

**Performance Based Evaluation Report Spring 2011**

**Step3-Mild Intervention**

	<b>N</b>	<b>%</b>
Mild Intervention	10	100.0%

**Cooperating Teacher and College Supervisor Performance Based Evaluation Report Scores**

**Scale/Level:** 1 = Beginning, 2 = Developing, 3 = Proficient, 4 = Outstanding

	<b>Summative</b>	
	Cooperating Teacher	College Supervisor
	<i>Mean</i>	<i>Mean</i>
<b>Standard 1: Foundations</b>	<b>3.90*</b>	<b>3.20*</b>
<b>Standard 2: Development</b>	<b>4.00</b>	<b>3.80</b>
<b>Standard 3: Individ. Learn Diff.</b>	<b>3.90</b>	<b>3.70</b>
<b>Standard 4: Instrc. Strategies</b>	<b>3.80</b>	<b>3.70</b>
<b>Standard 5: Learning Environ.</b>	<b>4.00</b>	<b>3.80</b>
<b>Standard 6: Communication</b>	<b>3.80</b>	<b>3.60</b>
<b>Standard 7: Instruc. Planning</b>	<b>3.90</b>	<b>3.90</b>
<b>Standard 8: Assessment</b>	<b>3.80*</b>	<b>3.10*</b>
<b>Standard 9: Prof. Ethical Pract.</b>	<b>4.00</b>	<b>4.00</b>
<b>Standard 10: Collaboration</b>	<b>3.80</b>	<b>4.00</b>

\*Indicates a significant difference between Cooperating Teacher and College Supervisor score.

**Take-Aways:**

- In general, the cooperating teacher scores were higher on average than those from the college supervisor.
- The cooperating teacher gave mild intervention students significantly higher scores on standard 1 (Foundations of Special Education) and Standard 8 (Assessment) than the college supervisor.
- The college supervisor gave students notably lower scores on standard 1 and standard 8.