ineffective   0% (0%)      Teacher Leader   0% (8%)     Effective   52% (46%)     Emerging   37% (42%)     Ineffective   7% (0%)      Teacher Leader   0% (9%)     Effective   37% (45%)     Emerging   52% (43%)     Ineffective   7% (0%)      Teacher Leader   7% (0%)	Teacher Leader

The teacher uses	Effective	44% (43%)	20% (47%)	34% (49%)
understandinging of learners' commonalities and individual	Emerging	41% (45%)	75% (41%)	44% (44%)
differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)	Ineffective	11% (0%	0% (0%)	13% (0%)
The teacher connects concepts,	Teacher Leader	0% (7%)	0% (9%)	9% (0%)
perspectives from varied	Effective	37% (45%)	25% (46%)	31% (48%)
disciplines, and	Emerging	48% (47%)	65% (43%)	50% (45%)
interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)	Ineffective	11% (0%)	0% (0%)	9% (0%)
The teacher seeks appropriate	Teacher Leader	0% (10%)	0% (10%)	9% (0%)
leadership roles and	Effective	44% (43%)	25% (45%)	31% (43%)
opportunities to take	Emerging	48% (43%)	60% (42%)	50% (47%)
responsibility for student learning and to advance the profession. (Professional Responsibility – Leadership and Collaboration 10.2)	Ineffective	8% (0%)	10% (0%)	9% (0%)
The teacher uses assessment to	Teacher Leader	0% (11%)	0% (9%)	9% (0%)
engage learners in their own	Effective	41% (46%)	30% (51%)	41% (50%)
growth. (Instructional Practice	Emerging	41% (41%)	60% (38%)	44% (44%)
– Assessment 6.2)	Ineffective	14% (0%)	0% (0%)	0% (0%)
The teacher plans instruction	Teacher Leader	0% (11%)	0% (10%)	9% (0%)
by collaborating with	Effective	19% (50%)	30% (55%)	38% (55%)
colleagues, specialists,	Emerging	70% (37%)	70% (32%)	47% (38%)
community resources, families and learners meet to individual learning needs. (Instructional Practice – Planning for Instruction 7.3)	Ineffective	7% (0%)	0% (0%)	0% (0%)
The teacher has deep	Teacher Leader	0% (0%)	0% (7%)	6% (0%)
knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiativie (AMSTI); Alabama Learning Exchange (ALEX); and	Effective	30% (34%)	15% (36%)	22% (38%)
	Emerging	63% (56%)	75% (55%)	69% (56%)
	Ineffective	0% (0%)	0% (0%)	0% (0%)

Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student aschievement. (Alabama Specific Expectations – Standard 4(0)). The teacher possesses knowledge of Alabama's state assessment system. (Alabama Specific Expectations – Standard 6(q)).	Teacher Leader Effective Emerging Ineffective	0% (8%) 37% (43%) 52% (47%) 7% (0%)	0% (0%) 35% (42%) 65% (51%) 0% (0%)	6% (0%) 41% (48%) 53% (48%) 0% (0%)
The teacher integrates Alabama-wide programs and initiatives into the curriculum and instructional process. (Alabama Specific Expectations – Standard 7(g)).	Teacher Leader Effective Emerging Ineffective	0% (7%) 37% (41%) 48% (49%) 11% (0%)	0% (7%) 20% (45%) 70% (45% 0% (0%)	9% (0%) 34% (45%) 56% (50% 0% (0%)
The teacher communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives. (Alabama Specific Expectations – Standard 7(h)).	Teacher Leader Effective Emerging Ineffective	7% (6%) 29% (36%) 50% (52%) 14% (5%)	0% (6%) 37% (38%) 59% (51%) 0% (0%)	9% (0%) 28% (41%) 56% (54%) 0% (0%)
The teacher understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy. (Alabama Specific Expectations – Standard 6(q)).	Teacher Leader  Effective  Emerging  Ineffective	7% (12%) 43% (60%) 50% (26%) 0%(2)%	0% (11%) 41% (55%) 52% (33%) 0% (0%)	9% (0%) 47% (59%) 41% (34%) 0% (0%)

#### 4.1

3. Another measure used to gauge Completer Effectiveness was through principal classroom observations. Due to the fact that school districts and schools use a variety of classroom observation instruments in the state, the EPP collaborated with a partnering school to collect classroom observation data due to the fact the school employs thirteen completers across multiple grade levels spanning Pre-K to 6th grade. The school evaluated their teachers based on three domains in 2020-2021: The Art of Teaching (33%), Implementation of the Proficiency

Based Education Model (33%), and Teacher Professional Growth and Collaboration (33%). The rating scale for the three domains were as follows:

The Art of Teaching ■ 1 point is awarded for evaluations that reflect novice teaching practices ■ 2 points are awarded for evaluations that reflect adequate teaching practices ■ 3 points are awarded for evaluations that reflect proficient teaching practices ■ 4 points are awarded for evaluations that reflect innovative teaching practices.

Teacher Professional Growth and Collaboration ■ 1 point is awarded for teachers who provide appropriate documentation and reflection of involvement for 3 Community Leadership outcomes. ■ 2 points are awarded for teachers who provide appropriate documentation and reflection of involvement for 4 Community Leadership outcomes. ■ 3 points are awarded for teachers who provide appropriate documentation and reflection of involvement for 5 Community Leadership outcomes. ■ 4 points are awarded for teachers who provide appropriate documentation and reflection of involvement for 6 Community Leadership outcomes.

Implementation of the PBE Learning Model ● 1 point is awarded for teachers who provide appropriate documentation and reflection on progress for at least 6 of the indicators ● 2 points are awarded for teachers who provide appropriate documentation and reflection on progress for at least 8 of the indicators ● 3 points are awarded for teachers who provide appropriate documentation and reflection on progress for at least 10 of the indicators ● 4 points are awarded for teachers who provide appropriate documentation and reflection on progress for all 12 of the indicators.

# The Art of Teaching 25% of the evaluation rating

Formal evaluation of teaching practices as outlined in <u>Transcend Look Fors</u>

Practices of importance are pre-selected and are highlighted in two cycles (September-December and January-April)

Evaluation component culminates in May with end-of-year reflection and goal setting.

Student Academic Growth 25% of the evaluation rating

NOT APPLICABLE TO THE 2020-2021 SCHOOL YEAR.

IMPLEMENTATION SCHEDULED FOR

#### Implementation of the PBE Learning Model 25% of the evaluation rating

Formal artifact-driven component of documenting and reflecting on the development of classroom-level implementation of the PBE learning model.

Teachers provide evidence of practice that meet the Professional Learning Outcomes as identified on a document of opportunities. These are aligned to the school-wide principles of focus for the year and also include teacher-specific practices as decided by self-reflection and goal-setting.

Teacher Professional Growth and Collaboration 25% of the evaluation rating

Teachers will set goals based on the Professional Learning Outcomes (PLOs) for the school year and will reflect on how their participation in opportunities for professional development and growth in collaborative settings assists in making progress in achieving goals.

Figure 4.1e. Principal Observation Data Table 2020-2021

Completer	UWA Major	Subject Taught	Domain I Domain II The Art of Implementation	Domain III Teacher Professional			
Completer 1	ELE	ELA/Soc. Studies	Teaching		Growth and		
Completer 2	Alt. A ELA	ELA/Science	reaching	oj PBE Moder	Collaboration		
Completer 3	ELE	Math/Science					
Completer 4	SPED	SPED	Mean Score Per Domain N=13				
Completer 5	ELE	All	3.53	2.1	2.53		
Completer 6	ECE	All					
Completer 7	ECE	All					
Completer 8	ELE	All					
Completer 9	ECE	All					
Completer 10	ELE	All					
Completer 11	ECE	All					
Completer 12	ELE	Math/Science					
Completer 13	ELE	Math/Science					

Based on the data results, UWA completers continue to demonstrate effectiveness and the ability to have a positive impact on P-12 learning.

#### Measure 2: R4.2 RA 4.1Employer Satisfaction and Stakeholder Involvement

1. The Alabama Association of Colleges for Teacher Education members developed a survey to be administered electronically to first-year teachers who, during the 2018-2019 school year, completed an Alabama State Board of Education approved undergraduate (Class B) or alternative master's degree program (Class A program leading to their first or initial Professional Educator Certificate). The purpose of the annually administered survey is to collect data on employers' satisfaction with first year teachers. The ALSDE does not provide to the EPP the number of completers being assessed, their programs of study, or the number of employer respondents. Thus the EPP continues to use multiple measures related to measuring completer effectiveness. Data provided in this report include summary of survey categories and the percentage of first-year teacher's employers who rated their first-year teachers as teacher leader, effective teacher, emerging teacher, or ineffective teacher. From the 2020-2021 data provided, the EPP was able to ascertain that overall UWA initial program completers were rated as "Effective or Emerging" on most items. Very few completers were rated as Ineffective.

Figure R4.2 Initial Completer Employer Satisfaction Survey

# Employer Satisfaction Survey Educator Preparation Institutional Report Card For University of West Alabama Initial

Survey Item		2019 Report: 2018/2019 data on UWA Employer Satisfaction (Alabama Statewide Employer Satisfaction)	2020 Report: 2019/2020 data on UWA Employer Satisfaction (Alabama Statewide Employer Satisfaction)	2021 Report: 2020/2021 data on UWA Employer Satisfaction (Alabama Statewide Employer Satisfaction)
	UWA%(AL%)	UWA%(AL%)	UWA%(AL%)	UWA%(AL%)
The teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility. (The Learner and Learning – Learning Environments 3.1)	Teacher Leader Effective Emerging Ineffective	0% (11%) 41% (54%) 44% (32%) 11%( 0%)	0% (13%) 35% (53%) 50% (32%) 0% (0%)	13% (12%) 50% (64%) 31% (22%) 0% (0%)
The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she	Teacher Leader Effective Emerging Ineffective	0% (10%) 41% (54%) 48% (33%) 11% (0%)	0% (10%) 30% (50%) 55% (39%) 10% (0%)	0% (0%) 50% (58%) 44% (36%) 0% (0%)
teachers. (Content Knowledge  - Knowledge - Content Knowledge 4.1)		, ,	, ,	` '
The teacher engages learners	Teacher Leader	0% (11%)	0% (10%)	6% (0%)
in critical thinking, creativity,	Effective	37% (42%)	20% (47%)	34% (47%)
collaboration, and communication to address authentic local and global issues, (Content Knowledge – Application of Content 5.2)	Emerging Ineffective	44% (44%) 15% (0%)	70% (41%) 0% (0%)	56% (46%) 0% (0%)
The teacher implements assessments in an ethical manner and minimizes biases to enable the learners to display the full extent of their	Teacher Leader Effective Emerging Ineffective	0% (10%) 37% (57%) 56% (31%) 0% (0%)	0% (11%) 30% (59%) 60% (28%) 0% (0%)	9% (6%) 31% (64%) 50% (28%) 0% (0%)
learning. (Instructional Practice – Assessment 6.3)				

The teacher selects, creates,	Teacher Leader	0% (9%)	0% (9%)	9% (0%)
and sequences learning	Effective	41% (47%)	10% (46%)	28% (46%)
experiences and performance	Emerging	41% (40%)	75% (42%)	59% (48%)
tasks that support learners in reaching rigorous curriculum goals based on content standards and crossdisciplinary skills.  (Instructional Practice – Planning for Instruction 7.1)	Ineffective	14% (0%)	10% (0%)	0% (0%)
The teacher plans instruction	Teacher Leader	0% (10%)	0% (9%)	13% (0%)
based on information from	Effective	37% (33%)	10% (49%)	25% (49%)
formative and summative	Emerging	56% (53%)	75% (39%)	50% (44%)
assessments as well as other sources and systematically adjusts plans to meet each student's learning needs (Insrtuctional Practice – Planning for Instruction 7.2)	Ineffective	7% (0%)	10% (0%)	13% (0%)
The teacher understands and	Teacher Leader	0% (12%)	0% (9%)	6% (0%)
uses a variety of instructional	Effective	44% (48%)	35% (51%)	47% (55%)
strategies and makes learning	Emerging	48% (37%)	50% (35%)	38% (37%)
accessible to all learners. (Instructional Practice – Instructional Strategies 8.1)	Ineffective	7% (3%)	8% (0%)	9% (0%)
The teacher engages in	Teacher Leader	0% (9%)	0% (10%)	9% (0%)
continuous professional	Effective	52% (54%)	35% (56%)	41% (58%)
learning to more effectively	Emerging	44% (34%)	55% (32%)	47% (36%)
meet the needs of each learner. (Professional Responsibility – Professional Learning and Ethical Practice 9.1)	Ineffective	0% (0%)	0% (0%	0% (0%
The second secon	T 1 1 1	00/ (00/)	00/ (00/)	00/ (00/)
The teacher uses evidence to	Teacher Leader	0% (9%)	0% (9%)	9% (9%)
continually evaluate the effects of his/her decisions on others	Effective	30% (45%)	20% (51%)	34% (49%)
and adapts professional	Emerging	59% (43%)	70% (37%)	47% (43%)
practices to better meet learners' needs. (Professional Responsibility – Professional Learning and Ethical Practice 9.2)	Ineffective	7% (0%)	0% (0%)	9% (0%)
The teacher practices the	Teacher Leader	0% (18%)	0% (17%)	13% (16%)
profession in an ethical	Effective	41% (66%)	50% (64%)	63% (69%)
manner. Professional	Emerging	48% (14%)	45% (18%)	19% (14%)
Responsibility – Professional Learning and Ethical Practice 9.3)	Ineffective	7% (0%)	0% (0%)	0% (0%)
The teacher are	Tanahan I 1	00/ (00/)	00/ (00/)	(0/ (00/)
The teacher uses	Teacher Leader	0% (9%)	0% (9%)	6% (0%)
understadnging of how	Effective	48% (41%)	10% (45%)	44% (50%)

Emerging Ineffective	41% (46%) 11% (0%)	80% (44%) 0% (0%)	44% (44%) 0% (0%)
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Teacher Leader	7% (8%)	0% (9%)	13% (6%)
Effective	56% (47%)	25% (52%)	34% (54%)
Emerging			50% (37%)
Ineffective	0% (0%)	0% (0%)	0% (0%)
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			50% (46%)
Ineffective	7% (0%)	10% (0%)	9% (0%)
Teacher Leader	0% (9%)	0% (8%)	6% (0%)
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	Effective Emerging	Effective 33% (46%) Emerging 56% (36%) Ineffective 7% (0%)  Teacher Leader 7% (8%) Effective 56% (47%) Emerging 33% (41%) Ineffective 0% (0%)  Teacher Leader 0% (8%) Effective 52% (46%) Emerging 37% (42%) Ineffective 7% (0%)  Teacher Leader 0% (9%) Effective 37% (45%) Emerging 52% (43%) Ineffective 7% (0%)  Teacher Leader 0% (11%) Effective 44% (49%) Emerging 48% (37%)	Effective         33% (46%)         25% (52%)           Emerging         56% (36%)         70% (33%)           Ineffective         7% (0%)         0% (0%)           Teacher Leader         7% (8%)         0% (9%)           Effective         56% (47%)         25% (52%)           Emerging         33% (41%)         65% (37%)           Ineffective         0% (0%)         0% (0%)           Effective         52% (46%)         30% (46%)           Emerging         37% (42%)         55% (43%)           Ineffective         7% (0%)         10% (0%)           Teacher Leader         0% (9%)         0% (8%)           Effective         37% (45%)         20% (47%)           Emerging         52% (43%)         70% (43%)           Ineffective         7% (0%)         0% (0%)           Teacher Leader         0% (11%)         0% (10%)           Teacher Leader         0% (11%)         0% (10%)           Effective         44% (49%)         35% (58%)           Emerging         48% (37%)         55% (29%)

The teacher uses	Effective	44% (43%)	20% (47%)	34% (49%)
understandinging of learners' commonalities and individual	Emerging	41% (45%)	75% (41%)	44% (44%)
differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)	Ineffective	11% (0%	0% (0%)	13% (0%)
The teacher connects concepts,	Teacher Leader	0% (7%)	0% (9%)	9% (0%)
perspectives from varied	Effective	37% (45%)	25% (46%)	31% (48%)
disciplines, and	Emerging	48% (47%)	65% (43%)	50% (45%)
interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)	Ineffective	11% (0%)	0% (0%)	9% (0%)
The teacher seeks appropriate	Teacher Leader	0% (10%)	0% (10%)	9% (0%)
leadership roles and	Effective	44% (43%)	25% (45%)	31% (43%)
opportunities to take	Emerging	48% (43%)	60% (42%)	50% (47%)
responsibility for student learning and to advance the profession. (Professional Responsibility – Leadership and Collaboration 10.2)	Ineffective	8% (0%)	10% (0%)	9% (0%)
The teacher uses assessment to	Teacher Leader	0% (11%)	0% (9%)	9% (0%)
engage learners in their own	Effective	41% (46%)	30% (51%)	41% (50%)
growth. (Instructional Practice	Emerging	41% (41%)	60% (38%)	44% (44%)
– Assessment 6.2)	Ineffective	14% (0%)	0% (0%)	0% (0%)
The teacher plans instruction	Teacher Leader	0% (11%)	0% (10%)	9% (0%)
by collaborating with	Effective	19% (50%)	30% (55%)	38% (55%)
colleagues, specialists,	Emerging	70% (37%)	70% (32%)	47% (38%)
community resources, families and learners meet to individual learning needs. (Instructional Practice – Planning for Instruction 7.3)	Ineffective	7% (0%)	0% (0%)	0% (0%)
The teacher has deep	Teacher Leader	0% (0%)	0% (7%)	6% (0%)
knowledge of current and	Effective	30% (34%)	15% (36%)	22% (38%)
emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and	Emerging	63% (56%)	75% (55%)	69% (56%)
	Ineffective	0% (0%)	0% (0%)	0% (0%)

Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement. (Alabama Specific Expectations – Standard 4(0)). The teacher possesses knowledge of Alabama's state assessment system. (Alabama Specific Expectations – Standard 6(q)).	Teacher Leader Effective Emerging Ineffective	0% (8%) 37% (43%) 52% (47%) 7% (0%)	0% (0%) 35% (42%) 65% (51%) 0% (0%)	6% (0%) 41% (48%) 53% (48%) 0% (0%)
The teacher integrates Alabama-wide programs and initiatives into the curriculum and instructional process. (Alabama Specific Expectations – Standard 7(g)).	Teacher Leader Effective Emerging Ineffective	0% (7%) 37% (41%) 48% (49%) 11% (0%)	0% (7%) 20% (45%) 70% (45% 0% (0%)	9% (0%) 34% (45%) 56% (50% 0% (0%)
The teacher communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives. (Alabama Specific Expectations – Standard 7(h)).	Teacher Leader Effective Emerging Ineffective	7% (6%) 29% (36%) 50% (52%) 14% (5%)	0% (6%) 37% (38%) 59% (51%) 0% (0%)	9% (0%) 28% (41%) 56% (54%) 0% (0%)
The teacher understands the expectations of the profession including the Alabama Educator Code of Ethics, the NASDTEC Model of Code of Ethics for Educators (MCEE), professional standards of practice, and relevant law and policy. (Alabama Specific Expectations – Standard 6(q)).	Teacher Leader  Effective  Emerging  Ineffective	7% (12%) 43% (60%) 50% (26%) 0%(2)%	0% (11%) 41% (55%) 52% (33%) 0% (0%)	9% (0%) 47% (59%) 41% (34%) 0% (0%)

1. The Alabama Association of Colleges for Teacher Education members developed a survey to be administered electronically to first-year teachers who, during the 2018-2019 school year, completed an Alabama State Board of Education approved undergraduate (Class B) or alternative master's degree program (Class A program leading to their first or initial Professional Educator Certificate). The purpose of the annually administered survey is to collect data on employers' satisfaction with first year

teachers. The ALSDE does not provide to the EPP the number of completers being assessed, their programs of study, or the number of employer respondents. Thus, the EPP went back and conducted the Lawshe method with faculty and school partners to calibrate the instrument and ensure that the instrument will have valid results. The EPP administered the survey with three partnering districts to collect satisfaction data on advanced program completers. Data provided in this report include summary survey categories and employer responses. Employers were asked to rate completers as: *teacher leader, effective teacher, emerging teacher, or ineffective teacher.* From the 2020-2021 data provided, the EPP was able to ascertain that overall UWA advanced program completers were rated as "Effective or Emerging" on most items. Very few completers were rated as Ineffective.

