**Initial Level Teacher-in-Residence**

**Introduction:**

The Initial Level of the COEPD currently participates in the Teacher-in-Residence (TIR) program with sixteen (16) WV counties. The TIR Program is an intensively supervised and mentored residency program for prospective teachers during their senior year that refines their professional practice skills and helps them gain the teaching experience needed to demonstrate competence as a prerequisite to certification to teach in the West Virginia public schools. Teacher-in-Residence Programs require authorization of the WVBE pursuant to W.Va Code 18A-3-1(e).

**Summary/Analysis:**

Beginning with the Fall semester of 2014, the initial level program has increased the number of TIR agreements and placements each year, and currently several WV counties are participating in the partnership. As can be seen from the chart below, the number of participating counties has sharply risen from three (3) in 2014 to the current sixteen (16). The initial level continues to work to develop additional agreements and has a goal of partnering with twenty-five counties by the year 2020.

**Teacher-in-Residence Agreements**

|  |  |  |
| --- | --- | --- |
| **Year** | **# of Counties with Agreements** | **# of Candidates Placed** |
| **2014-15** | 3 | 0 |
| **2015-16** | 15 | 3 |
| **2016-17** | 15 | 6 |
| **2017-18** | 16 | 1 |

Current TIR agreements are predominantly located in the counties surrounding Huntington, WV and in high need geographical areas, such as the southern coalfields of WV and the increasingly populated eastern panhandle. The chart below highlights the specific counties in the state that currently have agreements with the college.

**WV Counties with TIR Agreements**



In addition to tracking where Teacher-in-Residence candidates are placed, the initial level of the COEPD also monitors the content areas of the placements. As can be noted from the chart below, high school mathematics is the most common area, with fifty-six (56%) of the placements. The second highest area is elementary, with thirty-three (33%). Following the trends for placements helps the initial level recruit candidates who have an interest in the subject areas most likely to be placed and eventually employed.

**Teacher-in-Residence Content Areas**

|  |  |  |  |
| --- | --- | --- | --- |
| **Semester** | **# of Candidates Placed** | **Content Area of Placements** | **School/County** |
| **Fall 2015** | 2 | 1 Elementary1 High School Mathematics |  |
| **Spring 2016** | 1 | I High School Mathematics |  |
| **Fall 2016** | 3 | 1 Middle School English 1 High School Mathematics 1 Elementary |  |
| **Spring 2017** | 3 | 2 High School Mathematics 1 Elementary |  |

**Data:**

Several data sources from the Teacher-in-Residence program are tracked by the initial level. Data are collected on both “Indicators of Teaching Effectiveness” and on the “Impact on Student Learning”.

**Teacher-in-Residence “Indicators of Teaching Effectiveness” Data**

The following tables document the teaching effectiveness of the TIR teachers, as measured by both the county mentor and the university supervisor.

During the Spring 2017 semester, two math teachers and one elementary teacher were placed. The same rubric to measure teaching effectiveness was used to evaluate each one. The results are listed in the table below.

**Spring 2017, N = 3**

**West Virginia Professional Teaching Standards (WVPTS) Mentor and Supervisor Evaluations for TIR Candidates**

|  |  |
| --- | --- |
| **ELEMENTS** | **Spring 2017** |
| **TIR** **Mentor Evaluation** **(n = 3)** | **TIR****Supervisor Evaluation****(n = 3)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.2 Standards Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 3.3 | 33.3 | 66.7 | 0 | 0 |
| 1.3 Assessment Approach | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Characteristics of Learners | 3.0 | 0 | 100 | 0 | 0 | 3.3 | 33.3 | 66.7 | 0 | 0 |
| 2.2 Appropriate Learning Environment | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 2.3 Learner-Centered Culture | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 3.0 | 0 | 100 | 0 | 0 | 3.3 | 33.3 | 66.7 | 0 | 0 |
| 3.2 Learning Activities | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 3.3 | 33.3 | 66.7 | 0 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | 3.3 | 33.3 | 66.7 | 0 | 0 |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 3.0 | 0 | 100 | 0 | 0 | 3.3 | 33.3 | 66.7 | 0 | 0 |
| 5.2 Working with Community | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 5.3 Practices and Policies | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |

|  |  |  |
| --- | --- | --- |
| **ELEMENTS** | **Mentor Evaluation****TIR (n = 3)** | **Supervisor Evaluation****TIR (n = 3)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **T** | **A** | **U** | **N/A** | **T** | **A** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 2.67 | 66.7 | 33.3 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Time and Goal Management | 2.67 | 66.7 | 33.3 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Respect | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Appearance | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Self-Control | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Integrity | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Critical Thinking | 2.67 | 66.7 | 33.3 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Adaptability | 2.67 | 66.7 | 33.3 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Commitment to Students | 2.33 | 33.3 | 66.7 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Commitment to Diversity | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Commitment to Technology | 2.67 | 66.7 | 33.3 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Commitment to Profession | 2.33 | 33.3 | 66.7 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |

During the Fall 2016 semester, one English teacher, one math teacher, and one elementary teacher were placed. The same teaching effectiveness rubric was used to evaluate each one. The results are listed in the table below.

