

Georgia Gwinnett College

Standard Four Evidence Set 1

R4.1 Completer Effectiveness

Alignment to National Standards: This packet, entitled *Completer Effectiveness*, presents evidence for:

Ga PSC 4.1 The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. **Multiple measures** shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state supported P-12 impact measures, and any other measures employed by the provider.

Ga PSC 4.1 Indicators of Teaching Effectiveness: The provider demonstrates, through **structured validated observation instruments** and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve

CAEP Standard 4 – The provider demonstrates the effectiveness of its completers’ instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

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The provider demonstrates that program completers: A. effectively contribute to P-12 student-learning growth AND B. apply in P-12 classrooms the professional knowledge, skills, and dispositions the preparation experiences were designed to achieve. In addition, the provider includes a **rationale for the evidence provided**.

How is alignment assured: The Assistant Dean of Assessment & Accreditation, in consultation with Program/Discipline Chairs, aligns the evaluation measures and assessment tasks with CAEP, State, InTASC, and appropriate Technology Standards. The Assistant Dean coordinates and maintains alignments and adherence to multiple Georgia state laws and policy regulations. All Standards have been maintained utilizing Excel Spreadsheets, Qualtrics, and Class Climate Survey by Scantron; however, maintenance was transferred to a suite of digital assessment tools on Watermark – VIA in fall 2021. The Assistant Dean of Assessment and Accreditation will maintain a standards database so that alignments can accommodate updates to standards, program competencies, courses, or assessments.

Evidence Overview

Description of Evidence: The evidence section below presents data from **Completer Effectiveness** reported by the Georgia State Department/Georgia Professional Standards Commission to document the **P-12 Student Learning Growth** and **Application of Knowledge, Skills, and Dispositions**. These data determine if first-year teachers from GGC positively impact P-12 student achievement and determine if the knowledge, skills, and dispositions of first-year teachers from GGC are rated highly by school administrators on the Georgia Teacher Assessment on Performance Standards (TAPS), the state teacher observation tool.

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Annually, beginning in 2018–2019, the Georgia Professional Standards Commission released the Preparation Program Effectiveness Measure (PPEM) Report as part of annually assessing educator preparation program effectiveness. This report holds EPPs accountable to high standards, applies a consistent set of state-determined effectiveness measures across all teacher programs, improves the effectiveness of such programs, informs the citizenry of preparation quality, and improves teaching and learning in P-12 schools.

For more information about the PPEM Reports, see

https://www.gapsc.com/EducatorPreparation/PPEM/Documents/PPEM%20one-pager_FINAL.pdf.

P-12 Student Learning Growth

Student growth percentiles provided as evidence for this standard describe the amount of growth a P-12 student (or a group of students) demonstrate on student, school, district, and state performance on the Georgia Milestones Assessment System (grades 4-12 reading/English language arts, math, science, and social studies) relative to *academically-similar students from across the state*. Growth percentiles range from 1 to 99, with lower percentiles indicating lower academic growth and higher percentiles indicating higher academic growth. For more information, please refer to: <https://www.gadoe.org/curriculum-instruction-and-assessment/assessment/pages/georgia-student-growth-model.aspx>.

The Georgia Professional Standards Commission collects the Student Growth Percentiles data from the Georgia State Department, groups the data by matching these percentiles to completers of the EPPs in the state, designates a level rating (I low – IV high) to each EPP and program within each EPP, and reports those ratings annually in the PPEM Report, which is a compilation of data gathered in three-year intervals. Level ratings are designated below.

MeanGP* Growth Levels	Bins
Level I	MeanGP <30
Level II	MeanGP ≥ 30 and ≤ 40
Level III	MeanGP >40 and ≤ 65
Level IV	MeanGP > 65

*Denotes Mean Growth Percentile

Growth percentile level ratings are **value-added** because the scores reported are matched to individual teachers who have graduated from GGC, disaggregated by program, and who have just completed their first year of experience in Georgia public schools and then compiled into a single report of the last three years of data.

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Application of Knowledge, Skills, and Dispositions

The Teacher Assessment on Performance Standards (TAPS), the evidence for this standard component, is one of three components of the Georgia Teacher Keys Effectiveness System (TKES) designed for building teacher effectiveness and ensuring consistency and comparability throughout the state. For more information about TKES and TAPS, please see:

https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/FY15%20TKES%20and%20TKES%20Documents/TAPS_Reference_Sheet%206-5-14.pdf

School administrators on their teachers supply the TAPS data, thereby providing a qualitative, rubrics-based evaluation method by which teacher performance is evaluated related to ten quality performance standards scored from 0 – 3 (sum score can range from 0 – 30).

The Georgia Professional Standards Commission collects the data from TAPS across the state for all first-year teachers, groups the data by matching these scores to completers of the EPPs in the state, and disaggregates these mean scores by program, totals score averages for each EPP and program within each EPP, assigns a rating to score ranges and reports those score averages and ratings annually in the PPEM Report, which is a compilation of data gathered in three-year intervals. Ratings of Level I – IV are designated below.

Final Ratings	TAPS Summative Cut
Level I	0-6
Level II	7-16
Level III	17-26
Level IV	27-30

P-12 Student Learning Growth

CHART 1: GGC 2020 SCHOOL OF EDUCATION STUDENT GROWTH PERCENTILES

The GGC 2020 PPEM Report covered GGC graduates from 2015–2018 who had just finished one year of teaching experience.

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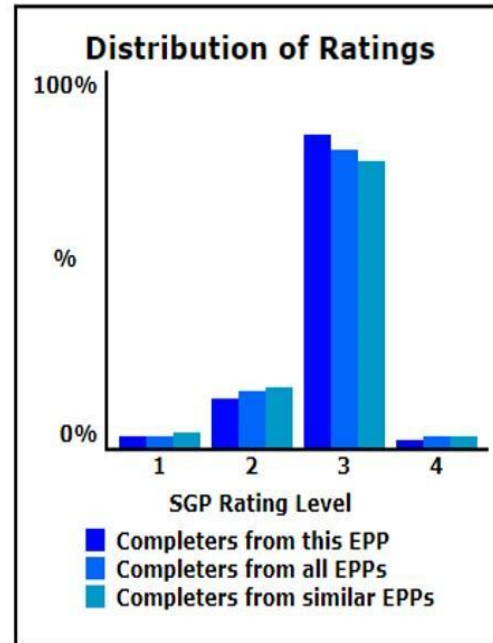
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Student Growth Percentile Ratings - First Academic Year After Program Completion

A total of **119** completers were rated in their first year of employment after program completion:

SGP Rating Level	Completers from this EPP	Completers from all EPPs	Completers from similar EPPs
1	3%	3%	4%
2	13%	15%	16%
3	83%	79%	76%
4	2%	3%	3%

[More information about the SGP](#)



Last Modified 7/23/2020

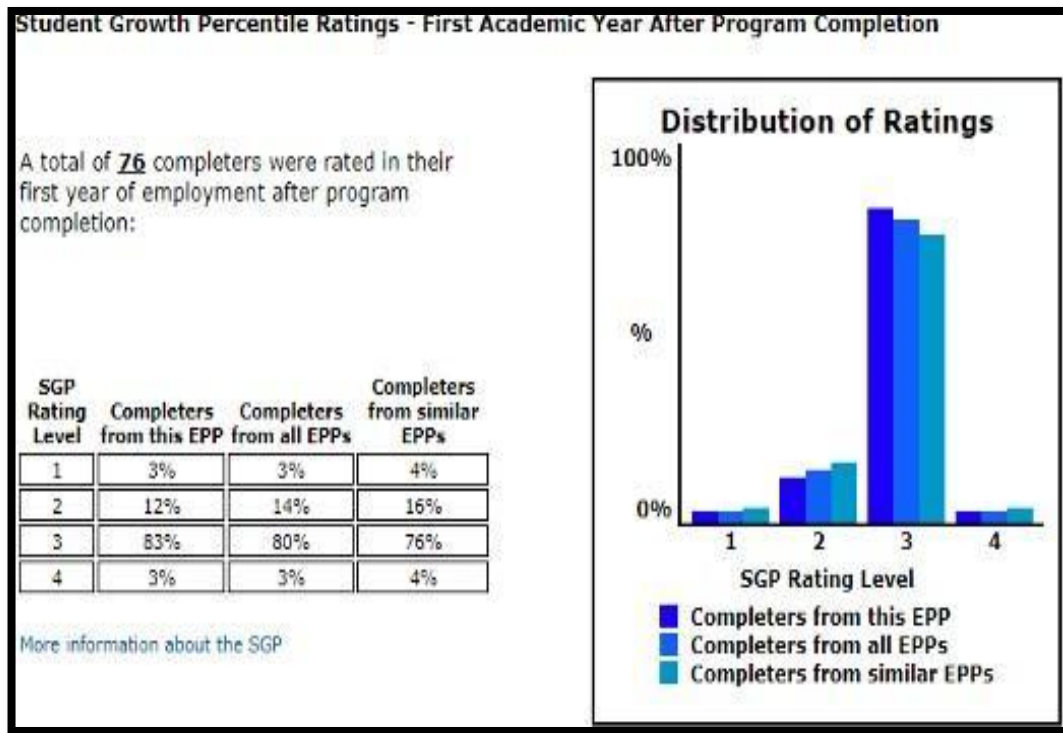
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CHART 2: GGC 2021 SCHOOL OF EDUCATION STUDENT GROWTH PERCENTILES

The GGC 2021 PPEM Report covered GGC graduates from 2016-2018 and 2018 to 2019 who had just finished one year of experience. Because the report is a compilation of three years of data, only two reports will be used as evidence representing four years of data.