Figure RA 4.1a. Advanced Completer Employer Satisfaction Survey

2020-2021 data on UWA Advanced Program Employer Satisfaction Advanced Programs					
Survey Item	Early Ch Education		Elementary Education	Collaborative Special Education  Surveys N=20	
	S	urveys N=15	Surveys N=35		
The teacher collaborates with others to build a	Teacher Leader	5 (33%)	8 (23%)	4 (20%)	
positive learning climate	Effective	8 (53%)	25 (71%)	14 (70%)	
marked by respect, rigor,	Emerging	2 (13%)	2 (6%)	2 (10%)	
and responsibility. (The	Ineffective	2 (1370)	2 (070)	2 (1070)	
Learner and Learning –					
Learning Environments					
3.1)					
			ted Teacher Leader of	<u> </u>	
The teacher understands	Teacher	4 (27%)	5 (14%)	4 (20%)	
the central concepts, tools	Leader	40 (4=-1)		12 (12)	
of inquiry and structures	Effective	10 (67%)	26 (74%)	13 (65%)	
of the discipline(s) he or she teachers. (Content	Emerging	1 (7%)	4 (11%)	3 (15%)	
Knowledge – Knowledge	Ineffective				
- Content Knowledge 4.1)					
	re: 80% of co	mnleters were ra	ted Teacher Leader of	Effective	
The teacher engages	Teacher	5 (33%)	7 (20%)	5 (25%)	
learners in critical	Leader	2 (33/3)	. (2070)	(25,0)	
thinking, creativity,	Effective	9 (60%)	22 (63%)	12 (60%)	
collaboration, and	Emerging	1 (7%)	6 (6%)	3 (15%)	
communication to address	Ineffective	(* * * /	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	X 7	
authentic local and global					
issues, (Content					

	T	T	1	
Knowledge – Application				
of Content 5.2)				
			ted Teacher Leader of E	
The teacher implements	Teacher	6 (40%)	7 (20%)	3 (15%)
assessments in an ethical	Leader			
manner and minimizes	Effective	9 (605)	20 (57%)	12 (60%)
biases to enable the	Emerging	1 (7%)	8 (23%)	5 (25%)
learners to display the full	Ineffective			
extent of their learning.				
(Instructional Practice –				
Assessment 6.3)				
			ted Teacher Leader of E	
The teacher selects,	Teacher	5 (40%)	9 (26%)	5 (25%)
creates, and sequences	Leader			
learning experiences and	Effective	7 (47%)	19 (54%)	10 (50%)
performance tasks that	Emerging	3 (20%)	7 (20)%	5 (25%)
support learners in	Ineffective			
reaching rigorous				
curriculum goals based on				
content standards and				
cross-disciplinary skills.				
(Instructional Practice –				
Planning for Instruction				
7.1)				
Sco	re: 79% of co	mpleters were ra	ted Teacher Leader of E	ffective
The teacher plans	Teacher	3 (20%)	4 (11%)	6 (30%)
instruction based on	Leader			
information from	Effective	8 (53%)	22 (63%)	10 (50%)
formative and summative	Emerging	4 (27%)	9 (26%)	4 (20%)
assessments as well as	Ineffective	,	,	
other sources and				
systematically adjusts				
plans to meet each				
student's learning needs				
(Insrtuctional Practice –				
Planning for Instruction				
7.2)				
	re: 76% of co	mpleters were ra	ted Teacher Leader of E	ffective
The teacher understands	Teacher	4 (27%)	6 (17%)	6 (30%)
and uses a variety of	Leader	( )		,,
instructional strategies	Effective	8 (53%)	24 (69%)	11 (55%)
and makes learning	Emerging	3 (20%)	5 (14%)	3 (15%)
accessible to all learners.	Ineffective	3 (20/0)	C (11/0)	
(Instructional Practice –	Inclicative			
Instructional Strategies				
8.1)				
	re: 84% of co	mnleters were ra	ted Teacher Leader of E	Affective.
The teacher engages in	Teacher	5 (33%)	7 (20%)	7 (35%)
continuous professional	Leader	3 (33/0)	, (2070)	(33/0)
learning to more	Effective	6 (40%)	22 (63%)	11 (55%)
effectively meet the needs			22 (63%)	11 (55%)
of each learner.	Emerging	4 (27%)	6 (17%)	2 (10%)
(Professional	Ineffective			
Responsibility –	l		1	

Professional Learning and				
Ethical Practice 9.1)				
	re: 86% of co	mpleters were ra	ted Teacher Leader of E	ffective
The teacher uses evidence	Teacher	3 (20%)	5 (14%)	6 (30%)
to continually evaluate the	Leader	3 (2070)	3 (1170)	0 (2070)
effects of his/her	Effective	8 (53%)	25 (71%)	13 (65%)
decisions on others and	Emerging	4 (27%)	5 (14%)	1 (5%)
adapts professional	Ineffective	7 (2170)	3 (1470)	1 (370)
practices to better meet	Incrective			
learners' needs.				
(Professional				
Responsibility –				
Professional Learning and				
Ethical Practice 9.2)				
,	re: 86% of co	mnleters were ra	ted Teacher Leader of E	ffective
The teacher practices the	Teacher	6 (40%)	10 (29%)	5 (25%)
profession in an ethical	Leader	0 (4070)	10 (2970)	3 (2370)
manner. Professional	Effective	9 (60%)	19 (54%)	11 (55%)
Responsibility –		9 (00%)	, ,	
Professional Learning and	Emerging		6 (17%)	4 (20%)
Ethical Practice 9.3)	Ineffective			
	ra: 960/ of ac	mplatare mara re	ted Teacher Leader of E	ffactive
The teacher uses	Teacher	5 (33%)	7 (20%)	7 (35%)
	Leader	3 (33%)	7 (20%)	7 (33%)
understanding of how		7 (470/)	21 (600/)	11 (550/)
learners grow and develop	Effective	7 (47%)	21 (60%)	11 (55%)
(in cognitive, linguistic,	Emerging	3 (20%)	7 (20%)	2 (10%)
social, emotional, and	Ineffective			
physical areas) to design				
and implement				
developmentally				
appropriate and				
challenging learning				
experiences. (The				
Learner and Learning –				
Learner Development 1.1)	020/	1.4	4. 1 T 1 1 C.T.	CC
	i e	•	ted Teacher Leader of E	
The teacher manages the	Teacher	3 (20%)	6 (17%)	5 (25%)
learning environment to	Leader	0 (500)	40 (#40)	12
engage learners actively.	Effective	9 (60%)	18 (51%)	12
(The Learner and	Emerging	3 (20%)	7 (20%)	3 (15%)
Learning – Learning	Ineffective		4 (11%)	
Environments 3.2)				
	1	-	ted Teacher Leader of E	
The teacher creates	Teacher	4 (27%)	5 (14%)	6 (30%)
learning experiences that	Leader	0.75	22 (12)	44 (77)
make the discipline	Effective	8 (53%)	22 (63%)	11 (55%)
accessible and meaningful	Emerging	3 (20%)	6 (17%)	3 (15%)
for learners to assure	Ineffective		2 (6%)	
mastery of the content.				
(Content Knowledge –				
Content Knowledge 4.2)				
			ted Teacher Leader of E	
	Tr 1	1 4 (270/)	L F (1.40/)	L 7 (250/)
The teacher uses, designs,	Teacher	4 (27%)	5 (14%)	7 (35%)
The teacher uses, designs, or adapts multiple methods of assessment to	Leader Effective	7 (47%)	16 (46%)	12 (60%)

document, monitor, and	Emerging	4 (27%)	11 (31%)	1 (5%)
support learner progress	Ineffective		3 (9%)	
appropriate for learning				
goals and objectives.				
(Instructional Practice –				
Assessment 6.1)				
Sco	re: 73% of co	<mark>mpleters were ra</mark>	ted Teacher Leader of I	Effective
The teacher encourages	Teacher	3 (20%)	4 (11%)	6 (30%)
learners to develop deep	Leader			
understanding of content	Effective	7 (47%)	14 (40%)	10 10 (50%)
areas, makes connections	Emerging	5 (33%)	14 (40%)	4 (20%)
across content, and	Ineffective		3 (9%)	
applies content			, , ,	
knowledge in meaningful				
ways. (Instructional				
Practice – Instructional				
Strategies 8.2)				
The teacher collaborates	Teacher	5 (33%)	7 (20%)	6 (30%)
with learners, families,	Leader			
colleagues, other school	Effective	8 (53%)	21 (60%)	12 (60%)
professionals, and	Emerging	2 (23%)	5 (14%)	2 (10%)
community members to	Ineffective	( )	2 (6%)	
ensure learner growth.	111011001110		2 (0,0)	
(Professional				
Responsibility				
Responsibility –				
Leadership and				
Collaboration 10.1)				
Sco	re: 84% of co	mpleters were ra	ted Teacher Leader of H	Effective
The teacher uses	Teacher	3 (20%)	8 (23%)	7 (35%)
understanding of learners'	Leader	, ,	, , ,	
commonalities and	Effective	9 (60%)	17 (49%)	12 (60%)
individual differences		` ′	` '	, ,
within and across diverse			<b>=</b> (200)	4 (#01)
within and across diverse	Emerging	3 (20%)	7 (20%)	1 (5%)
communities to design	Ineffective	3 (20%)	, , ,	1 (5%)
		3 (20%)	7 (20%) 3 (9%)	1 (5%)
communities to design inclusive learning		3 (20%)	, , ,	1 (5%)
communities to design		3 (20%)	, , ,	1 (5%)
communities to design inclusive learning experiences that enable		3 (20%)	, , ,	1 (5%)
communities to design inclusive learning experiences that enable each learner to meet high		3 (20%)	, , ,	1 (5%)
communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner		3 (20%)	, , ,	1 (5%)
communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)	Ineffective		, , ,	
communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)	Ineffective		3 (9%)	
communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)  Sco The teacher connects	Ineffective re: 80% of co	npleters were ra	3 (9%)	Effective
communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)  Sco The teacher connects concepts, perspectives	Ineffective  re: 80% of columns	mpleters were ra 5 (33%)	ted Teacher Leader of F	Effective 5 (25%)
communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)  Sco The teacher connects	Ineffective  re: 80% of cor Teacher Leader Effective	mpleters were ra 5 (33%) 6 (40%)	3 (9%)  ted Teacher Leader of F 9 (26%)  16 (46%)	Effective 5 (25%) 11 (55%)
communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)  Sco The teacher connects concepts, perspectives from varied disciplines,	re: 80% of contraction Teacher Leader Effective Emerging	mpleters were ra 5 (33%)	3 (9%)  ted Teacher Leader of I  9 (26%)  16 (46%)  8 (23%)	Effective 5 (25%)
communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)  Sco The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary	Ineffective  re: 80% of cor Teacher Leader Effective	mpleters were ra 5 (33%) 6 (40%)	3 (9%)  ted Teacher Leader of F 9 (26%)  16 (46%)	Effective 5 (25%) 11 (55%)
communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)  Sco The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues.	re: 80% of contraction Teacher Leader Effective Emerging	mpleters were ra 5 (33%) 6 (40%)	3 (9%)  ted Teacher Leader of I  9 (26%)  16 (46%)  8 (23%)	Effective 5 (25%) 11 (55%)
communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)  Sco The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge –	re: 80% of contraction Teacher Leader Effective Emerging	mpleters were ra 5 (33%) 6 (40%)	3 (9%)  ted Teacher Leader of I  9 (26%)  16 (46%)  8 (23%)	Effective 5 (25%) 11 (55%)
communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)  Sco The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content	re: 80% of contraction Teacher Leader Effective Emerging	mpleters were ra 5 (33%) 6 (40%)	3 (9%)  ted Teacher Leader of I  9 (26%)  16 (46%)  8 (23%)	Effective 5 (25%) 11 (55%)
communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)  Sco The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)	re: 80% of contractive  Teacher Leader Effective Emerging Ineffective	mpleters were ra 5 (33%) 6 (40%) 4 (27%)	3 (9%)  ted Teacher Leader of I  9 (26%)  16 (46%)  8 (23%)	Effective 5 (25%) 11 (55%) 4 (20%)

		1		
The teacher seeks	Teacher	5 (33%)	10 (29%)	4 (20%)
appropriate leadership	Leader			
roles and opportunities to	Effective	6 (40%)	15 (43%)	13 (65%)
take responsibility for	Emerging	4 (27%)	7 (20%)	3 (15%)
student learning and to	Ineffective	1 (2770)	` '	3 (1370)
advance the profession.	Ineffective		3 (9%)	
(Professional				
Responsibility –				
Leadership and				
Collaboration 10.2)				
Sco	re: 76% of co	mpleters were ra	ted Teacher Leader of E	Effective
The teacher uses	Teacher	4 (27%)	7 (20%)	4 (20%)
assessment to engage	Leader			
learners in their own	Effective	5 (33%)	20 (57%)	13 (65%)
growth. (Instructional	Emerging	6 (40%)	7 (20%)	3 (15%)
Practice – Assessment	Ineffective	0 (1070)	1 (3%)	3 (1370)
6.2)	menective		1 (3%)	
Sco	re: 76% of co	mpleters were ra	ted Teacher Leader of E	Effective
The teacher plans	Teacher	5 (33%)	9 (26%)	6 (30%)
instruction by	Leader	3 (33/0)	7 (2070)	0 (30/0)
collaborating with	Effective	6 (40%)	22 (63%)	14 (70%)
colleagues, specialists,		` '	· ' '	14 (7070)
community resources,	Emerging	4 (27%)	4 (11%)	
families and learners meet	Ineffective			
to individual learning				
needs. (Instructional				
*				
Dractice Planning for				
Practice – Planning for Instruction 7.3)				
Instruction 7.3)	re: 89% of co	mnleters were ra	ted Teacher Leader of F	Affective
Instruction 7.3)	re: 89% of co	mpleters were ra	ted Teacher Leader of E	Effective
Instruction 7.3) Sco				
Instruction 7.3) Sco The teacher has deep	Teacher	mpleters were ra	ted Teacher Leader of E	Effective 3 (15%)
Instruction 7.3)  Sco  The teacher has deep knowledge of current and	Teacher Leader	3 (20%)	7 (20%)	3 (15%)
The teacher has deep knowledge of current and emerging state initiatives	Teacher Leader Effective	3 (20%) 5 (33%)	7 (20%)	3 (15%) 9 (45%)
The teacher has deep knowledge of current and emerging state initiatives and programs including,	Teacher Leader Effective Emerging	3 (20%)	7 (20%)	3 (15%)
Instruction 7.3)  Sco  The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the	Teacher Leader Effective	3 (20%) 5 (33%)	7 (20%)	3 (15%) 9 (45%)
Instruction 7.3)  Sco  The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading	Teacher Leader Effective Emerging	3 (20%) 5 (33%)	7 (20%)	3 (15%) 9 (45%)
Instruction 7.3)  Sco  The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the	Teacher Leader Effective Emerging	3 (20%) 5 (33%)	7 (20%)	3 (15%) 9 (45%)
Instruction 7.3)  Sco  The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science	Teacher Leader Effective Emerging	3 (20%) 5 (33%)	7 (20%)	3 (15%) 9 (45%)
Instruction 7.3)  Sco  The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiativie	Teacher Leader Effective Emerging	3 (20%) 5 (33%)	7 (20%)	3 (15%) 9 (45%)
Instruction 7.3)  Sco  The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiativie (AMSTI); Alabama	Teacher Leader Effective Emerging	3 (20%) 5 (33%)	7 (20%)	3 (15%) 9 (45%)
Instruction 7.3)  Sco  The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiativie (AMSTI); Alabama Learning Exchange	Teacher Leader Effective Emerging	3 (20%) 5 (33%)	7 (20%)	3 (15%) 9 (45%)
Instruction 7.3)  Sco  The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiativie (AMSTI); Alabama Learning Exchange (ALEX); and Alabama	Teacher Leader Effective Emerging	3 (20%) 5 (33%)	7 (20%)	3 (15%) 9 (45%)
Instruction 7.3)  Sco  The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiativie (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms,	Teacher Leader Effective Emerging	3 (20%) 5 (33%)	7 (20%)	3 (15%) 9 (45%)
Instruction 7.3)  Sco  The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiativie (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students	Teacher Leader Effective Emerging	3 (20%) 5 (33%)	7 (20%)	3 (15%) 9 (45%)
Instruction 7.3)  Sco  The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiativie (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS);	Teacher Leader Effective Emerging	3 (20%) 5 (33%)	7 (20%)	3 (15%) 9 (45%)
The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiativie (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction	Teacher Leader Effective Emerging	3 (20%) 5 (33%)	7 (20%)	3 (15%) 9 (45%)
The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiativie (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their	Teacher Leader Effective Emerging	3 (20%) 5 (33%)	7 (20%)	3 (15%) 9 (45%)
The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiativie (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student	Teacher Leader Effective Emerging	3 (20%) 5 (33%)	7 (20%)	3 (15%) 9 (45%)
The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiativie (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement. (Alabama	Teacher Leader Effective Emerging	3 (20%) 5 (33%)	7 (20%)	3 (15%) 9 (45%)
The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiativie (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement. (Alabama Specific Expectations –	Teacher Leader Effective Emerging	3 (20%) 5 (33%)	7 (20%)	3 (15%) 9 (45%)
Instruction 7.3)  Sco  The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiativie (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement. (Alabama Specific Expectations – Standard 4(0)).	Teacher Leader Effective Emerging Ineffective	3 (20%) 5 (33%) 7 (47%)	7 (20%) 19 9 (26%)	3 (15%) 9 (45%) 8 (40%)
Instruction 7.3)  Sco  The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiativie (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement. (Alabama Specific Expectations – Standard 4(0)).	Teacher Leader Effective Emerging Ineffective	3 (20%) 5 (33%) 7 (47%)	7 (20%)  19  9 (26%)  ted Teacher Leader of E	3 (15%) 9 (45%) 8 (40%)
Instruction 7.3)  Sco  The teacher has deep knowledge of current and emerging state initiatives and programs including, but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiativie (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement. (Alabama Specific Expectations – Standard 4(0)).	Teacher Leader Effective Emerging Ineffective	3 (20%) 5 (33%) 7 (47%)	7 (20%) 19 9 (26%)	3 (15%) 9 (45%) 8 (40%)