**Fall 2016, N = 3**

**West Virginia Professional Teaching Standards (WVPTS) Mentor and Supervisor Evaluations for TIR Candidates**

|  |  |
| --- | --- |
| **ELEMENTS** | **Fall 2016** |
| **TIR** **Mentor Evaluation** **(n = 3)** | **TIR****Supervisor Evaluation****(n = 3)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.2 Standards Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.3 Assessment Approach | 3.0 | 33.3 | 33.3 | 33.3 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Characteristics of Learners | 3.0 | 0 | 100 | 0 | 0 | 2.67 | 33.3 | 0 | 66.7 | 0 |
| 2.2 Appropriate Learning Environment | 3.33 | 33.3 | 66.7 | 0 | 0 | 3.67 | 66.7 | 33.3 | 0 | 0 |
| 2.3 Learner-Centered Culture | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 3.33 | 33.3 | 66.7 | 0 | 0 | 3.5 | 50 | 50 | 0 | 0 |
| 3.2 Learning Activities | 3.0 | 0 | 100 | 0 | 0 | 3.5 | 50 | 50 | 0 | 0 |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 33.3 | 33.3 | 33.3 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 2.67 | 0 | 66.7 | 33.3 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 4.2 Collaboration with Colleagues | 3.33 | 33.3 | 66.7 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 3.0 | 0 | 100 | 0 | 0 | 2.67 | 0 | 66.7 | 33.3 | 0 |
| 5.2 Working with Community | 2.67 | 0 | 66.7 | 33.3 | 0 | 2.67 | 0 | 66.7 | 33.3 | 0 |
| 5.3 Practices and Policies | 3.0 | 0 | 100 | 0 | 0 | 2.67 | 0 | 66.7 | 33.3 | 0 |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |

|  |  |  |
| --- | --- | --- |
| **ELEMENTS** | **Mentor Evaluation****TIR (n = 3)** | **Supervisor Evaluation****TIR (n = 3)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **T** | **A** | **U** | **N/A** | **T** | **A** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Attendance | 2.67 | 66.7 | 33.3 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Respect | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Appearance | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Attitude/Composure | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Confidentiality | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Critical Thinking | 2.67 | 66.7 | 33.3 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Commitment to Students | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Commitment to Diversity |  3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Commitment to Technology | 2.67 | 66.7 | 33.3 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Commitment to Profession | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |

During the Spring 2016 semester, one math teacher was placed. The results are listed in the table below.

