

Table 1

Fall 2023 Undergraduate Childhood Education Candidate Rubric Score Distributions (N=16, n = 10)

CAEP/ InTASC Standard		Rater	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approac hes)	1 (Does Not Meet)	Mean	SD	% of 3+	% of 2+
Planning Instruction										
7 CAEP R1.3	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	CS	3	13	0	0	3.2	0.4	100	100
		CT	8	0	2	0	3.6	0.8	80	100
7, 8 CAEP R1.3	2. Planning Instruction: Content	CS	5	11	0	0	3.3	0.5	100	100
		CT	7	1	2	0	3.5	0.8	80	100
7 CAEP R1.3	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	CS	5	11	0	0	3.3	0.5	100	100
		CT	7	1	2	0	3.6	0.7	80	100
2 CAEP R1.1	4. Planning Instruction: Differentiation, Cultural Connection	CS	3	13	0	0	3.2	0.4	100	100
		CT	7	2	1	0	3.6	0.7	90	100
Delivering Instruction										
2, 3 CAEP R1.1	5. Delivering Instruction: Creating Learning Environment	CS	4	12	0	0	3.3	0.4	100	100
		CT	6	3	1	0	3.5	0.7	90	100
4, 5, 8 CAEP R1.2, R1.3	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	CS	5	10	1	0	3.3	0.6	94	100
		CT	6	3	1	0	3.5	0.7	90	100
6, 8 CAEP R1.3	7. Delivering Instruction: Engaging Students, Questioning	CS	5	11	0	0	3.3	0.5	100	100
		CT	6	3	1	0	3.5	0.7	90	100
Assessing Instruction										
6 CAEP R1.3	8. Assessing Instruction: Analysis of Student Learning, Assessment	CS	3	10	3	0	3.0	0.6	81	100
		CT	7	2	1	0	3.6	0.7	90	100
6, 9 CAEP R1.3, R1.4	9. Assessing Instruction: Reflection on Practice	CS	10	6	0	0	3.6	0.5	100	100
		CT	7	2	1	0	3.6	0.7	90	100

Note. CS = College Supervisor, CT = Cooperating Teacher; SD = Standard deviation.

Table 2

Fall 2023 Graduate Childhood Education Candidate Rubric Distributions (N=14, n=9)

CAEP/ InTASC Standard		Rater	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approac hes)	1 (Does Not Meet)	Mean	SD	% of 3+	% of 2+
Planning Instruction										
7 CAEP R1.3	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	CS	4	9	1	0	3.2	0.6	93	100
		CT	6	3	0	0	3.7	0.5	100	100
7, 8 CAEP R1.3	2. Planning Instruction: Content	CS	5	8	1	0	3.3	0.6	93	100
		CT	8	1	0	0	3.9	0.3	100	100
7 CAEP R1.3	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	CS	3	10	1	0	3.1	0.5	93	100
		CT	8	1	0	0	3.9	0.3	100	100
2 CAEP R1.1	4. Planning Instruction: Differentiation, Cultural Connection	CS	5	6	3	0	3.1	0.7	79	100
		CT	6	3	0	0	3.7	0.5	100	100
Delivering Instruction										
2, 3 CAEP R1.1	5. Delivering Instruction: Creating Learning Environment	CS	6	8	0	0	3.4	0.5	100	100
		CT	9	0	0	0	4.0	0	100	100
4, 5, 8 CAEP R1.2, R1.3	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	CS	6	7	1	0	3.4	0.6	93	100
		CT	7	2	0	0	3.8	0.4	100	100
6, 8 CAEP R1.3	7. Delivering Instruction: Engaging Students, Questioning	CS	4	9	1	0	3.2	0.6	93	100
		CT	8	1	0	0	3.9	0.3	100	100
Assessing Instruction										
6 CAEP R1.3	8. Assessing Instruction: Analysis of Student Learning, Assessment	CS	4	9	1	0	3.2	0.6	93	100
		CT	7	2	0	0	3.8	0.4	100	100
6, 9 CAEP R1.3, R1.4	9. Assessing Instruction: Reflection on Practice	CS	8	6	0	0	3.6	0.5	100	100
		CT	8	1	0	0	3.9	0.3	100	100

Note. CS = College Supervisor, CT = Cooperating Teacher; SD = Standard deviation.

Table 3

Fall 2023 Undergraduate Adolescence English Education Candidate Rubric Score Distributions (N=1)

CAEP/ InTASC Standard		4 (Exceeds Std.)	3 (Meets Std.)	2 (Approac hes)	1 (Does Not Meet)	% of 3+	% of 2+
Planning Instruction							
7 CAEP R1.3	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	0	1	0	0	100	100
7, 8 CAEP R1.3	2. Planning Instruction: Content	1	0	0	0	100	100
7 CAEP R1.3	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	0	1	0	0	100	100
2 CAEP R1.1	4. Planning Instruction: Differentiation, Cultural Connection	0	1	0	0	100	100
Delivering Instruction							
2, 3 CAEP R1.1	5. Delivering Instruction: Creating Learning Environment	0	1	0	0	100	100
4, 5, 8 CAEP R1.2, R1.3	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	1	0	0	0	100	100
6, 8 CAEP R1.3	7. Delivering Instruction: Engaging Students, Questioning	0	0	1	0	0	100
Assessing Instruction							
6 CAEP R1.3	8. Assessing Instruction: Analysis of Student Learning, Assessment	0	1	0	0	100	100
6, 9 CAEP R1.3, R1.4	9. Assessing Instruction: Reflection on Practice	1	0	0	0	100	100

Note. Means and standard deviations were not calculated due to a small number of teacher candidates; Evaluation was done by college supervisor; cooperating teacher evaluation was unavailable.

