

Exhibit 6b

**Student Teaching
TWS Aggregated Scores**

Fall 2010 (N= 66) – Spring 2011 (N = 124)

Supervisors evaluated student teachers on the TWS, and the scores on each item are summarized below. Means are provided for each item. The scores are based on a 3 point scale.

The TWS was revised in the fall 2010, so only the fall 2010 and spring 2011 data are provided on this chart.

Element	Mean Fall 2010 (N=66)	Mean Sp 2011 (N = 124)
1. All required elements are reported and candidates provides contextual factors beyond those required	2.72	2.77
2. Goal(s) clearly and concisely stated	2.89	2.85
3. Clearly and correctly written and concisely stated learner outcomes for every lesson, excellent unit criteria and scoring guides for all assessments	2.78	2.75
4. All learner outcomes coded correctly to standards	2.88	2.87
5. Monitoring of learners' progress was evident throughout the unit.	2.86	2.80
6. Unit is meaningfully connected to real-world	2.84	2.87
7. Unit in Board of Education approved curriculum mentioned and elaborated upon	2.70	2.92
8. Appropriate NJCCCS and relevant national standards mentioned as justification for unit with actual standard statements embedded in narrative	2.76	2.85
9. Comprehensive utilization of differentiated instruction and instructional strategies that focus on student learning	2.69	2.61
10. All assessments described with utilization of at least four forms of assessment to monitor student understanding during the teaching of the unit	2.80	2.79
11. Comprehensive summative assessment included in plan	2.80	2.80
12. Summative and formative assessments aligned with standards	2.86	2.84
13. All assessments are valid and aligned with learner outcomes	2.84	2.87
14. Information/data in TWS Appendix A was comprehensive and complete	2.66	2.71
15. All learner outcomes were found to be measurable	2.79	2.69
16. All instructional activities were aligned with learner outcomes	2.94	2.88
17. All learner outcomes were assessed	2.88	2.82

18. Very appropriate adaptations were made to meet the individual needs of special education, culturally/linguistically diverse, and gifted students	2.63	2.60
19. Comprehensive knowledge of the content to be taught	2.81	2.89
20. All activities were aligned with SPA learner standards, NJPST standards, and NJCCCS	2.91	2.90
21. All instructional strategies were based on cited research	2.48	2.44
Comprehensive lesson planning designed to:		
22. Engage all students	2.89	2.88
23. Accommodate learner characteristics including acknowledgement of individual student needs	2.76	2.82
24. Focus on learner outcomes with an apparent emphasis on individual student needs	2.67	2.75
25. Provide activities that are aligned with SPA learner standards, NJPST standards and NJCCCS	2.91	2.96
26. Assessment for each lesson comprehensively monitored student progress	2.73	2.75
27. Clear concise, comprehensive directions regarding assignments, learning expectations, and scoring procedures for assessments	2.72	2.79
28. Comprehensive use of differentiated instruction for all learners	2.57	2.57
29. Opportunities for learner self-reflection in all lessons	2.54	2.58
30. Comprehensive use of grouping options	2.67	2.74
31. Comprehensive use of appropriate modifications for all learners	2.66	2.64
32. Comprehensive use of differentiated instruction for all learners	2.60	2.59
33. Comprehensive information for families about the importance of the unit	2.48	2.58
34. Creative, comprehensive opportunities for family involvement	2.40	2.27
35. Use of appropriate technology in all lessons	2.74	2.85
36. Comprehensive information and data in TWS Appendix B	2.72	2.82
37. Comprehensively analyzed assessment data and compared it to the learner outcomes for the whole group, subgroups, and individuals	2.59	2.48
38. Comprehensively analyzed one sub group that was comprised of students of diversity	2.42	2.44
39. Comprehensively reflected on which type of differentiated instruction was effective or not effective	2.56	2.58

40. Drew insightful, meaningful conclusions regarding student learning	2.74	2.73
41. Comprehensively analyzed the data and reported significant findings with appropriate learning theories/principals to support the analysis for each outcome	2.48	2.48
42. Comprehensively reflected on which type of differentiated instruction was effective or not effective	2.53	2.63
43. What teaching strategies worked and why	2.77	2.81
44. What aspects of your planning, assessment and teaching did not work and why	2.72	2.82
45. What changes in teaching should be made in the future based on reflection and comprehensively cited research	2.60	2.65
46. At least two or more future standards and dispositions with a rationale	2.69	2.73
47. Implications for future instruction by writing professional development goals that you should attain with a rationale	2.70	2.66
48. Comprehensive information and data in TWS Appendix C	2.69	2.74
49. No more than 2 errors in syntax/grammar	2.59	2.59
50. No more than 2 errors in spelling/proofreading	2.53	2.49
51. All sections submitted using APA style. Submission was creative, concise and comprehensive.	2.83	2.72