**Spring 2016, Secondary Math, N = 1**

**West Virginia Professional Teaching Standards (WVPTS) Mentor and Supervisor Evaluations for TIR Candidates**

|  |  |
| --- | --- |
| **ELEMENTS** | **Spring 2016** |
| **TIR** **Mentor Evaluation** **(n = 1)** | **TIR****Supervisor Evaluation****(n = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| Element 1.1 The teacher candidate demonstrates deep and extensive knowledge of the subject matter |  |  |  |  |  |  |  |  |  |  |
| 1.1A Problem solving | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.1B Reasoning and proof | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.1C Number and operations | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.1D Different perspectives on algebra | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.1E Geometries | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.1F Calculus | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.1G Discrete mathematics | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.1H Data analysis, statistics, and probability | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.1I Measurement | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| i.1J Collaborates with teachers from other grades and subjects | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| Element 1.2 The teacher candidate designs standards-driven instruction using state-approved curriculum. |  |  |  |  |  |  |  |  |  |  |
| 1.2A Instruction and assessment aligned | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.2B Sequential learning activities | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.2C Activities promote student collaboration and critical thinking | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| Element 1.3 The teacher candidate uses a balanced assessment approach to guide student learning. |  |  |  |  |  |  |  |  |  |  |
| 1.3A Designs and uses a variety of assessments | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.3B Clearly defines and communicates assessment criteria | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.3C Provides timely feedback | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| Element 2.1 The teacher candidate understands and responds to the unique characteristics of learners. |  |  |  |  |  |  |  |  |  |  |
| 2.1A Demonstrates extensive knowledge of students’ social, emotional, and academic needs | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 2.1B Plans and implements differentiated learning activities | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| Element 2.2 The teacher candidate establishes and maintains a safe and appropriate learning environment. |  |  |  |  |  |  |  |  |  |  |
| 2.2A Establishes an effective classroom management system | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 2.2B Ensures appropriate behavior | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 2.2C Organizes space and materials | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| Element 2.3 The teacher candidate establishes and maintains a learner-centered culture. |  |  |  |  |  |  |  |  |  |  |
| 2.3A Establishes clear criteria | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 2.3B Maximizes instructional time | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 2.3C Creates a community of learners | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 2.3D Provides extensive opportunities for students to collaborate | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| Element 3.1 The teacher candidate utilizes a variety of research-based instructional strategies. |  |  |  |  |  |  |  |  |  |  |
| 3.1A Variety of instructional strategies | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.1B Provides scaffolding and differentiated instruction | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.1C Uses appropriate technology | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| Element 3.2 The teacher candidate motivates and engages students in learning problem-solving and collaboration. |  |  |  |  |  |  |  |  |  |  |
| 3.2A Facilitates student-led learning activities | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 3.2B Encourages students to initiate or adapt | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 3.2C Provides students with extensive opportunities | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| Element 3.3 The teacher candidate adjusts instruction based on a variety of assessments and student responses. |  |  |  |  |  |  |  |  |  |  |
| 3.3A Modifies instruction | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 3.3B Monitors student progress | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 3.3C Makes instructional decisions | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.3D Analyzes and uses student data | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 3.3E Uses a variety of formative assessments | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| Element 4.1 The teacher candidate engages in professional development that guides continuous examination and improvement. |  |  |  |  |  |  |  |  |  |  |
| 4.1A Initiates the development of best practice | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 4.1B Implements best practice | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| Element 4.2 The teacher candidate actively engages in collaborative learning opportunities with colleagues. |  |  |  |  |  |  |  |  |  |  |
| 4.2A Initiates the development of a collaborative team | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 4.2B Contributes consistently to group learning | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 4.2C Mentors others  | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| Element 5.1 The teacher candidate participates in school-wide collaborative efforts to support the success of all students. |  |  |  |  |  |  |  |  |  |  |
| 5.1A Participates in the design of Professional Development | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| Element 5.2 The teacher candidate works with parents, guardians, families, and community  |  |  |  |  |  |  |  |  |  |  |
| 5.2A Develops ongoing opportunities for families | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 5.2B Interacts appropriately with families | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 5.2C Promotes meaningful school activities | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| Element 5.3 The teacher candidate promotes practices and policies that improve school environment and student learning. |  |  |  |  |  |  |  |  |  |  |
| 5.3A Takes a leadership role | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| Element 6.1 The work of the teacher candidate results in measurable progress of student learning of state-approved curricula. |  |  |  |  |  |  |  |  |  |  |
| 6.1A Validates progress of student learning. | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |

|  |  |  |
| --- | --- | --- |
| **ELEMENTS** | **Mentor Evaluation****TIR (n = 1)** | **Supervisor Evaluation****TIR (n = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **T** | **A** | **U** | **N/A** | **T** | **A** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Attendance | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Respect | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Appearance | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Attitude/Composure | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Flexibility | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Confidentiality | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Critical Thinking | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Commitment to Students | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Commitment to Diversity |  3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Commitment to Technology | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Commitment to Profession | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |

During the Fall 2015 semester, one elementary teacher and one math teacher were placed. Since the teachers were from different content areas and teaching levels, different teaching effectiveness rubrics were used for evaluation. The results are listed in the tables below.