Table 4

Fall 2023 Graduate Adolescence English Education Candidate Rubric Score Distributions (N=7, n=4)

CAEP/ InTASC Standard		Rater	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approac hes)	1 (Does Not Meet)	% of 3+	% of 2+
Planning Instruction								
7 CAEP R1.3	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	CS	6	1	0	0	100	100
		CT	4	0	0	0	100	100
7, 8 CAEP R1.3	2. Planning Instruction: Content	CS	6	1	0	0	100	100
		CT	4	0	0	0	100	100
7 CAEP R1.3	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	CS	4	3	0	0	100	100
		CT	2	2	0	0	100	100
2 CAEP R1.1	4. Planning Instruction: Differentiation, Cultural Connection	CS	6	1	0	0	100	100
		CT	2	2	0	0	100	100
Delivering Instruction								
2, 3 CAEP R1.1	5. Delivering Instruction: Creating Learning Environment	CS	6	1	0	0	100	100
		CT	2	2	0	0	100	100
4, 5, 8 CAEP R1.2, R1.3	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	CS	7	0	0	0	100	100
		CT	4	0	0	0	100	100
6, 8 CAEP R1.3	7. Delivering Instruction: Engaging Students, Questioning	CS	4	3	0	0	100	100
		CT	3	0	1	0	75	100
Assessing Instruction								
6 CAEP R1.3	8. Assessing Instruction: Analysis of Student Learning, Assessment	CS	6	0	1	0	86	100
		CT	3	1	0	0	100	100
6, 9 CAEP R1.3, R1.4	9. Assessing Instruction: Reflection on Practice	CS	6	1	0	0	100	100
		CT	3	1	0	0	100	100

Note. Means and standard deviations were not calculated due to a small number of teacher candidates; CS = College Supervisor, CT = Cooperating Teacher.

Table 5

Fall 2023 Undergraduate Adolescence Mathematics Education Candidate Rubric Score Distributions (N=1)

CAEP/ InTASC Standard		Rater	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approac hes)	1 (Does Not Meet)	% of 3+	% of 2+
Planning Instruction								
7 CAEP R1.3	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	CS	0	1	0	0	100	100
		CT	0	1	0	0	100	100
7, 8 CAEP R1.3	2. Planning Instruction: Content	CS	0	1	0	0	100	100
		CT	0	1	0	0	100	100
7 CAEP R1.3	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	CS	0	1	0	0	100	100
		CT	0	1	0	0	100	100
2 CAEP R1.1	4. Planning Instruction: Differentiation, Cultural Connection	CS	0	1	0	0	100	100
		CT	0	1	0	0	100	100
Delivering Instruction								
2, 3 CAEP R1.1	5. Delivering Instruction: Creating Learning Environment	CS	1	0	0	0	100	100
		CT	1	0	0	0	100	100
4, 5, 8 CAEP R1.2, R1.3	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	CS	0	1	0	0	100	100
		CT	0	1	0	0	100	100
6, 8 CAEP R1.3	7. Delivering Instruction: Engaging Students, Questioning	CS	0	1	0	0	100	100
		CT	0	1	0	0	100	100
Assessing Instruction								
6 CAEP R1.3	8. Assessing Instruction: Analysis of Student Learning, Assessment	CS	0	1	0	0	100	100
		CT	0	1	0	0	100	100
6, 9 CAEP R1.3, R1.4	9. Assessing Instruction: Reflection on Practice	CS	1	0	0	0	100	100
		CT	1	0	0	0	100	100

Note. Means and standard deviations were not calculated due to a small number of teacher candidates; CS = College Supervisor, CT = Cooperating Teacher.

Table 6

Fall 2023 Graduate Adolescence Mathematics Education Candidate Rubric Score Distributions (N=3)

CAEP/ InTASC Standard		Rater	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approac hes)	1 (Does Not Meet)	% of 3+	% of 2+
Planning Instruction								
7 CAEP R1.3	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	CS	0	3	0	0	100	100
		CT	0	3	0	0	100	100
7, 8 CAEP R1.3	2. Planning Instruction: Content	CS	0	3	0	0	100	100
		CT	0	3	0	0	100	100
7 CAEP R1.3	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	CS	0	3	0	0	100	100
		CT	0	3	0	0	100	100
2 CAEP R1.1	4. Planning Instruction: Differentiation, Cultural Connection	CS	0	3	0	0	100	100
		CT	0	3	0	0	100	100
Delivering Instruction								
2, 3 CAEP R1.1	5. Delivering Instruction: Creating Learning Environment	CS	0	3	0	0	100	100
		CT	0	3	0	0	100	100
4, 5, 8 CAEP R1.2, R1.3	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	CS	1	2	0	0	100	100
		CT	1	2	0	0	100	100
6, 8 CAEP R1.3	7. Delivering Instruction: Engaging Students, Questioning	CS	0	3	0	0	100	100
		CT	0	3	0	0	100	100
Assessing Instruction								
6 CAEP R1.3	8. Assessing Instruction: Analysis of Student Learning, Assessment	CS	0	3	0	0	100	100
		CT	0	3	0	0	100	100
6, 9 CAEP R1.3, R1.4	9. Assessing Instruction: Reflection on Practice	CS	1	2	0	0	100	100
		CT	1	2	0	0	100	100

Note. Means and standard deviations were not calculated due to a small number of teacher candidates; CS = College Supervisor, CT = Cooperating Teacher.

Table 7

Spring 2023 Graduate Social Studies Education Candidate Rubric Score Distributions (N=7, n=5)

CAEP/ InTASC Standard		Rater	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approac hes)	1 (Does Not Meet)	Mean	SD	% of 3+	% of 2+
Planning Instruction										
7 CAEP R1.3	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	CS	2	4	1	0	3.1	0.6	86	100
		CT	5	0	0	0	4.0	0	100	100
7, 8 CAEP R1.3	2. Planning Instruction: Content	CS	5	2	0	0	3.7	0.5	100	100
		CT	3	1	1	0	3.4	0.8	80	100
7 CAEP R1.3	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	CS	2	5	0	0	3.3	0.5	100	100
		CT	3	2	0	0	3.6	0.5	100	100
2 CAEP R1.1	4. Planning Instruction: Differentiation, Cultural Connection	CS	0	3	4	0	2.4	0.5	43	100
		CT	4	0	1	0	3.6	0.8	80	100
Delivering Instruction										
2, 3 CAEP R1.1	5. Delivering Instruction: Creating Learning Environment	CS	4	2	0	1	3.3	1.0	86	86
		CT	4	1	0	0	3.8	0.4	100	100
4, 5, 8 CAEP R1.2, R1.3	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	CS	5	2	0	0	3.7	0.5	100	100
		CT	3	2	0	0	3.6	0.5	100	100
6, 8 CAEP R1.3	7. Delivering Instruction: Engaging Students, Questioning	CS	0	6	1	0	2.9	0.4	86	100
		CT	4	1	0	0	3.8	0.4	100	100
Assessing Instruction										
6 CAEP R1.3	8. Assessing Instruction: Analysis of Student Learning, Assessment	CS	2	5	0	0	3.3	0.5	100	100
		CT	5	0	0	0	4.0	0	100	100
6, 9 CAEP R1.3, R1.4	9. Assessing Instruction: Reflection on Practice	CS	7	0	0	0	4.0	0	100	100
		CT	4	1	0	0	3.8	0.4	100	100