Student Teaching
TWS Aggregated Scores
Fall 2008 (N = 108), Spring 2009 (N = 132), Fall 2009 (N= 100), and Spring 2010 (N = 148)
Total N = 488

Supervisors evaluated student teachers on the TWS, and the scores on each item are summarized below. Means are provided for each item per semester, as well as an aggregated mean across all semesters. In addition, for the past 2 semesters, the percent meeting each item, as well as the number who did not meet that standard, are also provided.

Element	Mean all semesters (N=488)	Mean Fall 08 (N=108)	Mean Spring09 (N=132)	Mean Fall 09 (N=100)	Percent Meeting Standard Fall 09	Number Not Meeting Standard Fall 09	Mean Spring 2010 (N=148)	Percent Meeting Standard Spring 10	Number Nor Meeting Standard Spring 10
I.A a clear concise, thorough rationale was provided for the unit	2.88	2.92	2.87	2.89	100	0	2.84	98	3
I.B student learner outcomes for the unit and each lesson were clearly and concisely identified	2.89	2.92	2.90	2.87	99	1	2.87	99	2
I.C all learner outcomes were coded to SPA, NJPST standards and NJCCCS	2.89	2.95	2.90	2.85	96	4	2.88	99	1
I.D excellent criteria and scoring guides for all assessments	2.65	2.60	2.71	2.59	94	6	2.68	98	3
I.E comprehensive monitoring of learners' progress was evident throughout the unit	2.79	2.81	2.78	2.77	100	0	2.80	99	2

Element	Mean all semesters (N=488)	Mean Fall 08 (N=108)	Mean Spring09 (N=132)	Mean Fall 09 (N=100)	Percent Meeting Standard Fall 09	Number Not Meeting Standard Fall 09	Mean Spring 2010 (N=148)	Percent Meeting Standard Spring 10	Number Nor Meeting Standard Spring 10
IF comprehensive assessment of background knowledge at the start of the unit (pre assessment)	2.73	2.72	2.73	2.70	97	3	2.75	99	1
IG utilization of at least four forms of assessment to monitor student understanding during the teaching of the unit	2.87	2.87	2.87	2.85	100	0	2.88	98	3
IH development of comprehensive summative assessments that measure all learner outcomes (post assessment)	2.80	2.76	2.87	2.76	99	1	2.77	98	3
II comprehensive utilization of differentiated instruction and instructional strategies that focus on student learning	2.65	2.69	2.67	2.65	99	1	2.62	98	3
IJ all assessments were technically sound and validity was evident	2.75	2.73	2.77	2.69	100	0	2.75	98	2
IK very appropriate adaptations were made to meet the individual needs of special education, culturally/linguistically diverse, and gifted students	2.60	2.68	2.59	2.55	96	4	2.57	99	1
IL information/data in TWS Appendix A was comprehensive and complete	2.84	2.87	2.84	2.83	97	3	2.84	98	2

Element	Mean all semesters (N=488)	Mean Fall 08 (N=108)	Mean Spring09 (N=132)	Mean Fall 09 (N=100)	Percent Meeting Standard Fall 09	Number Not Meeting Standard Fall 09	Mean Spring 2010 (N=148)	Percent Meeting Standard Spring 10	Number Nor Meeting Standard Spring 10
II.A all instructional activities were aligned with learner outcomes	2.92	2.95	2.89	2.91	99	1	2.92	100	0
II.B all learner outcomes were assessed	2.81	2.82	2.82	2.79	99	1	2.81	99	1
II.C comprehensive knowledge of the content to be taught	2.88	2.90	2.92	2.88	100	0	2.85	99	1
II.D activities were aligned with SPA, NJPST standards, and NJCCCS	2.93	2.99	2.90	2.92	99	1	2.91	100	0
II.E all instructional strategies were based on cited research	2.44	2.45	2.45	2.43	97	3	2.43	95	7
<i>Comprehensive lesson planning designed to:</i>									
II.F engage all students	2.86	2.89	2.86	2.90	100	0	2.82	99	1
II.G accommodate learner characteristics	2.81	2.85	2.83	2.85	100	0	2.74	98	2
II.H focus on learner outcomes	2.89	2.92	2.87	2.90	100	0	2.87	98	2
II.I provide activities that are aligned with SPA, NJPST standards and NJCCCS	2.91	2.95	2.89	2.88	99	1	2.91	100	0
II.J assessment for each lesson comprehensively monitored student progress	2.73	2.71	2.73	2.78	100	0	2.72	98	2