state assessment system.	Effective	6 (40%)	16 (46%)	10 10 (50%)			
(Alabama Specific	Emerging	4(27%)	16 (46%)	6 (30%)			
Expectations – Standard	Ineffective		1 (3%)				
6(q)).							
Score: 61% of completers were rated Teacher Leader of Effective							
The teacher integrates	Teacher	5 (33%)	5 (14%)	5 (25%)			
Alabama-wide programs	Leader						
and initiatives into the	Effective	4 (27%)	17 (49%)	8 (40%)			
curriculum and	Emerging	6 (40%)	11 (31%)	7 (35%)			
instructional process.	Ineffective		2 (6%)				
(Alabama Specific							
Expectations – Standard							
7(g)).							
Sco	re: 63% of co	mpleters were	rated Teacher Leade	r of Effective			
The teacher	Teacher	5 (33%)	3 (9%)	5 (25%)			
communicates with	Leader						
students, parents, and the	Effective	6 (40%)	12 (34%)	15 (75%)			
public about Alabama's	Emerging	3 (20%)	15 (43%)				
assessment system and	Ineffective	, ,	5 (14%)				
major Alabama	mericetive		3 (1470)				
educational improvement							
initiatives. (Alabama							
Specific Expectations –							
Standard 7(h)).							
Sco	re: 68% of co	mpleters were	rated Teacher Leade	<mark>r of Effective</mark>			
The teacher understands	Teacher	5 (33%)	8 (23%)	6 (30%)			
the expectations of the	Leader						
profession including the	Effective	5 (33%)	20 (57%)	13 (65%)			
Alabama Educator Code			` ′	· · · · ·			
of Ethics, the NASDTEC	Emerging	4 (27%)	7 (20%)	1 (5%)			
Model of Code of Ethics	<b>T</b> 00 1	4 (50)					
for Educators (MCEE),	Ineffective	1 (7%)					
professional standards of							
practice, and relevant law							
and policy. (Alabama							
Specific Expectations –							
Standard 6(q)).							
Sco	re: 81% of co	mpleters were	rated Teacher Leade	r of Effective			

2020-2021 data on UWA Advanced Program Employer Satisfaction Advanced Programs

Survey Item	Mathematics		History-Social Studies	Biology-Science
		Surveys N=5	Surveys N=6	Surveys N=2
The teacher collaborates with others to build a	Teacher Leader	1 (20%)	1 (17%)	
positive learning climate	Effective	4 (80%)	4 (67%)	2 (100%)
marked by respect, rigor,	Emerging	1 (0070)	1(17%)	2 (10070)
and responsibility. (The	Ineffective		1(1770)	
Learner and Learning –	Inchicutive			
Learning Environments				
3.1)				
			ted Teacher Leader of	
The teacher understands	Teacher	1 (20%)		1 (50%)
the central concepts, tools	Leader			
of inquiry and structures	Effective	3 (60%)	5 (83%	1 (50%)
of the discipline(s) he or	Emerging	1 (20%)	1 (17%)	
she teachers. (Content	Ineffective			
Knowledge – Knowledge				
- Content Knowledge 4.1)	050/ of on		T	Essentine
The teacher engages	Teacher	1 (20%)	ted Teacher Leader of 1 1 (17%)	Effective
learners in critical	Leader	1 (20%)	1 (17%)	
thinking, creativity,	Effective	3 (60%)	4 (67%)	2 (100%)
collaboration, and	Emerging	1 (20%)	1 (17%)	2 (100%)
communication to address	Ineffective	1 (20%)	1 (1770)	
authentic local and global	incrective			
issues, (Content				
Knowledge – Application				
of Content 5.2)				
Sco	re: 85% of co	mpleters were rat	ted Teacher Leader of	Effective
The teacher implements	Teacher			
assessments in an ethical	Leader			
manner and minimizes	Effective	4 (80%)	5 (83%)	1 (50%)
biases to enable the	Emerging	1 (20%)	1 (17%)	1 (50%)
learners to display the full	Ineffective			
extent of their learning.				
(Instructional Practice –				
Assessment 6.3)	ro: 77% of ac	mnleters were ret	ted Teacher Leader of	Effective
The teacher selects,	Teacher	1 (20%)	1 (17%)	Effective
creates, and sequences	Leader	1 (2070)	1 (17/0)	
learning experiences and	Effective	3 (60%)	4 (67%)	2 (100%)
performance tasks that	Emerging	1 (20%)	1 (17)%)	2 (10070)
support learners in	Ineffective	1 (20/0)	1 (11)/0)	
reaching rigorous	Inclient			
curriculum goals based on				
content standards and				
cross-disciplinary skills.				

(Instructional Practice –					
Planning for Instruction					
7.1)					
	re: 85% of co	mpleters were r	ated Teacher Lead	er of Effective	
The teacher plans	Teacher	1 (20%)	1 (17%)		
instruction based on	Leader	1 (2070)	1 (1770)		
information from	Effective	3 (60%)	4 (67%)	2 (100%)	
formative and summative		, ,	` '	2 (100%)	
	Emerging	1 (20%)	1 (17%)		
assessments as well as	Ineffective				
other sources and					
systematically adjusts					
plans to meet each					
student's learning needs					
(Instructional Practice –					
Planning for Instruction					
7.2)					
Sco	re: 85% of co	mpleters were r	ated Teacher Lead	er of Effective	
The teacher understands	Teacher	1 (20%)	1 (17%)		
and uses a variety of	Leader	- (=0,0)	(27,0)		
instructional strategies	Effective	3 (60%)	4 (67%)	2 (100%)	
and makes learning	Emerging	1 (20%)	1 (17%)	2 (100%)	
accessible to all learners.	Ineffective	1 (20%)	1 (1/%)		
(Instructional Practice –	Ineffective				
,					
Instructional Strategies					
8.1)	0.50/	•	177 1 7 1	CTCC	
	i e	mpleters were r	ated Teacher Lead	<u> </u>	
The teacher engages in	Teacher		1 (17%)	1 (50%)	
continuous professional	Leader				
learning to more	Effective	5 (100%)	5 (83%)	1 (50%)	
effectively meet the needs	Emerging				
of each learner.	Ineffective				
(Professional					
Responsibility –					
Professional Learning and					
Ethical Practice 9.1)					
Scor	e: 100% of co	mpleters were	rated Teacher Lead	ler of Effective	
The teacher uses evidence	Teacher	1 (20%)	2 (33%)		
to continually evaluate the		` ′			
effects of his/her	Effective	3 (60%)	4 (67%)	2 (100%)	
decisions on others and	Emerging	1 (20%)	(/	( / - /	
adapts professional	Ineffective	1 (20/0)			
practices to better meet	Inclicative				
learners' needs.					
(Professional					
Responsibility –					
Professional Learning and					
Ethical Practice 9.2)	may 020/ - C	mmlate	oted Teacher I 1	on of Effortion	
		npieters were r	rated Teacher Lead	er of Effective	
The teacher practices the	Teacher		3 (50%)		
profession in an ethical	Leader				
manner. Professional	Effective	4 (80%)	3 (50%)	2 (100%)	
Responsibility –	Emerging	1 (20%)			
Professional Learning and	Ineffective				
Ethical Practice 9.3)					
Sco	re: 92% of co	mpleters were r	ated Teacher Lead	er of Effective	
·	·			· · · · · · · · · · · · · · · · · · ·	

TDI 1	T. 1	1 (200()	1 (170()	
The teacher uses	Teacher	1 (20%)	1(17%)	
understanding of how	Leader	2 (500)	4 (550)	2 (1000)
learners grow and develop	Effective	3 (60%)	4 (67%)	2 (100%)
(in cognitive, linguistic,	Emerging	1 (20%)	1 (17%)	
social, emotional, and	Ineffective			
physical areas) to design				
and implement				
developmentally				
appropriate and				
challenging learning				
experiences. (The				
Learner and Learning –				
Learner Development 1.1)				2722
			ited Teacher Leader	of Effective
The teacher manages the	Teacher	1 (20%)		
learning environment to	Leader			
engage learners actively.	Effective	3 (60%)	5 (83%	2 (50%)
(The Learner and	Emerging	1 (20%)	1 (17%)	
Learning – Learning	Ineffective			
Environments 3.2)				
		-	ated Teacher Leader	
The teacher creates	Teacher	1 (20%)		1 (50%)
learning experiences that	Leader			
make the discipline	Effective	3 (60%)	5 (83%	1 (50%)
accessible and meaningful	Emerging	1 (20%)	1 (17%)	
for learners to assure	Ineffective			
mastery of the content.				
(Content Knowledge –				
Content Knowledge 4.2)				
Scor	re: 85% of co	mpleters were r	ated Teacher Leader	<mark>r of Effective</mark>
The teacher uses, designs,	Teacher	1 (20%)	1 (17%)	
or adapts multiple	Leader			
methods of assessment to	Effective	3 (60%)	4 (67%)	2 (100%)
document, monitor, and	Emerging	1 (20%)	1 (17%)	
support learner progress	Ineffective	,	, , ,	
appropriate for learning				
goals and objectives.				
(Instructional Practice –				
Assessment 6.1)				
Scot	re: 85% of co	mpleters were r	ated Teacher Leader	r of Effective
The teacher encourages	Teacher	1 (20%)	1 (17%)	1 (50%)
learners to develop deep	Leader	, ,		
understanding of content	Effective	3 (60%)	4 (67%)	1 (50%)
areas, makes connections	Emerging	1 (20%)	1 (17%)	
across content, and	Ineffective	` /	` ′	
applies content				
knowledge in meaningful				
ways. (Instructional				
Practice – Instructional				
Strategies 8.2)				
	re: 85% of co	mpleters were r	ated Teacher Leader	r of Effective
The teacher collaborates	Teacher		3 (50%)	
with learners, families,	Leader			
colleagues, other school	Effective	4 (80%)	3 (50%)	2 (100%)
professionals, and	Emerging	1 (20%)	,	
ı, <del></del>		- (-0/0)	L	

community members to	Ineffective			
ensure learner growth.				
(Professional				
Responsibility				
Responsibility –				
Leadership and				
Collaboration 10.1)				
	re: 92% of co	mnleters were r	ated Teacher Leader of	Effective
500	10. 7270 01 00		Teacher Ecader or	Effective
The teacher uses	Teacher	1 (20%)	1 (17%)	
understanding of learners'	Leader	1 (2070)	1 (1770)	
commonalities and	Effective	3 (60%)	4 (67%)	2 (100%)
individual differences	Effective	3 (00%)	4 (0/%)	2 (100%)
within and across diverse	Emerging	1 (20%)	1 (17%)	
communities to design	Ineffective			
inclusive learning	Ineffective			
experiences that enable				
each learner to meet high				
_	1			
standards. (The Learner	1			
and Learning – Learning				
Differences 2.1)	050/ of con-	1.4	1 Tr 1 T 1 C	Ties at a
	Teacher	_	nted Teacher Leader of	Епесиче
The teacher connects		1 (20%)	1 (17%)	
concepts, perspectives	Leader	2 (600/)	A (C70/)	1 (500)
from varied disciplines,	Effective	3 (60%)	4 (67%)	1 (50%)
and interdisciplinary themes to real world	Emerging	1 (20%)	1 (17%)	1 (50%)
	Ineffective			
problems and issues.				
(Content Knowledge –				
Application of Content				
5.1)	770/ 6		· 177 1 T 1 C	Tree di
			ated Teacher Leader of	Effective
The teacher seeks	Teacher	1 (20%)	2 (33%)	
appropriate leadership	Leader	2 (5004)	4 (550)	2 (4 000)
roles and opportunities to	Effective	3 (60%)	4 (67%)	2 (100%)
take responsibility for	Emerging	1 (20%)		
student learning and to	Ineffective			
advance the profession.				
(Professional				
Responsibility –				
Leadership and				
Collaboration 10.2)	ro. 020/ -f	mplotona recent	oted Teacher Leader C	Effective
The teacher uses	Teacher	1 (20%)	nted Teacher Leader of	Effective
	Leader	1 (20%)	2 (33%)	
assessment to engage learners in their own	-	2 (600/)	4 (670/)	1 (500/)
	Effective	3 (60%)	4 (67%)	1 (50%)
growth. (Instructional Practice – Assessment	Emerging	1 (20%)		1 (50%)
	Ineffective			
6.2)	250/ of a	mplotono recen-	oted Teacher Leader C	Effective
Sco	1 <del>e. 85% 01 co</del>	impleters were ra	nted Teacher Leader of	Effective
	<del> </del>	2 (40)	1 (22)	(70)
The teacher plans	Teacher	2 (40%)	2 (33%)	1 (50%)
instruction by	Leader			
collaborating with	Effective	3 (60%)	4 (67%)	1 (50%)
		, ,		
colleagues, specialists,	Emerging	, ,		

community resources, families and learners meet to individual learning needs. (Instructional Practice – Planning for Instruction 7.3)	Ineffective			
Scor	e: 100% of co	<mark>mpleters were ra</mark>	ated Teacher Leader of I	Effective
The teacher has deep knowledge of current and	Teacher Leader	1 (20%)	1 (17%)	
emerging state initiatives	Effective	3 (60%)	4 (67%)	2 (100%)
and programs including,	Emerging	1 (20%)	1 (17%)	
but not limited to the Alabama Reading Initiative (ARI); the Alabama Math, Science and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); Response to Instruction (RTI) and their relationship to student achievement. (Alabama Specific Expectations –	Ineffective			
Standard 4(0)). The teacher possesses	Teacher	1 (20%)		
knowledge of Alabama's	Leader	1 (2070)		
state assessment system.	Effective	3 (60%)	4 (67%)	2 (100%)
(Alabama Specific	Emerging	1 (20%)	1 (33%)	
Expectations – Standard	Ineffective	, ,		
6(q)).				
		<mark>mpleters were ra</mark>	ted Teacher Leader of E	Effective
The teacher integrates	Teacher		3 (50%)	
Alabama-wide programs and initiatives into the	Leader Effective	4 (900/)	2 (500%)	2 (100%)
curriculum and	Emerging	4 (80%) 1 (20%)	3 (50%)	2 (10070)
instructional process.	Ineffective	1 (20/0)		
(Alabama Specific Expectations – Standard 7(g)).	memeenve			
	re: 92% of co	mpleters were ra	ted Teacher Leader of E	Effective
The teacher	Teacher		1 (17%)	1 *50%)
communicates with	Leader			
students, parents, and the	Effective	4 (80%)	3 (50%)	1 (50%)
public about Alabama's	Emerging	1 (20%)	1 (17%	
assessment system and major Alabama educational improvement	Ineffective			
initiatives. (Alabama Specific Expectations – Standard 7(h)).				

Score: 85% of completers were rated Teacher Leader of Effective					
The teacher understands	Teacher		3 (50%)		
the expectations of the	Leader				
profession including the	Effective	4 (80%)	3 (50%)	2 (100%)	
Alabama Educator Code					
of Ethics, the NASDTEC	Emerging	1 (20%)			
Model of Code of Ethics	Ineffective				
for Educators (MCEE),	meriective				
professional standards of					
practice, and relevant law					
and policy. (Alabama					
Specific Expectations –					
Standard 6(q)).					
g	020/	1 .	1 T 1 C T		
Scot	re: 92% of co	mpleters were rat	ted Teacher Leader of E	frective	

	UWA Ad	_	Employer Satisfa	ection
Survey Item	English La	Advanced I	Instructional Leadership	Teacher Leadership
		Surveys N=5	Surveys N=20	Surveys N=6
The teacher collaborates with	Teacher Leader	1 (20%)	5 (25%)	3 (50%)
others to build a	Effective	3 (60%)	14 (70%)	3 (50%)
positive learning	Emerging	1 (20%)	1 (5%)	3 (30%)
climate marked by respect, rigor, and responsibility. (The Learner and Learning – Learning Environments 3.1)	Ineffective	1 (20%)	1(3/0)	
	Score: 94% of	completers were rat	ted Teacher Leader of H	Effective
The teacher understands the	Teacher Leader	1 (20%)	4 (20%)	
central concepts,	Effective	4(80%)	14 (70%)	5 (83%
tools of inquiry and	Emerging		2 (10%)	1 (17%)
structures of the discipline(s) he or she teachers. (Content Knowledge	Ineffective			

