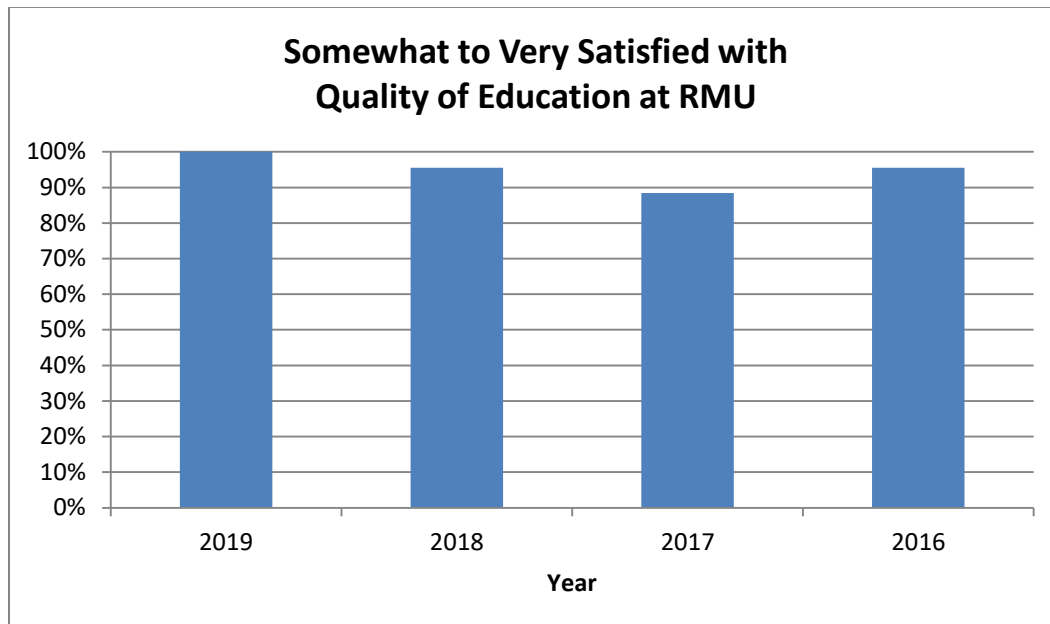


## SATISFACTION OF COMPLETERS

To determine the satisfaction of program completers, RMU surveys candidates upon completion of their student teaching (program survey) and one, two, and three years following graduation (alumni survey). When asked how satisfied initial certification alumni were with the quality of their education at RMU (on a 5 point Likert scale of very dissatisfied to very satisfied), our graduates overwhelmingly respond somewhat to very satisfied.



Program completers and alumni are further asked to rate how prepared they feel across many items. Results indicate that RMU graduates report that they are adequately to well-prepared in areas within Danielson, InTASC, and PDE content. See Tables 1 (results of completer surveys) and 2 (results of alumni surveys) for results for initial certification programs.