Element	Mean all semesters (N=488)	Mean Fall 08 (N=108)	Mean Spring09 (N=132)	Mean Fall 09 (N=100)	Percent Meeting Standard Fall 09	Number Not Meeting Standard Fall 09	Mean Spring 2010 (N=148)	Percent Meeting Standard Spring 10	Number Nor Meeting Standard Spring 10
II.K clear concise, comprehensive directions regarding assignments, learning expectations, and scoring procedures for assessments	2.74	2.78	2.82	2.62	99	1	2.73	99	1
II.L comprehensive use of differentiated instruction for all learners	2.60	2.69	2.63	2.60	99	1	2.50	97	5
II.M opportunities for learner self-reflection in all lessons	2.53	2.60	2.50	2.50	99	1	2.52	97	4
II.N comprehensive use of grouping options	2.66	2.75	2.62	2.63	100	0	2.64	99	1
II.O comprehensive use of appropriate modifications for all learners	2.68	2.69	2.71	2.67	100	0	2.66	99	1
II.P comprehensive use of differentiated instruction for all learners	2.63	2.66	2.66	2.64	100	0	2.58	97	4
II.Q comprehensive information for families about the importance of the unit	2.37	2.38	2.33	2.39	93	7	2.37	86	20
II.R creative, comprehensive opportunities for family involvement	2.27	2.25	2.27	2.29	94	6	2.28	86	21
II.S use of appropriate technology in all lessons	2.68	2.63	2.67	2.68	99	1	2.73	99	1
II.T comprehensive information and data in TWS Appendix B	2.85	2.90	2.85	2.85	96	4	2.82	98	2

III.

Element	Mean all semesters (N=488)	Mean Fall 08 (N=108)	Mean Spring09 (N=132)	Mean Fall 09 (N=100)	Percent Meeting Standard Fall 09	Number Not Meeting Standard Fall 09	Mean Spring 2010 (N=148)	Percent Meeting Standard Spring 10	Number Nor Meeting Standard Spring 10
III.A comprehensively analyzed assessment data and compared it to the learner outcomes for the whole group, subgroups, and individuals	2.61	2.65	2.69	2.49	97	3	2.58	97	5
III.B comprehensively analyzed one sub group that was comprised of students of diversity	2.42	2.38	2.47	2.43	96	4	2.40	86	20
III.C comprehensively reflected on which type of differentiated instruction was effective or not effective	2.62	2.66	2.70	2.63	98	2	2.51	96	6
III.D drew insightful, meaningful conclusions regarding student learning	2.79	2.82	2.79	2.75	99	1	2.78	98	2
III.E comprehensively analyzed the data and reported significant findings	2.67	2.70	2.69	2.57	98	2	2.69	97	4
III.F comprehensively reflected on which type of differentiated instruction was effective or not effective	2.62	2.66	2.64	2.62	97	3	2.56	95	7
<i>Identified and explained in detail:</i>									
III.G what teaching strategies worked and why	2.83	2.87	2.79	2.86	99	1	2.82	98	3
III.H what aspects of your planning, assessment and teaching did not work and why	2.79	2.84	2.69	2.81	99	1	2.83	99	1

Element	Mean all semesters (N=488)	Mean Fall 08 (N=108)	Mean Spring09 (N=132)	Mean Fall 09 (N=100)	Percent Meeting Standard Fall 09	Number Not Meeting Standard Fall 09	Mean Spring 2010 (N=148)	Percent Meeting Standard Spring 10	Number Nor Meeting Standard Spring 10
III.I what changes in teaching should be made in the future based on reflection and research	2.78	2.84	2.75	2.77	99	1	2.78	99	1
III.J at least two or more future dispositions with a rationale	2.76	2.84	2.75	2.77	97	3	2.71	96	6
III.K professional development goals that you should attain with a rationale	2.75	2.83	2.70	2.69	97	3	2.77	98	3
III.L comprehensive information and data in TWS Appendix C	2.73	2.78	2.73	2.69	97	3	2.71	97	5

IV

IV.A no more than 2 errors in syntax/grammar	2.60	2.59	2.63	2.61	94	6	2.58	93	11
IV.B no more than 2 errors in spelling/proofreading	2.62	2.59	2.74	2.54	94	6	2.59	96	6
IV.C all sections submitted using APA style. Submission was creative, concise and comprehensive.	2.81	2.86	2.82	2.79	98	2	2.76	99	1