



CAEP Accountability Measure 3: Candidate competency at completion (R3.3).

The SUNY Oswego School of Education **Student Teaching Evaluation (STE)** is a 25-item assessment of candidates’ performances in the areas of Planning, Instruction, Assessment, and Professionalism that is administered unit-wide at the conclusion of each student teaching course and is assessed by the student teaching supervisor (SUNY Oswego faculty) and cooperating teacher (teach in partner school). The instrument has a 3-point rating scale. A (1) represents a performance below expectations, a (2) meets expectations, and a (3) exceeds expectations. Also, raters can opt to indicate that an item is not applicable (N/A). These data represent three academic years including 2019-2020, 2020-2021, and 2021-22 for all initial teacher preparation programs in the School of Education.

	% Meeting or Exceeding Expectations	% Meeting or Exceeding Expectations	% Meeting or Exceeding Expectations
	Fall 2019/Spring 2021 (n=376 Candidates and 720 Evaluations)	Fall 2020/Spring 2021 (n=463 Candidates and 887 Evaluations)	Fall 2021/Spring 2022 (n=514 Candidates and 973 Evaluations)
PLANNING			
1. Plans with Learners’ Development in Mind (InTASC 1a)	95%	98%	98%
2. Plans with Learners’ Strengths, Interests, and Needs in Mind (InTASC 1b)	95%	99%	98%
3. Plans Inclusive Learning Environments (InTASC 2a, 2d)	94%	99%	98%
4. Plans for Learners’ Language Development (InTASC 2e)	90%	99%	98%
5. Plans Individualized Supports for Learners with Identified Needs (InTASC 2f)	93%	98%	98%
6. Plans Using Content Standards and Curriculum (InTASC 7a)	95%	99%	98%
7. Plans with Prior Assessment Outcomes in Mind (INTASC 7d)	92%	98%	98%
8. Plans Aligned, Sequenced, and Varied Learning Experiences (INTASC 7c)	96%	99%	99%
9. Plans for Technology Integration (InTASC 7k)	96%	100%	98%
10. Plans for Assessment of Learning (InTASC 6b)	94%	98%	98%

INSTRUCTION			
	% Meeting or Exceeding Expectations	% Meeting or Exceeding Expectations	% Meeting or Exceeding Expectations
	Fall 2019/Spring 2021 (n=376 Candidates and 720 Evaluations)	Fall 2020/Spring 2021 (n=463 Candidates and 887 Evaluations)	Fall 2021/Spring 2022 (n=514 Candidates and 973 Evaluations)
11. Facilitates a Positive Learning Environment (InTASC 3a, 3f)	96%	100%	99%
12. Facilitates a Safe Learning Environment (InTASC 3b, 3h)	96%	100%	99%
13. Engages Learners Meaningfully and Equitably (InTASC 3b, 3d)	95%	99%	99%
14. Communicates with Clarity, Using Multiple Representation, and Academic Language (InTASC 4a, 4i)	93%	99%	98%
15. Makes Connections between Prior and Current Concepts of Study (InTASC 4d)	95%	98%	99%
16. Promotes Critical Thinking (InTASC 5d)	94%	96%	97%
17. Attends to Literacy Development (InTASC 5h)	93%	99%	99%
18. Monitors Learning and Adjusts Instruction (InTASC 8b)	94%	98%	98%
ASSESSMENT			
19. Assesses Learning in Varied Ways and throughout Instruction (InTASC 6a, 6b, 6e)	94%	98%	98%
20. Provides Feedback on Performances (InTASC 6d)	91%	98%	96%
21. Analyzes and Interprets Assessment Data (InTASC 6c)	87%	97%	96%
PROFESSIONALISM			
22. Participates in Professional Learning Opportunities (InTASC 9a, 9b)	91%	99%	98%
23. Reflects on Teaching and Learning (InTASC 9c, 9d, 9e)	96%	98%	99%
24. Collaborates within the School Setting (InTASC 10c, 10b)	92%	100%	98%
25. Communicates with Families (InTASC 10d)	72%	95%	92%