*Specific evidence is further disaggregated for each initial program below.

Bachelor of Science Elementary Education (PK – 5)

Bachelor of Science Special Education (PK – 12)

Bachelor of Arts in English (with Teacher Certification 6 – 12)

Bachelor of Science in Mathematics (with Teacher Certification 6 – 12)

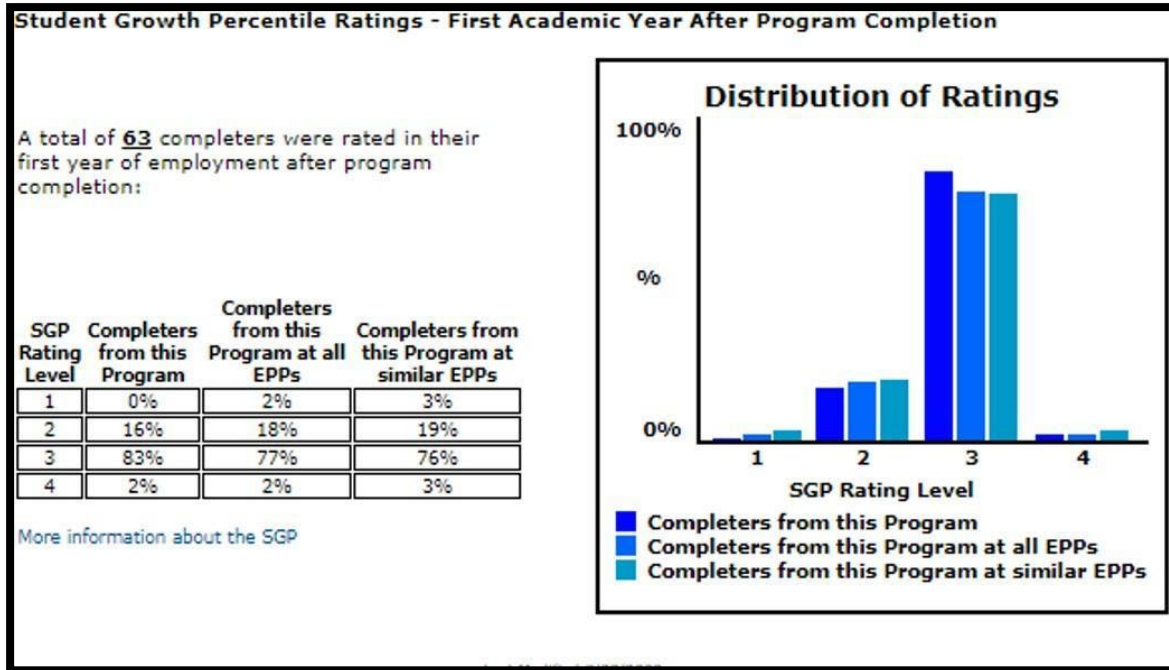
Bachelor of Arts in History (with Teacher Certification 6 – 12) – no data reported by the state

Bachelor of Arts in Political Science (with Teacher Certification 6 – 12) – no data reported by the state

Bachelor of Science in Biology (with Teacher Certification 6 – 12) – no data reported by the state

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Chart 3: 2020 Bachelor of Science Elementary Education (PK – 5)



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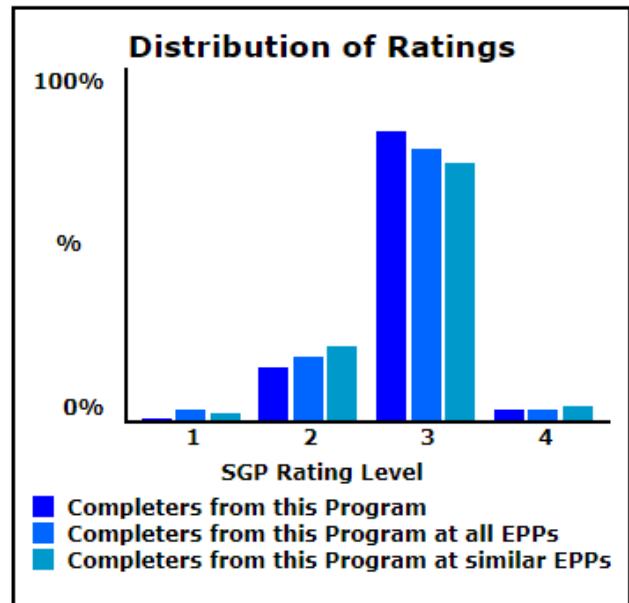
Chart 4: 2021 Bachelor of Science Elementary Education (PK – 5)

Student Growth Percentile Ratings - First Academic Year After Program Completion

A total of **39** completers were rated in their first year of employment after program completion:

SGP Rating Level	Completers from this Program	Completers from this Program at all EPPs	Completers from this Program at similar EPPs
1	0%	3%	2%
2	15%	18%	21%
3	82%	77%	73%
4	3%	3%	4%

[More information about the SGP](#)

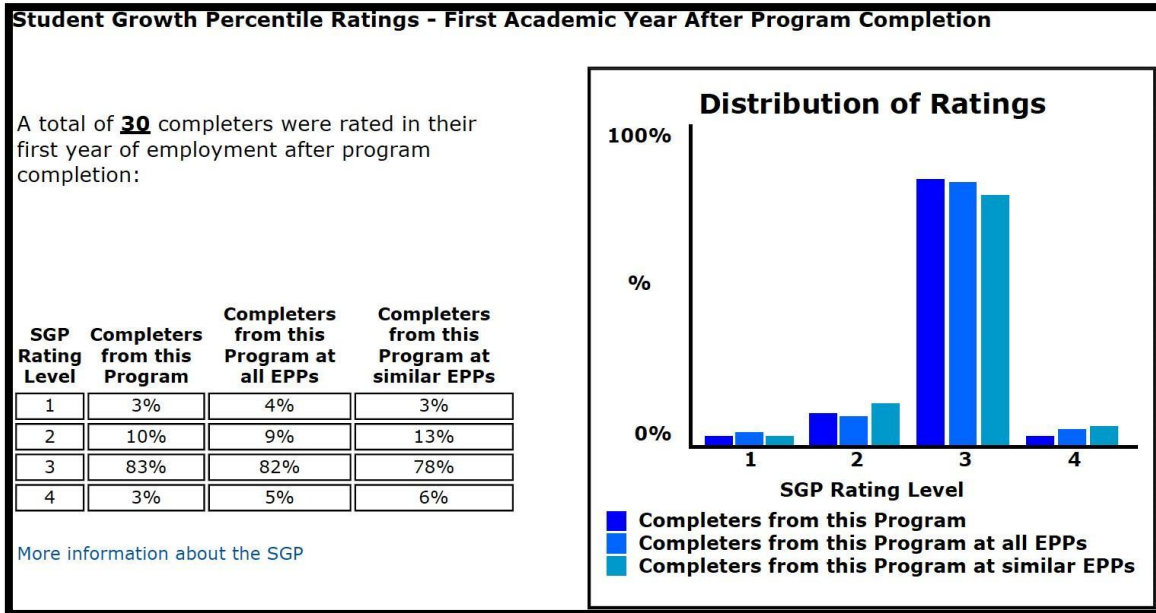


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Chart 5: 2020 Bachelor of Science Special Education (PK – 12)



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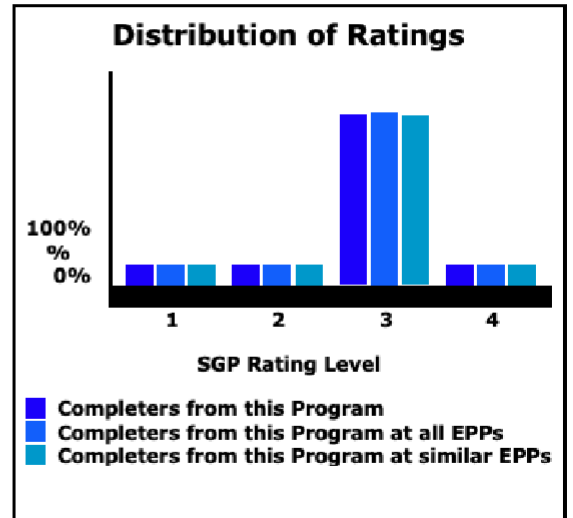
Chart 6: 2021 Bachelor of Science Special Education (PK – 12)

**Student Growth Percentile Ratings -
First Academic Year After Program
Completion**

A total of **20** completers were rated in their first year of employment after program completion:

SGP Rating Level	Completers from this Program	Completers from this Program at all EPPs	Completers from this Program at similar EPPs
1	5%	4%	3%
2	10%	8%	9%
3	80%	81%	79%
4	5%	7%	9%

[More Information about the SGP](#)



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Chart 7: 2020 Bachelor of Science English (with Teacher Certification 6 – 12)