		1		
- Knowledge -				
Content Knowledge				
4.1)				
	Score: 90% of	f completers were ra	ted Teacher Leader of E	Effective
The teacher engages	Teacher	1 (20%)	5 (25%)	2 (33%)
learners in critical	Leader			, , ,
thinking, creativity,	Effective	3 (60%)	13 (65%)	4 (67%)
collaboration, and	Emerging	1 (20%)	2 (10%)	
communication to	Ineffective	,	,	
address authentic				
local and global				
issues, (Content				
Knowledge –				
Application of				
Content 5.2)				
	Score: 90% of	completers were rat	ted Teacher Leader of E	ffective
The teacher	Teacher		3 (15%)	
implements	Leader		3 (1370)	
assessments in an	Effective	4 (80%)	12 (60%)	5 (83%)
ethical manner and	Emerging	1 (20%)	5 (25%)	1 (17%)
minimizes biases to	Ineffective	1 (2070)	3 (2370)	1 (17/0)
enable the learners to	menecuve			
display the full				
extent of their				
learning.				
(Instructional				
Practice –				
Assessment 6.3)				
rissessment 0.5)	Score: 74% of	f completers were ra	ted Teacher Leader of E	l Iffective
The teacher selects,	Teacher	2 (20%)	5 (25%)	3 (50%)
creates, and	Leader	2 (2070)	3 (2370)	3 (30%)
			10 (500/)	3 (50)%
L sequences learning	Effective	1 3 (80%)		
sequences learning	Effective	3 (80%)	10 (50%)	
experiences and	Emerging	3 (80%)	5 (25%)	
experiences and performance tasks		3 (80%)		
experiences and performance tasks that support learners	Emerging	3 (80%)		
experiences and performance tasks that support learners in reaching rigorous	Emerging	3 (80%)		
experiences and performance tasks that support learners in reaching rigorous curriculum goals	Emerging	3 (80%)		
experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content	Emerging	3 (80%)		
experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-	Emerging	3 (80%)		
experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.	Emerging	3 (80%)		
experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Instructional	Emerging	3 (80%)		
experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Instructional Practice – Planning	Emerging	3 (80%)		
experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Instructional	Emerging Ineffective		5 (25%)	
experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Instructional Practice – Planning for Instruction 7.1)	Emerging Ineffective  Score: 81% of	completers were ra	5 (25%)	ffective
experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Instructional Practice – Planning for Instruction 7.1)	Emerging Ineffective  Score: 81% of Teacher		5 (25%)	
experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Instructional Practice – Planning for Instruction 7.1)  The teacher plans instruction based on	Emerging Ineffective  Score: 81% of Teacher Leader	completers were ra	ted Teacher Leader of E	Effective 2 (33%)
experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Instructional Practice – Planning for Instruction 7.1)  The teacher plans instruction based on information from	Emerging Ineffective  Score: 81% of Teacher Leader Effective	completers were ra 1 (20%) 3 (60%)	ted Teacher Leader of E 6 (30%)	ffective
experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Instructional Practice – Planning for Instruction 7.1)  The teacher plans instruction based on information from formative and	Emerging Ineffective  Score: 81% of Teacher Leader Effective Emerging	completers were ra	ted Teacher Leader of E	Effective 2 (33%)
experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Instructional Practice – Planning for Instruction 7.1)  The teacher plans instruction based on information from formative and summative	Emerging Ineffective  Score: 81% of Teacher Leader Effective	completers were ra 1 (20%) 3 (60%)	ted Teacher Leader of E 6 (30%)	Effective 2 (33%)
experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Instructional Practice – Planning for Instruction 7.1)  The teacher plans instruction based on information from formative and summative assessments as well	Emerging Ineffective  Score: 81% of Teacher Leader Effective Emerging	completers were ra 1 (20%) 3 (60%)	ted Teacher Leader of E 6 (30%)	Effective 2 (33%)
experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Instructional Practice – Planning for Instruction 7.1)  The teacher plans instruction based on information from formative and summative assessments as well as other sources and	Emerging Ineffective  Score: 81% of Teacher Leader Effective Emerging	completers were ra 1 (20%) 3 (60%)	ted Teacher Leader of E 6 (30%)	Effective 2 (33%)
experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Instructional Practice – Planning for Instruction 7.1)  The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically	Emerging Ineffective  Score: 81% of Teacher Leader Effective Emerging	completers were ra 1 (20%) 3 (60%)	ted Teacher Leader of E 6 (30%)	Effective 2 (33%)
experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Instructional Practice – Planning for Instruction 7.1)  The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet	Emerging Ineffective  Score: 81% of Teacher Leader Effective Emerging	completers were ra 1 (20%) 3 (60%)	ted Teacher Leader of E 6 (30%)	Effective 2 (33%)
experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (Instructional Practice – Planning for Instruction 7.1)  The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically	Emerging Ineffective  Score: 81% of Teacher Leader Effective Emerging	completers were ra 1 (20%) 3 (60%)	ted Teacher Leader of E 6 (30%)	Effective 2 (33%)

		1		
(Instructional				
Practice – Planning				
for Instruction 7.2)				
		<del></del>	ted Teacher Leader of E	<u> </u>
The teacher	Teacher	1 (20%)	4 (20%)	4 (67%)
understands and uses	Leader			
a variety of	Effective	2 (40%)	13 (65%)	2 (33%)
instructional	Emerging	2 (40%)	3 (15%)	
strategies and makes	Ineffective			
learning accessible to				
all learners.				
(Instructional				
Practice –				
Instructional				
Strategies 8.1)	l			
		t completers were ra	ted Teacher Leader of E	
The teacher engages	Teacher		7 (35%)	1 (17%)
in continuous	Leader	4(00-1)		7 (22)
professional learning	Effective	4(80%)	11 (55%)	5 (83%)
to more effectively	Emerging	1(20%)	2 (10%)	
meet the needs of	Ineffective			
each learner.				
(Professional				
Responsibility –				
Professional				
Learning and Ethical				
Practice 9.1)				
	Score: 90% of	t completere were ro	tod Laachar Laadar of E	ttective
		· •	ted Teacher Leader of E	
The teacher uses	Teacher	1 (20%)	4 (20%)	2 (33%)
evidence to	Teacher Leader	1 (20%)	4 (20%)	2 (33%)
evidence to continually evaluate	Teacher Leader Effective	· •	4 (20%) 15 (75%)	
evidence to continually evaluate the effects of his/her	Teacher Leader Effective Emerging	1 (20%)	4 (20%)	2 (33%)
evidence to continually evaluate the effects of his/her decisions on others	Teacher Leader Effective	1 (20%)	4 (20%) 15 (75%)	2 (33%)
evidence to continually evaluate the effects of his/her decisions on others and adapts	Teacher Leader Effective Emerging	1 (20%)	4 (20%) 15 (75%)	2 (33%)
evidence to continually evaluate the effects of his/her decisions on others and adapts professional	Teacher Leader Effective Emerging	1 (20%)	4 (20%) 15 (75%)	2 (33%)
evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better	Teacher Leader Effective Emerging	1 (20%)	4 (20%) 15 (75%)	2 (33%)
evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs.	Teacher Leader Effective Emerging	1 (20%)	4 (20%) 15 (75%)	2 (33%)
evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional	Teacher Leader Effective Emerging	1 (20%)	4 (20%) 15 (75%)	2 (33%)
evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional Responsibility –	Teacher Leader Effective Emerging	1 (20%)	4 (20%) 15 (75%)	2 (33%)
evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional Responsibility – Professional	Teacher Leader Effective Emerging	1 (20%)	4 (20%) 15 (75%)	2 (33%)
evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional Responsibility – Professional Learning and Ethical	Teacher Leader Effective Emerging	1 (20%)	4 (20%) 15 (75%)	2 (33%)
evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional Responsibility – Professional	Teacher Leader Effective Emerging Ineffective	1 (20%) 4 (80%)	4 (20%) 15 (75%) 1 (5%)	2 (33%) 4 (67%)
evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional Responsibility – Professional Learning and Ethical Practice 9.2)	Teacher Leader Effective Emerging Ineffective	1 (20%) 4 (80%)	4 (20%) 15 (75%) 1 (5%)  ted Teacher Leader of E	2 (33%) 4 (67%)  Effective
evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional Responsibility – Professional Learning and Ethical Practice 9.2)  The teacher practices	Teacher Leader Effective Emerging Ineffective  Score: 97% of Teacher	1 (20%) 4 (80%)	4 (20%) 15 (75%) 1 (5%)	2 (33%) 4 (67%)
evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional Responsibility – Professional Learning and Ethical Practice 9.2)  The teacher practices the profession in an	Teacher Leader Effective Emerging Ineffective  Score: 97% of Teacher Leader	1 (20%) 4 (80%)  f completers were ra	4 (20%)  15 (75%)  1 (5%)  ted Teacher Leader of E  5 (25%)	2 (33%) 4 (67%)  Effective 3 (50%)
evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional Responsibility – Professional Learning and Ethical Practice 9.2)  The teacher practices the profession in an ethical manner.	Teacher Leader Effective Emerging Ineffective  Score: 97% of Teacher Leader Effective	1 (20%) 4 (80%)  f completers were ra 4 (80%)	4 (20%)  15 (75%)  1 (5%)  ted Teacher Leader of E  5 (25%)  11 (55%)	2 (33%) 4 (67%)  Effective
evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional Responsibility – Professional Learning and Ethical Practice 9.2)  The teacher practices the profession in an ethical manner. Professional	Teacher Leader Effective Emerging Ineffective  Score: 97% of Teacher Leader Effective Emerging	1 (20%) 4 (80%)  f completers were ra	4 (20%)  15 (75%)  1 (5%)  ted Teacher Leader of E  5 (25%)	2 (33%) 4 (67%)  Effective 3 (50%)
evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional Responsibility – Professional Learning and Ethical Practice 9.2)  The teacher practices the profession in an ethical manner. Professional Responsibility –	Teacher Leader Effective Emerging Ineffective  Score: 97% of Teacher Leader Effective	1 (20%) 4 (80%)  f completers were ra 4 (80%)	4 (20%)  15 (75%)  1 (5%)  ted Teacher Leader of E  5 (25%)  11 (55%)	2 (33%) 4 (67%)  Effective 3 (50%)
evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional Responsibility – Professional Learning and Ethical Practice 9.2)  The teacher practices the profession in an ethical manner. Professional Responsibility – Professional	Teacher Leader Effective Emerging Ineffective  Score: 97% of Teacher Leader Effective Emerging	1 (20%) 4 (80%)  f completers were ra 4 (80%)	4 (20%)  15 (75%)  1 (5%)  ted Teacher Leader of E  5 (25%)  11 (55%)	2 (33%) 4 (67%)  Effective 3 (50%)
evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional Responsibility – Professional Learning and Ethical Practice 9.2)  The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Responsibility – Professional Learning and Ethical	Teacher Leader Effective Emerging Ineffective  Score: 97% of Teacher Leader Effective Emerging	1 (20%) 4 (80%)  f completers were ra 4 (80%)	4 (20%)  15 (75%)  1 (5%)  ted Teacher Leader of E  5 (25%)  11 (55%)	2 (33%) 4 (67%)  Effective 3 (50%)
evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional Responsibility – Professional Learning and Ethical Practice 9.2)  The teacher practices the profession in an ethical manner. Professional Responsibility – Professional	Teacher Leader Effective Emerging Ineffective  Score: 97% of Teacher Leader Effective Emerging Ineffective	1 (20%) 4 (80%)  f completers were ra  4 (80%) 1 (20%)	4 (20%)  15 (75%)  1 (5%)  ted Teacher Leader of E  5 (25%)  11 (55%)  4 (20%)	2 (33%) 4 (67%)  2 ffective 3 (50%) 3 (50%)
evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional Responsibility – Professional Learning and Ethical Practice 9.2)  The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Responsibility – Professional Responsibility – Professional Learning and Ethical Practice 9.3)	Score: 97% of Teacher Leader  Effective  Emerging  Ineffective  Score: 97% of Teacher Leader  Effective  Emerging  Ineffective  Score: 81% of	1 (20%) 4 (80%)  f completers were ra  4 (80%) 1 (20%)	4 (20%)  15 (75%)  1 (5%)  ted Teacher Leader of E  5 (25%)  11 (55%)  4 (20%)  ted Teacher Leader of E	2 (33%) 4 (67%)  2 (67%)  3 (50%)  3 (50%)
evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional Responsibility – Professional Learning and Ethical Practice 9.2)  The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Responsibility – Professional Responsibility – Professional Learning and Ethical Practice 9.3)	Teacher Leader Effective Emerging Ineffective  Score: 97% of Teacher Leader Effective Emerging Ineffective  Score: 81% of Teacher	1 (20%) 4 (80%)  f completers were ra  4 (80%) 1 (20%)	4 (20%)  15 (75%)  1 (5%)  ted Teacher Leader of E  5 (25%)  11 (55%)  4 (20%)	2 (33%) 4 (67%)  2 ffective 3 (50%) 3 (50%)
evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. (Professional Responsibility – Professional Learning and Ethical Practice 9.2)  The teacher practices the profession in an ethical manner. Professional Responsibility – Professional Responsibility – Professional Responsibility – Professional Learning and Ethical Practice 9.3)	Score: 97% of Teacher Leader  Effective  Emerging  Ineffective  Score: 97% of Teacher Leader  Effective  Emerging  Ineffective  Score: 81% of	1 (20%) 4 (80%)  f completers were ra  4 (80%) 1 (20%)	4 (20%)  15 (75%)  1 (5%)  ted Teacher Leader of E  5 (25%)  11 (55%)  4 (20%)  ted Teacher Leader of E	2 (33%) 4 (67%)  2 (67%)  3 (50%)  3 (50%)

and develop (in	Emerging	1 (20%)	2 (10%)	1 (17%)
cognitive, linguistic,	Ineffective	1 (2070)	2 (10/0)	1 (17/0)
social, emotional,	Incrective			
and physical areas)				
to design and				
implement				
developmentally				
appropriate and				
challenging learning				
experiences. (The				
Learner and Learning				
- Learner				
Development 1.1)				
	Score: 87% of	completers were rat	ed Teacher Leader of E	ffective
The teacher manages	Teacher	1 (20%)	5 (25%)	
the learning	Leader	( 111)		
environment to	Effective	3 (60%)	12	5 (83%
engage learners	Emerging	1 (20%)	3 (15%)	1 (17%)
actively. (The	Ineffective	(/	( /	,
Learner and Learning				
– Learning				
Environments 3.2)				
·	Score: 81% of	completers were ra	ted Teacher Leader of E	ffective
The teacher creates	Teacher	2 (40%)	6 (30%)	1 (17%)
learning experiences	Leader			
that make the	Effective	3 (60%)	11 (55%)	4 (67%
discipline accessible	Emerging	, ,	3 (15%)	1 (17%)
and meaningful for	Ineffective		, ,	
learners to assure				
mastery of the				
content. (Content				
Knowledge –				
Content Knowledge				
4.2)				
	Score: 87% of	completers were ra	ted Teacher Leader of E	ffective
The teacher uses,	Teacher	2 (40%)	3 (15%)	2 (33%)
designs, or adapts	Leader			
multiple methods of	Effective	3 (60%)	15 (75%)	4 (67%)
assessment to	Emerging		2 (10%)	
document, monitor,	Ineffective			
and support learner				
progress appropriate				
for learning goals				
and objectives.				
(Instructional				
Practice –				
Assessment 6.1)	0.101	1	1 TD 1 T 1 2 T	
TD1 1			ted Teacher Leader of E	
The teacher	Teacher	1 (20%)	4 (20%)	2 (33%)
encourages learners	Leader	2 (500)	12 (500)	1 (570)
to develop deep	Effective	3 (60%)	12 (60%)	4 (67%)
understanding of	Emerging	1 (20%)	4 (20%)	
content areas, makes	Ineffective			
connections across				
content, and applies	L			