**Fall 2015, Elementary, N = 1**

**West Virginia Professional Teaching Standards (WVPTS) Mentor and Supervisor Evaluations for TIR Candidates**

|  |  |
| --- | --- |
| **ELEMENTS** | **Fall 2015** |
| **TIR** **Mentor Evaluation** **(n = 1)** | **TIR****Supervisor Evaluation****(n = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| Element 1.1 The teacher candidate demonstrates deep and extensive knowledge of the subject matter |  |  |  |  |  |  |  |  |  |  |
| 1.1A Reading, writing and oral language | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.1B Science | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.1C Mathematics | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.1D Social Studies | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.1E The arts | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.1F Health education | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.1G Physical education | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.1H Collaborates with teachers from other grades | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| Element 1.2 The teacher candidate designs standards-driven instruction using state-approved curriculum. |  |  |  |  |  |  |  |  |  |  |
| 1.2A Instruction and assessment aligned | 4.0 | 100 | 0 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.2B Sequential learning activities | 4.0 | 100 | 0 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.2C Activities promote student collaboration and critical thinking | 4.0 | 100 | 0 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| Element 1.3 The teacher candidate uses a balanced assessment approach to guide student learning. |  |  |  |  |  |  |  |  |  |  |
| 1.3A Designs and uses a variety of assessments | 4.0 | 100 | 0 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.3B Clearly defines and communicates assessment criteria | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.3C Provides timely feedback | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| Element 2.1 The teacher candidate understands and responds to the unique characteristics of learners. |  |  |  |  |  |  |  |  |  |  |
| 2.1A Demonstrates extensive knowledge of students’ social, emotional, and academic needs | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 2.1B Plans and implements differentiated learning activities | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| Element 2.2 The teacher candidate establishes and maintains a safe and appropriate learning environment. |  |  |  |  |  |  |  |  |  |  |
| 2.2A Establishes an effective classroom management system | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 2.2B Ensures appropriate behavior | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 2.2C Organizes space and materials | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| Element 2.3 The teacher candidate establishes and maintains a learner-centered culture. |  |  |  |  |  |  |  |  |  |  |
| 2.3A Establishes clear criteria | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 2.3B Maximizes instructional time | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 2.3C Creates a community of learners | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 2.3D Provides extensive opportunities for students to collaborate | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| Element 3.1 The teacher candidate utilizes a variety of research-based instructional strategies. |  |  |  |  |  |  |  |  |  |  |
| 3.1A Variety of instructional strategies | 4.0 | 100 | 0 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.1B Provides scaffolding and differentiated instruction | 4.0 | 100 | 0 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.1C Uses appropriate technology | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| Element 3.2 The teacher candidate motivates and engages students in learning problem-solving and collaboration. |  |  |  |  |  |  |  |  |  |  |
| 3.2A Facilitates student-led learning activities | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 3.2B Encourages students to initiate or adapt | 4.0 | 100 | 0 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.2C Provides students with extensive opportunities | 4.0 | 100 | 0 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| Element 3.3 The teacher candidate adjusts instruction based on a variety of assessments and student responses. |  |  |  |  |  |  |  |  |  |  |
| 3.3A Modifies instruction | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 3.3B Monitors student progress | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 3.3C Makes instructional decisions | 4.0 | 100 | 0 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.3D Analyzes and uses student data | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 3.3E Uses a variety of formative assessments | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| Element 4.1 The teacher candidate engages in professional development that guides continuous examination and improvement. |  |  |  |  |  |  |  |  |  |  |
| 4.1A Initiates the development of best practice | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 4.1B Implements best practice | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| Element 4.2 The teacher candidate actively engages in collaborative learning opportunities with colleagues. |  |  |  |  |  |  |  |  |  |  |
| 4.2A Initiates the development of a collaborative team | 4.0 | 100 | 0 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 4.2B Contributes consistently to group learning | 4.0 | 100 | 0 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 4.2C Mentors others  | 4.0 | 100 | 0 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| Element 5.1 The teacher candidate participates in school-wide collaborative efforts to support the success of all students. |  |  |  |  |  |  |  |  |  |  |
| 5.1A Participates in the design of Professional Development | 4.0 | 100 | 0 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| Element 5.2 The teacher candidate works with parents, guardians, families, and community  |  |  |  |  |  |  |  |  |  |  |
| 5.2A Develops ongoing opportunities for families | 4.0 | 100 | 0 | 0 | 0 | 2.0 | 0 | 0 | 100 | 0 |
| 5.2B Interacts appropriately with families | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 5.2C Promotes meaningful school activities | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| Element 5.3 The teacher candidate promotes practices and policies that improve school environment and student learning. |  |  |  |  |  |  |  |  |  |  |
| 5.3A Takes a leadership role | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| Element 6.1 The work of the teacher candidate results in measurable progress of student learning of state-approved curricula. |  |  |  |  |  |  |  |  |  |  |
| 6.1A Validates progress of student learning. | 4.0 | 100 | 0 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |

|  |  |  |
| --- | --- | --- |
| **ELEMENTS** | **Mentor Evaluation****TIR (n = 1)** | **Supervisor Evaluation****TIR (n = 2)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **T** | **A** | **U** | **N/A** | **T** | **A** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Attendance | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Respect | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Appearance | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Attitude/Composure | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Flexibility | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Confidentiality | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Critical Thinking | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Commitment to Students | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Commitment to Diversity |  3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Commitment to Technology | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Commitment to Profession | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |