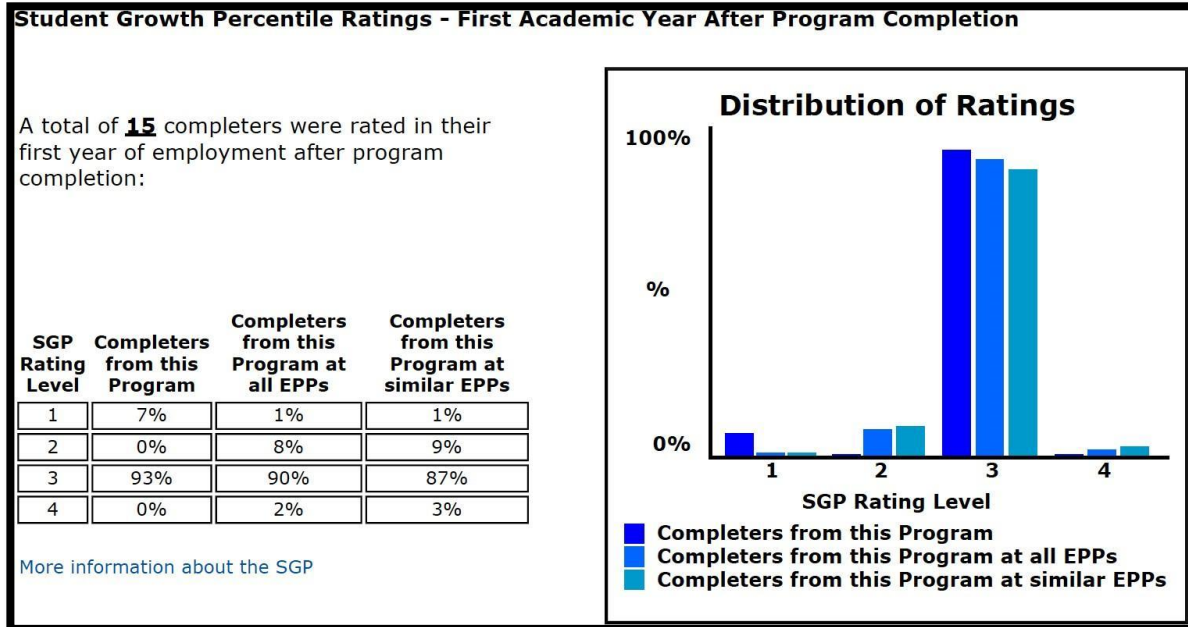
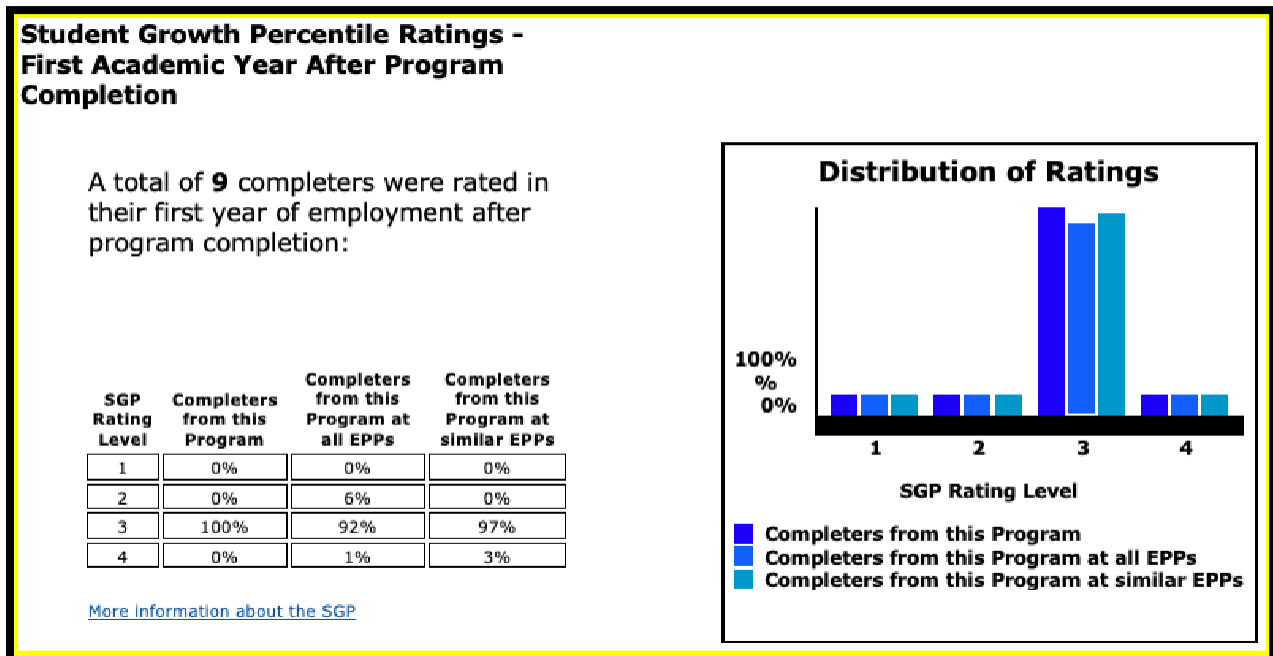


Chart 8: 2021 Bachelor of Science English with Teacher Certification 6 – 12)



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Chart 9: 2020 Bachelor of Science Mathematics (with Teacher Certification 6 – 12)

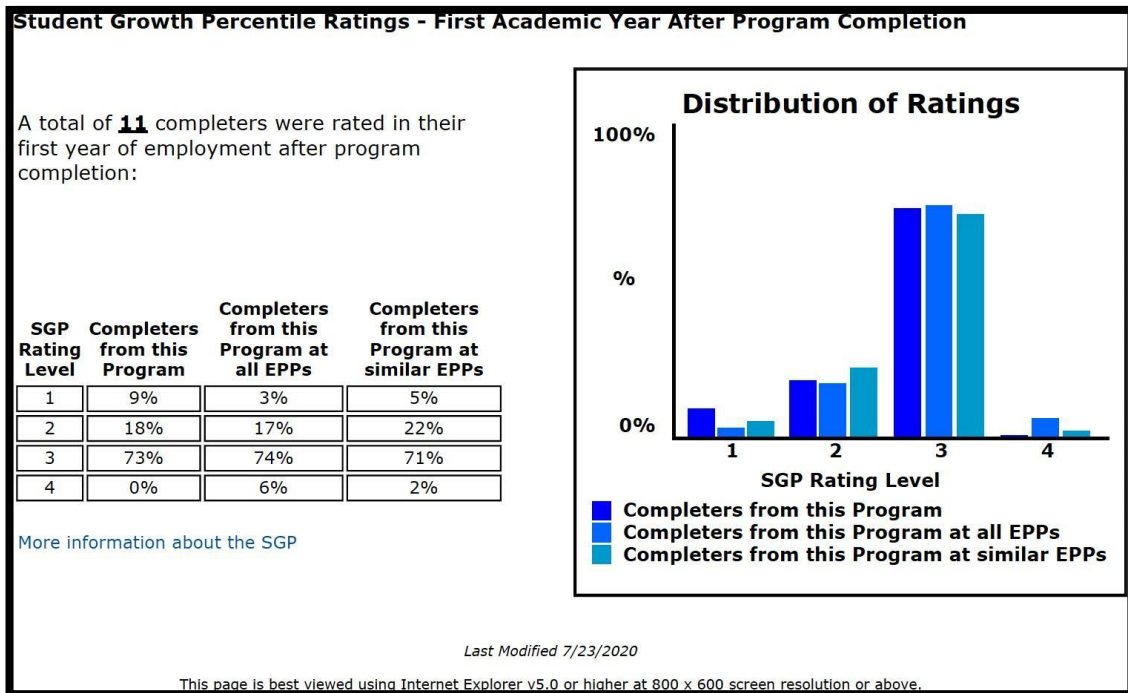


Chart 10: 2021 Bachelor of Science Mathematics (with Teachers Certification 6 – 12)

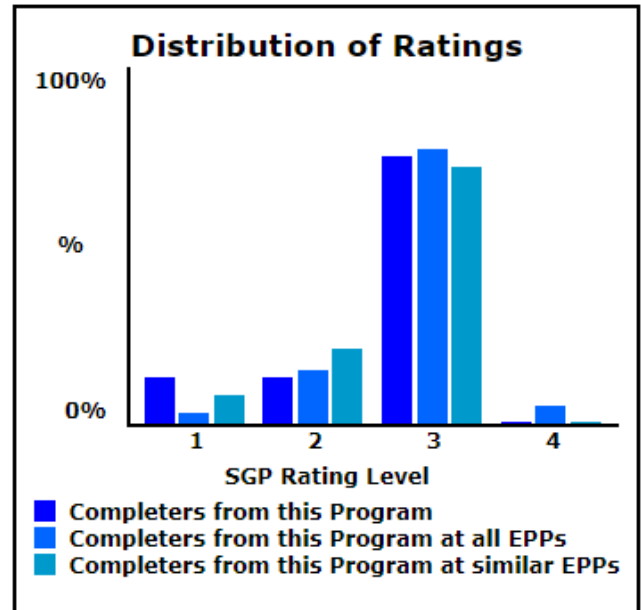
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Student Growth Percentile Ratings - First Academic Year After Program Completion

A total of **8** completers were rated in their first year of employment after program completion:

SGP Rating Level	Completers from this Program	Completers from this Program at all EPPs	Completers from this Program at similar EPPs
1	13%	3%	8%
2	13%	15%	21%
3	75%	77%	72%
4	0%	5%	0%

[More information about the SGP](#)