Note. CS = College Supervisor, CT = Cooperating Teacher; SD = Standard deviation.

Table 8

Fall 2023 Graduate Science Education Candidate Rubric Score Distributions (N=4, n=3)

CAEP/ InTASC Standard		Rater	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approac hes)	1 (Does Not Meet)	% of 3+	% of 2+
Planning Instruction								
7 CAEP R1.3	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	CS	0	4	0	0	100	100
		CT	3	0	0	0	100	100
7, 8 CAEP R1.3	2. Planning Instruction: Content	CS	0	4	0	0	100	100
		CT	3	0	0	0	100	100
7 CAEP R1.3	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	CS	3	1	0	0	100	100
		CT	3	0	0	0	100	100
2 CAEP R1.1	4. Planning Instruction: Differentiation, Cultural Connection	CS	0	4	0	0	100	100
		CT	1	2	0	0	100	100
Delivering Instruction								
2, 3 CAEP R1.1	5. Delivering Instruction: Creating Learning Environment	CS	0	4	0	0	100	100
		CT	3	0	0	0	100	100
4, 5, 8 CAEP R1.2, R1.3	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	CS	3	1	0	0	100	100
		CT	3	0	0	0	100	100
6, 8 CAEP R1.3	7. Delivering Instruction: Engaging Students, Questioning	CS	0	4	0	0	100	100
		CT	2	1	0	0	100	100
Assessing Instruction								
6 CAEP R1.3	8. Assessing Instruction: Analysis of Student Learning, Assessment	CS	2	2	0	0	100	100
		CT	3	0	0	0	100	100
6, 9 CAEP R1.3, R1.4	9. Assessing Instruction: Reflection on Practice	CS	1	3	0	0	100	100
		CT	3	0	0	0	100	100

Note. Means and standard deviations were not calculated due to a small number of teacher candidates; CS = College Supervisor, CT = Cooperating Teacher.

Table 9

Fall 2023 Undergraduate Adolescence World Languages Education Candidate Rubric Score Distributions (N=1)

CAEP/ InTASC Standard		Rater	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approac hes)	1 (Does Not Meet)	% of 3+	% of 2+
Planning Instruction								
7 CAEP R1.3	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	CS	1	0	0	0	100	100
		CT	1	0	0	0	100	100
7, 8 CAEP R1.3	2. Planning Instruction: Content	CS	1	0	0	0	100	100
		CT	1	0	0	0	100	100
7 CAEP R1.3	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	CS	1	0	0	0	100	100
		CT	1	0	0	0	100	100
2 CAEP R1.1	4. Planning Instruction: Differentiation, Cultural Connection	CS	1	0	0	0	100	100
		CT	1	0	0	0	100	100
Delivering Instruction								
2, 3 CAEP R1.1	5. Delivering Instruction: Creating Learning Environment	CS	1	0	0	0	100	100
		CT	1	0	0	0	100	100
4, 5, 8 CAEP R1.2, R1.3	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	CS	1	0	0	0	100	100
		CT	1	0	0	0	100	100
6, 8 CAEP R1.3	7. Delivering Instruction: Engaging Students, Questioning	CS	0	1	0	0	100	100
		CT	1	0	0	0	100	100
Assessing Instruction								
6 CAEP R1.3	8. Assessing Instruction: Analysis of Student Learning, Assessment	CS	1	0	0	0	100	100
		CT	1	0	0	0	100	100
6, 9 CAEP R1.3, R1.4	9. Assessing Instruction: Reflection on Practice	CS	1	0	0	0	100	100
		CT	1	0	0	0	100	100

Note. Means and standard deviations were not calculated due to a small number of teacher candidates; CS = College Supervisor, CT = Cooperating Teacher.

Table 10

Fall 2023 Special Education Childhood (Sequence 1) Candidate Rubric Score Distributions (N=6, n=2)

CAEP/ InTASC Standard		Rater	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approac hes)	1 (Does Not Meet)	% of 3+	% of 2+
Planning Instruction								
7 CAEP R1.3	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	CS	5	1	0	0	100	100
		CT	2	0	0	0	100	100
7, 8 CAEP R1.3	2. Planning Instruction: Content	CS	4	2	0	0	100	100
		CT	2	0	0	0	100	100
7 CAEP R1.3	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	CS	4	2	0	0	100	100
		CT	2	0	0	0	100	100
2 CAEP R1.1	4. Planning Instruction: Differentiation, Cultural Connection	CS	3	3	0	0	100	100
		CT	2	0	0	0	100	100
Delivering Instruction								
2, 3 CAEP R1.1	5. Delivering Instruction: Creating Learning Environment	CS	5	1	0	0	100	100
		CT	2	0	0	0	100	100
4, 5, 8 CAEP R1.2, R1.3	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	CS	4	2	0	0	100	100
		CT	2	0	0	0	100	100
6, 8 CAEP R1.3	7. Delivering Instruction: Engaging Students, Questioning	CS	3	2	1	0	83	100
		CT	2	0	0	0	100	100
Assessing Instruction								
6 CAEP R1.3	8. Assessing Instruction: Analysis of Student Learning, Assessment	CS	3	3	0	0	100	100
		CT	2	0	0	0	100	100
6, 9 CAEP R1.3, R1.4	9. Assessing Instruction: Reflection on Practice	CS	5	1	0	0	100	100
		CT	2	0	0	0	100	100

Note. Means and standard deviations were not calculated due to a small number of teacher candidates; CS = College Supervisor, CT = Cooperating Teacher; All candidates were White, therefore analysis by race and ethnicity was not performed.