Table 1. Program Survey – Initial Certification Programs

	AY	n	Well Prepared	Adequately Prepared	Not Prepared
Knowledge of key concepts, generalizations and principles most relevant to the major domains of content knowledge	2015-2016	44	65.9%	34.1%	0.0%
	2016-2017	38	73.7%	26.3%	0.0%
	2017-2018	8	75.0%	25.0%	0.0%
	2018-2019	13	38.4%	61.5%	0.0%
Planning of instruction and design of lessons	2015-2016	44	86.4%	13.6%	0.0%
	2016-2017	38	65.8%	34.2%	0.0%
	2017-2018	8	62.5%	37.5%	0.0%
	2018-2019	13	69.2%	30.7%	0.0%
Adaptation and modification of existing instructional materials to address learning objectives	2015-2016	44	65.9%	29.5%	4.5%
	2016-2017	38	39.5%	60.5%	0.0%
	2017-2018	8	75.0%	25.0%	0.0%
	2018-2019	13	46.2%	46.2%	7.7%
Use of PA's K-12 Academic Standards in lesson planning	2015-2016	44	75.0%	20.5%	4.5%
	2016-2017	38	68.4%	31.6%	0.0%
	2017-2018	8	87.5%	12.5%	0.0%
	2018-2019	13	46.2%	53.8%	0.0%
Knowledge of important issues facing American education today	2015-2016	44	47.7%	47.7%	4.5%
	2016-2017	38	52.6%	44.7%	2.6%
	2017-2018	8	62.5%	25.0%	12.5%
	2018-2019	13	30.7%	46.2%	23.1%
Understanding the theories of human growth and development	2015-2016	44	59.1%	40.9%	0.0%
	2016-2017	38	57.9%	39.5%	2.6%
	2017-2018	8	62.5%	37.5%	0.0%
	2018-2019	13	46.2%	38.4%	15.4%
Applying the theories of human growth and development for instruction	2015-2016	44	47.7%	45.5%	6.8%
	2016-2017	38	63.2%	34.2%	2.6%
	2017-2018	8	62.5%	37.5%	0.0%
	2018-2019	13	23.1%	61.5%	15.4%
Articulation of a personal philosophy of education	2015-2016	44	61.4%	31.8%	6.8%
	2016-2017	38	55.3%	34.2%	10.5%

	AY	n	Well Prepared	Adequately Prepared	Not Prepared
	2017-2018	8	50.0%	50.0%	0.0%
	2018-2019	13	61.5%	38.4%	0.0%
Theories of behavior management and their relation to effective instruction	2015-2016	44	68.2%	31.8%	0.0%
	2016-2017	38	57.9%	39.5%	2.6%
	2017-2018	8	100%	0.0%	0.0%
	2018-2019	12	25.0%	66.7%	8.3%
Application of appropriate classroom management principles that facilitate effective instruction	2015-2016	44	70.5%	27.3%	2.3%
	2016-2017	38	55.3%	39.5%	5.3%
	2017-2018	8	100%	0.0%	0.0%
	2018-2019	12	50.0%	33.3%	16.7%
Use of instructional strategies and techniques derived from educational theories, research, and practice	2015-2016	43	65.1%	34.9%	0.0%
	2016-2017	38	60.5%	36.8%	2.6%
	2017-2018	8	62.5%	37.5%	0.0%
	2018-2019	12	50.0%	41.2%	8.3%
Development and/or use of valid assessment for summative purposes (quizzes, tests, performance tasks, etc)	2015-2016	43	76.7%	23.3%	0.0%
	2016-2017	38	73.7%	23.7%	2.6%
	2017-2018	8	50.0%	50.0%	0.0%
	2018-2019	12	58.3%	25.0%	16.7%
Development and/or use of valid assessment for formative purposes (observation, entrance/exit slips, pre/post test, etc)	2015-2016	43	88.4%	11.6%	0.0%
	2016-2017	38	76.3%	21.1%	2.6%
	2017-2018	8	50.0%	50.0%	0.0%
	2018-2019	12	58.3%	41.2%	0.0%
Modification of instruction based on analysis of assessment results	2015-2016	43	58.1%	39.5%	2.3%
	2016-2017	38	52.6%	39.5%	7.9%
	2017-2018	8	75.0%	25.0%	0.0%
	2018-2019	12	41.2%	41.2%	16.7%
Integration of content knowledge, teaching skills and curricula	2015-2016	43	74.4%	23.3%	2.3%
	2016-2017	38	65.8%	28.9%	5.3%
	2017-2018	8	87.5%	12.5%	0.0%
	2018-2019	12	66.7%	16.7%	16.7%