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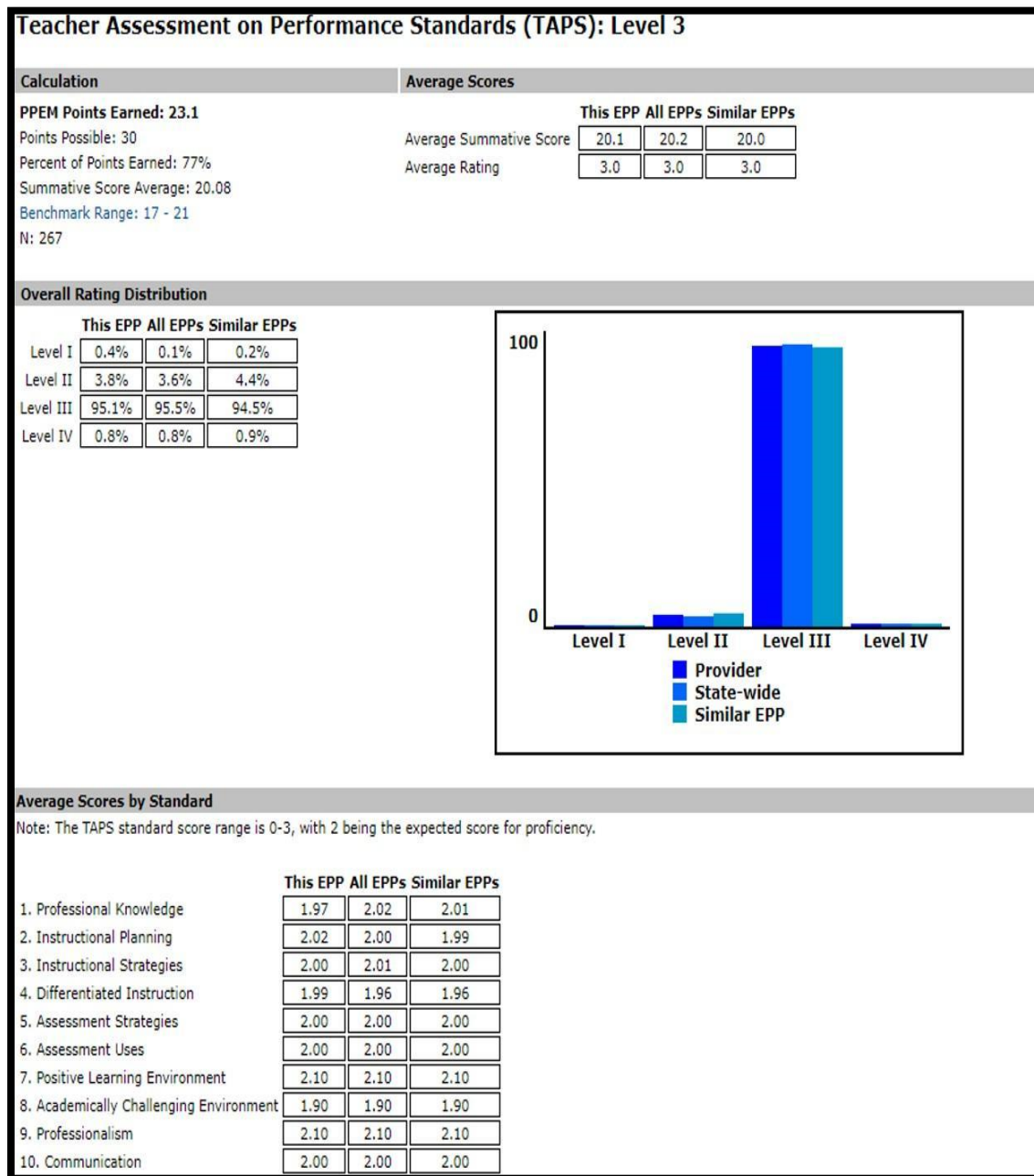
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Application of Knowledge, Skills, and Dispositions

CHART 11: GGC 2020 TAPS SCORES

The GGC 2020 PPEM Report covered GGC graduates from 2015-2018 who had just finished one year of teaching experience.



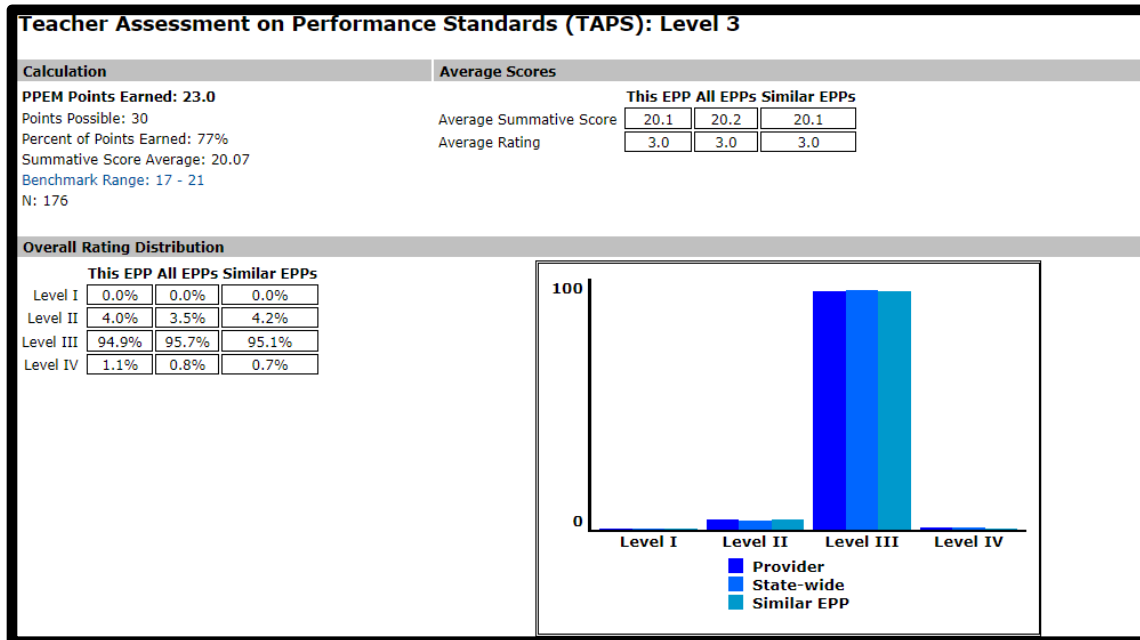
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CHART 12: GGC 2021 TAPS SCORES

The GGC 2021 PPEM Report covered GGC graduates from 2016-2018 and 2018 – 2019 who had just finished one year of teaching experience. Because the report is a compilation of three years of data, only two reports will be used as evidence representing four years of data.



Average Scores by Standard			
Note: The TAPS standard score range is 0-3, with 2 being the expected score for proficiency.			
	This EPP	All EPPs	Similar EPPs
1. Professional Knowledge	1.97	2.02	2.00
2. Instructional Planning	2.02	2.00	1.99
3. Instructional Strategies	1.98	2.01	2.01
4. Differentiated Instruction	1.99	1.96	1.96
5. Assessment Strategies	2.00	2.00	2.00
6. Assessment Uses	2.00	2.00	2.00
7. Positive Learning Environment	2.00	2.10	2.10
8. Academically Challenging Environment	1.90	1.90	1.90
9. Professionalism	2.10	2.10	2.10
10. Communication	2.00	2.00	2.00

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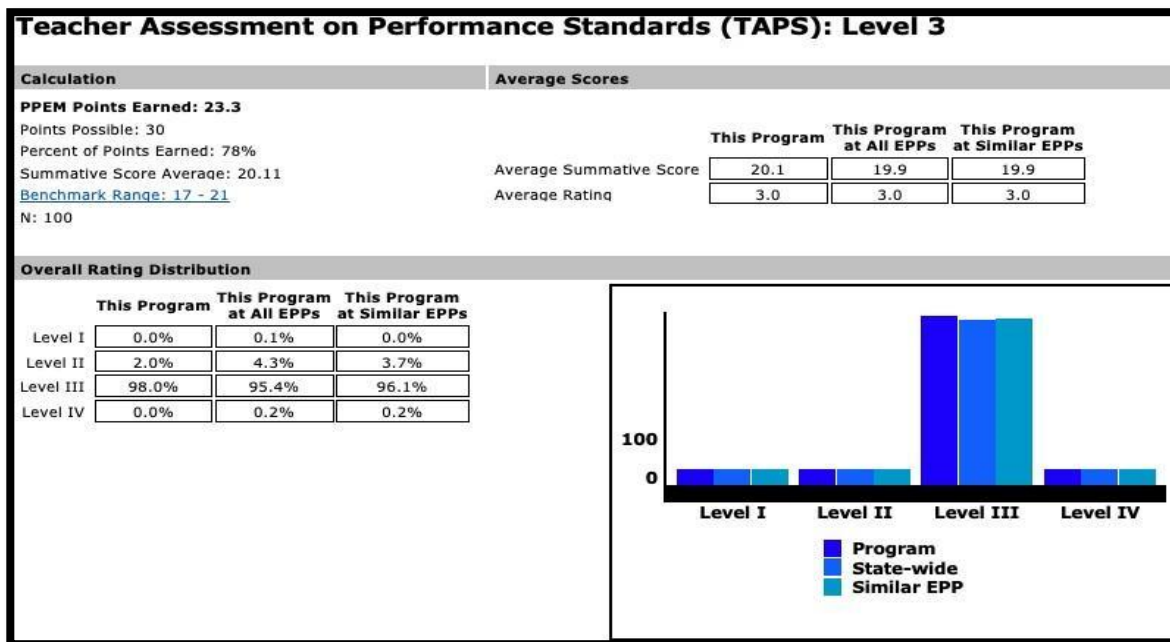
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- Bachelor of Science Elementary Education (PK – 5)
- Bachelor of Science Special Education (PK – 12)
- Bachelor of Arts in English (with Teacher Certification 6 – 12)
- Bachelor of Science in Mathematics (with Teacher Certification 6 – 12)
- Bachelor of Arts in History (with Teacher Certification 6 – 12)
- Bachelor of Arts in Political Science (with Teacher Certification 6 – 12) – no data reported by the state, no graduates teaching in Georgia
- Bachelor of Science in Chemistry (with Teacher Certification 6 – 12) – no data reported by the state, no graduates teaching in Georgia
- Bachelor of Science in Biology (with Teacher Certification 6 – 12) – no data reported by the state, no graduates teaching in Georgia

*Specific evidence is further disaggregated for each initial program below.