content knowledge in meaningful ways. (Instructional Practice — Instructional Practice — Instructional Strategies 8.2)  Score: 81% of completers were rated Teacher Leader of Effective  Teacher — 3 (60%) — 6 (30%) — 3 (50%)  Collaboration with learners, families, collaborates with learners, families, collaborates with learners, families, collaboration with learners, families, collaboration with learners for ensure learner growth. (Professional Responsibility — Leadership and Collaboration 10.1)  Score: 94% of completers were rated Teacher Leader of Effective  Score: 94% of completers were rated Teacher Leader of Effective  Score: 94% of completers were rated Teacher Leader of Effective  Score: 94% of completers were rated Teacher Leader of Effective  Score: 94% of completers were rated Teacher Leader of Effective  Emerging 1 (20%) 1 (5%) 1 (17%)  Emerging 1 (20%) 4 (67%)  Emerging 1 (20%) 5 (25%) 2 (33%)  Score: 94% of completers were rated Teacher Leader of Effective  Emerging 1 (20%) 4 (67%)  Emerging 1 (20%) 4 (20%)  Ineffective 3 (60%) 11 (55%) 4 (67%)  Emerging 1 (20%) 4 (20%)  Ineffective 3 (60%) 11 (55%) 4 (67%)  Emerging 1 (20%) 4 (20%)			T		1
Unstructional Practice — Instructional Strategies 8.2)  Score: 81% of completers were rated Teacher Leader of Effective  Tacher School professionals and community members to ensure learner growth. (Professional Responsibility — Leadership and Collaboration 10.1)  Score: 94% of completers were rated Teacher Leader of Effective  Teacher 2 (40%) 12 (60%) 3 (50%)  Emerging 2 (10%)  Emerging 3 (50%) 6 (30%) 3 (50%)  Emerging 2 (10%)  Emerging 3 (50%) 6 (30%) 3 (50%)  Emerging 4 (10%)  Emerging 5 (10%)  Emerging 6 (10%)  Emerging 7 (10%)  Emerging 8 (10%)  Teacher 1 (20%) 7 (35%) 1 (17%)  Emerging 1 (10%)  Emerging 1 (10%)  Teacher 2 (20%) 7 (35%) 1 (17%)  Emerging 1 (10%)  Teacher 1 (20%) 1 (5%) 1 (17%)  Emerging 1 (10%)  Teacher 1 (20%) 1 (5%) 1 (17%)  Emerging 1 (10%) 1 (15%)  Emerging 1 (10%) 1 (15%)  Emerging 1 (10%) 1 (15%) 1 (17%)  Emerging 1 (20%) 1 (15%) 2 (33%)  Emerging 1 (20%) 1 (15%) 2 (33%)  Emerging 1 (20%) 1 (15%) 1 (17%)  Emerging 1 (20%) 1 (15%) 2 (33%)  Emerging 1 (20%) 1 (20%) 1 (20%) 2 (33%)  Emerging 1 (20%) 1 (20%) 1 (20%) 1 (20%) 1 (20%)  Emerging 1 (20%) 1 (20%) 1 (20%) 1 (20%)  Emerging 1 (2	content knowledge in				
Practice — Instructional Strategies 8.2)  Score: 81% of completers were rated Teacher Leader of Effective Collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth. (Professional Responsibility — Leadership and Collaboration 10.1)  Score: 94% of completers were rated Teacher Leader of Effective Collaboration 10.1)  Score: 94% of completers were rated Teacher Leader of Effective Collaboration 10.10  Score: 94% of completers were rated Teacher Leader of Effective Collaboration 10.10  Score: 94% of completers were rated Teacher Leader of Effective Collaboration 10.10  Score: 94% of completers were rated Teacher Leader of Effective Communities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning — Learning Differences 2.1)  Score: 94% of completers were rated Teacher Leader of Effective Completers were rated Teacher Leader of Effective Completers were rated Teacher Leader of Effective Content Showledge—Application of Content 5.1)  Score: 94% of completers were rated Teacher Leader of Effective Completers were rated Teacher Leader of Effective Content Knowledge—Application of Content 5.1)  Score: 94% of completers were rated Teacher Leader of Effective Content Knowledge—Application of Content 5.1)  Score: 94% of completers were rated Teacher Leader of Effective Content Knowledge—Application of Content 5.1)  Score: 94% of completers were rated Teacher Leader of Effective Content Knowledge—Application of Content 5.1)  Score: 94% of completers were rated Teacher Leader of Effective Content Knowledge—Application of Content 5.1)  Score: 94% of completers were rated Teacher Leader of Effective Content Knowledge—Application of Content 5.1)  Score: 94% of completers were rated Teacher Leader of Effective Content Knowledge—Application of Content 5.1)  Score: 94% of completers were rated Teacher Leader of Effective Content Knowledge—A	meaningful ways.				
Instructional Strategies 8.2)  The teacher collaborates with learners' commonalities and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning — Learning experiences that enable each learner to meet high standards. (The Learner and Learning — Learning experiences concepts, perspectives from varied disciplinary thems to real world mobilers and instruction of Content 5.1)  Score: 94% of completers were rated Teacher Leader of Effective  The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning — Learning Differences 2.1)  Score: 94% of completers were rated Teacher Leader of Effective  Teacher   2 (20%)   7 (35%)   1 (17%)  Emerging   1 (5%)   1 (17%)  Ineffective   3 (80%)   12 (60%)   4 (67%)  Emerging   1 (20%)   5 (25%)   2 (33%)  Learning Effective   3 (60%)   1 (155%)   4 (67%)  Emerging   1 (20%)   4 (20%)   2 (33%)  Learning   1 (20%)   4 (20%)   2 (33%)  Emerging   1 (20%)   4 (20%)   4 (67%)  Emerging   1 (20%)   4 (20%)   2 (33%)  Emerging   1 (20%)   4 (20%)   4 (20%)   2 (33%)  Emerging   1 (20%)   1 (155%)   4 (67%)	(Instructional				
Strategies 8.2)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher collaborates with learners, families, each earner of the teacher collaborates with earners from the teacher teacher the strategies and community members to ensure learner growth. (Professional Responsibility Responsibility Responsibility Responsibility Responsibility and across diverse communities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner to meet high standards. (The Learner and Learning — Learning Differences 2.1)  Score: 94% of completers were rated Teacher Leader of Effective  The teacher connectors and interdisciplinary themes to real word problems and issues. (Content Knowledge — Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  Teacher (20%) 5 (25%) 2 (33%)  Emerging 1 (20%) 5 (25%) 4 (67%)  Emerging 1 (20%) 4 (20%)  Ineffective 3 (60%) 11 (55%) 4 (67%)  Emerging 1 (20%) 5 (25%) 2 (33%)  Emerging 1 (20%) 4 (20%) 3 (23%)  Emerging 1 (20%) 4 (20%) 4 (20%)  Ineffective 3 (60%) 13 (65%) 4 (67%)  Emerging 1 (20%) 4 (20%) 4 (20%)  The teacher sceks appropriate leaders by roles and opportunities to take appropriate leaders by roles and opportunities to take sponsibility for responsibility for responsibility for responsibility for respectives from the teacher sceks appropriate leaders for the feetive and opportunities to take the feetive and feetive an	Practice –				
Strategies 8.2)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher collaborates with learners, families, each earner of the teacher collaborates with earners from the teacher teacher the strategies and community members to ensure learner growth. (Professional Responsibility Responsibility Responsibility Responsibility Responsibility and across diverse communities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner to meet high standards. (The Learner and Learning — Learning Differences 2.1)  Score: 94% of completers were rated Teacher Leader of Effective  The teacher connectors and interdisciplinary themes to real word problems and issues. (Content Knowledge — Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  Teacher (20%) 5 (25%) 2 (33%)  Emerging 1 (20%) 5 (25%) 4 (67%)  Emerging 1 (20%) 4 (20%)  Ineffective 3 (60%) 11 (55%) 4 (67%)  Emerging 1 (20%) 5 (25%) 2 (33%)  Emerging 1 (20%) 4 (20%) 3 (23%)  Emerging 1 (20%) 4 (20%) 4 (20%)  Ineffective 3 (60%) 13 (65%) 4 (67%)  Emerging 1 (20%) 4 (20%) 4 (20%)  The teacher sceks appropriate leaders by roles and opportunities to take appropriate leaders by roles and opportunities to take sponsibility for responsibility for responsibility for responsibility for respectives from the teacher sceks appropriate leaders for the feetive and opportunities to take the feetive and feetive an	Instructional				
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The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth. (Professional Responsibility Acadership and Collaboration 10.1)  The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning Differences 2.1)  The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issue. (Content Knowledge — Application of Content S.1)  Score: \$1% of completers were rated Teacher Leader of Effective  2 (40%) 12 (60%) 3 (50%)  12 (60%) 3 (50%)  2 (10%)  1 (17%)  1 (17%)  1 (17%)  1 (17%)  1 (17%)  1 (17%)  1 (17%)  1 (17%)  1 (17%)  1 (17%)  1 (17%)  2 (33%)  2 (33%)  2 (33%)  3 (50%)  4 (67%)  5 (20%) 4 (67%)  5 (25%) 2 (33%)  4 (67%)  5 (25%) 5 (25%) 4 (67%)  5 (25%) 5 (25%) 5 (25%) 5 (25%)  5 (25%) 5 (25%) 4 (67%)  5 (25%) 6 (25%) 6 (25%)  5 (25%) 6 (25%) 7 (25%)  5 (25%) 7 (25%)  5 (25%) 7 (25%)  5 (25%) 7 (25%)  5 (25%) 7 (25%)  5 (25%) 7 (25%)  5 (25%) 7 (25%)  5 (25%) 7 (25%)  5 (25%) 7 (25%)  5 (25%)	Strategies 6.2)	Score: 81% of	Completers were ra	ted Teacher Leader of F	offective
Leader   Effective   2 (40%)   12 (60%)   3 (50%)	The teacher	•			
Eeffective   2 (40%)   12 (60%)   3 (50%)			3 (00%)	0 (30%)	3 (30%)
Emerging 2 (10%) Ineffective I			2 (400()	10 (600()	2 (500)
school professionals, and community members to ensure learner growth. (Professional Responsibility for respective Reader of Effective Reader Responsibility for responsi			2 (40%)		3 (50%)
and community members to ensure learner growth. (Professional Responsibility Leadership and Collaboration 10.1)    The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learner perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)    Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of completers were rated Teacher Leader of Effective   Score: 81% of complet				2 (10%)	
members to ensure learner growth. (Professional Responsibility Responsibility Leadership and Collaboration 10.1)  The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning Learning Experiences that enable each learner to meet high standards. (The Learner and Learning Experiences that enable each learner to meet high standards (The Learner and Learning Experiences that enable each learner to meet high standards. (The Learner and Learning Experiences that enable each learner to meet high standards (The Learner and Learning Experiences to concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take the special problem and comportunities to take the special problem and com		Ineffective			
learner growth. (Professional Responsibility Responsibility Responsibility - Leadership and Collaboration 10.1)    The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning perfected standards. (The Learner and Learning - Learning Differences 2.1)    Score: 94% of completers were rated Teacher Leader of Effective   Time teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge - Application of Content 5.1)    Score: 81% of completers were rated Teacher Leader of Effective   Teacher Content S.1)   Tea	•				
Professional Responsibility   Leadership and Collaboration 10.1)   Score: 94% of completers were rated Teacher Leader of Effective   Interest understanding of learners'   Effective   3 (80%)   12 (60%)   4 (67%)   (17%)					
Responsibility Responsibility – Leadership and Collaboration 10.1)  Score: 94% of completers were rated Teacher Leader of Effective  The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner nomect high standards. (The Learner and Learning Differences 2.1)  Score: 94% of completers were rated Teacher Leader of Effective  Score: 94% of completers were rated Teacher Leader of Effective  Score: 94% of completers were rated Teacher Leader of Effective  The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues, (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seek appropriate leadership roles and opportunities to take responsibility for seven and proportunities to take responsibility for seven and content so take the seven and proportunities to take responsibility for seven and content so take the seven and proportunities to take responsibility for seven and content so take the seven s	learner growth.				
Responsibility — Leadership and Collaboration 10.1)  Score: 94% of completers were rated Teacher Leader of Effective  The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning — Learning Differences 2.1)  The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to tacher seeks appropriate leadership roles and opportunities to tacher seeks appropriate leadership roles and opportunities to tacher seems and supportunities to tacher seems and opportunities to tacher seeks appropriate leadership roles and opportunities to tacher seeks ap	(Professional				
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Leadership and Collaboration 10.1)  Score: 94% of completers were rated Teacher Leader of Effective  The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)  The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: \$1% of completers were rated Teacher Leader of Effective  Teacher 1 (20%) 5 (25%) 2 (33%)  Leader Effective 3 (60%) 11 (55%) 4 (67%)  Emerging 1 (20%) 4 (20%)  Ineffective 3 (60%) 4 (20%) 2 (33%)  Leader Effective 3 (60%) 13 (65%) 4 (67%)  Emerging 1 (20%) 13 (65%) 4 (67%)	Responsibility –				
Collaboration 10.1)   Score: 94% of completers were rated Teacher Leader of Effective   Teacher Leader of Effective   Teacher Leader   Teach					
The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner or meet high standards. (The Learner and Learning – Learning Differences 2.1)  The teacher connects concepts, perspectives from varied disciplinary themes to real world problems and issues. (Content Knowledge – Application of Content S.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for responsibility f					
The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)  Score: 94% of completers were rated Teacher Leader of Effective  Teacher J (20%) 1 (17%)  Ineffective  Score: 94% of completers were rated Teacher Leader of Effective  Teacher J (20%) 5 (25%) 2 (33%)  Leader  Effective 3 (60%) 11 (55%) 4 (67%)  Emerging 1 (20%) 5 (25%) 2 (33%)  Emerging 1 (20%) 4 (20%)  Ineffective  Teacher Leader  Effective 3 (60%) 11 (55%) 4 (67%)  Emerging 1 (20%) 4 (20%)  Ineffective  The teacher cale world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  Teacher Leader  Effective 3 (60%) 13 (65%) 4 (67%)  Emerging 1 (20%) 4 (20%) 2 (33%)  Leader 2 (40%) 4 (20%) 2 (33%)  Empropriate Leader 5 (Effective)  Effective 3 (60%) 13 (65%) 4 (67%)		Score: 94% of	completers were ra	ted Teacher Leader of F	Effective
understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning — Learning Differences 2.1)  Score: 94% of completers were rated Teacher Leader of Effective  The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge — Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  Effective 3 (60%) 11 (55%) 2 (33%)  Emerging 1 (20%) 5 (25%) 2 (33%)  Emerging 1 (20%) 4 (20%)  Ineffective  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for			completels were ru	Current Ecuaer of E	
understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning — Learning Differences 2.1)  Score: 94% of completers were rated Teacher Leader of Effective  The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge — Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  Effective 3 (60%) 11 (55%) 2 (33%)  Emerging 1 (20%) 5 (25%) 2 (33%)  Emerging 1 (20%) 4 (20%)  Ineffective  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for	The teacher uses	Tanahar	2 (20%)	7 (250/.)	1 (170/)
learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)  The teacher connects concepts, perspectives from varied disciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for responsibili			2 (20%)	7 (33%)	1 (17%)
Emerging			2 (000()	10 (600()	4 (670)
individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learning Differences 2.1)  Score: 94% of completers were rated Teacher Leader of Effective  The teacher connects concepts, perspectives from varied disciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher Score: 94% of completers were rated Teacher Leader of Effective  1 (20%) 5 (25%) 2 (33%)  Emerging 1 (20%) 4 (67%)  Emerging 1 (20%) 4 (20%)  Ineffective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for seems and sizes. (Effective 3 (60%) 13 (65%) 4 (67%)  Emerging 3 (15%)		Effective	3 (80%)	12 (60%)	4 (6/%)
Ineffective Ineffe		Emerging		1 (5%)	1 (17%)
and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)  Score: 94% of completers were rated Teacher Leader of Effective  The teacher connects concepts, perspectives from varied disciplinary, themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for services of the surface of the				( )	(,
communities to design inclusive learning experiences that enable each learner to meet high standards. (The Learning Differences 2.1)  Score: 94% of completers were rated Teacher Leader of Effective  The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for separation of the seep of the s		Ineffective			
design inclusive learning experiences that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)  Score: 94% of completers were rated Teacher Leader of Effective  The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  Effective 3 (60%) 11 (55%) 4 (67%)  Emerging 1 (20%) 4 (20%)  Ineffective  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for Emerging 3 (15%)					
learning experiences that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)  Score: 94% of completers were rated Teacher Leader of Effective  The teacher connects concepts, perspectives from varied disciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for services and standards. (Table 1) (20%					
that enable each learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)  Score: 94% of completers were rated Teacher Leader of Effective  The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  Tie teacher   1 (20%)   5 (25%)   2 (33%)    Emerging   1 (20%)   4 (20%)    Ineffective   Ineffective    Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for services of the servic					
learner to meet high standards. (The Learner and Learning – Learning Differences 2.1)  Score: 94% of completers were rated Teacher Leader of Effective  The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  Teacher 1 (20%) 5 (25%) 2 (33%)  Effective 3 (60%) 11 (55%) 4 (67%)  Emerging 1 (20%) 4 (20%)  Ineffective  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for exponsibility					
standards. (The Learner and Learning – Learning Differences 2.1)  Score: 94% of completers were rated Teacher Leader of Effective  The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  Teacher   1 (20%)   5 (25%)   2 (33%)					
Learning Differences 2.1)  Score: 94% of completers were rated Teacher Leader of Effective  The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  Emerging 1 (20%)	learner to meet high				
- Learning Differences 2.1)  Score: 94% of completers were rated Teacher Leader of Effective  The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for responsibility f	standards. (The				
- Learning Differences 2.1)  Score: 94% of completers were rated Teacher Leader of Effective  The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for responsibility f	Learner and Learning				
Differences 2.1)  Score: 94% of completers were rated Teacher Leader of Effective  The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for	_				
The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective and opportunities to take opportunities to take responsibility for.					
The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for		Score: 94% of	Completers were ra	ted Teacher Leader of F	Effective
concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for	The teacher connects				
perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for			1 (20/0)	2 (23/0)	2 (33/0)
varied disciplines, and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for			2 (600/)	11 (550/)	4 (670/)
and interdisciplinary themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for					4 (6/%)
themes to real world problems and issues. (Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for		Emerging	1 (20%)	4 (20%)	
responsibility for		Ineffective			
(Content Knowledge – Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for					
- Application of Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for					
Content 5.1)  Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for					
Score: 81% of completers were rated Teacher Leader of Effective  The teacher seeks appropriate leadership roles and opportunities to take responsibility for					
The teacher seeks appropriate leadership roles and opportunities to take responsibility for	Content 5.1)	<u> </u>		<u> </u>	
appropriate leadership roles and opportunities to take responsibility for					•
leadership roles and opportunities to take responsibility for			2 (40%)	4 (20%)	2 (33%)
opportunities to take responsibility for Emerging 3 (15%)		Leader			
opportunities to take responsibility for Emerging 3 (15%)	leadership roles and	Effective	3 (60%)	13 (65%)	4 (67%)
responsibility for	opportunities to take	Emerging			
Іпетіестіче	responsibility for			3 (1370)	
		ineffective			

student learning and				
to advance the				
profession.				
(Professional				
Responsibility –				
Leadership and				
Collaboration 10.2)				
Conaboration 10.2)	Score: 00% of	f completers were re	ted Teacher Leader of E	l Hactiva
The teacher uses	Teacher	1 (20%)	4 (20%)	2 (33%)
	Leader	1 (2070)	4 (20%)	2 (33%)
assessment to engage		4 (000/)	12 (650/)	4 (670/)
learners in their own	Effective	4 (80%)	13 (65%)	4 (67%)
growth.	Emerging		3 (15%)	
(Instructional	Ineffective			
Practice –				
Assessment 6.2)				
	Score: 90% of	t completers were ra	ted Teacher Leader of E	Iffective
The teacher plans	Teacher	2 (40%)	6 (30%)	2 (33%)
instruction by	Leader			
collaborating with	Effective	3 (60%)	14 (70%)	4 (67%)
colleagues,	Emerging	,	,	
specialists,	Ineffective			
community	Hierrective			
resources, families				
and learners meet to				
individual learning				
needs. (Instructional				
Practice – Planning				
for Instruction 7.3)				
Tot instruction (1.5)	Score: 100% o	of completers were ra	ated Teacher Leader of I	Effective
	200101 10070 0	r completels were r	and Toucher Bouder of I	
The teacher has deep	Teacher	1 (20%)	3 (15%)	1 (17%)
knowledge of current	Leader	- (-0,0)	(10,0)	- (-,,,,
and emerging state	Effective	3 (60%)	9 (45%)	4 (67%)
initiatives and				` '
programs including,	Emerging	1 (20%)	8 (40%)	1 (17%)
but not limited to the	Ineffective			
Alabama Reading				
Initiative (ARI); the				
Alabama Math,				
Science and				
Technology Initiative				
(AMSTI); Alabama				
Learning Exchange				
(ALEX); and				
Alabama Connecting				
Classrooms,				
Educators and				
Students Statewide				
(ACCESS);				
Response to				
Instruction (RTI) and				
their relationship to				
student achievement.				
(Alabama Specific				

Expectations –				
Standard 4(0)).				
The teacher	Teacher	1 (20%)	4 (20%)	1 (17%)
possesses knowledge	Leader			
of Alabama's state	Effective	3 (60%)	10 10 (50%)	3 (50%)
assessment system.	Emerging	1 (20%)	6 (30%)	2 (33%)
(Alabama Specific	Ineffective	1 (2070)	0 (2070)	2 (6673)
Expectations –	Incirective			
Standard 6(q)).				
(1)//	Score: 71% o	f completers were ra	ted Teacher Leader of F	Effective
The teacher	Teacher		5 (25%)	3 (50%)
integrates Alabama-	Leader		3 (23 /0)	3 (3070)
wide programs and	Effective	4 (80%)	12 (60%)	3 (50%)
initiatives into the	Emerging	1 (20%)	3 (15%)	3 (30%)
curriculum and	Ineffective	1 (20%)	3 (13%)	
	ineffective			
instructional process. (Alabama Specific				
Expectations –				
Standard 7(g)).	G 070/		. 1 TD	200 4
TD1 1	1		ted Teacher Leader of E	
The teacher	Teacher	2 (40%)	3 (15%)	2 (33%)
communicates with	Leader			
students, parents, and	Effective	3 (60%)	17 (85%)	3 (67%)
the public about	Emerging			
Alabama's	Ineffective			
assessment system				
and major Alabama				
educational				
improvement				
initiatives. (Alabama				
Specific				
Expectations –				
Standard 7(h)).				
	Score: 100% o	of completers were ra	ated Teacher Leader of l	<b>Effective</b>
The teacher	Teacher	1 (20%)	4 (20%)	3 (50%)
understands the	Leader		( /	
expectations of the	Effective	4 (80%)	15 (75%)	3 (50%)
profession including	Effective	1 (0070)	15 (7570)	3 (3070)
the Alabama	Emerging		1 (5%)	
Educator Code of			,	
Ethics, the	Ineffective			
NASDTEC Model of				
Code of Ethics for				
Educators (MCEE),				
professional				
standards of practice,				
and relevant law and				
policy. (Alabama				
Specific				
Expectations –				
Standard 6(q)).				
	<u> </u>			
	Score: 97% of	f completers were ra	ted Teacher Leader of E	Effective