Table 11

Fall 2023 Special Education Childhood (Sequence 2) Candidate Rubric Score Distributions (N=7, n=4)

CAEP/ InTASC Standard		Rater	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approac hes)	1 (Does Not Meet)	% of 3+	% of 2+
Planning Instruction								
7 CAEP R1.3	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	CS	3	4	0	0	100	100
		CT	2	2	0	0	100	100
7, 8 CAEP R1.3	2. Planning Instruction: Content	CS	4	3	0	0	100	100
		CT	1	3	0	0	100	100
7 CAEP R1.3	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	CS	4	3	0	0	100	100
		CT	1	3	0	0	100	100
2 CAEP R1.1	4. Planning Instruction: Differentiation, Cultural Connection	CS	3	4	0	0	100	100
		CT	1	3	0	0	100	100
Delivering Instruction								
2, 3 CAEP R1.1	5. Delivering Instruction: Creating Learning Environment	CS	4	3	0	0	100	100
		CT	3	1	0	0	100	100
4, 5, 8 CAEP R1.2, R1.3	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	CS	5	2	0	0	100	100
		CT	2	2	0	0	100	100
6, 8 CAEP R1.3	7. Delivering Instruction: Engaging Students, Questioning	CS	3	4	0	0	100	100
		CT	2	2	0	0	100	100
Assessing Instruction								
6 CAEP R1.3	8. Assessing Instruction: Analysis of Student Learning, Assessment	CS	4	3	0	0	100	100
		CT	2	2	0	0	100	100
6, 9 CAEP R1.3, R1.4	9. Assessing Instruction: Reflection on Practice	CS	5	2	0	0	100	100
		CT	2	2	0	0	100	100

Note. Means and standard deviations were not calculated due to a small number of teacher candidates; CS = College Supervisor, CT = Cooperating Teacher.

Table 12

Fall 2023 Special Education Adolescence Generalist (Sequence 1) Candidate Rubric Score Distributions (N=2, n=1)

InTASC Standard		Rater	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches)	1 (Does Not Meet)	% of 3+	% of 2+
Planning Instruction								
7 CAEP R1.3	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	CS	0	2	0	0	100	100
		CT	0	1	0	0	100	100
7, 8 CAEP R1.3	2. Planning Instruction: Content	CS	0	2	0	0	100	100
		CT	0	1	0	0	100	100
7 CAEP R1.3	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	CS	0	2	0	0	100	100
		CT	0	1	0	0	100	100
2 CAEP R1.1	4. Planning Instruction: Differentiation, Cultural Connection	CS	0	2	0	0	100	100
		CT	0	1	0	0	100	100
Delivering Instruction								
2, 3 CAEP R1.1	5. Delivering Instruction: Creating Learning Environment	CS	1	0	1	0	50	100
		CT	0	1	0	0	100	100
4, 5, 8 CAEP R1.2, R1.3	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	CS	0	2	0	0	100	100
		CT	1	0	0	0	100	100
6, 8 CAEP R1.3	7. Delivering Instruction: Engaging Students, Questioning	CS	0	2	0	0	100	100
		CT	0	1	0	0	100	100
Assessing Instruction								
6 CAEP R1.3	8. Assessing Instruction: Analysis of Student Learning, Assessment	CS	0	2	0	0	100	100
		CT	0	1	0	0	100	100
6, 9 CAEP R1.3, R1.4	9. Assessing Instruction: Reflection on Practice	CS	1	1	0	0	100	100
		CT	0	1	0	0	100	100

Note. Means and standard deviations were not calculated due to a small number of teacher candidates; CS = College Supervisor, CT = Cooperating Teacher; All candidates were White, therefore analysis by race and ethnicity was not performed.

Table 13

Fall 2023 Special Education Adolescence Generalist (Sequence 2) Candidate Rubric Score Distributions (N=1)

CAEP/ InTASC Standard		4 (Exceeds Std.)	3 (Meets Std.)	2 (Approac hes)	1 (Does Not Meet)	% of 3+	% of 2+
Planning Instruction							
7 CAEP R1.3	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	1	0	0	0	100	100
7, 8 CAEP R1.3	2. Planning Instruction: Content	1	0	0	0	100	100
7 CAEP R1.3	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	1	0	0	0	100	100
2 CAEP R1.1	4. Planning Instruction: Differentiation, Cultural Connection	1	0	0	0	100	100
Delivering Instruction							
2, 3 CAEP R1.1	5. Delivering Instruction: Creating Learning Environment	1	0	0	0	100	100
4, 5, 8 CAEP R1.2, R1.3	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	1	0	0	0	100	100
6, 8 CAEP R1.3	7. Delivering Instruction: Engaging Students, Questioning	1	0	0	0	100	100
Assessing Instruction							
6 CAEP R1.3	8. Assessing Instruction: Analysis of Student Learning, Assessment	1	0	0	0	100	100
6, 9 CAEP R1.3, R1.4	9. Assessing Instruction: Reflection on Practice	1	0	0	0	100	100

Note. Means and standard deviations were not calculated due to a small number of teacher candidates; Evaluation was done by college supervisor; cooperating teacher evaluation was unavailable.