**Fall 2015, Secondary Math, N = 1**

**West Virginia Professional Teaching Standards (WVPTS) Mentor and Supervisor Evaluations for TIR Candidates**

|  |  |
| --- | --- |
| **ELEMENTS** | **Fall 2015** |
| **TIR** **Mentor Evaluation** **(n = 1)** | **TIR****Supervisor Evaluation****(n = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| Element 1.1 The teacher candidate demonstrates deep and extensive knowledge of the subject matter |  |  |  |  |  |  |  |  |  |  |
| 1.1A Problem solving | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.1B Reasoning and proof | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.1C Number and operations | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.1D Different perspectives on algebra | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.1E Geometries | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.1F Calculus | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.1G Discrete mathematics | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.1H Data analysis, statistics, and probability | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.1I Measurement | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| i.1J Collaborates with teachers from other grades and subjects | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| Element 1.2 The teacher candidate designs standards-driven instruction using state-approved curriculum. |  |  |  |  |  |  |  |  |  |  |
| 1.2A Instruction and assessment aligned | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.2B Sequential learning activities | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.2C Activities promote student collaboration and critical thinking | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| Element 1.3 The teacher candidate uses a balanced assessment approach to guide student learning. |  |  |  |  |  |  |  |  |  |  |
| 1.3A Designs and uses a variety of assessments | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.3B Clearly defines and communicates assessment criteria | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.3C Provides timely feedback | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| Element 2.1 The teacher candidate understands and responds to the unique characteristics of learners. |  |  |  |  |  |  |  |  |  |  |
| 2.1A Demonstrates extensive knowledge of students’ social, emotional, and academic needs | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 2.1B Plans and implements differentiated learning activities | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| Element 2.2 The teacher candidate establishes and maintains a safe and appropriate learning environment. |  |  |  |  |  |  |  |  |  |  |
| 2.2A Establishes an effective classroom management system | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 2.2B Ensures appropriate behavior | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 2.2C Organizes space and materials | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| Element 2.3 The teacher candidate establishes and maintains a learner-centered culture. |  |  |  |  |  |  |  |  |  |  |
| 2.3A Establishes clear criteria | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 2.3B Maximizes instructional time | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 2.3C Creates a community of learners | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 2.3D Provides extensive opportunities for students to collaborate | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| Element 3.1 The teacher candidate utilizes a variety of research-based instructional strategies. |  |  |  |  |  |  |  |  |  |  |
| 3.1A Variety of instructional strategies | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.1B Provides scaffolding and differentiated instruction | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.1C Uses appropriate technology | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| Element 3.2 The teacher candidate motivates and engages students in learning problem-solving and collaboration. |  |  |  |  |  |  |  |  |  |  |
| 3.2A Facilitates student-led learning activities | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.2B Encourages students to initiate or adapt | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 3.2C Provides students with extensive opportunities | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| Element 3.3 The teacher candidate adjusts instruction based on a variety of assessments and student responses. |  |  |  |  |  |  |  |  |  |  |
| 3.3A Modifies instruction | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 3.3B Monitors student progress | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.3C Makes instructional decisions | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.3D Analyzes and uses student data | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.3E Uses a variety of formative assessments | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| Element 4.1 The teacher candidate engages in professional development that guides continuous examination and improvement. |  |  |  |  |  |  |  |  |  |  |
| 4.1A Initiates the development of best practice | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 4.1B Implements best practice | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| Element 4.2 The teacher candidate actively engages in collaborative learning opportunities with colleagues. |  |  |  |  |  |  |  |  |  |  |
| 4.2A Initiates the development of a collaborative team | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 4.2B Contributes consistently to group learning | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 4.2C Mentors others  | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| Element 5.1 The teacher candidate participates in school-wide collaborative efforts to support the success of all students. |  |  |  |  |  |  |  |  |  |  |
| 5.1A Participates in the design of Professional Development | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| Element 5.2 The teacher candidate works with parents, guardians, families, and community  |  |  |  |  |  |  |  |  |  |  |
| 5.2A Develops ongoing opportunities for families | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 5.2B Interacts appropriately with families | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 5.2C Promotes meaningful school activities | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| Element 5.3 The teacher candidate promotes practices and policies that improve school environment and student learning. |  |  |  |  |  |  |  |  |  |  |
| 5.3A Takes a leadership role | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| Element 6.1 The work of the teacher candidate results in measurable progress of student learning of state-approved curricula. |  |  |  |  |  |  |  |  |  |  |
| 6.1A Validates progress of student learning. | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |

|  |  |  |
| --- | --- | --- |
| **ELEMENTS** | **Mentor Evaluation****TIR (n = 1)** | **Supervisor Evaluation****TIR (n = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **T** | **A** | **U** | **N/A** | **T** | **A** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Attendance | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Respect | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Appearance | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Attitude/Composure | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Flexibility | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Confidentiality | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Critical Thinking | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Commitment to Students | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Commitment to Diversity |  3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Commitment to Technology | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Commitment to Profession | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |

**Teacher-in-Residence “Impact on Student Learning” Data**

During the TIR, candidates complete the Teacher Performance Assessment documenting their impact on student learning. Below are the data results for Fall 2015-Spring 2017.