	AY	n	Well Prepared	Adequately Prepared	Not Prepared
Ability to address exceptionalities, gender, culture, language, socioeconomic backgrounds, and other student characteristics and their influence on learning and on teaching behaviors	2015-2016	43	79.1%	16.3%	4.7%
	2016-2017	38	57.9%	39.5%	2.6%
	2017-2018	8	87.5%	12.5%	0.0%
	2018-2019	12	66.7%	33.3%	0.0%
Planning of instruction and design of lessons that acknowledge individual differences and learning styles	2015-2016	43	83.7%	16.3%	0.0%
	2016-2017	38	65.8%	31.6%	2.6%
	2017-2018	8	87.5%	12.5%	0.0%
	2018-2019	12	66.7%	25.0%	8.3%
Classroom use of technology to incorporate more active learning strategies in assignments and projects to enhance instruction/student centered use of technology	2015-2016	43	69.8%	23.3%	7.0%
	2016-2017	38	55.3%	34.2%	10.5%
	2017-2018	8	62.5%	37.5%	0.0%
	2018-2019	12	50.0%	41.7%	8.3%
Establishing high standards for preparation, certification, practice, and ethical conduct in the teaching profession	2015-2016	43	81.4%	18.6%	0.0%
	2016-2017	38	78.9%	21.1%	0.0%
	2017-2018	8	87.5%	12.5%	0.0%
	2018-2019	12	75.0%	25.0%	0.0%
Critical thinking, problem solving, research, and decision-making skills across the curriculum	2015-2016	43	65.1%	32.6%	2.3%
	2016-2017	38	76.3%	23.7%	0.0%
	2017-2018	8	62.5%	37.5%	0.0%
	2018-2019	12	50.0%	50.0%	0.0%
Demonstration of adherence to the Pennsylvania Code of Conduct	2015-2016	43	76.7%	23.3%	0.0%
	2016-2017	38	76.3%	23.7%	0.0%
	2017-2018	8	87.5%	0.0%	12.5%
	2018-2019	12	58.3%	41.7%	0.0%
Written communication with students, colleagues, families, and other members of the community	2015-2016	43	41.9%	53.5%	4.7%
	2016-2017	38	52.6%	47.4%	0.0%
	2017-2018	8	75.0%	12.5%	12.5%
	2018-2019	12	58.3%	33.3%	8.3%
Verbal communication with students, colleagues, families, and other members of	2015-2016	43	62.8%	34.9%	2.3%
	2016-2017	38	57.9%	42.1%	0.0%

	AY	n	Well Prepared	Adequately Prepared	Not Prepared
the community	2017-2018	8	87.5%	12.5%	0.0%
	2018-2019	12	58.3%	41.7%	0.0%
Integration of reading, writing, speaking and listening across the curriculum	2015-2016	43	81.4%	18.6%	0.0%
	2016-2017	38	68.4%	23.9%	2.6%
	2017-2018	8	75.0%	25.0%	0.0%
	2018-2019	12	75.0%	25.0%	0.0%
Develops appropriate rapport with students	2015-2016	43	90.7%	9.3%	0.0%
	2016-2017	38	86.8%	13.2%	0.0%
	2017-2018	8	87.5%	12.5%	0.0%
	2018-2019	12	75.0%	25.0%	0.0%
Effective communication with parents	2015-2016	43	46.5%	44.2%	9.3%
	2016-2017	38	57.9%	36.8%	5.3%
	2017-2018	8	87.5%	12.5%	0.0%
	2018-2019	12	41.7%	41.7%	16.7%
Use of hardware (personal computer, projection devices, Smartboard) in the classroom	2015-2016	43	62.8%	27.9%	9.3%
	2016-2017	38	60.5%	26.3%	13.2%
	2017-2018	8	87.5%	12.5%	0.0%
	2018-2019	12	41.7%	50.0%	8.3%
Use of instructional software	2015-2016	43	46.5%	39.5%	14.0%
	2016-2017	38	42.1%	42.1%	15.8%
	2017-2018	8	50.0%	37.5%	12.5%
	2018-2019	12	25.0%	50.0%	25.0%

