

## **Explanation of Evidence for Indicators of Teaching Effectiveness**

All Minot State University teacher candidates participate in at least twelve weeks of student teaching near the end of their teacher preparation program (usually the last semester). During this time, the teacher candidate is mentored by the licensed teacher in the classroom (called the cooperating teacher). Over the course of twelve weeks (or more), the teacher candidate observes the cooperating teacher teach lessons, teaches numerous lessons her/himself, and conferences with the cooperating teacher for the purpose of improved teaching and learning.

At the end of student teaching, both the cooperating teacher and a faculty member from the university complete an evaluation on the teacher education candidate. These evaluations are presented here in aggregate as indicators of teaching effectiveness of Minot State University's teacher candidates.

The evaluations completed by both the cooperating teacher and the university supervisor are based on the InTASC Standards. These standards represent what every teacher at every grade level and content area should know and be able to do. More information about the InTASC Standards can be found at:  
<http://www.ccsso.org/Documents/2011/InTASC%202011%20Standards%20At%20A%20Glance.pdf>

From 2013 to 2015, university supervisors and cooperating teachers evaluated Minot State University's student teachers on the InTASC Standards using four categories: Unacceptable, Beginning, Solid, Proficient.

Beginning in 2015, university supervisors and cooperating teachers evaluated Minot State University's student teachers on the InTASC Standards using five categories: Unacceptable, Beginning, Solid, Proficient, Exceptional.

The data provided represent what percentage of our teacher candidates fell into each category, as evaluated by the university supervisor and the cooperating teacher.