Table 14

Fall 2023 TESOL Master's (Track 1) Candidate Rubric Score Distributions (N=2, n=1)

CAEP/ InTASC Standard		Rater	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approac hes)	1 (Does Not Meet)	% of 3+	% of 2+
Planning Instruction								
7 CAEP R1.3	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	CS	2	0	0	0	100	100
		CT	1	0	0	0	100	100
7, 8 CAEP R1.3	2. Planning Instruction: Content	CS	2	0	0	0	100	100
		CT	1	0	0	0	100	100
7 CAEP R1.3	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	CS	1	1	0	0	100	100
		CT	1	0	0	0	100	100
2 CAEP R1.1	4. Planning Instruction: Differentiation, Cultural Connection	CS	1	1	0	0	100	100
		CT	1	0	0	0	100	100
Delivering Instruction								
2, 3 CAEP R1.1	5. Delivering Instruction: Creating Learning Environment	CS	2	0	0	0	100	100
		CT	1	0	0	0	100	100
4, 5, 8 CAEP R1.2, R1.3	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	CS	1	1	0	0	100	100
		CT	1	0	0	0	100	100
6, 8 CAEP R1.3	7. Delivering Instruction: Engaging Students, Questioning	CS	1	1	0	0	100	100
		CT	1	0	0	0	100	100
Assessing Instruction								
6 CAEP R1.3	8. Assessing Instruction: Analysis of Student Learning, Assessment	CS	2	0	0	0	100	100
		CT	1	0	0	0	100	100
6, 9 CAEP R1.3, R1.4	9. Assessing Instruction: Reflection on Practice	CS	2	0	0	0	100	100
		CT	1	0	0	0	100	100

Note. Means and standard deviations were not calculated due to a small number of teacher candidates; CS = College Supervisor, CT = Cooperating Teacher.

Table 15

Fall 2023 Undergraduate Childhood Education Candidate Rubric Score Distributions by Candidates' Race (N=16)

InTASC Standard		Race	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches Std.)	1 (Does Not Meet)	Mean	SD	% of 3+	% of 2+
Planning Instruction										
7	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	Black	0	1	0	0	—	—	100	100
		Asian	1	1	0	0	—	—	100	100
		White	2	9	0	0	3.2	0.4	100	100
		2+ Races	0	2	0	0	—	—	100	100
7, 8	2. Planning Instruction: Content	Black	0	1	0	0	—	—	100	100
		Asian	1	1	0	0	—	—	100	100
		White	3	8	0	0	3.3	0.5	100	100
		2+ Races	1	1	0	0	—	—	100	100
7	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	Black	0	1	0	0	—	—	100	100
		Asian	1	1	0	0	—	—	100	100
		White	3	8	0	0	3.3	0.5	100	100
		2+ Races	1	1	0	0	—	—	100	100
2	4. Planning Instruction: Differentiation, Cultural Connection	Black	0	1	0	0	—	—	100	100
		Asian	1	1	0	0	—	—	100	100
		White	2	9	0	0	3.2	0.4	100	100
		2+ Races	0	2	0	0	—	—	100	100
Delivering Instruction										
2, 3	5. Delivering Instruction: Creating Learning Environment	Black	0	1	0	0	—	—	100	100
		Asian	1	1	0	0	—	—	100	100
		White	3	8	0	0	3.3	0.5	100	100
		2+ Races	0	2	0	0	—	—	100	100
4, 5, 8	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	Black	0	1	0	0	—	—	100	100
		Asian	0	2	0	0	—	—	100	100
		White	4	7	0	0	3.4	0.5	100	100
		2+ Races	1	0	1	0	—	—	50	100

InTASC Standard		Race	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches Std.)	1 (Does Not Meet)	Mean	SD	% of 3+	% of 2+
6, 8	7. Delivering Instruction: Engaging Students, Questioning	Black	0	1	0	0	—	—	100	100
		Asian	0	2	0	0	—	—	100	100
		White	4	7	0	0	3.4	0.5	100	100
		2+ Races	1	1	0	0	—	—	100	100
Assessing Instruction										
6	8. Assessing Instruction: Analysis of Student Learning, Assessment	Black	0	1	0	0	—	—	100	100
		Asian	1	1	0	0	—	—	100	100
		White	2	7	2	0	3.0	0.6	82	100
		2+ Races	0	1	1	0	—	—	50	100
6, 9	9. Assessing Instruction: Reflection on Practice	Black	1	0	0	0	—	—	100	100
		Asian	1	1	0	0	—	—	100	100
		White	7	4	0	0	3.6	0.5	100	100
		2+ Races	1	1	0	0	—	—	100	100

Note. All evaluations were conducted by the College Supervisor; SD = Standard deviation.

Table 16

Fall 2023 Graduate Sequence 2 Childhood Education Candidate Rubric Score Distributions by Candidates' Race (N=14)

InTASC Standard		Race	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches Std.)	1 (Does Not Meet)	Mean	SD	% of 3+	% of 2+
Planning Instruction										
7	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	White	3	7	1	0	3.2	0.6	91	100
		2+ Races	0	1	0	0	—	—	100	100
		No Info	1	1	0	0	—	—	100	100
7, 8	2. Planning Instruction: Content	White	5	5	1	0	3.4	0.6	91	100
		2+ Races	0	1	0	0	—	—	100	100
		No Info	0	2	0	0	—	—	100	100

InTASC Standard		Race	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches Std.)	1 (Does Not Meet)	Mean	SD	% of 3+	% of 2+
Planning Instruction										
7	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	White	2	8	1	0	3.1	0.5	91	100
		2+ Races	1	0	0	0	—	—	100	100
		No Info	0	2	0	0	—	—	100	100
2	4. Planning Instruction: Differentiation, Cultural Connection	White	4	4	3	0	3.1	0.8	73	100
		2+ Races	1	0	0	0	—	—	100	100
		No Info	0	2	0	0	—	—	100	100
Delivering Instruction										
2, 3	5. Delivering Instruction: Creating Learning Environment	White	5	6	0	0	3.5	0.5	100	100
		2+ Races	1	0	0	0	—	—	100	100
		No Info	0	2	0	0	—	—	100	100
4, 5, 8	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	White	4	6	1	0	3.3	0.6	91	100
		2+ Races	1	0	0	0	—	—	100	100
		No Info	1	1	0	0	—	—	100	100
6, 8	7. Delivering Instruction: Engaging Students, Questioning	White	2	8	1	0	3.1	0.5	91	100
		2+ Races	1	0	0	0	—	—	100	100
		No Info	1	1	0	0	—	—	100	100
Assessing Instruction										
6	8. Assessing Instruction: Analysis of Student Learning, Assessment	White	4	6	1	0	3.3	0.6	91	100
		2+ Races	0	1	0	0	—	—	100	100
		No Info	0	2	0	0	—	—	100	100
6, 9	9. Assessing Instruction: Reflection on Practice	White	6	5	0	0	3.6	0.5	100	100
		2+ Races	1	0	0	0	—	—	100	100
		No Info	1	1	0	0	—	—	100	100

Note. All evaluations were conducted by the College Supervisor; SD = Standard deviation.