## **Measure 3: R3.3/RA3.4 Candidate Competency at Program Completion:**

1. Candidates are required to take and pass their Praxis II Content Examinations prior to being considered a program completer. The EPP has a 100% passing score on this examination due to this requirement. All Praxis II content examination passing scores are set by the Alabama State Department of Education. The EPP also assesses scores based on how well completers scored against national data. The EPP assesses to see I candidates are scoring within the national performance range. The majority of UWA completers are scoring within the national scoring range as indicated by the sub-scores below. Most programs indicate that 80% to 100% of completers are scoring within range (category sub-scores). Please see data charts below for Class B and Alternative Master's completer scores:

			Multi	ple Subjec	ts Reading	g Language	Arts 5002	(Element	ary Edu	ıcation) Cl	ass B		
Elementa	ary												
Education	ducation												
Required	Passing												
Score =15	57			CA	T I Reading				C	AT II Writing	g, Speaking, l	istening	
Multiple Subjects Reading Language Arts 5002 20-21	Average Score	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	range	UWA Total Raw points above or below the Nat. median performance range average score CAT 1	candidates scoring withing the Nat.	Raw Points Earned Average for UWA	Raw	Nat. Average Raw Points Performance	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 2	
N=23	167.7	21.7	31	18-23	20.5	1.2	87.00%	23.3	34	20-26	22.5	0.8	100%
			Multi	iple Subje	cts Readin	g Language	Arts 5002	(Elemen	tary Ed	ucation) A	lt. A		
20-21 N=23	171.0	21.8	31	18-23.	20.5	1.2	05.00%	26.1	34	10.26	22.5	2.5	100%
N-25	171.3	21.8	31	18-23.	20.5	1.3	95.00%	20.1	34	19-26.	22.5	3.6	100%

					l	N	luktiple Su	ıbject M	athema	tics 5003 (	Elemetary	Education	Class B						
Element	1																		
uired Pa	ssing													III. G	ieometi	ry and M	easurem	ent, Data,	Statistics,
Score =1	L57		CA	T I Numb	er and O	perations			(	CAT II Aag	gebraic Tl	ninking				and	Probabi	lity	
						UWA Total Raw points above or below the	% of candidates					UWA Total Raw points above or below the	% of candidates	Raw				UWA Total Raw points above or below the	% of candidates
Multiple		Raw Points	Raw	Nat. Average	Median performan	Nat. median performance	scoring withing the	Raw Points	Raw	Nat. Average	Median performan	Nat. median performance	scoring withing the	Points Earned	Raw	Nat. Average	Median performan	Nat. median performance	scoring withing the
Subjects	A	Earned	Points	Raw Points	_	range	Nat.	Earned	Points	Raw Points	_	range		Average	1	Raw Points	_	range	Nat.
Mathema tics 5003	Average Score	Average for UWA		Performan ce Range	score	average score CAT 1	performanc e range	for UWA		Performan ce Range	average score	score CAT 2	performan ce range	UWA	Availabl e	Performan ce Range	score	score CAT 3	performance range
20-21 N=23	180	13	16	10.9-14	12.45	0.55	96%	8.6	12	6-9.	7.5	1.1	96%	8.3	12	5-8.	6.5	1.8	100%
						N	/luktiple S	ubject N	lathem	atics 5003	(Elemetar	y Education	) Alt. A						
20-21 N=23	181.3	13.5	16	11-14.	12.5	1	95%	9.1	12	6-9.	7.5	1.6	100%	8.6	12	5-8.	6.5	2.1	100%

						Mul	tiple Subje	cts Soci	al Stud	ies 5004 (E	lemntary E	ducation) C	lass B						
Elementa Education red Passin	n/Requi																		
Score =15	4	(	CATIUS	History G	overnement a		hip	(	AT II G	eography, <i>i</i>	Anthropolog		ogy		CAT	III World	History an	d Economic	5
						UWA Total Raw points above or	% of					UWA Total Raw points above or	% of					UWA Total Raw points above or	% of
						below the	candidates					below the	candidates	Raw				below the	candidates
Multiple		Raw		Nat.		Nat. median	scoring	Raw		Nat.	Median	Nat. median	scoring	Points		Nat.	Median	Nat. median	scoring
Subjects		Points	Raw	Average	Median	performance	withing the	Points	Raw	Average	performance	performance	withing the	Earned	Raw	Average	performan	performance	withing the
Social		Earned	Points	Raw Points	performance	range	Nat.	Earned	Points	Raw Points	range	range	Nat.	Average	Points	Raw Points	ce range	range	Nat.
Studies	Average	Average	Availab	Performan	range average	average	performan	Average	Availab	Performan	average	average	performan	for	Availabl	Performan	average	average	performance
5004	Score	for UWA	le	ce Range	score	score CAT 1	ce range	for UWA	le	ce Range	score	score CAT 2	ce range	UWA	e	ce Range	score	score CAT 3	range
20-21																			
N=23	166.9	17.5	25	13-18.	15.5	2	100%	10.7	16	8-11.	9.5	1.2	100%	9.2	14	6-9.	7.5	1.7	100.00%
						Mul	tiple Subj	ects Soci	al Stud	lies 5004 (I	Elemntary E	ducation) A	lt. A						·
20-21																			
N=23	175	18.5	25	13-18.	15.5	3	100%	12.1	16	8-11.	9.5	2.6	95%	10	14	6-9.	7.5	2.5	100.00%

-1		I					are pre se		ence 5005	(2.2	ar y zaaca	tion, cius		Г					
Elementa																			
Education	n/Requir																		
ed Passin	g Score																		
=158				CATIEart	h Science					CATILLif	Science					CAT III Phys	ical Science		
						UWA						UWA						UWA	
						Total Raw						Total Raw						Total Raw	
						points						points						points	
					l	above or	% of					above or below	% of					above or	% of
				Nat.	l	below the Nat.	candidat			Nat.			candidat			Nat.		below	candid
							es		1				es					the Nat. median	
		Raw		Average Raw	Median	performa		Raw		Average Raw	Median		scoring	Raw		Average Raw	Median		es scorin
Multiple		Points		Points	performa	l.		Points		Points		nce range	_	Points				nce range	
Subjects		Earned			nce range		_	Earned	Raw		nce range	_	the Nat.	Earned	Raw		nce range	_	the Na
Science		Average	1	nce	_		performa	1	Points	nce	average	score CAT		Average	Points	l	average	score CAT	
5005	_	for UWA	Available		score	1	nce range	_	Available		score	I	nce range	_	Available	I	score	3	nce rai
20-21							J												
N=23	168.4	11	16	8-12.	10	1	87%	12.3	17	10-13.	11.5	0.8	91%	12	17	10-13.	11.5	0.5	919
						N	Iultiple Su	ubjects Sc	ience 500	5 (Elemen	tary Educa	ation) Alt.	A						
20-21																			
N=23	175.7	11.2	16	8-12.	10	1.2	95%	13.8	17	10-13.	11.5	2.3	100%	13.1	17	10-13.	11.5	1.6	1009

		1			I	Teach	ing Read	ing 5204	1/5205 (I	JG) (Eler	nentary	Education) Cla	ss B				I	I	
Element Educatio Required Score =1	n I Passing		Cat	t I. Emerg	ent Litera	су			Ca	it II. Phon	ological A	wareness		C	at III. Alpl	nabetic/P	honics and	d Word Analys	iis
Academic	Total N Average Score	Raw Points Earned Average	Raw	Nat. Average Raw Points Performa nce	Median performa nce range average	UWATotal Raw points above or below the Nat. median performance range average score CAT	withing the Nat.	Raw Points Earned Average	Raw Points	Points	Median performa nce range average	UWATotal Raw points above or below the Nat. median performance range average	the Nat.	_	Raw Points	nce	Median performa nce range	UWATotal Raw points above or below the Nat. median performance range average	es scoring R withing F the Nat. E
Year	Score	for UWA	Available	Range	score	1	nce range	for UWA	Available	Range	score	score CAT 2	nce range	for UWA	Available	Range	score	score CAT 3	nce range
20-21 N=23	166	8.5	12.1	7.3-10.4	8.86	-0.36	87%	10	15	8.75-11.7	10.2	-0.2	83%	10.5	16.4	9.4-12.7	11	-0.5	83%
						Teach	ing Read	ding 520	4/5205 (	UG) (Ele	mentary	Education) Alt	. A						
20-21 N=23	170.2	9.2							15.8	8-12.	10	0.4	82%	12.9	17.5	10-13.	11.5	1.4	100%

					Teachin	σ Readir	o 5204/	5205 (116	G) (Eleme	entary Fr	ducation	Class B					
					reaciiii	S IVEGUII	16 3204/	3203 (0.	o, (Lieille	intary L	ucation	Class B					
	Cat IV. C	Comprehe	nsion and	Fluency				Cat V. Vo	cabulary				Cat V	I. Instruct	ional Proc	esses	
				UWATota	% of					UWATota	% of					UWATota	% of
		Nat.		l Raw	candidat			Nat.		l Raw	candidat			Nat.		l Raw	candidat
		Average		points	es			Average		points	es			Average		points	es
Raw		Raw	Median	above or	scoring	Raw		Raw	Median	above or	scoring	Raw		Raw	Median	above or	scoring
Points		Points	performa	below the	withing	Points		Points	performa	below the	withing	Points		Points	performa	below the	withing
Earned	Raw	Performa	nce range	Nat.	the Nat.	Earned	Raw	Performa	nce range	Nat.	the Nat.	Earned	Raw	Performa	nce range	Nat.	the Nat.
Average	Points	nce	average	median	performa	Average	Points	nce	average	median	performa	Average	Points	nce	average	median	performa
or UWA	Available	Range	score	performa	nce range	for UWA	Available	Range	score	performa	nce range	for UWA	Available	Range	score	performa	nce range
14.9	21	13.2-15.5	14.3	0.6	73%	9	13.5	7.6-10.6	9.1	-0.1	82%	12.5	18	10.2-14.6	12.4	0.1	92%
					Teachi	ng Readi	ng 5204	/5205 (U	G) (Elem	entary E	ducation	) Alt. A					
					76%	9.8					88%						

Early Childh Education/ Required P Score =156	assing			Cat I. Lan	guage and	Literacy				Cat II.	Mathema	itics				Cat III. S	ocial Stud	lies	
							candida						candida					Raw points	candida
				Nat.		UWATotal Raw	tes			Nat.		UWATotal Raw	tes			Nat.		above or	tes
				Average	Median	points above or	scoring			Average	Median	points above or	scoring			Average	Median	below the	scoring
		Raw		Raw	perform	below the Nat.	withing	Raw		Raw	perform	below the Nat.	withing	Raw		Raw	perform	Nat. median	withing
	Total N	Points	Raw	Points	ance	median	the Nat.	Points	Raw	Points	ance	median	the Nat.	Points	Raw	Points	ance	performance	the Nat
	Average	Earned	Points	Perform	range	performance	perform	Earned	Points	Perform	range	performance	perform	Earned	Points	Perform	range	range	perforn
Academic	Score	Average	Availabl	ance	average	range average	ance	Average	Availabl	ance	average	range average	ance	Average	Availabl	ance	average	average	ance
Year	Score	for UWA	e	Range	score	score CAT 1	range	for UWA	e	Range	score	score CAT 2	range	for UWA	e	Range	score	score CAT 3	range
20-21																			
N=23	171.7	24	30	18-23.	20.5	3.5	100%	19	25	14-19.	16.5	2.5	100%	13.2	14	9-12.	10.5	2.7	100%
		-						025 Earl	y Childho	ood Educ	ation Alt	. A			•	•			
20-21																			
N=23	180.6	26	30	18-23	20.5	4.5	100%	22	27.5	17-23.	20	2	86%	14	15	10-12.	11	3	100%

			50	25 Early	Childhoc	d Educat	tion Clas	s B			
		Cat IV.	Science			Cat V	. Health a		al Educat	tion; Creat	tive &
Raw Points Earned Average for UWA	Raw Points Availabl	Nat. Average Raw Points Perform ance	Median perform ance range average	al Raw points above or below the Nat. median perform ance	withing the Nat. perform ance	Raw Points Earned Average for UWA	Raw Points Availabl	Nat. Average Raw Points Perform ance Range	Median perform ance range average score		withing the Nat. perform ance
12	14	Range 8-12.	score 10	2	100%	13.5	17	11-14.	12.5	ance 1	91%
			50	025 Early	Childho	od Educa	tion Alt.	A			
12.5	14	8-12.	10	2.5	100%	14	16	9-14.	11.5	2.5	100%

			N	/Iultiple S	ubjects Rea	ding Langua	age Arts 5	002 (Cc	llabor	ative) Cla	ss B		
Collab Required sco	Passing												
(20-21:	=157)			C	AT I Reading				CAT II	Language	Writing and	Communication	n
						UWA Total							
						Raw points	% of					<b>UWA Total Raw</b>	% of
				Nat.		above or	candidates					points above or	candida
Multiple		Raw		Average		below the Nat.	scoring	Raw		Nat.	Median	below the Nat.	scorir
Subjects	Total N	Points	Raw	Raw	Median	median	withing	Points	Raw	Average	performance	median	withir
Reading	Average	Earned	Points	Points	performance	performance	the Nat.	Earned	Points	Raw Points	range	performance	the Na
Language	Score	Average	Availabl	Performan	range	range average	performan	Average	Availabl	Performan	average	range average	perforn
Arts 5002	Score	for UWA	e	ce Range	average score	score CAT 1	ce range	for UWA	e	ce Range	score	score CAT 2	ce ran
20-21													
N=7	163	19.5	31	18-23	20.5	-1	86.00%	23.2	34	20-26.	23	0.2	71%
				Multip	le Subjects R	eading Langu	age Arts 5	002 (Col	laborat	ive) Alt. A			·
20-21													
N=7	166	17.6	31	18-23	20.5	-2.9	80.00%	23	34	20-26.	23	0	1009

							Muk	tiple Sul	oject M	athematic	s 5003 (Coll	aborative)							
Collab. K-6 F score=1				CATIN	umber and Opera	ations				CATII	Aagebraic Think	ing			III. Geometr	y and Measure	ment, Data, S	tatistics, and Prol	bability
Multiple Subjects Mathematics 5003	Nat.  Raw Points  Earned  Raw Points  Raw Points  Raw Points  Raw Points  Performance  range average  Rocore  Rocore					% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 2	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	range	UWA Total Raw points above or below the Nat. median performance range average score CAT 3	% of candi scoring wit the Na	
20-21 N=7	170.2	12	16	11-14.	12.5	-0.5	86%	8	12	6-9.	7.5	0.5	71%	6.8	12	5-8.	6.5	0.3	86%
							Multiple	Subject	s Math	ematics 50	03 (Collabo	orative) Alt. A	١						
20-21 N=7	171.6	12	16	11-14.	12.5	-0.5	80%	8	12	6-9.	7.5	0.5	100%	8.3	12	5-8.	6.5	1.8	1009

_								Multi	ple Subj	ects So	cial Studie	s 5004 (Col	laborative)							
ı	Collab. K-6 F score=1			CA	ATTUS History	Governement a	nd Citizenship			С	AT II Geograph;	y, Anthropology	and Sociology				CAT III World	History and E	conomics	
;   5	Multiple Subjects Social Studies 5004	Average Score		Raw		Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 1	% of candidates scoring withing the Nat. performance range	Earned Average	Raw	1		UWA Total Raw points above or below the Nat. median performance range average score CAT 2	1. 1	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	range		% of candidate scoring withing the Nat.
	20-21 N=7	162.8	16.5	25	13-18.	15.5	1	100%	10.8	16	8-11.	9.5	1.3	100%	8.2	14	6-9.	7.5	0.7	100.00%
								Multiple	Subject	s Social	Studies 5	004 (Collab	orative) Alt. A	4						
2	20-21 N=7	165.2	17.6	25	13-18.	15.5	2.1	100%	10.6	16	8-11.	9.5	1.1	100%	7.6	14	6-9.	7.5	-0.1	100.00%

Collab. K-6 F				CA	T I Earth Science	•	M	ultiple S	ubjects		005 (Collabo	•				CATIII	Physical Scie	nce	
Multiple Subjects Science 5005	Average Score	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performanc e Range	Median performance range average score	UWA Total Raw points above or below the Nat. median performance range average score CAT 1	candidates scoring withing the Nat. Earned performance range for UWA Available Range score score as conting withing the Points for UWA Available Range score score CAT 2 range candidates scoring Raw points above or below the Nat. scoring Raw withing the Points Nat. Earned Raw Raw Points range average performance performance range average score CAT 2 range for UWA Available Range score score CAT 3 range						scoring withing the Nat. performance						
20-21 N=7	167	10.8	16	8-12.	10	0.8	100%	12.5	17	10-13.	11.5	1	100%	11.4	17	10-13.	11.5	-0.1	71%
							Multi	ple Subje	ects Sci	ence 5005	(Collabora	tive) Alt. A							
20-21 N=7	169.2	10.3	16	8-12.	10	0.3	100%	12.6	17	10-13.	11.5	1.1	80%	12	17	10-13.	11.5	0.5	100%

									K-6 Co	llaborati	ve (5354)								
(UG) 5354 Spec Ed./Required F Score =153		Cat I. De	evelopmer	it and Char	acteristics of	Learners			Cat II. P	lanning	and the Lea	irning Environr	nent			Cat	III. Instructio	n	
	Raw Total N Average Earned Points Raw Score Average Availabl nce Raw Average Earned Points Performa e range cerang average ave				points above or below the Nat. median performan ce range	candidates scoring withing the Nat. performan	Points Earned Averag	1	Perform ance	Median performa nce range average	below the Nat. median performance range	scoring withing the Nat. performance	Raw Points Earned Averag e for UWA	Points Availabl	_	Median performanc e range average	above or below the Nat. median performance range average	% of candidates scoring withing the Nat. performance range	
20-21 N=7	164.4	11.4	17.4	10-14.	score 12	-0.6	86%	17.2	25	17-22.	19.5	-2.3	71%	17.5	25	17-21.	19	-1.5	71%

					K-6 Collabor	rative (5354	1)				
		Cat IV.	Assessment				Cat V. Found	dations and l	Professional	Responsibilit	ies
Average	Raw	Nat. Average Raw Points Performanc e Range 12-16.	_	UWATotal Raw points above or below the Nat. median performanc e range average score CAT 4	% of candidates scoring withing the Nat. performan ce range 71%	Raw Points Earned Average for UWA	Raw Points Available	Average Raw Points Performanc	_	below the Nat. median performance	_

			1		1	1		Col	laborative	K-6 (UG) 5205	Teaching Readi	ng	1			1	1	1	ı
Collab. K-6 / Passing Sco				Cat I. Em	ergent Litera	cy				Cat II. Phor	nological Awa	reness			Cat I	II. Alphabetic	/Phonics and	l Word Analysis	5
		UWATotal Raw % of										UWATotal Raw	94 of					UWATotal Raw	
						points above or below the	candidates scoring	Raw				points above or below the Nat.	candidates scoring	Raw			Median	points above or below the Nat.	candidates
		Raw Points Earned	I	Nat. Average Raw Points	Median performance		_	Points Earned	1	Nat. Average Raw Points	Median performance		_	Points Earned	I	Nat. Average Raw Points	1	median performance	scoring withing the Nat.
	ı	Average for UWA	Points Available	l	range average score	range average score CAT 1		_	Points Available	Performance Range		range average score CAT 2	1	Average for UWA	I	Performance Range	average score	range average score CAT 3	performance range
20-21 N=2	172	9	12	8-10.	9	0	100%	12	17	8-12.	10	2	100%	14	17	10-13.	11.5	2.5	100%

