

Data collected from teaching performances during the year-long Internship indicate students demonstrate proficient levels of competency according to the *Charlotte Danielson Framework for Teaching* rubric (Table 1). The Charlotte Danielson rubric has been shown to have strong validity and inter-rater reliability. Students are required to have four teaching/performance evaluations during Internship II where the Director of Early Career Professional Educators, Cooperating Teachers, and Principals all take part in at least one formal evaluation.

**Table 1: PWTEP Summative Assessment Means by Cohort**

Academic Year	Total Number of Candidates	ACT Comprehensive Score	Candidate GPA at Conditional Admission	Candidate GPA at Completion	Praxis 1 Reading-Target Score 156	Praxis 1 Writing-Target Score 162	Praxis 1 Math Target Score 150	Portfolio Target Score 3	Student Impact Target Score 3	Charlotte Danielson Observation Target Score 3
2014-2015	17	25.1	3.4	3.5	178	174	173	2.65	2.71	1.96
2015-2016	14	24.3	3.33	3.48	176	173	168	2.64	2.67	1.96
2016-2017	9	24.8	3.33	3.48	179	172	168	2.68	2.72	1.97
2017-2018	10	25.9	3.44	3.63	181	174	167	2.70	2.63	1.98
2018-2019	12	24.6	3.53	3.66	178	173	163	2.73	2.45	1.94

The EPP ensures that candidates use research and evidence to develop an understanding of the teaching profession, and consequently, use both to measure their P-12 students' progress as well as their own professional practice. The Student Impact Assignment is intended for candidates to understand the research process and to demonstrate how to use evidence appropriately to support conclusions or make decisions (Table 1). Student Impact data indicates Ozarks Teacher Education candidates understand how to conduct research in their field where scoring rubrics have been aligned to the Danielson framework.