

Introduction. Data analyzed in this summary report provides descriptive analysis of scores from district-administered teacher effectiveness rubrics for employed WOU program completers in Multiple subjects, Single-Subjects, and Special education areas in their first and or second year of employment. Provided below are descriptive statistics for InTASC standard-aligned indicators by school level and years of experience (1st year or 2nd year employee).

Findings and discussion. Overall, the scores observed demonstrate developmentally positive scores for teachers across school levels. As can be seen in Table 1, one area for additional support is Standard 2. Conversely, there are many areas where candidates are scoring well across standards 3, 6, 7, 9, and 10. It should be noted that the first completed analysis in 2018 showed an area for focus around planning in Standard 7. Scores in this analysis show that this is an area where candidates are scoring well. Conversely, scores from Standard 8 (i.e., 8.4 & 8.5), areas associated with critical thinking and higher order questioning, provide evidence that this area of practice could be more greatly supported.

Table 1. Evaluation Scores by School Level and InTASC Standard

InTASC Standard	Elementary School			Middle School			High School		
	N	Mean	Std. D	N	Mean	Std. D	N	Mean	Std. D
Std 1	47	2.64	.486	15	2.80	.561	28	2.61	.567
Std 2	47	2.49	.505	15	2.73	.594	28	2.46	.637
Std 3	47	2.83	.433	15	2.93	.458	28	2.89	.629
Std 4	47	2.47	.504	15	2.60	.507	28	2.54	.637
Std 5	47	2.53	.504	15	2.67	.488	28	2.57	.504
Std 6	47	2.79	.414	15	2.80	.414	28	2.61	.567
Std 7	47	2.89	.375	15	2.80	.414	28	2.64	.488
Std 8	46	2.57	.544	15	2.60	.507	28	2.50	.577
Std 9	46	2.96	.206	15	3.00	.000	28	2.86	.448
Std 10	47	2.91	.282	15	2.80	.414	28	2.68	.548

As can be seen in Table 2, middle school teachers have the highest scores compared to elementary and high school. Of additional note, there was no variance for evaluation scores on standard 9, suggesting that evaluators see disposition as a holistic metric. But there is greater variance at high school compared to elementary and middle school.

Table 2. Evaluation Scores by Endorsement and InTASC Standard

InTASC Standard	Multiple Subjects			Special Education			Single Subjects		
	N	Mean	Std. D	N	Mean	Std. D	N	Mean	Std. D
Std 1	44	2.61	.493	11	2.91	.701	35	2.63	.490
Std 2	44	2.45	.504	11	3.09	.539	35	2.43	.558
Std 3	44	2.82	.446	11	3.09	.539	35	2.86	.550
Std 4	44	2.43	.501	11	2.73	.467	35	2.54	.611
Std 5	44	2.50	.506	11	2.91	.302	35	2.54	.505
Std 6	44	2.77	.424	11	2.91	.302	35	2.63	.547
Std 7	44	2.86	.347	11	3.00	.447	35	2.66	.482
Std 8	43	2.56	.548	11	2.73	.467	35	2.49	.562
Std 9	43	2.95	.213	11	2.91	.302	35	2.91	.373
Std 10	44	2.95	.211	11	2.73	.467	35	2.69	.530

As can be seen in Table 3, analyses of candidates at different years of experience statistical comparisons show that mean difference across standards indicate that second year teachers' scores are about .4 to .6 of an ordination above first year teacher scores.

Table 3. Evaluation Scores by Teacher Year-of-hire and InTASC Standard

InTASC Standard	Year One Candidates			Year Two Candidates		
	N	Mean	Std. D	N	Mean	Std. D
Std 1	54	2.46	.503	36	2.94	.410
Std 2	54	2.35	.482	36	2.78	.591
Std 3	54	2.72	.452	36	3.08	.500
Std 4	54	2.31	.469	36	2.81	.525
Std 5	54	2.44	.502	36	2.75	.439
Std 6	54	2.56	.502	36	3.00	.239
Std 7	54	2.69	.469	36	2.97	.291
Std 8	53	2.38	.489	36	2.81	.525
Std 9	53	2.89	.320	36	3.00	.239
Std 10	54	2.78	.420	36	2.89	.398