Table 17

Fall 2023 Undergraduate & Graduate Sequence 2 Adolescence English Education Candidate Rubric Scores by Candidates' Race (N=8)

InTASC Standard		Race	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approache s Std.)	1 (Does Not Meet)	% of 3+	% of 2+
Planning Instruction								
7	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	White	6	1	0	0	100	100
		MENA	0	1	0	0	100	100
7, 8	2. Planning Instruction: Content	White	6	1	0	0	100	100
		MENA	1	0	0	0	100	100
7	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	White	4	3	0	0	100	100
		MENA	0	1	0	0	100	100
2	4. Planning Instruction: Differentiation, Cultural Connection	White	6	1	0	0	100	100
		MENA	0	1	0	0	100	100
Delivering Instruction								
2, 3	5. Delivering Instruction: Creating Learning Environment	White	6	1	0	0	100	100
		MENA	0	1	0	0	100	100
4, 5, 8	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	White	7	0	0	0	100	100
		MENA	1	0	0	0	100	100
6, 8	7. Delivering Instruction: Engaging Students, Questioning	White	4	3	0	0	100	100
		MENA	0	0	1	0	0	100
Assessing Instruction								
6	8. Assessing Instruction: Analysis of Student Learning, Assessment	White	6	0	1	0	86	0
		MENA	0	1	0	0	100	100
6, 9	9. Assessing Instruction: Reflection on Practice	White	6	1	0	0	100	100
		MENA	1	0	0	0	100	100

Note. All evaluations were conducted by the College Supervisor; MENA = Middle Eastern of North African; Means and standard deviations were not calculated due to a small number of teacher candidates.

Table 18

Fall 2023 Undergraduate & Graduate Sequence 2 Adolescence Social Studies Education Candidate Rubric Scores by Candidates' Race (N=7)

InTASC Standard		Race	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches Std.)	1 (Does Not Meet)	% of 3+	% of 2+
Planning Instruction								
7	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	White	2	3	1	0	83	100
		2+ Races	0	1	0	0	100	100
7, 8	2. Planning Instruction: Content	White	5	1	0	0	100	100
		2+ Races	0	1	0	0	100	100
7	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	White	2	4	0	0	100	100
		2+ Races	0	1	0	0	100	100
2	4. Planning Instruction: Differentiation, Cultural Connection	White	0	3	3	0	50	100
		2+ Races	0	0	1	0	0	100
Delivering Instruction								
2, 3	5. Delivering Instruction: Creating Learning Environment	White	4	1	0	1	83	83
		2+ Races	0	1	0	0	100	100
4, 5, 8	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	White	4	2	0	0	100	100
		2+ Races	1	0	0	0	100	100
6, 8	7. Delivering Instruction: Engaging Students, Questioning	White	0	5	1	0	83	100
		2+ Races	0	1	0	0	100	100
Assessing Instruction								
6	8. Assessing Instruction: Analysis of Student Learning, Assessment	White	2	4	0	0	100	100
		2+ Races	0	1	0	0	100	100
6, 9	9. Assessing Instruction: Reflection on Practice	White	6	0	0	0	100	100
		2+ Races	1	0	0	0	100	100

Note. All evaluations were conducted by the College Supervisor; Means and standard deviations were not calculated due to a small number of teacher candidates.

Table 19

Fall 2023 Graduate Sequence 2 Special Education Childhood & Adolescence Generalist Candidate Rubric Scores by Candidates' Race (N=7)

InTASC Standard		Race	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches Std.)	1 (Does Not Meet)	% of 3+	% of 2+
Planning Instruction								
7	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	Black	1	0	0	0	100	100
		Asian	0	1	0	0	100	100
		White	3	3	0	0	100	100
7, 8	2. Planning Instruction: Content	Black	1	0	0	0	100	100
		Asian	0	1	0	0	100	100
		White	4	2	0	0	100	100
7	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	Black	1	0	0	0	100	100
		Asian	0	1	0	0	100	100
		White	4	2	0	0	100	100
2	4. Planning Instruction: Differentiation, Cultural Connection	Black	1	0	0	0	100	100
		Asian	0	1	0	0	100	100
		White	3	3	0	0	100	100
Delivering Instruction								
2, 3	5. Delivering Instruction: Creating Learning Environment	Black	1	0	0	0	100	100
		Asian	0	1	0	0	100	100
		White	4	2	0	0	100	100
4, 5, 8	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	Black	1	0	0	0	100	100
		Asian	0	1	0	0	100	100
		White	5	1	0	0	100	100
6, 8	7. Delivering Instruction: Engaging Students, Questioning	Black	1	0	0	0	100	100
		Asian	0	1	0	0	100	100
		White	3	3	0	0	100	100

InTASC Standard		Race	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches Std.)	1 (Does Not Meet)	% of 3+	% of 2+
Assessing Instruction								
6	8. Assessing Instruction: Analysis of Student Learning, Assessment	Black	1	0	0	0	100	100
		Asian	0	1	0	0	100	100
		White	4	2	0	0	100	100
6, 9	9. Assessing Instruction: Reflection on Practice	Black	1	0	0	0	100	100
		Asian	0	1	0	0	100	100
		White	5	1	0	0	100	100

Note. All evaluations were conducted by the College Supervisor; Means and standard deviations were not calculated due to a small number of teacher candidates.