Table 2. Alumni Survey – Initial Certification Programs

	AY	n	Well Prepared	Adequately Prepared	Not Prepared
Knowledge of key concepts, generalizations and principles most relevant to the major domains of content knowledge	2015-2016	20	70.0%	30.0%	0.0%
	2016-2017	25	72.0%	28.0%	0.0%
	2017-2018	20	85.0%	15.0%	0.0%
	2018-2019	16	56.2%	43.8%	0.0%
Planning of instruction and design of lessons	2015-2016	20	80.0%	15.0%	5.0%
	2016-2017	25	84.0%	16.0%	0.0%
	2017-2018	20	75.0%	25.0%	0.0%
	2018-2019	16	75.0%	25.0%	0.0%
Adaptation and modification of existing instructional materials to address learning objectives	2015-2016	20	80.0%	15.0%	5.0%
	2016-2017	25	68.0%	24.0%	8.0%
	2017-2018	20	75.0%	25.0%	0.0%
	2018-2019	16	50.0%	37.5%	12.5%
Use of PA's K-12 Academic Standards in lesson planning	2015-2016	20	70.0%	30.0%	0.0%
	2016-2017	25	64.0%	32.0%	4.0%
	2017-2018	20	65.0%	30.0%	5.0%
	2018-2019	16	62.5%	31.3%	6.2%
Knowledge of important issues facing American education today	2015-2016	20	60.0%	40.0%	0.0%
	2016-2017	25	48.0%	36.0%	16.0%
	2017-2018	20	65.0%	30.0%	5.0%
	2018-2019	16	43.8%	56.2%	0%
Understanding the theories of human growth and development	2015-2016	20	55.0%	40.0%	5.0%
	2016-2017	25	68.0%	24.0%	8.0%
	2017-2018	20	50.0%	45.0%	5.0%
	2018-2019	16	31.3%	62.5%	6.2%
Applying the theories of human growth and development for instruction	2015-2016	20	60.0%	35.0%	5.0%
	2016-2017	25	64.0%	28.0%	8.0%
	2017-2018	20	45.0%	50.0%	5.0%
	2018-2019	16	37.5%	50.0%	12.5%
Articulation of a personal philosophy of education	2015-2016	20	60.0%	35.0%	5.0%
	2016-2017	25	48.0%	36.0%	16.0%

	AY	n	Well Prepared	Adequately Prepared	Not Prepared
	2017-2018	20	80.0%	10.0%	10.0%
	2018-2019	16	50.0%	50.0%	0.0%
Theories of behavior management and their relation to effective instruction	2015-2016	20	60.0%	40.0%	0.0%
	2016-2017	25	48.0%	40.0%	12.0%
	2017-2018	20	60.0%	25.0%	15.0%
	2018-2019	16	12.5%	56.3%	31.3%
Application of appropriate classroom management principles that facilitate effective instruction	2015-2016	20	65.0%	30.0%	5.0%
	2016-2017	25	52.0%	28.0%	20.0%
	2017-2018	20	55.0%	30.0%	15.0%
	2018-2019	16	18.8%	50.0%	31.2%
Use of instructional strategies and techniques derived from educational theories, research, and practice	2015-2016	20	70.0%	30.0%	0.0%
	2016-2017	22	59.1%	31.8%	9.1%
	2017-2018	19	63.2%	26.3%	10.5%
	2018-2019	16	56.3%	25.0%	18.7%
Development and/or use of valid assessment for summative purposes (quizzes, tests, performance tasks, etc)	2015-2016	20	75.0%	25.0%	0.0%
	2016-2017	22	59.1%	40.9%	0.0%
	2017-2018	19	84.2%	10.5%	5.3%
	2018-2019	16	62.5%	31.3%	6.2%
Development and/or use of valid assessment for formative purposes (observation, entrance/exit slips, pre/post test, etc)	2015-2016	20	85.0%	15.0%	0.0%
	2016-2017	22	72.7%	27.3%	0.0%
	2017-2018	19	84.2%	10.5%	5.3%
	2018-2019	16	62.5%	37.5%	0%
Modification of instruction based on analysis of assessment results	2015-2016	20	65.0%	30.0%	5.0%
	2016-2017	22	50.0%	40.9%	9.1%
	2017-2018	19	78.9%	21.1%	0.0%
	2018-2019	16	43.8%	56.3%	0.0%
Integration of content knowledge, teaching skills and curricula	2015-2016	20	75.0%	25.0%	0.0%
	2016-2017	22	72.7%	27.3%	0.0%
	2017-2018	19	73.7%	21.1%	5.3%
	2018-2019	16	68.8%	31.2%	0.0%

