					Fall 2020			Spring 2021
InTASC Standard	**Key Assessment**	**Indicator**	**FA20 n**	**Std. Dev.**	**Fall 2020 Mean Score**	**SP21 n**	**Std. Dev.**	**Spring 2021 Mean Score**
9 - Professional Learning and Ethical Practice	Conceptual Framework Rubric	5.1 Analyze personal performance to improve teaching and learning	51	0.50	3.45	124	0.53	3.44
		5.2 Analyze student performance to improve teaching and learning	51	0.53	3.39	124	0.44	3.23
	ADEPT/SCTS 4.0 Rubric	Professionalism 1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	51	0.50	3.57	124	0.47	3.71
		Professionalism 2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	51	0.50	3.57	124	0.51	3.56
		Professionalism 3. The educator develops and works out a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	51	0.67	3.29	124	0.71	3.02
		Professionalism 4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	51	0.48	3.65	124	0.54	3.43
		Professionalism 5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.	51	0.57	3.59	124	0.52	3.61
		Professionalism 6. The educator offers specific actions to improve his/her teaching.	51	0.53	3.59	124	0.53	3.55
		Professionalism 7. The educator accepts responsibilities contributing to school improvement.	51	0.69	3.43	124	0.82	3.19

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		Professionalism 8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	51	0.54	3.53	124	0.50	3.44
		Professionalism 9. The educator actively supports school activities and events.	51	0.49	3.41	124	0.58	3.41
		Professionalism 10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	51	0.48	3.65	124	0.53	3.53
	TWS	7.1 Reflection and Self Evaluation: Interpretation of student learning	69	0.28	2.91	124	0.15	2.98
		7.2 Reflection and Self Evaluation: Insights on effective instruction and assessment	69	0.34	2.87	124	0.21	2.95
		7.3 Reflection and Self Evaluation: Alignment among goals, instruction, and assessment	69	0.32	2.88	124	0.18	2.97
		7.4 Reflection and Self Evaluation: Implications for future teaching	69	0.38	2.83	124	0.21	2.95
		7.5 Reflection and Self Evaluation: Implications for professional development	69	0.52	2.59	124	0.69	2.40

For InTASC Standard 10, Leadership and Collaboration, data were pulled from the ADEPT/SCTS 4.0 Rubric and the Teacher Work Sample. As noted with Standard 9, candidates performed well overall on indicators linked to InTASC Standard 10, with the exclusion of TWS Indicator 7.5, which measured their abilities to reflect on their students' learning, their teaching, and the implications for professional development. Candidates earned their lowest mean score both semesters in this area (Fall 2020 – 2.59; Spring 2021 – 2.40). Candidates' highest mean scores were for their ability to accept leadership responsibilities and contribute to a safe learning environment (ADEPT/SCTS 4.0 Professionalism Standard 10); candidates earned a mean score of 3.65 in Fall 2020 and 3.53 in Spring 2021 (See Table 2).

10 - Leadership and Collaboration	ADEPT/SCTS 4.0 Rubric	Professionalism 3. The educator develops and works out a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	51	0.67	3.29	124	0.71	3.02
		Professionalism 7. The educator accepts responsibilities contributing to school improvement.	51	0.69	3.43	124	0.82	3.19
		Professionalism 9. The educator actively supports school activities and events.	51	0.49	3.41	124	0.58	3.41
		Professionalism 10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	51	0.48	3.65	124	0.53	3.53
	TWS	7.5 Reflection and Self Evaluation: Implications for professional development	69	0.52	2.59	124	0.69	2.40