

Questions Aligned to InTASC Standard 2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.					
Able to develop instruction to address students with special needs					
		K-6	Secondary		All Grade PK-12
	EPP Total*	El Ed	Math	English	MI
Eligible Respondents	6	2	1	1	2
Average Score	3.5	3.5	3	4	3.5
Passing Score	3	3	3	3	3
Developed understanding of and regard for sensitivity to individuals of other races, cultures, religions, special needs, and gender; uses culturally responsive pedagogy					
		K-6	Secondary		All Grade PK-12
	EPP Total*	El Ed	Math	English	MI
Eligible Respondents	6	2	1	1	2
Average Score	3.67	3.5	4	4	3.5
Passing Score	3	3	3	3	3

Questions Aligned to InTASC Standard 3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.					
Learned to demonstrate a caring attitude toward all students					
		K-6	Secondary		All Grade PK-12
	EPP Total*	El Ed	Math	English	MI
Eligible Respondents	6	2	1	1	2
Average Score	4	4	4	4	4
Passing Score	3	3	3	3	3
Able to create a classroom environment which supports student learning; manages classroom and student behavior effectively					
		K-6	Secondary		All Grade PK-12
	EPP Total*	El Ed	Math	English	MI
Eligible Respondents	6	2	1	1	2
Average Score	3.33	3.5	4	2	3.5
Passing Score	3	3	3	3	3

Questions Aligned to InTASC Standard 4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.					
Developed knowledge of subject matter; creates lessons which demonstrate deep mastery of content knowledge, the intricate relationships between the content area of focus and other disciplines, as well as the appropriate pedagogy for teaching the content					
		K-6	Secondary		All Grade PK-12
	EPP Total*	El Ed	Math	English	MI
Eligible Respondents	6	2	1	1	2
Average Score	3.67	3.5	4	4	3.5
Passing Score	3	3	3	3	3
Developed the ability to develop short and long range goals and plans					
		K-6	Secondary		All Grade PK-12
	EPP Total*	El Ed	Math	English	MI
Eligible Respondents	6	2	1	1	2
Average Score	3.17	3.5	3	2	3.5
Passing Score	3	3	3	3	3

Questions Aligned to InTASC Standard 5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.					
Capable of applying content knowledge by connecting different disciplines as well as using different perspectives to provide students with opportunities for critical thinking					
		K-6	Secondary		All Grade PK-12
	EPP Total*	El Ed	Math	English	MI
Eligible Respondents	6	2	1	1	2
Average Score	3.33	3.5	3	4	3.5
Passing Score	3	3	3	3	3

Questions Aligned to InTASC Standard 6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.					
Can effectively evaluate student learning by using developmentally appropriate, ongoing assessment					
		K-6	Secondary		All Grade PK-12
	EPP Total*	El Ed	Math	English	MI

Eligible Respondents	6	2	1	1	2
Average Score	3.33	3.5	3	4	3.5
Passing Score	3	3	3	3	3
Able to document improvement of student learning					
		K-6	Secondary		All Grade PK-12
	EPP Total*	El Ed	Math	English	MI
Eligible Respondents	6	2	1	1	2
Average Score	3.33	3.5	3	4	3.5
Passing Score	3	3	3	3	3

Questions Aligned to InTASC Standard 7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Can effectively plan lessons

		K-6	Secondary		All Grade PK-12
	EPP Total*	El Ed	Math	English	MI
Eligible Respondents	6	2	1	1	2
Average Score	4	4	4	4	4
Passing Score	3	3	3	3	3

Confidently addresses state student academic standards

		K-6	Secondary		All Grade PK-12
	EPP Total*	El Ed	Math	English	MI
Eligible Respondents	6	2	1	1	2
Average Score	4	4	4	4	4
Passing Score	3	3	3	3	3

Questions Aligned to InTASC Standard 8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Exhibits knowledge and application of technology in designing lessons

		K-6	Secondary		All Grade PK-12
	EPP Total*	El Ed	Math	English	MI

Eligible Respondents	6	2	1	1	2
Average Score	4	4	4	4	4
Passing Score	3	3	3	3	3

Questions Aligned to InTASC 9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Understand how to demonstrate professionalism by making ethical, sound decisions; embracing leadership opportunities in the classroom, school community, and profession

		K-6	Secondary		All Grade PK-12
	EPP Total*	El Ed	Math	English	MI
Eligible Respondents	6	2	1	1	2
Average Score	4	4	4	4	4
Passing Score	3	3	3	3	3

Reflects upon and analyzes performance to increase teaching effectiveness

		K-6	Secondary		All Grade PK-12
	EPP Total*	El Ed	Math	English	MI
Eligible Respondents	6	2	1	1	2
Average Score	3.67	4	3	3	4
Passing Score	3	3	3	3	3

Questions Aligned to InTASC 10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Can show reliability and dependability in meeting professional responsibilities promptly, consistently, and thoroughly

		K-6	Secondary		All Grade PK-12
	EPP Total*	El Ed	Math	English	MI
Eligible Respondents	6	2	1	1	2
Average Score	3.67	3.5	4	4	3.5
Passing Score	3	3	3	3	3

Communicates with stakeholders effectively in both oral and written form

		K-6	Secondary		All Grade PK-12
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	EPP Total*	El Ed	Math	English	MI
Eligible Respondents	6	2	1	1	2
Average Score	3.5	3.5	4	3	3.5
Passing Score	3	3	3	3	3

Overall Satisfaction with EPP Preparation of Completer					
How satisfied are you with your Manchester University teacher preparation program?					
		K-6	Secondary		All Grade PK-12
	EPP Total*	El Ed	Math	English	MI
Eligible Respondents	6	2	1	1	2
Average Score		Moderately, Extremely	Extremely	Moderately	Moderately; Extremely
Passing Score		Slightly satisfied or higher			

*some licensed in more than one area – total of 4 respondents, but 2 licensed in 2 areas

El Ed = Elementary Education MI = Mild Intervention

With respect to questions regarding the Science of Reading, Manchester University surveyed the elementary education graduates and the results are as follows:

The Henney Department of Education prepared me to deliver explicit and systemic reading instruction (structured literacy) to students with reading challenges.	
Eligible Respondents	2
Average Score	3.5
Passing Score	3
The Henney Department of Education equipped me to apply the five language processing requirements (phonological, orthographic, semantic, syntactic, discourse) in your instruction.	
Eligible Respondents	2
Average Score	4
Passing Score	3
The Henney Department of Education prepared me to identify and address cognitive or behavioral (eg: attention, memory) that affect students' reading and writing development.	
Eligible Respondents	2
Average Score	3.5
Passing Score	3
The Henney Department of Education prepared me to recognize the characteristics of struggling readers, ESL-related barriers, dyslexia related reading difficulties, and applying appropriate interventions.	
Eligible Respondents	2
Average Score	4
Passing Score	3
The Henney Department of Education prepared me to use assessment tools (screening, diagnostic, progress-monitoring) to track and support students' reading progress by using data-based scientific approaches.	
Eligible Respondents	2
Average Score	3.5
Passing Score	3