	AY	n	Well Prepared	Adequately Prepared	Not Prepared
Ability to address exceptionalities, gender, culture, language, socioeconomic backgrounds, and other student characteristics and their influence on learning and on teaching behaviors	2015-2016	20	45.0%	45.0%	10.0%
	2016-2017	22	45.5%	45.5%	9.1%
	2017-2018	19	84.2%	15.8%	0.0%
	2018-2019	16	56.3%	37.5%	6.2%
Planning of instruction and design of lessons that acknowledge individual differences and learning styles	2015-2016	20	70.0%	30.0%	0.0%
	2016-2017	22	63.6%	36.4%	0.0%
	2017-2018	19	89.5%	10.5%	0.0%
	2018-2019	16	68.8%	31.2%	0.0%
Classroom use of technology to incorporate more active learning strategies in assignments and projects to enhance instruction/student centered use of technology	2015-2016	20	60.0%	35.0%	5.0%
	2016-2017	22	54.5%	36.4%	9.1%
	2017-2018	19	63.2%	26.3%	10.5%
	2018-2019	16	37.5%	37.5%	25.0%
Establishing high standards for preparation, certification, practice, and ethical conduct in the teaching profession	2015-2016	19	84.2%	15.8%	0.0%
	2016-2017	21	81.0%	19.0%	0.0%
	2017-2018	19	84.2%	15.8%	0.0%
	2018-2019	16	75.0%	18.8%	6.2%
Critical thinking, problem solving, research, and decision-making skills across the curriculum	2015-2016	19	78.9%	21.1%	0.0%
	2016-2017	21	71.4%	23.8%	4.8%
	2017-2018	19	84.2%	10.5%	5.3%
	2018-2019	16	68.8%	25.0%	6.2%
Demonstration of adherence to the Pennsylvania Code of Conduct	2015-2016	19	94.7%	5.3%	0.0%
	2016-2017	21	85.7%	14.3%	0.0%
	2017-2018	19	78.9%	21.1%	0.0%
	2018-2019	16	75.0%	18.8%	6.2%
Written communication with students, colleagues, families, and other members of the community	2015-2016	19	73.7%	21.1%	5.3%
	2016-2017	21	61.9%	33.3%	4.8%
	2017-2018	19	73.7%	26.3%	0.0%
	2018-2019	16	50.0%	37.5%	12.5%
Verbal communication with students, colleagues, families, and other members of	2015-2016	19	78.9%	15.8%	5.3%
	2016-2017	21	52.4%	47.6%	0.0%