Chart 13: 2020 Bachelor of Science Elementary Education (PK – 5)

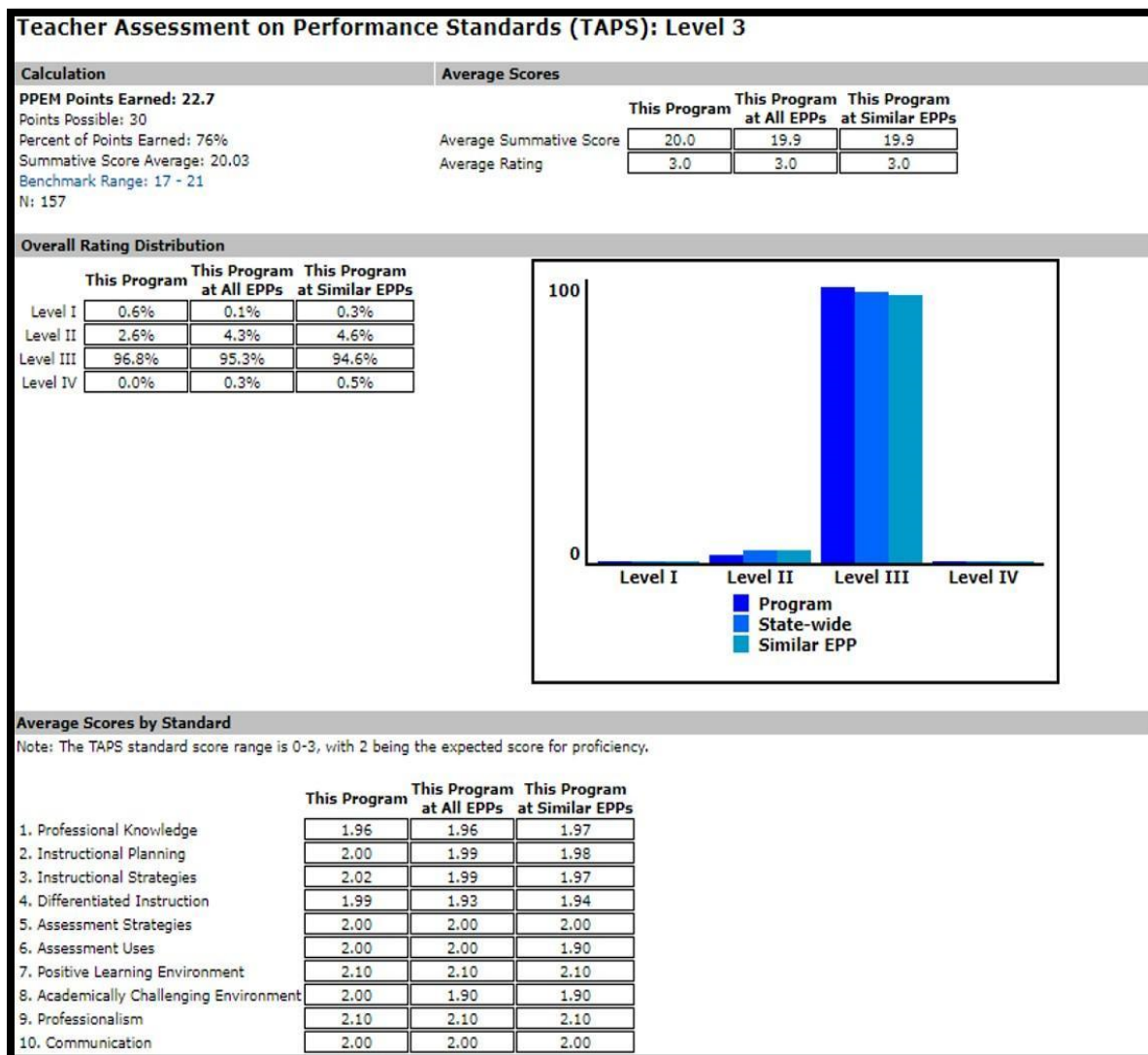


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Chart 14: 2021 Bachelor of Science Elementary Education (PK – 5)

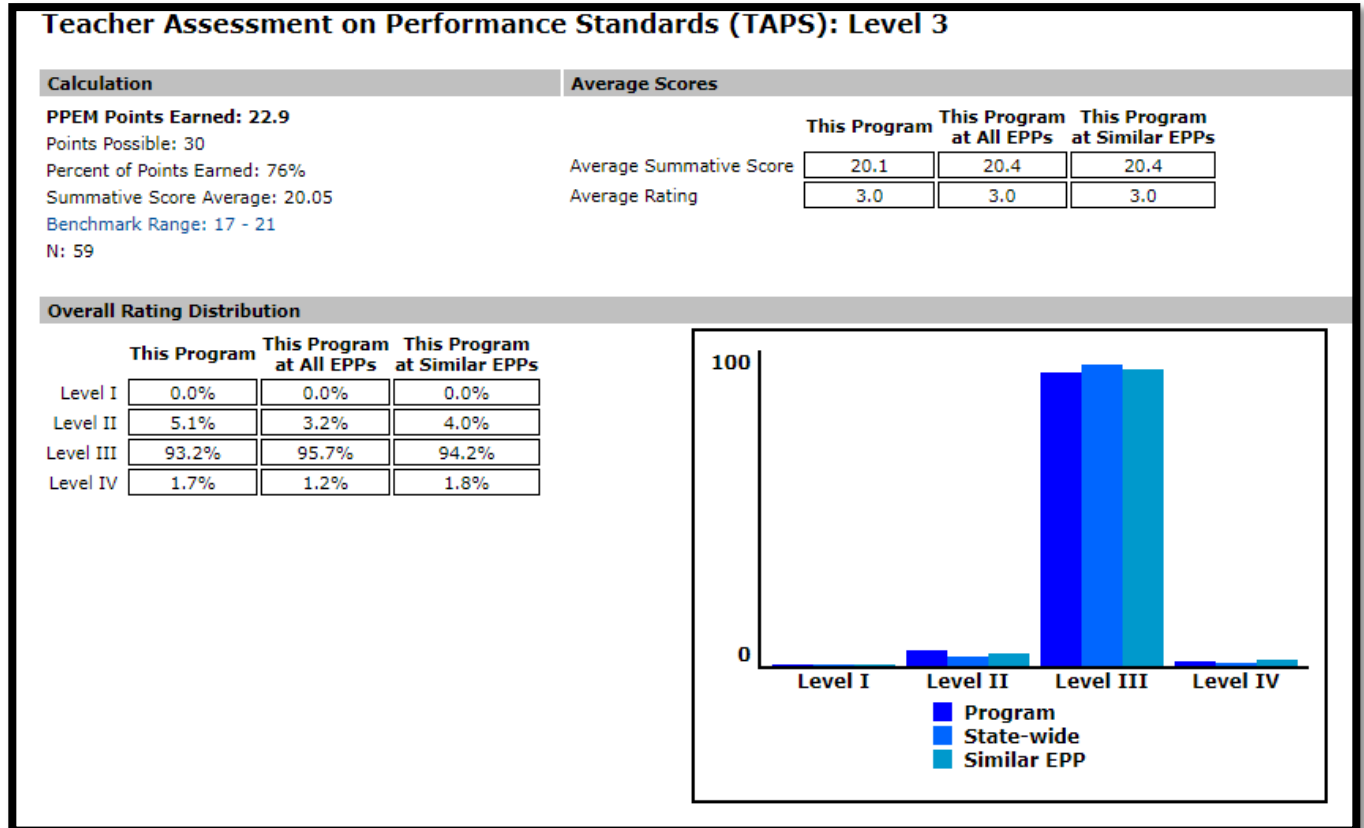


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Chart 15: 2020 Bachelor of Science Special Education (PK – 12)