Table 20

Fall 2023 Undergraduate Childhood Education Candidate Rubric Score Distributions by Candidates' Ethnicity (N=16)

InTASC Standard		Ethnicity	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches Std.)	1 (Does Not Meet)	Mean	SD	% of 3+	% of 2+
Planning Instruction										
7	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	Latinx	1	0	0	0	—	—	100	100
		Non-Latinx	2	12	0	0	3.1	0.4	100	100
		No Info	0	1	0	0	—	—	100	100
7, 8	2. Planning Instruction: Content	Latinx	1	0	0	0	—	—	100	100
		Non-Latinx	4	10	0	0	3.3	0.5	100	100
		No Info	0	1	0	0	—	—	100	100
7	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	Latinx	1	0	0	0	—	—	100	100
		Non-Latinx	4	10	0	0	3.3	0.5	100	100
		No Info	0	1	0	0	—	—	100	100
2	4. Planning Instruction: Differentiation, Cultural Connection	Latinx	1	0	0	0	—	—	100	100
		Non-Latinx	2	12	0	0	3.1	0.4	100	100
		No Info	0	1	0	0	—	—	100	100

InTASC Standard		Ethnicity	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches Std.)	1 (Does Not Meet)	Mean	SD	% of 3+	% of 2+
Delivering Instruction										
2, 3	5. Delivering Instruction: Creating Learning Environment	Latinx	0	1	0	0	—	—	100	100
		Non-Latinx	4	10	0	0	3.3	0.5	100	100
		No Info	0	0	1	0	—	—	0	100
4, 5, 8	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	Latinx	1	0	0	0	—	—	100	100
		Non-Latinx	4	10	0	0	3.3	0.5	100	100
		No Info	0	0	1	0	—	—	0	100
6, 8	7. Delivering Instruction: Engaging Students, Questioning	Latinx	1	0	0	0	—	—	100	100
		Non-Latinx	4	10	0	0	3.3	0.5	100	100
		No Info	0	1	0	0	—	—	100	100
Assessing Instruction										
6	8. Assessing Instruction: Analysis of Student Learning, Assessment	Latinx	1	0	0	0	—	—	100	100
		Non-Latinx	2	10	2	0	3.0	0.5	86	100
		No Info	0	0	1	0	—	—	0	100
6, 9	9. Assessing Instruction: Reflection on Practice	Latinx	1	0	0	0	—	—	100	100
		Non-Latinx	9	5	0	0	3.6	0.5	100	100
		No Info	0	1	0	0	—	—	100	100

Note. All evaluations were conducted by the College Supervisor; No Info = Unknown/Prefer not to answer/No information available.

Table 21

Fall 2023 Graduate Sequence 2 Childhood Education Candidate Rubric Score Distributions by Candidates' Ethnicity (N=14)

InTASC Standard		Ethnicity	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches Std.)	1 (Does Not Meet)	Mean	SD	% of 3+	% of 2+
Planning Instruction										
7	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	Latinx	0	2	0	0	—	—	100	100
		Non-Latinx	3	4	1	0	3.3	0.7	88	100
		No Info	1	3	0	0	—	—	100	100

InTASC Standard		Ethnicity	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches Std.)	1 (Does Not Meet)	Mean	SD	% of 3+	% of 2+
Planning Instruction										
7, 8	2. Planning Instruction: Content	Latinx	1	1	0	0	—	—	100	100
		Non-Latinx	4	3	1	0	3.4	0.7	88	100
		No Info	0	4	0	0	—	—	100	100
7	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	Latinx	0	2	0	0	—	—	100	100
		Non-Latinx	2	5	1	0	3.1	0.6	88	100
		No Info	1	3	0	0	—	—	100	100
2	4. Planning Instruction: Differentiation, Cultural Connection	Latinx	1	1	0	0	—	—	100	100
		Non-Latinx	3	3	2	0	3.1	0.8	75	100
		No Info	1	2	1	0	—	—	75	100
Delivering Instruction										
2, 3	5. Delivering Instruction: Creating Learning Environment	Latinx	1	1	0	0	—	—	100	100
		Non-Latinx	4	4	0	0	3.5	0.5	100	100
		No Info	1	3	0	0	—	—	100	100
4, 5, 8	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	Latinx	0	2	0	0	—	—	100	100
		Non-Latinx	4	3	1	0	3.4	0.7	88	100
		No Info	2	2	0	0	—	—	100	100
6, 8	7. Delivering Instruction: Engaging Students, Questioning	Latinx	1	1	0	0	—	—	100	100
		Non-Latinx	1	6	1	0	3.0	0.5	88	100
		No Info	2	2	0	0	—	—	100	100
Assessing Instruction										
6	8. Assessing Instruction: Analysis of Student Learning, Assessment	Latinx	1	1	0	0	—	—	100	100
		Non-Latinx	3	4	1	0	3.3	0.7	88	100
		No Info	0	4	0	0	—	—	100	100
6, 9	9. Assessing Instruction: Reflection on Practice	Latinx	0	2	0	0	—	—	100	100
		Non-Latinx	6	2	0	0	3.8	0.4	100	100
		No Info	2	2	0	0	—	—	100	100

Note. All evaluations were conducted by the College Supervisor; No Info = Unknown/Prefer not to answer/No information available.

Table 22

Fall 2023 Undergraduate & Graduate Sequence 2 Adolescence English Education Candidate Rubric Scores by Candidates' Ethnicity (N=8)

InTASC Standard		Ethnicity	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches Std.)	1 (Does Not Meet)	% of 3+	% of 2+
Planning Instruction								
7	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	Latinx	1	0	0	0	100	100
		Non-Latinx	5	1	0	0	100	100
		No Info	0	1	0	0	100	100
7, 8	2. Planning Instruction: Content	Latinx	1	0	0	0	100	100
		Non-Latinx	5	1	0	0	100	100
		No Info	1	0	0	0	100	100
7	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	Latinx	1	0	0	0	100	100
		Non-Latinx	3	3	0	0	100	100
		No Info	0	1	0	0	100	100
2	4. Planning Instruction: Differentiation, Cultural Connection	Latinx	1	0	0	0	100	100
		Non-Latinx	5	1	0	0	100	100
		No Info	0	1	0	0	100	100
Delivering Instruction								
2, 3	5. Delivering Instruction: Creating Learning Environment	Latinx	0	1	0	0	100	100
		Non-Latinx	6	0	0	0	100	100
		No Info	0	1	0	0	100	100
4, 5, 8	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	Latinx	1	0	0	0	100	100
		Non-Latinx	6	0	0	0	100	100
		No Info	1	0	0	0	100	100
6, 8	7. Delivering Instruction: Engaging Students, Questioning	Latinx	1	0	0	0	100	100
		Non-Latinx	3	3	0	0	100	100
		No Info	0	0	1	0	0	100