							Collaborat	ive K-6 (UG)	5205 Teachin	g Reading							
	Ca	t IV. Compreh	nension and F	luency				Cat V.	Vocabulary				Cat	VI. Instruct	ional Proces	ses	
Raw Points Earned Average for UWA	1	Average Raw Points Performanc	_	e range average	withing the Nat. performan	Raw Points Earned Average	Raw	Nat. Average Raw Points Performanc e Range	Median performanc e range average	below the Nat. median performance range average	withing the Nat. performanc	Earned	Raw	Points Performan	Median performanc e range	performa nce range	withing the Nat.
14	20	12-15.	13.5	0.5	100%	11	13	8-11.	9.5	1.5	100%	12.5	18	10-14.	12	0.5	100%

(UG) 5354 6-12/Requ Passing So =153	uired		Cat I. Deve	elopment and	d Characteris	stics of Learne	rs			lanning and		g Environment	:			Cat I	II. Instructio	n	
	Total N			Nat. Average	performan	UWATotal Raw points above or below the Nat. median performanc	scoring withing the			_		Nat. median performance		Points Earned		_	Median performan	UWATotal Raw points above or below the Nat. median	% of candidates scoring withing the
	_	Earned	Raw	Raw Points		e range	Nat.	Earned		Raw Points	_	range	Nat.	Averag		Raw Points		performance	Nat.
Academic	Score	Average	Points	Performan	average	average	performan	Average	Points	Performan	average	average	performan	e for	Points	Performan	average	range average	performance
Year	Score	for UWA	Available	ce Range	score	score CAT 1	ce range	for UWA	Available	ce Range	score	score CAT 2	ce range	UWA	Available	ce Range	score	score CAT 3	range
20-21 N=7	164.4	11.4	17.4	10-14.	12	-0.6	86%	17.2	25	17-22.	19.5	-2.3	71%	17.5	25	17-21.	19	-1.5	71%

					Collaborative 6	5-12 (UG) 5	354				
		Cat I	V. Assessment				Cat V. Fo	undations and	Professional Re	sponsibilities	
Raw Points Earned Average	Raw Points	Nat. Average Raw Points Performance	performance	UWATotal Raw points above or below the Nat. median performance range average	% of candidates scoring withing the Nat. performance	Raw Points Earned Average	Raw Points	Nat. Average Raw Points Performance	Median performance range average	UWATotal Raw points above or below the Nat. median performance range average	
for UWA	Available	Range	average score	score CAT 4	range	for UWA	Available	Range	score	score CAT 5	ce range
12.4	19.4	12-16.	14	-1.6	71%	15.5	22	15-18.5	16.7	-1.2	71%

						Class B Ma	thematics 5	161					
Secondar Mathema quired Pa	atics/Re							CATI	l Geome	try, Probab	ility and Sta	atistics, and (	Discrete
Score =15	57	CATIN	umber a	nd Quantity	y, Algebra, f	functions; and	d Calculus			Ma	thematics		
Academic Year	Average Score	Raw Points Earned Average for UWA	Raw Points Availabl e	Nat. Average Raw Points Performanc e Range	average	UWA Total Raw points above or below the Nat. median performance range average score	% of candidates scoring withing the Nat. performanc e range	Raw Points Earned Average for UWA	Raw Points Availabl e	Nat. Average Raw Points Performanc e Range	Median performanc e range average score	UWA Total Raw points above or below the Nat. median performance range average	% of candidates scoring withing the Nat. performanc e range
20-21 N=1	168	26	34	14-22.	18	8	100%	10	16	7-11.	9	1	100%
						Alt. A. Mat	thematics 5	161					
20-21 N=11	154.1	22	34	14-22.	18	4	100%	9	16	7-11.	9	0	100%

Secondar History/R Passing S 148	Required		Cat I. Scie	ence, Techno	logy, and So	cial Perspectiv	es			B History		E-to Present			C	at III. United	States Histo	ory to 1877	
						UWATotal Raw points above or						UWATotal Raw points above or						UWATotal Raw points above	
		Pau Painte		Nat Average	Median	below the Nat.	scoring withing the	Daw Baiata		Nat Average	Median performance	below the Nat. median	scoring withing the	Raw Points		Nat. Average	Median	or below the Nat. median	% of candidate scoring within
					Nat.	Earned	Raw	Raw Points	range	performance	Nat.	Earned	Raw	Raw Points	range	performance	the Nat.		
Academic	Average	Average	Points	Performance	average		performance	Average	Points	Performance	average	range average			Points	Performance	average	range average	performance
/ear	Score	for UWA	Available	Range	score	score CAT 1	range	for UWA	Available	Range	score	score CAT 2	range	for UWA	Available	Range	score	score CAT 3	range
20-21																			
N=0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
									His	tory Alt. A	5941								
20-21																			
N=3	164	17	28	15-20	17.5	-0.5	100%	18.5	27	14-19.	16.5	2	100%	23	29	16-23	19.5	3.5	100%

					Class B His	story 5941					
	Cat I	V. United Sta	tes History: 1	1877 to present	t			Cat V. Histor	ical Thinkir	ng Skills	
Raw Points Earned Average for UWA	Raw Points Availabl	Nat. Average	performance range	UWATotal Raw points above or below the Nat. median performance range average score CAT 4	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	Median performanc e range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 5	% of candidates scoring withing the Nat. performance range
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	_				History A	lt. A 5941					
24	28	16-21	18.5	18.5	100%	20.5	28	14-20	17	3.5	100%

								Class	B Gene	ral Social	Science 5	081							
Secondar Geneal S Science 5 Class B/R Passing S =155	ocial 6081 equired			Cat I. Unit	ed States F	listory				Cat II. 1	World Histo	pry			Ca	t III. Govt.,	Civics, Polit	tical Science	
Academic Year	Total N Average Score	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance	_	performance	candidates scoring withing the Nat. performance	Average	Raw	Nat. Average Raw Points Performance Range	range	performance range average	candidates scoring withing the Nat. performance	Average	Raw Points	_	performance range	Nat. median performance	% of candidates scoring withing the Nat. performance range
20-21 N=0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
								Ge	neral So	cial Science	5081 Alt.	4							
20-21 N=3	164.5	16	22	12-17.	15	1	100%	11.7	22	12-17.	14.5	-2.8	66%	15.2	23	13-18.	15.5	-0.3	66%

						ı	Class	B General S	ocial Scier	nce 5081		ı					
		Cat	IV. Geograph	ny				Cat V	. Economics	;				Cat VI. Beh	avioral Scienc	es	
Earned	Raw Points Availabl	Nat. Average	Median performance range average	median performance	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance	e range	points above or below the Nat.	scoring withing the Nat.	Raw Points Earned Average for UWA	Raw Points Available		Median	below the Nat. median performanc e range	withing the Nat. performan
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
							Gene	ral Social S	cience 508	1 Alt. A							
11.2	16	9-12.	10.5	-0.7	100%	9.5	16	8-12.	10	-0.5	66%	6.7	11	6-9.	7.5	-0.8	100%

								Cla	ss B Eng	ish Langua	ge Arts 503	8							
Seconda English L Arts 5038 B/Requir Passing S =167	anguage B Class red		Cat I.	. United Sta	ites History	,				Cat II. \	World Histo	ory			Ca	t III. Govt., (	Civics, Poli	tical Science	
Academic Year	Total N Average Score Score	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance	Median performance range average score	UWATotal Raw points above or below the Nat. median performance range average score CAT 1	candidates scoring withing the Nat. performance	Raw Points Earned Average for UWA	Raw Points Available	l	Median performance range				Raw Points	Nat. Average Raw Points Performance Range	range	UWATotal Raw points above or below the Nat. median performance range average score CAT 3	% of candidates scoring withing the Nat. performance range
20-21 N=4	170	30	40.6	27-34	30.5	-0.5	100%	22	28	20-24	22	0	75%	28	40	27-33	30	-2	75%
20-21								En	glish Lar	guage Arts	5038 Alt. A								
N=9	174.1	32.3	41	28-35	31.5	0.8	78%	23.6	28	19-24	21.5	2.1	88%	33.6	41	27-33	30	3.6	100%

								G	eneral (	Science 54	35 Class B								
Seconda General 5435/Rec Passing S 152	Science quired	Cat I.	Scientifi	: Methodol Histor		iques, and				Cat II. Pl	nysical Scie	nce				Cat II	I. Life Scie	nce	
	Total N Average Score Score	Raw Points Earned Average for UWA	Points Availabl	Average Raw Points Performanc	Median performanc e range average	below the Nat. median performance range average score	withing the Nat.	Earned	Points Availabl	Nat. Average Raw Points Performanc e Range	Median performanc e range	below the Nat. median performance range	withing the	Earned	Availabl	Average Raw Points Performanc	ce range	UWATotal Raw points above or below the Nat. median performance range average score CAT 3	_
20-21 N=2	176.5	8	12	6-9.	7.5	0.5	100%	31.5	42	22-33.	27.5	4	100%	18.5	22	14-18.	16	2.5	100%
20-21 N=5	167.6	9	12	6-9.	7.5	1.5	100%	30	General 42	20-31.5	25.7	4.3	100%	17.5	22	12.5-18	15.2	2.3	100%

				(	General Scienc	ce 5435 Cla	ss B				
		Cat IV. Ear	th and Space	: Science			Cat	V. Science, T	echnology, a	and Society	
Raw Points Earned Average for UWA	Raw Points Availab Ie	Nat. Average Raw Points Performanc e Range	e range	UWATotal Raw points above or below the Nat. median performance range average score CAT 4	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points Availabl e	Average	Median performan ce range	UWATotal Raw points above or below the Nat. median performance range average score CAT 5	% of candidates scoring withing the Nat. performance range
19.5	22	11-16.	13.5	6	100%	11	12	7-10.	8.5	2.5	100%
					General Scien	ice 5435 Al	t.A				
15.5	22	10.5-16	13.2	2.3	100%	9.5	12	6.5-10	8.2	1.3	100%

									Biolo	gy 5235 C	lass B	1							
Biology S Class B/I Passing S 150	Required	Cat I. Na		ience: Scient chniques, ar		Methodology,			Ca	t II. Molecula	ar and Cellul	lar Biology				Cat III. Ge	netics and Ev	volution	
Academic ; Year	Total N Average Score Score	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance	range	1	1	Raw Points Earned Average for UWA	Raw	Nat. Average Raw Points Performance	range	UWATotal Raw points above or below the Nat. median performance range average score CAT 2	candidates	Raw Points Earned Average for UWA	Raw Points Available	Nat. Average Raw Points Performance Range	range	Nat. median performance	% of candidates scoring withing if the Nat. E performance // range I
20-21 N=0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
)			N/A N/A N/A N/A N/A						Biol	ogy 5235 /	Alt. A								
20-21 N=2	156.5	10	17	9-12.	10.5	-0.5	100%	14	23.5	10-16.5	13.2	0.8	100%	15	24	10-15.	12.5	2.5	100%

	150.5		.,	. 10.5	0.5	10070		20.5	10.5	7.2	100/0			10 15.	12.5		10070
								Biology 5	235 Class	В							
	Cat IV. [	Diversity of	Life and Or	rganismal Bio	logy		Cat V. E	cology: Org	anisms and	d Environmen	ts	Cat	VI. Scien	ice, Techno	logy, and Soo	cial Perspe	ctives
Raw Points Earned Average for UWA	Points	Nat. Average Raw Points Performan ce Range	performan ce range	1	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points	Nat. Average Raw Points Performand e Range	ce range	UWATotal Raw points above or below the Nat. median performance range average score CAT 5	% of candidates scoring withing the Nat. performanc e range	Raw Points Earned Average for UWA	Raw Points Availab	Nat. Average Raw Points Performanc e Range	_	UWATotal Raw points above or below the Nat. median performan ce range average score CAT	withing the Nat.
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
13/11						.4/11		147.1	5235 Alt.			,//	Japan	.,,,,		3471	,
16	23.5	11-17.	14	2	100%	15	19	10-14.5	12.2	2.8	100%	9	12	7-10.	8.5	0.5	100%

Physical																
Educatio	n k-12															
5091 Clas		Cat I.	Content K	nowledge an	id Student Gr	owth and Deve	lopment	C	at II. Mar	agement, Mo	otivation, an	d Communicat	tion			
B/Requir	ea					I DAZAT-A-I						I DAZAT I				
						UWATotal					l	UWATotal				
						Raw points	06 - 6				l	Raw points	04 -5			
						above or	% of					above or	% of			
		_			I	below the	candidates	_			l	below the	candidates			
		Raw	I			Nat. median	scoring	Raw	ı		l	Nat. median	scoring			
	Total N	Points	1	_	1.	performance	withing the	1	1	_		performance	withing the			
	Average	Earned	1	Raw Points	_	range	Nat.	Earned	Points	Raw Points	_	range	Nat.			
	Score	Average	Availabl	Performanc	average	average score	performanc	Average	Availabl	Performanc	average	average	performan			
Academic	Score	for UWA	e	e Range	score	CAT 1	e range	for UWA	e	e Range	score	score CAT 2	e range			
20-21																
N=2	159	22.5	30	18-22.	20	2.5	100%	20.5	25	19-22.	20.5	0	100%			
						Physical Educ	cation 5091	Alt. A								
20-21																
N=8	156	20	30	18-22.	20	О	100%	18	25	19-22.	20.5	-2.5	88%			

				P	hysical Educa	tion 5091 C	lass B				
	Cat III. Pla	anning, Instr	uction, and	Student Assess	sment		Cat IV.	Collaboratio	n, Reflection	, and Technolo	gy
Raw Points Earned Average for UWA	Raw Points Availabl	Nat. Average Raw Points Performanc e Range	_	UWATotal Raw points above or below the Nat. median performance range average score CAT 3	% of candidates scoring withing the Nat. performance range	Raw Points Earned Average for UWA	Raw Points	Nat. Average Raw Points Performanc e Range	e range average	UWATotal Raw points above or below the Nat. median performance range average score CAT 4	% of candidates scoring withing the Nat. performance range
19.5	5	17-20	18.5	1	50%	14	20	13-16	14.5	-0.5	50%
					Physical Educa	ation 5091	Alt. A				
19	25	17-20.	18.5	0.5	88%	17	20	13-16.	14.5	2.5	88%

## **Measure R3.3 Candidate Competency at Program Completion:**

2. In order to earn an Alabama Educator Certificate based on the ALSDE traditional approach, a candidate must pass the edTPA Performance assessment. All initial program candidates in Class B and Class A-Alternative programs must take and pass the assessment. Please see UWA edTPA scores below:

Elementary Education - Class B- edTPA Scores - Sept. 1, 2020-August 31, 2021 (CS=Completer Score/PS=Passing Score)

N	Plann	ing for L	ask 1 Å Literacy l ssessme		tion	Instru		Task 2 / and Eng eracy Le	aing Stu	dents	Āssessing		Task 3 ens' Lit	Ā teracy Le	earning	Āssessin	Task g Student Lear		matical		Score	es	% of 1st Attempt Pass Rate
25			2.9					2.6					2.7				2.	6			49.2	2	
		Т	ask 1					Task 2	2			-	Task	3			Tas	sk 4		cs	T	PS	A
2020-2021 Standards	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	7 RB 8	RB 9	RB 10 F	RB 11 R	B 12	RB 13	RB 14	RB 15	RB 16	RB 1	17 F	RB 18				
0-21 N=25	2.7	2.95	2.7	2.9	2.6	3	2.7	2.7	2.8	2.45	2.7	3.2	2.8	2.7	2.7	2.65	2.7	5	2.4	CS=	49.2	PS=44	82% 1s Time
	El	lemen	tary Ec	ducat	ion A	ALT. A	- edTI	PA Sco	ores - S	ept. 1,	2020-	Augus	st 31	, 2021	(CS	=Comp	leter Sc	ore/PS	=Passir	ng Sco	ore)		
~	Plann	ing for L	ask 1 Å Literacy l		tion	Instru		Task 2 / and Eng eracy Le	aing Stu	dents	Āssessing		Task 3 ens' Lit	Ā teracy Le	earning	Āssessin	Task g Student Leari	ts' Mathe	matical		Score	es	% of 1st Attemp Pass Rat
23																					50.1	1	
0-21 N=23	2.75	2.8	3.1	2.9	2.8	3.05	2.8	2.9	2.8	2.55	2.7	3.5	2.9	2.65	2.85	2.65	2.7	5	2.5	CS=5	50.1	PS=44	87.2 1 time pass ra
Early Chil	ldhod	od Ed				s B- e	dTP	A Sco				20-A	ugu	ıst 31,	, 2021	(C	S=Con	nplete	er Scoi	re/P	S=Pa		
Early Chil	Т			sk1	Ā cy Ins	tuctio	Т	Instruc	cting a	Sept. Task 2 Å nd Enga	i ning St		Ţ		7	Cask 3 Ā			er Scoi	re/P			% of 1st Attemp
	Т		<i>Ta</i>	sk1	Ā cy Ins	tuctio	Т	Instruc	cting a	Task 2 Å	i ning St		Ţ		7	Task 3 Ā			er Scoi		res		% of 1st Attempt
N 25	P		<i>Ta</i> ng for Li and As	sk1	ty Ins	tuctio	Т	Instruc	cting ai	Task 2 Å	i ning Str arning		Ţ		ng Stude	Task 3 Ā	racy Lec		cs	Scor	res		% of 1st Attempt Pass Rat
~	F	Plannir	<i>Ta</i> ng for Li and As	sk1 i iterac sess	A cy Ins	tuctio	on /	Instruc	cting ai	Task 2 Å nd Enga racy Lea	i aing Stoarning	udent	ts A	Āssessin	ng Stude	Task 3 Ā ens' Lite	racy Led		cs	Scor	res	,	Score % of 1st Attempt
N 25	P	Plannir	Tang for Li and As	sk 1 i iterak ssess ask 1	A cy Ins	tuctio	on /	Instruc	cting an	Task 2 Å nd Enga racy Lea Task 2	i aing Stoarning	udent	ts A	Āssessin	ng Stude	Task 3 Ā ens' Lite Task 3	racy Led	arning	cs	Scor	res	,	% of 1st Attempt Pass Rat
25 2020-2021 Standards	R	B 1	Tang for Li and As	sk 1 i iterak ssess ask 1	a cy Ins	B 4 R	on /	Instruc	cting an	Task 2 Å nd Enga racy Lea Task 2	i aing Stoarning	udent	10 R	Āssessin	ng Stude	Task 3 Ā ens' Lite Task 3	racy Led	arning	cs	Scor 49.	res	A 44	% of 1st Attempt Pass Rate
25 020-2021 Standards	R R S 25 2	B 1	Tang for Li and As	sk 1 iteracisess	A cylns ment	B 4 R	B 5 1	RB 6	RB 7	Task 2 Å nd Enga racy Lea Task 2 RB 8	RB 9	RB:	10 R	āssessin	RB 12F	Task 3 Ā rens' Lite Task 3	RB 14	RB 15	CS=4	Scor 49.	res .2 PS	A 44 Pi	% of 1st Attempt Pass Rate
25 020-2021 Standards 20-21 N=2	R S ildho	B 1	Tang for Li and As	sk 1 iteraeisess ask 1 RB	A cylins ment  RI  RI  ALT.  A cylins	B 4 R	B 5	RB 6	RB 7	Task 2 Å nd Enga racy Lea Task 2 RB 8	RB 9	RB:	10 R	2.7 st 31,	3.2 2021	Task 3 Ā rens' Lite Task 3	RB 14	RB 15	CS=4	Scor 49.	PS=4	A 44 p. sssing 5	% of 1st Attemp Pass Rat  B2% 1s Time ass Ra  Score) % of 1st
25 2020-2021 Standards 20-21 N=2	R S ildho	B 1	Tang for Li and As  Ta  RB 2  2.95  ducat	sk 1 iteraeisess ask 1 RB	A cylins ment  RI  RI  ALT.  A cylins	B 4 R	B 5	RB 6	RB 7	Task 2 And Engage	RB 9	RB:	10 R	2.7 st 31,	3.2 2021	Task 3 Å eens' Lite Task 3  CS  (CS	RB 14	RB 15	CS=4	9.2 e/PS	PS=4 S=Pas	A 44 p. sssing 5	% of 1st Attempte Pass Rate