	AY	n	Well Prepared	Adequately Prepared	Not Prepared
the community	2017-2018	19	84.2%	15.8%	0.0%
	2018-2019	16	50.0%	43.8%	6.2%
Integration of reading, writing, speaking and listening across the curriculum	2015-2016	19	63.2%	36.8%	0.0%
	2016-2017	21	81.0%	14.3%	4.8%
	2017-2018	19	73.7	21.1%	5.3%
	2018-2019	16	68.8%	31.2%	0.0%
Develops appropriate rapport with students	2015-2016	19	89.5%	10.5%	0.0%
	2016-2017	21	90.5%	9.5%	0.0%
	2017-2018	19	94.7%	5.3%	0.0%
	2018-2019	16	75.0%	18.8%	6.2%
Effective communication with parents	2015-2016	19	68.4%	26.3%	5.3%
	2016-2017	21	61.9%	33.3%	4.8%
	2017-2018	19	73.7%	21.1%	5.3%
	2018-2019	16	43.8%	43.8%	12.4%
Use of hardware (personal computer, projection devices, Smartboard) in the classroom	2015-2016	19	57.9%	31.6%	10.5%
	2016-2017	21	52.4%	38.1%	9.5%
	2017-2018	19	63.2%	26.3%	10.5%
	2018-2019	16	50.0%	25.0%	25.0%
Use of instructional software	2015-2016	19	42.1%	47.4%	10.5%
	2016-2017	21	38.1%	42.9%	19.0%
	2017-2018	19	42.1%	47.4%	10.5%
	2018-2019	16	18.8%	31.2%	50.0%

## Reading Specialist Program Survey Results

Beginning in 2019, completers of the Reading Specialist Program complete a program survey to provide feedback on the program. The survey was sent electronically to 11 students who completed the program. There were 9 students who completed the survey for a response rate of 82%. All completers (n=9) indicated they were very satisfied with the program. Likert scale items asked how prepared the completers feel and responses were rated on a scale of 1-3 with 3=Well Prepared, 2=Adequately Prepared, and 1=Inadequately or Not Prepared. In rating how important an item is, responses were rated on a scale of 1-3 with 3=Very Important, 2=Moderately Important, and 1=Not Important. The results can be found in Table 3.

Table 3. Satisfaction of Completers of the Reading Specialist Program

Item Prompt	How prepared you feel you are			How important you feel this is		
	3	2	1	3	2	1
<b>How well do you feel the Reading Specialist Program prepared you in the area of <i>managing the instructional environments</i>?</b>						
creating a literate environment that fosters interest and growth in all aspects of literacy	8	1	0	9	0	0
establishing and maintaining rapport with all students	9	0	0	9	0	0
communicating high learning expectations to all students	7	2	0	8	1	0
establishing and maintaining fair and consistent standards of behavior	5	4	0	9	0	0
creating a safe physical environment that is conducive to learning	9	0	0	9	0	0
<b>How well do you feel the Reading Specialist Program prepared you in the area of <i>planning of instruction in collaboration with other professionals at a variety of instructional levels</i></b>						
Pennsylvania Academic Standards	5	4	0	7	2	0

addressing reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the content of the reading situation	8	1	0	9	0	0
addressing the strengths and needs of learners at all proficiency levels in reading, writing, speaking and listening	7	2	0	8	1	0
techniques, strategies for vocabulary acquisition and comprehension, including self-monitoring	6	3	0	8	1	0
word identification and definition through the use of syntactic, semantic, and graphophonemic cues and context	6	3	0	8	1	0
students' knowledge of letter/sound correspondence (phonics) in the construction of meaning	8	1	0	9	0	0
students' refinement of their spelling knowledge through reading and writing	6	3	0	6	3	0
spelling patterns in the English language, as an aid to word identification	6	2	1	7	2	0
students' development of strategies for effective writing	6	2	1	9	0	0
<b>How well do you feel the Reading Specialist Program prepared you in the area of selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners?</b>						
identifying a variety of genres to motivate students to appreciate reading /literature	7	2	0	7	2	0
evaluating materials for literacy instruction	7	2	0	9	0	0
using texts, trade books and technology to increase interest, appreciation, motivation and growth in reading and writing	8	1	0	7	2	0

providing opportunities for learners to select from a variety of written materials, to read for many purposes and to read extended texts	8	1	0	8	1	0
varying reading rate according to the difficulty of the materials and purpose(s) for reading	9	0	0	8	1	0
providing opportunities for creative and personal responses to literature	8	1	0	7	2	0
<b>How well do you feel the Reading Specialist Program prepared you in the area of selecting, developing and administering assessments that involve multiple indicators of student progress and maintain records of information?</b>						
norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work /performance samples, observations, anecdotal records, journals, and other indicators of student progress	9	0	0	8	1	0
communication with students about their strengths, areas needing improvement, and ways to achieve improvement	8	1	0	8	1	0

### Principal Program Survey Results

There were 9 students enrolled in the principal program for the 2018–2019 academic year. Surveys were sent electronically to participants following completion of their program (Summer 2019). There were 4 surveys completed, all female students. Results are presented in Table 4. Please note that there was one student who consistently responded inadequately prepared and this student was asked to leave their initial placement.