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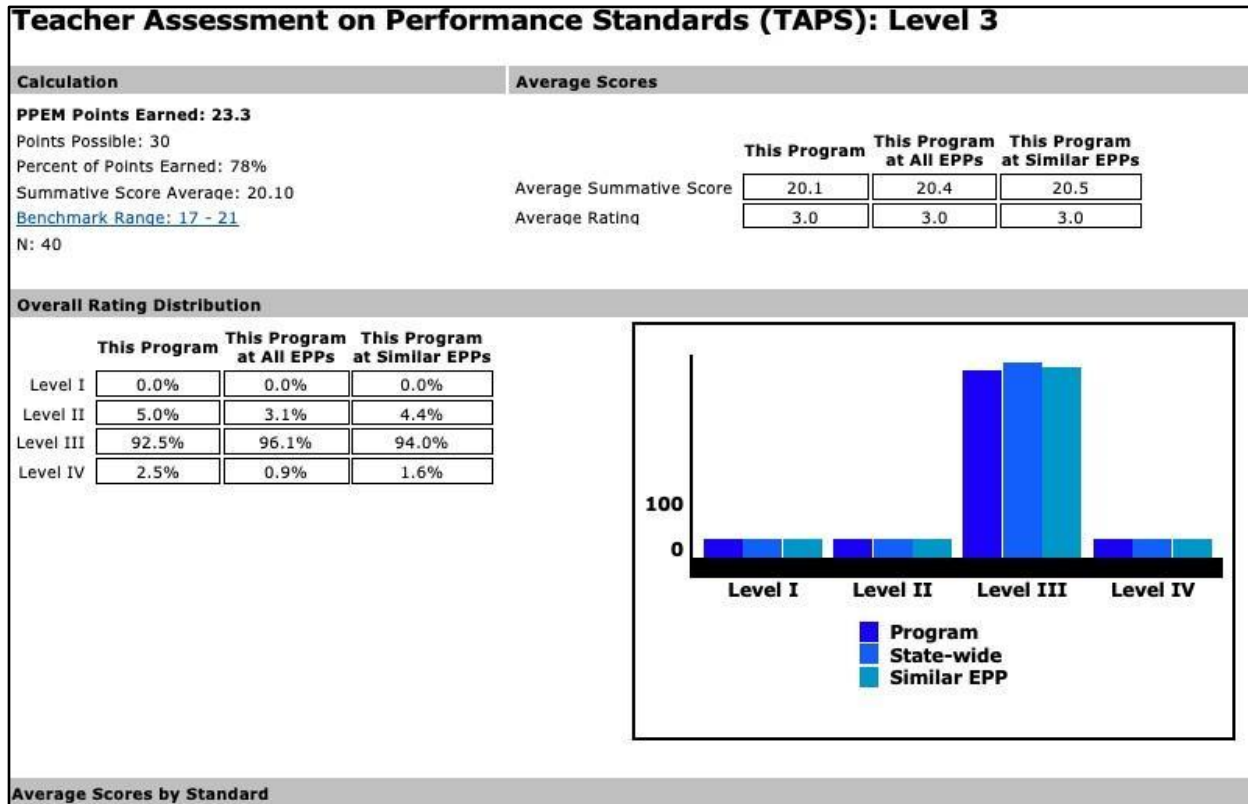
Average Scores by Standard

Note: The TAPS standard score range is 0-3, with 2 being the expected score for proficiency.

	This Program	This Program at All EPPs	This Program at Similar EPPs
1. Professional Knowledge	1.97	2.01	2.02
2. Instructional Planning	2.02	1.98	2.00
3. Instructional Strategies	1.92	2.01	2.02
4. Differentiated Instruction	2.00	2.05	2.06
5. Assessment Strategies	2.00	2.00	2.00
6. Assessment Uses	2.00	2.00	2.00
7. Positive Learning Environment	2.10	2.20	2.20
8. Academically Challenging Environment	1.90	2.00	2.00
9. Professionalism	2.10	2.10	2.10
10. Communication	2.10	2.10	2.10

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Chart 16: 2021 Bachelor of Science Special Education (PK – 12)



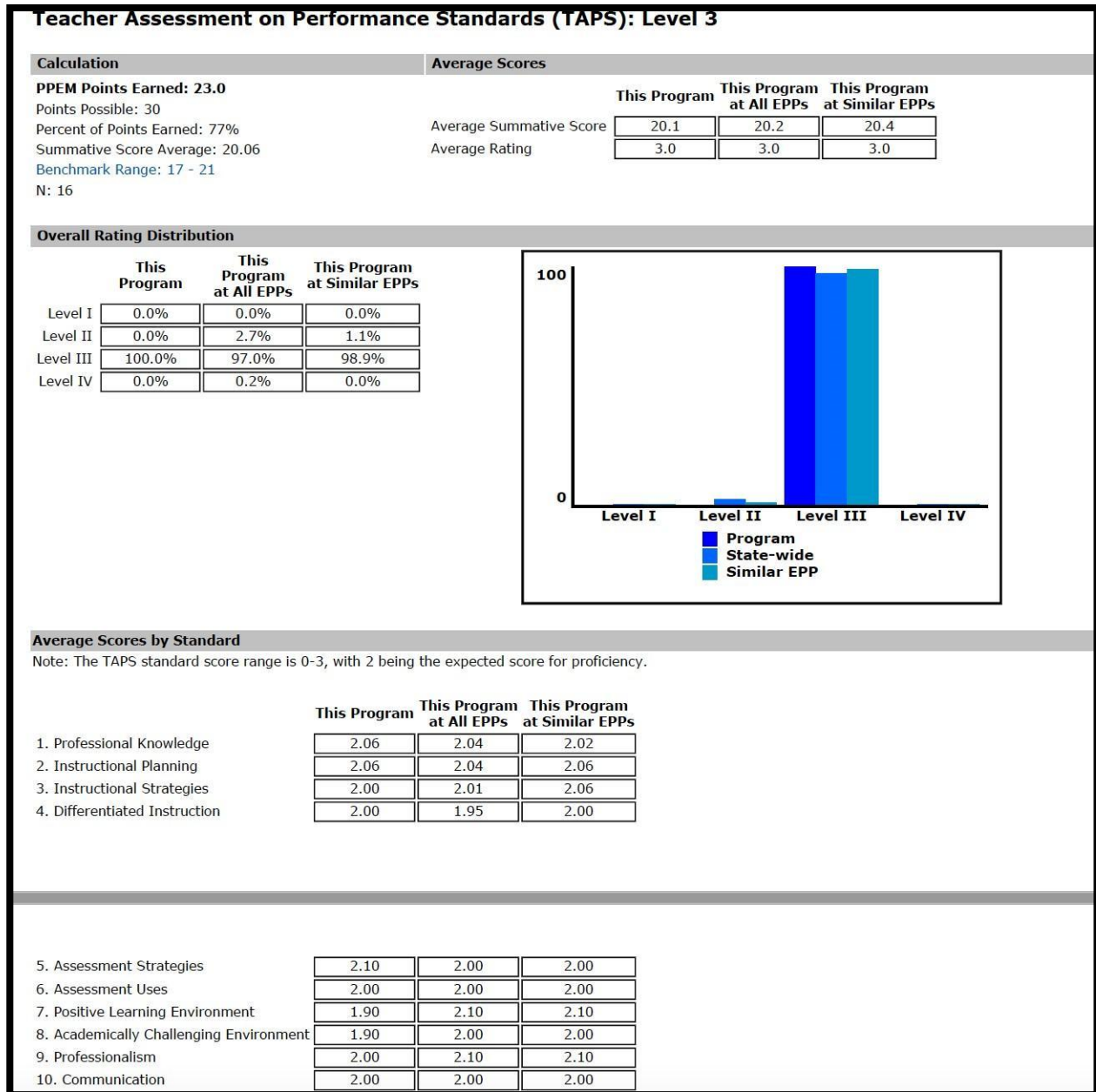
1. Professional Knowledge	1.98	2.00	2.01
2. Instructional Planning	2.03	1.98	1.99
3. Instructional Strategies	1.90	2.02	2.06
4. Differentiated Instruction	2.03	2.06	2.07
5. Assessment Strategies	2.00	2.00	2.00
6. Assessment Uses	2.00	2.00	2.00
7. Positive Learning Environment	2.10	2.20	2.20
8. Academically Challenging Environment	1.90	2.00	2.00
9. Professionalism	2.10	2.10	2.10
10. Communication	2.10	2.10	2.10

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Chart 17: 2020 Bachelor of Science English (with Teacher Certification 6 – 12)

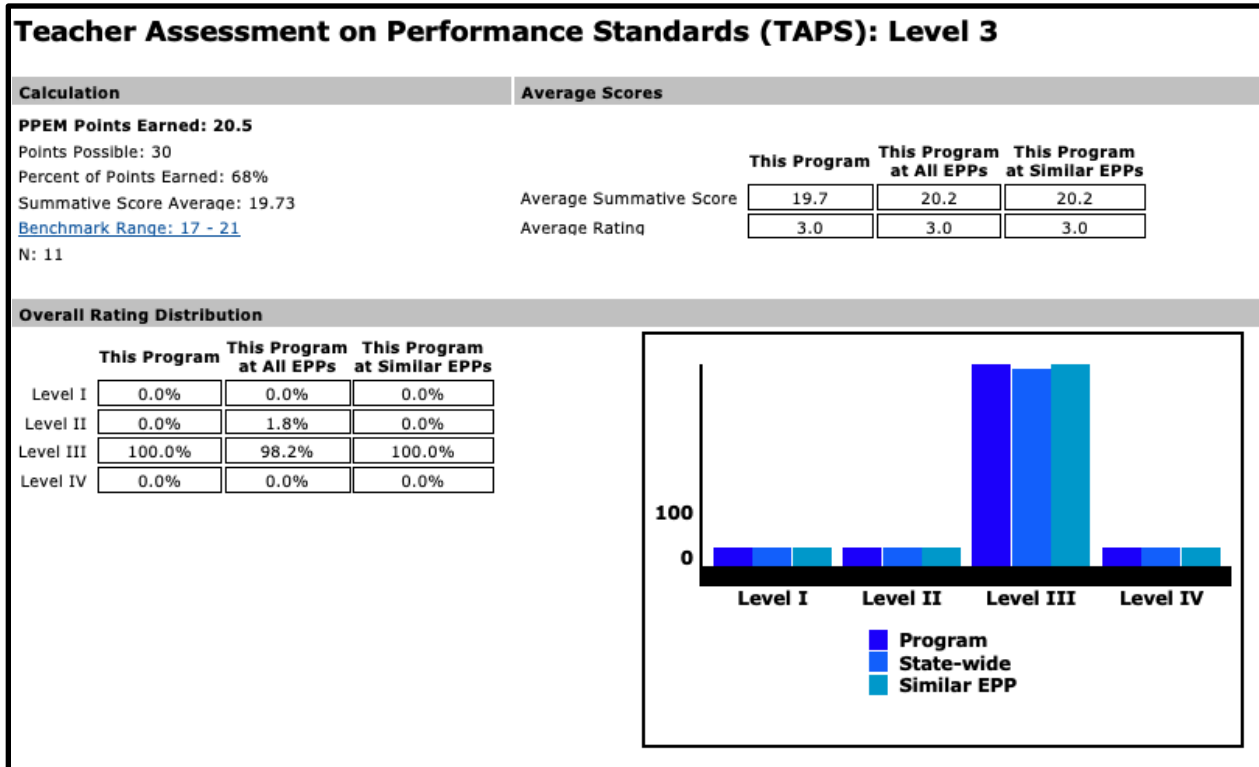


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Chart 18: 2021 Bachelor of Science English (with Teacher Certification 6 – 12)