During the Spring 2017 semester, two math teachers and one elementary teacher were placed. The same impact on student learning rubric was used to measure each one. The results are listed in the table below.

|  |  |
| --- | --- |
|  | **WV TPA – Spring 2017, N = 3** |
|  |  | **Mean** | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
| **Task 1** | **Implications of Community, School, & Family Factors** | 3.67 | 66.7%(2) | 33.3%(1) | 0 | 0 |
| **Implications of Classroom Factors** | 3.33 | 33.3%(1) | 66.7%(2) | 0 | 0 |
| **Implications of Content Factors** | 2.67 | 0 | 66.7%(2) | 33.3%(1) | 0 |
| **Implications of Individual Student Factors** | 3.00 | 0 | 100%(3) | 0 | 0 |
| **Task 2** | **Big Idea or Core Principle** | 3.33 | 66.7%(2) | 0 | 33.3%(1) | 0 |
| **Standards** | 3.00 | 33.3%(1) | 33.3%(1) | 33.3%(1) | 0 |
| **Learning Goals** | 3.00 | 33.3%(1) | 33.3%(1) | 33.3%(1) | 0 |
| **Anticipated Student Challenges** | 2.33 | 0 | 33.3%(1) | 66.7%(2) | 0 |
| **Task 3** | **Alignment with Learning Goals** | 3.00 | 33.3%(1) | 33.3%(1) | 33.3%(1) | 0 |
| **Assessment Criteria/Technical Soundness** | 3.00 | 33.3%(1) | 33.3%(1) | 33.3%(1) | 0 |
| **Balance of Assessments** | 3.00 | 33.3%(1) | 33.3%(1) | 33.3%(1) | 0 |
| **Task 4** | **Factors in Planning** | 2.67 | 0 | 66.7%(2) | 33.3%(1) | 0 |
| **Consultation** | 2.67 | 0 | 66.7%(2) | 33.3%(1) | 0 |
| **Instructional Strategies** | 3.00 | 33.3%(1) | 33.3%(1) | 33.3%(1) | 0 |
| **Instructional Strategy/Rationale** | 2.67 | 0 | 66.7%(2) | 33.3%(1) | 0 |
| **Learning Resources (including technology)** | 3.00 | 33.3%(1) | 33.3%(1) | 33.3%(1) | 0 |
| **Differentiated Instruction** | 2.33 | 0 | 33.3%(1) | 66.7%(2) | 0 |
| **Task 5** | **Classroom Set-up and Organization** | 3.00 | 33.3%(1) | 33.3%(1) | 33.3%(1) | 0 |
| **Classroom and Behavior Management** | 3.33 | 33.3%(1) | 66.7%(2) | 0 | 0 |
| **Flexibility** | 2.33 | 0 | 33.3%(1) | 66.7%(2) | 0 |
| **Questioning Strategies** | 2.67 | 0 | 66.7%(2) | 33.3%(1) | 0 |
| **Student Engagement** | 3.00 | 0 | 100%(3) | 0 | 0 |
| **Academic Language** | 2.33 | 0 | 33.3%(1) | 66.7%(2) | 0 |
| **Quality of the Evidence (video clips) to Support Narrative and Reflection** | 2.67 | 0 | 66.7%(2) | 33.3%(1) | 0 |
| **Task 6** | **Clarity and Representation of Evidence** | 3.00 | 33.3%(1) | 33.3%(1) | 33.3%(1) | 0 |
| **Interpretation** **of Data** | 3.33 | 33.3%(1) | 66.7%(2) | 0 | 0 |
| **Evidence of Impact** | 3.00 | 33.3%(1) | 33.3%(1) | 33.3%(1) | 0 |
| **Task 7** | **Insights on Teaching and Learning** | 2.33 | 0 | 33.3%(1) | 66.7%(2) | 0 |
| **Professional Collaborative Practice** | 2.67 | 0 | 66.7%(2) | 33.3%(1) | 0 |
| **Implications for Future Teaching** | 2.67 | 33.3%(1) | 0 | 66.7%(2) | 0 |
| **Professional Growth** | 3.00 | 0 | 100%(3) | 0 | 0 |

During the Fall 2016 semester, one English teacher, one math teacher, and one elementary teacher were placed. The same impact on student learning rubric was used to measure each one. Please note a few minor changes from the Spring 2017 rubric exist. The results are listed in the table below.