Table 4. Satisfaction of Principal Program Completers

	Well Prepared	Adequately Prepared	Inadequately Prepared	Not Prepared At All
How well did your internship prepare you for the area of school improvement? InTASC #1, 2, 3, 4	1	3	0	0
How well did your internship prepare you for the area of student achievement? InTASC #1	1	2	1	0
How well did your internship prepare you for the area of special education? InTASC #1	1	2	1	0
How well did your internship prepare you for the area of professional development? InTASC #4	1	3	0	0
How satisfied were you with the quality of your education in RMU's principal program?	0	3	1	0
How satisfied were you with the quality of your mentor? InTASC #4	0	3	0	1

# MEd in Special Education

Completers of the graduate special education program complete a program survey to provide feedback on the program. Students rate their level of preparedness as 1, Inadequately or Not Prepared; 2, Adequately Prepared; or 3, Well Prepared. Their results can be found in Table 5.

Table 5. MEd in Special Education Program Completer Satisfaction

Item	Preparation						Importance						Difference					
	SPEDK-8			SPED7-12			SPEDK-8			SPED7-12			SPEDK-8			SPED7-12		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Knowledge of key concepts, generalizations and principles most relevant to the major domains of content knowledge	4	3.00	0.00	5	3.00	0.00	4	3.00	0.00	5	2.80	0.45	4	0.00	0.00	5	0.20	0.45
Planning of instruction, design of lessons, and adaptation and modification of existing instructional materials to address learning objectives	4	2.75	0.50	5	3.00	0.00	4	3.00	0.00	5	2.60	0.89	4	-0.25	0.50	5	0.40	0.89
Adaptation and modification of existing instructional materials to address learning objectives	4	3.00	0.00	5	3.00	0.00	4	3.00	0.00	5	2.60	0.89	4	0.00	0.00	5	0.40	0.89
Use of PA's K-12 Academic Standards in lesson planning	4	3.00	0.00	5	3.00	0.00	4	3.00	0.00	5	2.80	0.45	4	0.00	0.00	5	0.20	0.45
Knowledge of important issues facing American education today	4	2.50	0.58	5	2.40	0.55	4	2.50	1.00	5	2.20	1.10	4	0.00	0.82	5	0.20	0.84
Understanding the theories of human growth and development	4	2.50	1.00	5	2.60	0.55	4	2.50	1.00	5	2.20	0.84	4	0.00	0.00	5	0.40	0.55
Theories of human growth and development and their implication for instruction	4	2.50	0.58	5	2.60	0.55	4	2.50	0.58	5	2.20	0.84	4	0.00	0.00	5	0.40	0.55
Articulation of a personal philosophy of education	4	2.25	0.50	5	2.80	0.45	4	2.50	0.58	5	2.20	1.10	4	-0.25	0.50	5	0.60	0.89
Theories of behavior management and their relation to effective instruction	4	2.75	0.50	5	2.60	0.89	4	3.00	0.00	5	3.00	0.00	4	-0.25	0.50	5	-0.40	0.89
Application of appropriate classroom management principles that facilitate effective instruction	4	2.75	0.50	5	2.60	0.89	4	2.75	0.50	5	3.00	0.00	4	0.00	0.82	5	-0.40	0.89