InTASC Standard		Race	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches Std.)	1 (Does Not Meet)	% of 3+	% of 2+
Assessing Instruction								
6	8. Assessing Instruction: Analysis of Student Learning, Assessment	Latinx	1	0	0	0	100	100
		Non-Latinx	5	0	1	0	83	100
		No Info	0	1	0	0	100	100
6, 9	9. Assessing Instruction: Reflection on Practice	Latinx	1	0	0	0	100	100
		Non-Latinx	5	1	0	0	100	100
		No Info	1	0	0	0	100	100

Note. All evaluations were conducted by the College Supervisor; Means and standard deviations were not calculated due to a small number of teacher candidates; No Info = Unknown/Prefer not to answer/No information available.

Table 23

Fall 2023 Undergraduate & Graduate Sequence 2 Adolescence Social Studies Education Rubric Scores by Candidates' Ethnicity (N=7)

InTASC Standard		Ethnicity	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches Std.)	1 (Does Not Meet)	% of 3+	% of 2+
Planning Instruction								
7	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	Latinx	1	0	0	0	100	100
		Non-Latinx	1	3	1	0	80	100
		No Info	0	1	0	0	100	100
7, 8	2. Planning Instruction: Content	Latinx	1	0	0	0	100	100
		Non-Latinx	4	1	0	0	100	100
		No Info	0	1	0	0	100	100
7	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	Latinx	1	0	0	0	100	100
		Non-Latinx	1	4	0	0	100	100
		No Info	0	1	0	0	100	100
2	4. Planning Instruction: Differentiation, Cultural Connection	Latinx	0	1	0	0	100	100
		Non-Latinx	0	2	3	0	40	100
		No Info	0	0	1	0	0	100

InTASC Standard		Ethnicity	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches Std.)	1 (Does Not Meet)	% of 3+	% of 2+
Delivering Instruction								
2, 3	5. Delivering Instruction: Creating Learning Environment	Latinx	1	0	0	0	100	100
		Non-Latinx	3	1	0	1	80	80
		No Info	0	1	0	0	100	100
4, 5, 8	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	Latinx	1	0	0	0	100	100
		Non-Latinx	3	2	0	0	100	100
		No Info	1	0	0	0	100	100
6, 8	7. Delivering Instruction: Engaging Students, Questioning	Latinx	0	1	0	0	100	100
		Non-Latinx	0	4	1	0	80	100
		No Info	0	1	0	0	100	100
Assessing Instruction								
6	8. Assessing Instruction: Analysis of Student Learning, Assessment	Latinx	1	0	0	0	100	100
		Non-Latinx	1	4	0	0	100	100
		No Info	0	1	0	0	100	100
6, 9	9. Assessing Instruction: Reflection on Practice	Latinx	1	0	0	0	100	100
		Non-Latinx	5	0	0	0	100	100
		No Info	1	0	0	0	100	100

Note. All evaluations were conducted by the College Supervisor; Means and standard deviations were not calculated due to a small number of teacher candidates; No Info = Unknown/Prefer not to answer/No information available.

Table 24

Fall 2023 Graduate Sequence 2 Special Education Childhood & Adolescence Generalist Candidate Rubric Scores by Candidates' Race (N=7)

InTASC Standard		Ethnicity	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approaches Std.)	1 (Does Not Meet)	% of 3+	% of 2+
Planning Instruction								
7	1. Planning Instruction: Rationale, Standards, Objectives, Assessment Plan	Latinx	1	0	0	0	100	100
		Non-Latinx	3	3	0	0	100	100
		No Info	0	1	0	0	100	100

InTASC Standard		Ethnicity	4 (Exceeds Std.)	3 (Meets Std.)	2 (Approach es Std.)	1 (Does Not Meet)	% of 3+	% of 2+
Planning Instruction								
7, 8	2. Planning Instruction: Content	Latinx	1	0	0	0	100	100
		Non-Latinx	4	2	0	0	100	100
		No Info	0	1	0	0	100	100
7	3. Planning Instruction: Pedagogy, Teaching Strategies, Resources	Latinx	1	0	0	0	100	100
		Non-Latinx	4	2	0	0	100	100
		No Info	0	1	0	0	100	100
2	4. Planning Instruction: Differentiation, Cultural Connection	Latinx	1	0	0	0	100	100
		Non-Latinx	3	3	0	0	100	100
		No Info	0	1	0	0	100	100
Delivering Instruction								
2, 3	5. Delivering Instruction: Creating Learning Environment	Latinx	1	0	0	0	100	100
		Non-Latinx	4	2	0	0	100	100
		No Info	0	1	0	0	100	100
4, 5, 8	6. Delivering Instruction: Demonstrating knowledge, Teaching skills	Latinx	1	0	0	0	100	100
		Non-Latinx	5	1	0	0	100	100
		No Info	0	1	0	0	100	100
6, 8	7. Delivering Instruction: Engaging Students, Questioning	Latinx	0	1	0	0	100	100
		Non-Latinx	4	2	0	0	100	100
		No Info	0	1	0	0	100	100
Assessing Instruction								
6	8. Assessing Instruction: Analysis of Student Learning, Assessment	Latinx	1	0	0	0	100	100
		Non-Latinx	4	2	0	0	100	100
		No Info	0	1	0	0	100	100
6, 9	9. Assessing Instruction: Reflection on Practice	Latinx	1	0	0	0	100	100
		Non-Latinx	5	1	0	0	100	100
		No Info	0	1	0	0	100	100

Note. All evaluations were conducted by the College Supervisor; Means and standard deviations were not calculated due to a small number of teacher candidates; No Info = Unknown/Prefer not to answer/No information available.