|  |  |
| --- | --- |
|  | **WV TPA – Fall 2016, N = 3** |
|  |  | **Mean** | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
| **Task 1** | **Implications of Contextual Factors** | 2.33 | 0 | 33.3%(1) | 66.7%(2) | 0 |
| **Implications of Classroom Factors** | 2.67 | 0 | 66.7%(2) | 33.3%(1) | 0 |
| **Implications of Content Factors** | 2.33 | 0 | 33.3%(1) | 66.7%(2) | 0 |
| **Implications of Individual Student Factors** | 2.00 | 0 | 0 | 100%(3) | 0 |
| **Task 2** | **Big Idea or Core Principle** | 2.67 | 0 | 66.7%(2) | 33.3%(1) | 0 |
| **Standards** | 2.33 | 0 | 33.3%(1) | 66.7%(2) | 0 |
| **Learning Objectives** | 2.67 | 0 | 66.7%(2) | 33.3%(1) | 0 |
| **Anticipated Student Challenges** | 2.00 | 0 | 0 | 100%(3) | 0 |
| **Task 3** | **Alignment with Learning Goals** | 2.33 | 0 | 33.3%(1) | 66.7%(2) | 0 |
| **Assessment Criteria/Technical Soundness** | 2.00 | 0 | 0 | 100%(3) | 0 |
| **Variety of Assessments** | 2.33 | 0 | 33.3%(1) | 66.7%(2) | 0 |
| **Task 4** | **Planning Instruction** | 2.00 | 0 | 0 | 100%(3) | 0 |
| **Instructional Strategies** | 2.33 | 0 | 33.3%(1) | 66.7%(2) | 0 |
| **Instructional Strategy/Rationale** | 2.33 | 0 | 33.3%(1) | 66.7%(2) | 0 |
| **Resources and Materials** | 2.00 | 0 | 0 | 100%(3) | 0 |
| **Differentiated Instruction** | 2.00 | 0 | 0 | 100%(3) | 0 |
| **Task 5** | **Classroom Set-up and Organization** | 3.00 | 33.3%(1) | 33.3%(1) | 33.3%(1) | 0 |
| **Classroom and Behavior Management** | 3.00 | 33.3%(1) | 33.3%(1) | 33.3%(1) | 0 |
| **Flexibility** | 2.33 | 0 | 33.3%(1) | 66.7%(2) | 0 |
| **Questioning Strategies** | 2.00 | 0 | 0 | 100%(3) | 0 |
| **Student Engagement** | 2.67 | 0 | 66.7%(2) | 33.3%(1) | 0 |
| **Academic Language** | 2.00 | 0 | 0 | 100%(3) | 0 |
| **Quality of the Evidence (video clips) to Support Narrative and Reflection** | 2.33 | 0 | 33.3%(1) | 66.7%(2) | 0 |
| **Task 6** | **Clarity and Representation of Evidence** | 2.00 | 0 | 0 | 100%(3) | 0 |
| **Interpretation** **of Data** | 2.33 | 0 | 33.3%(1) | 66.7%(2) | 0 |
| **Evidence of Impact** | 2.33 | 0 | 33.3%(1) | 66.7%(2) | 0 |
| **Task 7** | **Insights on Teaching and Learning** | 2.33 | 0 | 33.3%(1) | 66.7%(2) | 0 |
| **Implications for Future Teaching** | 2.00 | 0 | 0 | 100%(3) | 0 |
| **Professional Growth** | 2.00 | 0 | 0 | 100%(3) | 0 |
| **Professional Collaborative Practice** | 2.00 | 0 | 0 | 100%(3) | 0 |

During the Spring 2016 semester, one math teacher was placed. The TIR completed the EdTPA for Mathematics assessment. The results are listed in the table below

|  |  |
| --- | --- |
|  | **EdTPA for Mathematics – Spring 2016, N = 1** |
|  |  | **Mean** | **Advanced** | **Proficient** | **Emerging** | **Unsatisfactory** |
| **Task 1** | **Planning for Mathematical Understandings** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Planning to Support Varied Student Learning Needs** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Using Knowledge of Students to Inform Teaching and Learning** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Identifying and Supporting Language Demands** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Planning Assessments to Monitor and Support Student Learning** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Task 2** | **Learning Environment** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Engaging Students in Learning**  | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Deepening Student Learning** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Subject-Specific Pedagogy: Using Representations** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Analyzing Teaching Effectiveness** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Task 3** | **Analysis of Student Learning** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Providing Feedback to Guide Learning** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Student Use of Feedback** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Analyzing Students’ Language Use and Mathematics Learning** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Using Assessments to Inform Instruction** | 2.00 | 0 | 100%(1) | 0 | 0 |