2020-2021	Plann	ing for L	<i>isk 1</i> Å .iteracy ssessm		tion	Instru	cting a	Task 2 Ā nd Enga racy Lea	ing Stu	idents	Āssessi	ng Stud	Task 3 . dens' Lit	Ā eracy Le	arning	Sco	ores	% of 1st Attempt Pass Rat
																46	5.4	
N		T	ask 1					Task 2					Task	3		CS	PS	
7	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15			
Standards																		
20-21 N=7	2.9	3	3	3	2.9	3.5	3	3.5	3.5	2.75	3.9	3.5	2.8	2.65	2.65	CS=46.4	PS=37	100% 1s time pas
	Spe	cial E	ducat	ion	(Dua	l k-6)	- AL	T. A-	edTF	A Sco	ores -	Sep	t. 1, :	2020-	Augus	t 31, 20	21	
~	Plann	ing for L	<i>ask 1</i> Å .iteracy ssessm		tion	Instru	cting a	Task 2 Ā nd Enga racy Lea	ing Stu	ıdents	Āssessi	ng Stud	Task 3 . dens' Lit	Ā eracy Le	arning	Sco	ores	% of 1st Attemp Pass Rat
9																42	2.2	
20-21 N=9	3.5	3	2.5	2.5	2.9	3	3	3	3	2.5	2.9	3.3	3	2.5	2.25	CS=40.6	PS=37	67% 1s time pa
	Sp	ecial	Educ	atio	n (6-	12) -	Class	B- ec	ITPA	Scor	es - S	ept.	1, 20	20-Au	gust 3	31, 2021	L	
020-2021	Plann	ing for L	isk 1 Å iteracy ssessme		tion	Instru	cting an	Task 2 Ā nd Enga acy Lea	ing Stu	dents	Āssessi		Task 3 / lens' Lit	ā eracy Le	arning	cs	PS	% of 1s
			ask 1					Task 2					Task					Pass Ra
Standards	RB 1	RB 2 1.3, 3.3				RB 6		5.1.5.			RB 11		1.2.4	RB 14	RB 15			
20-21 N=7	2.9	3	3	3	2.9	3.5	3	3.5	3.5	2.75	3.9	3.5	2.8	2.65	2.65	CS=46.4	PS=37	100% 1s time pas
	Sp	ecial	Educ	atio	n (6-	12) -	Class	B- ec	ITPA	Scor	es - S	ept.	1, 20	20-Au	gust 3	31, 2021	L	
																		75% 1st

			ndary	Biolo	gy - (	class B		PA Sco		Fall 20	20-Sp	ring 2			lent Er	rolled)		% of 1st
~	Plann	ing for L			tion	Instru	cting an in Liter	nd Enga	ing Stu	idents	Āssessi	ing Stud	Task 3 i dens' Lit	Ā eracy Le	arning	Sco	ores	Attempt Pass Rate
0																		
		Та	ask 1				Т	ask 2	2				Task	3		CS	PS	
Fall 2020	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	<b>RB 10</b>	<b>RB 11</b>	<b>RB 12</b>	RB 13	RB 14	<b>RB 15</b>	-		_ ~
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		37	
Ā																		
Standards																		
		Seco	ndary	Biolo	gy -	ALT. A	- edTP	A Sco	res - I	Fall 20	20-Spi	ring 2	021 (N	lo stud	ent En	rolled)		
Sprina 2021	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15			
3pring 2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
2020-2021 N=0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CS=	PS=	N/A

	s	econd	lary E	nglis	sh La	ingua	ige A	rts - (	Class	B- ed	TPA:	Score	es - Fa	all 202	0-Spr	ing 202	21	
N	Planr	ing for L	<i>isk 1</i> Ā iteracy ssessme		tion	Instru	T cting an in Liter	_	ing Stu	idents	Āssessi	ing Stud	Task 3 . dens' Lit	Ā teracy Le	arning	Sco	ores	% of 1st Attempt Pass Rate
4																4	16	75.00%
2020-2021		Ta	ask 1				Т	ask 2	2				Task	3		cs	PS	A
Standards																		
	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15			
2020-2021 N=4	2.85	3.85	3.1	2.7	3.4	3	3.15	2.65	2.9	2.85	3.15	3.7	2.9	3.15	2.85	CS=46	PS=37	75% 1st Time pas rate
	s	econo	dary E	ngli	sh La	angua	ige A	rts - /	ALT.	A- ed	TPA :	Score	es - Fa	all 202	0-Spr	ing 202	1	
~	Plann	ing for L	isk 1 Å iteracy ssessme		tion	Instru	1 cting an in Liter	_	ing Stu	idents	Āssessi	ing Stud	Task 3 . dens' Lit	Ã teracy Le	arning	Sco	ores	% of 1st Attempt Pass Rate
10																42	2.6	90.00%
2020-2021 N=10	3.1	2.8	3.35	3	3.2	3	3.2	3.25	3	3.05	2.5	3.8	2.7	2.6	3	CS=42.6	PS=37	90% 1st time pass

N	Plann	ing for L	isk 1 Å iteracy ssessmi		tion	Instru	cting ar	Task 2 Ā nd Enga racy Lea	ing Stu	ıdents	Āssessi	ng Stud	Task 3 . dens' Lit	Ā eracy Le	arning	Sco	ores	% of 1st Attempt Pass Rate
0 2020-2021		Ta	ask 1				Т	ask 2	2				Task	3		cs	PS	A
Standards																		
	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	<b>RB 15</b>			
2020-2021 N=0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CS=	PS=	N/A
Sec	onda	ry So	cial S	cien	ce- A	ALT. A	- edT	PA S	core	s - Fa	II 202	0-Sp	ring 2	2021 (	No st	udent E	Enrolled	)
~	Plann	ing for L	isk 1 Ā iteracy ssessme		tion	Instru	cting ar	ask 2 Ā nd Enga acy Lea	ing Stu	idents	Āssessi	ng Stud	Task 3 i dens' Lit	ā eracy Le	arning	Sco	ores	% of 1st Attempt Pass Rate
0																		
2020-2021 N=0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CS=	PS=	N/A

			rsk 1 Ā													· · · · · · · · · · · · · · · · · · ·		T
N	Plann	ning for L			tion	Instru	ting an in Liter		ing Stu	idents	Āssessi	ng Stud	Task 3 . dens' Lit	Ā teracy Le	arning	Sco	ores	% of 1st Attempt Pass Rate
2																g	39	100.00%
2020-2021		Ta	ask 1				Т	ask 2	2				Task	3		CS	PS	A
Standards																		
	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15			
2020-2021 N=2	3	2.5	2	2.5	3	3	2.5	2.5	1.5	2.5	3.5	3.5	2	3	2	CS=39	PS=37	100% 1st time pass rate
		Sec	onda	ry G	ener	al Sci	ence-	ALT.	A- e	dTPA	Sco	res - I	Fall 2	020-S	pring	2021		
N	Plann	ning for L	isk 1 Å iteracy ssessm		tion	Instru	T cting an in Liter		ing Stu	idents	Āssessi	ng Stud	Task 3 . dens' Lit	Ā eracy Le	arning	Sco	ores	% of 1st Attempt Pass Rate
8																40	o.9	87.50%
2020-2021 N=8	3	2.25	2.5	2.8	3	3.05	2.45	2.5	1.8	2.15	3.2	3.3	2.1	2.3	2.5	CS=38.8	PS=37	87.5% 1st time pass rate

N	Plann	ing for L	<i>isk</i> 1 Å .iteracy ssessme		tion		T cting an in Liter	_	ing Stu	idents	Āssessi	ng Stud	Task 3 i dens' Lit	Ā eracy Le	arning	Sco	ores	% of 1st Attempt Pass Rate
0																		
2020-2021		Ta	ask 1				т	ask 2	2				Task	3		CS	PS	A
Standards																		
	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	<b>RB 10</b>	RB 11	RB 12	RB 13	RB 14	RB 15			
2020-2021 N=0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CS=	PS=	N/A
			Seco	nda	ry Hi	story	- ALT	. А- є	dTP	A Sco	res -	Fall 2	2020-	Spring	2021	L		
~	Plann	ing for L	<i>isk 1</i> Ā iteracy ssessme		tion		1 cting an in Liter	_	ing Stu	idents	Āssessi	ng Stud	Task 3 i dens' Lit	Ā teracy Le	arning	Sco	ores	% of 1st Attempt Pass Rate
3																48	3.5	87.50%
2020-2021	3	3.25	3	3	3.5	3	3	3	3	3	3.25	4	3.8	3	3.75	CS=48.5	PS=37	100% 1st time pas

		_	rsk 1 Ā				_	ask 2 Ā										
N	Plann	ing for L			tion		ı cting ar in Liter	nd Enga	ing Stu	idents	Āssessi		Task 3 i Iens' Lit	ā eracy Led	arning	Sco	ores	% of 1st Attempt Pass Rate
6																***	37	
2020-2021		Ta	ask 1				Т	ask 2	2				Task	3		cs	PS	A
Standards																		
	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	RB 10	RB 11	RB 12	RB 13	RB 14	RB 15			
2020-2021																		33.3% 1s
N=6	2.5	2.1	2.65	2.5	2.5	3	2.5	2	2.9	2	2.25	3	2.7	1.9	2.25	CS=37	PS=37	time pas
											_							Tate
		Se	cond	ary I	Vlath	nema	tics- /	ALT. A	4- ed	TPA :	Score	s - Fa	III 20:	20-Spr	ring 2	021		
N	Place	To ing for L	sk 1 Ā	lastus	tion	laster	T cting an	ask 2 Ā		donts			Task 3	Ā		Sco	ores	% of 1st
74	Fiann	_	ssessm		LIOII		in Liter		_	idents	Āssessi	ng Stud	lens' Lit	eracy Le	arning	300	JI ES	Attempt Pass Rate
10																***	37	60.00%
2020-2021																		60% 1st
N=10	2.5	2.15	2.65	2.5	2.3	3	2	2.25	2.4	2	2.9	3	2.7	2.4	2.5	CS=37	PS=37	time pas

			Fnys	icai	Eauc	ation	ı- Cıa:	SS D-	eair	A Sco	ores -	raii	2020	Sprin	g 202			_
N	Plann	ing for L	<i>isk</i> 1 Å iteracy ssessme		tion		T cting an in Liter	_	ing Stu	dents	Āssessi	ing Stud	Task 3 i dens' Lit	ā eracy Le	arning	Sco	ores	% of 1st Attempt Pass Rate
0																		
2020-2021		Ta	ask 1				Т	ask 2	2				Task	3		CS	PS	A
Standards																		
	RB 1	RB 2	RB 3	RB 4	RB 5	RB 6	RB 7	RB 8	RB 9	<b>RB 10</b>	RB 11	RB 12	RB 13	RB 14	RB 15			
2020-2021 N=0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CS=	PS=	N/A
			Phys	ical	Educ	ation	ı- ALT	Г. <b>А</b> - «	edTP	A Sco	ores -	Fall 2	2020-	Spring	g 202:	ı		
N	Plann	Physical Edu  Task 1 Ā  Planning for Literacy Instuction and Assessment					T cting an in Liter	_	ing Stu	dents	Āssessi	ing Stud	Task 3 i dens' Lit	Ā eracy Led	arning	Sco	ores	% of 1st Attempt Pass Rate
9																40	0.4	89.00%
2020-2021 N=9	2.8	3	2.7	2.7	2.9	2.9	2.7	2.7	2.7	2.55	2.7	3	2.6	2.35	2.55	CS=40.4	PS=37	89% 1st time pas

## **Measure RA3.4 Candidate Competency at Program Completion:**

1. Candidates completing Advanced programs at UWA are required to take and pass a comprehensive exam prior to program completion. UWA Advanced program completers continue to show competency in Content Knowledge.

			Master of	f Education			
Subject Area	Fall 1' 20	Fall 2' 20	Spring 1, 21	Spring 2, 21	Summer 1' 21	Summer 2' 21	Total
Biology	N/A	N/A	N/A	N/A	N=1 P1/F0	N=3 P1/F2	N=4 P2/F2
Early Childhood Education	N=7 P7/F0	N=8 P7/F1	N=6 P6/F0	N=5 P5/F0	N=13 P13/F0	N=9 P9/F0	N=48 P47/F1
Elementary Education	N=32 P31/F1	N=36 P36/F0	N=43 P43/F0	N=47 P47/F0	N=30 P28/F2	N=59 P54/F5	N=247 P239/F8
English/Lang. Arts	N=1 P1/F0	N=2 P2/F0	N/A	N=3 P2/F1	N=3 P2/F1	N=1 P1/F0	N=10 P8/F2
History	N=3 P2/F1	N=1 P1/F0	N=1 P0/F1	N=2 P2/F0	N/A	N=2 P1/F1	N=9 P6/F3
Physical Education	N=10 P7/F3	N=10 P8/F2	N=8 P8/F0	N=7 P5/F2	N=8 P5/F3	N=10 P9/F1	N=53 P42/F11
School Counseling	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Science	N=2 P2/F0	N=1 P1/F0	N=1 P0/F1	N=3 P3/F0	N=3 P2/F1	N=5 P5/F0	N=15 P13/F2
Special Education	N=15 P13/F2	N=14 P12/F2	N=15 P11/F4	N=25 P16/F9	N=25 P17/F8	N=19 P14/F5	N=113 P83/F30
Mathematics	N=4 P4/F0	N=2 P2/F0	N=1 P1/F0	N=2 P2/F0	N/A	N=2 P2/F0	N=11 P11/F0
Total	N=74 P67/F7	N=74 P69/F5	N=75 P69/F6	N=94 P82/F12	N=83 P68/F15	N=110 P96/14	N=510 P451/F59
Percent Passing	91%	93%	92%	87%	82%	87%	88%

Master of Arts in Teaching							
Subject Area	Fall 1' 20	Fall 2' 20	Spring 1, 21	Spring 2, 21	Summer 1' 21	Summer 2' 21	Total
English	N/A	N=3 P2/F1	N/A	N/A	N/A	N/A	N=3 P2/F1
English Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A
History	N/A	N/A	N/A	N=1 P1/F0	N/A	N/A	N/A
Mathematics	N=1 P1/F0	N=6 P6/F0	N=3 P3/F0	N=3 P3/F0	N=2 P2/F0	N=6 P6/F0	N=21 P21/F0
Physical Education	N=1 P0/F1	N=1 P1/F0	N/A	N/A	N/A	N/A	N=2 P1/F1
Science	N/A	N/A	N/A	N=1 P1/F0	N/A	N/A	N-1 P1/F0
Social Science	N/A	N=2 P2/F0	N=1 P1/F0	N=1 P1/F0	N/A	N/A	N=4 P4/F0
Biology	N/A	N/A	N=2 P2/F0	N=3 P1/F2	N=3 P2/F1	N/A	N=8 P5/F3
Total	N=2 P1/F1	N=12 P11/F1	N=5 P6/F0	N=9 P7/F2	N=3 P2/F1	N=6 P6/F0	N=39 P34/F5
Percent Passing	50%	92%	100%	78%	67%	100%	87%

Education Specialist							
Subject Area	Fall 1' 20	Fall 2' 20	Spring 1, 21	Spring 2, 21	Summer 1' 21	Summer 2' 21	Total
Counseling	N=1 P1/F0	N/A	N=2 P1/F1	N=1 P1/F0	N=2 P2/F0	N=1 P1/F0	N=7 P6/F1
Early Childhood Education	N=3 P3/F0	N=2 P2/F0	N/A	N=1 P1/F0	N=1 P0/F1	N=1 P1/F0	N=8 P7/F1
Elementary Education	N=12 P11/F1	N=5 P5/F0	N=4 P4/F0	N=3 P3/F0	N=3 P3/F0	N=11 P11/F0	N=38 P37/F1
Library Media	N=2 P2/F0	N=1 P1/F0	N=1 P1/F0	N=2 P2/F0	N=3 P3/F0	N=4 P3/F1	N=13 P12/F1
School Counseling	N=4 P4/F0	N=3 P3/F0	N=2 P2/F0	N=5 P2/F3	N=6 P5/F1	N=4 P3/F1	N=24 P19/F5
Special Education	N=3 P3/F0	N=4 P3/F1	N=2 P1/F1	N=9 P7/F2	N=9 P7/F2	N=10 P6/F4	N=37 P27/F10
	N=25	N=15		N=21			N=127
Total	P24/F1	P14/F1	N=11 P9/F2	P16/F5	N=24 P20/F4	N=31 P25/F6	P108/F19
Percent Passing	96%	93%	82%	76%	83%	81%	85%

## Measure 4 Ability of completers to be hired in education positions for which they have prepared:

The EPP requires all licensing requirements to be completed prior to allowing our candidates to complete a program, graduate, and be recommended for licensure. Due to this requirement, 100% of the EPP's completers are eligible to be hired by a P-12 district in the area for which the completer was prepared.

2020-2021		Candidates	
Academic Year	Program Level	Recommended for	Program Completers
2020-2021	Class B	45	45
2020-2021	Alt. A.	90	90
2020-2021	Class A Traditional (M.Ed.)	710	710
2020-2021	Class A Traditional (MAT)	39	39
2020-2021	Class AA (ED.S.)	149	149