Use of instructional strategies and techniques derived from educational theories, research, and practice	4	3.00	0.00	5	3.00	0.00	4	3.00	0.00	5	3.00	0.00	4	0.00	0.00	5	0.00	0.00
Development and/or use of valid assessment for summative purposes (quizzes, tests, performance tasks, etc)	4	2.75	0.50	5	3.00	0.00	4	2.75	0.50	5	2.80	0.45	4	0.00	0.82	5	0.20	0.45
Development and/or use of valid assessment for formative purposes (observation, entrance/exit slips, pre/post test, etc)	4	3.00	0.00	5	2.80	0.45	4	2.50	1.00	5	2.80	0.45	4	0.50	1.00	5	0.00	0.00
Modification of instruction based on analysis of assessment results	4	3.00	0.00	5	3.00	0.00	4	2.75	0.50	5	2.80	0.45	4	0.25	0.50	5	0.20	0.45
Integration of content knowledge, teaching skills and curricula	4	3.00	0.00	5	3.00	0.00	4	2.75	0.50	5	2.80	0.45	4	0.25	0.50	5	0.20	0.45
Ability to address exceptionalities, gender, culture, language, socioeconomic backgrounds, and other student characteristics and their influence on learning and on teaching behaviors	4	3.00	0.00	5	2.80	0.45	4	3.00	0.00	5	2.60	0.89	4	0.00	0.00	5	0.20	1.10
Planning of instruction and design of lessons that acknowledge individual differences and learning styles	4	3.00	0.00	5	3.00	0.00	4	3.00	0.00	5	2.80	0.45	4	0.00	0.00	5	0.20	0.45
Classroom use of technology to incorporate more active learning strategies in assignments and projects	4	3.00	0.00	5	2.80	0.45	4	2.50	1.00	5	2.60	0.89	4	0.50	1.00	5	0.20	1.10
Establishing high standards for preparation, certification, practice, and ethical conduct in the teaching profession	4	3.00	0.00	5	3.00	0.00	4	3.00	0.00	5	3.00	0.00	4	0.00	0.00	5	0.00	0.00
Critical thinking, problem solving, research, and decision-making skills across the curriculum	4	3.00	0.00	5	3.00	0.00	4	3.00	0.00	5	3.00	0.00	4	0.00	0.00	5	0.00	0.00
Demonstration of adherence to the Pennsylvania Code of Conduct	4	3.00	0.00	5	3.00	0.00	4	3.00	0.00	5	3.00	0.00	4	0.00	0.00	5	0.00	0.00
Written communication with students, colleagues, families, and other members of the community	4	3.00	0.00	5	2.80	0.45	4	2.75	0.50	5	2.60	0.89	4	0.25	0.50	5	0.20	0.45
Verbal communication with students, colleagues, families, and other members of the community	4	3.00	0.00	5	2.80	0.45	4	3.00	0.00	5	2.80	0.45	4	0.00	0.00	5	0.00	0.71
Integration of reading, writing, speaking and listening across the curriculum	4	3.00	0.00	5	2.80	0.45	4	2.75	0.50	5	2.80	0.45	4	0.25	0.50	5	0.00	0.71
Develops appropriate rapport with students	4	3.00	0.00	5	3.00	0.00	4	3.00	0.00	5	3.00	0.00	4	0.00	0.00	5	0.00	0.00
Effective communication with parents	4	3.00	0.00	5	3.00	0.00	4	2.25	0.96	5	2.60	0.89	4	0.75	0.96	5	0.40	0.89
Use of hardware (personal computer, projection devices, Smartboard, VCR/DVD) in the classroom	4	3.00	0.00	5	2.60	0.89	4	2.50	1.00	5	2.60	0.89	4	0.50	1.00	5	0.00	1.41
Use of instructional software	4	3.00	0.00	5	2.40	0.89	4	2.50	1.00	5	2.60	0.89	4	0.50	1.00	5	-0.20	1.10
Overall Mean		2.88		2.84			2.78		2.71				0.11		0.13			