During the Fall 2015 semester, one elementary teacher and one math teacher were placed. Since the teachers were from different content areas and teaching levels, different impact on student learning rubrics were used for evaluation. The results are listed in the tables below.

|  |  |
| --- | --- |
|  | **PPAT for Elementary – Fall 2015, N = 1** |
|  |  | **Mean** | **Score of 4** | **Score of 3** | **Score of 2** | **Score of 1** |
| **Task 1** | **Knowledge of Students**  | 4.00 | 100%(1) | 0 | 0 | 0 |
| **Knowledge of Students**  | 3.00 | 0 | 100%(1) | 0 | 0 |
| **Resources and Procedures** | 3.00 | 0 | 100%(1) | 0 | 0 |
| **Resources and Procedures** | 3.00 | 0 | 100%(1) | 0 | 0 |
| **Resources and Procedures** | 3.00 | 0 | 100%(1) | 0 | 0 |
| **Resources and Procedures** | 3.00 | 0 | 100%(1) | 0 | 0 |
| **Task 2** | **Planning the Assessment** | 4.00 | 100%(1) | 0 | 0 | 0 |
| **Planning the Assessment** | 4.00 | 100%(1) | 0 | 0 | 0 |
| **Planning the Assessment** | 4.00 | 100%(1) | 0 | 0 | 0 |
| **Administering the Assessment and Analyzing the Data** | 3.00 | 0 | 100%(1) | 0 | 0 |
| **Administering the Assessment and Analyzing the Data** | 4.00 | 100%(1) | 0 | 0 | 0 |
| **Reflecting** | 4.00 | 100%(1) | 0 | 0 | 0 |
| **Reflecting** | 4.00 | 100%(1) | 0 | 0 | 0 |
| **Task 3** | **Planning the Lesson** | 3.00 | 0 | 100%(1) | 0 | 0 |
| **Planning the Lesson**  | 3.00 | 0 | 100%(1) | 0 | 0 |
| **Planning the Lesson**  | 3.00 | 0 | 100%(1) | 0 | 0 |
| **Planning the Lesson** | 4.00 | 100%(1) | 0 | 0 | 0 |
| **The Focus Students** | 4.00 | 100%(1) | 0 | 0 | 0 |
| **Analyzing the Instruction** | 3.00 | 0 | 100%(1) | 0 | 0 |
| **Analyzing the Instruction** | 3.00 | 0 | 100%(1) | 0 | 0 |
| **Reflecting** | 3.00 | 0 | 100%(1) | 0 | 0 |
| **Reflecting** | 3.00 | 0 | 100%(1) | 0 | 0 |
| **Task 4** | **Planning** | 4.00 | 100%(1) | 0 | 0 | 0 |
| **Planning** | 4.00 | 100%(1) | 0 | 0 | 0 |
| **Planning** | 3.00 | 0 | 100%(1) | 0 | 0 |
| **Implementing the Plan** | 4.00 | 100%(1) | 0 | 0 | 0 |
| **Implementing the Plan** | 4.00 | 100%(1) | 0 | 0 | 0 |
| **Implementing the Plan** | 3.00 | 0 | 100%(1) | 0 | 0 |
| **Understanding the Two Focus Students** | 3.00 | 0 | 100%(1) | 0 | 0 |
| **Reflecting** | 4.00 | 100%(1) | 0 | 0 | 0 |
| **Reflecting** | 3.00 | 0 | 100%(1) | 0 | 0 |

|  |  |
| --- | --- |
|  | **EdTPA for Mathematics – Fall 2015, N = 1** |
|  |  | **Mean** | **Advanced** | **Proficient** | **Emerging** | **Unsatisfactory** |
| **Task 1** | **Planning for Mathematical Understandings** | 3.00 | 100%(1) | 0 | 0 | 0 |
| **Planning to Support Varied Student Learning Needs** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Using Knowledge of Students to Inform Teaching and Learning** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Identifying and Supporting Language Demands** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Planning Assessments to Monitor and Support Student Learning** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Task 2** | **Learning Environment** | 3.00 | 100%(1)\_ | 0 | 0 | 0 |
| **Engaging Students in Learning**  | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Deepening Student Learning** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Subject-Specific Pedagogy: Using Representations** | 3.00 | 100%(1) | 0 | 0 | 0 |
| **Analyzing Teaching Effectiveness** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Task 3** | **Analysis of Student Learning** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Providing Feedback to Guide Learning** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Student Use of Feedback** | 2.00 | 0 | 100%(1) | 0 | 0 |
| **Analyzing Students’ Language Use and Mathematics Learning** | 3.00 | 100%(1) | 0 | 0 | 0 |
| **Using Assessments to Inform Instruction** | 2.00 | 0 | 100%(1) | 0 | 0 |