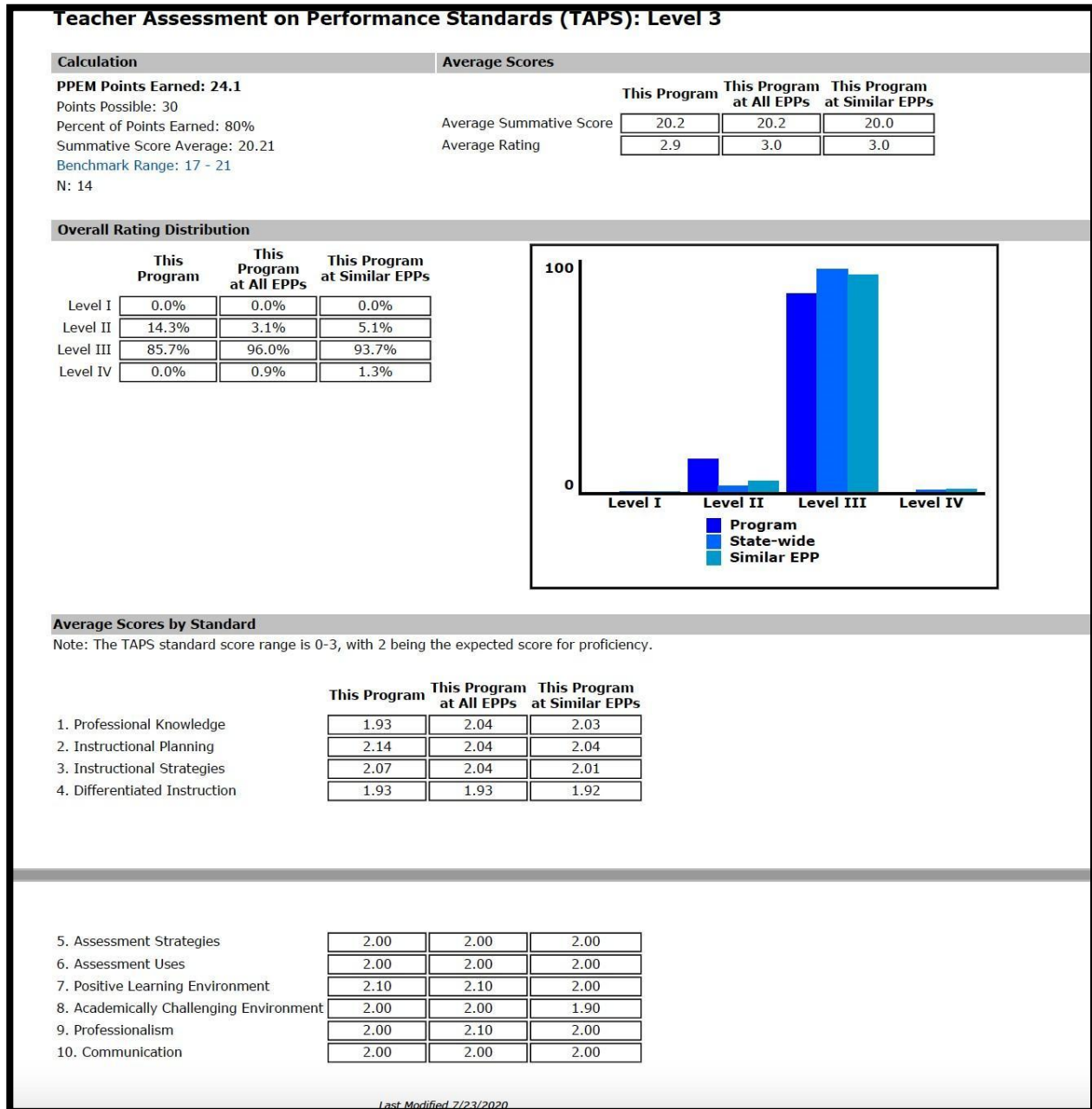
Average Scores by Standard			
Note: The TAPS standard score range is 0-3, with 2 being the expected score for proficiency.			
	This Program	This Program at All EPPs	This Program at Similar EPPs
1. Professional Knowledge	2.00	2.06	2.05
2. Instructional Planning	1.91	2.04	2.05
3. Instructional Strategies	2.00	2.02	2.03
4. Differentiated Instruction	2.00	1.97	2.00
5. Assessment Strategies	2.00	2.00	2.00
6. Assessment Uses	2.00	2.00	2.00
7. Positive Learning Environment	1.90	2.10	2.10
8. Academically Challenging Environment	1.90	2.00	2.00
9. Professionalism	2.00	2.10	2.00
10. Communication	2.00	2.00	2.00

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Chart 19: 2020 Bachelor of Science Mathematics (with Teacher Certification 6 – 12)



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Chart 20: 2021 Bachelor of Science Mathematics (with Teacher Certification 6 – 12)

Teacher Assessment on Performance Standards (TAPS): Level 3

Calculation

PPEM Points Earned: 21.0

Points Possible: 30

Percent of Points Earned: 70%

Summative Score Average: 19.80

Benchmark Range: 17 - 21

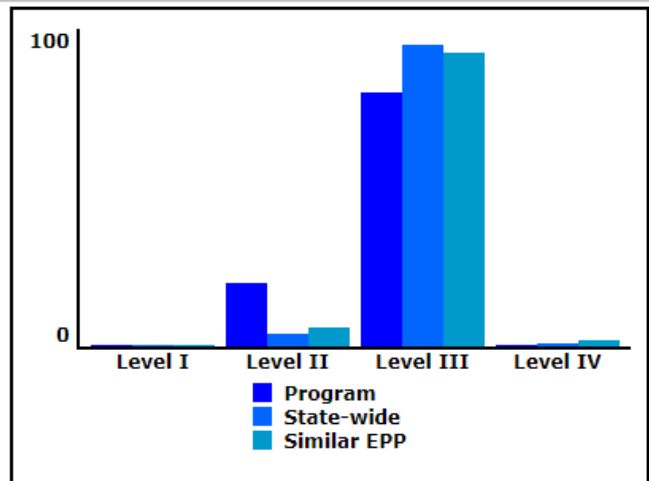
N: 10

Average Scores

	This Program	This Program at All EPPs	This Program at Similar EPPs
Average Summative Score	19.8	20.1	20.1
Average Rating	2.8	3.0	3.0

Overall Rating Distribution

	This Program	This Program at All EPPs	This Program at Similar EPPs
Level I	0.0%	0.0%	0.0%
Level II	20.0%	4.1%	5.8%
Level III	80.0%	95.0%	92.3%
Level IV	0.0%	0.9%	1.9%



Average Scores by Standard

Note: The TAPS standard score range is 0-3, with 2 being the expected score for proficiency.

	This Program	This Program at All EPPs	This Program at Similar EPPs
1. Professional Knowledge	1.90	2.01	2.00
2. Instructional Planning	2.10	2.03	2.10
3. Instructional Strategies	2.00	2.01	2.04
4. Differentiated Instruction	1.90	1.93	1.94
5. Assessment Strategies	1.90	2.00	2.00
6. Assessment Uses	2.00	2.00	2.10
7. Positive Learning Environment	2.10	2.00	2.00
8. Academically Challenging Environment	1.90	2.00	1.90
9. Professionalism	2.00	2.10	2.00
10. Communication	2.00	2.00	2.00

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Chart 21: 2020 Bachelor of Science History (with Teacher Certification 6 – 12)

Teacher Assessment on Performance Standards (TAPS): Level 4

Calculation

PPEM Points Earned: 26.0

Points Possible: 30

Percent of Points Earned: 87%

Summative Score Average: 20.47

Benchmark Range: 17 - 21

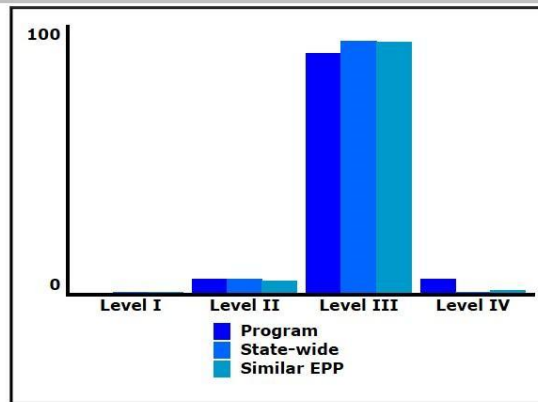
N: 19

Average Scores

	This Program	This Program at All EPPs	This Program at Similar EPPs
Average Summative Score	20.5	19.9	20.0
Average Rating	3.0	3.0	3.0

Overall Rating Distribution

	This Program	This Program at All EPPs	This Program at Similar EPPs
Level I	0.0%	0.0%	0.0%
Level II	5.3%	5.5%	4.3%
Level III	89.5%	93.9%	93.6%
Level IV	5.3%	0.3%	1.1%



Average Scores by Standard

Note: The TAPS standard score range is 0-3, with 2 being the expected score for proficiency.

	This Program	This Program at All EPPs	This Program at Similar EPPs
1. Professional Knowledge	2.05	2.01	2.04
2. Instructional Planning	2.11	2.00	2.02
3. Instructional Strategies	1.95	2.00	2.02
4. Differentiated Instruction	1.95	1.89	1.91

5. Assessment Strategies	2.00	2.00	2.00
6. Assessment Uses	2.10	2.00	2.00
7. Positive Learning Environment	2.20	2.00	2.00
8. Academically Challenging Environment	1.90	1.90	1.90
9. Professionalism	2.20	2.10	2.10
10. Communication	2.00	2.00	2.00

Chart 22: 2021 Bachelor of Science History (with Teacher Certification 6 – 12)

Teacher Assessment on Performance Standards (TAPS): Level 3

Calculation

PPEM Points Earned: 23.6

Points Possible: 30

Percent of Points Earned: 79%

Summative Score Average: 20.14

Benchmark Range: 17 - 21

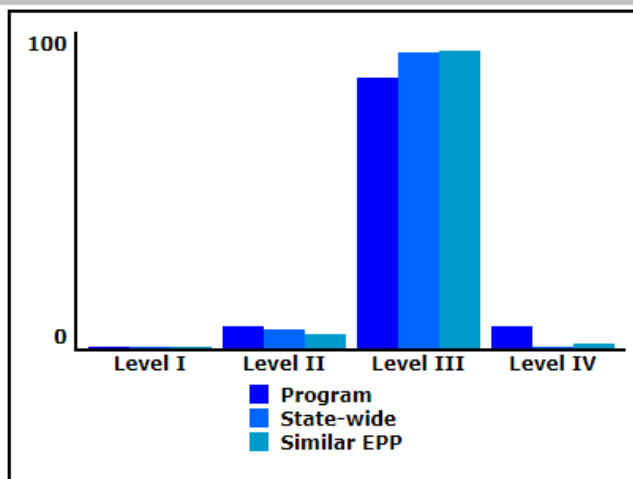
N: 14

Average Scores

	This Program	This Program at All EPPs	This Program at Similar EPPs
Average Summative Score	20.1	19.9	20.1
Average Rating	3.0	2.9	3.0

Overall Rating Distribution

	This Program	This Program at All EPPs	This Program at Similar EPPs
Level I	0.0%	0.0%	0.0%
Level II	7.1%	6.0%	4.5%
Level III	85.7%	93.5%	93.9%
Level IV	7.1%	0.5%	1.5%



Average Scores by Standard

Note: The TAPS standard score range is 0-3, with 2 being the expected score for proficiency.

	This Program	This Program at All EPPs	This Program at Similar EPPs
1. Professional Knowledge	2.00	2.01	2.03
2. Instructional Planning	2.07	2.01	2.06
3. Instructional Strategies	1.86	2.00	2.02
4. Differentiated Instruction	1.93	1.89	1.91
5. Assessment Strategies	2.10	2.00	2.00
6. Assessment Uses	2.10	2.00	2.00
7. Positive Learning Environment	2.10	2.00	2.10
8. Academically Challenging Environment	1.90	1.90	1.90
9. Professionalism	2.10	2.10	2.10
10. Communication	2.00	2.00	2.00

Perceptions Domain Data Analysis

P-12 Student Learning Growth:

Overall, GGC first-year teachers scored higher than teachers from EPPs across the state and among EPPs of similar size on P-12 Student Learning Growth in both annual reports spanning four academic years. As evidenced by Chart 1 (2020), 85% of first-year teachers scored a “3” or “4”, which is 3% higher than EPPs across the state and 6% higher than EPPs of similar size. As evidenced by Chart 2 (2021), 86% of first-year teachers scored a “3” or “4”, which is 3% higher than EPPs across the state and 6% higher than EPPs of similar size.

In the **Elementary Education** program, as evidenced by Chart 3 (2020), 85% of first-year teachers scored a “3” or “4”, which is 6% higher than EPP’s across the state and those similar in size. As evidenced by Chart 4 (2021), 85% of first-year teachers scored a “3” or “4”, which is 5% higher than EPPs across the state and 8% higher than those similar in size.

In the **Special Education program**, as evidenced by Chart 5 (2020), 86% of first-year teachers scored a “3” or “4”, which is similar to EPP’s across the state and 2% higher than those similar in size. As evidenced by Chart 6 (2021), 85% of first-year teachers scored a “3” or “4”, which is 2% lower than EPPs across the state and 3% lower than those similar in size.

In the **English Education program**, as evidenced by Chart 7 (2020), 93% of first-year teachers scored a “3” or “4”, which is similar to EPP’s across the state and 3% higher than those similar in size. As evidenced in Chart 8 (2021), 100% of first-year teachers scored a “3” or “4”, which is 7% higher than EPPs across the state and the same as those similar in size.

In the **Mathematics Education program**, as evidenced by Chart 9 (2020), 73% of first-year teachers scored a “3” or “4”, which is 9% lower than EPP’s across the state and the same as those similar in size. As evidenced by Chart 10 (2021), 75% of first-year teachers scored a “3” or “4”, which is 7% lower than EPPs across the state and 3% higher than those similar in size.

No data were reported on the PPEM Reports for 2020 or 2021 for Bachelor of Science in Political Science (Teacher Certification 6 – 12) and Bachelor of Science in Biology (Teacher Certification 6 – 12) because there were no graduates in those programs who taught in the state of Georgia their first year.

Application of Knowledge, Skills, and Dispositions:

Overall, GGC first-year teachers score similarly to teachers from EPPs across the state and among EPPs of similar size on the Teacher Assessment on Performance Standards (TAPS). As evidenced by Chart 11 (2020) and Chart 12 (2021), the Georgia Professional Standards Commission consistently rated GGC at a Level 3, which is the same overall score as other EPPs in the state, including those similar in size. Both reports show

that GGC first-year teachers consistently scored slightly lower than other EPPs in Professional Knowledge and slightly higher than other EPPs in Instructional Planning and Differentiated Instruction. There were three areas slightly below Proficient (2.0) on both reports: Academically Challenging Environment, Professional Knowledge, and Differentiated Instruction. However, it should be noted that GGC still scored higher than the state average for Differentiated Instruction and the same as the state average for Academically Challenging Environment.

Program Impact Data Analysis

In the **Elementary Education program**, as evidenced by Chart 13 (2020) and Chart 14 (2021), a consistent rating of Level 3 was assigned, which is the same overall score as other EPPs in the state, including those similar in size. On both reports, Elementary Education first-year teachers scored slightly higher than other EPPs in Instructional Strategies, Differentiated Instruction, and Academically Challenging Environment. There were no areas in which Elementary Education first-year teachers scored lower than other EPPs on either report. Both reports showed two areas slightly below Proficient (2.0): Professional Knowledge and Differentiated Instruction. However, it should be noted that GGC elementary education first-year teachers still scored higher than the state average for Differentiated Instruction and the same as the state average for Professional Knowledge.

In the **Special Education program**, as evidenced by Chart 15 (2020) and Chart 16 (2021), a consistent rating of Level 3 was assigned, which is the same overall score as other EPPs in the state, including those similar in size. Special Education first-year teachers scored slightly lower than other EPPs on both reports in Professional Knowledge, Instructional Strategies, Differentiated Instruction, Positive Learning Environment, and Academically Challenging Environment. Special Education first-year teachers scored slightly higher than other EPPs in Instructional Planning on both reports. There were three areas slightly below Proficient (2.0) on both reports: Professional Knowledge, Instructional Strategies, and Academically Challenging Environment.

In the **English (6 – 12 Certification Program)**, as evidenced by Chart 17 (2020) and Chart 18 (2021), a consistent rating of Level 3 was assigned, which is the same overall score as other EPPs in the state, including those similar in size. On both reports, English first-year teachers scored slightly higher than other EPPs in Differentiated Instruction and consistently slightly lower than other EPPs in Positive Learning Environment and Academically Challenging Environment. There were two areas slightly below Proficient (2.0) on both reports: Positive Learning Environment and Academically Challenging Environment.

In the **Mathematics (6 – 12 Certification Program)**, as evidenced by Chart 19 (2020) and Chart 20 (2021), a rating of Level 2.9 and 2.8 was assigned respectively, which is slightly lower than other EPPs in the state, including those similar in size. In both reports, mathematics, first-year teachers scored slightly lower than other EPPs in Professional Knowledge and Professionalism. Mathematics Education first-year teachers scored slightly higher in Instructional Planning on both reports. Both reports showed two areas slightly below Proficient (2.0): Professional Knowledge and Differentiated Instruction.

In the **History (6 – 12 Certification Program)**, as evidenced by Chart 21 (2020), a consistent rating of Level 3 was assigned, which is the same overall score as other EPPs in the state for 2020 and slightly higher than other EPPs in the state for 2021. History first-year teachers scored slightly lower than other EPPs in Instructional Strategies and consistently slightly higher than other EPPs in Instructional Planning, Differentiated Instruction, Assessment Uses, and Positive Learning Environment on both reports. There were three areas slightly below Proficient (2.0) on both reports: Instructional Strategies, Differentiated Instruction, and Academically Challenging Environment. However, it should be noted that they still scored higher than the state average on Differentiated Instruction and about the same as others in the state in Academically Challenging Environment.